

Sharing a Vision Conference 2015

Conference Program Guide

September 28-30, 2015Crowne Plaza Hotel, Springfield, IL

Coordinated by: Illinois Division for Early Childhood of the Council for Exceptional Children





Visit us at: www.sharingavision.org

2015 Sharing a Vision Conference Schedule September 28-30, 2015 | Crowne Plaza, Springfield

Monday, September 28	8:30 AM - 9:00 AMPre-Conference Registration 12:30 PM - 1:00 PMPre-Conference Registration 9:00 AM - 4:00 PMPre-Conference Full Day Sessions 9:00 AM -12:00 PMPre-Conference Morning Half Day 12:00 PM - 1:00 PMPre-Conference Lunch 1:00 PM - 4:00 PMPre-Conference Afternoon Half Day 4:00 PM - 7:00 PMConference Registration
Tuesday, September 29	7:00 AM - 4:45 PM Registration 7:00 AM - 8:00 AM Continental Breakfast 8:00 AM -10:00 AM Workshop Sessions I 10:15 AM -11:45 AM Keynote: Jennifer Daniels 11:00 AM - 5:15 PM Exhibits 11:00 AM - 5:15 PM Creative Expressions Art Gallery 11:30 AM - 1:00 PM Showcasing 11:45 AM - 1:15 PM Lunch & Exhibits 11:45 AM - 1:00 PM IDEC Networking Lunch 1:30 PM - 3:00 PM Workshop Sessions II 3:15 PM - 4:45 PM Workshop Sessions III 5:15 PM Exhibits will close
Wednesday, September 30	7:00 AM -11:00 AMRegistration 7:00 AM - 8:30 AMContinental Breakfast 7:15 AM - 8:15 AMConversation Stations 7:00 AM - 1:30 PMExhibits 7:00 AM - 1:30 PMCreative Expressions Art Gallery 8:30 AM -10:00 AMKeynote: Robin McWilliam 10:15 AM -11:45 AMWorkshop Sessions IV 11:45 AM - 1:15 PMLunch & Exhibits 11:45 AM - 1:15 PMShowcasing 12:15 PM - 1:15 PMConversation Stations 1:30 PMExhibits will close 1:30 PMExhibits will close 1:30 PMWorkshop Sessions V

GENERAL CONFERENCE INFORMATION

The 2015 Sharing a Vision Conference Program Guide

Contained within this guide is all the information you will need to actively participate in the Sharing a Vision Conference. If you are seeking information on the many workshops, presenters, networking opportunities or other events, we ask that you take time to acquaint yourself with its contents.

Workshop Selection

There are many workshops taking place concurrently. We have tried to arrange popular topics and trainers in larger training rooms; however, we cannot guarantee that you will be able to attend every session you want. There will be times when more people wish to attend a workshop than there is room. If that is the case, a "Closed Session" sign will be posted at the door. Please have an alternative choice so that you can maximize your conference learning and enjoyment. To avoid being turned away from a session, arrive at the room early. Program facilitators (wearing "Volunteer" ribbons) will be stationed at each workshop. Please be courteous to the facilitators: they are your colleagues and they are volunteering their time to help you have an efficient and productive conference.

Conference Headquarters

The Registration Area is also Conference Headquarters. For information about first aid, emergency needs and lost/found articles, contact the Registration Area on the first floor near the main entrance.

Conference Badges

Admittance to all conference functions, including lunches, will be by name badge. Persons without badges will not be admitted. We ask that you help us reduce waste by recycling your badge holder. Please drop your badge off at the Registration Area before leaving the Conference.

Lunch

Included with your registration is a buffet lunch that will be served both in the Exhibit hall and in the hallway near the Gift Shop. While waiting for lunch lines to diminish, we encourage you to visit the Exhibitors and Showcasing. The buffet will be refilled as needed. There will be tables available for you to sit with your new and old friends, but you can also take your plates to your hotel room if you choose to. For those attending the IDEC Meeting, please select your lunch from the buffet on the first floor and take it to Plaza B on the first floor. We are confident that you will thoroughly enjoy the lunch selections this year! Bon appétit!

Certificate of Attendance

Proof of attendance at professional development workshops is required by many professional organizations and /or your place of employment. If this applies to you, a Certificate of Attendance has been included in your registration packet.

Professional Development Credits

A variety of sessions will qualify for the following: Educator Professional Development clock hours for licensed educators through the Illinois State Board of Education; Continuing Education (CE) for Speech-Language Pathologists, Social Workers, Occupational Therapists, and Physical Therapists license renewal through the Illinois Department of Financial and Professional Regulation; Gateways to Opportunity Registry and Early Intervention Credentialing hours. The verification of Continuing Educational Credentialing Hours form is included with your registration packet. It is your responsibility to access and complete the appropriate forms and secure the appropriate documentation for your attendance.

Conference Evaluations

Please complete your conference evaluations. Evaluation is one of the most important components of the next Sharing a Vision Conference. Following the conference, the planning committee thoughtfully addresses the many suggestions and concerns expressed by attendees. Many aspects of this year's conference reflect comments and suggested changes by participants from prior conferences. Deposit your conference evaluation at the Evaluation Table near the Registration Area and pick up your treat for the ride home.

Emergency Information/Safety

Please take time to familiarize yourself with the layout of the hotel, location of the exit doors and routes upon entering any room. In the event of a fire or other emergency, your knowledge of exits will be helpful. Please make sure that the colleagues you are traveling with have your emergency information in case your family needs to be contacted.

Cell Phones

Please be considerate and turn off your cell phones and refrain from texting and checking emails during conference sessions.

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The School for Professional Studies Elmhurst College 190 Prospect Avenue, Cureton Hall Elmhurst, IL 60126 www.elmhurst.edu/sps Contact Us! Call (630) 617-3300 Email sps@elmhurst.edu





- THE CENTER: Resources for Teaching and Learning

The Early Childhood Center of Professional Development (ECC) provides high quality learning opportunities and resources to Illinois Early Childhood professionals. We are committed to offering ongoing professional learning to support early childhood programs in creating engaging learning environments and experiences for all preschool children and their families. Our workshops and webinars support the Illinois Early Learning and Development Standards and are approved as part of the Gateways to Opportunity Registry.



Visit our website at: ec.thecenterweb.org ec@cntrmail.org 224-366-8525

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Thank You!

We would like to recognize our sponsors for the 2015 Sharing a Vision Conference:

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2015 Gold Sponsors:





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We would also like to give recognition to those agencies and programs that provided individuals who gave guidance, direction, time and effort to make the 2015 conference a reality. The Sharing A Vision Conference is coordinated by the Illinois Division for Early Childhood of the Council for Exceptional Children (IDEC) and supported by:

Illinois State Board of Education: **Division of Early Childhood Education**

Illinois STAR NET Early CHOICES Early Childhood Center of Professional Development at The Center: Resources for Teaching and Learning Illinois Early Learning Project

Illinois Department of Human Services

Illinois Early Intervention Training Illinois Early Intervention Clearinghouse Illinois Network of Child Care Resource and Referral Agencies

Others

Child and Family Connections Child Care Resource & Referral (CCR&R) Agencies in Illinois Oak-Leyden Developmental Services PACT Head Start Naperville SD #203-Prevention Initiative Rock Island County ROE University of Illinois Illinois State University Mulberry School The Ounce

Join your *Illinois Division for Early Childhood (IDEC)* **Friends for Chocolate and Conversation at** the IDEC Networking Lunch

Come network with colleagues and learn how to be more involved in local and national early childhood efforts.

When And Where Is The Meeting?

- Tuesday, September 29th, 11:45 am 1:00 pm
- Location: Plaza B on the 1st Floor of the Crowne Plaza Hotel

Who Should Attend?

- Conference attendees interested in conversations about current state and national early childhood topics
- Current and prospective IDEC and DEC members

Please get your lunch from the buffet in the Exhibit Hall or the buffet in the hallway on the 1st floor and bring it to Plaza B on the 1st floor. We will have a provocative discussion on current topics pertaining to early childhood.

