

York Early Learning Consortium

2018

EARLY CHILDHOOD

CONFERENCE

Saturday, November 10, 2018

8:00 am-1:00 pm

York County School of Technology

2179 South Queen Street

York, PA 17402



York Early Learning Consortium Welcome

The York Early Learning Consortium (YELC) is pleased to invite you and your colleagues to a day of learning, networking and professional growth at our 2018 Early Childhood Conference on Saturday, November 10, 2018 at York County School of Technology.

This event is specifically designed for early childhood professionals and advocates who work with or on behalf of young children. This year's conference features two, two-hour long workshop sessions. The selection of the workshops was specifically chosen to offer a variety of topics related to standards within the Keystone Stars program, Suspension & Expulsion policies & support, and supporting at-risk children. Special care was taken to reach a variety of groups, including infant/toddlers teachers, SACC teachers, and administrators.

Attendees will receive a certificate for each session which has been approved for two hours of DHS and PA Key professional development. Unfortunately due to a change in how ACT 48 credit can be given, we will not be able to offer ACT 48 credit this year.

We will be using Constant Contact for online registration, and payment will need to be sent in by check along with your registration form. When using this system you will immediately receive a registration confirmation.



YELC Conference Committee

On behalf of YELC, we would like to thank the following people for their dedication and support on the 2018 York Fall Early Childhood Conference:

Carrie Kitchen
Jen DeStephano
Lorrie Hall
Carol Heagy
Erica Heller
Jennifer Hockensmith
Heather Lehman
Amy Dively
Christina Ford

PennAEYC/NAEYC Professional Memberships

We're working harder than ever to provide you with more! Have you heard about our updated membership categories and benefits?

There is a membership fit for every level of your professional journey! Whether you are new to Early Childhood Care and Education, a seasoned professional, a student, PhD, or somewhere in between there is a place for you in PennAEYC and NAEYC membership!

Visit www.pennaeyc.com today to check out the full list of member benefits and resources!

Entry Level Membership \$30/year

This is a digital based introduction to AEYC membership.

*This membership does not include discounts to AEYC supported events or conferences.

Standard Membership \$69/Year

This is a basic level of unparalleled content and benefits to support all ECE Providers and includes discounts for many AEYC supported events like this conference!

Premium Membership \$150/Year

This level of membership is your best value and offers the ultimate NAEYC experience with many opportunities for member only events, and other exciting benefits!

NEW Family Level Membership \$35/Year

This membership is available for families of young children and advocates!

For more information about professional membership with PennAEYC and NAEYC visit www.pennaeyc.com or contact Rose Snyder at 717-635-9026 or rsnyder@pennaeyc.org.

CONFERENCE SCHEDULE

7:00 am—8:00 am Registration, Breakfast & Vendor Exhibits

Lobby at door #42 , Breakfast & Vendors in cafeteria

8:00 am—10:00 am **First Session** Various rooms as assigned

10:00am—10:45 am **Break & Vendor Exhibits**

10:45 am—12:45 pm **Second Session** Various rooms as assigned

12:45 pm—1:15 pm **Vendor Exhibits**

Additional Information

Register online at the Constant Contact page. This is the best way to register, as you are able to hold your spot in the session immediately. Return registration confirmation with payment.

<http://events.constantcontact.com/register/event?llr=5z5v7qxab&oeidk=a07efnj9lpt9d866fcc>

Registration deadline—October 22nd

Conference Assistance

If you have a question or specific need during the conference, please speak with any of the committee members who will be located at the registration desk all day and can be recognized by their lanyards & name tags.

As professionals in the field of education, we appreciate your active engagement during workshops, respectful participation in discussions, and courteous behavior during workshops, with exhibitors, and during exhibit time. During workshops, please silence cell phones and remain in the session until it concludes.

The YCST campus is smoke-free. Smoking is not permitted anywhere on campus. If you smoke during the conference, please respect our host by leaving the grounds of YCST.

Come Prepared!

Exhibitors and Vendors will be on-site with educational materials for your classroom and personal treasures for yourself! Vendors accept cash, check, or credit.

The conference committee and partners encourage the exchange of diverse opinions. The ideas presented and items sold do not necessarily reflect the views of the committee members and/or partners. No responsibility is assumed for any statement of fact presented at the conference; nor do advertising and/or exhibits imply endorsement of any product or services by the committee or partners.

Sessions

If any session does not meet minimum participation requirements the session will be canceled. Should this happen, a conference representative will contact you regarding an alternate session choice.

