INFANT AND EARLY CHILDHOOD CONFERENCE 2019
TACOMA CONVENTION CENTER | MAY 1-3

REGISTRATION BROCHURE
MAY 1 | PRECONFERENCE
MAY 2-3 | CONFERENCE & EXHIBITS
Conference Contact Information
- Registration: 800-280-6218
- Email Registration: ieccreg@uoregon.edu
- Web Site: www.ieccwa.org
- Conference Coordinator: Tracyulrich@frontier.com
- Co-Conference Coordinator: Amandacardwell@frontier.com

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

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

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

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

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

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

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

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

2019 PLANNING COMMITTEE MEMBERS

Valerie Arnold
Office of Superintendent of Public Instruction (OSPI)

Debi Donelan
King County Developmental Disabilities Division

Colin Gasamis
Cultivate Learning at the University of Washington

Sally Holloway
Whatcom Community College

Debbie Jackson
Birth to Three Developmental Center

Shanna McBride
Children’s Administration

Kathleen Meeker
University of Washington

Louis Mendoza
Kindering

Adrienne O’Brien
Department of Children, Youth, and Families

Amy Okeze
Puget Sound ESD

Shukri Olow
King County Developmental Disabilities Division

Diana Stokes
Department of Children, Youth and Families

Vy Tran
King County Developmental Disabilities Division

Candy Watkins
A Step Ahead in Pierce County Early Childhood Development Association of Washington (ECDAW)

Brayde Willson
Pierce County Human Services Developmental Disabilities

2019 CONFERENCE CHAIR

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

CONFERENCE ADMINISTRATOR

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

CONFERENCE STAFF

Tracy Ulrich
Conference Coordinator

Amanda Cardwell
Conference Co-Coordinator
### Wednesday 5/1
- **8:00 am - 5:30 pm**
  - Registration Desk Open
- **9:00 am - 5:00 pm**
  - Pre-Conference Sessions
- **12:00 pm - 1:00 pm**
  - Lunch

### Thursday 5/2
- **7:30 am - 5:00 pm**
  - Registration Desk Open
- **8:30 am - 10:30 am**
  - Welcome and Keynote
- **10:30 am - 12:30 pm**
  - Conference Session A
- **12:30 pm - 1:15 pm**
  - Lunch and Vendor Shopping
- **1:30 pm - 3:00 pm**
  - Conference Session B
- **3:30 pm - 5:00 pm**
  - Conference Session C

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

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

### SESSION HANDBOUTS:
The IECC conference does not provide paper handouts for conference sessions. If you are interested in printing off the handouts and bringing them with you to the conference, please visit our website www.ieccwa.org and under each session in the conference program will be a link to available handouts provided by the presenters. We highly recommend you download handouts to electronic devices in advance of arriving at the conference. While you may be able to access the complimentary WiFi onsite, historically the service has been very slow.
THURSDAY KEYNOTE PRESENTER
Dr. Ilene Schwartz, University of Washington

Dr. Ilene Schwartz is a professor in the Area of Special Education at the University of Washington and the Director of the Haring Center for Research and Training in Education at UW. She earned her Ph.D. in child and developmental psychology from the University of Kansas and is a board certified behavior analyst (BCBA-D). Dr. Schwartz has an active research and professional training agenda with primary interests in the area of autism, inclusive education, and the sustainability of educational interventions. She has had consistent funding from the U.S. Department of Education since 1990 and serves on a number of editorial review boards, including the Topics in Early Childhood Special Education and the Journal of Early Intervention. Dr. Schwartz is the director of Project DATA, a model preschool program for children with autism that has been in operation since 1997, and is currently involved in research projects examining the efficacy of the Project DATA model with toddlers and preschoolers with autism.

Dr. Schwartz has been working with children with ASD since 1978. She is dedicated to developing, evaluating, and disseminating effective and sustainable instructional strategies for students with disabilities. She is committed to helping every child with a disability have access to a high quality, inclusive educational experience.

FRIDAY KEYNOTE PRESENTER
DON MEYER, SIBLING SUPPORT PROJECT

Don Meyer, the award-winning founder of the Sibling Support Project, author, and creator of the Sibshop model has presented on issues facing families of people with special needs all over the world. Don created Sibshops, which provide peer support and information to thousands of young brothers and sisters of children with special health and developmental needs. He is a best-selling author and editor of seven books on families of people with special needs. Don’s trainings on the Sibshop model have resulted in the creation of over 450 Sibshops throughout the United States as well as Argentina, Canada, Chile, Iceland, Ireland, Italy, Japan, New Zealand, Trinidad, and Singapore. He has presented more than 300 lively, highly-rated workshops on the concerns of siblings, fathers, and grandparents of children with special needs to professional and family audiences in every state as well as Argentina, Canada, England, Germany, Guatemala, Iceland, Ireland, Israel, Italy, Japan, New Zealand, Taiwan, and Turkey. Don was a founder of the University of Washington’s SEFAM (Supporting Extended Family Members) program, which pioneered services for fathers, siblings, and grandparents of children with special needs. Don created SibTeen, Sib20, and SibNet, the Internet’s first and largest online groups for young and adult siblings of people with disabilities, reaching over 5000 siblings every day.
The Department of Children, Youth, and Families (DCYF) offers cost reimbursement for training taken from state-approved trainers in Washington. Professionals who currently work in child care facilities licensed or certified by DCYF can access this opportunity through their MERIT professional record.

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

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

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

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<tr>
<th>&gt;&gt; DCYF Trainer Track</th>
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DCYF has set up a two day training series at IECC. As part of the DCYF trainer track participants can take one or all 6 of the individual session that are broken in to separate “modules”. Please note each session title/description will address a different topic as part of a 6 modules series. Participants are NOT required to take all 6 modules.
**PRECONFERENCE SESSIONS AT A GLANCE**

You may choose to participate in one preconference session. It will be the full-day and is an intensive training. The session will emphasize in-depth practical skill building opportunities. You may register for the preconference day only or you may register for the preconference as part of the two or three-day conference package.

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

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<tr>
<th>Session Code</th>
<th>Session Title</th>
<th>Presenters</th>
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<tr>
<td>PRE01</td>
<td>Strategies for Young Children with Dual Sensory Disabilities: The Sooner the Better</td>
<td>Nancy Hatfield, PhD, Washington Sensory Disabilities Services, with Tracey Gaver, MA, Kindering, Emma Packard, MA, Washington Sensory Disabilities Services</td>
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<td>PRE02</td>
<td>Expanding Autism Diagnosis and Treatment Options for Young Children</td>
<td>Lisa Greenwald, PhD, Kindering, with Debra Dineen, BCBA, LBA, Holly Ridge Center, Jennifer Ajumogobia, Kindering, Molly Poole, MA, Kindering, Angela Raught, BA, Kindering, C.J. Stout, Kindering</td>
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<tr>
<td>PRE03</td>
<td>Infant Mental Health 101: An Introduction to Infant Mental Health</td>
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<td>PRE04</td>
<td>Responding to ACEs with Strengthening Families</td>
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<td>PRE05</td>
<td>Diagnosis and Intervention Techniques for Childhood Dysarthria</td>
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<td>PRE06</td>
<td>Building Teams of Shared Learning</td>
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<td>PRE07</td>
<td>Making Inclusion Work for Toddlers and Preschoolers with ASD</td>
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<td>PRE08</td>
<td>Leading with Racial Equity in Early Learning; Understanding Yourself is a First Step</td>
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<td>PRE09</td>
<td>PBIS in Early Childhood Settings</td>
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<td>PRE10</td>
<td>The Growing Brain; Understanding Social-Emotional Development and Behavior from Birth to 5</td>
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**WEDNESDAY | PRECONFERENCE SESSIONS**

**PRE01: Strategies for Young Children with Dual Sensory Disabilities: The Sooner the Better**, presented by Nancy Hatfield, PhD, Washington Sensory Disabilities Services, with Tracey Gaver, MA, Kindering, Emma Packard, MA, Washington Sensory Disabilities Services

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** All
- **Note:** This is an Intermediate session.

This session will increase your awareness of risk factors for hearing and vision issues and how to address concerns. Learn about the multiple developmental impacts of combined vision and hearing loss, from early bonding and communication to exploration and self-determination. Most importantly, learn key strategies to support a child’s development in all areas, even if a definitive diagnosis has not yet been made. We will use videos and stories to demonstrate impacts and effective strategies. If you currently work with, or have, a child with a diagnosed or suspected combined hearing and visual impairment, come prepared to apply what you learn to your individual situation.

**PRE02: Expanding Autism Diagnosis and Treatment Options for Young Children**, presented by Lisa Greenwald, PhD, Kindering, with Debra Dineen, BCBA, LBA, Holly Ridge Center, Jennifer Ajumogobia, Kindering, Molly Poole, MA, Kindering, Angela Raught, BA, Kindering, C.J. Stout, Kindering

- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** Birth to Age 3
- **Who Should Attend:** Teachers, Administrators, Therapists, Healthcare Staff, Interested Professionals
- **Note:** This session has a $10 materials fee. Participants will receive a binder with handouts.

This presentation will focus on three primary areas 1) Becoming a Center of Excellence for Autism Diagnosis 2) Creating an ABA program for Young Children 3) Using Telehealth for Young Children’s therapy services.

This is an advanced full-day session.
PRE03: Infant Mental Health 101: An Introduction to Infant Mental Health, presented by Virginia Buccola-Tournay, DNP, Parent Child Relationship Programs/UW

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

This is a day long intensive overview of Infant Mental Health/Early Childhood Mental Health. We will cover the foundations of early attachment, impact of early adversity, attachment theory as well as a closer look at parenting behaviors and models of intervention.

PRE04: Responding to ACEs with Strengthening Families, presented by Debbie Peterson, BA, Because it Takes a Village, with Holly Wyrwich, MA, Dept. of Children, Youth, and Families

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

Multiple studies showcase the effect ACEs have on human development over the lifespan. Evidence bases are building to prove the effectiveness of a protective factor approach to preventing and mitigating the effects of child abuse and neglect. This session will ground participants in ACEs knowledge and connect participants to tools to support Strengthening Families Protective Factor Framework implementation.

