

2022 Early Learning Conference Schedule

Friday Schedule

Session Overview for Friday, April 29, 2022

Session A: 12:00-1:30 (1.5 hours)

A1	Playful Instruction and Planful Play
CKC LEC Set 1	Dr. Lucy Hart Paulson, EdD, CCC-SLP
Building/Rm	Play has long been considered an important contributor to children’s development. As such, play is included as a “must have” component in early childhood curricula. Changes in society and culture have created cause for concern about children’s opportunities to engage in pretend play. Another influence is an increased pressure for more academic learning in early childhood classrooms. This session describes types of play, stages of development, research findings, and ways early childhood educators can embed playful instruction and plan for purposeful play.

A2	How Early Screening and Intervention Can Close the Equity Gap in Reading Outcomes
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	<p>Cómo la Detección Temprana y la Intervención Pueden Cerrar la Brecha de Equidad en los Resultados de Lectura</p>
<p>CKC OA Set 1</p>	<p>Shelley Gray, M.Ed.</p> <p>Owner - Great Minds Learning</p> <p>Sharon Bellusci</p> <p>Co-lead of Decoding Dyslexia Central Oregon</p>
<p>Building/Rm</p>	<p>Reading is the most challenging thing for humans to learn and we have to do it as children.</p> <p>Early childhood experiences and skill building with linguistics are a key foundation for future reading. While a small percentage of children pick up these skills easily, many children struggle with the process. Research shows that early detection and intervention are essential to improving reading outcomes. Join us to learn about the early-literacy screening and practice play-based interventions with sounds and words that will boost the foundational pre-literacy skills of all children.</p> <p>La lectura es lo más difícil de aprender para los humanos y tenemos que hacerlo cuando somos niños.</p> <p>Las experiencias de la primera infancia y el desarrollo de habilidades con la lingüística son una base clave para la lectura futura. Mientras que un pequeño porcentaje de niños adquieren estas habilidades con facilidad, muchos niños luchan con el proceso. Las investigaciones muestran que la detección e intervención temprana son esenciales para mejorar los resultados de lectura. Únase a nosotros para aprender sobre la evaluación de alfabetización temprana y practicar intervenciones basadas en el juego con sonidos y</p>

	palabras que impulsarán las habilidades fundamentales de la alfabetización en todos los niños.
<i>This session includes Spanish interpretation</i>	

A3	<p>Sparkling Innovative Learning through Arts</p> <p>Integration & Reflection</p>
CKC LEC Set 1	<p>Bess Goggins CEO of the Boys & Girls Clubs of Bend</p> <p>Whitney Eskelson Head Of Program for the Boys & Girls Clubs</p>
Building/Rm	<p>The focus of this session will be to introduce participants to activities focused on arts integration and reflection that educators can use for a variety of lessons in different subject areas, from social studies definitions to mystery writing to science concepts. Participants will walk away from this session having learned at least three interactive activities they can immediately implement with their students in lessons and classrooms the next day. • Participants will be able to identify the impact of arts integration and reflection for students by acting as students themselves who participate in interactive activities. • Participants will be able to facilitate their own interactive activities involving arts integration by reviewing examples, planning their own version, and practicing it with peers. • Participants will be able to create a metacognitive practice for their students by participating in a metacognitive practice throughout the session.</p>

A4	Catalyzing Change in Early Childhood and Elementary Mathematics Education
CKC LEC Set 1	Regine Childs, High Desert ESD
Building/Rm	<p>In K-12 mathematics education so much conversations and discussions and focus are around High School mathematics education. There is a lack of recognition that the strength and needs of our pre-school/pre-kindergarten children and elementary age students must be taken in consideration in our conversations addressing the alignment of those developing early learner years.</p> <p>b. Outcomes: i. Finding and dismantling structural barriers that hinder each and every student to be included in mathematics education ii. Implementing equitable instructional practices to cultivate students' mathematical identity.</p>

A5	Self-Care for you in Early Childhood
CKC PPLD Set 1	<p>Anita Hisatake, Quality Improvement Manager Neighbor Impact</p> <p>Sara Depinte, Preschool Promise Instructional Coordinator</p>
Building/Rm	<p>Participants will explore the science behind self-care within early childhood programs. We will look at what programs have done in the past and what we can for future. We will create a realistic self-care plan for early childhood providers/educators and make self-care kits to use.</p>

A6	Exploring the Children's Literature Equity Resource Center at COCC
Exploration	COCC Faculty and Staff
LIB-CLERC Set 1	<p>As you begin your conference journey, Explore COCC Barber Library Children's Literature & Equity Resource Center (CLERC)—a dynamic collection of equity-focused, resilience-building, and culturally responsive children's literature located on the main floor of Barber Library—available to conference attendees 8am to 5pm Friday, April 29th. CLERC is open to all educators, students, and community members throughout the Central Oregon region and includes picture books, board books and young adult literature reflecting the rich diversity of world experiences and cultures, and covers a variety of subject areas including STEM, the arts, literature and social issues. In addition to books, the CLERC collection includes resources, including STEM kits to support early learning exploration of Science, Technology, Engineering, and Mathematics as well as materials to support early engagement with key literacy skills, such as phonological development, alphabetic understanding, and comprehension strategies. All are welcome to visit the space and to talk with library and education faculty about how to use the CLERC collection in early learning programs. While you're here, plan on getting a library card at the Barber Library circulation desk if you don't already have one (it's easy—just bring photo ID or proof of address) and check out some beautiful, diverse children's books and materials while at the conference.</p>

A7	Central Oregon Regional Educator Network: AMPLIFY with Cozy Conversations
CKC FCS Set 1	Shandell Landon and Georgina Monrean

Building/Rm	<p>Central Oregon Regional Educator Network focuses on improving aspects of the teacher experience, including recruitment, teacher development, retention, and leadership building. COREN is especially focused on improving these experiences for our teachers of color. Through AMPLIFY Central Oregon educators of color and students pursuing a career in education can participate in a variety of activities which prioritize teacher voice and utilize a continuous improvement process to make changes in our systems that help teachers succeed.</p> <p>Join us for an overview of COREN and AMPLIFY. We will define and identify how COREN and AMPLIFY can support you as an educator! During this session, we will engage in a 'Cozy Conversation' to discuss and capture what you are experiencing in the field of education and better ways we can support educators, both educators of color and white allies.</p>
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Session B: 1:45-3:15 (1.5 hours)

