




Sharing A Vision 2021

October 7-8, 2021

Schedule At a Glance - Tentative

 Approved for Early Intervention Credit.

The DEC Recommended Practice Strand and EI Principle, will be included on the Pathable Platform schedule at least two weeks prior to the conference.

THURSDAY, OCTOBER 7

8:15 AM - 10:30 AM: Welcome and Keynote

Presenter

Music in the Classroom: Including All Children and Families

José-Luis Orozco

This presentation will give parents and teachers important demonstrations of how multi-cultural music can be used to develop and nurture language and literacy skills, as well as promote cultural diversity and positive self-esteem. Mr. Orozco will model how to use music, rhythm, games and songs to enhance early childhood learning skills. This highly interactive keynote brings the rich heritage of the Spanish-speaking world to children and parents.

10:30 AM - 11:15 AM: Exhibit Hall

10:30 AM - 11:15 AM: Innovation Showcase

Presenter

Age

The Project Approach During a Pandemic / Proyecto de Perros Durante una Pandemia

Abigail Loos

3-5

Calling all dog lovers and those curious about implementing The Project Approach in a remote learning setting! This showcase will walk you step-by-step through how our students initiated their dog project, designed their own list of questions to research, and how we used technology to support them along the way. We will also look at how families became involved in our project in meaningful ways and the standards we were able to address throughout the project. Come ready to gain some new ideas and to bring project work into your classroom.

Utilizing the Project Approach: Inviting All Learners!

Kendra Nenia

3-5

Come discover how to utilize The Project Approach to meet the needs and interests of all learners! Enjoy learning more from Northern Illinois University Child Development and Family Center by viewing examples of observational drawing, webbing and documentation used during projects.


Implementing Inclusive Classroom Supports and Development of Our MTSS System

**Heather Pruett
Megan Harley**

3-5

Take a closer look at how Bond County CUSD #2 was able improve inclusive practice supports by successfully implementing a new MTSS System while maintaining a focus on wrap around student and family services.

THURSDAY, OCTOBER 7

10:30 AM - 11:15 AM: Innovation Showcase cont.	Presenter	Age	
What Do We Owe Each Other? Bridging Community Amid a Pandemic and Beyond In March of 2020 when the world shut down almost overnight, our agency was faced with ensuring that the families we served remained in community with us and with each other. We asked, "how do we cultivate the community of engagement and care that is integral to our program when we cannot physically gather?" Throughout the spring and summer, we increased our social capital and access to materials to create new ways of being in community. What has resulted is a robust family engagement program that ensures that every family has access to community, education, and the physical materials. Join us to learn more!	Megan Sexton	0-5	
Understanding Inclusion Modules: Supporting Your Inclusion Journey Have you heard about the new Understanding Inclusion series that explores key ideas about inclusion in early childhood? This series covers a range of topics from defining inclusion to understanding the benefits to advocating for inclusion. Developed for families with family input, it is just as meaningful and useful for practitioners working with families who have children from birth to 5. Check it out!	Talin Tokat Ann Kremer	0-5	
11:15 AM - 12:30 PM: Workshop Session I	Presenter	Age	
Stop Spinning in Circle! What are the kids really learning with traditional circle? This time together should be an intentional teaching experience related to your objectives, standards and studies. Social emotional competence will also be a focus of the presentation. Be inspired to switch things up with developmentally appropriate tips, strategies and activities to make your large group 15 minutes of engaging fun learning.	Rhonda O'Connor Becky Handler	3-5	
Using Accommodations and Supports with All Children While Implementing the Project Approach in the Classroom Join us for a presentation on The Project Approach and get excited about WHAT you teach again! We will share examples of projects that have been completed using strategies and supports for all children. Participants will be asked to think about a future topic and begin brainstorming and collaborating. Participants will also work on identifying any needed accommodations and/or supports. Come and explore ways to fully engage your students while exploring high interest topics!	Kimberly Burd	3-5	
Motivating and Engaging Staff (and Families) Promoting a healthy and safe environment with both staff and families is key to the success of an early childhood program. Staff want to feel appreciated and recognized for their hard work and for the little things they do to lift up their students. In addition, keeping communication open is important as we address everyday issues around us. In this session we will look at different ways to motivate and engage staff and families from day one.	Brenda Eastham	0-8	1.25 WWF
The Benefits of Music for All Young Children and Practical Ways to Engage with Inclusion in the Classroom Setting This presentation will help prepare professionals who may have NO previous training in music to provide a meaningful and useful initial early music experience for children with exceptionalities who are in a child care, preschool, or elementary school setting. This will be accomplished by learning about the important benefits of music as it relates to critical development of young children AND practical music activity ideas to build the teacher's "tool belt" of resources.	Ellen Singh	0-5	1.25 INT
Mislabeling of Black Children in Special Education The preschool class of 20-21 is the first class that has crossed the majority-minority threshold in an early childhood setting. This presentation will create a place of learning and reflection for professionals to decrease the disproportionality of Black children erroneously being placed in Special Education. In this session, we will discuss disproportionality and consider strategies to combat our implicit bias.	Laycee Thigpen	0-8	