Attendance Credit and Certification Registry ID

number is required upon registration online to obtain PQAS / DHS credit for attendance. Failure to provide the registry ID in the registration process will result in no PD credit offered. All participants must complete the sign in sheet for each session attended.

Documentation of your attendance at the conference can be accessed in the My PD section of the PD Registry. Up to four DHS and PA Key professional development hours will be awarded. Act 48 and CEUs are not offered at this event. Please allow up to 4 weeks for this event to post to your registry account.

Meals

Breakfast/Snacks and drinks be available in the Cafeteria until 12:30 p.m. Participants are welcome to bring personal beverages or snacks to supplement the provided meal.

Photos

Photos taken at the conference may be used in YELC publications.

First Session (8:00 am - 10:00 am)

A1: Becoming Trauma Informed Part 1, Kim Alloway

Defines trauma and identifies the impact of trauma and adversity on behavior, functioning, and health across the lifespan. Introducing: the impact of trauma on the brain development and functioning, ACES study and the impact of trauma across the lifespan, symptoms, triggers, and reflection.

B1: Understanding Implicit Bias Part 1, Cynthia Pollich

Implicit Bias refers to the attitudes, beliefs and stereotypes that affect our actions and decisions in an unconscious manner. These biases can be both favorable and unfavorable, and are activated involuntarily, without an individual's intention. Everyone has Implicit Bias, but few of us are aware of it and how bias impacts our daily experiences. Educators, in particular, are at high-risk for being exposed to and allowing bias to negatively affect behavioral and academic outcomes. This workshop will share real-life examples of different types Implicit Bias, how it impacts our schools and provide practical strategies for how to change it.

C1: Preventing Sexual Abuse, Melissa Page

In this workshop, you will Receive a mix of survivor stories, expert advice, and practical guidance for preventing child sexual abuse. Learn about making choices, taking risks to prevent abuse, and supporting each other. Get simple strategies to prevent and respond to child sexual abuse through Darkness to Light's 5 Steps to Protecting Our Children™. Some participants may be survivors of child sexual abuse, and the intent of this workshop is to be affirming and empowering.

D1: Captain of the Ship: Sailing your School to Success with Compassion and Strength. Ron Shueli

Directors can transform into cooks, diaper changers, salespeople and teachers depending on the situation in front of them. Having that flexibility allows for greater success. Directors laugh and learn through a workshop designed to provide real solutions to challenges like teacher retention, bullying, behavior management, challenging parents, low energy staff meetings and closing tours. And the one secret on how to hire and keep the most qualified teachers in the harsh world of pre-school turnover. All while laughing through the workshop.

E1: How Trauma Impacts the Brain and Nervous System and what Do We Do About It, Lauren Spigelmyer

This workshop will provide participants with an interactive way of understanding and explaining how trauma impacts the brain and nervous system. They will be given techniques that build and strengthen relationships, foster respect and responsibility, and teach children to solve problems and manage their strong emotions. These strategies will give individuals tools for preventing and addressing undesired behaviors through open and respectful communication and problem solving. Participants will leave the workshop with an adaptable program to implement in their setting. This is a highly interactive workshop where participants will be working in pairs, small groups, and large groups. and planning based on observations of the classroom.

F1: Using Observation to Problem-Solve Issues in Your Infant or Toddler Classroom, Laura Heckart

During this session, participants will be introduced to the problem solving method of Action Research. Action Research is a teacher's purposeful approach to reflection

G1: A Developmentally Appropriate and STARS-Aligned Approach to Ending Suspensions and Expulsions, Nancy Loughhead

Trying Together will facilitate a conversation to define the terms of exclusionary discipline and the experiences of participants. The workshop will focus on developmentally appropriate practice as the foundation for preventative and responsive strategies to create an environment that supports educators, families, and children in ways that are intentional, developmentally appropriate, and culturally competent. This session will be interactive and provide participants an opportunity to discuss how STARS standards align with best practices for addressing behaviors.

H1: Understanding Older Children to Strengthen Families & Social Emotionally Sensitive Environment, Betsy Saatman

Learn about the development of older children first, then learn how to support families and create classrooms that support social emotional growth. We will learn about the pyramid model, and the 5 pillars to strengthening families. Lastly, we will reflect on our current practices and think about the changes we can implement with the new knowledge we acquired.

