WEDNESDAY

Session 11: 9:45 am--11:15 am

11.01 Leading, When Life Comes in the Door

Bela Moté, CEO, Carole Robertson Center for Learning, Chicago, IL

As Chief Executive Officer of the Carole Robertson Center for Learning on the West Side of Chicago, Bela Moté offers us a 360 degree view of what it takes to provide high quality center based child care, Out of School Time educational programming, home visiting, a network of family child care homes, and more, with an emphasis on family engagement and mental health to 1,000 children ages birth – 17 years, half of whom are of African American and half of Latinx ethnicities. Our families qualify for Early Head Start and Head Start services, and have experienced significant disenfranchisement over the years. With an emphasis on moving the organization toward even higher quality and deeper impact in this low income community of Chicago, Bela shares her journey, her days of challenge, and conscious pauses to celebrate triumphs. While never compromising the mission to put children and family first, Bela and her team are setting new bars of excellence in Illinois.

11.03 PA Content Standards Use to Maximize Participation of Students with Disabilities, K2.5 C2

Brian Berry, Professor, Holy Family University; Claire Sullivan, Professor, Holy Family University

Access to typical instruction and settings for students with more significant disabilities is still a challenge for many early childhood providers and school districts. Too often the specialized instruction is geared toward small group or pull-out instruction, with little specific guidance provided on how to access learning linked to age or grade appropriate learning standards.   Often times, lack of progress is attributed to student disability when it may be incomplete planning to make the typical curriculum accessible. We will present ideas on how the age and grade appropriate standards can be used to structure adapted activities for learners who need significant modifications to the curriculum in order to succeed.

11.04 Back to Basics: Revisiting the Practice-Based Coaching Cycle, K6.2 C2

Sheri Prince, Early Childhood Specialist, RIII TTA, ICF

Discover effective ways to implement Practice-Based Coaching (PBC). Participants will explore the PBC cycle through the eyes of a coach. Review the common strengths and challenges that may arise when implementing PBC and learn how to plan for each PBC component with your coachees.

11.05 Bridging the Word Gap Through Print-Rich and Verbal-Rich Environments, K1.4 C2

Francine Moyer, Center Director, KinderCare Education

Language development is as essential as nutrition for a developing child. Research shows language deficits compound in the early years and can lead to later language delays. Professional development of early education practitioners can inform them of methods and examples of linguistically rich print and verbal environments for children. Exposure and support for enriched, print-rich environments will support teachers' delivery of content to young learners, allowing the young learners to process the information and shape meaning.

11.06 The Raising of America - Episode 4: Wounded Places, K6.10 C2

Christin Smith, Family Specialist, Community Health Services, Inc.; Carrie Dinsmore, Director, Community Health Services, Inc.

The Raising of America - Early Childhood and the Future of Our Nation is a documentary series that explores how a strong start for all our kids can lead to a healthier, more prosperous, and more equitable America. Participants may choose to attend just one of the sessions, all five, or any combination - each episode can stand independently and still be comprehensive. In all five sessions, a film will be shown, followed by facilitated discussion and activities

related to what was just seen. Episode 4: "Wounded Places - Confronting Childhood PTSD in America's Shell-Shocked Cities." How can so many of our children show signs of PTSD? Why do we label them "bad" kids rather than "injured" kids who need healing?

11.07 School-Age Student Success with Innovative Career Readiness Partnerships, K3.9 C2

Laura Saccente, Director, PA Statewide Afterschool/Youth Development Network (PSAYDN)

School-age partnerships with formal education, CTE, higher education and business/industry provide a ladder of supports that help students reach their career aspirations. Building students' workforce competencies is typically associated with programming for older youth, but preparing students for the workforce can begin much earlier, specifically in early learning and school-age environments. We will provide examples of successful career readiness partnership models as well as how to build these partnerships and finding funding by utilizing stakeholders such as workforce development, the statewide career readiness regions and STEM Learning Ecosystems.

