



Building Bridges Birth Through Grade Three

Ohio Region 14 Third Annual Conference

We believe:

- Children are competent and resourceful learners;
- Children can and do make meaning of complex ideas and concepts;
- Children want to and do contribute to their own learning;
- Learning takes place through social interaction;
- Learning experiences can be tailored for different periods in a child's life and also for the contribution to the intellectual and social child of the future;
- Learning experience can take place in the context of play as well as through structured activities in the hands of competent teachers;
- Families have the right to participate in their child's educational journey;
- Families desire to be competent parents;
- Families have a right to educational experiences that recognize their cultural, linguistic and racial identity;
- Teachers hold a position of power and by sharing the power contribute to the learning of all;
- Teachers grow in confidence and competence through relationships and connections with children, families, peers and community services;
- Teachers, by virtue of their position, have an obligation to do the very best for children within their care.

From: OELSR Early Learning

Research shows that the stronger the relationship between families, community resources and the schools, the greater the chances our children will move between programs easily and experience even greater degrees of success. The investment in quality early learning environments for children before they enter Kindergarten potentially can be a small financial investment with great success as our children enter and continue through school age programs. "Early prevention is better and less expensive than later remediation." (Thompson, 2008) This is not only our future, but the future of those who will someday be the leaders they will become.

Our services are built on the following statements:

- All children Are Born Ready to Learn*
- Environments Matter*
- Relationships are Influential*
- Communication is Critical*

"The educational opportunities and experiences afforded children in the early years make a difference. Curriculum experiences must be rich with problems to solve; provide reasons and opportunities for children to use language and expand their vocabulary; engage children's intellectual abilities; and teach children ways to manage and regulate their own behavior. These experiences must be well-planned and organized and instructional strategies must be designed with intention."

Early Learning Program Guidelines, ODE, 2009

Region 14 Hopewell Center

Hosted by
Southern State
Community College
Central Campus
Hillsboro, Ohio

Dates:

Wednesday- August 11th

(PRECONFERENCE ONLY)

8:00a.m.-3:00p.m.

Thursday- August 12th

8:00a.m.-3:35 p.m.

Friday- August 13th

8:00a.m.-4:00p.m.

Exhibitor Hall

Usborne Books
Lakeshore
Kaplan
Books & More
The Learning Corner

Schedule for the Day

Wednesday

Preconference Only
(ELCS & CSEFEL)

8:00-11:00 Morning Session

11:00-12:00 Lunch

12:00-3:00 Afternoon Session

THURSDAY

8:00 Registration/Welcome

SSCC President Kevin Boyes

8:30-11:30 Morning Session

11:30-12:30 Lunch

12:35-3:35 Afternoon Session

FRIDAY

8:00 Guest Speaker-Jina Bohl

8:30-11:30 Morning Session

11:30-12:00 Exhibitor Hall

12:00-12:55 Lunch

1:00-4:00 Afternoon Session

Lunch will be available for purchase from

Shoelaces Catering.

We will also provide a map of

local restaurants within the vicinity of SSCC.

Early Learning Content Standards Preschool and Down

Presenter: ECQ-NET

Credit: 18 Hours ODE, SUTQ, and
HW Certificate of Attendance

(Must attend all sessions)

THIS GROUP WILL MEET WEDNESDAY

PRECONFERENCE 8:00-3:00

Thursday 8:30-11:30 Session 1

Thursday 12:35-3:35 Session 2

Friday 8:30-11:30 Session 3

Friday 1:00-4:00 Session 4

This module will focus on offering educators, strategies to support teacher inquiry, community building, project documentation, responsive environments, play, intentional teaching and incidental learning opportunities, and assessment and accountability in early childhood environments.