B1	Pages of PRIDE: Exploring children's literature that supports and celebrates LGBTQIA+ Families
CKC-LEC Set 1	Presenters: Cat Finney, COCC; Teresa Ashford, OSU, WSU; Chris Rubio, COCC; Brittany Nichols, COCC; Freddy Jordet, COCC

LIB-CLERC	<p>In this session, participants will join several presenters, including educators, parents, and COCC students, staff, and faculty, to discuss the importance of children's literature that represents, empowers, and honors the journey of individuals and families who identify as a member of the LGBTQIA+ community. Attendees will listen to and explore current examples of children's stories and the opportunities they afford for conversations with young children and their adults about inclusivity, expression, and care for one another. Attendees will listen to and explore current examples of children's literature and the opportunities they afford for queer and trans children and families to see themselves in stories, and for children and their adults to have conversations about inclusivity, expression, and care for one another. As a result of participating in this session, attendees will learn about the role of literature to provide equitable and empowering representation for developing children; they will apply ideas of Dr. Rudine Sims Bishop to consider literature as windows, mirrors, and sliding glass doors to children's emerging understandings of self and community, and they will apply principles of diversity, equity, inclusion, and social justice to analyze children's books as a way to support children and families in their programs</p>
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B2	Empowering Problem Solvers with Social & Emotional Learning
CKC UGB Set 1	Lindsey Kealey, OSU, author and founder of PAWsitive Choices Social & Emotional Learning
Building/Rm	<p>Now more than ever, children need our help to support their social and emotional development. In her presentation, Empowering Problem Solvers, Lindsey Kealey discusses practical ways to apply a trauma-responsive approach to helping children and adults solve problems. Lindsey shares heartwarming and relatable stories of her experience as a preschool and kindergarten teacher and teaches brain-based techniques for supporting children's mental and emotional health from her university research and</p>

	coaching practice. Educators will leave the session with effective strategies to empower children to learn from mistakes, build empathy, and solve problems.
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B3	Women Supporting Women: Hot Topics in Women’s Leadership
CKC PPLD Set 1	Diane Murray and Dr. Kendra Coates, Director of Mindset and SEL, High Desert ESD Faculty, College of Education OSU-Cascades
Building/Rm	We know you have things to share and we know when women come together magic happens. So join us in this “participant panel” as we talk about all the things in early learning leadership. Participants will volunteer to join a series of short panels while we jump into hot topics and important issues in women’s leadership.

B4	Understanding special education services in public schools. Comprender los servicios de educación especial en las escuelas públicas
CKC SN Set 1	Presenter: Luis Navez Dircio -Special Education Teacher (Maestro de Educación Especial) -Bend La-Pine Schools (Escuelas de Bend La-Pine)

	<p>In this session, participants will learn about students in special education, how students with special education services can succeed, and how diverse students are navigating through their education unsuccessfully.</p> <p>Participants will learn about the process of how a student is identified and put into special education. Participants will understand different factors of special education in elementary, middle, and high schools.</p> <p>En esta sesión, los participantes aprenderán sobre los estudiantes en educación especial, cómo los estudiantes con servicios de educación especial pueden tener éxito y cómo los estudiantes diversos están navegando sin éxito a través de su educación.</p> <p>Los participantes aprenderán sobre el proceso de cómo se identifica a un estudiante y se le asigna los servicios de educación especial. Los participantes comprenderán los diferentes factores de la educación especial en las escuelas primarias, intermedias, y secundarias.</p>
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This session is offered in Spanish

Session C: 1:45-4:45 (3 hours)

C1	<p>Giving Back To YOU: Easy Personal Finance for Educators</p> <p>Devolviéndole a USTED: Finanzas Personales Fáciles para Educadores</p>
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CKC PPLD Set 1	Alma M Lugtu
Building/Rm	<p>Educators focus on what they can give to their students. This session is for YOU – how can we support the educator? Alma was a “D” math student in high school and college who graduated from law school with a mountain of student loan debt. After teaching herself how debt worked, she paid off her law school loans 21 years early and her home mortgage in 15 years. In this session, Alma will teach you three things: 1) how to create an amortization table, which you can use to take control of paying off your debt. 2) how to create a compounding table, which you can use to achieve your saving and investing goals. 3) how does a millionaire create a budget, which is the #1 tool used by self-made millionaires to take control of their money.</p> <p>Los educadores se enfocan en lo que pueden dar a sus alumnos. Esta sesión es para USTED: ¿cómo podemos apoyar al educador? Durante la secundaria y la universidad, Alma fue una estudiante con notas “D” en matemáticas. Se graduó de la facultad de derecho con una montaña de deudas en préstamos estudiantiles. Después de aprender por sí misma cómo funcionaba la deuda, pagó sus préstamos de la facultad de derecho 21 años antes de lo estipulado y la hipoteca de su casa en 15 años. En esta sesión, Alma le enseñará tres cosas: 1) Cómo crear una tabla de amortización, que puede usar para llevar el control del pago de su deuda. 2) Cómo crear una tabla de capitalización, que puede usar para lograr sus objetivos de ahorro e inversión. 3) Cómo es que un millonario crea un presupuesto, lo cual es la herramienta número 1 utilizada por los millonarios para controlar su dinero.</p>
<i>This session includes Spanish interpretation</i>	