11.08 Learning Continues at Home - Building Partnerships with Families, K3.6 C2

Bev Schumacher, CEO, Author, Consultant, Learning Props LLC

Yes!!! Parents are children's primary and most important educators---So how do programs invite and support parents to be an active partner on the path to learning achievement? This session will look at Program + Home collaboration. This partnership is a complex relationship that includes communication and strategies inviting them to participate in learning experiences.
 We will look at: current best practices in place, research supporting the critical link between families and programs and consider program steps to support families as they engage their child in learning at home experiences.

11.09 Through Their Eyes: Being Trauma Aware, K3.5 C1

Shilpa Barrantes, Adjunct ECI Professor, Lehigh Carbon Community College (LCCC)

Educators will gain an understanding of different types of stress and the impact stress has on the body and the effects trauma has on the brain of a child. We will explore how trauma affects memory and different types of triggers that can elicit flashbacks for young children, as well as the effects on relationships, problem-solving, communication, and self-regulation. We will discuss how a child might interpret and understand the traumatic event or experience, and learn how to determine what intervention is needed, goals of intervention, and methods of intervention. We will also consider the effects of trauma on academics and behavior, as well as how a child who has experienced trauma attaches with adults in their life.

11.10 Culture Is in the Classroom: Understanding Culture, Cultivating Self Reflection, K2.1 C2

Traci Childress, Executive Director, Saint Mary's Nursery School

We will examine what culture is, reflect on its impact on teachers, students and the classroom. A look at the role culture plays in development will support exploration of how to deepen our understanding of ourselves and of families we work with to cultivate a more responsive classroom.

11.11 Caregivers' Perceptions of High-Quality Early Education and Care, K3.2 C1

Hannah Mudrick, Assistant Professor, Pennsylvania State University- Harrisburg; Molly Pylypciw, Student Researcher, Pennsylvania State University- Harrisburg; Nisan Dalbayrak, Student Researcher, Pennsylvania State University- Harrisburg

Early childhood professionals will learn how caregivers of children age birth through five define high-quality early education and care. These definitions and the factors caregivers highlight as important will be explored in relation to characteristics of children and adults, such as age, socioeconomic status, employment information, experience with center-based care, and more. Participants can use the knowledge of how their ideas about high-quality early education and care may be consistent or differ from that of caregivers to guide their work with families. Specifically, providers can begin to consider ways to incorporate caregivers' needs and wants into their programming, building stronger home-school connections.

11.12 Building Protective Factors Through Cultural Responsiveness, K3.6 C1

Katherine Noss, Family Support Technical Assistance Coordinator, Center for Schools and Communities

The Strengthening Families Protective Factors Framework offers a strengths-based approach to working with families. Family support professionals will reflect on their sense of their own culture and protective factors as children, parents, and/or professionals. In what way do their histories inform and strengthen their ability to connect with families? Participants will use the Ask-Acknowledge-Affirm model to facilitate open communication across cultural and linguistic spaces.

11.13 The PICCOLO: It's More Than Just for Assessing Parenting Interactions, K5.11 C1

Ann Gula, Program Quality Assessment Supervisor, PA Key; Megan Showalter, Program Quality Assessment Manager, The Pennsylvania Key

The PICCOLO is a recommended Program Observation Instrument (POI) for Continuous Quality Improvement (CQI) for providers in Keystone STARS. Although this POI was originally designed for use in observing parent-child children, recent research has validated its use in observing teacher-child interactions in the child care setting. Participants will receive an overview of the twenty-nine parenting/caregiving behaviors across the four domains of the scale, including affection, responsiveness, encouragement, and teaching. They will be able to identify behaviors across a range of ratings (absent, barely, present). Participants will also learn how to use the PICCOLO for self-assessment and reflection to support their CQI plan.

11.14 An Introduction to Infant Mental Health, K1.4 C1

Carrie Kitchen, Keystone STARS Quality Coach, ELRC Regions 9 & 10/Child Care Consultants, Inc.

This is an overview of Infant Mental Health as it relates to child care providers. Participants will explore the importance of relationships on brain development as well as build capacity for caring for the youngest learners.

