



WSTC Washington State Head Start/ECEAP
Training Consortium



**Head Start, ECEAP and Early Head Start
27TH Annual Summer Institute, Central WA University
June 23-25, 2014**

We have eight great courses this year:

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| <ol style="list-style-type: none"> 1. Early Childhood Environmental Ratings Scale-Revised (ECERS) 2. Early Head Start Home Visitors 3. Early Head Start Classroom 4. Executive Function for Children 5. Challenging Behaviors | <ol style="list-style-type: none"> 6. School Readiness using the CLASS Framework – Taking it Deeper 7. Health Coordinator Track 8. Reflective Practice in Family Engagement 9. <i>Parent Ambassadors (invitation only)</i> |
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Past students had great things to say about Summer Institute:

- *This course was packed with information - I can't wait to go back & try in the classroom.*
- *I loved this conference - it was a great chance for high level learning. Amazing and empowering!*
- *Loved our instructor - she was full of energy and made the class interesting and time fly!!!*
- *Great presenter - very knowledgeable and experienced, and provided good resources that I can take back and use in my work with families*
- *This course changed my attitude about my role as a teacher. I 'm now seeing the classroom as a community, and children as competent & powerful*

CEU Credits and Clock Hours in ECE available

Registration available at www.wsaheadstarteceap.com/summer_institute.html

Questions? Contact Katy Warren 425.453.1227, katy@wsaheadstarteceap.com

SCHEDULE

Sunday, June 22, 2014

Early Registration 4:00-8:00 pm (Dinner on your own)

Monday, June 23rd

Tuesday, June 24th

Wednesday, June 25th

<p>7:00-8:30 Registration</p> <p>8:30-12:00 Class Session</p> <p>12:00-1:30 Lunch</p> <p>1:30-5:00 Class Session</p> <p>6:00-7:00 Dinner</p> <p>7:30-9:30 Movie Night</p>	<p>7:00-8:00 Breakfast</p> <p>8:00-12:00 Class Session</p> <p>12:00-1:30 Lunch</p> <p>1:30-5:00 Class Session</p> <p>6:00-7:00 Barbecue & Outdoor Games</p> <p>7:30-9:30 Game Night</p>	<p>7:00-8:00 Breakfast</p> <p>7:00-8:30 Check out</p> <p>8:30-12:00 Class Session</p> <p>12:00-1:00 Lunch</p> <p>1:00-2:30 Class Session</p>
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Please consider the 8:30 course start time on Monday when making your travel plans

Summer Institute

Head Start/Early Head Start/ECEAP

June 23 - 25, 2014

Many Thanks to our Sponsors:



EARLY LEARNING COMPANY™
Expanding The Ways We Teach And Learn



Choose from one of the following seven 20-hour Course Offerings:

Track 1: Early Childhood Environmental Ratings Scale-Revised (ECERS)

The Early Childhood Environment Rating Scale, Revised Version, or the ECERS-R, is a comprehensive environmental assessment that is designed to assess the process quality of early learning environments serving children from 2.5 through 5 years of age. This assessment looks closely at the environment, personal care routines, access to materials, provisions for safety, and classroom interactions.

This three day deep dive into the tool is designed to provide participants with a comprehensive understanding of how the tool works, the intention behind the items in the tool, and resources to support continuous quality improvement that is in line with the scales recommendations. The first two days of the training will be classroom based and will include basic training on the tool as well as activities and practice videos that are designed to help participants develop a clear understanding of the tool and hands on experience with coding selected items. Day three of the training will include activities around designing

schedules that meet the requirements for accessibility and substantial portion of the day. A local Head Start classroom will be visited to help gain even further clarifications of the many items present in the ECERS-R and to gain a more solid understanding of using the tool in a classroom. There will be time to debrief, brainstorm, and consult the All About Book for clarifications and quality improvement for the classroom environment.

Presenter: DeEtta Simmons & Emily Small, University of Washington

DeEtta Simmons is the Associate Director at Childcare Quality and Early Learning Center for Research and Professional Development (CQEL) at the University of Washington, and has been working closely with the Department of Early Learning on the implementation of Early Achievers. **Emily Small, ME** is the Assessment Lead, Environment Rating Scales (ERS) at CQEL.

Track 2: Early Head Start - Home Visitors

Keeping Our Eyes on the Prize During Group Socializations and Home Visits

In Early Head Start we support child development by promoting positive adult-child interactions and relationships. Sounds simple, right? Yet engaging adults with their children takes a keen eye, an understanding heart, and thoughtful, responsive approaches. It's complicated work.