C2	It Takes Two to Support Our Students
CKC UGB Set 1	Lori Boll Executive Director Organization: SENIA International
Building/Rm	<p>Why does Nia throw herself to the ground and scream over the smallest problem? Why is Graeme so impulsive? Why does Sam do so well with his math facts, and then the next day they're gone? Why can't Meredith start a task? Why doesn't Jerome focus during circle time? Do you ever wonder why your students exhibit some of these behaviors? You're not alone. This can be exasperating for teachers who are trying to teach the curriculum. So what is it? Chances are it's one of two things (or both), a lack of social thinking skills or executive functioning challenges. This presentation will be divided into two parts. Part One: Participants will be introduced to the Social Thinking methodology, a framework created by Michelle Garcia Winner. This framework helps students discover how to interact in the social world. "Social thinking is the process by which we interpret the thoughts, beliefs, intentions, emotions, knowledge, and actions of another person, along with the context of the situation, to determine how to respond and achieve our social goals." (Winner, 2021) Attendees will walk away with an understanding of: 1. How we use Social Thinking in our everyday lives 2. How Social Thinking challenges present themselves in school 3. How Social Thinking difficulties affect learning 4. Strategies we can use to support students with Social Thinking challenges in the classroom Part Two: In part two of this session, participants will be introduced to Executive Functioning (EF). We will: 1. Define how we think about our students based on the work of Dr. Ross Greene. 2. Understand where EF takes place in the brain 3. Learn about each of the EF skills and challenges 4. Discover our own EF strengths and challenges 5. Learn strategies and supports for our young students. In the end, participants will discover how learning about these two key concepts will support all learners in an inclusive classroom. All students need explicit teaching in Social Thinking and Executive Functioning.</p>

C3	Insights on Interactions for Early Childhood Educators
CKC Set 2 OA	Candi Scott, Assessment Coordinator, CELYD/TRI Ami Russell, Lead Assessment Specialist, CELYD/TRI
Building/Rm	In this session, participants will examine the importance of high-quality adult-child interactions, how the ERS specifically emphasizes and describes them, and how ERS indicators of quality align with current research. Participants will also examine strategies to support reflection upon and creation of adult-child interaction continuous quality improvement goals. • Participants will examine the importance of high-quality adult-child interactions according to the Environment Rang Scales and research which supports applying them. • Participants will examine strategies to support reflection upon indicators within ERS and creation of continuous quality improvement goals related to adult-child interactions.

C4	Free, Creative, Recyclable, and New Ways to Bring STEM into Your Early Learning Classroom!
CKC LEC Set 1	Megan Gregg, Shadany Sanchez-Felix, Amanda Smith, Michele DeSilva, Central Oregon Community College
Building/Rm	Think you need expensive electronics or a degree in engineering to bring STEM into your classroom? Think again! In this presentation and hands-on “finker lab,” we’ll learn about ways to use developmentally and culturally appropriate strategies and tools to incorporate STEM activities into your curriculum and classroom for 0-5 years, focusing on readily available

	<p>materials and low-stress activities. You'll leave the session with practical applications for immediate use. The only prerequisite is curiosity!</p>
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<p>C5</p>	<p>Culture and the Classroom: How to build a culturally responsive classroom for diverse student populations</p>
<p>CKC 2 hr DIV 1 hr PM Set 1</p>	<p>Shandell Landon - OSU - Cascades Ty Morris, Community Trainer, Mt Hood</p>
<p>Building/Rm</p>	<p>Culture is embedded in everything we do and the classroom is no different. However, the way we respond to culture, as educators, must be different and will have a significant impact on your students and their success or failure. Through this training, participants will critically examine the different ways day-to-day experiences impact children and their cultural identification. Participants will discuss and identify barriers and current best practices to develop a culturally responsive setting for all students. b. Objective 1: Participants will explore program practices and materials, which address different languages, different learning styles, developmental needs, and cultural diversity. c. Objective 2: Participants will apply culturally responsive best practices to support families and children from diverse backgrounds d. Objective 3: Participants will examine quality indicators of their program to evaluate and identify areas of growth. e. Objective 4: Participants will examine quality indicators of their program to evaluate and implement current best practice strategies</p>

Session D: 3:30-5:00 (1.5 hours)

D1	<i>Let's Listen to Our Teachers: Creating an Early Learning Center that Prioritizes Educator Care & Vision as Best Practice</i>
CKC PPLD Set 1	<i>Shannon Lipscomb (OSU-C), Kendra Coates (OSU-C), Dayna Swanson (OSU-C), Amy Howell (COCC)</i>
Building/Rm	In this interactive session, presenters will share the emerging mission and goals for the upcoming Little Kits Early Learning Center, a collaboration between OSU-C, COCC, and regional partners. Presenters will ask attendees to share their hopes and expectations for a center which focuses on supporting the early learning workforce as well as children. Together, presenters and attendees will create a vision for an overall program that includes educator wellness as a priority for early care and education.

D2	Introduction to the Circle of Security
CKC UGB Set 1	Kara Tachikawa and Tobiah Brown, Mountain Star Family Relief Nursery
Building/Rm	Circle of Security is an international, research-based model for both parenting and early learning environments. The foundational understanding is that interactions between children and adults are the primary mechanism of development and learning. In this session we will discuss the basics of moving from a 'classroom behavior management strategy' to an attachment-based, relationship focused model for early learning. Deeper dive on this topic will be available via a 4-session cohort in May-June.

D3	<p>Stress: How to Effectively Manage it in Our Daily Lives (ESPANOL)</p> <p>Estrés: Cómo Manejarlo de Manera Efectiva en Nuestra Vida Cotidiana</p>
CKC PPLD Set 1	Amy Stancliff, Central Oregon Community College
Building/Rm	<p>Stress has always existed and is a part of most people's daily lives. However, as a result of many factors in the last several years, stress has become even more impactful on us as individuals and communities. This interactive presentation will begin a conversation for early childhood educators about what stress is, how to effectively manage it in our professional and personal lives, and why promoting stress management practices can build resilience in individuals and communities.</p> <p>El estrés siempre ha existido y es parte de la vida diaria de la mayoría de las personas. Sin embargo, como resultado de muchos factores en los últimos años, el estrés se ha vuelto aún más impactante para nosotros como individuos y comunidades. Esta presentación interactiva iniciará una conversación con educadores de la primera infancia sobre qué es el estrés, cómo manejarlo de manera efectiva en nuestra vida profesional y personal, y por qué promover prácticas de manejo del estrés puede generar resiliencia en individuos y comunidades.</p>
<p><i>This session is offered in Spanish</i></p>	