11.15 Build Life Skills Through Adventure Experiences, K2.4 C2

Rebecca Escott, Curriculum Author, Penn State Better Kid Care; Eileen Wise, Curriculum Author, Penn State Better Kid Care

Research shows that youth of all ages need to experience adventures and discoveries. Through novel and scary experiences they develop a capacity to meet and overcome everyday challenges. This interactive session will review findings and explore appropriate options for adding adventure elements to promote resilience and passion. Learn to balance safety and child wellness concerns, and interact with other professionals who are interested in strengthening their offerings through on-site and off-site adventure experiences. Explore how to approach adventure programming within the parameters of individual licensing requirements. Participants will receive tools to support staff planning around adventure programming.

11.16 Adapting the Preschool Day for Today's Diverse Learners, K1.3 C2

Barbara Rothermel, Early Intervention Supervisor, Intermediate Unit 1; Tara Walker, Lead Support Teacher, Intermediate Unit 1; Amy Meerdo, Lead Support Teacher, Intermediate Unit 1

Learners will have the opportunity to explore and create a variety of adaptations for use in the preschool setting. Participants will develop materials and a plan to address diverse learning needs. Resources will be shared on where to find additional strategies.

Session 11 Extended: 9:45 am–1:15 pm

11.18E Using Materials that Support the Infant and Toddler Environment, K2.1 C1

Patti Wilson, Professional Development Specialist, Lakeshore Learning

Participants will examine the needed environmental elements of an infant/toddler classroom. Small group activities will focus on if materials support using the environment for educational purposes and if they do what would be the best center for them to be placed. Hands-on experience will assist teachers in implementing changes within the environment that will meet the highest quality standards.

11.19E Calculating the Cost of Care per Age Group Served: A Step-by-Step Process, D8.5 C2

Amy Friedlander, Owner, Amy Friedlander Consulting; Mary Graham, Executive Director, Children's Village

Do you know what it actually costs you to provide care to toddlers? Infants? Preschoolers? If not, come and hear how the Executive Director of a NAEYC-accredited program in Philadelphia collects and analyzes data to understand the true cost of care and uses the data to make strategic decisions regarding program design, growth, and change. Each step of the data collection, calculation, and analysis process will be described and templates will be shared so that you can begin this process for your own center. The policy implications of the difference between public rates of pay and the true costs of care will also be discussed.

11.21E Stress Management for the Early Childhood Educator, K8.12 C2

Alix Cozen, Professional Development Instructor, First Up

When we lack self-care, we are not being our best. We will explore how the human body reacts to stress and allows opportunities to self-reflect on our own stress. Participants will compare and contrast solutions and strategies that best support beneficial outcomes for educators and their students. Using a variety of evidence-based supports, teachers will walk away with new skills of their choice to implement in their daily routines. We will practice mindful breathing techniques, mindful meditation, affirmations, and short yoga flows and movement that are beneficial to both the teacher and child. You will leave feeling optimistic about the challenges we face in our field!

11.22E Is it Art or Is it Craft? The Value of Process Art, K2.14 C2

Tahnee Bollinger, Preschool Program Specialist, PA Key

This hands-on workshop will encourage providers and parents to understand the differences between creating adult-directed vs child-created work. The focus will be on understanding the learning that is occurring during process art, in cognitive and social-emotional domains. Participants will have the opportunity to create work of their own. As a group, we will explore the benefits and challenges of art in the classroom.

Session 12: 11:30 am--1:00 pm

12.01 Is This a New Regulation? Often Overlooked or Missed Regulations, K6.6 C2

Erica Armbruster, Certification Representative, OCDEL; Amy Ellsworth, Certification Representative, OCDEL

Using the new Certification Inspection Instrument, Pennsylvania Child Care Regulations, and other OCDEL resources, we will highlight some often overlooked, little-known or often misinterpreted regulations. We will make providers aware of these targeted regulations, provide resources for self-assessment, and support providers in becoming compliant with these regulations on a daily basis.