THURSDAY, OCTOBER 7

11:15 AM - 12:30 PM: Workshop Session I cont.

Presenter

Age



Inspirational Leadership: 10 Strategies for Intentionally Promoting Equity and Inclusion in Your Program

Sara Beach

0-8

1.25
WWF

Increasing equity and inclusion in a program starts with leadership. An inspirational leader models core values such as honesty, authenticity, humility, diversity and fairness throughout the organization. In this session, program directors and instructional leaders will examine their own style of management and leadership and will learn how they can incorporate 10 key strategies to intentionally promote equity and inclusion within the workplace.

Navigating Federal and State Benefits for Children with Disabilities and Their Families in Illinois

Mary Dixon

0-8

1.25
WWF

Need help in understanding and navigating the federal and state benefits your child is entitled to? Family-to-Family (F2F) works with families and professionals to assist with questions and concerns related to the health of children and youth with special health care needs (CYSHCN) under the age of 22 to access resources (including EI), communicate with medical providers and raise their children at home.

Let's Give Them Something to Talk About. Learn About the Benefits of Shared Reading

Diana Brannon

3-5

Shared reading encourages parents and caregivers to spend time talking with their children about books to improve vocabulary, language, interest in reading, and build emergent literacy skills. This presentation will discuss how to choose books to share with children, how and why to ask questions while reading, and other ways to support language. Extensive examples and resources will be shared.

Family Engagement in Early Childhood Through Music

José-Luis Orozco

0-8

José Luis' interactive workshop demonstrates how to use songs, rhymes, rhythms and games in classrooms every day to enhance children's language acquisition, literacy, social, motor, cognitive and developmental skills, and promoting cultural diversity and positive self-esteem. Educators learn to use music to develop phonemic awareness and vocabulary that leads to fluency. The rich heritage of music from the Spanish-speaking world, used in both English and Spanish, teaches Latin American culture, history, and oral traditions. Educators will practice methods of using movement, games, rhythm, rhyme, musical moods, call and response, differences and commonalities in culture/music, and be able to integrate these into their curriculum.

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1:30 PM - 2:45 PM: Workshop Session II		Presenter	Age 
Affirming and Empowering Young Learners through Culturally-Relevant Literary Experiences Participants will discuss the role of culturally-relevant texts in engaging, affirming, and empowering young students to become competent and confident global citizens. Participants will learn how to identify and access culturally-relevant texts, and will reflect upon the identities of their students in order to determine next steps for creating a more inclusive classroom environment moving forward.	Crystal Williamson Toni Galassini Sarah Tellez Dorsey Chambers- Malewig	3-8	
Inclusion from the Start: Writing High Quality Goals for High Quality Outcomes This engaging session will use IDEA as the framework for discussing high quality IEPs. Participants will learn how goals can support routine-based learning in natural and inclusive environments, explore resources and tools to support IEP goal writing, and engage in discussion with peers to apply new learnings to their current role. Opportunities for reflection and application will be provided.	Emily Ropars Tammy Wrobbel Denise Henry	0-8	
Recognizing and Addressing the Diverse Needs of Children with Disabilities and Their Families During the Transition to Kindergarten For children with disabilities, the transition to kindergarten (TTK) may be especially difficult and federal policy provides limited guidance as to what this process should look like. Results of two recent studies describe the TTK experiences of parents of children with disabilities and kindergarten teachers, as well as administrator perceptions and are used to prompt discussion and reflection of practice and policy at district and state levels.	Michelle Sands	3-8	
Harnessing the Power of Relational Play for Children (During COVID-19) In the COVID-19 era, it is essential to have simple therapeutic strategies which promote healing in children. Relational play is a powerful therapeutic tool to support children's mental and behavioral health development. In this workshop you will understand the power of relational play, and identify the difference between relational and other types of play. You will learn simple therapeutic, and practical strategies with examples, to use with children in your classrooms.	Mojdeh Bayat	3-8	
Infant Massage...Bundles of Benefits for Babies & Caregivers Infant massage is a culturally sensitive parent enrichment activity that increases caregiver confidence and supports responsive parent & child interactions. Evidence based research supports numerous benefits for both babies and & caregivers. This interactive session will use video to highlight benefits of infant massage to engage in discussion & dialogue in this interactive session.	Lynn Barts	0-3	1.25 WWF

