

2009 Sharing A Vision Presenters

Wednesday, October 7

7:00 pm – 8:30 pm, Grand Ballroom E & F

No Labels, No Limits

Kathy Buckley

Billed as “America’s First Hearing Impaired Comedienne,” Kathy Buckley is a five-time American Comedy Award Nominee as Best Stand-Up Female Comedienne, and the winner of countless other awards for her work. An active volunteer for causes close to her heart, Kathy Buckley spends time helping numerous children’s charities. Kathy is the author of the heartfelt and hilarious book, *If You Could Hear What I See*. During the opening keynote for the 2009 Sharing A Vision Conference, *No Labels, No Limits*, Kathy will paint a vivid picture of the life changing events that taught her the power of choice and gave her the courage to remove the labels society placed on her.

Friday, October 9

General Session

Grand Ballroom E-J

8:30 am – 10:00 am

Assessment and Families: Developmental Assessment of Infants and Toddlers with Special Needs

*Louis Rossetti, PhD, Professor Emeritus,
Communicative Disorders, University of Wisconsin Oshkosh*

This informative general session will provide relevant issues related to developmental assessment of infants and toddlers with special needs. During the 90 minutes, Dr. Rossetti will share the status of infant-toddler assessment, recipients of assessment activity, general and specific assessment concerns, choosing assessment instruments, developmental domains to be assessed, and the correct interpretation and reporting of assessment results. Dr. Rossetti is an extraordinarily popular teacher, author, scholar and an internationally recognized authority on services to infants, toddlers and their families. He is the author of the Rossetti Infant-Toddler Language Scale, the most widely used communication assessment scale for children under three years of age in the world.

Model Innovative 2009 Art Environment

Grand Ballroom A/B

Visit our Model Innovative 2009 Art Environment and see dozens of ways to inspire little learners’ imaginations and creative spirit! Sponsored by Discount School Supply, our fun, and inspiring model art center will feature exclusive, versatile, brilliantly-colored paints such as Colorations® Liquid Watercolortm and BioColor®, and lots of smart storage, easels and tools to make art accessible and exciting for the children in your care. Find ways to expand your stock supplies to include a

unique sensory sculpting medium with Incredible FoamDough™, now available in exciting varieties such as glitter and glow-in-the-dark. Discount School Supply has everything you need to create an awesome art environment, and all at the lowest prices-- guaranteed. Whether you have a little space or a lot, a tight budget or not, you will see some new, simple ways to stimulate imaginations with your classroom art area, and still keep a handle on your organizational needs. Also plan to visit Discount School Supply in the Exhibit Hall to see how *PROCESS* art for preschoolers can truly be painless with the right tools, materials, storage and set-up. This innovative art environment will showcase select children's art pieces featuring programs across the state during the conference hours of: 10:15-1:00 p.m.; 3:15-4:45 p.m. on Thursday and 12-3:00 p.m. on Friday.

Workshops in the Art Center

Grand Ballroom A/B

Thursday, October 8

8:00 am – 10:00 am

Artful Elements: Exploring Color, Shape and Texture in Early Childhood Classroom

Learning (0-5) Intermediate

Rachel Weaver Rivera, Chicago Area Artist and Consultant

How can children use paint, wire, clay, and recycled materials to express their ideas? Discover new ways for children to explore color, shape and texture with expressive materials. Go WAY beyond the color wheel, delve into shape study, and learn how focusing on texture builds learning connections. This workshop will provide slide examples, lively discussion, unique hands-on activities, and practical suggestions for taking workshop content back to the classroom.

1:00 pm – 3:00 pm and Repeated Friday, October 9 10:15 am – 11:45 am

Tickle Your Senses! The Fun & Value of Sensory Art

Learning (0-8) Introduction/Intermediate

Judy Short, Educational Consultant, Discount School Supply

Learn why “messy art” is so important in this fun, hands-on workshop. Experiment with art materials and combine paints with slippery, foamy, and bumpy things that provide giggles and delight along with learning. Children learn best when hands-on, self-directed learning engages their senses. In this stimulating workshop you’ll learn Sensory Art Ideas that combine Liquid Watercolor, BioColor and BioColor Foam Paint with everyday household goods that cost very little. Leave your inhibitions behind and explore an unforgettable art experience.

Workshops

Thursday October 8

Half Day Session Thursday AM 8:00 am – 11:45 am

An Introduction to the Environmental Rating Scales (ERS)

Assessment (0-5) Introduction

Tamara Notter, Assistant Director, Child Care Resource and Referral

After completion of this training, early childhood practitioners will have knowledge of the ERS; be able to use the tool for self assessment of their program and/or hire a consultant to use the tool for assessment; be able to use ERS results to plan program improvements and be aware of ERS linkages to the Illinois Department of Human Services Quality Rating System, Illinois State Board of Education Preschool for All and national accreditation processes.