D4	Mental Wellness for Early Learning Educators
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CKC PPLD Set 1	Kim Martin, LPC and Anne Van Dusen, LCSW
Building/Rm	<p>Kim Martin, LPC & Anne Van Dusen, LCSW will share ideas & practical suggestions for ECE teachers/caregivers to keep themselves healthy. They also will provide guidance working with children with emotional & behavioral challenges.</p> <p>Presenters are in private practice in Bend & have worked with children for a combined 60 years.</p>

Session E: 5:00-7:00 (2 hours)

E1	A Celebration of Early Learning Educators in Central Oregon
CKC PPLD Set 1	Hosted by the Early Learning Hub of Central Oregon
Elevation	<p>Join community leaders in early childhood education to recognize the accomplishments and impact of our work. This is a time for growing in leadership through networking and sharing ideas for supporting one another. All are encouraged to join. Please note, this is held at COCC's Elevation.</p>

Session Overview for Saturday, April 30, 2022

Session F: 8:30-10:00 (1.5 hours)

F1	Social Communication Skills: Key Ingredients for Learning and Interacting with Others
CKC LEC Set 1	Dr. Lucy Hart Paulson, EdD, CCC-SLP Author and Literacy Consultant Language Literacy Links, Inc. and Lynnea Avenetti, MA, LPC
Building/Rm	Our social interactions and the way we communicate with those around us depend on interconnected and interdependent skills across the learning domains. Social-emotional skills depend on language and cognitive development. These skills require executive function, which helps support language and cognition, impacting social-emotional skills. Early childhood care providers have an important opportunity and responsibility to help young children develop these life-long skills. This session will describe foundational social communication skills and share everyday routines and activities that help to facilitate young children’s learning. We can help young children develop these skills in playful, engaging, intentional, and culturally responsive ways. Learning Objectives: 1. Describe foundational social communication skills and impacts on young children’s learning 2. Describe ways to facilitate social communication skills in daily routines

<p>F2</p>	<p>Introduction to Child-led exploration in Nature Classrooms:</p> <p>Asking open ended questions and assessing risk with 3-6 year olds</p> <p>Introducción a la Exploración Dirigida por Niños en Aulas de Naturaleza:</p> <p>Haciendo Preguntas Abiertas y Evaluando el Riesgo con Niños de 3 a 6 años</p>
<p>CKC LEC Set 1</p>	<p>Rachel Kelley: Preschool Teacher and Preschool Program Coordinator</p> <p>LB Gosset: Kindergarten Teacher and Development Coordinator</p>
<p>Building/Rm</p>	<p>During our presentation Rachel and I will discuss how to ask your early learners questions that lead to further inquiry, tips for supporting a child’s interest and how to realistically assess risk outside with a group of pre-kinder or kindergarten aged children. These are tools we find beneficial to building an inclusive and resilient community of young critical thinkers. Learning outcomes: How to use Inquiry based curriculum and perform group risk assessment in an outdoor classroom.</p> <p>Durante nuestra presentación, Rachel y yo hablaremos sobre cómo hacer preguntas que conduzcan a los niños pequeños a una mayor investigación, consejos para apoyar el interés de los niños y cómo evaluar de manera realista los riesgos exteriores para un grupo de niños en edad preescolar o de jardín de infantes. Estas son herramientas que consideramos beneficiosas para construir una comunidad inclusiva y resiliente de jóvenes con pensamientos críticos. Objetivos de aprendizaje: cómo usar un plan de estudios basado en la investigación y realizar una evaluación de riesgos para grupos en entornos al aire libre.</p>

This session includes Spanish interpretation

Session G: 8:30-11:30 (3 hours)

G1	Social Justice Through Picture Books: A Conversation
CKC LEC Set 1	Angie Cole, Cat Finney, Amy Howell (COCC), Tiwana Merritt and Jenny Wilson (AISJ-American International School of Johannesburg, South Africa), Rachel Cannon (AISL- American International School of Lagos, Nigeria), Matthew Steuer (ISU- International School of Uganda), Aisha White and Caitlin Forbes Spear (University of Pittsburgh Office of Child Development), Cecilia Torres (UN Ambassador Chicago Chapter), Alejandra Domenzain (author and activist), and Peter Limata (facilitator)
Building/Rm	In this interactive session, presenters discuss the why, what, and how of identifying and using children’s books to support social justice. This will feature a conversation among colleagues in Africa and North America who are sharing ideas and discoveries about the role of children’s books in supporting children’s growing understandings about diversity, equity, inclusion, and justice.

G2	Times Up, Transitions Suck
CKC SET 2 HGD, OA	Shandell Landon, OSU and Anita Hisatake, NeighborImpact-Child Care Resources
Building/Rm	This presentation will engage participants in a variety of activities, which support and build on participant knowledge of child development and transitions. Participants will examine current research and practices in guiding young children through classroom transitions to support child development and decrease problem behaviors.

G3	Coaching for Resilience in Early Childhood: Integrating Roots of Resilience Coaching into Professional Supports for Early Educators
CKC PPLD Set 1	Emiko Goka-Dubose, Oregon State University-Cascades and Shannon Lipscomb, Oregon State University-Cascades
Building/Rm	In this interactive session, presenters will share the Roots of Resilience Coaching framework, show examples of core coaching elements, and guide attendees to practice parts of a coaching session. Together, attendees and presenters will brainstorm ideas for integrating Roots of Resilience Coaching into existing professional support structures such as communities of practice and broader coaching efforts.

G4	Developing Inclusive Environments at a Program Level.
CKC PM/*DIV Set 1	Kara Tachikawa and Tobiah Brown, Mountain Star Family Relief Nursery
Building/Rm *pending approval	Have you wondered about - or already started working on - DEI (diversity, equity, and inclusion) in early childhood education? Join us to investigate common and individual biases along with the intersectionality between systemic issues - including racism, sexism, ableism, classism, and more - via video clips and conversation. We will initially discuss in White and BIPOC affinity groups, and then come back together to share our learnings. Finally, we will use an assessment tool to determine our individual and program readiness to implement anti-bias curriculum and identify next steps for developing inclusive environments.