PRE05: Diagnosis and Intervention Techniques for Childhood Dysarthria, presented by Ruth Stoeckel, PhD, Mayo Clinic (retired)

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

Diagnosis of motor speech disorders in young children can be challenging, due in part to the likelihood of co-occurring conditions. This presentation will cover a range of ages, from red flags in early childhood to ongoing treatment for older children, with an emphasis on preschool-age children. Case-based discussion will include evidence-based, practical suggestions for diagnosis and intervention specifically for childhood dysarthria. Principles applicable to the more general diagnosis of motor speech disorder, not otherwise specified (MSD-NOS) will also be discussed.

PRE06: Building Teams of Shared Learning, presented by Greg Abell, BA, Sound Options Group, LLC

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

Serving the needs of children and families is a complex task requiring collaboration between parents and professionals. This session will focus on skills and strategies in support of effective teaming and involving diverse participants in pursuit of serving the unique needs of children.
PRE07: Making Inclusion Work for Toddlers and Preschoolers with ASD, presented by Ilene Schwartz, PhD, University of Washington, with Julie Ashmun, M.Ed., BCBA, University of Washington, Haring Center, Alice Bravo, MEd, University of Washington

- WA State Early Learning Core Competency: Curriculum and Learning Environment
- Age Group Addressed: Birth through Age 5
- Who Should Attend: All

Children with ASD are children first. As such they need to spend time everyday interacting successfully with their typically developing peers. The purpose of this workshop is to describe how to create programs that support inclusion and intensive instruction for children with ASD.

PRE08: Leading with Racial Equity in Early Learning: Understanding Yourself is a First Step, presented by Michelle Morse, MSW, Puget Sound Educational Service District, with Heather Kawamoto, MA, Puget Sound Educational Service District

- WA State Early Learning Core Competency: Professional Development and Leadership
- Age Group Addressed: All age groups
- Who Should Attend: All

This workshop grounds participants in self-reflection and self-awareness as a first step towards leading with racial equity using the lens of “Leadership of Self.” Through interactive and exploratory experiences, participants will gain multiple strategies to discover their own personal ‘why’ as well as approaches to lead with racial equity. By examining racial identities and bias, participants will gain a better understanding of how race applies to their work.

PRE09: PBIS in Early Childhood Settings, presented by Scott A. Spaulding, PhD, University of Washington, with Carol A. Davis, University of Washington, Elizabeth Kelly, M.Ed., University of Washington

- WA State Early Learning Core Competency: Professional Development and Leadership
- Age Group Addressed: Age 3 through 5
- Who Should Attend: Teachers, Administrators, Therapists, Interested Professionals, Trainers, Adult Educators
- Note: This session has a $10 materials fee.

This workshop teaches participants effective strategies for using a multi-tiered system of behavior support known as positive behavior interventions and supports (PBIS) in early childhood settings. Participants will learn about the 3 tiers of PBIS with a focus on tier 3 individualized supports for children that engage in persistent, challenging behaviors.

PRE10: The Growing Brain; Understanding Social-Emotional Development and Behavior from Birth to 5, presented by Maia Thomas, MPH, Early Supports for Infants and Toddlers, DCYF

- WA State Early Learning Core Competency: Child Growth, Development and Learning
- Age Group Addressed: Birth through Age 5
- Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Students
- Note: This session has a $10 materials fee.

Decades of research indicate that the early years of life are a period of exponential brain development, characterized by great opportunity and vulnerability, dependent on the relationships and environment in which the child is growing. This innovative training focuses on giving early childhood providers evidence-informed strategies to support their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children.
## THURSDAY | SESSIONS AT A GLANCE

### 10:30 am - 12:30 pm | CONFERENCE SESSION A

| A01 | Early Childhood Transitions: Preparing Systems to Support Children and Families From Birth through Kindergarten |
| A02 | Screening Hearing and Vision in Birth to 3 Year Olds: The Three-Prong Approach |
| A03 | Everyday Reflective Practice |
| A04 | Parent Partnerships |
| A05 | Early Intervention and Parent Coaching via Tele-intervention |
| A06 | Promoting Healthy Relationships and Body Safety in Young Children of All Abilities |
| A07 | The Power of Story-Time To Create Belonging and Safety |
| A08 | STEAM-y Fairy Tales |
| A09 | FIND Infant-Toddler Coach Collaborative |
| A10 | Positive Behavior Interventions & Supports: Best Practices in Early Childhood Settings |
| A11 | Understanding and Teaching Emotional Regulation Skills in Early Childhood |
| A12 | Learning Games |
| A13 | The Partnership between Early Language Development and Social Skills |
| A14 | Writing Functional IFSP Outcomes |
| A15 | Universal Design for Learning: Creating Inclusive Early Childhood Learning Experiences |
| A16 | Trainer Track Module 1: Introduction to Adult Learning |

### 1:30 pm - 3:00 pm | CONFERENCE SESSION B

| B01 | Obtaining Services for Children with Special Needs: A Father’s Perspective |
| B02 | Supporting Parents of Children Receiving Early Intervention Services |
| B03 | Supporting Independence in the Classroom with the TEACCH method: A Teacher’s Perspective on Bringing Research Into Practice |
| B04 | Language Beyond Reading: Language Deprivation and Theory of Mind |
| B05 | Evidence Based Strategies to Teach Play Skills to Children with ASD |
| B06 | Family Resources Coordinator Networking Session |
| B07 | Somali Cultural Responsiveness: Best Practices in Engaging with Somali Families |
| B08 | Consistent Inconsistency- Parent and Provider Perspectives on FASD |
| B09 | Intentional Teaching and Embedded Learning Opportunities in Daily Preschool Routines |
| B10 | Paint to Learn |
| B11 | Deaf Mentors Program: Benefits to Families and Professionals |
| B12 | Invisible Disabilities: Providing accessibility to those with Sensory Difficulties |
| B13 | Collaborating with Families to Provide Positive Behavior Supports for Young Children with Challenging Behaviors in Early Childhood Classrooms |
| B14 | Successful Mealtimes with Picky Eaters |
| B15 | Using an Ecological Perspective to Screen Young Children for Developmental Risk and Resilience |
| B16 | Trainer Track Module 2: Designing for Adult Learning |
>> THURSDAY | SESSIONS AT A GLANCE

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**THURSDAY | SESSION C | 3:30 pm - 5:00 pm**

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<th>No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>C01</td>
<td>A Road Map for Professionals to Better Support and Connect with Dads</td>
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<tr>
<td>C02</td>
<td>If You’re Happy &amp; You Know It Sing A Book</td>
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<td>C03</td>
<td>Coaching Families in Early Intervention</td>
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<td>C04</td>
<td>Risk and Adventure in the Outdoor Play Environment</td>
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<td>C05</td>
<td>Constructing Cars with Young Children in Support of Mathematical Practice and the Development of Intelligence</td>
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<td>C06</td>
<td>Keeping Our Children Safe</td>
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<td>C07</td>
<td>Progressing from New Foundation of Quality Standards to Early Achievers- What’s New for Infants and Toddlers?</td>
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<tr>
<td>C08</td>
<td>Making Sense of Art: Engaging the Senses to Create Accessible Art Activities</td>
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<td>C09</td>
<td>Reinforcement and Redirection: A Positive Approach</td>
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<td>C10</td>
<td>Supportive Classrooms for Diverse Learners: Proficiency and Collaboration in a Digital Age</td>
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<td>C11</td>
<td>Structuring Effective Peer Support and Social Connections in New Parent Groups</td>
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<tr>
<td>C12</td>
<td>Engaging Families and Communities in Children’s Early Learning through Kaleidoscope Play &amp; Learn</td>
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<td>C13</td>
<td>Talking Tips: How Interactive Talk can Change a Child’s Life</td>
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<td>C14</td>
<td>The Importance of Teaching Imitation as Part of an Early Intervention Program</td>
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<td>C15</td>
<td>Using Positive Behavior Support to Address Challenging Behaviors at Home</td>
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<tr>
<td>C16</td>
<td>Trainer Track Module 3: Assessment for Adult Learning</td>
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**THURSDAY | SESSION A | 10:30 am - 12:30 pm**


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

Early childhood professionals and programs are strategically positioned to ensure smooth and effective transitions by offering individualized support to families and children. Individualized supports are more readily implemented as we increase systemic capacity to communicate, collaborate, and empower families to advocate before, during, and after transitions across multiple early childhood settings. An engaging panel of practitioners and parents will offer a combination of evidence-based strategies, current resources, and experience-based recommendations to develop, implement, and sustain family-centered, culturally responsive, and developmentally appropriate transition practices.
A02: Screening Hearing and Vision in Birth to 3 Year Olds: The Three-Prong Approach, presented by DeEtte Snyder, PhD, Washington State School for the Blind, with Kristin Ching, MA, Center for Childhood Deafness & Hearing Loss

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

Come review, or learn, a subjective approach to screening for vision and hearing in young children. The tool is called the Three-Prong Approach and was developed by the Washington Sensory Disabilities Services (WSDS) for the service provider agencies within the ESIT program to screen children for vision and hearing concerns. It is critical to screen for vision and hearing prior to any evaluation of developmental delay. Knowing the hearing and vision status of children is not just important for children’s learning potential, but to validate your approach to service provision. You will leave the training prepared to use information gained from parent interviews (including review of existing medical records), developmental skills, and direct observations to identify children at risk for hearing loss or vision problems. This approach will also prepare you to make appropriate referrals or diagnostic testing from medical providers and educational services, such as teachers of the deaf/hard of hearing (DHH) or teachers of the blind/visually impaired (BVI).

A03: Everyday Reflective Practice, presented by Bridget Lecheile, PhD, Washington Association for Infant Mental Health, with Kristi Armstrong, MS, Washington Association for Infant Mental Health

- **WA State Early Learning Core Competency:** Professional Development and Leadership
- **Age Group Addressed:** Birth to Age 5
- **Who Should Attend:** All

Reflective practice is the regular consideration of how one’s beliefs, values, and responses impact behavior, interactions, and relationships with others, in order to deepen professional competence and promote effective practice. Developing reflective capacity is a lifelong process that requires intentionality. This workshop focuses on building capacity for personal and professional reflection, in order to enhance interactions and practice with young children and families. We will explore skills that support reflective practice, such as slowing down, self-awareness, critical thinking, and self-compassion. After completing this workshop, participants will be able to 1) define reflective functioning, 2) describe the purpose and benefits of reflective practice, and 3) identify strategies for incorporating reflection into daily experiences and practice with young children and their families.