I1: A First Look at Program Observation Instruments for Continuous Quality Improvement Suzanne Glen

This course is an introduction to the Program Observation Instruments used in Keystone STARS for continuous quality improvement (CQI). Upon completion of the seminar, participants will be able to define the term Program Observation Instrument (POI), identify the types of POIs used in Pennsylvania, and explain the value and the process for selecting POIs that align with their program's quality goals.

J1: Tough Talks: Engaging Families in Critical Conversations, Rebecca Lamar

This workshop will discuss all components of professionalism and partnership with parents and families when difficult issues arise surrounding the development of a child. Communication, relationship building and everyday interactions are crucial to maintaining a bond with families, parents, staff and children. Strategies will be discussed that focus on parents as a support for their child's development, as well as promotion of the development of the whole child.

K1: Communicating Concerns about Children with Parents, Carolyn Kraft

When you suspect a problem with a child, it can be very difficult to communicate your concerns with his/her parents. This workshop will give you the tips to build partnerships with families and make communication successful and productive, information to be prepared for typical parent reactions in order to strengthen the parent's ability to cope, and ideas on how to care for yourself during this process

L1: Scaffolding Language to Create Readers Using the Montessori Philosophy, Minnette Taylor

Dr. Maria Montessori observed that the child's mind is like a sponge. But unlike a sponge which in time dries up, the child's mind incorporates what it soaks up. She called this "The Absorbent Mind." In the first 6 years of a child's life, his mind absorbs unconsciously specific things at specific times; she called these times 'The Sensitive Periods'. However, the Absorbent Mind is limitless. She determined that the role of the educator is to strew around in the environment with the child presenting language materials appropriate to each stage of the child's development.

SECOND SESSION (10:45 AM-12:45 PM)

A2: Becoming Trauma Informed Part 2—Practice Skills, Kim Alloway

Identify practice skills for building strong and responsive relationships: CAPPD skills. Identify supportive environmental components for EC environments.

B2: Understanding Implicit Bias Part 2, Cynthia Pollich

How can someone's race, sex, age, and other characteristics influence the way we see and treat them even when we are genuinely trying to be unbiased? What concrete steps can we take to help prevent this from happening? To help answer these questions, this workshop introduces the concept of implicit bias. Through a mix of short presentations, lively activities, and discussions, we will explore some harmful side effects of how our brains naturally perceive, categorize, and draw inferences about the world, including other people. We will also examine when this kind of bias is most likely to occur. And we will talk about what practical steps we can all take to try to reduce or eliminate it as well as what has been shown not to work.

C2: Understanding Generational Differences, Rose Snyder

In this course we will examine questions about generational differences in the workplace. It is important to better understand the needs and differences of various generational age groups so that professionals are best able to communicate and support children. We will discuss the influences of various generational differences as well as the often mistaken assumptions we have regarding specific age groups. This course is designed to challenge your current beliefs about various age groups and challenge you to think differently about generational differences to best support continuous quality improvement of the professional.

D2: Yogarate: Yoga and Martial Arts for Social Emotional Success, Ron Shueli

(Pronounced Yoga-Rah-Tay) This workshop teaches participants how to create an environment of positive learning by teaching children how to self regulate themselves by breathing in various ways and using energy through age appropriate non-contact martial arts. Participants will have the option to fully physically participate in the activities they will learn. Activities like 4 different ways to breathe, a full body dynamic stretching system, self-defense songs and movements, body flowing sun salutations and relaxing meditations. NamastAHYAH!

E2: How to Communicate with Challenging Children. Lauren Spigelmyer

This workshop will provide parents and caregivers with communication techniques that build respect and rapport, strengthen positive relationships, foster problem solving, and teach children to take control of their actions.

These strategies will give participants tools for preventing and addressing challenging behaviors through dignifying and respectful communication. Attendees will leave the workshop with a mnemonic to help them remember the strategies as well as a card ring resource that directly connects the strategies to their specific needs.

This workshop is largely interactive as participants will be working in pairs, small groups, and large groups to brainstorm ways to incorporate the strategies into their daily practices.

F2: Building Resiliency in Children. Laura Heckart

During this session, participants will discuss topics of resiliency. The instructor will introduce participants to specific characteristics or elements in a child's life that most contribute to resilience. We will identify how teachers can develop these resilient tendencies within their curriculum to promote positive social emotional development in young children.

Second Session (10:45 am - 12:45 pm)

G2: Movin' Through the Seasons: Theresa Cocci

Leading the child to become an active participant while incorporating the elements of changes in the seasons will be the focus of the session. Through moving, listening, singing, saying and playing, the teacher will be provided with child-centered resources that can easily be implemented in their curriculum.