Session H: 10:15-11:45 (1.5 hours)

H1	Building a Preschool from Scratch
CKC PM Set 1	Dominique Minor, Oregon State University

Building/Rm	<p>Description: Have you ever considered designing your own preschool program? Have you been operating a program for a while and are looking for ways to evolve your program? This training will highlight the process of designing a preschool “from scratch” with a specific focus on fostering diversity at the foundational level. We’ll explore the current research on play-based early childhood education and how it shapes a new philosophical approach for a preschool. This workshop is the culmination of an OSU-Cascades independent study where the presenter has spent an entire term building a theoretical preschool “from scratch.” In this workshop, participants will explore: (a) The process of developing a family handbook, creating a philosophical statement, building a website, and completing a cost-breakdown for a program, (b) A virtual field trip of the preschool program, and (c) How a foundational focus on inclusivity and diversity influences the quality of an early childhood education program designed for the central Oregon community.</p>
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H2	An Introduction to Autism Spectrum Disorder
CKC SN Set 1	Lori Boll Executive Director Organization: SENIA International
Building/Rm	<p>1 in 54 children diagnosed with autism spectrum disorder (ASD), teachers and professionals want to know more about how they can best support these learners in their classrooms. Attendees of this presentation will be introduced to the following: 1. The definition of autism, and how this definition continues to evolve 2. Signs & symptoms in young children 3. Why ASD is more prevalent in boys than in girls 4. Our sensory system and how it plays an important role in learning and self-regulation 5. Classroom and school practices to best support these exceptional learners With a touch of humor and an interactive component, presenter Lori Boll will share her experiences as a special educator and parent of a child with profound autism and Intellectual Developmental Disorder (IDD).</p>

H3	Mindfulness for Educators
CKC PPLD Set 1	Rachel Knox, Central Oregon Community College
Building/Rm	<p>This session provides an opportunity for early childhood educators to practice mindfulness, build self-awareness, and create calm. An understanding of mindfulness relies on felt experience. Explore the possibilities for bringing mindfulness into the classroom through practice. Learn how mindfulness can improve educators' well-being at work. Discover how mindfulness can change your interactions with your workload, your relationships with other staff, the children, and the classroom's learning environment. The practice of mindfulness and self-compassion can be the foundation of developing a thoughtful learning environment for children to work and play in. Through mindfulness, we can explore the wealth of human experience with active engagement in how we make sense of our world and act upon it: intellectually, ethically, spiritually, creatively, socially, emotionally, physically, and linguistically. "Real education can only begin out of a foundation of self-awareness. Know the truth of yourself."</p> <p>John Gatto</p>

H4	<p>Understanding special education services in public schools.</p> <p>Comprender los servicios de educación especial en las escuelas públicas</p>
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<p>CKC SN Set 1</p>	<p>Presenter: Luis Navez Dircio</p> <ul style="list-style-type: none"> -Special Education Teacher (Maestro de Educación Especial) -Bend La-Pine Schools (Escuelas de Bend La-Pine)
	<p>In this session, participants will learn about students in special education, how students with special education services can succeed, and how diverse students are navigating through their education unsuccessfully.</p> <p>Participants will learn about the process of how a student is identified and put into special education. Participants will understand different factors of special education in elementary, middle, and high schools.</p> <p>En esta sesión, los participantes aprenderán sobre los estudiantes en educación especial, cómo los estudiantes con servicios de educación especial pueden tener éxito y cómo los estudiantes diversos están navegando sin éxito a través de su educación.</p> <p>Los participantes aprenderán sobre el proceso de cómo se identifica a un estudiante y se le asigna los servicios de educación especial. Los participantes comprenderán los diferentes factores de la educación especial en las escuelas primarias, intermedias, y secundarias.</p>
<p><i>This session is offered in Spanish</i></p>	

Session I: 12:00-1:00 (1 hours)

11	Lunch Break
CCC Dining	

Session J: 1:00-2:30 (1.5 hours)

***Yael Lachman**

J1	<p>Panel Presentation 1: Rising and Shining Leaders in Early Care and Education</p> <p>Panel de Presentación 1: Líderes Emergentes y Brillantes en el Cuidado y la Educación de la Primera Infancia</p>
CKC PPLD Set 1	<p>Facilitator: Jen Rusk</p> <p>Panelists: Candace Brey, Stephanie Krause, Luis Navez, Kara Tachikawa, Julie Mitchell, Melinda Boyle, Tammy Rundle, Amy McCormack, Ana Wright</p>
PIO 201	<p>This panel conversation will center on leadership that comes from working <i>with</i> children and educators toward developmentally appropriate, culturally and community responsive practices.</p>

	<p>We recommend this panel for current and rising educators who are hoping to grow in their understanding of how their actions in classrooms and programs impact the lives of families and children in their care.</p> <p>La conversación de este panel se centrará en el liderazgo que surge del trabajo con niños y educadores hacia prácticas apropiadas para el desarrollo y sensibles a las culturas y comunidades.</p> <p>Recomendamos este panel para educadores actuales y futuros que esperan crecer en su comprensión de cómo sus acciones en las aulas y los programas impactan las vidas de las familias y los niños bajo su cuidado.</p>
<p><i>This session includes Spanish interpretation</i></p>	

<p>J2</p>	<p>Panel Presentation 2: Leading the Way through Advocacy and Policy</p> <p>Panel de Presentación 2: Dirigiendo el Camino hacia la Abogacía y Pólizas</p>
<p>CKC PPLD Set 1</p>	<p>Facilitator: Brenda Comini, Director-Early Learning Hub</p> <p>Panelists: Tim Rusk, Laurie Danzuka, Phil Chang, Alyssa Chatterjee, Heather Rogen, Jon Reeves, Diane Tipton</p>