A04: Parent Partnerships, presented by Debbie Jackson, Birth to Three Developmental Center, with Anthony Gayle, Parent

- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** All

This session will give family members attending the conference the opportunity to meet other family members, share resources and experiences. This session will also include a special guest speaker that will inspire families in their role as parents of special needs children. This will be a fun interactive session with fun giveaways and a special parent luncheon following the presentation.
A05: Early Intervention and Parent Coaching via Tele-intervention, presented by Molly Poole, MA, Kindering, with Lisa Greenwald, PhD, Kindering, Rachel McKee, MS, Kindering

- **WA State Early Learning Core Competency**: Program Planning and Development
- **Age Group Addressed**: Birth through Age 3
- **Who Should Attend**: All

Tele-intervention is a service delivery model that is used to provide skilled therapy to children and their families, via a video conferencing model. Parent coaching in the context of early intervention is uniquely suited to this effective method of service delivery. Kindering, one of the largest neurodevelopmental and early intervention centers in the northwest, will share its experiences providing a variety of services via remote technology. A Special Educator, Speech Language Pathologist and Program Administrator will discuss: the benefits to children and families, research outcomes, professional guidelines, the insurance reimbursement landscape, and the benefits to individual providers and their organizations. Actual experiences with children and families will be shared.

A06: Promoting Healthy Relationships and Body Safety in Young Children of All Abilities, presented by Rachel Nemhauser, BA, Arc of King County, with Claire Tierney, BA, The Arc of King County

- **WA State Early Learning Core Competency**: Health, Safety, and Nutrition
- **Age Group Addressed**: All age groups
- **Who Should Attend**: All

There is ample research that music is beneficial to a child’s brain development and more specifically a child’s auditory skills, speech production and language development (Ling, 2012). For the past 6 years, Listen and Talk has been holding Music and Movement classes for children and families where we teach listening and spoken language through music. While this program has been a success, we continue to critically examine how we can expand/evolve to better meet the needs of the children and families we serve. Join us to discuss how music can enhance a child’s listening and spoken language skills, review the lessons learned from our own music program, and identify ideas to expand the use of music in your own program/service delivery to better serve more children and families with diverse backgrounds.

A07: The Power of Story-Time To Create Belonging and Safety, presented by Andrew Newman, MA, Conscious Stories

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

Story-time is so much more than reading a book. It is rich with hidden mystery that you can use to lead children into some of the longest standing lessons and memories of their lives. Central to story time is the experience of self-recognition and identification with the characters in the story. Am I like the character? Or different to them? Have I faced their challenge before? Can I learn from them? Please join in this playful exploration of story where we will discuss:

~The role of story at different times of the day.
~How you can set the atmosphere for best receptivity.
~The benefit of making up a new story to help teach a skill.
~The power of story to create safety and belonging.
~Encouraging parents to read in the last 20 minutes of the day.
~Why the repetition of favorite stories is helpful.
~Bringing the characters to life outside of storytime.
~The difference between reading with and reading to.
A08: STEAM-y Fairy Tales, presented by Vickei Hrdina, MS, ESD112
• WA State Early Learning Core Competency: Child Growth, Development and Learning
• Age Group Addressed: Birth through Age 5
• Who Should Attend: Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Home Visitors, Interested Professionals, Students, Trainers, Adult Educators

Fairy tales are a ‘phenomenal’ way to provide context for early learners in science, technology, engineering, arts and math...not to mention literacy and social studies. Characters in our cherished fairy tales all confront problems that can be addressed through investigation and problem solving using the engineering design process. This workshop will lead teachers through a unit that has students investigate Goldilocks’s juicy problem and design a solution based on their STEAM knowledge. Multiple examples will be provided with access to materials, and coaching for developing other fairy tales into integrated units will also be provided.

A09: FIND Infant-Toddler Coach Collaborative, presented by Roxanne Garzon, BA, Department of Children, Youth and Families, with Luke Quinn, MSW, Children’s Home Society of WA
• WA State Early Learning Core Competency: Interactions
• Age Group Addressed: Birth to Age 3
• Who Should Attend: Trainers, Adult Educators
• NOTE: This is an Advanced session. Completion of FIND coach training; working as an active FIND coach

In this session Filming Interactions to Nurture Development (FIND) coaches will join a collaborative conversation about FIND coaching across the state. Topic areas will include recruitment and retention of participants in FIND, caseload management, tracking and collecting data from participants to assess impact of FIND on caregivers and program quality. Intersections of FIND with the ECE professional development system will also be explored. Participants will be active learners as they come with information to share from their infant-toddler coaching experience and learn from each other.

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

This presentation provides an overview of current recommended practices for positive behavior interventions & supports (PBIS) in early childhood classrooms. PBIS is an evidence-based framework for preventing and responding to students’ challenging behaviors, and teaching new skills.
A11: Understanding and Teaching Emotional Regulation Skills in Early Childhood, presented by Sharon Loudon, BA, Educational Service District 105

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Age 3 through Age 5
- **Who Should Attend:** All
- **Note:** This session has a $10 materials fee. **Materials Provided:** Each participant will receive a handout and a take home activity they have created for their classroom/home visiting.

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

A12: Learning Games, presented by Susan Anderson-Newham, MS, Pierce County Library System

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

Playing games is one life’s pleasures. It has also proven to be a fun and effective way to learn. In this workshop, participants will engage in a variety of learning games both large motor and small. They will discuss what they learned from the games and have a chance to share learning games they have successfully employed with their children. Wear comfortable clothes and come ready to play!

A13: The Partnership between Early Language Development and Social Skills, presented by Kerianne Christie, MA, Center for Childhood Deafness and Hearing Loss, with Krissy Walker, 20 years experience in education field, Childhood Deafness Hearing Loss Center

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

Early language and social skills are inherently intertwined. This presentation will break down developmental milestones into age-appropriate activities geared towards helping children achieve goals and be active participants in family and peer interactions.

A14: Writing Functional IFSP Outcomes, presented by Adrienne O’Brien, M.Ed., Early Support for Infants and Toddlers

- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** Birth through Age 3
- **Who Should Attend:** Teachers, Administrators, Therapists, Home Visitors, Family Resources Coordinators, Interested Professionals

This session is designed for all early intervention providers; educators, therapists, FRCs and more! Come learn best practice in writing high quality, functional IFSP outcomes that will support caregivers to make a difference in a child’s developmental trajectory.
A15: Universal Design for Learning: Creating Inclusive Early Childhood Learning Experiences, presented by Kristin Leslie, MA, Special Education Technology Center, with Sarah Kinsella, MA, Special Education Technology Center

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

Young children entering school for the first time have many different physical and learning needs. How can the teachers meet the needs of a classroom full of diverse learners? How can we support children regardless of their ability so that each child can have the opportunity to participate in a broad range of activities and contexts? Universal Design for Learning (UDL) facilitates an inclusive preschool environment by ensuring equitable access and meaningful participation through flexible and creative approaches within developmentally appropriate activities. Lesson plans that incorporate UDL strategies and assistive technology tools bring us closer to creating an inclusive classroom environment. This class explores practical application of UDL principles within a preschool routine.

A16: Introduction to Adult Learning, presented by Beth Pitts, KCR / AmeriCorps, with Debbie Peterson, BA, Because it Takes a Village, Michelle Roberts, Department of Children, Youth and Families, Diana Stokes, EDS: Curriculum and Instruction, Department of Children, Youth, and Families

- **WA State Early Learning Core Competency:** Professional Development and Leadership
- **Age Group Addressed:** Adults
- **Who Should Attend:** Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Interested Professionals, Trainers, Adult Educators

This session can stand alone or be part 1 of 6. Whether you are considering becoming a trainer and want to attend all sessions, or you are looking for a refresher or shared understanding of a particular topic – these sessions can provide resources and information for trainer success. Led by DCYF Trainer Advisory Board members, this session will be an overview of adult learning by focusing on understanding your audience. At the end of this session you will be able to describe learning styles and apply the characteristics of adult learners.


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

Raising a child and getting them the services they need is a tough job. Getting those services for children that require special services and supports because of their unique health or behavioral needs is even tougher. We will be discussing what it’s like to travel this road from a father’s perspective. We’ll present a brief overview of the work or our organizations with the majority of the session spent hearing from a panel of fathers, each with a different perspective, talking about the challenges they faced on this journey.
B02: Supporting Parents of Children Receiving Early Intervention Services, presented by Rachel Nemhauser, BA, Arc of King County
- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth to Age 3
- **Who Should Attend:** All

The first few years of raising a child with an intellectual and/or developmental disability can be very emotional and overwhelming. In this session participants will meet a panel of culturally diverse parents of children receiving Early Intervention services. Facilitated by Arc of King County Parent to Parent Supervisor Rachel Nemhauser, this panel will explore the variety of emotions and experiences families have, and how their Early Intervention providers can best support them.

B03: Supporting Independence in the Classroom with the TEACCH method: A Teacher’s Perspective on Bringing Research Into Practice, presented by Carina McGee, M.Ed., Issaquah School District
- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** Age 3 through 8
- **Who Should Attend:** Teachers, Administrators, Interested Professionals, Trainers, Adult Educators

The TEACCH method for supporting independence in young children with disabilities is an evidence-based model that has been used to classrooms around the country. TEACCH uses structured teaching strategies to promote independence and engagement with functional school routines. This presentation will focus on Issaquah School District’s experience with bringing this method into working classrooms. Focus will be on experiences designing work systems, schedules, and physical classroom structures.

B04: Language Beyond Reading: Language Deprivation and Theory of Mind, presented by Cassie Owens, MS, with Anna Dodd, and Karen Philo-House, From the Hearing, Speech and Deaf Center
- **WA State Early Learning Core Competency:** Interactions
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** All

Why is having good quality conversation with a deaf, deafblind, and hard of hearing child important? Research indicates many deaf children are delayed in the development of Theory of Mind (ToM), which is the ability to understand themselves in contrast to what others think, feel, believe, know, and want. What are the long term impacts of underdeveloped ToM skills? What is language deprivation? How do we know if children’s Theory of Mind is developing or not? We will share information from research about the mutual impact ToM and language have on each other, how to identify and assess ToM, and lastly explore strategies on how families and educators can encourage ToM development. There will be an activity for the participants followed by discussion.

