

2018 Early Learning Conference Schedule of Sessions

Friday Sessions

A Sessions: 12:00-1:30 PM – 1 ½ hours

BC Sessions: 1:45-5:00 PM - 3 hours

B Sessions: 1:45-3:15 PM – 1 ½ hours

C Sessions: 3:30-5:00 PM – 1 ½ hours

***Session presented in Spanish**

A Sessions: 12:00-1:30 PM

A-1	<i>Classcaping: Transforming Your Environment So Your Classroom Becomes a Place of Exploration, Creativity and Wonder</i>
Jeanna Hall	Oregon Child Development Coalition, Madras
<p>In this workshop participants will learn why classroom environment is so important to teachers and children, how it affects learning and teaching, what to do to develop a classroom environment that promotes exploration, creativity and wonder in the class with a focus on the use of natural and recycled materials and how to use the environment as the third teacher. Participants will also identify “trouble spots” in their classroom and begin to develop a plan for changing the environment to promote learning in the class.</p>	
Infant/Toddler Teachers CKC: LEC Set One	Location

A-2	<i>Oregon Spark: The Revised System is Coming Summer 2018!</i>
Robyn Lopez Melton, Tom Udell, Hannah Anonson, Amy Rizo	The Research Institute at Western Oregon University
<p>This interactive session will provide participants an inside look at the Spark (QRIS) revision process. Facilitators will provide up-to-date information about timelines for rolling out the revisions, standards, materials and processes. Participants will be able to ask questions and discuss what the revised system will mean for their programs.</p>	

CKC: PM Set One	Location
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A-3	<i>Challenging Students Need Support and So Do the Teachers Who Teach Them</i>
Valerie Mallory	1 st Choice Assisted Care, Bend, OR

Children and youth are becoming more challenging to work with every year. Schools have high expectations and many of our challenging students lack the skills to meet the demands. This can cause much stress for educators. Stress can take the joy out of teaching. During this short seminar teachers will learn tips and tricks for working with students who have challenging behaviors. Participants will also learn strategies for de-stressing at the end of difficult days.

CKC:UGB Set One	Location
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A-4	<i>Building a Safe and Trusting Community for Infants and Toddlers</i>
Lindsey Walsh, Stephen Karmol	Wild Lilac Child Development Community

In order for infants and toddlers to develop trust the adults in their life must be able to create a safe, secure and predictable environment for them. This is not always easy to do as parents and caregivers deal with our own fears, judgments, and guilt. In this interactive workshop, we'll explore how we can work to create safe and trusting communities for the youngest children in the face of a biased and oppressive society.

Infant/Toddler CKC:LEC Set One	Location
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A-5	<i>They Say We Should Play...but They Say I Can't: Overcoming Obstacles to Make Rich, Risky, Creative, Big Play Happy for Young Children!</i>
Stephanie Krause	Bloom Children's Center

Often providers who believe in the value of play and desire to bring more play into their environment find themselves stumped and overcome by the barriers that seem to prevent them from providing a truly play-filled environment. This session will be a discussion that provides participants the opportunity to examine:
 -What are the barriers that often prevent providers from feeling confident in providing children ample time and space to play?
 -How can providers begin to overcome those barriers?

CKC: LEC Set One	Location
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A-6	<i>Happy Teacher Revolution: Supporting the Social-Emotional Learning of Teachers</i>
Dannah Thomas	Happy Teacher Revolution
<p>Happy Teacher Revolution is a Baltimore-born, international movement with the mission to organize and conduct support groups for teachers in the field of mental health and wellness to increase teacher happiness, retention, and professional sustainability. This discussion-based session will explore topics of caregiver burnout, vicarious trauma, the importance of self-care in the field of education, and the necessity for teachers to feel empowered to claim happiness as their own as a "best-practice" to help students. Participants will have the opportunity to experience and participate in a hands-on "demo" Happy Teacher Revolution meeting as part of this session and learn how to initiate teacher wellness support groups in their local communities.</p>	
CKC: PPLD Set One	Location

BC Sessions: 1:45-5:00 PM (These sessions include a 15-minute break.)