Workshop Session I Thursday AM 8:00 am – 10:00 am

Fussy Babies: The Joys and Challenges of Having Infants in Childcare

Peaceful (0-3) Introduction

Marsha Baker, OTR/L, M.Ed, Erikson Institute Fussy Baby Network

The decision to have your infant in childcare can be both wonderful and a worrisome time for parents. For childcare providers it is often trying to balancing the needs of the babies as well as the needs of the parents. This workshop will explore this double-dilemma for both parents and teachers. Infant development, including crying and sleeping, as well as what it might mean for parents when they place their baby in childcare will be discussed.

Strategies in the Project Approach that Benefit Diverse

Learners: How and Why

Learning (0-8) Introduction

Sallee Beneke, Independent Consultant and Doctoral Student, Department of Special Education, University of Illinois at Urbana-Champaign

This workshop will include an overview of the Project Approach and insights from research in Illinois Preschool for All classrooms. To benefit diverse learners, 4 project-based strategies (planning with children, providing real objects, representation, and developing project-related vocabulary) will be discussed. Descriptions, examples, and handouts about the strategies will be provided. Educators will identify potential application of the strategies in their classrooms.

Including Young Children with Disabilities: Making the Most of What We Know

Adapting (0-8) Introduction

Camille Catlett, Investigator, Frank Porter Graham Child Development Institute

What does the evidence tell us about inclusion? This multi-media workshop will take you on a journey that explores the moral, social, educational, and empirical foundations of inclusion. Come discover

the most promising practices for supporting each and every child and promoting full participation, effective supports, and desired results for each and every young child and their families.

Baby Steps Towards Leadership

Learning (0-8) Advanced

Dina Emser, MA, CPPC, CPDA, Certified Professional Development Coach

Leadership is a quality we highly value and desperately need.

We will explore ways we lead in our classrooms, at home, and in our centers for clues about how we model this valuable skill. We will also gain information and insight about children's unique styles and temperaments, and how we can best encourage positive use of their power and individual strengths in order to promote social/emotional growth – theirs and ours.

Hot Topics and Recent Developments in Special Education Law

Administrative (3-8) Introduction

Teri Engler, Attorney at Law, Sraga Hauser, LLC

The educational rights of students with disabilities and the related obligations of school personnel are constantly evolving due to changes in federal and state law and their interpretation, over time, in administrative due process hearings and the courts. This workshop will provide school participants with an overview of recent developments in special education law, including the new federal regulations regarding parent revocation of consent for special education services, the ADA Amendments Act of 2008 (and its impact on Section 504 requirements), and noteworthy case law.

RtI and Preschoolers: What Do We Know?

Adapting (3-5) Introduction

Lisa Fisher, Project Director, STARNET Region II

School districts are developing plans for implementing RtI (Response to Intervention) for school-age children. This workshop will look at recommended components and qualities of an RtI model for preschoolers with specific attention to Recognition and Response – a particular model for early intervening with preschool age children.

Readin', 'Riting, 'Rithmetic and RELATIONSHIPS:

Instructional Strategies for Teaching the Fourth R

Learning (3-8) Introduction/Intermediate

Elizabeth Frisbie, Child Behavior Specialist

This workshop will provide early childhood professionals with the “who, what, where, when and why” of teaching social emotional skills to young children. Come learn which social emotional skills are crucial to young children's social development and how to teach them. Sample materials will be on display and a resource list will be provided.

Mommy, Baby & Me Makes 3

Infant/Toddler (0-3) Intermediate

Mary-alayne Hughes, Ph.D., Clinical Assistant Professor

Bernadette Laumann, Dept. of Special Education

University of Illinois at Urbana-Champaign

This interactive workshop will focus on using relationship-based,

triadic intervention strategies during early intervention home visits. Recommended practices will be discussed, and participants will role-play and practice a variety of triadic strategies.

Celebrating Diversity

Community (0-8) Intermediate

Jennifer Lee, Lee & Associates

This workshop is designed for early childhood professionals who want to learn more about working with children and families from diverse cultures and how to apply best practices in early childhood programs. Attendees will learn to celebrate diversity and become more skillful in positively relating to those who they perceive as “different.” The goals include increasing multicultural awareness, sensitivities, and skills so that young people are exposed to positive attitudes, perceptions, and behaviors about cultural diversity.

Finding Normal

Adapting (0-8) Intermediate

Marty Murphy, Consultant

Marty Murphy, an adult with Autism Spectrum Disorder, will give a unique, personal look into the world of autism. With amazing insight, she will share the emotional influence of living with autism along with the many facets of how and why things affect her. With knowledge and humor, she will deliver an energetic message, providing answers to and strategies for many of the challenges that parents and educators face. Attendees to this workshop will gain an understanding of autistic traits and challenges; learn effective strategies for working with individuals with autism; receive practical strategies for sensory, behavior, communication, and self esteem issues; learn to appreciate that individuals with autism can lead productive adult lives provided the opportunity and realize that with courage everyone can overcome adversity.

Toddle-ing Tunes With Miss Carole

Learning (0-3) Introduction/Intermediate

Carole Peterson, Children's Music Specialist, Macaroni Soup

Alvin McGovern, Accompanist

Toddlers develop critical skills by moving through their environment, exploring their bodies, expanding their vocal capabilities, and finding ways to relate to others socially. Developmentally appropriate music and movement activities provide just what a toddler needs to promote brain growth, language skills, and coordination AND FUN! Attend this workshop and come prepared to move!