12.02 PBC Networking: Coaches' Colloquy 2.0 Session for Pyramid Model Coaches, K6.12 C2

Deborah Krotec, Early Childhood Specialist, Head Start TTA/ICF

This is a networking session for coaches who are coaching on Pyramid Model Practices with a focus on implementing Practice-Based Coaching (PBC) with fidelity and group support/problem-solving.

12.03 "I Need to See It": Using Exemplary Videos in PD on Vocabulary Instruction, K5.5 C2

Annemarie Hindman, Associate Professor, Temple University; James Cupit, Early Childhood Education Field Administrator, School District of Philadelphia Early Childhood Office

We will demonstrate how exemplary videos can help infant, toddler & preschool teachers improve classroom vocabulary instruction. Topics will include: (1) The importance of early vocabulary and evidence that this instruction is often limited; (2) How teachers can build vocabulary through intentionally selecting target words, asking open-ended questions about the words, and providing feedback on children's use of the words; (3) Why watching exemplary videos (with coach, in PLC, or alone) helps teachers build new vocabulary teaching skills; (4) Introduction to the open-access video library. We will then watch 2-3 videos, discuss in small groups, share out and plan future library use.

12.04 A Strength Based Approach to Child Care Staff Retention, D6.1 C3

Barbara Carl, Associate Professor of Teaching, Pennsylvania State University; Hannah Mudrick, Assistant Professor, The Pennsylvania State University

The literature describing the reasons why teachers leave the profession is extensive; this research study is important because it offers a new perspective by looking at teachers' choices to stay in the profession from a strengths-based perspective. There is a need for this information due to the high prevalence of teacher turnover among ECE teachers, combined with an unclear method to prevent this from occurring. The results presented will allow the audience to identify intrinsic strengths of teachers, and based on this information, develop programs that encourage and develop these stable characteristics to increase the likelihood that teachers will remain in the ECE profession.

12.05 Creating a Pennsylvania Family Engagement Framework, K3.6 C1

Sarah Holland, Special Assistant for Family Engagement, OCDEL

The PA Family Engagement Birth through College, Career, Community Ready Framework creates a foundation for the development of shared language, implementation of effective practices, and a building of a family engagement continuum for children and families across their educational lifespans. This framework was developed to support the common threads of quality family engagement across a child's education. We will introduce participants to the newly created framework and identify a set of common standards that Learning Communities should use as they plan and implement family engagement practices.

12.06 Strengthening Social & Emotional Development to Prevent Suspension & Expulsion, K2.4 C1

Elizabeth Marcello, STARS Quality Coach, ELRC Regions 9 & 10/Child Care Consultants, Inc.; Jenn Wertz, STARS Quality Coach, Child Care Consultants, Inc.

We will help directors and staff promote social and emotional development in early care settings in order to prevent and address challenging behaviors. Learn ways to look at how your temperament and the children's temperaments in care affect the relationships that you have with them.

12.07 Exploring Program Observation Instruments for School-Age Programs, K4.7 C1

Stefanie Camoni, Program Quality Assessor, PA Key; Betsy Saatman, TA Specialist/SAC Initiatives, Pennsylvania Key

Explore the optional tools available for school-age professionals: School-Age Care Environment Rating Scale-Updated (SACERS-U), K-3 CLASS, and School-Age Program Quality Assessment (SPQA). Compare and contrast the tools, discuss self-assessment, and learn about professional development opportunities.

12.08 Beyond Classroom Conflict: Conflict Resolution for Young Children, K2.13 C2

Nancy Nicewonger, Lead Facilitator, A Place in the Conversation

Teachers can lead young children to resolve conflict in a healthy, positive manner on their own and with assistance. With practical tips for implementation, teachers are taught how to guide children to identify a conflict, analyze the type of conflict (personal preference, annoyance or aggression) and then choose a simple verbal response. Teachers are also taught how to use the program in a group setting and communicate the ideas to parents. With creative teaching approaches such as songs and puppet shows, teachers can easily teach the approach to young children.