Choose a BC OR a B and C session

BC-7	<i>Whole Body Support for Educators: Somatic Self-Care Practices that Balance Your Nervous System, Boost Your Resilience and Enhance Your Presence in the Classroom</i>
Jessica Schaffer	Nervous System Reset
<p>This class, which focuses on self-care for the educator, will define and explore the neurophysiological components inherent in developing strong relational presence as a basis for effective teaching. Participants will be introduced to simple somatic skills that calm and rebalance the nervous system and which support effective stress management, thereby increasing personal resilience and classroom effectiveness.</p>	
CKC: PPLD Set One	Location

BC-8	<i>Foundations of Trauma Informed Care</i>
Kara Tachikawa	Inspire Early Learning Center
<p>Based on information from Trauma Informed Oregon, we will discuss how to build resilience among the children in our care. We will investigate how we can incorporate trauma-informed ideas in our daily lives and policies in our workplaces--for families, students, and co-workers. Through discussion, we will discern the difference between "what's wrong with you?" and "I wonder what happened to you." Participants will leave this session with a new perspective on challenging behaviors from children and/or difficult to understand adults.</p>	
CKC: UGB Set One	Location

BC-9	<i>Let's Talk Supporting Children's Development Through Adult-Child Interactions</i>
Tom Udell	The Research Institute at Western Oregon University

During this session participants will learn about the importance of appropriate adult-child interactions and their impact on children’s learning. They will also learn about a variety of adult-child interaction techniques as well as how these techniques relate to the CLASS tool.

CKC: HGD Set Two

Location

BC-10	<i>Hot off the Press- Oregon’s Core Knowledge Categories!</i>
Sarah Myers & Pam Deardorff	Oregon Center for Career Development
Early Learning Professionals will explore Oregon’s Core Knowledge Categories through a guided examination of recent revisions to the categories and the key concepts, they will engage in group work to develop an understanding of standards within the ten categories, and learn strategies for applying the document to professional practices.	
CKC: PPLD Set Two	Location

BC-X	<i>Expanding the Preschool Palate! Exploring nutritious meals and snacks for children.</i>
Julian Darwin	COCC-Cascade Culinary Institute
In this interactive session, Chef Julian Darwin, from the COCC Cascade Culinary Institute, will discuss and demonstrate nutritional meal planning and preparation that includes joy and creativity in the process. Attendees will have the opportunity to explore new ideas for incorporating new foods and engaging children in the cooking and preparation process. Attendees will grow in their confidence and appreciation for cooking with children, and they will walk away with fresh ideas to try right away. Due to space, this session is limited to 18 participants.	
CKC: HSN Set One	Cascade Culinary Institute: CUL 117

B Sessions: 1:45-3:15 PM Choose a B and C session OR a BC session

B-11	<i>Healing through Creativity</i>
Anne Van Dusen	Anne Van Dusen, LCSW private practice
Teachers provide such a multitude of services for children and often have little time for their own nurturing, relaxation and healing. Some children bring complicated challenges that especially tire a caring teacher. Join us to learn about some ideas to help children with emotional/behavioral challenges and to share creative ideas to restore your energy during exhausting weeks. Please bring your questions and we will collaborate on ways to assess, rejuvenate and grow!	
CKC: LEC Set One	Location

B-12	<i>"Look Out!" said the Teacher, "I'm Going to Scream!" Handling Behaviors that Have You at Your Wit's End</i>
Stephanie Krause	Bloom Children’s Center
In this interactive session, participants will consider the interaction between teacher beliefs and	

children's behaviors. Questions we will explore include -What are the behaviors that I find most challenging? -What is my view of the child exhibiting challenging behaviors? -How can I shift to a perspective that will move me from high stress to empathy amidst challenging moments? -How does my own personal mental and emotional state affect my ability to handle challenging behaviors? -What practically can I do to improve my own ability to stay away from that "at my wit's end" position?	
CKC: UGB Set One	Location

B-13	<i>Supporting Children's Resilience Starts with Fostering Our Own</i>
Shannon Lipscomb	OSU-Cascades Human Development and Family Science
In this session you will learn about the science of resilience. We will focus on practices for fostering resilience through self-regulation. Learning outcomes include identifying strategies for supporting children's resilience through your own self-care and well-being.	
CKC:UGB Set One	Location

B-14	<i>Honoring Equity and Diversity in the Classroom Library</i>
Angie Cole	COCC-Early Childhood Education
This session will meet in the new CLERC space of the Barber Library where we will explore children's literature that honors equity and diversity. We will discuss how to evaluate texts for bias and ideas will be shared for student responses to various texts. (Limited to 15 participants due to space.)	
CKC:DIV Set One	Location: Barber Library-CLERC Area

*B-X-S	<i>QPR (Question, Persuade, Refer) suicide-prevention</i>
Mara Robles	Neighbor Impact Child Care Resources
El objetivo principal del entrenamiento QPR es no solo prevenir el suicidio, sino también los intentos de suicidio. Para lograr esta meta, se deben tomar muchos pasos. El primero de ellos es ayudar a las personas a aceptar su rechazo sobre el suicidio y permitirles hablar libremente sobre este tema. Mi esperanza es lograr aumentar el conocimiento de los participantes sobre el suicidio, proporcionar algunos antecedentes sobre el suicidio para disipar mitos y conceptos erróneos, y discutir algunas de las señales de advertencia.	
CKC: HSN Set One	Location:

C Sessions-3:30-5:00 PM

C-15	<i>Valuing Play in Both Theory and Practice</i>
Stephanie Krause	Bloom Children's Center
In this interactive session, participants will explore ideas for embracing child-led play in early learning	

environments. Throughout the session, several questions will guide discussion and reflection:

- What is play?
- What does it look like in the early years?
- How can I improve my ability to let play happen and to find its value in everyday interactions?