Center on the Social Emotional Foundations for Learning

Presenter: Marleen Bottoms and
Suzanne Free

Credit: 18 hours ODE, SUTQ and
HW Certificate of Attendance

(Must attend all sessions)

THIS GROUP WILL MEET WEDNESDAY

PRECONFERENCE 8:00-3:00

Thursday 8:30-11:30

Module 2

Social Emotional Teaching
Strategies

Topics included in this module:

- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching problem solving

- Teaching children to recognize and express emotions
- Teaching anger management

Thursday 12:35-3:35

Module 2

Continue from the morning session.

Friday 8:30-11:30

Module 3a

Individualized Intensive

Interventions: Determining
the Meaning of Challenging

Behavior

Topics included in this module:

- Identifying the function of challenging behavior

- Identifying behaviors and social skills to target for intervention

Friday 1:00-4:00

Module 3b

Individualized Intensive

Interventions: Developing a
Behavior Support Plan

Topics included in this module:

- Developing a plan for supporting social emotional development and preventing challenging behavior
- Using a team approach to addressing challenging behavior and social emotional needs

Social Studies SIRI Preschool and Kindergarten

Presenter: Diane Tomlin

Credit: 12 hours ODE, SUTQ, and
HW Certificate of Attendance

(Must attend all sessions)

Thursday 8:30-11:30 Session 1

Thursday 12:35-3:35 Session 2

Friday 8:30-11:30 Session 3

Friday 1:00-4:00 Session 4

This module aims at providing teachers with concepts and strategies to prepare young children to be productive and contributing members of democratic society. Concepts such independence, self-regulation, authority, fairness, civil discourse, empathy, advocacy and child rights are all big ideas that will be explored throughout this module. Strong emphasis is placed on supporting children and their families from; a) diverse ability levels, e.g. typically developing and those

with identified special needs; and b) diverse backgrounds, e.g., cultural, family structures, social economic levels and urban/rural.

Infant and Toddler Guidelines

Presenter: OCCRA

Credit: 2.5 hours per session

SUTQ

15 participants per session maximum

Thursday 9:00-11:30

Overview

Explore the Infant Toddler Guidelines and its role in the lives of infants, toddlers providers and parents! By exploring the Guidelines, participants will deepen their understanding of how children learn. The six developmental domains of young children will be reviewed and the impact that routine care has on all developmental domains will be discussed.

Thursday 1:00-3:30

Cognitive Development

Babies are motivated, curious, and competent Learners right from the start! Cognitive development is the building of concept knowledge and thinking skills, is utilized by children of all abilities. Participants will examine cognitive development through the discussion of the six discoveries that infants make in their world. Strategies for how this knowledge can be translated into higher quality care-giving practices will be provided.

Friday 9:00-11:30

Motor Development

Upon completion of this session, the participant will be able to: identify behaviors that an infant/toddler exhibits for each type of

motor development, name factors that cause variation in motor development, and list strategies to enhance motor development.

Friday 1:00-3:30

Physical Health

Upon completion of this session, the participant will be able to: list four health maintenance and/or health practices, describe one way in which physical health can impact another development domain, describe a medical home and its importance for families of young children, and name two resources that can be utilized to research good routines in health practices.

Special Quest

Presenter: Marsha King

Credit: ODE, SUTQ, and

HW Certificate of Attendance

Thursday 8:30-11:30 Credit: 3hrs.

Preschool Inclusion: Drew

Through the story of Drew's family, session participants also consider the influence of a parent's own disability on the collaborative process of inclusion. Participants explore and discuss their early experiences with disabilities and how these experiences currently influence their perspectives about disability. In addition, participants explore formal and informal resources and use a community mapping process to identify the various types of resources available in their own communities, with a focus on what could be used to support Drew, his family, and children with disabilities in general.

Thursday 12:35-3:35 Credit: 4hrs.

Preschool Inclusion: Laying the Ground Work

This session is intended to lay the groundwork for successful inclusion in preschool.