Don't forget to visit the Illinois Division for Early Childhood (IDEC) table, in the Exhibit Hall. Learn more about what this organization can do for you as an early childhood professional! Challenge yourself to get involved in IDEC and help us make a difference for your colleagues and the children and families we serve across Illinois!



Illinois Early Learning Project



Connect to the world of early learning in Illinois at http://illinoisearlylearning.org or http://illinoisearlylearning.org/index-sp.htm (in Spanish)

- Informative "Tip Sheets" in English, Spanish, Polish, Korean, and Chinese on Early Learning Guidelines for Infants early learning and development.
- Resources to help implement the Illinois Early Learning and Development Standards.
- Resources to help implement the Illinois and Toddlers.
- Los recursos de IEL están disponibles también en español.



Illinois Early Childhood Asset Man

http://iecam.illinois.edu

IECAM provides a comprehensive picture of early care and education services in Illinois by combining...

Demographic Data

- population
- poverty level • language use
- state agencies
- Head Start/Early Head Start

Early Childhood Program Data

child care

IECAM users can see — in tables or maps — the distribution of early childhood services in counties, townships, legislative districts, and/or municipalities.



http://eiclearinghouse.org

Best-practice information on addressing developmental delays in young children. Visit our website to access:

- recommended resources
- free lending library of books & DVDs
- family experiences and handouts

Newsletters – Resource Lists – Parent Stories – Podcasts – Resources in Spanish

WELCOME FAMILIES AND PROFESSIONALS

The Sharing a Vision Planning Committee recognizes the important role families serve as part of the educational and intervention team for young children. The family committee welcomes families and professionals to the conference. We invite everyone to visit the family booth for an opportunity to receive a special gift, just for you. Families and professionals will be able to attend sessions on every aspect of early education. If you are parenting a child with special needs, it's important to us to know that you are here at the conference. Please be sure to complete your conference evaluation and identify yourself as a parent or family member so that we know how many families attended.

CONFERENCE KEYNOTE SPEAKERS

TUESDAY, SEPTEMBER 29TH

10:15 AM - 11:45 AM

Welcome – Denise Henry, Conference Co-Chair

Special Address - Governor's Office of Early Childhood Development, Theresa Hawley and ISBE Division Administrator, Early Childhood, Cindy Zumwalt



KEYNOTE - Jennifer Daniels

Jennifer Daniels, a performing songwriter out of Lookout Mountain, Georgia, is also an assistant to Eric Litwin, the author of the first four <u>Pete the Cat</u> picture books. Daniels is a music and movement educator with a Masters degree in counseling and certification in Autism, offering interactive concerts for kids and workshops for educators seeking to build this fun way of learning into their curriculum. Jenn's married to a guitar hero and they have five year old boy/girl twins. Jennifer's Keynote will demonstrate "Interactive Literacy and Music: Fun in Learning." Daniels will also provide a workshop on Tuesday from 1:30-3:00 PM and again from 3:15-4:45 PM on "Interactive Literacy and Music: Emphasis on Kids with Autism and Sensory Processing Issues."

WEDNESDAY, SEPTEMBER 30TH

8:30 AM - 10:00 AM

Welcome - Mindy Ely, Conference Co-Chair

Jeannette McCollum Award - presented by Amy Cocorikis, Past President of IDEC

KEYNOTE - Robin McWilliam

Robin McWilliam is the creator of the Routines-Based Model for early intervention and early childhood special education. He is a former professor at the University of North Carolina and Vanderbilt and, currently, at the University of Tennessee at Chattanooga. He is an independent scholar, consultant, and writer, working with numerous states and some overseas countries. He is the author of Routines-Based Early Intervention and Engagement of Every Child in the Preschool Classroom. At SAV he will engage us with topics including "All the Intervention Occurs Between Visits," "Routines are the Vertebrae of Families," and "The Child's Second and Third Teacher."



CREATIVE EXPRESSIONS ART GALLERY

Back by **popular** demand, the Sharing a Vision conference will feature an exhibit and raffle of young children's artwork gathered from across the state of Illinois. Raffle tickets can be purchased, 3 for \$1 or 20 for \$5 in the gallery located in the Exhibit Hall. These one of a kind "*masterpieces*" will also have a "**BUY IT NOW**" option, which will allow you to purchase the artwork immediately!

Have cash or check available at the time of purchase.

Stop by the gallery and *admire* the work of Illinois' youngest artists! While touring our gallery, enter to win a **door prize**! Winners' names will be posted at 12:00 (noon) on Wednesday, September 30th.

The Creative Expressions Art Gallery Hours:

Tuesday, September 29: 11:00 AM – 5:15 PM Exhibit Hall Wednesday, September 30: 7:00 AM – 1:30 PM Exhibit Hall

All items must be picked up and paid for by Wednesday at 1:30 PM.

MARKET PLACE

The Sharing a Vision Conference gathers over 100 early childhood experts to share their knowledge with you through Keynotes, Workshop Sessions, Conversation Stations and Showcasing. Some of these presenters will offer you additional information for sale outside their training room. If you are looking for more information on a Workshop Session that you attended or if you missed a Workshop Session and would like to speak with the presenters and check out their products, you can catch them immediately following their presentation.

Presenter	Session Time:	Room Location:
Jennifer Daniels	Tuesday 10:15-11:45	Diamond Ballroom
Jennifer Daniels	Tuesday 1:30-3:00	Sapphire Ballroom
Jennifer Daniels	Tuesday 3:15-4:45	Sapphire Ballroom
Stephanie Cox	Tuesday 3:15-4:45	Plaza E
Robin McWilliam	Wednesday 8:30-10:00	Diamond Ballroom
Robin McWilliam	Wednesday 10:15-11:45	Diamond Ballroom
Bridget Brown	Wednesday 10:15-11:45	Springfield Room
Johnna Darragh Ernst	Wednesday 10:15-11:45	Plaza E
Joyce Hemphill	Wednesday 10:15-11:45	Plaza D
Amy Weaver	Wednesday 10:15-11:45	Plaza A
Robin McWilliam	Wednesday 1:30-3:00	Diamond Ballroom
Johnna Darragh Ernst	Wednesday 1:30-3:00	Plaza E
Carole Peterson Stephens	Wednesday 1:30-3:00	Sapphire Ballroom
Kate Wagner	Wednesday 1:30-3:30	Sangamon Room
Amy Weaver	Wednesday 1:30-3:30	Capital 3

This year the committee has organized the workshop sessions based on age ranges and the DEC recommended practices. Theses practices include: Assessment, Environment, Family Interaction, Instruction, Leadership, Teaming and Collaboration, and Transition. We hope this will help you in selecting your workshops. Some session rooms may fill to capacity. If this happens, a "Closed Session" sign will be posted at the door. Please have an alternative choice so that you can maximize your conference learning and enjoyment. To avoid being turned away from a session, arrive early at the room. The workshop sessions and Conversation Stations that have been approved for Early Intervention credit have been noted within each workshop description.

Approved for Early Intervention credit.

TUESDAY, SEPTEMBER 29

WORKSHOP SESSIONS I 8:00 AM - 10:00 AM

Bringing Stories to Life for Young Children: Increasing Opportunities for Participation & Learning

Lynn Barts - University of Illinois

Environment: B-3

Plaza B

Infants and toddlers hear stories in a variety of settings which can be rich opportunities for interaction and learning. Simple adaptations, such as story boxes can increase a child's engagement and participation in "story-time." Come explore the rationale and practicalities of bringing stories to life within the context of an early intervention visit or child care setting.



Approved for 2.0 hours (Intervention) Early Intervention Credit

Hands-on Math Activities for Young Learners

Sallee Beneke - St. Ambrose University Rachel Fowler - Moline CUSD #40

Instruction: 3-5

Illinois

Why all the current interest in early math? The presenters will share news about cutting edge practices in early math development and teaching. Join them for this hands-on workshop and come away with many ideas for early math strategies and activities that you can put into practice in your classroom.