<p>PIO 201</p>	<p>This panel conversation will center on leadership that comes from working on behalf of children, educators, and education policy toward equitable and inclusive practices.</p> <p>We recommend this panel for educators who have been in the field of early learning for some time and are looking to grow in their leadership reach as they engage with local, regional, state, and national advocacy and policy-level conversations.</p> <p>La conversación de este panel se enfocará en el liderazgo que proviene de trabajar en nombre de los niños, los educadores y las pólizas educativas hacia prácticas equitativas e inclusivas.</p> <p>Recomendamos este panel para educadores que han estado en el campo del aprendizaje temprano durante algún tiempo y buscan crecimiento en su liderazgo a medida que se involucran en conversaciones sobre la abogacía de pólizas a nivel local, regional, estatal y nacional.</p>
	<p><i>This session includes Spanish interpretation</i></p>

***Yael Lachman**

Session K: 2:45-4:15 (1.5 hours)

<p>K1</p>	<p>Beyond the ABCs: Supporting Language and Literacy in the Early Years</p>
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CKC LEC Set 1	Amy Howell, Central Oregon Community College
Building/Rm	In this interactive session attendees will explore the foundations of literacy learning. We will explore the role of sharing books and conversations with young children, and we will consider resources, such as games and interactive activities to support critical literacy skills, including phonological and phonemic awareness, alphabet knowledge, vocabulary development, and narrative understanding.

K2	The "Why" "What" and "How" of Supporting Diversity, Equity and Inclusion through Social Emotional Learning
CKC LEC Set 1	Jackie Vance, Bend LaPine Schools & Central Oregon Community College
Building/Rm	Participants in this session will discuss the "why" of linking social emotional learning with diversity, equity, and inclusion practices, explore the "what" through review of SEL resources that are specifically focused on DEI, and realize the "how" by creating plans for implementing practices that promote DEI through SEL. In this session, participants will: Understand the link between DEI and SEL; Explore SEL resources that promote diversity, equity, and inclusion practices in ECE ; Create a plan for implementing one DEI focused SEL practice

K3	Exploring and Understanding the Evolution of Oregon's Professional Development System
CKC PPLD Set 1	Adrienne Henry, Early Learning Systems Initiative (ELSI), Oregon State University
Building/Rm	<p>The Oregon Center for Career Development (OCCD), the Research Institute (TRI) at WOU, and the Early Learning System Initiative (ELSI) at OSU, are partnering to support the next evolution of Oregon's Core Knowledge Categories for the early learning profession serving children from birth to age 12. The adoption of the National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators (the NAEYC competencies) is the first step. Oregon's adapted professional development system, slated to roll out in late 2023, will respond to the needs of Oregon's workforce and bring the early learning workforce into alignment with a nationally recognized core body of knowledge, skills and values that promote the development, learning, and well-being of all young children. Participants will examine the revised NAEYC Competencies and together consider the implications of adoption in Oregon, as well as ways in which they could be implemented responsively and supportively. Participants will deepen their knowledge of the NAEYC Competencies as well as Oregon's Core Knowledge Categories, and think critically about how these competencies relate to their own work and professional development.</p>

K4	<p>How Do We Become Male or Female or Someone In Between?</p> <p>¿Cómo llegamos a ser Masculino o Femenino o Alguien Entremedio?</p>
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CKC UGB Set 1	Rebecca Walker-Sands, Ph.D. Emeritus Professor, COCC
Building/Rm	<p>Curious about the complications of gender development? Confused about Elliot Page from Juno or Caitlyn Jenner? In this presentation, we will discuss the biological bases for internal and external sexual characteristics as well as gendered behavior, such as style of presentation, mate choice and identity. We will also touch upon the social construction of the expression of these behaviors. Understanding these concepts is critical for helping our children become accepted and adjusted members of our community.</p> <p>¿Tiene curiosidad sobre las complicaciones del desarrollo de género? ¿Confundido acerca de Elliot Page de Juno o Caitlyn Jenner? En esta presentación, discutiremos las bases biológicas de las características sexuales internas y externas, así como el comportamiento de género, como el estilo de presentación, la elección de pareja y la identidad. También tocaremos la construcción social de la expresión de estos comportamientos. Comprender estos conceptos es fundamental para ayudar a nuestros niños a convertirse en miembros aceptados y adaptados de nuestra comunidad.</p>
	<i>This session includes Spanish interpretation</i>

K5	Embracing Gender Diversity in Early Childhood
CKC DIV Set 1	Teresa L. Ashford, Oregon State University (Corvallis) and Washington State University's Global Campus

Building/Rm	<p>Social injustice harms children and their families. Young children should be able to participate in their classroom environments and see not only themselves and their families, but a multitude of people representing diverse gender identities. In this workshop, we will explore how to make this happen in our programs by: (a) Identifying approaches to young children's learning and reactions to gender diversity, in addition to exploring age-appropriate strategies for the implementation of an anti-bias curriculum in the classroom, (b) Developing strategies to celebrate gender diversity in the rhythm of their programs through the creation of open and accepting program climates where all children and families are safe and able to thrive, and (c) Recognize the importance of working with young children, families, and staff to promote an understanding of gender diversity by possessing the necessary vocabulary to embrace diverse gender expression</p>
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K6	<p>Who Wears the Bossy Pants? Learning to Trust the Children's Lead in Building a Program of Excellence</p>
CKC LEC Set 1	<p>Stephanie Krause, Owner and Director, Bloom Children's Center</p>
Building/Rm	<p>What does it mean to join children as partners in their own early learning process and how do we begin this type of daring collaboration? In this interactive session attendees will explore the underlying connections between developmentally appropriate practice, culturally responsive teaching, and child-centered classrooms to grow in understanding and ideas for collaborating with children in their learning.</p>