CKC: LEC Set One

Location

C-16	A Perfect Blend! Bringing STEAM Content and Consciousness Together through Mindfulness
Amy Howell	COCC-Early Childhood Education
In this interactive session, participants will explore the role of mindfulness in supporting early learning guidelines and building classroom community. Attendees will consider STEAM (Science, Technology, Engineering, Art, and Mathematics) content areas and how mindful practice can enhance exploration, connections, and appreciation for both children and educators.	
CKC: LEC Set One	Location

C-17	<i>Creating a calm learning environment; Tips and Tricks</i>
Maria Madden & Natalie Page	Juniper Elementary School-Bend LaPine School District; Bend Parks and Recreation
<i>Over the past few years Juniper Elementary School has been focusing on trauma sensitive practices. Maria Madden, Assistant Principal, and Natalie Page, Educational Assistant and children's yoga teacher will share ideas that help students and educators feel safe, and skilled in calming practices. This presentation is geared for all professionals that work with children.</i>	
CKC: UGB Set One	Location

C-18	<i>Books for Difficult Times</i>
Heather McNeil	Deschutes Public Library
If you have ever been challenged by how to address issues such as bullying, sharing or patience, come learn about new well-written books that could give you the help you need with your kiddos. Heather McNeil, Youth Services Manager from Deschutes Public Library, will also highlight books appropriate for individual situations, such as grief or trauma.	
CKC: LEC Set One	Location

C-X	<i>Creating a High Performing, Inclusive Organization</i>
Lauren Peterson, Oregon Registry Master Trainer	The Research Institute at Western Oregon University
What does it mean to be a “high performing, inclusive organization?” Facilitators will explore how NAEYC’s Strategic Priority of Organizational Excellence can be implemented on a program level. We	

will re-frame the concept of leadership as creating the conditions to “liberate the energy, imagination and momentum needed to create the best beyond measure.” (Margaret Heffernan). **This is a session geared toward program directors, administrators or programs with multiple employees.**

CKC: PM Set Two

Location

Evening Event: 5:00-7:00

Please join the Celebration for Spark and the Early Learning Community

***Elevation-Cascade Culinary Institute
no-host bar***

2018 Early Learning Conference Schedule of Sessions

Saturday Sessions

D Sessions: 8:00-11:00 AM – 3 hours

Keynote Presentation: 11:15-12:30 PM

Lunch: 12:30-1:30 PM

EF Sessions: 1:30-4:45 PM – 3 hours

E Sessions: 1:30-3:00 PM – 1 ½ hours

F Sessions: 3:15-4:45 PM – 1 ½ hours

***Session presented in Spanish**

D Sessions: 8:00-11:00 AM

D-19	<i>Boys Can Make You a Better Teacher: Understanding How Boys (and Some Girls) Learn, Play, Relate, and Communicate</i>
Janet Alison	Boys Alive!
We must reverse the alarming trend of boys being expelled from preschool and lagging behind academically. Frustrated with active boys who can't seem to sit still or listen? Wish you had more time to teach rather than just manage behavior? Discover how to match activities and learning environments to the distinct learning styles of boys.	
CKC: HGD Set Two	Location
D-20	<i>Our Oxygen Masks on First: Mindsets and Mindfulness for Us</i>
Kendra Coates	High Desert Education Service District
Exhausted? Feeling underappreciated? Come join us for a moment of pause, connection, and reflection. We will engage our self-empathy, explore our growth and fixed mindsets, and practice a few mindfulness techniques. You will leave feeling better than when you came.	
CKC: PPLD Set One	Location
D-21	<i>Educating for Peace: Nurturing Peaceful Living</i>

	<i>Skills in Children</i>
Jessica Born, Louise Wilson, & Kevin Dorrity	Bend Montessori School & High Desert Montessori
Workshop activities will explore how parents and educators can cultivate in children skills of emotional intelligence, conflict resolution, effective communication, self-confidence, cooperative behavior, and environmental stewardship. Participants will leave with materials and resources to implement lessons of peace in their home or classroom environment.	
CKC: UGB Set One	Location