B05: Evidence Based Strategies to Teach Play Skills to Children with ASD, presented by Catherine Borges, M.Ed, BCBA, LBA, University of Washington
- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** All age groups
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Home Visitors, Interested Professionals

Among others, one of the defining characteristics of autism spectrum disorder (ASD) includes challenges seen in development of social skills ie. play skills for all children with ASD. This presentation identifies effective, evidence based strategies to teach young children a variety of play skills in education, home, and clinic settings. Procedures to embed teaching and learning goals into functional play will also be discussed. Lastly, data collection systems and methods for data based decision making will be explored.
B06: Family Resources Coordinator Networking Session, presented by Carol Hall, MA, ESD 112, with Tammy McCauley, MA, DCYF/ESIT, Sue Rose, DEL
- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth to Age 3
- **Who Should Attend:** Family Resources Coordinators

An opportunity for Family Resources Coordinators to meet and get new ideas and strategies for their work. The session will include a parent panel, table talks, Q & A, and resources.

B07: Somali Cultural Responsiveness: Best Practices in Engaging with Somali Families, presented by Shukri Olow, MA, King County
- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** All

The Somali Cultural Responsiveness training begins with the history and background of Somalis, a look at the education system in Somalia and how it differs, some challenges Somalis face in education and beyond and how Somali’s overcome those challenges, and best practices in family engagement. Participants also receive a list of resources in the community. I also incorporate activities in between sections that will further support the content and ideally give educators tools and skills to incorporate in their classrooms and learning environments.

B08: Consistent Inconsistency - Parent and Provider Perspectives on FASD, presented by Michelle Stiller Bradley, MA, Wonderland Developmental Center, with Julie Gelo, BS, NOFAS WA State and University of Washington
- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth to Age 8
- **Who Should Attend:** All

Did you know FASD (fetal alcohol spectrum disorder) is the leading cause of intellectual disabilities in the U.S.? Did you know FAS (fetal alcohol syndrome) often occurs before a woman even knows she is pregnant? Michelle Stiller Bradley and Julie Gelo will share knowledge and personal experience based on their dual-roles as parents of children with FASD and professionals working to better the lives of children and families living with this disability. Causes, prevalence, behavioral presentation, and strategies to support children and families will be discussed. Most importantly, attendees will hear what it’s REALLY like to raise children with FASD.

B09: Intentional Teaching and Embedded Learning Opportunities in Daily Preschool Routines, presented by Mai Smith, M.Ed, Edmonds School District, with Trina Chang, University of Washington
- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Age 3 through 5
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers

Providing various types of lessons to students is a crucial part of every teacher’s job. However, it can be challenging for young children to remain engaged in teacher-led activities for extended periods. Fortunately, preschoolers can learn not only from teacher-led activities, but also from learning opportunities that are embedded in daily routines. For example, snack and play times are excellent opportunities for children to develop communication, social, and academic skills. This presentation will discuss why intentional teaching and embedded learning opportunities are important, and will provide examples of how teachers can include such techniques in their curriculums.
B10: Paint to Learn, presented by Susan Anderson-Newham, MS, Pierce County Library System, with Lauren Lindskog, MS, Pierce County Library, Alyssa Torrez, BA, KBTC Television

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

Early Learning Organizations around Pierce County have been presenting “Paint to Learn” events that introduce families to early math concepts in a fun and engaging way. At this session, participants will hear the details of this initiative, and will paint together learning all the necessary steps for hosting these fun family engagement events on their own. Curriculum and resources included.

B11: Deaf Mentors Program: Benefits to Families and Professionals, presented by Krissy Walker, 20 years experience in education field, Childhood Deafness Hearing Loss Center

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

The inclusion of Deaf mentors/role models can have a profound impact for everyone; child, parent and professional. Deaf role models are uniquely qualified to provide the child, parents and professionals with educational resources based on their real life experiences as a d/hh person living in a hearing world.

B12: Invisible Disabilities: Providing accessibility to those with Sensory Difficulties, presented by Daniela Ferdico, PsyD, PhD, Cogwheel Clinic for Neurodevelopment

- **WA State Early Learning Core Competency:** Health, Safety, and Nutrition
- **Age Group Addressed:** All age groups
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Students

Dr Ferdico will take the attendee through what it is like to have a sensory disability, the different types of sensory overloads, and how to best accommodate and help those with these difficulties.

B13: Collaborating with Families to Provide Positive Behavior Supports for Young Children with Challenging Behaviors in Early Childhood Classrooms, presented by Elizabeth Kelly, M.Ed., University of Washington, with Scott A. Spaulding, PhD, University of Washington

- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** All

This presentation focuses on sharing best practices in collaborating with families to provide PBS for young children with significant challenging behaviors. Qualitative data from focus groups with early childhood educators, behavior specialists, and families about their experiences and preferences collaborating to provide contextually fit positive behavior supports will also be presented.
B14: Successful Mealtimes with Picky Eaters, presented by Yevgeniya Veverka, PhD, Mealtime Matters, with Molly Deutsch, M.Ed., Mealtime Matters
• WA State Early Learning Core Competency: Health, Safety, and Nutrition
• Age Group Addressed: Birth through Age 8
• Who Should Attend: Parents, Foster Parents, Relative Care Givers, Therapists, Interested Professionals

In this presentation, we will discuss why successful mealtimes matter, how to set up your child for success, and how to react to challenging mealtime behaviors. We will discuss the typical development of picky eating and how to be proactive to prevent the development of challenging behaviors.

B15: Using an Ecological Perspective to Screen Young Children for Developmental Risk and Resilience, presented by Katie Volk, MA, Center for Social Innovation
• WA State Early Learning Core Competency: Child Growth, Development and Learning
• Age Group Addressed: Age 3 through 5
• Who Should Attend: All

How can early childhood professionals quickly identify signs of risk and resilience in preschool-age children facing adversity? What areas of child development are most predictive of future development? What family and environmental factors push a child closer towards risk, or act as protective factors? And how can we shift the odds towards better outcomes for vulnerable children and their families? We developed NEST (Nondevelopment Ecological Screening Tool), an easy-to-use, online screening tool and tested it with a nationwide sample of children ages 3-5 experiencing poverty and homelessness. A practical tool, NEST was designed to close the gaps in community practice and make valid developmental screening accessible to all families and providers by prioritizing an ecological view of child development, assessing caregiver wellbeing, adverse childhood experiences, and other environmental factors in addition to child functioning. NEST encourages partnership and dialogue between providers and caregivers, identifies a child’s developmental risk across multiple domains, and provides actionable recommendations to support resilience. Join us to learn what our research revealed about risk/protective factors in our diverse sample, and how integrating this approach into various service settings can support healthy developmental trajectories.

B16: Designing for Adult Learning, presented by Beth Pitts, KCR / AmeriCorps, with Debbie Peterson, BA, Because it Takes a Village, Michelle Roberts, Department of Children, Youth and Families, Diana Stokes, EDS: Curriculum and Instruction, Department of Children, Youth, and Families
• WA State Early Learning Core Competency: Professional Development and Leadership
• Age Group Addressed: Adults
• Who Should Attend: Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Interested Professionals, Trainers, Adult Educators

This session can stand alone or be part 2 of 6. Whether you are considering becoming a trainer and want to attend all sessions, or you are looking for a refresher or shared understanding of a particular topic – these sessions can provide resources and information for trainer success. Led by DCYF Trainer Advisory Board members, this session will be an overview of planning training – including writing learning objectives based on our core competencies for early learning professionals as well as considerations for the learning environment. At the end of this session you will be able to write a 3 part learning objective for adult learning.
C01: A Road Map for Professionals to Better Support and Connect with Dads, presented by Nelson Rascon, MS, DadsMOVE, with Robert Hartle, Tim Schutz, Washington Dads

- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** Adults
- **Who Should Attend:** Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals, Trainers, Adult Educators

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

C02: If You’re Happy & You Know It Sing A Book, presented by Amanda Montgomery, PhD, University of Alberta

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

This hands-on session will explore the power of using song-based picture books to support young children’s growth in early literacy. Since this aged child naturally loves to sing, move, and play with music, providing opportunities to work on phonological awareness, alphabet knowledge, vocabulary development, and fluency through joyous engagement with musical text can make a unique contribution towards supporting young children’s growth in early literacy. Information on selecting age-appropriate materials, learning strategies for supporting emerging singers and readers, and exploring a wide variety of song-based texts will play a central role in this active workshop. Small group activities with singing and moving combined with a question/answer discussion will frame this active workshop for adult learners. Pedagogical ideas will be partnered with information from recent research looking at the relationship between music and early literacy to help ground participants’ learning within a supported educational environment. Handouts will include pertinent ideas discussed in the session as well as a list of resources for future reference.

C03: Coaching Families in Early Intervention, presented by Hailey Higdon, MS, ChildStrive, with Debi Donelan, MSSA, King County Developmental Disabilities Division

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

The purpose of this session is to help you build capacity in the families you serve by learning and practicing foundational coaching skills. This session will serve as an introduction or refresher training on the characteristics of effective coaching in early intervention.

C04: Risk and Adventure in the Outdoor Play Environment, presented by Leon Smith, BA, Puddletown Playworks

- **WA State Early Learning Core Competency:** Health, Safety, and Nutrition
- **Age Group Addressed:** Age 3 through Age 8, Adults
- **Who Should Attend:** All

Kids love to take risks! Appropriate risk-taking can be a vital part of learning boundaries, control, and self-regulation. This training will address the developmental and educational benefits of risky play as well as strategies to maintain a safe play environment. We will examine topics such as loose parts, hazards in the landscape, evaluating and managing risk, as well as communicating with parents.
C05: Constructing Cars with Young Children in Support of Mathematical Practice and the Development of Intelligence, presented by Cora Causey, PhD, University of Alabama at Birmingham

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

Research has shown that having opportunities to engage in physical knowledge activities, such as making cars, fosters the development of logic, leading to stronger mathematical thinking and intellectual development. (Piaget, 1954; Kamii & DeVries, 1993; Kirkland, Manning, & Osaki, 2015; VanMeeteren & Zan, 2010). In this presentation, the participants will learn about the research based investigation with four and five year olds, participate in the making of cars, and leave with their own ideas of how to incorporate these activities in their own learning environments.