H2: Environment, Behavior, and Supervision for SAC, Betsy Saatman

Step back, evaluate and adjust. Together we will explore the current environment, the behaviors and supervision, and how they work together. Upon completion we will have some reflective data that will support environmental changes and that will support differing supervision styles and behavioral changes.

I2: Introduction to Self- Assessment, Suzanne Glen

This session explores the key concepts of self-assessment and reviews best practice in completing an effective self-assessment. Small group activities will allow participants to discuss self-assessment practices with their colleagues and reflect on their goals for self-assessment.

J2: Transition Time Transformers: Techniques for Great Transition Times, Rebecca Lamar

Transitions make up a large part of the early childhood education day. Participants will recognize times during the day when children change from activity to another. Participants will be exposed to new activities and quick lessons that they can implement to move through transitions with ease.

K2: Including Exceptional Children, Carolyn Kraft

Everyone (families, child care professionals, and typically -developing children and their exceptional peers) benefits when exceptional children are included. We will learn about the best practices of sensitive and inclusive child care, such as avoiding "labeling" children, using person-first language, responding to children's curiosity, forming partnerships with parents, and creating an inclusive environment.

L2: Scaffolding Mathematics Using the Montessori Philosophy, Minnette Taylor

Dr. Maria Montessori believed that children can absorb mathematical concepts naturally. She recognized that there were sensitive periods in the child's development whereby the acquisition of mathematics was eagerly and joyfully explored through indirect preparation and the repetition of activities. Dr. Montessori created scientifically didactic mathematic materials based on the facts that a number itself cannot be defined or understood and to build number growth it must be experienced with real objects then they can become a more abstract idea.

Conference Registration Information YELC Early Childhood Conference Saturday, November 10, 2018

REGISTER EARLY!!

Conference space is limited to 360 participants and all workshops have a maximum capacity of 30 participants. Workshops will be filled as registrations are received. If you require further information or have questions, please call Erica at 717-858-5101 or email at eheller@childcareconsultants.org.

Registration Deadline: October 22, 2018.
Mailed registrations will not be processed until payment is received.

Cancellation: Cancellation/substitution requests must be received in writing on or before October 22, 2018. Refunds or substitutions may incur a \$10 handling fee. Send requests to Erica at eheller@childcareconsultants.org. No substitutions will be honored after October 22, 2018.

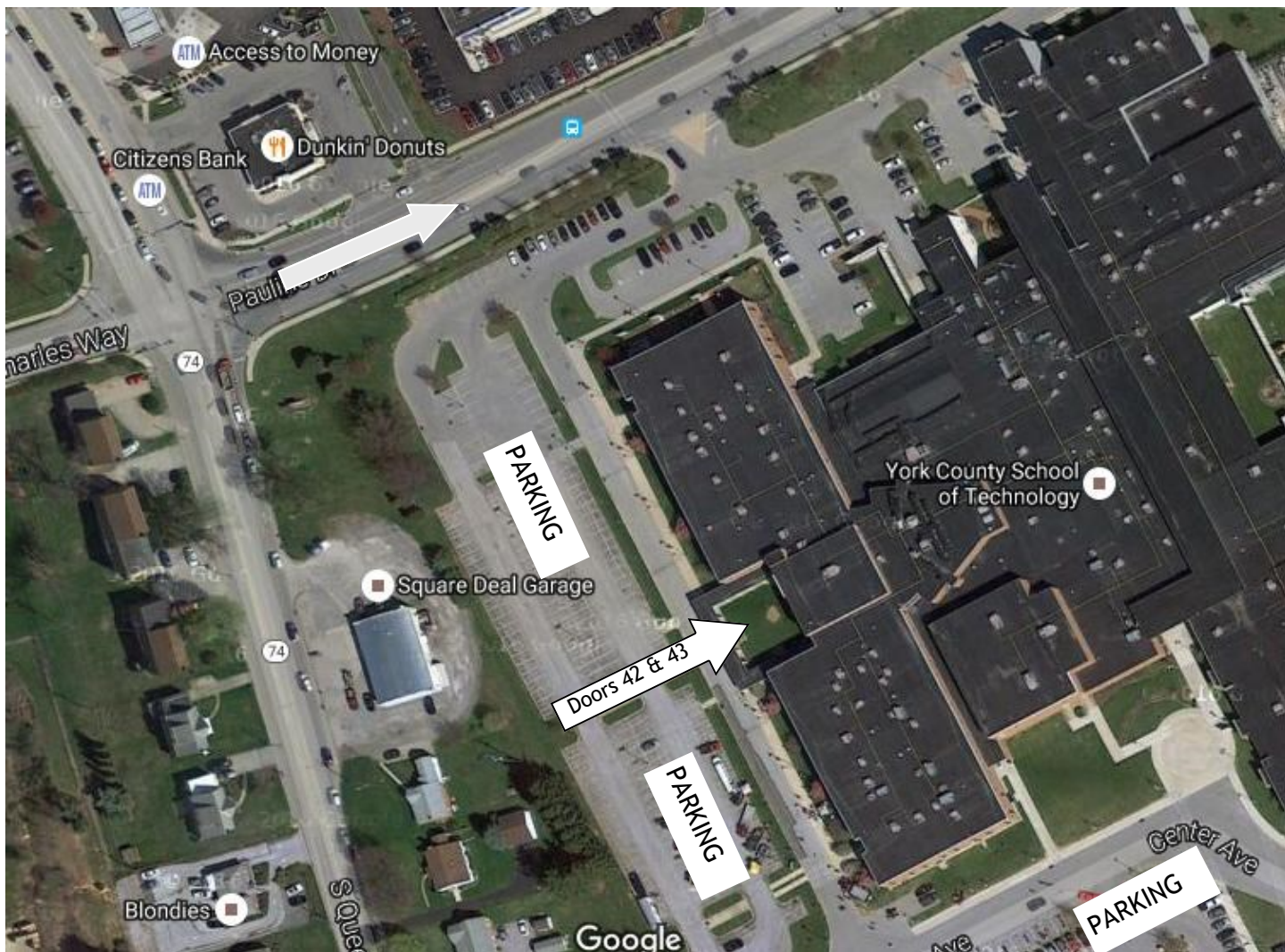
Conference Fee (includes breakfast):		
Early bird Rate—by 10/1/18	After 10/1/18	After Oct. 22, 2018 (if available)
\$25.00	\$30.00	\$35.00