D-22 (EdVenture)	<i>Creativity Labs for Early Learners</i>
Darlene Becker	Base Camp Art Studio
It doesn't matter if you can draw inside the lines, does it? What is it that we gain from creative endeavors and how do we cultivate this in our early learners? We know that businesses in all different industries want to hire creative people. We also know that engaging in creative opportunities can promote optimal development. We will explore how we can facilitate open-ended art opportunities in early childhood to cultivate this creativity - to teach children to solve problems, think for themselves, build resilience and promote optimal development. In open-ended art there is a freedom within a structure - enough structure to keep children safe and enough freedom for children to explore and discover their own passions and identities.	
CKC: LEC Set One	Take conference bus to Base Camp Art Studio

D-23 (EdVenture)	<i>Process this Mess! Art and Science as They Should be in Early Childhood</i>
Stephanie Krause	Bloom Children's Center
Attendees will begin this session with free time exploring a wide variety of art and science activities as our preschoolers often experience. The activities provided for these provocations will include a variety of forms of painting, sensory, fine motor, and gross motor activities that are indoors and outdoors, challenging the norm for traditional preschool art and science experiences.	
CKC: LEC Set One	Take conference bus to Bloom Children's Center

D-X (EdVenture)	<i>Nature Connections: Young Children in Nature</i>
Jen Edwards	Learning Together Resources
Connecting young children to nature has so many benefits for promoting learning and development. Educators will learn strategies and tools for using the natural world to promote interdisciplinary learning that incorporates science, math, literacy, and physical activity, addition to encouraging connection and respect for living things in the environment. We'll engage in hands-on activities focused on the seasons and attendees will walk away with ideas they can utilize with children.	
CKC: LEC Set One	COCC Campus

D-XX	<i>Accommodations: It's Easier Than You Think!</i>
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Melinda Benson & Abbie Rexroad	Oregon Inclusive Child Care Program; NeighborImpact-Child Care Resources
Having to make accommodations for a child with higher needs can be a daunting task. Join us as we explore when plans are necessary and how to put one together. A well-defined accommodation plan can maximize effectiveness for the child and their child care program.	
CKC: SN Set Two	Location

Keynote Presentation: 11:15-12:30 PM

Keynote Presentation	<i>Happy Teacher Revolution: Supporting the Mental Health and Wellness of Educators</i>
Danna Thomas	Happy Teacher Revolution
<p>“Attention passengers: in the event of an unexpected change in pressure from administrators, parents, students, colleagues, or school district officials, please assist yourself before assisting children and those around you. Remember to breathe.” The messaging onboard airplanes is the exact same messaging our fellow educators need to hear: self-care isn’t selfish, self-care is survival. The charge to address teacher resiliency is one that is more important now than ever. Danna Thomas has spent the past seven years as an educator in Baltimore City Public Schools and currently teaches kindergarten in a special-ed inclusion classroom in one of the highest poverty regions in Baltimore City. As a national advocate and spokesperson for mental health awareness, Danna founded "Happy Teacher Revolution" as an international movement with the mission to organize and conduct support groups for teachers in the field of mental health and wellness to increase teacher happiness, retention, and professional sustainability. Her keynote address will illuminate the unique challenges and opportunities for teachers in the current educational climate as well as serve as a call to action for our caretakers to prioritize their own self-care as a best practice for students.</p>	
CKC: PPLD Set One	Campus Center Dining Hall

Lunch: 12:30-1:30 PM: Campus Center Dining Hall

EF Sessions: 1:30-4:45 PM with 15 break included in session
Choose an EF session OR an E and F session

EF-26	<i>Circle of Security Attachment for Educators</i>
Monica Vines	COCC-Counseling and Addiction Studies

This introductory training is based on the **Circle of Security® Parenting™** model. This is a self-reflection program offering the core components of the evidence-based and internationally supported COS protocol. This seminar presents video examples of secure and problematic parent/child interaction, healthy options in caregiving, and animated graphics designed to clarify principles central to COS. Circle of Security Parenting implements decades of attachment research in an accessible step-by-step process.

CKC: UGB Set One

Location

EF-27

Creating Confidence, Connection, and Community Through Storytelling

Jackie Vance

COCC-Early Childhood Education

A hands-on practical approach to learning about ourselves and others through the process of telling and listening to our stories. This approach highlights our differences and similarities which then helps us break down barriers, strengthen ties, and form bonds. Therefore, creating confident individuals who have strong connections within a caring community. This session will present the importance of storytelling, an overview of various techniques and examples, how to incorporate this practice into work with young children, a personal reflection on our own stories, how to best present our stories, and time to write and share our stories.