Tying it All Together Using the Project Approach Marcia Burns. Zanne Newman - University Primary School

Instruction: 5-8

Governor

Time flies in the classroom! Teachers of young children often feel that the school day is fractured by the parameters of the day's schedule, making it challenging to truly teach. By sharing our experiences of using the Project Approach, we will illustrate practical ways of integrating subjects to engage students and make their learning more meaningful.

Transition from Birth to 3 to the School System

Julie Cotter - Livingston County Special Services Unit Cindy Moore - Four Rivers Special Education District Felicia Malloy - ISBE

Transitions: B-3

Plaza C

The Presenters will articulate the school systems' requirements for timely and smooth transitions for families with children approaching their 3rd birthday to the school system.



Approved for 2.0 hours (Working with Families) Early Intervention Credit

From the Beginning: Laying the Foundation for School Success

Deb Foust - ROE 47

Vickie Hodges - Illinois State Board of Education

Family: B-5

Plaza A

This session will focus on the necessary skills to enhance life-long learning and foster resilience in our younger children experiencing homelessness. This session will focus on developmentally appropriate practices, social-emotional and self-regulation skills, and differentiated instruction to prepare children who are homeless for future success.

Understanding Selective Mutism Kathy Slattery - STAR NET Region II

Interaction: 3-8

Rubv

Children who have selective mutism provide us with an interesting puzzle. They are able to talk at home when comfortable, but typically are not able to talk in other settings, most often at school. Come to learn about this confusing anxiety disorder to support young students who struggle with this condition.

The Masks We Wear

Sandra Geiseman, Kathy Blomberg - Child and Family Connections #3

Teaming and Collaboration; B-8

Springfield

Each of us wears many different masks including parent, professional, friend, significant other. sibling, caregiver, and many more. Our authentic self is often hidden by our masks. Revealing our true self helps us to build autonomy and genuine relationships. Balancing and adapting the roles we fulfill strengthens our capacity as a team player. Approved for 2.0 hours (Working with Families) Early

Let's Make Early Childhood Outcomes Meaningful: Striving for Positive Best Practices in Early Childhood **Outcomes**

Nancy Kind - STAR NET Region II

Intervention Credit

Assessment; 3-5

Plaza D

We are required to report Early Childhood Outcomes, SPPI7. for preschoolers receiving special education services. This interactive session will focus on collecting reliable data to determine a child's rating in three outcome areas. Resources will be shared on the utilization of data to inform instruction at the student. classroom, and programmatic level.

Developing Teaming Relationships in Your Daily Early Intervention Practices

Meg Liebreich - Self-employed Christine Spence - University of Illinois

Teaming and Collaboration; B-3

Sangamon

This presentation will examine components of effective teaming relationships. The presenters will frame a discussion around the idea of the early interventionist as a coach and the parent as the quarterback of the team. Practical strategies for collaborating with families, early interventionists, and early childhood educators will be shared. Ideas for conversation starters will be elicited from the participants.

Approved for 2.0 hours (Working with Families) Early Intervention Credit

'But Aren't You Just Playing?'...The Importance of **Infant and Toddler Play**

Susan Nevin - University of Illinois

Interaction: B-5

Plaza E

'But aren't you just playing?'...This is frequently asked of professionals working with children and families. The answer is 'YES!' In this fun, relaxed session, participants will review types of play and stages of play of children aged birth - five. Lecture and lively discussions will focus on the importance of play and how to elicit skills and promote learning in natural environments.



Approved for 1.5/.5 hours (Typical/Atypical Development) Early Intervention Credit

Leading and Learning in High Quality Early Childhood Programs: The Leadership Challenge

Maurice Sykes - Early Childhood Leadership Institute. University of the District of Columbia

Leadership: B-8

Sapphire

Much like the peddler in the children's book, Caps for Sale, leaders in programs serving early childhood wear many hats, and often all at the same time. This 2-hour session is designed to provide directors. assistant directors, and educational coordinators with a conceptual framework and the skills, knowledge, and disposition needed to lead high-quality early childhood programs.

Early Childhood Trauma Awareness Training: How to Identify Trauma in Young Children and How to Communicate About It With Parents

Cassandra Ward - Erikson Institute

Family: B-8

Plaza F

This presentation is designed to train participants to identify trauma signs and symptoms in young children, and focus on how to communicate this information to their parents and caregivers.

Approved for 1.0/1.0 hours (Atypical Development/Working with Families) Early Intervention Credit

I'm Trying to Tell You Something

Elizabeth Frisbie - Independent EC Mental Health Consultant

Emerald

Home visiting with families can be a challenge; dirty houses, snarling dogs and unwelcoming adults can make an early childhood professional's work difficult. Come recharge your batteries with like-minded professionals while we learn to reframe challenging situations so we may see each family's strengths and build positive professional relationships with those we serve.



Approved for 1.0 hours (Intervention) Early Intervention Credit

KEYNOTE 10:15 AM - 11:45 AM

Interactive Literacy and Music: Fun in Learning Jennifer Daniels - The Learning Groove Diamond

What is the connection between learning and FUN in early childhood education? Everything! Learn to use interactive stories, songs, and organized movement to promote reading, verbal language, motor coordination, a sense of community, cooperation, and more. Fun teaching instills a love of learning. So get ready to sing, growl, and dance your way into this learning environment. No musical expertise is necessary. Just leave your inhibitions (if you still have any after working with kids!) at the door.

Approved for 1.5 hours (Intervention) Early Intervention Credit

WORKSHOP SESSIONS II 1:30 PM - 3:00 PM

Strengthening Families Through Fatherhood

Zach Allen - Collinsville CUSD #10

Family: B-5

Springfield

Participants will learn about the impact a father's presence and absence has on children during the first few years of life. Strategies will also be discussed on how to get more fathers involved in their child's early childhood education.



Approved for .75 hours (Working with Families) Early Intervention Credit

Sunshine Circles: Nurture through Play Andrea Bushala - The Theraplay Institute

Instruction: 3-5

Plaza C

This session will demonstrate how to use attachment based play to support social-emotional goals in early childhood education settings.

Maps as Stories: Exploring Geographic Literacy in **Primary Grades**

Ann Clare, Esther Nam - University Primary School Instruction: 5-8

Capital III

In this session, we will be sharing our experiences with maps as stories in the K-1 classroom at our school. Through a study of maps and map making, children make connections to people and places. This connection leads to a curiosity about the interconnectedness of humans and environments. Participants will be invited to share their own classroom experiences alongside ours.

Interactive Literacy and Music: Emphasis on Kids with **Autism and Sensory Processing Issues**

Jennifer Daniels - The Learning Groove

B-8

Sapphire

Stories, songs, and structured movement create a bridge between the left and right hemispheres of the brain, and have a way of organizing thoughts, aiding in memory, and calming the central nervous system, making the next minutes and hours more manageable for a child with special needs. That means more communication, more social interaction, more learning, and more confidence. We will explore some of the overarching issues of the Autism Spectrum and Sensory Processing Disorders, and we will find out why Eric Litwin's Pete the Cat books are having such a profound effect. We'll recognize some of the precautions that help to prevent meltdowns, and how to teach the class to include and appreciate all of its members all in an interactive concert setting with lots of laughs to share.

Maximizing Each Day with Each Child: Curriculum **Planning for Inclusive Preschool Classrooms** Sharon Doubet, Amanda Quesenberry, Lumi Hartle -Illinois State University

Instruction: 3-5

Plaza D

If you strive to bring together best practices from special and general education, develop effective curricula for inclusive classrooms, and improve outcomes for all children, this workshop is for you! Learn about curriculum modifications, embedded learning opportunities and child-focused instructional strategies to help you plan each day and maximize the learning potential for every child in your program.

E is for Emotion: Teaching Affective Skills to Young Children

Elizabeth Frisbie - Independent EC Mental Health Consultant Instruction: 3-8

Emerald

How to teach young children about emotion is not often covered in teacher preparation programs and yet most EC professionals are asked to provide social-emotional instruction. Come learn the key components to an effective affective education program and sample specific strategies and activities to help young children express their strong feelings appropriately, discuss their emotions and calm themselves.