12.09 Experiential Learning Opportunities and Community Engagement with Farm to ECE, K7.13 C2

Carrie Spina, Office Manager, Pennsylvania Head Start Association

Come and learn how Farm to ECE innovative practices can support the goals and priorities of your ECE community, including an emphasis on fun experiential learning opportunities, parent and community engagement, and life-long health and wellness for children, families and caregivers.

12.10 Building Positive Relationships with Children and Families, K3.1 C2

Samantha Korotkin, Kindergarten Teacher, KinderCare Education; Christin Cicippio-Smith, Center Director, KinderCare Education

Strong relationships are the basis of a successful classroom. Come and hear the ways a Legacy Award-winning teacher has shaped the climate of her kindergarten/school age classroom with specific strategies to connect with the children and families.

12.11 Executive Functioning…What Does it Mean? K1.3 C1

Marc Strawderman, BHRS Clinical Supervisor, Franklin Family Services

What is executive functioning? What does it mean? Come learn what it is as well as how it applies to your classroom. You will learn how things such as how poverty and emotional neglect impact a child's development.

12.12 Math Throughout the Day, K2.14 C2

Susan Veli, Education Coordinator, Capital Area Head Start; Brandi Kerstetter, Teacher, Capital Area Head

Participants will learn ways to incorporate Math concepts into all parts of the day. They will leave with new ideas to promote Math skills in children. This workshop focuses on the parts of the day in an early learning center but can easily be transferred to home use.

12.13 Implementing a Meaningful Classroom Technology Strategy: Key Learnings from Private Industry Council Inc's New Approach, K8.16 C1

Courtney Ples, Account Executive, Hatch Early Learning; Collin Beattie

Technology, when done right, can make a remarkable impact in early childhood. During this session, early childhood professionals can expect to understand key components of a well-executed classroom technology strategy including the significant gains children made in kindergarten readiness. Additionally, we will take a closer look at leveraging tools to support and validate ongoing assessment (specifically Teaching Strategies GOLD®) and using data to increase the relevancy and impact of instruction from a teacher and administrative level. We will share our year one learnings and goals for year two.

Session 13: 1:15 pm–2:45 pm

13.01 OCDEL Certification Regulations,

Tamula Ferguson, Human Services Program Specialist Supervisor, OCDEL; Donna Weaver

This workshop will discuss the newly revised certification regulations.

13.02 A Day in the Life of a Coach, K6.3 C1

Sheri Prince, Early Childhood Specialist, RIII TTA, ICF

Come explore what a day in the life of a coach may include, and discover tips and strategies to help coaches support early care and education staff.

13.03 Block Play Workshop, K4.4 C3

Kathleen Blass, Kindergarten Teacher, Charlestown Playhouse; Carrie Williams, Pre-Kindergarten Teacher, Charlestown Playhouse

Have you ever watched a child's block dreams come to life? They talk about building a spaceship, a skyscraper or a zoo and then carefully, step-by-step, make that dream come to life. It's exciting to watch as an educator. Come play with blocks and learn about the great things you can do in your classroom to enhance block play and encourage problem-solving, imagination, self-expression, scientific learning, social and emotional growth, self-esteem building, creativity, and math. We'll play with 3 types of blocks ourselves and then set out to explain how manipulating these basic objects can teach many skills so very well.

13.04 Spoiling them? Exploring Relationships with Infants and Toddlers, K1.4 C3

Christine Haley-Brinen, Senior Early Learning Specialist, First Up

How many times have you heard someone say, "Put that baby down! You're going to spoil her!" Maybe you have said or thought this yourself. It can be stressful in an infant or toddler classroom when there are so many needs to meet and so many demands placed upon caregivers - so stressful that we may see the crying infant or toddler as spoiled. We will explore research on the developing brain and connect that research to practical strategies to meet the social-emotional needs and overall healthy development of infants and toddlers. Participants will reflect on personal relationships, judgments and teaching approaches that may hinder or support their connections to children.