THURSDAY, OCTOBER 7

1:30 PM - 2:45 PM: Workshop Session II cont.

Presenter

Age



Power to the Profession: Examining the Recommendations from the Unifying Framework for the Early Childhood Profession

**Kristin Schulz
Emily Reilly**

0-8

In this session, participants will learn about the Power to the Profession (P2P) initiative, the Unifying Framework and why it matters. Ultimately, P2P is about the early childhood field being respected and compensated for the brain building work they do and providing equitable access to high quality education for all young children. Join the conversation and learn about the recommendations in the Unifying Framework and how you can be part of the movement!

Transitioning from Early Intervention to Early Childhood Special Education: What Providers Need to Know

**Ann Freiburg
Kristy Doan**

0-5

**1.25
WWF**

This training outlines the requirements of the Individuals with Disabilities Education Act (IDEA) to ensure a smooth and effective transition process is in place for families and their children who will be transitioning from Early Intervention into Early Childhood Special Education. This training will provide an overview of timelines, role responsibilities, transition process meetings, and state forms.

Trauma: How Do I Know? What Do I Do?

Cris Stanek

0-8

**1.25
ATY**

This training outlines the requirements of the Individuals with Disabilities Education Act (IDEA) to ensure a smooth and effective transition process is in place for families and their children who will be transitioning from Early Intervention into Early Childhood Special Education. This training will provide an overview of timelines, role responsibilities, transition process meetings, and state forms.

Scary things happen in our world and babies, toddlers and preschoolers are often not immune. Parents and professionals who are more familiar with signs and symptoms of trauma will be better equipped to help children and families. Learn how to recognize signs and symptoms of trauma and how to help a child work through this and become resilient.

2:45 PM - 3:00 PM: Break

3:00 PM - 4:15 PM: Workshop Session III

Presenter

Age



Singing and Dancing Toward Kindness

Carole Stephens

3-8

Let's use music and movement to influence the behaviors we want from our students! We'll define four qualities of kindness and what they look like to young children. Then Miss Carole will add songs and movement opportunities to create a soundtrack children can store in their brains that encourage positive interactions and appropriate words. Encouraging and modeling kindness sets a tone of caring and friendship so that everyone belongs; all are welcome!

Eye See What You're Feeling: Using Stories to Teach Emotions While Wearing Masks

Jac McBride

0-5

**1.25
INT**

Reading emotions when others are wearing masks is difficult as there is less visual information available. In this session, we will review the Pyramid Model and focus on a story using the characters and conflict to teach emotions. Specific instruction will focus on looking at the eyes and eyebrows to 'read' emotions when masks are worn. Meaningful activities will be provided that can be carried over to home and families.

Addressing Food Allergy Awareness in Illinois: Working Across Disciplines for the Benefit of Children and Their Caregivers

**Sarah Valaika
Emily Dorsey**

0-5

**1.25
WWF**

Join us for an interactive session to discuss working across disciplines in order to reach ALL children and families in Illinois. Presenters will share tips and insights gleaned from their recent collaborative accomplishments, describing how Northwestern and Lurie Children's Center for Food Allergy and Asthma Research (cfaar.northwestern.edu), Illinois Early Learning, and other statewide groups came together to provide education on food allergy awareness. Participants will consider the benefits of collaboration and brainstorm ways to do so across their work disciplines.