Intentional Teaching With Mother Nature Barbara Hocking - *Independent Consultant*

Instruction: B-8

Governor

This workshop will focus on the importance of introducing our youngest explorers to nature. Suggestions for activities for all seasons will inspire you to incorporate the natural world into your work with children. Ways to modify activities to include all children, based on skill levels and learning abilities, will be discussed.

Breaking Bad: Preventing and Addressing Challenging Behaviors Through Promotion of Positive Social Skills Elizabeth Knollhoff - Four Rivers Special Education District Interaction: B-5

Plaza F

Ever feel like you spend most of your day fighting, and sometimes losing, behavior battles with your children? This session will focus on simple, yet powerful, research-supported techniques to help you break the "bad" behavior cycle in the home or school setting. The focus will include promotion of positive social skills, how to avoid behavior "triggers," and behavior interventions.

Approved for .75 hours (Intervention) Early Intervention Credit

Hearing Aids, Cochlear Implants and Babies! Oh My! Tracy Meehan, Danielle DeGuzman-Illinois State University

Molly Herman - DTH For El And Valeska Hinton Early Childhood Deaf Educator

Teaming and Collaboration: B-5

Capital II

This introductory level workshop will address the topic of hearing loss in young children.

Approved for 1.5 hours (Intervention) Early Intervention Credit

Using Early Childhood Assessment Data to plan for Really Terrific Instruction

Kim Nelson - Rockford Public School District

Instruction; 3-5

Ruby

This session will focus on the use of student assessment data to promote differentiated instruction in the early childhood classroom.

ExceleRate and Gateways- Make the Connection Mark Obuchowski - *INCCRRA*

Leadership: 5-8

Capital I

Quality care for children has always been your goal. ExceleRate Illinois and Gateways can help you get to the next level. Join us to hear a Program Specialist from INCCRRA highlight the connections between Credentials, Scholarships, Gateways Registry and ExceleRate Illinois.

Active STEAM Learning

Amanda Sink - Lakeshore Learning Materials **Instruction**; **3-5**

Illinois

Educators will explore STEAM topics such as engineering, the arts, and math while learning extension ideas to engage families.

Speech and Language Development: Typical or Atypical Shauna Ruzich - *Illinois Early Intervention*

Training Program

Interaction: B-5

Plaza B

This session will focus on speech and language development of children birth to five years of age. Discussion of milestones, what is typical and atypical and when to consider referring will be highlighted. Participants will also gain useful information and strategies to incorporate into the classroom, home and other natural environments.

Approved for .75/.75 hours (Typical/Atypical Development)

Early Intervention Credit

Co-Teaching: Working Together for the Benefit of ALL Children

Jessica Tatum - Carlinville CUSD 1

Emma Reichert - Carlinville/Begindergarten

Teaming and Collaboration; 3-5

Plaza E

This session will provide ideas and strategies for collaborative teaching and meeting the needs of all students.

Five Things Early Interventionists Need to Know Before Embedding Intervention Strategies into Family Routines: An Infant Mental Health-Informed Early Intervention

Nat Vikitsreth - Chicago Pediatric Therapy & Wellness Center

Family: B-3

Sangamon

This session will engage early interventionists in exploring infant mental health concepts that they can readily implement in their encounters with families and their children.



Approved for 1.5 hours (Working with Families) Early Intervention Credit

WORKSHOP SESSIONS III 3:15 PM - 4:45 PM

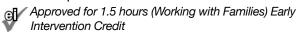
Digging Deeper: Finding the Treasures in Our Partnerships with Families

Lynn Barts, **Kimberly Hile** - *University of Illinois*

Teaming and Collaboration; B-3

Plaza B

Working in partnership with families is critical in Early Intervention. Reflective practice can assist professionals in examining whether or not their actions are serving as facilitators or barriers to building relationships. This session will give participants an opportunity to reflect upon their relationships with families and build on what works.



Do You See What I See? Helping Young Children with **Cortical Visual Impairment in Natural Environments** Michelle Clyne - Project Reach: Illinois Deaf-Blind Services

Environment: B-8

Capital II

Cortical visual impairment is the fastest-growing cause of visual impairment in young children in the US. Current research on cortical visual impairment has validated a number of practices that help support voung students with cortical visual impairment in natural environments. Come learn about materials and strategies that can be used at home, circle time. on the playground- wherever!



Approved for 1.5 hours (Intervention) Early Intervention Credit

Growing Great Families Conference: Hosting a Conference for Families!

Sarah Jecks - Silvis School District **Debbie Lee** - Western Illinois University

Family: B-8

Springfield

Come and see how we created a conference for families. modeled after professional educator conferences.

Interactive Literacy and Music: Emphasis on Kids with Autism and Sensory Processing Issues

Jennifer Daniels - The Learning Groove

B-8

Sapphire

Stories, songs, and structured movement create a bridge between the left and right hemispheres of the brain, and have a way of organizing thoughts, aiding in memory, and calming the central nervous system, making the next minutes and hours more manageable for a child with special needs. That means more communication, more social interaction, more learning, and more confidence. We will explore some of the overarching issues of the Autism Spectrum and Sensory Processing Disorders, and we will find out why Eric Litwin's Pete the Cat books are having such a profound effect. We'll recognize some of the precautions that help to prevent meltdowns, and how to teach the class to include and appreciate all of its members - all in an interactive concert setting with lots of laughs to share.

Knowledge to Practice: Supporting Teachers to Increase Teaching and Learning with Pre-K Students Marsha Hawley, Sara Beach - Ounce of Prevention Fund

Leadershin: B-5 Plaza C

Come to this presentation to be inspired to learn ways to think more deeply about how specific teacher practices increase children's thinking and learning. In this workshop we will challenge you to think about how to help children make connections in the moment to advance their thinking skills. We will explore how to bridge knowledge to practice, and engage participants in building their skills to extend thinking and learning - for teachers and for children.

Emotionally Secure, Socially Sure Stephanie Cox - Independent Consultant

Interaction: B-5

Plaza E

This presentation will show participants how to respectfully interact with children ages birth to five in order to promote healthy social-emotional development. Participants will be provided with effective discipline strategies as well as ways to respond to typical infant/toddler and preschooler's behavior based on the research from presenter and others in the field.



Approved for .75 hours (Typical Development) Early Intervention Credit

Teacher Evaluation in Early Childhood Classrooms: Using the Danielson Framework for Observing and Growing Teacher Practice

Lisa Hood - Illinois State University

Debbie Kasperski - Illinois State University/Policy Center

Leadership; 3-8

Diamond

Participants will learn about a study of the Danielson Framework for Teaching in PreK-3rd grade classrooms. Participants will also learn about how to access resources compiled and/or developed to support PreK-3 teachers and administrators in the use of the Framework in early childhood classrooms, including a Danielson Framework rubric with PreK-3rd grade examples for each component and each performance rating level.

Using Drama to Enhance Literacy: From Storybook to Performance

Hyeryung Kim, **Marcia Burns** - *University Primary School* **Interaction: 5-8**

Governor

Active participation in creating dramatic presentations can help children improve their literacy, problemsolving, and negotiation skills. Drawing from examples of a play collaboratively created by students and their teacher based on <u>Stellaluna</u>, by Janell Cannon, we will illustrate how script writing, character development, and improvisation support these aspects of a child's learning.

Thriving Classroom Teams: Inspirations & Challenges

Ali Lewis - University Primary School

Leadership; 3-8

Capital III

How do teacher-teams thrive to optimize learning for children in their classroom? We will explore ideals, common practices, challenges, and attainable goals for teaming across a range of professional preparation and philosophy. Emphasis on the school administrator's role, hiring and supervision, and balanced team formation will be shared as participants reflect upon worthwhile and effective feedback for team growth.

The Ladder of Family & Community Engagement Letitia Parker - Illinois Action for Children

Family: B-5

Capital I

The Head Start program has captured the key to establishing a low-income child's success by holistically addressing the family's need. Research

has proven that a child without family and community engagement can be lost in this world. Through this presentation, we will address the new trends of administering family and community engagement and discuss best practice techniques to maximize results.