13.05 A View from Another's Perspective, K3.3 C2

Shasta Wagner, Education Director, Cambria County Child Development

"They just don't seem to care." "Why bother?" Feeling frustrated with families? Together we will examine our own perspectives and the perspective of the family. Learn how to promote empathy and tolerance to build stronger relationships with families.

13.06 The Raising of America - Episode 5: DNA Is Not Destiny, K6.10 C2

Christin Smith, Family Specialist, Community Health Services, Inc.; Carrie Dinsmore, Director, Community Health Services, Inc.

The Raising of America - Early Childhood and the Future of Our Nation is a documentary series that explores how a strong start for all our kids can lead to a healthier, more prosperous, and more equitable America. Participants may choose to attend just one of the sessions, all five, or any combination - each episode can stand independently and still be comprehensive. In all five sessions, a film will be shown, followed by facilitated discussion and activities related to what was just seen. Episode 5: "DNA Is Not Destiny - How the Outside Gets Under the Skin." How do early experiences get under the skin, altering which genes get switched on and which stay off - with possible lifetime consequences?

13.07 News Media Literacy for School Agers, K2.10 C2

Debra Riek, Director of Education, WITF

We say we want children who can think critically and carefully but how do we help children actually do that? School-age professionals are invited to come reflect on the news and on media that children are encountering every day and create plans to help them navigate these ideas.

13.08 Social-Emotional Superheroes to the Rescue! K1.8 C2

Erin Goeckeler, Early Intervention Supervisor, Intermediate Unit 1; Jodi Wolpink, Lead Support Teacher, IU1

We will provide hands-on, research-based social and emotional activities and strategies to teach preschool students classroom expectations.

13.09 Yoga for ECE Professionals, K7.3 C2

Mary Ellen Mannix, Coach & Health Consultant, James's Project

This classic Hatha Yoga class will include instruction in traditional yoga poses (asanas) along with guidance in pranyama (breath). The last fifteen minutes of class include ten minutes of savasanna and five minutes of meditation. Woven throughout the class are tips for the ECE professional to include yoga techniques within the classroom to proactively encourage children's healthy development. These techniques can help reduce challenging behaviors in the classroom.

13.10 Choices and Consequences: Setting Effective Limits with Young Children, K1.4 C2

Christian Bellissimo, Child Play Therapist, Christian Bellissimo, MSW, LCSW, RPT, LLC

We will present an essential behavior management skill: Limit Setting. First, attendees will develop an understanding of how the child's brain develops, and why the formative years are critical in supporting the development of self-regulatory skills. Next, the importance of establishing a structured routine, with clear expectations for behavior, will be presented. Participants will then learn the value of providing children with developmentally appropriate choices and framing behavior as a choice throughout the day. Finally, limit setting will be presented. Participants will learn how to set limits with children using choices and natural consequences. The audience will view limit setting examples and will practice the skill.

13.11 What's New with Program Observation Instruments (POI) in PA? K4.1 C1

Ann Gula, Program Quality Assessment Supervisor, PA Key; Megan Showalter, Program Quality Assessment Manager, PA Key

We will introduce several POIs currently being investigated for CQI use in PA, including the Inclusive Classroom Profile, Climate of Healthy Interactions for Learning and Development, School-age Program Quality Assessment Tool, Parenting Interactions with Children: Checklist of Observations Linked to Outcomes, and the Developmental Environment Rating Scale, Program Administration Scale and Business Administration Scale. Participants will be introduced to each of these instruments and learn about current initiatives that are being explored for their potential and/or continued use in Pennsylvania. Each participant will receive a copy of at least one of these program observation instruments.