THURSDAY, OCTOBER 7

3:00 PM - 4:15 PM: Workshop Session III cont.	Presenter	Age	
<p>Teaching with the Outdoors in Mind: An Equal Opportunity for Any Learning Space</p> <p>“Join a lively discussion on the importance of including nature and the outdoors into your day! It’s easy to see that the benefits of outdoor education far outweigh the risks. Three nature loving teachers will share tricks of the trade, and show you how you can utilize quick and easy tools to optimize outdoor learning within your own educational setting.</p>	<p>Stacy Voras Megan Gessler Sarah Sheldon</p>	<p>3-5</p>	
<p>What’s Said in the Teachers’ Lounge: Pushing Past Implicit Bias When Dealing with Challenging Behaviors</p> <p>Biases can potentially surface when faced with a child who exhibits challenging behaviors, whether the teacher is conscious of it or not. As result this workshop will help participants gain awareness of the implicit bias that can occur in the “teachers’ lounge”, examine how bias can erode productivity and impair decision-making when dealing with challenging behavior and examine practical tools</p>	<p>Angela Searcy</p>	<p>0-8</p>	<p>1.25 WWF</p>
<p>Building a Community Inclusion Team</p> <p>Looking to build inclusion into every aspect of your preschool community? Join us to hear how we are building Community Inclusion Teams (CIT) to implement inclusion in conjunction with school district, Head Start and community child care. Learn what is the role of a CIT team and how can it make a difference. Hear from leaders how they collaborate and advocate for community preschool inclusion. We will share key factors and planning steps from ECTA Inclusion Implementation project.</p>	<p>Julie Schackmann Ann Kremer Kevi Jackson Christine Coleman Shannon Cribaro</p>	<p>3-5</p>	
<p>Preschool Transition to Kindergarten: 7 Steps to Success</p> <p>Team members from Addison District 4 will share how they developed a process to transition preschool students into a variety of programming at seven elementary schools. Our purpose is to provide a comprehensive and collaborative process to ensure students are supported and begin their kindergarten experience with a strong foundation. We are focused on providing a smooth transition for staff, students, and families.</p>	<p>Dr. Erin Alexander Janet Diaz Karissa James</p>	<p>0-5</p>	<p>1.25 WWF</p>
<p>Supporting Parents Through the Assessment Process</p> <p>Special education assessment can be a confusing process for parents. ECE professionals should be prepared to support families to understand the process, know how to collaborate with assessors, and how to advocate for their child. This session will provide both early childhood educators and families with a basic understanding of the process, including referral and eligibility, and how to support or advocate during assessment.</p>	<p>Nikki Donnelly</p>	<p>0-8</p>	

FRIDAY, OCTOBER 8

8:30 AM - 9:45 AM: Workshop Session IV

Presenter

Age



Through Their Eyes: Making Science Visible Using Observational Drawings

Young children are born scientists with a natural curiosity about their world, but they need adults to provide them with opportunities to learn and practice scientific inquiry skills. In this workshop, you will learn how to use observational drawings to help children see and communicate their science learning and practice important scientific skills, such as describing observations and asking questions.

Melissa Walter
Kendra Nenia

3-8

Teach So We Don't Repeat: Pushing Past Racism with Developmentally Appropriate Discussions about Race, Equity and Social Justice with Young Children Aged 0-8

Babies and young children need guidance from adults to sort out everything they are noticing about race, equity and social justice just like they need help understanding how to sort letters, numbers, and shapes. Grounded in child development research this workshop will provide examples of age appropriate and digestible language, literature, and concrete activities for young children within everyday routines

Angela Searcy

0-8

1.25
WWF

Self-Care for the Personal and Professional Self: Coping Skills for Professionals During Uncertainty

In this session participants will dive into a discussion about what education has looked like, felt like, and sounded like since March 2020. Then, participants will focus on asset mindsets, coping strategies, and will leave with a toolkit of strategies to engage in as a professional independently or with the children in the classroom to decompress, destress, and find a sense of inner peace during a hectic and uncertain time.

Anni Reinking,
EdD

0-8

1.25
WWF

Adapting for Each and Every Preschooler: CARA's Kit

Join us to learn about strategies to include and support each and every child in the preschool classroom. This presentation directly supports professionals that work with children ages 3-5 and is relevant to both educators and administrators. CARA's Kit is used to think about classroom adaptations and modifications that can support all children's learning, while providing ways to consider individual needs. We will use CARA's Kit as a tool to increase access, participation, and supports.