CKC:PPLD Set One

Location

E Sessions: 1:30-3:00 PM Choose an E and F session OR an EF session

***E-28-S**

Oregon Spark: The Revised System is Coming Summer 2018! (Spanish session)

Robyn Lopez Melton

The Research Institute at Western Oregon University

This interactive session will provide participants an inside look at the Spark (QRIS) revision process. Facilitators will provide up-to-date information about timelines for rolling out the revisions, standards, materials and processes. Participants will be able to ask questions and discuss what the revised system will mean for their programs.

CKC: PM Set One

Location

E-29

Tear Up Your Lesson Plan: Standing Up for Play

Michelle Lewis-Barnes

Thousand Forests Early Childhood Training and Consulting

Join us to explore the power of play in an early learning environment. Examine the stages of play and how they impact our environmental arrangements and choices. Explore approaches to document learning without interfering with play. Arrive ready to delve into how time, space, materials, and relationships come together to create a rich learning environment.

CKC: LEC Set Two

Location

E-30	<i>Once Upon a Time: Storytelling at the Heart of Early Literacy</i>
Stephen Karmol	Wild Lilac Child Development Center
Participants will learn the “why and how” of an inclusive approach to early literacy development that nurtures and builds upon children’s love of stories. Elements discussed include: integrating a story circle into your daily rhythm, the power of puppetry to introduce storytelling elements like narrative structure, keeping a classroom journal to transcribe students’ stories, and conducting a workshop where students learn to dramatize their stories and support each other through collaborative performance and revision.	
CKC: LEC Set One	Location

E-31	<i>Expectations, Reality, and Everything In-Between: What We Know About Trauma, and the Importance of Holistic Healing</i>
Caitlin McCabe	Eugene Relief Nursery
In this interactive session, participants will explore recent discussions about trauma, trauma-informed care and trauma-informed practices and how they relate to early learning environments. Session goals include understanding realistic approaches and how to connect to local trauma healing resources.	
CKC: HSN Set One	Location

F Sessions: 3:15-4:45 PM Choose an E and F session OR an EF session

F-32	<i>Fostering Resilience: Tools for Surviving (& Thriving!) During Your Early Childhood Educator Years</i>
Jenifer Trivelli	WiseMind Educational Services
Two buzzwords among today’s childhood educators, particularly those who work with high risk/high needs populations: <i>burnout & self-care</i> . We’ve heard over and over again to do special things for ourselves and take vacations. Those are wonderful when they can happen, but what are practical steps we can implement into our daily lives so we are not waiting to feel happiness, ease, and energized? This workshop will reveal insights from neuroscience and translate them into practical steps you can take to minimize the impact of stress and maximize your ability to survive and thrive the early childhood educator years.	
CKC: PPLD Set One	Location

F-33	<i>Communicating Effectively with Parents</i>
Janet Allison	Boys Alive!
Session trains teachers/staff effective ways to communicate with parents including non-verbal body language and understanding how men and women approach interactions/meetings	

differently. Develop positive partnerships with families by building rapport and trust. Examine effective ways to communicate - both verbal and non-verbal. Practice specific techniques for effective teacher-parent meetings. Explore how men and women differ in their communication preferences and how to adjust one's own approach to create more connection in both written and in-person interactions.	
CKC: FCS Set Two	Location

F-X	<i>Balance and Well-Being in Early Learning for Staff, Students, and Families- Developing a new Early Learning Model at the Redmond Early Learning Center- How collaboration and collective impact support positive outcomes for all.</i>
Desiree' Margo, Lisa Burgher and RELC team members	Redmond Early Learning Center at Hartman Redmond School District
The Redmond School District's Redmond Early Learning Center (RELC) , is in its second year of developing its 0-6 Early Learning Collective Impact model. During this session, RELC team members will share their journey in developing a new Early Learning model for the region, with a focus on partnering and building relationships with Redmond's young families, cultivating a Trauma Informed environment, leveraging the expertise of the RELC Early Learning team, and partnering with community agencies to increase student outcomes and develop a learning environment where we all thrive.	
CKC: FCS Set One	Location

Core Knowledge Category (CKC) Abbreviations:

- Diversity - DIV
- Families & Community Systems - FCS
- Health, Safety & Nutrition - HSN
- Human Growth & Development - HGD
- Learning Environments, & Curriculum - LEC
- Observation & Assessment - OA
- Personal, Professional, & Leadership Development - PPLD
- Program Management - PM
- Special Needs - SN
- Understanding and Guiding Behavior - UGB