Workshop Session II Thursday AM 10:15 am – 11:45 am

Developmental Guidance – Common Issues –

Limit Setting and Sleep Issues

Peaceful (0-3) Introduction/Intermediate

Anita Berry, Director Healthy Steps for Young Children Program, Advocate Health Care

In this workshop, participants will be able to assess issues of limit setting; give anticipatory guidance to parents to prepare them for periods of dysregulation; have a better understanding about cultural issues and

ghosts in the nursery; have more insight into feelings about appropriate ways to set limits; understand normal sleep physiology and patterns that change with age; have a better understanding of how to provide guidance around sleep issues and bedtime routines; evaluate the contributions of the child, parent, and the environment to sleep problems; and determine appropriate management strategies.

Teaching Functional Communication Through Social Stories

Adapting (5-8)Intermediate

Theresa C. Burgard, MA CCC-SLP, Kankakee School District #111

Social stories are visual tools which can be used to assist students with various disabilities to communicate appropriately with their peers and adults in academic and non-academic settings. Participants will learn how to make and use Social Stories to increase functional communicative interactions for their students.

More Than Songs and Snacks: Supporting Effective Ongoing Professional Development

Administrative (0-8) Introduction

Camille Catlett, Investigator, Frank Porter Graham Child Development Institute

This workshop will highlight effective approaches for supporting ongoing professional development for adults of diverse learning styles and preferences in the early childhood and early intervention fields. Focused discussion, demonstrations and handouts will convey a variety of methods and materials for extending effective adult learning into effective practice. Emphasis will be placed on recent research on effective professional development and ways to translate those findings into daily practice.

Language Development in Infants and Toddlers

Infant/Toddler (0-5)Introduction

Joan Forney, Retired Superintendent of the Illinois School for the Deaf

After attending this Power Point presentation and participating in a discussion on language development in infants and toddlers, the audience will be able to summarize typical language development in infants and toddlers, be able to name at least two developmental milestones in language at selected levels, and be able to write books for infants and toddlers using digital photography and programs such as Power Point, Corel Presentations and a variety of websites that make books using digital photography; i.e. Snapfish, Shutterfly, Inkubook, etc.

Leadership for the 21ST Century

Community (3-8) Intermediate

Ruth Henning, Director, Project CHOICES

Participants in this workshop will learn the principles of effective leadership, leadership behaviors to support change, and managing complex change. The primary roles of leaders in schools, what behavior is effective, components of change and strategies to support each component will be discussed.

Keeping Children Safe: How to Talk to Children about Violence

Peaceful (0-5) Introduction

Margarita Hernandez, PsyD, Clinical Psychologist, Pillars
Margarita Lopez Perez, Pillars

During this workshop, participants will learn to define children's exposure to violence; identify signs and symptoms of children who have been exposed to violence; and how to respond when a child has been exposed to violence. Discussion will also include how to help providers help parents care for and keep children safe.

How Long 'Til This Worm Turns Into A Fish?"

Community (0-8) Intermediate

Maureen A. Lowry-Fritz, J.D., MA

Lowry-Fritz Special Education Law Consulting Services

Accompany Maureen Lowry-Fritz, mother and special education attorney, on her unforgettable journey raising a child with exceptionalities. Maureen traveled from denial to acceptance – ultimately embracing her daughter's exceptionalities. In this bittersweet and emotional retrospective, Maureen shares her personal lessons, as well as lessons learned from her children's teachers. Educators and parents describe Maureen's tale as "gutsy", "mesmerizing," and "a requirement for all teachers."

A Data-Based Approach to Identifying and Supporting Children At-Risk for Delays in Language and Literacy Development

Learning (3-5) Advanced

Jeanette McCollum, Ph.D., DELL-D Early Reading First Project

University of Illinois at Urbana-Champaign

Kristen Hall, Pre-K Teacher, Danville School District 118

This workshop will describe a data based process for identifying preschool children at-risk for delays in language and literacy development. Effective strategies early childhood providers can implement to support children at-risk will be shared.

RtI Sails Into Preschool

Learning (3-5) Intermediate

Donna Nylander, Principal

Lisa Cipriano, Early Childhood Program Coordinator

Valley View District 365U Early Childhood Center

Set sail with the Valley View District Early Childhood team as they explain how to chart a course using RtI (Response to Intervention). Get all staff on board while learning about enhancing Tier 1 curriculum through best practices and a center-based philosophy. Navigate through universal screenings and analyzing data collection to show student growth. A curriculum rubric and intervention strategies will be shared to assist in selecting Tier 2 and Tier 3 materials.

"Dancing Feet!"

Learning (3-5) Introduction/Intermediate

Carole Peterson, Children's Music Specialist, Macaroni Soup

Alvin McGovern, Accompanist

Young children need to move to keep their bodies and brains in tiptop shape. Dancing promotes pattern, rhythm and sequence - early literacy skills made easy! Tired of the Baby Boogie and ready to mix it up with dances with pattern and sequence? Attend this workshop to learn new songs. Twinkle Toes and Stumble Bunnies are welcome!