First Feelings: A Snapshot of Infant's Social-Emotional Development

Rebecca Molitor - Child & Family Connections #22 Family; B-3

Sangamon

"It won't affect them. They are too young to remember." Let's challenge that notion, by providing a brief overview of typical social-emotional development of infants and young children, as well as exploring experiences which can interrupt and influence its progression, participants will gain an understanding that infants and children do feel and remember and that experiences do affect them.

Approved for 1.5 hours (Typical Development) Early Intervention Credit

The Inter-Relatedness of Movement, Child Development and Academic Readiness

Jennifer Rosinia - KidLinks Unlimited, Inc.

Instruction: B-8

Emerald

There is more to movement than meets the eye! There is an ongoing, reciprocal and intimate connection between movement and all areas of a child's development. We know that prenatal movement is an indicator of growth, development and health. And, that before they can talk, babies communicate through their movements. Observing the ways in which infants and toddlers manipulate and move objects allows us to understand what and how they are thinking. But, did you know that neuroscience research has found that movement improves attention and motivation? Did you know that movement has also been found to improve memory and learning? Like Miracle Grow for the brain, movement is not just in the service of gross motor development any more. In this workshop we will explore the important relationship between movement, development and academic readiness. We'll examine the most current research findings relating movement to enhance performance. All professionals working with or caring for young children would do well to incorporate movement experiences to facilitate development and learning. And, there are many ways to do it! We have a lot to talk about. Come join the conversation.

Approved for .75 hours (Typical Development) Early Intervention Credit

How Are Your Inclusive Practices?

Jeanette McCollum - University of Illinois

Donna Nylander - Governor's Office of Early Childhood Development

Instruction; 3-5

Plaza D

The ICP is a 12-item observation tool designed to assess the quality of practices that support inclusion of young children with disabilities. It is based on the three principles that provide a framework for high-quality inclusion, as outlined in the DEC/NAEYC position paper. The tool can be used for research, evaluation, or self-assessment. In this presentation we will use the items on this tool as a basis for discussing characteristics of classrooms that support full inclusion of young children with disabilities.

MATH!!?? Oh, no. I'm not comfortable with or good at teaching math. Let's take you from mathematically challenged to mathematically competent. (a support group for those afraid of math)

Mary Wonderlick - EC/ECSE Consultant
Marie Kielty - Early Math Consultant
Sherial McKinney - STAR NET Regions I & III/WIU

Instruction: B-8

Rubv

Many come to early childhood because they think there won't be much more to math than counting and shapes. The curriculum demands so much more. Come to this session to discover how mathematically competent you actually are. Math is actually all around us. Let's uncover how much math you use. You'll be amazed at your expertise.

WEDNESDAY, SEPTEMBER 30, 2015

KEYNOTE 8:30 AM - 10:00 AM

All the Intervention Occurs Between Visits Robin McWilliam

Diamond

How much intervention should young children with special needs get? This presentation will highlight the importance of empowering the adults who are in children's lives all of the hours that we are not. This requires a fundamental change about how we see our contact time with children and families, whether on home visits or visits to children's childcare programs or preschools. It also raises questions about the dosage of some preschool special-education programs.

Approved for 1.5 hours (Intervention) Early Intervention Credit

WORKSHOP SESSIONS IV 10:15 AM - 11:45 AM

Infant Massage: Bundles of Benefits for Babies & Caregivers

Lynn Barts - University of Illinois

Interaction: B-3

Plaza B

Babies are born to connect! Infant massage instruction can assist parents & other caregivers in relating with their baby, reading their babies cues, providing relief, and fostering relaxation. Each one is important in supporting mutual enjoyment of the parent child relationship. Specialized topics such as massage during routines, individual and group instruction, prematurity & the growing child will be explored.

Approved for 1.5 hours (Intervention) Early Intervention Credit

Designing Inclusive Lives with Families Nancy & Bridget Brown - *Illinois Microboards*

Family; B-8

Springfield

In this workshop presenters will share information about inclusive education and how to prepare families to advocate for their children using person centered planning. The participants will also learn about microboards and other tools and strategies to help families and children be included.

Approved for 1.5 hours (Working with Families) Early Intervention Credit

Supporting Inclusion with the Quality Inclusive Practices Checklist

Johnna Darragh Ernst, Joellen Scott - Heartland Community College

Teaming and Collaboration; B-5

Plaza E

This presentation will demonstrate Heartland Equity and Inclusion Project's Quality Inclusive Practices Checklist, which is designed to support and assess high quality inclusive practices in early childhood environments. Participants will learn about evidence-based resources and the freely accessible tool, available online and as an iPad app.

Teaching Strategies to Reduce Challenging Behavior: Level I

Sharon Doubet, Amanda Quesenberry, Lumi Hartle -Illinois State University

Instruction: B-5

Plaza F

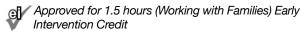
Come to this session for practical strategies that will support you in your continuing efforts to help children develop healthy social and emotional competencies and reduce the challenging behaviors of young children. Topics will include: the link between social skills development and academic success, relationships and environments, and teaching strategies

Finding the Right Information, Right Now: Guidelines for Families, Caregivers, and Teachers Susan Fowler, Sarah Isaacs, Bernadette Laumann, Jill **Tompkins** - University of Illinois

Family: B-3

Capital I

We will present accessible and reliable resources to address family and EI/ECE caregivers questions using web and print resources. We will navigate on line resources and demonstrate user friendly video-clips, info-graphics and print resources that present recommended and evidence based practices. Resources in the Illinois Early Learning Project and Early Intervention Clearinghouse will be highlighted.



At Least the Cockroach Waved Hello: Using Reframing to Find Strengths in Challenging Families

Elizabeth Frisbie - Independent EC Mental Health Consultant

Family: B-5

Emerald

Home visiting with families can be a challenge: dirty houses, snarling dogs and unwelcoming adults can make an early childhood professional's work difficult. Come recharge your batteries with like-minded professionals while we learn to reframe challenging situations so we may see each family's strengths and build positive professional relationships with those we serve.

Approved for 1.5 hours (Working with Families) Early Intervention Credit

Don't Throw it Away, Make Something and Play! **Joyce Hemphill** - University of Wisconsin (Retired) **Instruction: 5-8**

Plaza D

Learn ways children can create activities using safe household recyclables which promote and support eve-hand coordination, focused attention, problem solving, strategy development, decision making, literacy, math, and creativity. Each attendee will make-and-take a couple activities and experience firsthand the benefits of playful learning. Activities are based on Dr. Hemphill's book, The Power of Playful Learning. Materials will be provided.

Basic Everyday Sign Language for Young Children Curt Kuhn - Illinois School for the Deaf

Interaction: B-5

Ruby

Children can benefit from learning a second language. Children with additional needs, like hearing loss, attention or learning difficulties, benefit from a multi-modal approach at home and in the classroom. This fun and interactive session offers the audience the opportunity to learn and practice basic signs used with young children, and resources for practice and review.



Approved for 1.5 hours (Intervention) Early Intervention Credit

Geometry Isn't a Bad Word

Sherial McKinney - STAR NET Regions I & III/WIU

Instruction: B-5

Illinois

Want to find out where geometry fits into your day with 3-5 year-olds? Come and get some ideas that reinforce geometric concepts. There are many things you may be doing and didn't think of them as geometry. There will be some hands-on activities, and some resources will be shared.

Routines are the Vertebrae of Families' Lives Robin McWilliam

B-3

Diamond

If we really want to help families identify their needs, including the functioning needs of their children, we should examine their lives. Families' lives are segmented into routines-activities and events that occur with some regularity. How the demands of routines match the child's abilities and interests defines goodness of fit. We don't see children as deficient; we see good or bad fit.