Sessions offered or interpreted in Spanish

<p>A2</p>	<p>How Early Screening and Intervention Can Close the Equity Gap in Reading Outcomes</p> <p>Cómo la Detección Temprana y la Intervención Pueden Cerrar la Brecha de Equidad en los Resultados de Lectura</p>
<p>CKC OA Set 1</p>	<p>Shelley Gray, M.Ed.</p> <p>Owner - Great Minds Learning</p> <p>Sharon Bellusci</p> <p>Co-lead of Decoding Dyslexia Central Oregon</p>
<p>Building/Rm</p>	<p>Reading is the most challenging thing for humans to learn and we have to do it as children.</p> <p>Early childhood experiences and skill building with linguistics are a key foundation for future reading. While a small percentage of children pick up these skills easily, many children struggle with the process. Research shows that early detection and intervention are essential to improving reading outcomes. Join us to learn about the early-literacy screening and practice play-based interventions with sounds and words that will boost the foundational pre-literacy skills of all children.</p> <p>La lectura es lo más difícil de aprender para los humanos y tenemos que hacerlo cuando somos niños.</p>

	<p>Las experiencias de la primera infancia y el desarrollo de habilidades con la lingüística son una base clave para la lectura futura. Mientras que un pequeño porcentaje de niños adquieren estas habilidades con facilidad, muchos niños luchan con el proceso. Las investigaciones muestran que la detección e intervención temprana son esenciales para mejorar los resultados de lectura. Únase a nosotros para aprender sobre la evaluación de alfabetización temprana y practicar intervenciones basadas en el juego con sonidos y palabras que impulsarán las habilidades fundamentales de la alfabetización en todos los niños.</p>
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This session includes Spanish interpretation (MR)

<p>B4</p>	<p>Understanding special education services in public schools. Comprender los servicios de educación especial en las escuelas públicas</p>
<p>CKC SN Set 1</p>	<p>Presenter: Luis Navez Dircio</p> <ul style="list-style-type: none"> -Special Education Teacher (Maestro de Educación Especial) -Bend La-Pine Schools (Escuelas de Bend La-Pine)

	<p>In this session, participants will learn about students in special education, how students with special education services can succeed, and how diverse students are navigating through their education unsuccessfully.</p> <p>Participants will learn about the process of how a student is identified and put into special education. Participants will understand different factors of special education in elementary, middle, and high schools.</p> <p>En esta sesión, los participantes aprenderán sobre los estudiantes en educación especial, cómo los estudiantes con servicios de educación especial pueden tener éxito y cómo los estudiantes diversos están navegando sin éxito a través de su educación.</p> <p>Los participantes aprenderán sobre el proceso de cómo se identifica a un estudiante y se le asigna los servicios de educación especial. Los participantes comprenderán los diferentes factores de la educación especial en las escuelas primarias, intermedias, y secundarias.</p>
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This session is offered in Spanish

C1	<p>Giving Back To YOU: Easy Personal Finance for Educators</p> <p>Devolviéndole a USTED: Finanzas Personales Fáciles para Educadores</p>
CKC PPLD Set 1	Alma M Lugtu

Building/Rm	<p>Educators focus on what they can give to their students. This session is for YOU – how can we support the educator? Alma was a “D” math student in high school and college who graduated from law school with a mountain of student loan debt. After teaching herself how debt worked, she paid off her law school loans 21 years early and her home mortgage in 15 years. In this session, Alma will teach you three things: 1) how to create an amortization table, which you can use to take control of paying off your debt. 2) how to create a compounding table, which you can use to achieve your saving and investing goals. 3) how does a millionaire create a budget, which is the #1 tool used by self-made millionaires to take control of their money.</p> <p>Los educadores se enfocan en lo que pueden dar a sus alumnos. Esta sesión es para USTED: ¿cómo podemos apoyar al educador? Durante la secundaria y la universidad, Alma fue una estudiante con notas “D” en matemáticas. Se graduó de la facultad de derecho con una montaña de deudas en préstamos estudiantiles. Después de aprender por sí misma cómo funcionaba la deuda, pagó sus préstamos de la facultad de derecho 21 años antes de lo estipulado y la hipoteca de su casa en 15 años. En esta sesión, Alma le enseñará tres cosas: 1) Cómo crear una tabla de amortización, que puede usar para llevar el control del pago de su deuda. 2) Cómo crear una tabla de capitalización, que puede usar para lograr sus objetivos de ahorro e inversión. 3) Cómo es que un millonario crea un presupuesto, lo cual es la herramienta número 1 utilizada por los millonarios para controlar su dinero.</p>
<p><i>This session includes Spanish interpretation (MR)</i></p>	

D3	<p>Stress: How to Effectively Manage it in Our Daily Lives (ESPANOL)</p> <p>Estrés: Cómo Manejarlo de Manera Efectiva en Nuestra Vida Cotidiana</p>
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CKC PPLD Set 1	Amy Stancliff, Central Oregon Community College
Building/Rm	<p>Stress has always existed and is a part of most people's daily lives. However, as a result of many factors in the last several years, stress has become even more impactful on us as individuals and communities. This interactive presentation will begin a conversation for early childhood educators about what stress is, how to effectively manage it in our professional and personal lives, and why promoting stress management practices can build resilience in individuals and communities.</p> <p>El estrés siempre ha existido y es parte de la vida diaria de la mayoría de las personas. Sin embargo, como resultado de muchos factores en los últimos años, el estrés se ha vuelto aún más impactante para nosotros como individuos y comunidades. Esta presentación interactiva iniciará una conversación con educadores de la primera infancia sobre qué es el estrés, cómo manejarlo de manera efectiva en nuestra vida profesional y personal, y por qué promover prácticas de manejo del estrés puede generar resiliencia en individuos y comunidades.</p>
<i>This session is offered in Spanish</i>	