13.12 Indoor Environmental Health for ECE: Introducing Eco-Healthy Child Care Program, K7.8 C1

Dion Lerman, Environmental Health Programs Specialist, Pennsylvania Integrated Pest Management Program/Penn State

Children in ECE spend 90% of their time indoors, and many factors there can affect their health, including indoor air quality, use of cleaning chemicals and pesticides, presence of moisture and mold, art supplies used - even the type of furniture used. We will introduce these issues and a new online training tool to address them, the Eco-Healthy Child Care (EHCC) Training. Children are uniquely exposed to hazards that might not affect adults because of their small size and continuing development. It is important to recognize possible problems, and what are useful solutions. The session will introduce the self-paced 12 session online EHCC course which provides in-depth information on over a dozen key indoor environmental hazards.

13.13 Making Inclusion a Reality, D3.6 C2

Lisa Snyder, Inclusion Consultant, Include Me from the Start/The Arc of PA

We will discuss the history of inclusion, important court decisions and court decisions that influenced inclusion. Discussion will focus on inclusion benefits, barriers, and solutions. Participants will leave with ideas of what an

inclusive environment looks like, and how to make their early childhood program more inclusive. Examples of accommodations and modifications will be given related to needs of the individuals attending the session.

13.14 Using Tutorial Videos to Improve Read-Alouds in the Home, K3.10 C2

Lindsay Koch, Assistant Professor of Early Childhood and Special Education, Lebanon Valley College

Engaging in interactive reading practices such as asking questions, defining new vocabulary, improving verbal fluency, introducing story components, and developing narrative skills all contribute to the development of early literacy in young children. We will focus on using tutorial videos to model effective read-aloud strategies so parents can engage in meaningful read-alouds with their child that are effective at improving skills such as print awareness, oral language, and comprehension. Early childhood educators will learn how to engage and support parents in the development of critical early literacy skills by creating and sharing resources that are accessible and usable in the home.

13.18 Dealing with Difficult People, K5.1 C1

Jessica Spradley, Chair, Policy Council, Pittsburgh Public Schools ECE

This workshop will explore the intricacies of communication that cause confusion. Then we will look at typical archetypes of difficult people in the work place and apply them to situations in our ECE centers or classrooms. It does not matter who you interact with, parents, teachers, administrators, kids and anyone else, this session will give you a strategic method for working through collaborations with difficult people.

13.19 Are You My Mother?: Applying Attachment and Attention Theory in the Classroom, K1.2 C2

Kasey Bishop, Quality Assurance Coach, Brightside Academy; Cathia Thomas, Brightside Academy

The emotional bond between a teacher and a child is critical to early care and development. Fostering a strong bond with a child and supporting social/emotional and mental health is one of the most important roles of a teacher. In this interactive session, we will discuss attachment and attention theory and the importance of giving children positive attention to support mental health.

Session 13 Extended: 1:15 pm–4:30 pm

13.15E Understanding Pennsylvania's Various Child Care Funding Options for Families, D3.4 C1

Curtis Gussler, Preschool Program Manager, PA Key; Tracy Duarte, Director of the Head Start State Collaboration Office, PA Key

Because PA offers a variety of funding resources for child care, it is essential for anyone working with families to understand the options available. Participants will learn about the child care funding options that exist for families in PA, including Child Care Works (Subsidy), Early Head Start, PA PreK Counts, Head Start, Head Start Supplemental, and Philadelphia PreK. Participants will leave feeling confident in helping families learn about their child care funding options so they can make decisions that best fit their needs.

13.16E Becoming Better Together: Developing Teacher Leadership, K6.9 C2

Helen Ober, President, Living the Empowered Life

Directors, does it ever feel lonely at the "top"? Do you wish you knew how to communicate better with your staff so as to help eliminate apathy, poor attitudes, and never-ending teacher turnover? Imagine less interviewing, less training of new teachers, and having a team of teachers that were fulfilled, motivated, and action takers. Learn how to create that environment.

13.17E Defeating the Dragon of Family Substance Use Disorder: Resilience, Story & Play, K1.4 C2

Stephanie Goloway, Professor of Education, Community College of Allegheny County

We will examine current research on how substance use disorder (alcoholism/addiction) impacts the one in four children living with this family disease. A neurodevelopmental model of resilience will be explored as a way to support these children within the early childhood curriculum. Specific strategies involving fairytales, storytelling (both teacher and child) and play will be shared and experienced, with connections made to the protective factors for resilience and brain-based learning, including executive functions and self-regulation. Teachers will leave with classroom-ready ideas for promoting resilience in the context of a developmentally appropriate, literacy-rich curriculum that meets the needs of all young children.