In this day and a half course, we will explore the key elements of group socializations and home visits which encourage families to participate and remain engaged. We'll begin by looking closely at the logistical details that can make a big difference in the tone of your group socializations. We'll then focus on specific strategies you can use to encourage and facilitate adult-child interactions during group socializations and on home visits.

The training will include mini-lectures, video clips, photo examples, individual reflections, skill practice, and small group discussions. You will have opportunities to put the ideas presented to practical use through skill practice, problem-solving, and implementation planning.

Presenter: Mary Foltz

Mary Foltz is the senior Early Head Start consultant at Portland State University's Early Childhood Training Center with over 35 years of experience in consultation and training with programs serving children and families. She has been helping Early Head Start programs design and implement effective management systems and high-quality infant, toddler and family services since 1995.

She developed and teaches an intensive Home Visiting course and is a faculty member of the Infant/Toddler Mental Health Graduate Certificate Program at Portland State. Mary is dedicated to supporting the emotional well-being of children, families, and staff.

Track 3: Early Head Start - Classroom

Maximize the Effects of Classroom Activities and Family engagement to Boost Infant and Toddler School Readiness in Early Head Start Center-Based settings. Families and staff share responsibilities for the learning and development of children and the progress toward outcomes for children and families. Learn how to support what is best for children and families as individuals and collectively as a family through building relationships, facilitating infant toddler development, center activities and home visits via Program for Infant Toddler Care (PITC) model.

Presenter: Teresa Bockes & Katy Keehn

Teresa Bockes has her Masters in Early Childhood Education and has over 30 years of experience working in the early childhood field with children, families, staff and administration. Currently, Teresa is an ECE Specialist for ICF International providing Training and Technical Assistance to Head Start and Early Head Start Programs in Washington.

Track 4: Developing Executive Function Skills in Children

Executive Function is the brain's "air traffic control system" that allows us to manage multiple streams of information at the same time, control impulses and revise tasks as necessary (www.del.wa.gov). We explore the innovative application of Executive Function research to ECEAP/Head Start settings. Early childhood educators will gain the skills to help children adjust to new learning environments, make good decisions and participate actively in learning in a positive way. Training in Executive Function puts early childhood educators at the forefront of research on acquiring critical building blocks for school readiness and social development through early childhood.

Presenter: Dr. Renee Rinderknecht

Dr. Renee Rinderknecht has a Ph.D. in Education with a focus on Education and Human Systems Learning and Change. She has over thirty years' experience in special education in public and private school settings in senior administration, consulting, and direct service delivery. She has facilitated more than 4,000 IEP's (individualized educational plans) and served as an evaluator/advisor to early childhood education programs. She led the first eastern Washington cohort of early childhood educators piloting a program on Executive Function under the direction of the Washington Department of Early Learning in partnership with Frontiers of Innovation (FOI), an initiative of the Center on the Developing Child at Harvard University.

***Track 5: Addressing Challenging Behaviors in Young Children
Making "SENSE" of Behavior: Trauma, Sensory Regulation,
Pervasive Developmental Disorders & Behavioral Strategies.***

Effective approaches for addressing challenging behaviors are necessary for the development of children's social skills. These approaches may include knowledge of child development, strategies for implementation and an acceptance of differences in families and children. This session will focus on approaching challenging behaviors in ways that will help children become socially competent.

As children develop, they are expected to demonstrate the behaviors and social skills that are valued in their homes and schools. Every parent and teacher knows that some children learn these skills more easily than others. For those children who struggle to learn the desired behaviors, sensory/regulatory difficulties are frequently an important contributing factor, even if undiagnosed. Children who have experienced trauma or with diagnoses such as Attention Deficit Disorder, Asperger's Syndrome, or Autism, often experience sensory/regulatory difficulties that lead to challenging behaviors. Challenging behaviors can span the range of noncompliance; inconsistent attention; heightened sensitivities; social isolation, poor coping skills, physical aggression; and intolerance of change.

If professionals and parents are to relate effectively with these children, then a deeper understanding of the connections between behavior, sensory processing and emotional regulation is critical. The presenter's

knowledge and methods will provide participants with practical skills in teaching children successful behaviors and sensory/emotional regulation.

Presenter: Cynthia Soares

Cynthia Soares, MS is an education practitioner and school counselor. She has a Bachelor's of Science degree in Criminal Justice, a Master's of Science degree in Marriage and Family Counseling and School Counseling. She has experience working with youth, families, and businesses since 1991.