Talin Tokat
Tammy Wrobbel

3-5

8:30 AM - 10:30 AM: Highlighted Speaker

Presenter

Age



Start with Equity

This presentation will provide grounding to better understand racial equity in the context of early care and education systems. We will explore the data research and policy landscapes related to three important issues in early learning systems, including harsh discipline and its disproportionate application, equitable access to bilingual learning for dual language learners, and inclusion of children with disabilities.

Dr. Shantel Meek

0-5

1 INT,
1 WWF

10:30 AM - 11:15 AM: Exhibit Hall

FRIDAY, OCTOBER 8

10:30 AM - 11:15 PM: Innovation Showcase Live Q&A	Presenter	Age
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Utilizing the Project Approach: Inviting all Learners! Come discover how to utilize The Project Approach to meet the needs and interests of all learners! Enjoy learning more from Northern Illinois University Child Development and Family Center by viewing examples of observational drawing, webbing and documentation used during projects.	Kendra Nenia	3-5
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Understanding Inclusion Modules: Supporting Your Inclusion Journey Have you heard about the new Understanding Inclusion series that explores key ideas about inclusion in early childhood? This series covers a range of topics from defining inclusion to understanding the benefits to advocating for inclusion. Developed for families with family input, it is just as meaningful and useful for practitioners working with families who have children from birth to 5. Check it out!	Talin Tokat Ann Kremer	0-5
11:15 AM - 12:30 PM: Workshop Session V	Presenter	Age 
Hands-On STEAM for Preschoolers STEAM (Science, Technology, Engineering, Art, Math) activities are becoming increasingly important to the early learner and so many STEAM activities can be done through simple play activities! Come join us for this session that will include discussion on the importance of STEAM-based learning for the young child, demonstrations of hands-on activities, and hands-on activities! You will leave this session with lots of ideas on how to easily incorporate STEAM-based learning in your classroom!	Erin Wiese- Reichert	3-5
Understanding Selective Mutism Selective Mutism is a confusing childhood anxiety disorder where children can talk in situations and places where they feel comfortable, such as home, but are unable to speak in other settings such as school or group care. Attend this session to learn more about this condition, how teachers and others can help, and to gain resources to learn more about how to help children and their families overcome selective mutism.	Kathy Slattery	0-8 1.25 ATY
Urbana Early Childhood School Makes Inclusion a Priority Join us as we share our history of Inclusion at Urbana's long standing preschool for all program. We will discuss our current service model as well as challenges and successes we have experienced over the years. Participants will leave with practical strategies necessary in implementing inclusive practices at the early childhood level.	Katie Madigan Beth Ladd	3-5

FRIDAY, OCTOBER 8

11:15 AM - 12:30 PM: Workshop Session V cont.

Presenter

Age



Unleash Their Play by Tapping Into Children's Home Cultures

Children are more likely to engage in high levels of play when they are immersed in an engaging environment. What better way to engage children in play than to recreate aspects of their home cultures and home life in the dramatic play area? Spend time reflecting on your students' home languages and cultures in light of your current teaching practices. Leave with action steps for creating more culturally relevant dramatic play areas.

Tammy King

3-5

Pushing Past Misfit Ideas Toward the Successful Implementation of Strategies for Intense Challenging Behaviors

A report from The Center for Public Education highlights the greatest struggle for teachers is not learning new skills but the implementation of those skills. This workshop will provide professionals with concrete tools that help them to push past strong emotions, implicit bias, and time constraints. Participants will learn how to balance the needs of students with challenging behaviors with the rest of the classroom, understand the cycles of successful implementation, and what to expect at each phase of implementation.

Angela Searcy

0-8

**1.25
INT**

Beyond Breath: Mindfulness Practices for Young Children

Children reflect the nervous systems of adults around them. To compliment social emotional learning, reduce stress, and enhance equity, educators and parents should consider implementing mindfulness practices across home and school environments. This session will feature the benefits of mindfulness for adults and children and explore strategies for including mindfulness in our interactions with children.

Karla Belzer

0-8

**1.25
WWF**

A Story is the Shortest Distance Between Two People

This workshop inspires participants about the power shift to when telling and listening to stories to build cross cultural connection, challenge personal biases/assumptions, or to become better agent for positive change. Through research, case studies, and his own expertly-told stories, Darius proves that strategic storytelling a skill worth developing to connect with different stakeholders. This workshop will encourage participants to practice deep listening and practice affirming storytelling for themselves.