Don't make Me Mad! Helping Children Learn to Resolve Anger

Learning (0-8) Intermediate

John Roope, M.Ed., Director of Early Childhood Mental Health Services

Chaddock/Caregiver Connections

Children can experience anger anywhere – our homes, childcare settings, classrooms, and communities. This workshop will provide adults with a clear, practical framework to support and guide children as they master the important skill of resolving anger (and a few other difficult feelings on the way.) This session moves beyond “managing” feelings to the deeper level of resolution.

Workshop Session III Thursday PM 1:00 pm – 3:00 pm

Using the Family’s Stuff...Incorporating the Use of Everyday Items in Natural Environments

Infant/Toddler (0-3) Introduction

Lynn Barts, Regional Training Consultant, Illinois Early Intervention Training Program

Purchasing and using toys can be expensive, intimidating and often overwhelming for families. This workshop will discuss the benefit of using everyday items and participants will walk away with lots of easy and useful ideas applicable for all disciplines.

Storytelling....You Can Do It

Learning (3-8) Introduction/Intermediate

Sue Black, Storyteller/Teaching Artist

Learn how to use voice, body language, facial expressions, and gesture to enhance your stories. Discover ways to add participation, songs, rhyme, clapping, chanting, and stomping into your stories. No storytelling experience is necessary. Bring your imagination and a willingness to experiment. Then roll up your sleeves and give storytelling a try!

Leading with Heart in Times of Cardiac Arrest

Administration (0-8) Introduction/Intermediate

Christy Chambers, PhD, Beyond the Box, LLC Consulting Group

This workshop is designed for administrators seeking strategies and resources to lead effective teams. A job description is **what** we do, and leading with the heart is **how** we make it happen. Attend this session to identify strategies to build switched on teams by practicing the principals of leading with heart.

Beyond Reporting: Supporting Children In Your Classroom Who Have Been Abused or Neglected

Peaceful (3-8) Introduction/Intermediate

Elizabeth Frisbie, Child Behavior Specialist

This workshop will highlight the special emotional, cognitive and behavioral needs of young children who have survived abuse or neglect. Come learn how to make your classroom a therapeutic place which supports the re-building of trust, expression of feelings and provides a sense of security.

Distinctions Between Academic Versus Intellectual Goals for Children

Learning (3-8) Advanced

Lilian Katz, PhD, Professor Emerita, Early Childhood Education

University of Illinois at Urbana-Champaign

Many decisions about the curriculum for preschool children are based on the assumption that there are mainly two kinds of curricula: one emphasizing formal academic instruction to enhance school readiness or one emphasizing play and choice among a variety of activities from which children learn important social-emotional and other skills. However, both of these two options under emphasize the importance of developing young children's intellectual dispositions. Join Lilian as she discusses this very important distinction.

Trashy Town: Embedding Literacy Instruction in the Early Childhood Classroom

Learning (3-5) Introduction/Intermediate

Gina Lascody, Early Childhood Teacher, Elmhurst District 205

This workshop will cover literacy-based instruction utilizing the Creative Curriculum in conjunction with Toni Linder's Read, Play and Learn literacy curriculum.

Come and Make A Circle

Learning (0-5) Introduction

Susan Salidor, Music Specialist, Singer/Songwriter

This workshop is designed to give participants the tools needed for successful music classes. Participants will sing from start to finish and FEEL GOOD ABOUT IT; learn simple rules for making music easy and fun in the early childhood classroom, learn new songs and finger plays to use in the classroom the very next week; and leave feeling confident about leading music time with their students.

Strategies for Engaging Families to Support their Children's Language and Literacy Development

Community (3-5) Intermediate

Amy Santos, Ph.D., DELL-D Early Reading First Project

Sandy Hufford, DELL-D Early Reading First Family Liaison

University of Illinois at Urbana-Champaign

Maurita Keyser, Teacher and Co-Director, Early Learning Center, Center for Children's Services

In this workshop participants will learn how to plan, implement, and evaluate fun and engaging activities for families focusing on promoting preschool children's language and literacy development.

Child Abuse & Neglect: Prevention, Intervention, and Treatment

Community (0-8) Intermediate

Al Sarno, Ph.D, LPC, BCPC, LifePlace Counseling

This workshop will provide the theory and application techniques required in teaching prevention and awareness of child abuse and neglect to all ages; providing intervention for those individuals, families and communities; and providing treatment for those individuals and families. Participants will be enabled to comprehend cognitive-behavioral theory; accurately understand DSM-IV diagnostics and current social issues; apply multimodal cognitive-behavioral therapy and techniques; interface with mental health, social work, medical, legal, law enforcement, and criminal justice professionals in the field in assisting clients; advance intrapersonal and interpersonal skills training; and understand and delineate legal and ethical issues.

Adaptations and Strategies for Working With Young

Children with Visual Impairments

Adapting (0-3) Introduction

*Susan Sullivan Ed. M., Early Intervention Educator,
Illinois School for the Visually Impaired*

Young children born with vision loss face the challenge of learning about their environment without sight. Parents and early interventionists will be introduced to strategies for adapting toys and environments for these children in order to teach developmental concepts through play.