Approved for 1.5 hours (Working with Families) Early Intervention Credit

Facilitating True Family Partnership in Early Intervention

Ruth Schumacher - Webster University

Family; B-3

Sangamon

This presentation will share the results of a participatory action research study conducted at an Early Head Start program on the South Side of Chicago. Information will be provided regarding stakeholder perspectives (EHS program leaders, home visitors, and parents) on collaboration and building working relationships to support young children's development. There will be a discussion of current challenges that professionals face in collaboration and an opportunity to reflect as a group on initial steps to addressing those challenges.

Approved for 1.5 hours (Working with Families) Early Intervention Credit

Beyond Letters, Nouns & Numbers: Shifting Focus to Verbs and Sentences to Enhance Language **Development Trajectories**

Nancy Silverman - National Louis University Ann Resener - Hunter Therapy, LLC

Instruction: B-3

Plaza C

This session will highlight the importance of encouraging parents/professionals modeling of verb usage to enhance early sentence production. Emphasis will be placed on shifting focus to monitoring language development using a language growth trajectory model.



Approved for .75 hours (Intervention) Early Intervention Credit

Using Prompting Procedures to Teach Skills Melinda Snodgrass - University of Illinois

Instruction; B-3

Capital VI

In this session, we will present three basic, evidencebased prompting procedures for teaching skills to young children with disabilities: (a) least-to-most prompting, (b) most-to-least prompting, and (c) time delay. We will also provide a step-by-step guide for using the procedures, present video examples, and provide opportunities to practice using each strategy. We will encourage audience participation and end the session with an opportunity for questions and discussion.



Approved for .75 hours (Intervention) Early Intervention Credit

A Cross Cultural Approach: The Path to Understanding and Addressing Disparities in Pediatric Hearing Loss Sally Tannenbaum-Katsaggelos - University of

Chicago Medicine

Family: B-5

Capital II

This session will discuss the Cross Cultural Approach and research from Project ASPIRE in order to impact early intervention services delivered to families from a vulnerable population.

The Power of Creating an Early Childhood **Community Partnership**

Amanda Thompson, **Jane Bagus** - Berwyn South School District #100

Teaming and Collaboration: 3-5

Governor

School Districts often face the challenge of 'not having enough classrooms' for preschool age students. Building a partnership with community preschools can provide districts the opportunity to educate more preschool age children. This presentation will describe the steps that Berwyn South took to form a partnership with community preschools.

They Really are Different: Classroom Practices that **Meet the Needs of Both Genders**

Amy Weaver - Educational Consulting

Environment; 3-5

Plaza A

This session will examine new information concerning the differences in learning styles based upon gender and the connections with having a predominately female teaching staff. Discussion about the impact of common practices on girls, boys and children with special needs will lead to solutions that meet each child's needs.

WORKSHOP SESSIONS V 1:30 PM - 3:00 PM

Supporting Cultural Competence Through Authentic Communication

Johnna Darragh Ernst - Heartland Community College Family: B-5

Plaza E

Authentic communication is a cornerstone of cultural competence. Come explore four practices essential to authenticity and how applying these skills can deepen your relationships with children, families, and colleagues. Presentation includes analysis and application with the goal of learning how to infuse communication exchanges with integrity.

Developing Linguistically and Culturally Supportive Learning Environments for Young Diverse Learners Pat Chamberlain - Illinois Resource Center

Leadership; B-5

Plaza A

Early Childhood professionals are providing services to an increasingly diverse population. Providers and families benefit when they have the opportunity to think deeply about policies, procedures and practices that address the needs of the diverse population. In this session, examples of innovative and practical ideas will be shared and built upon with the goal of supporting participants' transformative efforts.

'Look What I Can Do!' (With Visual Supports) Cheryl Light Shriner - University of Illinois Maurita Keyser - Mark Denman Elementary

Environment; 3-5

Plaza C

This session will provide examples of how visual supports increase a child's participation and understanding of expectations. Photo and video examples will be shown to the audience. There will be an opportunity for the audience to create useful visual supports for classrooms and home to support children with and without disabilities. A story time roleplay will take place.

The Child's Second and Third Teacher Robin McWilliam

B-5

Diamond

According to the Reggio Emilia approach, the child's second teacher is the classroom teacher and the third teacher is the physical environment. The family is the first teacher. This session discusses how to manage a classroom effectively for the inclusion of children with disabilities, using the Engagement Classroom Model along with the Reggio-inspired practices.

K.I.S.S. Your Environment Hello: Keep It Simply Stunning for Authentic Exploration and Learning Amy Weaver - Educational Consulting

Amy Weaver - Loucational Consult

Environment; 3-5

Capital III

Each child deserves to spend the day in a space that is inspiring, interesting and beautiful but at the same time calming and honoring of each child's story with the intention of enabling authentic learning experiences. The session will look at these basic elements of classroom design that can promote a desire to explore from infancy through school age.

Drivers of Change: Instructional and Inclusive Leaders Christopher Miller, Mary Joyce Robins - *Ounce*of Prevention

Leadership; B-8

Capital I

Through this workshop, program leaders will understand the value of and be able to facilitate Peer Learning Teams (PLTs) that collaboratively examine data (i.e., data dialogues) through a strengths-based lens. These PLTs set program goals that a) promote continuous professional learning, b) advance instructional excellence, and c) seamlessly align with transfer-to-practice goals for daily classroom instruction.

Active Music for Active Learners: Using Singing, Dancing, and Movement Activities to Promote Brain and Body Development

Carole Peterson Stephens - Macaroni Soup!

Interaction: B-5

Sapphire

Young children learn by moving through their environment. Organized dancing (as differentiated from free dance) provides opportunities for children to work on pattern and sequence, two important Early Literacy Skills. As our academic instruction moves to more stationary modes, we need to be mindful to include opportunities to stretch, jump, and kick up our heels - and sing!

Using DEC's Evidence-Based Resources to Promote Inclusive Practices: A Primer for Teachers, Providers, Families, Trainers, Policy Makers, and Administrators Amy Santos, Micky Ostrosky - University of Illinois Instruction: B-3

Plaza D

In this session, participants will learn about the Council for Exceptional Children's Division for Early Childhood (DEC) research and practical resources that teachers and early intervention providers can immediately use to enhance their work with young children with disabilities and their families. We will highlight the newly released DEC recommended practices and DEC's rich resources designed to support early childhood teachers' understanding of key topics related to evidence-based inclusive practices.

Approved for 1.5 hours (Working with Families) Early Intervention Credit

Sharing Developmental Concerns with Families Lvnn Barts - University of Illinois

Family: B-5

Plaza B

Sharing developmental concerns can be one of the most difficult conversations that we may have with a family in our care. This conversation can strengthen the partnership and trust between care provider and a child's family when each person feels valued and respected in the relationship. Let's dialogue about how to share developmental concerns in a way that can support families in accessing resources for their child.

Approved for 1.5 hours (Working with Families) Early Intervention Credit

Teaching Strategies to Reduce Challenging Behavior: Level 2 Amanda Quesenberry, Sharon Doubet -

Illinois State University

Interaction: 3-8

Plaza F

This session is designed to provide hands-on strategies for preventing and addressing challenging behavior.



Approved for .75 hours (Intervention) Early Intervention Credit

Primitive Reflex Integration and Its Effect on Learning, Motor Skills, and Emotional Regulation

Kate Wagner - Retrain The Brain

Assessment; B-8

Sangamon

This workshop will provide an introduction to the topic of primitive reflexes and their effect on the whole child. Topics discussed will include the purpose of primitive reflexes, how they are integrated into the postural reflexes, and how to notice nonintegrated reflexes vs. labeling or diagnosing.

Messy Hands, Growing Minds: Developmental Benefits of Messy Play

Jenna Weglarz-Ward, Kimberly Hile - University of Illinois **Instruction: B-5**

Governor

Squish, splat, crash! These are the happy sounds of children learning. This session will discuss the benefits of messy play for young children across developmental domains of development. We will discuss strategies to bringing messy play into classrooms as well as home visiting. This session will also address using messy play with children with disabilities and their families.