C06: Keeping Our Children Safe, presented by Kristin Ching, MA, Center for Childhood Deafness & Hearing Loss, with Christine Griffin, M.Ed., WA Hands & Voices - Guide By Your Side

- **WA State Early Learning Core Competency:** Health, Safety, and Nutrition
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All, Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Therapists

With the rising awareness of infant mental health and the effects toxic stress, trauma, and other risk factors that are out of our control, it can be overwhelming for parents and providers to know how to best prepare our kids to be safe. How can we work with families to equip them and build skills to help prevent these situations from occurring? This session will provide base level information with resources and practical action steps on how we, as families and professionals can work together to promote self-advocacy skills, theory of mind, and safety strategies for our children. The presenters both work in the field of Deaf Education and will present through that lens, however, the information can be applied to all children.

C07: Progressing from New Foundation of Quality Standards to Early Achievers- What’s New for Infants and Toddlers? Presented by Roxanne Garzon, BA, Department of Children, Youth and Families, with Heather West, BS, Department of Children, Youth and Families

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

All licensed early learning programs will have new rules in August 2019, the Foundation of Quality Standards. Begin to be familiar with how these new rules are aligned with the Early Achievers Standards and provide a progression of quality for all Early Care and Education (ECE) programs from the start. We will focus on new topic areas for all licensed programs such as Developmental Screening, Family Engagement, Learning Environments and Expulsion and relate these to Early Achievers Quality Standards in Early Achievers. The brand new Infant-Toddler Development section of the rules will be explored and compared with the Infant-Toddler Environment Rating Scale. This interactive session will involve active participation and will be facilitated by DCYF staff.
C08: Making Sense of Art: Engaging the Senses to Create Accessible Art Activities, presented by Tracey Gaver, MA, Kindering, with Caroline Lemmens, MA, Kindering

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

Are you ready to stimulate your little ones creativity and senses? Join us for hands-on fun with these sensory art activities!

Art is an incredible opportunity for learning. Neuroscience research is demonstrating the powerful impact of art activities on children’s cognitive, social and emotional development. Little ones learn with their whole bodies. Sensory art activities can play a very important part in that whole body learning. But often our children with special needs have difficulty participating in traditional art projects. Some children with autism or visual impairments have challenges that make it difficult for them to engage with the materials typically used in art activities. Every child deserves the opportunity to create, so in this hands-on workshop, we will explore a variety of art activities designed to encourage the use of all of our senses.

C09: Reinforcement and Redirection: A Positive Approach, presented by Brittney Andrade, BA, Successful Solutions, with Kimberlee Turner, MS, Successful Solutions

- **WA State Early Learning Core Competency:** Interactions
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** All

As children develop, their understanding of what is right and wrong does as well. It is important as educators to help them understand this distinction and to foster an environment for positive learning and growth. In this course, we will discuss what positive reinforcement and redirection are and how they can be used in an early childhood classroom to benefit children’s development.

C10: Supportive Classrooms for Diverse Learners: Proficiency and Collaboration in a Digital Age, presented by Naomi Hupert, MS, Education Development Center/CCT, with Alexia Raynal, MA, Education Development Center, Heather Sherwood, MA, EDC

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

Early learning educators are increasingly facing the need to create welcoming environments for culturally diverse learners and their families. This, along with the rise of technological advancements in the classroom, is challenging the ways educators think about diversity, inclusion, and digitally-supported learning. The goal of this workshop is to help early learning educators of all expertise levels implement evidence-based practices that support the academic, social, and technological development of culturally diverse learners. These promising practices will guide educators’ selection of new media while encouraging them to embrace diverse home cultures in order to stay on track with the learning goals for their classroom.
C11: Structuring Effective Peer Support and Social Connections in New Parent Groups, presented by Kintea Bryant, M. Ed, PEPS (Program for Early Parent Support)

- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** Birth to Age 3, Adults
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Therapists, Healthcare Staff, Home Visitors, Family Resources Coordinators, Interested Professionals
- **Note:** This is an Intermediate session. Familiarity with Strengthening Families - 5 Protective Factors.

This session will explore the importance of social connection for new parents and increasing family wellness with peer support. We will look at how to structure and facilitate peer support within a programmatic setting and how to center social support and community as goals.

C12: Engaging Families and Communities in Children’s Early Learning through Kaleidoscope Play & Learn, presented by Jennifer Duval, BA, Child Care Resources

- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth through Age 5, Adults
- **Who Should Attend:** All

Engaging families in children’s early learning can lead to powerful outcomes for parents, caregivers, and children. Kaleidoscope Play & Learn (KPL) is an evidence-informed model that offers weekly facilitated play groups in communities across the state. Hear from the KPL Lead about practices and guiding principles used to engage with families and learn about school/community/family partnerships that can support school readiness and increase equitable access to early learning information and resources.

C13: Talking Tips: How Interactive Talk can Change a Child’s Life, presented by Traci Martin, MS, LENA

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

Research on early brain development has accelerated in the past few years, using a variety of technologies, including LENA technology. Among the key findings are that conversational turns—back and forth interactions between adults and children—are even more important than just the number of words. Researchers have pinpointed the precise areas of the brain affected by language and found that those areas are key to not only cognitive growth, but also to social and emotional health. It turns out the amount of language experience a baby has affects how fast their brain processes, and that in turn drives vocabulary acquisition. In this session, participants will learn practical techniques for how to put the research into action and how to connect the classroom and home environment by increasing conversational turns.

C14: The Importance of Teaching Imitation as Part of an Early Intervention Program, presented by Alice Bravo, MEd, University of Washington

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Home Visitors, Family Resources Coordinators, Interested Professionals, Students

Children acquire many new skills by imitating others. As a result, imitation is considered a foundational developmental skill. For some children with developmental disabilities (particularly autism), the ability to imitate others does not develop naturally. This presentation will discuss what imitation is, why it is an important skill and what strategies can facilitate a child’s ability to imitate.

- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Home Visitors, Interested Professionals, Students

Young children’s challenging behavior affects their learning experience, interferes with family routines, and sometimes can be dangerous to themselves and others. Although it is crucial that children receive consistent support at school and home to improve their challenging behaviors, parents often find challenging behavior as one of the most difficult issues to tackle. The purpose of this presentation is to explain how practitioners can support caregivers to implement positive behavior support at home to address challenging behaviors. Presenters will talk about a framework for coaching families and how to understand challenging behaviors. They will also provide positive behavior support strategies that families can practice at home.

C16: Designing for Adult Learning, presented by Beth Pitts, KCR / AmeriCorps, with Debbie Peterson, BA, Because it Takes a Village, Michelle Roberts, Department of Children, Youth and Families, Diana Stokes, EDS: Curriculum and Instruction, Department of Children, Youth, and Families

- **WA State Early Learning Core Competency:** Professional Development and Leadership
- **Age Group Addressed:** Adults
- **Who Should Attend:** Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Interested Professionals, Trainers, Adult Educators

This session can stand alone or be part 3 of 6. Whether you are considering becoming a trainer and want to attend all sessions, or you are looking for a refresher or shared understanding of a particular topic – these sessions can provide resources and information for trainer success. Led by DCYF Trainer Advisory Board members, this session will be an overview of assessment of learning – including feedback, activities, and questions. At the end of this session you will be able to use questions and activities to assess learning in your training.
## CONERENCE SESSION D

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<tr>
<th>Time</th>
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<td>8:30 am</td>
<td>D01 Practical Skills for Challenging Behaviors in the Classroom: Supporting Children of All Abilities</td>
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<td>D02 Your Voice, Your Story: Conveying Your Unique Experience Through the Art of Writing</td>
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<td>D03 Enhancing Language and Prosocial Outcomes for Young Children in Inclusive Classrooms</td>
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<td>D04 CVI 101: An Introduction to Cortical Visual Impairment</td>
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<td>D05 Fun with Nature Education, Activity book and More</td>
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<td>D06 Child Care Health Consultation in King County</td>
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<td>D07 Raising Emotionally Healthy Children - A Path to a Compassionate Future</td>
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<td>D08 Creating an Eco-Healthy Child Care Learning Environment</td>
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<td>D09 Born to be ME: Understanding and Supporting Preschool Mental Health and the Family System</td>
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<td>D11 Ten Ways to Bring Joy Back to Teaching</td>
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<td>D12 Chances and Choices: Practices that Promote Community Participation</td>
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<td>D13 Letting STEM Loose in the Classroom</td>
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<td>D14 Toy Adaptation with HuskyADAPT: Learning how to Make Toys more Accessible to a Diverse Population</td>
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<td>D15 Effectively Supporting Play in the Preschool Classroom</td>
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<td>D16 Trainer Track Module 4: The Role of the Trainer</td>
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<tr>
<td>1:30 pm</td>
<td>E01 Raising Healthy and Successful Kids in a Digital World</td>
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<td>E02 Small Ways to Prevent Big Behaviors</td>
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<td>E03 Family Style Dining: Supporting Children of All Abilities During Mealtime</td>
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<td>E04 Clap! Scribble! Hop! Supporting the Arts with Infants and Toddlers</td>
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<td>E05 Sharing Nature with Children: Nature Tidbits and Activities</td>
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<td>E06 Research Based Strategies for Toilet Training Children with Disabilities</td>
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<td>E07 Shared Book Reading: an Approach for Using Children’s Literature to Teach Early Numeracy Skills</td>
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<td>E08 Successful Kindergarten Transitions for Children with and without Disabilities</td>
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<td>E09 Growing Up with a Brother or Sister with Special Needs: Siblings Share their Stories</td>
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<td>E10 Supporting Early Learning Dual Language Learners (DLL)</td>
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<td>E11 Screening, Family Partnerships, and Early Care and Education (ECE) Programs</td>
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<td>E12 Potty Training 101, Barbara Hudson</td>
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<td>E13 Circle Time Success for Babies!</td>
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<td>E14 Fun and Exhilarating STEAM Activities for your Early Childhood Enrichment Program</td>
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<td>E15 The Triangle of Learning</td>
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<td>E16 Trainer Track Module 5: Cultural and Individual Responsiveness of Trainers</td>
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## CONERENCE SESSION F