The Day the Bad Words Came to School and Other Tales of Linking Literacy and Social Emotional Development

Peaceful (3-5) Intermediate

*Tweety Yates, PhD, Assistant Professor, Department of Special Education
University of Illinois at Urbana-Champaign*

We all know the importance of early literacy and social emotional development in the early years. This workshop will focus on being more intentional about supporting these areas in center and home based settings. Participants will leave with fun ideas and strategies for linking and embedding social emotional and literacy objectives into everyday routines and activities. Many books and activities will be shared along with videotaped examples.

Helping Children Who Are Shy, Withdrawn, or Selectively Mute to Engage Successfully in School and Community Experiences

Adapting (3-8) Introduction

*Robin Miller Young, Student Services Coordinator,
Prairie Children Preschool, IPSD #204
Kathy Slattery, Early Childhood Resource Specialist,
STARNET Region II*

Many young children talk easily when they are at home; however, they feel anxious and unable to speak in school and community settings. In this workshop participants will learn about why children act this way and how educators and parents can take a “team” approach to help children speak and become engaged successfully in school and community experiences.

Workshop Session IV Thursday PM 3:15 pm – 4:45 pm

Effective Communication Skills For Parents and Professionals

Community (0-8) Introduction

Marcia Breese, Outreach Coordinator, Illinois School for the Deaf

In this workshop, both families and professionals will learn the importance of understanding the educational process, the family’s goals as the driving force behind all decisions, and effective participation in the IEP/IFSP team. The complexities of the special education system, emotions and stressors that parents and professionals face often lead to conflict and challenges. As effective communicators and IEP/IFSP team members, there are strategies that can be used to lead to an appropriate, individualized plan for the child.

Putting All of the Pieces Together for Early Childhood Inclusion

Adapting (3-8) Intermediate

Lisa Cipriano, Early Childhood Program Coordinator, Valley View District 365U Early Childhood Center

Sandy Ginther, Family and Early Childhood Resource Specialist, STARNET Regions I & III

The framework for this workshop merges one family's experience from preschool to adulthood and the practical application of inclusive environmental techniques in the early years. Tools, ideas, and a belief that assists in planning for and supporting ALL preschoolers while using the environment as an additional teacher will be provided.

Facilitating Reading Comprehension for Young Children with Autism

Adapting (3-8) Introduction

Nasiah Cirincione-Ulezi, PhD, Assistant Professor, Chicago State University

This workshop will provide participants with foundational components for developing reading activities to promote reading comprehension skills for students with autism. Participants will be given the necessary information needed to modify leveled books to implement meaningful reading activities as well as the appropriate materials and instruction on how to make a felt board to be used with created activities.

With Our Children in Sight, We Must Get It Right!

Assessment (0-8) Intermediate

Benton K. Johnson II, PhD, Social Emotional Consultant

Professionals and caregivers will process the cultural ramifications of assessments through self discover and cultural models of development. This workshop will encourage the use of various tools and practical knowledge as a way to integrate best practices in the area of assessment. Participants will also gain a overview of the basics of understanding cultural diversity through examples, humor, and interaction.

Two Dads Talking About Families of Children with Special Needs

Community (0-8) Intermediate

Richard C. Ney, PhD, Midwestern University

Gino Peronti, J.D.

This workshop is intended to give teachers, therapists, and family members the perspective of two dads who have children with special needs. Presenting the rarely heard perspective of males (dads) in these families, participants will come to understand the rewards and challenges that men and their families face as they negotiate the myriad of professionals attempting to provide services for their children. Participants will hear how men and women react differently to their roles in families with these "special" children. Participants will come to understand that there is not just one path to finding fulfillment in parenting a child with special needs.

Disability Services in Head Start for New Managers

Administrative (0-5) Introduction

Beatrice L. Nichols, Coordinator of Community Services

Chicago Department of Children and Youth Services

This introductory level workshop is intended to provide disability managers with the support, resources and team building skills they need to function on behalf of the children and staff who count on

their expertise.

We Are More Alike Than Different! Young Children's Attitudes Toward Peers with Disabilities.

Peaceful (5-8) Introduction

Michaelene M. Ostrosky, PhD, Professor

Chryso Mouzourou, Doctoral Student

Department of Special Education,

University of Illinois at Urbana-Champaign

Beginning in early childhood, children start noticing similarities and differences between one another. By age 5 they are already forming early perceptions of, and attitudes toward, children with disabilities. This workshop will focus on attitude development and strategies teachers can implement to support greater acceptance among young children.

Supporting Resilience in Families in Times of Change

Peaceful (0-8) Intermediate

John Roope, M.Ed., Director of Early Childhood

Mental Health Services

Chaddock/Caregiver Connections

Over recent decades, research has confirmed that the stressors facing families of young children have changed in both quantity and nature, becoming more complex and challenging than perhaps ever before. This workshop will help us recognize and respond to signs of both family struggles AND family strengths.