Darius Ballinger

5-8

Creating Culturally Relevant Assessments in Early Childhood Settings

The preschool class of 20-21, is the first class to cross the Majority-Minority threshold, justifying the need for culturally relevant assessments in early childhood settings. In this session, participants will learn how to critically analyze and develop assessments through a culturally relevant lens. As part of this process, participants will develop a deep understanding of the cultural iceberg. The cultural iceberg is an analogy for understanding the smaller, superficial aspects of one's culture.

**Laycee Thigpen
Anni Reinking**

3-8

12:30 PM - 1:00 PM: Break

1:00 PM - 2:15 PM: Conversation Stations / IDEC Lunch

FRIDAY, OCTOBER 8

2:15 PM - 3:30 PM: Workshop Session VI

Presenter

Age



Integrated Therapy: Increase Student Learning for All in a Blended

Integrated therapy in an early childhood classroom provides all students with meaningful learning experiences. Practicing inclusion and utilizing our related service staff to maximize learning for all students is essential. Learn ways early childhood teachers can coteach with related service staff to obtain realistic, easy to implement ideas and strategies that meet all learners' needs and abilities.

**Sheryl Pauwels
Carlie Hall
Sara Zielinski**

3-5

Adapting the Creative Curriculum for Kids with Low Incidence Disabilities

Early childhood educators at Niles Township District for Special Education, a cooperative serving children with low-incidence disabilities, share their adaptations of the Creative Curriculum. They will lead a discussion around adapting classroom materials, modifying Creative Curriculum studies, and setting up the classroom environment to ensure students of all abilities can access and be successful with this curriculum framework.

**Kristina
Passarella
Tempe Thomas**

3-5

Improving Self-Regulation Through Play

Play is the vehicle where adults can support handing over regulation skills to the child. Learn how to actively promote student agency by supporting their growth in self regulation with consideration of adverse conditions that affect the development of their executive function skills. Participants will learn the steps to self-regulation, learn how make-believe play builds self-regulation, and create ideas for using play as a teaching tool for self-regulation.

Julie Kallenbach

0-8

**1.25
INT**

Adventure in Nature Exploration

Let's look at nature through the excitement of a child's eyes. What's it like to explore nature, play in green spaces, examine natural objects and observe the world around us? Join us as we discuss the natural classroom beyond the doors of your school or center.

**Connie Shugart
Bridget Meis**

3-5

Reading with Your Baby During Pregnancy to Support Bonding & Attachment

Participants will learn about the benefits of bonding during the prenatal period & introducing the strategy of parents intentionally reading to their baby prenatally. Potential benefits for babies & families who receive a prenatal diagnosis of a disability will be discussed. Reflections from families, home visitors & center based providers & practical strategies will be shared.

Lynn Barts

0-3

**0.75
WWF,
0.5
ATY**

Outstanding Practices in Inclusion: Building and Sustaining High-Quality Inclusive Programs

Wondering what a high quality inclusive programs look like? Join us for the engaging panel presentation with programs who have achieved the Outstanding Practices in Inclusion acknowledgement. We will share real-life examples from the programs, highlight lessons learned from the self-reflection process, and explore how to continue quality improvement.

**Emily Ropars
Pam Reising-
Rechnor
Shannon Cribaro
Ann McNally
Sarah Van
Middendorp**

3-5

Ensuring Smooth Transitions from Early Intervention to Inclusive Early Childhood Education: Strategies that Work

The transition process is replete with requirements and procedures, meetings, forms, and timelines. How do we get it all to flow smoothly and effectively? We'll explore strategies that each transition partner can employ to aid the process and teamwork for successful transitions. Discover how appreciating different perspectives, and understanding Least Restrictive Environment, empowers us to actively participate in achieving effective transitions.

Gina Musielski

0-5

**1.25
WWF**

When Cultures Collide: Having Productive Conversations on Difficult Parenting Topics

This session will examine how home visitors/early interventionists and early childhood teachers can best engage in honest and potentially difficult conversations around parenting issues such as feeding, sleeping, discipline, and toilet training. We each have deeply held beliefs that translate to parenting practices. Strategies will be explored; participants will be invited to apply the information and discussion to their own work.

**Carol Montgomery
Fate**

0-5

**1.25
WWF**