Approved for 1.5 hours (Typical Development) Early Intervention Credit

Incorporating STEAM Activities Into Your Pre-School Classroom

Erin Wiese-Reichert - Children's Discovery Museum Instruction; 3-5

Illinois

STEAM stands for science, technology, engineering, art, and math. All of these subject areas are becoming increasingly important for the young learner; however, they are often subjects that seem to intimidate the classroom teacher. Come and learn the importance of these subject areas and how easy it is to incorporate these subjects into your curriculum with hands-on activities!

Illinois Kindergarten Individual Development Survey (KIDS)

Mary Ellen Wodzisz - WestEd

Lynn Burgett - Illinois State Board of Education

Assessment; 3-8

Ruby

Come and join us to hear an overview of the Illinois Kindergarten Individual Development Survey (KIDS.)



SHOWCASING

LOCATED IN THE EXHIBIT HALL

Come see what is happening in Illinois to serve young children and their families. Your colleagues, selected by application, are displaying and discussing a variety of techniques, successful strategies, ideas and innovative practices being used by early childhood professionals to support young children and their families. This is a wonderful opportunity for networking and exchanging ideas.

TUESDAY, SEPTEMBER 29, 2015 11:30 AM - 1:00 PM

Early Childhood Collaboration in Schaumburg Sue Mayernick - Schaumburg SD #54

Collaboration is key in the Schaumburg SD 54 Early Childhood program. District administrators will demonstrate the systems and structures used in successful implementation of the district's new Early Learning Center serving over 800 children who are considered at-risk or have individualized education plans. Learn how the staff used this collaborative process for developing a sound curriculum for each content area, common assessments, collaborative

Bracelet Choosing Center and Co-Teaching for ECERS
Kathleen Dunn & Rudy Olavarri - Summit SD #104
This Showeness will feeue on the implementation of

weekly planning and the full inclusion model.

This Showcase will focus on the implementation of co-teaching and sharing two classrooms in order to accommodate the ECERS rating scale, Creative Curriculum and various learning styles. The "bracelet" system we currently use will be on display as well as samples from our 19 spacious learning centers.

Buddies with SEASPAR

Diane Johnson - Lisle SD #202

The Early Childhood programs at Tate Woods School in Lisle have a relationship with SEASPAR, our local Special Recreation Association (SRA). SEASPAR provides leisure education opportunities for our Early Childhood programs and buddies from their EAGLES program (Enhancing Adult Growth through Lifestyle Education and Service). EAGLES provides our 3-5 year old students with an opportunity to socialize and do recreational activities with 18-50 year olds with a disability. Stop by and learn more about our relationship with SEASPAR and EAGLES.

Assessment, Curriculum and Team Collaboration Kelly Rathbun-Hunt & Melissa Hanke -

LaGrange Area Department of Special Education
This Showcase will focus on the use of universal
screening data and problem solving in a variety of
ways to monitor student responses to the curriculum
and to inform instructional decisions

while maintaining a focus on learning through play. Collaborative team problem solving for groups and individual students with IEPs within this emerging Multi-Tiered System of Supports model will also be discussed.

The Library Project

Tracy Raab - *UPC Discovery Early Learning Center*Come and learn about the Library Project, one project-based study conducted by preschool children ages 3-5 years old. You will be able to view display boards documenting the development of this project which was sparked from a small church library. Join us to learn about the three phases of the study and see examples of the children's work.

The Bell Project

Karen Coyle - UPC Discovery Early Learning Center
The Bell Project will demonstrate the importance of
setting up the environment and providing children
with the opportunity and tools to fully investigate
artifacts. After being introduced to a set of classroom
hand bells, students had opportunities to learn
from experts about bells. A spotlight on one child's
investigation shows the process she went through to
discover the note a bell played by comparing it to the
classroom hand bell.

The Bus Project

Katrina Larson - *UPC Discovery Preschool*Join us to see an example of Project work in a toddler classroom. View our display boards to see how the project began and how the children learned through play. Parent involvement in the project will be evident as well as the culminating activity of the project. Examples of the children's work and photographs will be displayed.

SHOWCASING

Teachers Supporting Family Involvement Jane Catezone, Annie Beyer, Andrea Connolly, Jen Novak, Stacie Pelletier, Julia Smart, & Jamie Stauder Forest Park SD #91

The Forest Park Preschool provides an environment which promotes active learning and diversity within a supportive school district to students of all abilities with an individualized focus. Through family involvement, the FPP has been able to provide parents with a better understanding of the curriculum, learning environment, carryover of skills, and to create a more open and honest parent/teacher rapport. Key components of the family involvement program include Family Fests, English Language Learning opportunities, Parent Meetings, End of the Unit Celebrations, and technology.

WEDNESDAY, SEPTEMBER 30, 2015 11:45 AM - 1:15 PM

Text4Baby

Peggy Kiefer, Ingrid Nelson - Ann Reid Early Childhood Center

Text4Baby is a FREE mobile health education and information service for pregnant women and moms with babies under one year of age. We will share Text4Babies outreach materials with you to encourage women to sign up for the service, along with information about how they can help their constituents receive research-based tips on important topics in early childhood in both Spanish and English.

Documentation-Everyone's Doing It!

Kelly McGee - Malone's Early Learning Center
Are you feeling burnt out on documentation and portfolio work? Can't seem to find the energy or desire to work on it more? I have some ideas for you! Through video, pictures and allowing the children to join in, the classroom can become a portfolio in itself. Taking a few minutes of intentional planning can save you hours of time trying to remember details, notes and events which happen during the day.

Microphones in Preschool

Kelly Towey & Maureen Toby - *Lisle SD #202*

As we work to prepare preschool children for kindergarten, we have found that using a microphone is a great way to practice many important communication skills as well as social emotional skills. What we did not anticipate was how much

fun it would make our circle time discussions! Come and get a "rock star" microphone as well as tips and ideas on how to use this fun, inexpensive prop as a tool for language development, reading readiness, and self-confidence.

Phonemic Awareness Instruction for Spanish Speaking Preschoolers

Domenica Aguilera & Paulina Jacobs - Ann Reid Early Childhood Center

Come hear about a fun, visual, hands-on way to intentionally provide phonemic awareness instruction for your Spanish-speaking students on a daily basis. We have created a weekly lesson format based on elements from the Estrellita Literacy Program and the Sound Jar Program. This structured, focused program has motivated our students and families to become excited about Spanish literacy!

Play to Learn, Learn to Play: The Benefits of Structured Play Activities for Infants

Yemisi Pleasant-Sloan - Rainbows End
This Showcase will give ideas for lesson planning in an infant classroom. It will give examples of types of activities including art, fine motor and social emotional. We will share some benefits of structured play opportunities and will explain what children are learning, how activities can be modified, and language that can be used during the activities.

The Process of Inclusion in North Boone Dr. Bridget Belcastro & Melissa Geyman - North Boone CUSD #200

Has your district ever thought of looking at providing more inclusive opportunities for your preschool program? Is your district considering blending your current program? This Showcase will highlight important steps in inclusion and share more information on how to make a smooth transition to this process. There will be ideas for timelines and professional development as well as uniting all stakeholders to do what is best for kids.

SHOWCASING

Mathematics Instruction in Preschool Dr. Patty Nugent, Dr. Helja Antola Crowe, & Dr. Robert Wolffe, Drogland Indiagraphy

Wolffe - Bradley University

Learn about the work that has been happening in the Peoria area related to Early Mathematics instruction as educators have been coming together to provide mathematics instructional strategies and support for early childhood providers. Some entities involved in this initiative include the United Way-Heart of Illinois (Success by 6), Illinois Central College, Bradley University, Head Start programs and the Childhood Connection. Research on the growth in children's number sense and instructional growth will be shared.

Project Approach in Early Childhood Special Education – Yes We Can!

Kim Burd, Laura DeLuca, & Danielle Lavin - District #50, Washington, IL

Learn about the experiences of teachers using the Project Approach to meet IEP goals and learning standards in Early Childhood education. This showcase will feature documentation of the project "Dogs," done in collaboration with a general education second grade class. We share this project as a testimony to the practice of Project Approach and its benefits for young children with special needs (and their teachers).