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<tr>
<td>3:15 pm</td>
<td>F01 Seven Step Process for Caregivers Concerned About Developmental Delay of Toddlers</td>
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<td>F02 Identifying and Engaging Gifted Learners</td>
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<td>F03 “You are the Tool: Applying a relationship-based approach to your work in EI”</td>
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<td>F04 Promoting Inclusion by Introducing Young Students with Autism Spectrum Disorder to Multi-Tiered Systems of Supports</td>
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<td>F05 7 Steps to Raising a High Achiever</td>
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<td>F06 The BOOST Program: Meeting the Needs of Infants and Toddlers in Foster Care</td>
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<td>F07 Improving Outcomes for Children, Youth, and Families</td>
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<td>F08 Trainer Track Module 6: Professional Development Tools for Early Learning Professionals</td>
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**D01: Practical Skills for Challenging Behaviors in the Classroom: Supporting Children of All Abilities, presented by Amy Bender, MA, Northwest Center Kids, with Laura Kneedler, Northwest Center Kids, Kristen McLeskey, MA, Northwest Center Kids**

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

Challenging behaviors in child care can be one of the most difficult and frustrating tasks facing early learning providers. Join us as we present practical tools and research-based strategies geared toward positive, proactive behavior management in the classroom. Participants will learn that all behavior is communication, how to interpret what children are communicating, practice brainstorming replacement behaviors, and how to support children through challenging behaviors. We will utilize research from a cognitive-behavioral, sensory, and trauma-informed lens to guide our conversation. Participants will have opportunities to engage in exercises and collaborative conversations that build upon these ideas and generate solutions for challenges that are being experienced in the classroom.

**D02: Your Voice, Your Story: Conveying Your Unique Experience Through the Art of Writing, presented by Connie Weber, MA, KinderIng**

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

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

**D03: Enhancing Language and Prosocial Outcomes for Young Children in Inclusive Classrooms, presented by Jennifer Cunningham, PhD, University of Washington, with Gounah Choi, M.Ed, University of Washington, Kathleen Zimmerman, PhD, University of Kansas**

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

The goal of the presentation is to provide a framework for understanding the relationship between child language skills, child prosocial behaviors, and teachers’ instruction in inclusive classrooms. The presentation addresses the following objectives: (1) provide an overview of the literature documenting the relationship between language and prosocial behavior development, (2) explain the transactional relationship among teacher behavior, the classroom environment and children’s behavior, engagement, and language development (3) identify opportunities within instructional activities and routines for embedding strategic support for both domains of development.

Please see online program for additional description details and learning objectives.
D04: CVI 101: An Introduction to Cortical Visual Impairment, presented by DeEtte Snyder, PhD, Washington State School for the Blind, with Jalene Vavrik, BA and MS Candidate, Children’s Therapy Center

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

Vision happens in the brain, not just with the eyes. Children with neurological issues will often have significant vision problems, even when their eyes are fine. Early intervention in the first years of life is critical for children with brain based visual impairment due to the potential of neuroplasticity. This presentation will explore the basics EI/ECSE providers and families need to know in order to assist with visual and overall development. This includes an overview of the visual pathway, the causes or risk factors of CVI, the 10 CVI characteristics, key principles to creating a supportive visual environment, and the role of the teacher of the visually impaired.


- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through Age 8
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Therapists, Interested Professionals, Students
- **Note:** This session has a $25 materials fee. **Materials Provided:** The ‘Environmental Experiences for Early Childhood’ guide plus the accompanying CD

You’ll receive and be trained on the amazing “Environmental Experiences for Early Childhood” activity guide, designed for ages 3-6. It includes over 130 experiences that engage children in outdoor play and exploration. Each of the main topics includes neighborhood walks, background, art, discovery table, math, woodworking, dramatic play, and more. Included is an accompanying music CD that encourages children to sing, dance, and move. In addition, you’ll learn fascinating things about Pacific NW plants and animals. Join us for a fun workshop and be ready to get your kids outside! If you’re already enjoying your “Growing up WILD” guide, you’ll see that this is an excellent companion guide with very little overlap.

D06: Child Care Health Consultation in King County, presented by Leslie Keller (bio), MA, Kindering, with Anna Freeman (bio), Kindering

- **WA State Early Learning Core Competency:** Health, Safety, and Nutrition
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** All

Child Care Health Consultation (CCHC) is a strategy that promotes the health and development of children, families and child care staff by ensuring healthy and safe child care environments. Various models of CCHC exist across the country, including one delivered by a team at Public Health-Seattle & King County. In addition King County has funded the piloting CCHC in seven community based organizations and agencies.

This session will focus on the development of coordinated system of child care health consultation in King County. A panel of service providers from various community based agencies and organizations with share their model of Child Care Health Consultation and the focus populations they are serving. A focus will be on how child care health consultation supports the inclusion of all children including children with disabilities, special health care needs and children who have experienced trauma.
D07: Raising Emotionally Healthy Children - A Path to a Compassionate Future, presented by Lauren Fine, BS, Bastyr University

- **WA State Early Learning Core Competency:** Interactions
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** All
- **Note:** This session has a $10 materials fee. **Materials Provided:** Booklets, handouts

In this session, parents and caregivers will gain an understanding of how children’s intelligence develops in the context of caring relationships. We will learn the brain science behind emotional regulation. We will discover ways to build and strengthen relationships with children and how to incorporate play to build connection and resilience. We will learn tools for handling children’s emotional moments that help bring children close, assist in recovery from trauma, and help children learn emotional regulation. The session will also provide a foundation for ways that parents and caregivers can build support for themselves as they do the challenging and rewarding work of raising children. We will also cover how the efforts made to help children build their skills of emotional regulation can have far reaching positive impacts in the wider world. This session will be highly interactive and offer participants many opportunities for reflection.

D08: Creating an Eco-Healthy Child Care Learning Environment, presented by Aileen Gagney, MA, UW DEOHS

- **WA State Early Learning Core Competency:** Health, Safety, and Nutrition
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

The child care setting— the home away from home for millions of children—plays a vital role in keeping kids healthy. Common products found in child care environments may contain chemicals and heavy metals that irritate children’s eyes, skin and throats. These contaminants are linked to asthma, learning disabilities, and elevated cancer risk. Unfortunately, these health outcomes are not uncommon, as children (and their caregivers) are also exposed in their home environment to similar hazards, including mold, allergens, lead, radon, heavy metals in dust, and toxic chemicals in cleaning products. This training program is designed to support child care professionals in reducing site-based children’s exposure to these hazards, while empowering parents and caregivers to recognize and reduce home-based hazards. This program will provide attendees with concrete steps to protect the children in their care from common environmental hazards. In addition to practical steps for the child-care setting, the course include resources that can be provided to parents and families of children with asthma and allergies.

D09: Born to be ME: Understanding and Supporting Preschool Mental Health and the Family System, presented by Jen Schrottenboer, MS, Dr. Victoria Boccanfuso

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

Research indicates preschool aged children experiencing trauma and toxic stress are at risk for long-term mental health concerns. This presentation will provide an overview of preschool mental health and the social-emotional needs of this population in the home, school, and community. By becoming aware of the needs of this population, teachers, parents, counselors, and caregivers can foster and cultivate a safe environment as young children work on social-emotional development. Born to be ME is about encouraging young children and the hope for them to reach their greatest potential as adults.
- **WA State Early Learning Core Competency:** Interactions
- **Age Group Addressed:** Birth through Age 5
- **Who Should Attend:** Teachers, Administrators, Interested Professionals

Observations in the classroom, we all do them, but now what? This session will assist in planning intentional next steps after observing children in the classroom environment. How do I plan for the next day or week? This session will dive into how we observe to be sure we are objective, and to see if we have enough information to guide our next steps. With the use of videos we will then explore ideas for scaffolding and responding in the moment as well as planning for future instruction.

D11: Ten Ways to Bring Joy Back to Teaching, presented by Jocelyn Manzanarez, MA, Musically Minded
- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through 5
- **Who Should Attend:** All
- **Note:** This session has a $10 materials fee.

With so much focus on academics in early childhood, teachers are finding themselves forced to teach young children in ways they know are not developmentally appropriate. This often leads to teacher burnout because the fun factor has been eliminated for everyone. Join Jocelyn as she shares how fun and learning can still go hand in hand by integrating music and movement into the day.

D12: Chances and Choices: Practices that Promote Community Participation in Places where Children and Families Live, Work and Play, presented by Tracy Jirikowic, PhD, University of WA, with Daniela Ferdico, PsyD, PhD, Cogwheel Clinic for Neurodevelopment, Cheryl Kerfeld, PhD, Seattle Public School
- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** All age groups
- **Who Should Attend:** All

Meaningful participation in communities where people with disabilities live, work and play is vital to individual and family health and well being. Community participation is influenced by a complex web of personal, family and environmental factors, and there are known barriers and facilitators to participation for children with disabilities. In this presentation we will use a panel format to highlight community-based strategies that are being used to help organizations provide welcoming and inclusive programs and services for children with disabilities and their families. We will also present information about efforts to build research capacity in partnership with individuals, families of children with disabilities, service providers, and community organizations to identify what matters most and to evaluate the impact of programs for individuals, families and the organizations. Cultural arts and physical activity participation will be highlighted as examples. We will share this information with the goal of inviting and expanding collective community efforts that provide and promote “chances and choices” for the participation of children with disabilities and their families in community activities.