After viewing the video, *Preschool Inclusion: Working Together to Make It Happen*, participants will explore and discuss how families and service providers can effectively work together to create and support inclusive experiences for preschool-age children who have disabilities. Participants are introduced to *Early Childhood Inclusion*, a summary of a joint position statement released in April 2009 by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). They will use the concepts in the position statement to discuss the defining features of inclusion: access, participation, and supports. Finally, the session highlights federal legislation from several systems that support inclusion.

Friday 8:30-11:30 Credit: 3hrs.

Samantha's Story: Preschool Inclusion Success

In this session, participants will use the video *Preschool Inclusion: Samantha* to identify aspects of successful inclusion. Participants will explore what is necessary to provide collaborative services to preschoolers with disabilities and their families in early care and education environments.

•Option 2 Participants will use a tool, the *Inclusion Planning Checklist*, to explore how they and their partners can support the inclusion of preschool-age children who have disabilities in early care and education programs.

Friday 1:00-4:00 Credit: 4hrs.

The Individualized Education Program: Partnering for Success

This session draws upon the experiences of families, service providers, and administrators in preparing for and contributing to IEP meetings and in implementing IEPs. Participants will consider the IEP process from various perspectives and explore how teams work together to create inclusive experiences that are supported by the IEP process.

Environmental Science Ages 3-7

Presenter: Barbara Cook

Credit: 6 hours ODE, SUTQ, and

HW Certificate of Attendance

(Must attend all sessions)

Thursday 8:30-11:30 Session 1

Thursday 12:35-3:35 Session 2

Participants will learn developmentally appropriate practice in connecting children to nature and experience environmental education activities that can be used with children 3-7. Participants will intentionally use a variety of approaches and strategies to support children's interest and ability in the learning domains.

Project EASE: One Districts Experience with Implementing a Parent Education Program

Presenter: Sheree McGraw

Credit: 3 hours

HW Certificate of Attendance

Thursday 8:30-11:30

This session will focus on one school districts experience with implementing Project Ease. Project Ease has a strong parent involvement component that is designed to foster early language and literacy skills for kindergarten children, and thus prepare them for later success as they move through the elementary grades.

Parental involvement in the literacy develop

ment of their children is the major focus of the EASE program. The parent-child partnership is an at-school and at-home endeavor. The parents are asked to commit to 5 monthly parent education sessions with follow up weekly parent-child activities. The district will share the successes and struggles encountered as well as the specific activities they engaged in with parents.

K-3 Research Based Literacy Interventions

Presenter: Shelia Bobst

Credit: 3 hours

Hopewell Certificate of Attendance

Thursday 12:35-3:35

Participants will develop an understanding of research based literacy interventions as well as research based literacy practices

Birth-Grade 3 Roundtable Discussion

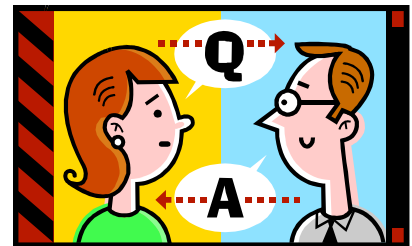
Presenter: Jina Bohl

Western Brown Schools

Credit : 3 hours HW Certificate of Attendance

Friday 8:30-11:30

This session will be an open discussion forum for educators from birth through age three to discuss issues and concerns around continuity of Early Childhood Education.



Helpful Hints for Healthy Kids!

Presenter: Becky Storer and

Sue Brunicini

Credit: 3 hours ODE, SUTQ, and

HW Certificate of Attendance

Friday 1:00-4:00

The emphasis of this training session is the importance of health and nutrition in the lives of young children. The number of children who are overweight is rapidly increasing so what can teachers do? The USDA food pyramid guidelines will be reviewed and each participant will receive copies of the charts to use in their own classrooms. A myriad of

resources will be shared including books, websites, children's literature that relates to health, fitness, and nutrition, recipes for healthy snacks, etc. Participants will also prepare several nutritious snacks to enjoy!