Track 6: School Readiness using the CLASS Framework- Taking it Deeper

Using effective Instructional Support strategies using the CLASS Dimensions of Concept Development, Quality Feedback and Language Modeling are essential when support children's school readiness skills. Having multiple strategies, tools and resources available increases the teacher's ability to not only scaffold all children's learning, but to expand children's language development, understanding of new concepts, as well as develop higher order thinking skills in children both in and out of the classroom.

Through this training participants will:

- Explore techniques for observing, planning and individualizing children's learning including Dual Language Learners
- Learn strategies and techniques to effectively develop and enhance children's language, cognition and higher order thinking skills
- Strategize techniques to effectively scaffold and support children's learning
- Explore strategies to develop and expand language concepts for dual language learners and how they relate to executive functioning and the use of the scientific method
- Explore ways to tie new strategies into their School Readiness Action Planning, Washington's New Early Learning Guidelines and the Head Start Child Development and Early Learning Framework

Workshop activities and resources will be reflective and aligned with the systems and process of Teachstone's CLASS.

Sponsor: Head Start/EHS T&TA Office
Presenters: Lillian Carrillo, Annie Dalgetty

Lillian Carrillo has been an early childhood development professional for over 17 years, 12 of those working in Head Start. She works closely with the Oregon State partners, Collaboration Offices and Region X Head Start Offices to support the State, Regional and National initiatives. Lillian received a Bachelor's degree in Speech Communication from Portland State University, and has a Master's degree from Pacific Oaks College in Human Development with Specializations in Early Childhood Education, Bicultural Development and Leadership in Education.

Annie Dalgetty has been in the Early Childhood Education field for over 13 years with experience in Head Start, Child Care and No Child Left Behind. She spent time as a trainer with the National Head Start Family Literacy Center, Migrant and Seasonal Head Start, Idaho State Department of Education and the Idaho Department of Health and Welfare and is currently the Idaho Head Start Training and Technical Assistance Manager.

Track 7: Health Coordinator Track

Peggy King will be doing a great track designed for Health Coordinators and staff. Peggy does extensive training and consulting with Head Start and ECEAP programs throughout the northwest. She has some great ideas based on her work with programs and her expertise in public health and early childhood. The course is designed to help Health specialists be aware of rising issues and be able to work with their program, teachers, and families, including issues related to working with childcare partners. Topics will include:

- Infant/Toddler Health including care of the Newborn and the Postpartum Woman
- Communicable Disease and Sanitation practices
- Safety (classroom, playground, home)
- Care of the child with special health care needs (Diabetes, Severe Allergy, Seizures, Asthma)
- The forgotten Performance Standards: Family Health Education: What, When, How and Why

Presenter: Peggy King, BSN, MFA, Public Health Nurse Consultant and Early Childhood Specialist, Kids Northwest

Peggy King is a nurse with a long history of Head Start, ECEAP and child care health consultation. She has worked in many different types and sizes of programs in Seattle; Washington State; Region X; and nationally with Migrant HS, OHS and Zero To Three. She believes that all programs are capable of fully implementing the health performance standards and works to provide all with ideas, systems and tools to help them be successful.

Track 8: The Power of Reflective Practice in Family Engagement

Reflective practice is a key skill in human services that has the power and potential to deepen service delivery in the Family Support component. Defined, reflective practice is the habitual and judicious use of communication, knowledge, technical skills, reasoning, emotions, values and reflection in daily practice for the benefit of the individuals and communities being served (Epstein and Hundert, 2002). As family support professionals, the ability to continually stay in tune to personal reasons and rationale for approaches taken in work with families is critical. Through various experiential activities and thought-provoking group dialogues, this course is designed to specifically address the family support competency areas of school readiness, family partnerships, goal setting, parent leadership and engagement in child development processes and program governance utilizing a lens of cultural responsiveness. Join us for this engaging, informative and provocative session to learn new skills to examine personal philosophies, practices and interactions with families through reflection. Participants will leave refreshed, and rejuvenated and more equipped for the continued work of empowering families and communities.

Presenter: Deborah Northern

Deborah Northern, M. Ed. is a skilled trainer in professional development, dedicated and committed to thriving communities and the continued improvement of the quality of life for all children, youth and families. Deborah serves as Program Manager of Equity Services at Puget Sound Educational Service District, and is Adjunct Faculty at Edmonds Community College, Health and Human Services Division.