D13: Letting STEM Loose in the Classroom, presented by Samantha Stevens, BS, ESD 112, with Molly Daley, MA, ESD 112
- **WA State Early Learning Core Competency:** Curriculum and Learning Environment
- **Age Group Addressed:** Age 3 through 5
- **Who Should Attend:** Teachers, Therapists, Home Visitors, Interested Professionals

If you don’t already use loose parts in the classroom, you might have no idea just how easy and fun it can be to bring math, science, and engineering to life for your students. With loose parts, children take the lead in their own learning, exploring nature and everyday objects as they build understanding of essential STEM concepts. Join us for an interactive and playful session and be reminded of just how joyful learning can be!
D14: Toy Adaptation with HuskyADAPT: Learning how to make toys more accessible to a diverse population, presented by Alyssa Spomer, BS, University of Washington, with Molly Mollica, MS, University of Washington

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** Birth through Age 8
- **Who Should Attend:** All
- **Note:** This session has a $25 materials fee.

**Materials Provided:** Participants will receive step-by-step handouts on how to adapt toys on their own as well as a link to our adapted toy website which will provide information on toys that we as an organization have previously adapted and the specialty tools that we use to adapt them. Participants will also be able to take an adapted toy with them.

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

D15: Effectively Supporting Play in the Preschool Classroom, presented by Lindsey Lambert, BA, Northwest Center Kids, with Niki Contos, M.Ed., Northwest Center Kids

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

Ever been told, “You’re so lucky, you just play with kids all day!”? Join us to co-construct an understanding of play! Plan to have fun and share your knowledge and experience with children at play. You’ll participate in large and small group discussion, watch short videos and engage in a hands-on activity. We will all walk away with a deeper understanding of the power of play in children’s learning and strategies to embrace the responsibility of supporting play in the classroom.

D16: The Role of the Trainer, presented by Beth Pitts, KCR / AmeriCorps, with Debbie Peterson, BA, Because it Takes a Village, Michelle Roberts, Department of Children, Youth and Families, Diana Stokes, EDS: Curriculum and Instruction, Department of Children, Youth, and Families

- **WA State Early Learning Core Competency:** Professional Development and Leadership
- **Age Group Addressed:** Adults
- **Who Should Attend:** Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Interested Professionals, Trainers, Adult Educators

This session can stand alone or be part 4 of 6. Whether you are considering becoming a trainer and want to attend all sessions, or you are looking for a refresher or shared understanding of a particular topic – these sessions can provide resources and information for trainer success. Led by DCYF Trainer Advisory Board members, this session will be an overview of the trainer’s role in adult learning. This session will focus on facilitation, leading discussions, and reflection. At the end of this session you will be able to plan and facilitate a class discussion.
E01: Raising Healthy and Successful Kids in a Digital World, presented by Dr. Nicoline Ambe, PhD, Compton Unified School District

- WA State Early Learning Core Competency: Child Growth, Development and Learning
- Age Group Addressed: All age groups
- Who Should Attend: All
- Note: This session has a $10 materials fee.

Digital media exposure has led to impressive advancements in society but it is also responsible for numerous problems in children of all ages. Digital media overuse in children is one of the leading causes of failing grades, anxiety, depression, lack of focus, cognition and memory loss, obesity, addiction, sleeplessness, impulsivity, cyberbullying, violence, speech delays, driving safety and other personal challenges. This presentation will highlight these critical issues and present solutions for parents to effectively monitor the use of digital media so that children can reach their academic and life goals. The presentation will also discuss children’s life contexts such as language and culture and how they play a significant role in influencing the meaning and impact of their engagement with digital media.

E02: Small Ways to Prevent Big Behaviors, presented by Courtney Butorac, MA, Seattle Public Schools and Social Learning Group

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

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

E03: Family Style Dining: Supporting Children of All Abilities During Mealtime, presented by Amy Bender, MA, Northwest Center Kids, with Cailey Marsh, MA, Northwest Center Kids, Katie Merisko, MA, Northwest Center Kids

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

Family-style dining is an opportunity in your classroom to support healthy relationships with food, teach independent self-help skills, promote social inclusion, and engage in meaningful conversations. Do you have children in your classroom who have difficulty during mealtime? In this session, we will provide you with the tools to determine if it’s picky eating or problem feeding and what to do in each situation. We will also discuss how to include children with special health care needs during mealtimes, so that you can create a positive family-style dining experience for all children. Join us to learn ways teachers can support children through their feeding development. This session will explore family style dining through a feeding therapy and sensory lens to support early childhood educators within their classrooms.
Just like science, technology, engineering and math, engaging with the arts involves creativity, problem solving, and structured exploration. Together we will explore skills, ranging from physical to cognitive, that very young children build as they bounce to music or scribble on a page. We will discuss the latest research outlining how and what children are learning as they engage with the arts and talk about strategies to support and scaffold their learning.

You’ll gather fascinating information about plants and animals; all things that you can observe with your budding naturalists. Along with the information are fun, easy activities to help make your new knowledge come alive. These activities require little to no equipment. This session pairs well with the morning session “Environmental Experiences for Early Childhood”.

If toilet training has been a challenge, you’re absolutely not alone. Hearing about how friends’ children “practically potty trained themselves” can be disheartening! In this presentation we will learn strategies for potty training children who need more intensive supports and interventions to be successful. All strategies discussed will be research based. While some of these strategies may be appropriate for older children or adults, this presentation will focus mainly on children 3-6.
E07: Shared Book Reading: an Approach for Using Children’s Literature to Teach Early Numeracy Skills, presented by Clarissa Alfes, BA, University of Washington, with Kristen Missall, PhD, University of Washington

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

This session will discuss how to use storybooks to teach young learners early mathematics skills. We will begin with explaining early numeracy development and providing an overview of math concepts such as number identification, number naming, and quantity comparison. The research evidence supporting the importance of early math learning will be described; the literature on shared book reading as an evidenced-based practice for developing young children’s early numeracy skills will also be highlighted. Participants will have an opportunity to explore children’s storybooks and practice strategies for incorporating math language and teaching into book-reading and activities across settings. This session will additionally present lessons learned from the implementation of a specific storybook-embedded, small group intervention for early numeracy, designed to meet the learning needs of preschoolers at an inclusive early childhood program. Caregivers will walk away with a range of new applications for integrating math into early childhood learning, strategies for designing early numeracy instruction and intervention, and book resource handouts.

E08: Successful Kindergarten Transitions for Children with and without Disabilities, presented by Colin Gasamis, PhD, Cultivate Learning University of Washington

- **WA State Early Learning Core Competency:** Program Planning and Development
- **Age Group Addressed:** Age 3 through 5
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Family Resources Coordinators, Interested Professionals, Students

Transitions can be difficult for all children but may be especially difficult for children with disabilities and their families. It is critical that when a child transitions from Preschool to K-12 they receive timely access to appropriate services. Teachers and education staff can support children and families as they move from one program or system to another, or among services within a program such as from Early Head Start to Head Start. Eligibility and service delivery policies may differ between programs, so it is important to provide support for families as they navigate the changes. This presentation will offer concrete strategies and sample resources to aid in the transition process. In addition, it will cover transition practices and the legal requirements of early childhood transitions for children with diagnosed disabilities.

E09: Growing Up with a Brother or Sister with Special Needs: Siblings Share their Stories, presented by Emily Holl, MFA, MSW, Kindering

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

Throughout their lives, siblings will share many—if not most—of the same concerns that parents of children with special needs experience, as well as issues that are uniquely theirs. Siblings typically share the longest-lasting relationship in a family, and will likely be involved in the life of the person with special needs longer than anyone. A panel of adult siblings will reflect upon their experiences growing up with a brother or sister with special needs, and discuss the unique concerns and opportunities they shared. Their stories will shed light on the sibling experience, and demonstrate how supporting siblings can have positive lasting outcomes for the entire family.
E10: Supporting Early Learning Dual Language Learners (DLL), presented by Sabine Thomas, ND, Institute for Learning and Brain Sciences (I-LABS), with Michelle Roberts, Department of Children, Youth and Families, Sarah Roseberry Lytle, PhD, Institute for Learning & Brain Sciences (I-LABS), Marlene White, Department of Children, Youth and Family

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

This presentation will provide some background on the importance of culture in language acquisition, the benefits of learning more than one language and the best practices that support language development for children. The aim of this presentation is to provide either bilingual or monolingual providers, teachers, early learning providers, coaches and mentors with some general tools to best support dual language learners and their parents. There will be emphasis on generating culturally responsive and mindful ways to work through difficult conversation between providers, parents and children.

E11: Screening, Family Partnerships, and Early Care and Education (ECE) Programs, presented by Roxanne Garzon, BA, Department of Children, Youth and Families, with Victor Cardenas, Catholic Charities

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

Over 100,000 children in WA ages birth to five spend many hours a day in licensed Early Care and Education (ECE) settings, both in Family and Center based programs. Their teachers can play an important role in observing and partnering with families to ensure that every child in their program has the opportunity to have regular developmental screening. A panel including Infant-Toddler coaches and DCYF staff will discuss the benefits of universal developmental screening and strategies to encourage parents to be engaged in the process of tracking how their child is learning and growing. Identify how to talk with parents about sensitive information and find resources in your own community to share with parents for Early Intervention services when necessary. Learn more about how this quality improvement strategy aligns with the new Foundational Quality Standards in Licensing and the Early Achievers Standard of Child Outcomes.

E12: Potty Training 101, presented by Barbara Hudson, Serenson Early Childhood Center

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

Come learn the ‘Pee Pee on the Potty’ song! This class is designed for both teachers and parents of children with or without developmental delays, including autism. This is a practical, behavioral approach of teaching children the potty routine to maximize potty training success. Come away with an overview of the potty training process and clear steps for home or school implementation.
E13: Circle Time Success for Babies! Presented by Jocelyn Manzanarez, MA, Musically Minded

- WA State Early Learning Core Competency: Curriculum and Learning Environment
- Age Group Addressed: Birth to Age 3
- Who Should Attend: All
- Note: This session has a $10 materials fee.

Infant circle times can be a challenge for even the most experienced provider with many teachers skipping them all together. Yet, the benefits of this brain building experience can not be overlooked. Join Jocelyn as she explains why music is such an effective strategy in creating opportunities at circle that foster bonding, body awareness, communication skills and more. Participants will learn a variety of songs, finger plays, games and sign language they can share with their littlest learners while positively influencing each baby’s developing brain.