Session 14: 3:00–4:30 pm

14.01 The Prepared Environment, K2.1 C2

Jackie Herrmann, Head of School, The Glen Montessori School

The Prepared Environment is a cornerstone of Montessori philosophy. Creating learning environments which prioritize focus and independence is possible by following some simple strategies. When learning environments are designed thoughtfully they provide the child with the sequence and scope of the curriculum which motivates further learning and improves parent understanding. When learning materials are self-correcting the opportunity exists for children to discover new concepts through their own work. Lastly, when the learning environment is designed to prioritize the relationship between students and their learning, rather than always requiring adult facilitation, the seeds for lifetime learning are planted.

14.02 Loose Parts: Promoting STEAM Education, K2.14 C2

Carrie Becker, Early Childhood Specialist, Transforming Early Childhood Education LLC

It is important that our students are offered a variety of open-ended materials and opportunities, which allow them to explore learning in their own way. Participants will be introduced to using a variety of interesting materials to facilitate learning in the areas of Science, Technology, Engineering, Art, and Mathematics (STEAM).

14.03 Nurturing Yourself Through Play, K7.3 C2

Diane Hendrick, Coordinator, Westmoreland County Community College Campus Child Care

Join us to learn how to nurture yourself so you can do your job with a refreshed and relaxed attitude. We will practice relaxation techniques and discuss how play promotes a healthy lifestyle.

14.04 Shared Services in PA: A Streamlined Approach to PD, HR and Quality Improvement, D8.4 C1

Leah Spangler, CEO, The Learning Lamp; Elana Como, Executive Director, Early Learning Resource Center Region 1; Amy Friedlander, Consultant, Amy Friedlander Consulting

Shared Services is a framework designed to support best practices in business administration and pedagogy within ECE programs. We will focus on two Shared Service Alliances being piloted in Pennsylvania, and the policies, services, and tools promoted by OCDEL related to Shared Services. Presenters will describe their Shared Service Alliances, describing one or two services in detail - providing information on the identification, development and take-up of these services, and the initial impact of this work. Participants be able to ask questions and provide feedback on additional Shared Service strategies and priorities for Alliance Hubs and OCDEL to consider.

14.05 Teach Math with a Purpose, K2.14 C2

Denise Grove, Lead Teacher, Community Action Partnership of Somerset County; Shelley Danton

Are your scores always low in the area of mathematics? Not sure how to change or what to add? After pursuing a degree in mathematics, Denise has taken her passion one step further to implement a classroom that is strong in mathematics and problem-solving skills.

14.06 Step Now to Step WOW: How to Make Every Day a Special Day, K2.14 C2

Dawn Lorenz, Director, Our Lady of Victory Preschool; Amber Panetta, Teacher, Our Lady of Victory Preschool

Learn how to craft a road map for success for your center from certification to continuous quality improvement. Resources will be given to help navigate the process of improving their center and implement special center-wide activities that enrich the curriculum. Participants will sing, dance, play, and leave motivated to enhance their center and classroom.

14.07 SAC Supports for You, K8.15 C2

Betsy Saatman, Specialist, PA Key

We will help participants identify the SAC Specialists across the state, including leaders and organizations. We will connect you and share current projects and opportunities specific to School Age Care with you.

14.08 Challenging Behaviors - Intervention Strategies, K4.10 C2

Keisha Browning, Intervention Specialist, Brightside Academy; Shelley Dixon, Intervention Specialist, Brightside Academy

This workshop is designed to support teachers in recognizing triggers that cause children to demonstrate challenging behaviors. It offers strategies for avoiding and/or managing the deescalation of those behaviors. This session also offers self-care supports to the provider.