Hearing Loss, Impact on Language and Life

Infant/ Toddler (0-5) Introduction

Nancy Scott, Hearing Specialist, Hearing and Vision Connections

Young children typically acquire language by listening to the world around them. They begin responding to familiar voices, pointing to named objects, imitating vocal patterns, and saying their first words....all without the need for any formal instruction. How will language acquisition occur for the child born with a hearing loss? This workshop will look at the process of language acquisition in the brain and discuss the window of opportunity. Participants will have the opportunity to explore various strategies to support language acquisition for the young child with hearing loss.

Let's Get Creative! Using the Creative Curriculum

Assessment System with Young Children Who

Have Special Needs

Assessment (3-5) Introduction

Patricia Kluzik Stauch, Resource Specialist, STARNET Region II

If you are already using, or plan to use, the Creative Curriculum in your classroom, you'll want to attend this workshop for an introduction to the Creative Curriculum Assessment System. In addition to reviewing the components of the assessment system, this session will also highlight recommended practices in assessment, observation, and document tips, measuring progress and making decisions.

Supporting Teachers' Planning and Implementation of Language and Literacy Activities Through Coaching

Administrative (3-5) Advanced

*Susan Yorde, Ph.D., DELL-D Early Reading First Project
University of Illinois at Urbana-Champaign*

In this workshop an evidence-based approach for supporting teachers' systematic implementation of language and literacy-based activities in preschool classrooms will be described. How to effectively implement a coaching model that can be used in Head Start, Child Care, and PreK classrooms will be discussed.

**Healthy Behaviors: Building a Foundation of Movement
Skill for Young Children**

Learning (3-5) Intermediate

Laurie Zittel, Ph.D., Northern Illinois University

Fundamental movement will enhance each child's opportunity to attain physical health, reinforce social contacts with peers, and enhance self-esteem. This workshop will define appropriate motor development and physical activity for young children. The myths surrounding movement and young children will be discussed. Age and individually appropriate equipment choices will be highlighted along with games and activities linking to developmentally appropriate practice.

Workshop Session V Friday AM 10:15 am – 11:45 am

Enhancing Child Observation and Assessment

Using Technology

Assessment (3-5) Introduction

*Chris Bagemihl, Training and Support Coordinator,
The Center for Technology and Learning*

Brian Michalski, Director, Illinois Resource Center: Early Childhood

*Linda Housewright, Illinois State Board of Education
Accountability Liaison*

In this workshop, participants will receive an overview of I-TEACHe (Illinois' Tool for Early Childhood Excellence and Teachers), an online observation and documentation tool for teachers of preschool children 3 to 5 years of age. Participants will be given an introduction to how an online system using a computer and palm pilot can help teachers become more effective in meeting the Illinois Early Learning Standards and meeting the needs and interests of the children in their classroom.

**Expanding Language Skills of Augmentative
and Alternative Communication (AAC)**

Users Beyond Requesting

Adapting (0-8) Intermediate

*Trina Becker, MS, CCC/SLP, Assistant Professor,
Eastern Illinois University*

This workshop will focus on intervention to increase a variety of communication behaviors in AAC users. Specific strategies designed to promote the development of language and social skills will be presented.

Sensory Integration in Natural Environments

Adapting (0-6) Intermediate

*Allyson Chrystal, Occupational Therapist/Instructor,
Midwestern University*

This workshop will provide parents, teachers and professionals with an

overview of sensory integration and its impact on a child's function. Application will be made to the challenges that children with sensory integration disorders experience in their daily lives whether at home, in school, or in community settings.

PBS Goes to Preschool; Program Wide Behavior Support in Early Childhood Settings

Peaceful (3-5) Intermediate

Mary Louise Hemmeter, Associate Professor, Vanderbilt University

Participants will learn about a comprehensive approach for promoting young children's social emotional development and addressing challenging behavior. This workshop will focus on developing a program-wide approach to implementing this approach. Topics that will be addressed include an overview of the Teaching Pyramid model, the critical elements of a program wide approach, strategies for supporting teachers to implement this model, and strategies for evaluating if the model is effective.

Next Steps: Using your Early Childhood Outcome Data

Assessment (3-5) Intermediate

Nancy M. Kind, Administrator Early Childhood,

North Suburban Special Education District

As early childhood special education providers, we are all required to collect and submit early childhood outcomes data. In this interactive workshop, practical strategies for the utilization of this data to inform program planning and effective instruction will be shared. Common implementation issues will be problem solved by participants who have critical roles in the ECO process.

Working With Families Through Interpreters

Infant/Toddlers (0-3) Introduction

Sarah Nichols, Regional Training Consultant

Elizabeth Colon

Illinois Early Intervention Training Program

This workshop will define the role of an interpreter. Guidelines will be provided for working with an interpreter as well as provide strategies for establishing and maintaining relationships with interpreters and the families they serve. Positioning techniques, and tips for effective communication with a family using an interpreter in a one-on-one as well as group setting will be discussed.