E14: Fun and Exhilarating STEAM Activities for Your Early Childhood Enrichment Program, presented by Tim Lowell, BA, Bainbridge Island Arts in Education Consortium

- WA State Early Learning Core Competency: Curriculum and Learning Environment
- Age Group Addressed: Age 3 through 8, Adults
- Who Should Attend: All
- Note: This session has a $10 materials fee. Materials Provided: Each participant will take home, slime, rockets and one or two other things we build.

Rockets, slime, color labs and other exciting projects will help you to create an enrichment program, supplement your existing program or just have fun with science, technology, engineering, art and math. Introducing subjects as “play” is an effective and developmentally appropriate way to foster lifelong appreciation and confidence in learning. You will have fun, learn new things and take home some projects in this fast-paced hands on workshop.

E15: The Triangle of Learning, presented by Becky Cain, M.Ed., Puyallup Performing Arts Academy

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

Based on the whole-brain learning principles in music education, this hands-on workshop will teach the lesson planning concepts used in the triangle of learning that music is based on. No music training or experience needed.

E16: Cultural and Individual Responsiveness of Trainers, presented by Beth Pitts, KCR / AmeriCorps, with Debbie Peterson, BA, Because it Takes a Village, Michelle Roberts, Department of Children, Youth and Families, Diana Stokes, EDS: Curriculum and Instruction, Department of Children, Youth, and Families

- WA State Early Learning Core Competency: Professional Development and Leadership
- Age Group Addressed: Adults
- Who Should Attend: Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Interested Professionals, Trainers, Adult Educators

This session can stand alone or be part 5 of 6. Whether you are considering becoming a trainer and want to attend all sessions, or you are looking for a refresher or shared understanding of a particular topic – these sessions can provide resources and information for trainer success. Led by DCYF Trainer Advisory Board members, this session will be an overview of cultural responsiveness and responding to unique needs of adult learners. At the end of this session you will be able to identify key elements of DCYF’s Culturally Responsive Guidelines and use as a resource to your own training planning.
F01: Seven Step Process for Caregivers Concerned About Developmental Delay of Toddlers, presented by Jenn Black, Ed.D. (Doctor of Education), A Step Ahead In Pierce County

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

Participants will engage with an interactive process to help identify play skills indicative of possible cognitive delay of development.

F02: Identifying and Engaging Gifted Learners, presented by Suzanne Koskimaki, MA, Jefferson County Head Start

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

Gifted children face unique struggles as their needs are often misunderstood and tend to show up in the classroom as undesirable behavior. This interactive presentation will provide an introduction to the characteristics of gifted children with a focus on preschool-aged children. Specific classroom modifications and teaching strategies will be provided to promote success among gifted preschoolers.

F03: “You are the Tool: Applying a relationship-based approach to your work in EI”, presented by Rosanne Carter, MS, Kindering Center, with Julie Fisher, MSW, Kindering

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

This presentation is focused on supporting providers in accessing their best tool, which is themselves. We will talk about authenticity and vulnerability and how accessing yourself can strengthen the provider/family relationship and increase outcomes.

F04: Promoting Inclusion by Introducing Young Students with Autism Spectrum Disorder to Multi-Tiered Systems of Supports, presented by Nathaniel Hoston (bio), MA, University of Washington

- **WA State Early Learning Core Competency**: Ongoing Measurement of Child Progress
- **Age Group Addressed**: Age 3 through 8
- **Who Should Attend**: Parents, Foster Parents, Relative Care Givers, Teachers, Administrators, Therapists, Interested Professionals, Students, Trainers, Adult Educators

A comprehensive Multi-Tiered System of Supports (MTSS) aims to provide individualized supports for all students. We believe that MTSS can promote inclusion for young students with autism. For this presentation, we’re distinguishing different intervention systems (e.g. RtI, PBIS, MTSS) while giving practitioners the tools to promote inclusion for students with autism through MTSS.
F05: 7 Steps to Raising a High Achiever, presented by Dr. Nicoline Ambe, PhD, Compton Unified School District

- **WA State Early Learning Core Competency:** Child Growth, Development and Learning
- **Age Group Addressed:** All age groups
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Interested Professionals
- **Note:** This session has a $10 materials fee. **Materials Provided:** Handbook

Your child’s college education and career future require early planning and careful preparation. As early as Kindergarten, it is important to be aware of key skills, strategies and habits that will positively impact your child’s performance in school. This presentation will teach step-by-step strategies that parents can immediately implement at home to help their children excel in Elementary, Middle, and High School. It will show parents how to position their children for academic success at an early age. For example, foundational skills learned in the 1st grade math will affect a student’s performance in 8th grade math, which will impact their college major and ultimately, their career choice. There is a trickle-down effect in how a student’s performance in earlier grades will affect the outcome of their educational and career aspirations. This presentation will therefore show parents how to position their children for success very early on by instilling the right skill-set, behaviors, mindset, value system and practices that will help their children soar!

F06: The BOOST Program: Meeting the needs of infants and toddlers in foster care, presented by Chelsea Siler, MS, A Step Ahead in Pierce County, with Melissa Russell, Med, ESA, IMH-E® (III), Puget Sound Educational Service District

- **WA State Early Learning Core Competency:** Families and Community Partnerships
- **Age Group Addressed:** Birth through Age 3
- **Who Should Attend:** Parents, Foster Parents, Relative Care Givers, Administrators, Home Visitors, Family Resources Coordinators, Interested Professionals

The BOOST program at A Step Ahead in Pierce County provides support to foster families and relative caregivers with young children age 0-3 in Pierce County. The program’s goal is to provide support to this vulnerable population by connecting children and families to community resources, providing developmental screenings, and offering support during transitions (i.e. placement changes, supervised visits). BOOST strives to address the unique social/emotional needs of young children in foster care, and promotes a positive attachment between caregiver and child. This presentation will give attendees a comprehensive overview of the program and how it is run, with an eye towards encouraging other stakeholders to consider a similar program in their own communities. Participants will also leave with an understanding of the infant mental health philosophy that guides BOOST services, and consider a variety of intervention strategies built on these principles that are relevant to infants and toddlers living with foster families or relative caregivers.
F07: Improving Outcomes for Children, Youth, and Families: DCYF Performance-Based Contracting Standards, presented by Stacey Gillette, MA, WA Department of Children, Youth, and Families
• WA State Early Learning Core Competency: Program Planning and Development
• Age Group Addressed: All age groups
• Who Should Attend: All

The new Washington State Department of Children, Youth, and Families (DCYF) is identifying ways to work collaboratively with communities to improve outcomes for children, youth, and families. DCYF is supporting multiple projects to accomplish this important work, including enhancing our performance-based contracting practices.
This session will walk through the agency’s new approach to performance-based contracting and provide time for contracted service providers to ask questions.

F08: Professional Development Tools for Early Learning Professionals, presented by Beth Pitts, KCR / AmeriCorps, with Debbie Peterson, BA, Because it Takes a Village, Michelle Roberts, Department of Children, Youth and Families, Diana Stokes, EDS: Curriculum and Instruction, Department of Children, Youth, and Families
• WA State Early Learning Core Competency: Professional Development and Leadership
• Age Group Addressed: Adults
• Who Should Attend: Teachers, Administrators, Therapists, Healthcare Staff, Home Visitors, Interested Professionals, Trainers, Adult Educators

This session can stand alone or be part 6 of 6. Whether you are considering becoming a trainer and want to attend all sessions, or you are looking for a refresher or shared understanding of a particular topic – these sessions can provide resources and information for trainer success. Led by DCYF Trainer Advisory Board members, this session will be an overview of our state’s tools for early learning professionals and trainers – including our Career Planning Portal and our Trainer Observation and Feedback Rubric. These tools can support trainers in providing high quality professional learning for our early learning professionals. By the end of this session, you will be able to apply the Trainer Observation and Feedback Rubric to ensure your training will be best practices and aligned with our state’s early learning system.
CONTINUING EDUCATION

Clock Hours
Clock Hours may be earned at all conference sessions. Questions can be answered on site. In order to receive credit you must sign in at each session.

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

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

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

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

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

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

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

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

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

2. Purchase Order - Send the purchase order form along with each registration form that is authorized. Full payment is due by 5/1/19.

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

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

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

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

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. Requests must be approved on or before April 1. All facilities are wheelchair accessible. Dietary requests are honored within the capacity of the conference center, only with written prearrangements.

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

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

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

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

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

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

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

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

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

**QUESTIONS ABOUT VOLUNTEERING AT THE CONFERENCE?**
Go online to www.ieccwa.org and select “Volunteers” or send an email to AmandaCardwell@frontier.com.
IECC 2019 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: ____________________________________________________________

City: ___________________________ State: _______ Zip: ___________

Daytime Phone:   □ Home   □ Work(____)________________________

Email: _________________________________________________________________

Group Contact (if applicable): Name _______________________________________

Phone: (____)________________________

County: __________________________

Continuing Education

☐ Clock Hours

☐ STARS Credit (must include STARS#) __________________

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

*For interpreter requests please email amandacardwell@frontier.com

SPECIAL REGISTRATION CATEGORIES - check if applicable

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

☐ Conference Planning Committee: (Complimentary)

☐ Sponsor: (Complimentary)

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

List a first and second choice

1st       2nd

Wednesday Preconference: Select one session

☐ I will not be attending lunch Wednesday

Thursday Conference

Select an A session

Select a B session

Select a C session

☐ I will not be attending lunch Thursday

Friday Conference

Select a D session

Select an E session

Select an F session

☐ I will not be attending lunch Friday

☐ I would like a Vegetarian lunch

☐ I would like a Gluten Free lunch

☐ I would like both Vegetarian and Gluten Free lunch

☐ I have no dietary restrictions

If you are a student and wish to receive a scholarship - you MUST register online. www.ieccwa.org

If you mail this form:

IECC Registration

1277 University of Oregon

Eugene, OR 97403-1277

Email: ieccreg@uoregon.edu

ECDAW Federal ID 91-1136052

Checks payable to: Infant and Early Childhood Conference.

PAYMENT METHOD

☐ Check Number: __________

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

☐ PO Number: ____________ please attach PO - Note: PO’s must be processed and paid by 5/1/19.

Please note meals are served buffet style. The convention center can accommodate Vegetarian and Gluten Free diets.
The Infant and Early Childhood Conference gratefully acknowledges the generous support of the following sponsors:

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

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

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

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