F2	<p>Introduction to Child-led exploration in Nature Classrooms:</p> <p>Asking open ended questions and assessing risk with 3-6 year olds</p> <p>Introducción a la Exploración Dirigida por Niños en Aulas de Naturaleza:</p> <p>Haciendo Preguntas Abiertas y Evaluando el Riesgo con Niños de 3 a 6 año</p>
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CKC LEC Set 1	<p>Rachel Kelley: Preschool Teacher and Preschool Program Coordinator</p> <p>LB Gosset: Kindergarten Teacher and Development Coordinator</p>
Building/Rm	<p>During our presentation Rachel and I will discuss how to ask your early learners questions that lead to further inquiry, tips for supporting a child's interest and how to realistically assess risk outside with a group of pre-kinder or kindergarten aged children. These are tools we find beneficial to building an inclusive and resilient community of young critical thinkers. Learning outcomes: How to use Inquiry based curriculum and perform group risk assessment in an outdoor classroom.</p> <p>Durante nuestra presentación, Rachel y yo hablaremos sobre cómo hacer preguntas que conduzcan a los niños pequeños a una mayor investigación, consejos para apoyar el interés de los niños y cómo evaluar de manera realista los riesgos exteriores para un grupo de niños en edad preescolar o de jardín de infantes. Estas son herramientas que consideramos beneficiosas para construir una comunidad inclusiva y resiliente de jóvenes con pensamientos críticos. Objetivos de aprendizaje: cómo usar un plan de estudios basado en la investigación y realizar una evaluación de riesgos para grupos en entornos al aire libre.</p>

This session includes Spanish interpretation

<p>H5</p>	<p>Understanding special education services in public schools.</p> <p>Comprender los servicios de educación especial en las escuelas públicas</p>
<p>CKC SN Set 1</p>	<p>Presenter: Luis Navez Dircio</p> <ul style="list-style-type: none"> -Special Education Teacher (Maestro de Educación Especial) -Bend La-Pine Schools (Escuelas de Bend La-Pine)
	<p>In this session, participants will learn about students in special education, how students with special education services can succeed, and how diverse students are navigating through their education unsuccessfully.</p> <p>Participants will learn about the process of how a student is identified and put into special education. Participants will understand different factors of special education in elementary, middle, and high schools.</p> <p>En esta sesión, los participantes aprenderán sobre los estudiantes en educación especial, cómo los estudiantes con servicios de educación especial pueden tener éxito y cómo los estudiantes diversos están navegando sin éxito a través de su educación.</p> <p>Los participantes aprenderán sobre el proceso de cómo se identifica a un estudiante y se le asigna los servicios de educación especial. Los participantes comprenderán los diferentes factores de la educación especial en las escuelas primarias, intermedias, y secundarias.</p>
<p><i>This session is offered in Spanish</i></p>	

<p>J1</p>	<p>Panel Presentation 1: Rising and Shining Leaders in Early Care and Education</p> <p>Panel de Presentación 1: Líderes Emergentes y Brillantes en el Cuidado y la Educación de la Primera Infancia</p>
<p>CKC PPLD Set 1</p>	<p>Facilitator: Jen Rusk</p> <p>Panelists: Candace Brey, Luis Navez, Stephanie Krause, Kara Tachikawa, Julie Mitchell, Melinda Boyle, Tammy Rundle, Ana Wright, Amy McCormack</p>
<p>PIO 201</p>	<p>This panel conversation will center on leadership that comes from working <i>with</i> children and educators toward developmentally appropriate, culturally and community responsive practices.</p> <p>We recommend this panel for current and rising educators who are hoping to grow in their understanding of how their actions in classrooms and programs impact the lives of families and children in their care.</p> <p>La conversación de este panel se centrará en el liderazgo que surge del trabajo con niños y educadores hacia prácticas apropiadas para el desarrollo y sensibles a las culturas y comunidades.</p> <p>Recomendamos este panel para educadores actuales y futuros que esperan crecer en su comprensión de cómo sus acciones en las aulas y los programas impactan las vidas de las familias y los niños bajo su cuidado.</p>
<p><i>This session includes Spanish interpretation (MR)</i></p>	

J2	<p>Panel Presentation 2: Leading the Way through Advocacy and Policy</p> <p>Panel de Presentación 2: Dirigiendo el Camino hacia la Abogacía y Pólizas</p>
CKC PPLD Set 1	<p>Facilitator: Brenda Comini, Director-Early Learning Hub</p> <p>Panelists: Tim Rusk, Laurie Danzuka, Phil Chang, Alyssa Chatterjee, Heather Rogen, Jon Reeves, Diane Tipton</p>
HCC 330	<p>This panel conversation will center on leadership that comes from working on behalf of children, educators, and education policy toward equitable and inclusive practices.</p> <p>We recommend this panel for educators who have been in the field of early learning for some time and are looking to grow in their leadership reach as they engage with local, regional, state, and national advocacy and policy-level conversations.</p> <p>La conversación de este panel se enfocará en el liderazgo que proviene de trabajar en nombre de los niños, los educadores y las pólizas educativas hacia prácticas equitativas e inclusivas.</p> <p>Recomendamos este panel para educadores que han estado en el campo del aprendizaje temprano durante algún tiempo y buscan crecimiento en su liderazgo a medida que se involucran en conversaciones sobre la abogacía de pólizas a nivel local, regional, estatal y nacional.</p>
	<p><i>This session includes Spanish interpretation</i></p>

<p>K4</p>	<p>How Do We Become Male or Female or Someone In Between?</p> <p>¿Cómo llegamos a ser Masculino o Femenino o Alguien Entremedio?</p>
<p>CKC UGB Set 1</p>	<p>Rebecca Walker-Sands, Ph.D. Emeritus Professor, COCC</p>
<p>Building/Rm</p>	<p>Curious about the complications of gender development? Confused about Elliot Page from Juno or Caitlyn Jenner? In this presentation, we will discuss the biological bases for internal and external sexual characteristics as well as gendered behavior, such as style of presentation, mate choice and identity. We will also touch upon the social construction of the expression of these behaviors. Understanding these concepts is critical for helping our children become accepted and adjusted members of our community.</p> <p>¿Tiene curiosidad sobre las complicaciones del desarrollo de género? ¿Confundido acerca de Elliot Page de Juno o Caitlyn Jenner? En esta presentación, discutiremos las bases biológicas de las características sexuales internas y externas, así como el comportamiento de género, como el estilo de presentación, la elección de pareja y la identidad. También tocaremos la construcción social de la expresión de estos comportamientos. Comprender estos conceptos es fundamental para ayudar a nuestros niños a convertirse en miembros aceptados y adaptados de nuestra comunidad.</p>
	<p><i>This session includes Spanish interpretation</i></p>