Help! Addressing Challenging Behaviors During Classroom Routines

Peaceful (3-5) Introduction/Intermediate

Amanda Quesenberry, PhD, Assistant Professor, Illinois State University

Sharon Doubet, PhD, Assistant Professor, Illinois State University

Through large group discussion and small group activities, teachers and administrators will discover strategies for addressing challenging behaviors that commonly occur during daily classroom routines. The target audience for this interactive workshop is beginning and veteran teachers and administrators. This session will focus on activities and discussion around the Routines-Based Support Guide (Vaughn, Fox, & Lentini, 2005).

Genetics and Young Children

Assessment (0-8) Intermediate

*Louis Rossetti, PhD, Professor Emeritus,
University of Wisconsin Oshkosh*

Many, if not most, early interventionists have observed children for whom a genetic disorder is suspected or confirmed. The purpose of this workshop is to alert professionals to the various soft signs that may indicate the presence of a genetic disorder. Further, developmental outcome and expectations for various genetic disorders will be discussed. This session is highly clinical in nature with participant participation encouraged.

On the Move: Why Movement is Critical for Cognition

Learning (0-8) Intermediate/Advanced

*Angela Searcy, M.S., Child Development Specialist,
Simple Solutions Educational Services*

Learn what happens to the brain when children aged birth to age eight do not get the early motor stimulation necessary for good neurological development. Participants will learn to differentiate between age appropriate and problematic activity levels and the red flags associated with early warning signs of ADD/ADHD; how to recognize atypical motor patterns; and how these physical impairments can inhibit cognition. This workshop will explore how movement can be utilized to maximize brain connections and whole brain functioning in young children from birth to age eight.

**Teachers and Teaching Assistants – It's a Beautiful Thing,
But How Do We Make It Work?**

Learning (3-8) Introduction

*Patricia Kluzik Stauch, Resource Specialist, STARNET Region II
Joyce Senter, Director of Early Childhood Programs,
St. Charles School District #303*

The goal of this interactive workshop is to engage early childhood administrators, teachers and teaching assistants in a discussion of what it takes to create a successful working relationship between teachers and teaching assistants. This session will emphasize skills and strategies in setting classroom expectations, demonstrating classroom leadership, and utilizing adult learning theory.

Understanding the Hidden Rules of Poverty

Community (0-8) Intermediate

*Sharifa Townsend, Director of Preschool for ALL Programs
Illinois Action for Children*

This workshop will address the issues of economic class and aim to improve the understanding of the many differences of class. Through this presentation, participants should recognize that people in poverty, middle class and wealth are all problem solvers. The focus is on solutions, shared responsibilities, new insights and interdependence. This presentation is based on the work of Ruby Payne and is about the resulting connectedness and relationships that are all about "us".

**The Effects of Methamphetamine on Children
and Families**

Community (0-8) Introduction

*Ralph A. Weisheit, PhD, Professor, Department of Criminal Justice
Illinois State University*

Methamphetamine use and manufacture has an impact on

communities and on families. Children are affected both by exposure to harmful chemicals, exposure to the drug itself, and by the parenting styles of adult methamphetamine users. Their behavior in the classroom is often affected by these factors. This workshop will provide a general overview of what is known about the drug, its manufacture, and the impact on the behavior and emotional well being of children who live in homes with methamphetamine-involved parents.

Workshop Session VI Friday PM 1:00 pm – 3:00 pm
The Challenge of Recognizing a Child with Fetal Alcohol Spectrum Disorder (FASD) and Adapting the Environment to Facilitate Learning

Assessment (0-8) Intermediate

Beverly Cavanaugh Coordinator Early Childhood Center,

Joliet Junior College

Ajeet Charate, FASD Program Director, Trinity Services, Inc .

and NOFAS Illinois

The prevalence of FASD is estimated to be at 1 in 100 and yet we do not seem to recognize them. Children with FASD have special learning needs and a wide range of behavioral challenges. They have an IQ score that ranges from 30-130 and their overall level of adaptive functioning is often much lower than would be expected. This workshop will offer participants an understanding of Fetal Alcohol Spectrum Disorders and the challenges in screening and diagnosing someone with an FASD. Participants will learn the difficulties experienced caregivers in raising a child with FASD. Practical and effective strategies to help these individuals improve and be successful will also be explored.

Blending the NAEYC Developmentally Appropriate Practices and the Division for Early Childhood Recommended Practices to Meet the Need of Children With and Without Special Needs

Learning (3-5) Introduction

Lynette Chandler, Professor, Northern Illinois University

Donna Nylander, Principal,

Lisa Cipriano, Early Childhood Program Coordinator,

Valley View School District 365U Early Childhood Center

This introductory workshop will provide real life examples of how the NAEYC Developmentally Appropriate Practices and DEC Recommended Practices work together to meet the needs of children with and without special needs and how they fit within a Response to Intervention model. Participants will learn how to implement both sets of practices within preschool classrooms.

Infants Grieve Too

Infant/Toddler (0-3) Introduction

Deborah Clark, MA, CFLE, Director/Teen Parent Educator, Joliet

Township High School

“Poor baby, he doesn’t know what is happening.” If you have ever heard or said these words in relation to a child under the age of two whose family has suffered a critical loss, this workshop is for you. The material covered in this workshop will equip caregivers with skills to be

able to recognize and respond to infant and toddler grief behaviors. Discussion will include strategies to use during care-giving tasks and the effects of unmet emotional needs on the grieving infant during his/her life.