How to get the most out of your conference experience...

1. Register early: All classes have limited space. Registering early gives you a better chance of getting your first choice.
2. Register online: When you register on <http://events.constantcontact.com/register/event?llr=5z5v7qxab&oeidk=a07efnj9lpt9d866fcc>, you can see in real time which classes are full and which still have availability. That way, if your first choice is full, you can find the next best thing. If you mail in your registration, you are relying on someone else to pick a session on your behalf (if available).
3. Pay attention to the course description. This lets you know what topics the class will focus on as well as the skill level. Use your PD Plan, your administrators' assessments and self reflection to pinpoint the topics that are the most valuable to your professional growth. Also, look for a skill level that will be challenging but not overwhelming.
4. Come prepared: To get the most of each session, you should be ready to listen, interact, take notes and ask questions. Please bring any materials necessary to do so. Also, some sessions may require outside resources (standard books, regulations, manuals, etc.) Please read the descriptions carefully and bring any materials the presenters requested. They will be unable to present their topic adequately without these resources.

Directions to York County School of Technology



Directions to York County School of Technology, 2179 South Queen Street, York, PA

From the PA Turnpike: Exit the Harrisburg/York interchange (Exit 242) and follow I-83 south. Exit I-83 at exit 16A to merge onto PA-74 S/S Queen. Follow directions below.

From the east or west via Route 30: Take Route 30 to I-83 and follow I-83 south to exit 16A to merge onto PA-74 S/S Queen. Follow directions below.

From Exit 74 S/S Queen: Turn left onto Pauline Drive. Turn right at first entrance into York County School of Technology. Bear right to front of building and Doors 42 and 43.

Conference Registration Form

Register online at <http://events.constantcontact.com/register/event?llr=5z5v7qxab&oeidk=a07efnj9lpt9d866fcc>.

Registration Information

First and Last Name: _____

E-mail Address: _____

Organization: _____

Work phone: () _____

Registry I.D.: _____

Workshop Selections

	First Choice	Second Choice	Third Choice
First Session:	_____	_____	_____
Second Session:	_____	_____	_____

Amount Paid

Registered/Postmarked by October 2, 2018

- \$25 Early Bird – Individual Rate
- \$30 Regular – Individual Rate

Send in Payment with your complete Registration Form

Checks made payable to Child Care Consultants

Send to :
Child Care Consultants—YELC
Erica Heller
29 North Duke St.
York, PA 17401