CONVERSATION STATIONS

Come and participate in a discussion with colleagues at our "Conversation Stations" about those cutting edge practices and challenging issues that impact the way we care for and educate children. An early childhood professional knowledgeable about a particular topic will facilitate the discussion and resources. Collect contact information for colleagues you wish to continue conversing with. Conversation Stations will be featured on Wednesday both early morning and at lunchtime. For the Conversation Station held during lunch, feel free to get your food from the buffet and take it with you.

WEDNESDAY, SEPTEMBER 30

7:15 AM - 8:15 AM

Inclusion

Sandy Ginther - Early CHOICES Consultant Capital I

What does inclusion look like? Can we really include all kids? How can I develop relationships with community partners to enhance our practice? If you would like to discuss these questions and find out what other agencies are doing, join us for the Inclusion Conversation Station!

ISBE Updates

Pam Reising-Rechner - Principal Consultant, Illinois State Board of Education Division of Early Childhood Education

Capital II

We will have a discussion on current information and news from the Illinois State Board of Education in the realm of Early Childhood. We welcome your thoughts and concerns!

Awards of Excellence - What Are They and Why Do I Want One?

Donna Nylander, Gail Nelson - *QRIS Implementation Directors, Governor's Office of Early Childhood Development*

Capital VI

The Awards of Excellence are available to all early childhood programs that have a Gold rating in the ExceleRate Illinois statewide system. Join the conversation to learn what the five Awards are and how your high-quality program can be a part of a cohort to receive training and coaching for this prestigious award.

Portfolio

Sallee Beneke, Ph.D. - Associate Professor of Early Childhood Education, St. Ambrose University

Governor

Portfolio collection across learning domains is an effective way to develop insights into young children's development and to share that insight with their families. A statewide group of leaders in early childhood education recently collaborated to develop new requirements for portfolio collection. Join Dr. Sallee Beneke to find out the expectations for high quality portfolio collection.

CONVERSATION STATIONS

12:15 PM - 1:15 PM

Early Intervention Part C Updates

Chelsea Guillen - Early Intervention Ombudsman, Illinois Early Intervention Training Program

Capital I

Come join us to discuss what's happening in the world of early intervention on both the state and national level. We are looking forward to a lively and interactive discussion.

Teacher Evaluation

Lisa Hood - Senior Policy Analyst and Researcher, Center for the Study of Education Policy, Illinois State University

Governor

During this conversation station, participants will learn about a study of the Danielson Framework for Teaching in PreK-3rd grade classrooms. Participants will also learn about how to access resources compiled and/or developed to support PreK-3 teachers and administrators in the use of the Framework in early childhood classrooms, including a Danielson Framework rubric with PreK-3rd grade examples for each component and each performance rating level.

RTI (MTSS) Response to Intervention: Multi-Tiered System of Support

Antoinette Taylor - Exceptional Needs Consultant Capital II

Come and be a part of an interactive discussion about implementing RTI/Multi-tiered Systems of Support in Early Childhood. Participants will have the opportunity to discuss and provide input on the results from the 2014 RTI (MTSS) in Early Childhood needs assessment survey. We will determine the next steps to be taken towards full implementation of early childhood RtI/ MTSS in Illinois using the survey results and the Early Childhood Joint Paper on RTI. See you there!

Head Start & Early Head Start Updates

Denise Conkright - Executive Director of Parent & Child Together (PACT) for West Central IL & IL Head Start Association Board Member

Capital VI

Learn more about the rapidly changing state and federal environment of Head Start. New performance standards, changes in program options, new opportunities and an abundance of resources combine to create a whirlwind! Come hear the latest!



Illinois STAR NET is a Support and Technical Assistance Regional Network that provides training, consultation and resources to the early childhood community. The STAR NET system assists the State Board of Education in meeting local needs by providing services to professionals and parents of young children with special needs throughout Illinois. Please go to the following website to find your STAR NET region: www.isbe.state.il.us/earlychi

STAR NET Helping Illinois' Young Children Reach for the Stars

Come visit us in the Exhibit Hall.

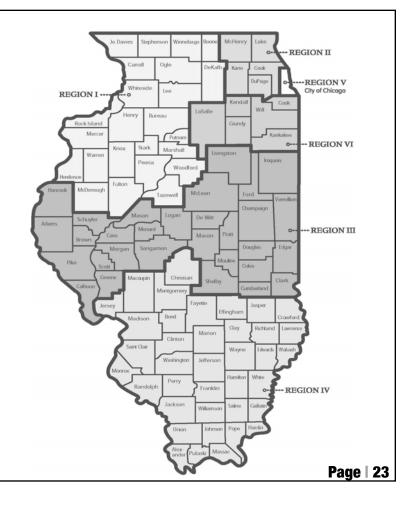


EXHIBIT HALL

We are pleased to bring attendees the latest information, education and technology in our Exhibit Area. Representatives from a wide range of companies and training projects will be displaying materials and the latest products for young children. Don't miss visiting the Exhibition Hall. Exhibitors listed below are those known at press time.

Exhibit Hours

Tuesday, September 29th 11:00 am - 5:15 pm Wednesday, September 30th 7:00 am - 1:30 pm

Awards of Excellence: Linguistically and Culturally Appropriate Practice at The Center: Resources For Teaching and Learning

2626 S. Clearbrook Dr. Arlington Heights, IL 60005 Tel: 224-366-8500 www.modules.lcexcel.com Pat Chamberlain: srapatriciachamberlain@gmail.com Christina Sanchez-Lopez: clopez@gmail.com

Baby TALK, Inc.

500 E. Lake Shore Dr. Decatur, IL 62521 Tel: 217-475-2234 / Fax: 217-475-2206 www.babytalk.org Julia Labuda: julia@babytalk.org

Brookes Publishing

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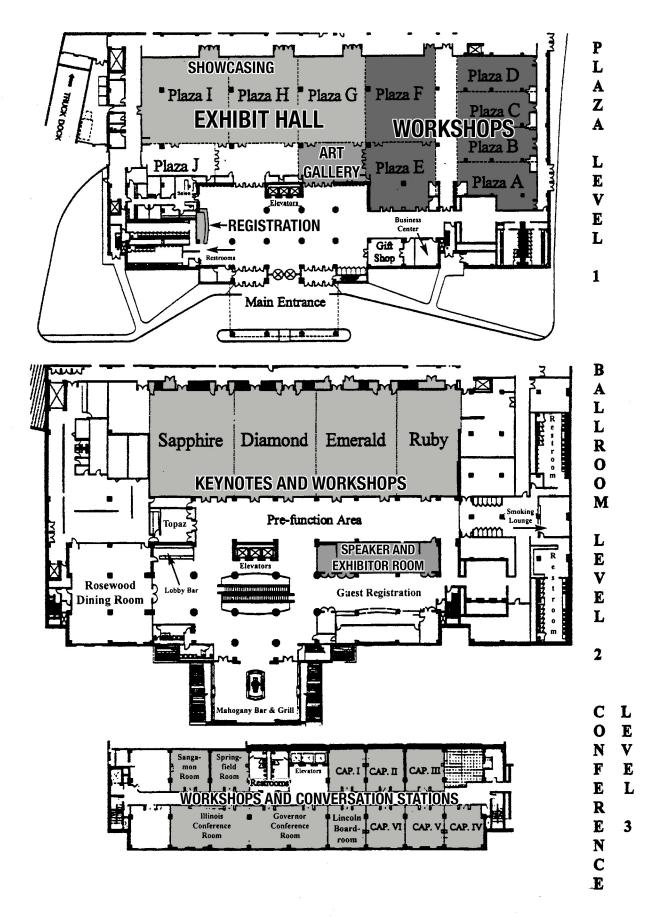
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If accepted into the program, funding consists of a traineeship stipend, a tuition waiver, and waiver of some fees. Funding is awarded on a competitive basis. Attached to this funding is a service obligation to be fulfilled after completion of the degree: four years of paid employment in the continental United States in a professional setting that benefits young children with disabilities.

For more information, contact Dr. Mary-alayne Hughes, Project Director, mahughes@illinois.edu

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