Partnering with Parents to Promote Children's Social and Emotional Skills

Community (3-5) Introduction/Intermediate

Sharon Doubet, PhD, Assistant Professor, Illinois State University

Amanda Quesenberry, PhD, Assistant Professor, Illinois State University

Learn about a Center for Social Emotional Foundations for Early Learning (CSEFEL) curriculum that is free and available to use when presenting parent workshops focused on the promotion of social and emotional development and reducing challenging behaviors. Parent workshop components will be demonstrated as participants are introduced to "Positive Solutions for Families," an evidence based, user-friendly parent workshop series. Topics will include relationships, positive comments and encouragement, play, friendship skills, encouraging positive behavior, determining the meaning of behavior, developing, teaching and acknowledging expectations, emotional literacy, problem solving, and everyday routines.

Supervision of Birth to Three Programs

Administrative (0-3) Intermediate

Marsha Shigeyo Hawley, Associate Professor, Kendall College

This workshop will assist the administrator of Birth to Three Programs to understand and utilize the Illinois Birth to Three Program Standards and strategies to promote best practices in birth to three programs. Included are all the routes to attain the Illinois Infant Toddler Credential to promote professional development, and ways to build professionalism into birth to three programs through effective supervision.

PBS Goes to Preschool; Program Wide Behavior Support in Early Childhood Settings (Repeat Session)

Peaceful (3-5) Intermediate

Mary Louise Hemmeter, Associate Professor, Vanderbilt University

Participants will learn about a comprehensive approach for promoting young children's social emotional development and addressing challenging behavior. This workshop will focus on developing a program-wide approach to implementing this approach. Topics that will be addressed include an overview of the Teaching Pyramid model, the critical elements of a program wide approach, strategies for supporting teachers to implement this model, and strategies for evaluating if the model is effective.

Move It or Lose It: Storytelling, Movement and Comedy for the Classroom

Learning (3-8) Intermediate

Dot Kane, Storyteller, Stories by Dot

Experience the impact of kinesthetic and humorous approaches to learning. Learn stories, dances, and games to get your kids moving before they "lose it." During this workshop, participants will receive tried and true techniques to keep their teaching style positive, spontaneous, and joyful.

The Building Blocks for Early Childhood Response to

Intervention (RtI): Relationships and Resources

Administrative (3-5) Introduction/Intermediate

Nancy M. Kind, Administrator

Jacqueline Smith-Ziniewicz, PhD, Program Supervisor

Kay Leving, Inclusion Consultant

Early Childhood Programs, North Suburban Special Education District

This workshop will outline how a special education cooperative collaborated with school districts, community preschools, and child care centers over a three year period to begin building commitment and capacity for early childhood RtI. Practical strategies for establishing partnerships, providing quality professional development and using fiscal resources will be discussed.

Peek Outside: Engaging Young Children in Outdoor Environments

Learning (3-5) Introduction

Joan Leff, Early Childhood Resource Specialist

Connie Shugart, Early Childhood Resource Specialist

STARNET Regions I and III

This workshop includes all of the Illinois Early Learning Standards in uncovering the mystery of the process for creating an outdoor classroom. Young children can be as engaged in learning through play in the outdoors as they are indoors. Participants will understand the value of play in the outdoor setting that promotes social interactions, independence, creativity and, most importantly, friendships.

Functional Analysis and Treatment of Challenging Behavior in Early Childhood

Infant/Toddler (0-3) Intermediate

David Richman, PhD, Associate Professor, University of Illinois at Urbana-Champaign

This workshop will provide an overview of functional analysis and early intervention strategies that can be implemented at home by parents of children with developmental disabilities and emerging challenging behavior. The workshop is for parents and in-home therapists of young children with developmental delays.

Assessing Children Through Their Everyday Activities and Planning Around Their Interests

Assessment (3-5) Introduction/Intermediate

Lisa Wasacz, Educational Consultant, HighScope

During this interactive and engaging workshop, participants will gain an understanding of how to create strength-based, objective anecdotes; will learn the importance of anecdotal notes in the course of daily planning and plan for children based on their interests and abilities and realize the relevance of team planning.

Sensory Processing: What Makes Me Me and You You?

Adapting (0-5) Intermediate

Mary N. Wonderlick, EC/ECSE Consultant

Through interactive discussion and dialogue, examine the various sensory systems and explore your own, to bring understanding of their impact on responses, behavior, and learning. Learn about your own sensory system in order to understand the sensory systems of others.

TECHNOLOGY ROOM

Learning (0-8) All Levels

Letha Clark, STARNET Regions I and III

Confused by technology gizmos, gadgets, and software? Curious about ways to use technology with young children? Drop by the Tech Room and troubleshoot your questions.

Visit stations to examine and explore a variety of hardware devices and software applications. Discuss techniques for integrating and using technology in an early childhood setting. Come when you want. Stay as long as you like. Leave when you are ready.

Hours for the Technology Room:

Thursday, October 8 8:30 am – 11:30 am

Friday, October 9 10:00 am – 12:00 pm