



Southwest Consortium
of Indian Head Start
Programs, Inc.

The Healing Power of Head Start

40th Native American Child and Family Conference

March 14-17, 2022

Virtual Conference

2022 Conference Registration Announcement



Registration Fees

Conference March 14-17, 2022

\$275

ONLINE REGISTRATION

Registration deadline is **March 7th**. All participants must have a unique email address to access the online conference platform and to track workshop attendance.

All registered participants (even those who are unable to participate in live sessions) will have On Demand access to sessions for 30 days following the live event.

Cancelation/No-Show Policy

No refunds will be issued for cancelations/no-shows. Prepaid registrants who are unable to attend may send a replacement at no additional charge. Please provide us with the name of the replacement before the training. If a participant is unable to attend and no replacement is made, a no-show will be charged the FULL amount of registration.

Conference Agenda

Monday, March 14

Time Zone	Intensive Session Part 1		Intensive Session Part 2		Lunch	Intensive Session Part 3	
Eastern	11:00a	12:30p	1:00p	2:30p	2:30-3:30	3:30p	5:00p
Central	10:00a	11:30a	12:00p	1:30p	1:30 – 2:30	2:30p	4:00p
Mountain	9:00a	10:30a	11:00a	12:30p	12:30 1:30	1:30p	3:00p
Pacific	8:00a	9:30a	10:00a	11:30a	11:30-12:30	12:30p	2:00p
Alaska	7:00a	8:30a	9:00a	10:30a	10:30 – 11:30	11:30a	1:00p

Tuesday, March 15

Time Zone	Opening Session		Workshops		Lunch	Workshops		Workshops	
Eastern	11:00a	12:30p	1:00p	2:30p	2:30-3:30	3:30p	5:00p	5:30p	7:00p
Central	10:00a	11:30a	12:00p	1:30p	1:30 – 2:30	2:30p	4:00p	4:30p	6:00p
Mountain	9:00a	10:30a	11:00a	12:30p	12:30 1:30	1:30p	3:00p	3:30p	5:00p
Pacific	8:00a	9:30a	10:00a	11:30a	11:30-12:30	12:30p	2:00p	2:30p	4:00p
Alaska	7:00a	8:30a	9:00a	10:30a	10:30 – 11:30	11:30a	1:00p	1:30p	3:00p

Wednesday, March 16

Time Zone	Workshops		Workshops		Lunch	Workshops		Workshops	
Eastern	11:00a	12:30p	1:00p	2:30p	2:30-3:30	3:30p	5:00p	5:30p	7:00p
Central	10:00a	11:30a	12:00p	1:30p	1:30 – 2:30	2:30p	4:00p	4:30p	6:00p
Mountain	9:00a	10:30a	11:00a	12:30p	12:30 1:30	1:30p	3:00p	3:30p	5:00p
Pacific	8:00a	9:30a	10:00a	11:30a	11:30-12:30	12:30p	2:00p	2:30p	4:00p
Alaska	7:00a	8:30a	9:00a	10:30a	10:30 – 11:30	11:30a	1:00p	1:30p	3:00p

Thursday, March 17

Time Zone	Workshops		Workshops	
Eastern	11:00a	12:30p	1:00p	2:30p
Central	10:00a	11:30a	12:00p	1:30p
Mountain	9:00a	10:30a	11:00a	12:30p
Pacific	8:00a	9:30a	10:00a	11:30a
Alaska	7:00a	8:30a	9:00a	10:30a



Monday 3-14-22 11:00a – 5:00p EDT	Tuesday 3-15-22 1:00p – 2:30p EDT	Tuesday 3-15-22 3:30p – 5:00p EDT	Tuesday 3-15-22 5:30p – 7:00p EDT	Wednesday 3-16-22 11:00a – 12:30p EDT
Real Strategies for Real Life: Planning High-Quality Teacher-Child Interactions in the Preschool Classroom Laine Rinehart, Sheila Sellers	Supporting Emotional Intelligence in Children Janet Humphries	A Foundation for Understanding Infant and Early Childhood Mental Health: Part 1 Indigenous Cultures Dawn A. Yazzie	A Foundation for Understanding Infant and Early Childhood Mental Health: Part 2 Self-Care Practices for Building Emotional Resilience Manisha Tare	"Ways of Being" Part 1: Mental Health Consultation 101 Manisha Tare
Rethinking ERSEA: Traveling Through A Systems Pathway	Promoting Resilience to Support Challenging Behaviors Marilyn J. Zimmerman, Jennifer Lipman	High-Five Mathematize - Part 1 Carol Bellamy, Patrice Griffin	High-Five Mathematize - Part 2 Carol Bellamy, Patrice Griffin	Looking Back, Looking Ahead: Social-Emotional Foundations for Responsive Transitions Part 1 Heidi Hagenson, Renetta Goeson
Management Roles and Responsibilities: A System View	Re-envisioning Early Childhood Education as Native Language Learning Environments: Promising Possibilities Christine Sims, Lana Garcia	Bringing the Conversation Guide for Professionals on Substance Use, Children and Families to Head Start Anne Auld, Candace Shelton	Fetal Alcohol Spectrum Disorders (FASD): Recognition and Strategies to Improve Outcomes in Early Childhood Settings Candace Shelton, Anne Auld	The Journey to Becoming Trauma Informed never-ending: How Early Childhood Education Center (SRP-MIC) is embedding Trauma Informed Education into its Culture Lisa Lopez, Marcel Rivera
	Program Planning: Annual Planning Calendar Darlene Zacherle, Patricia Banks	Ongoing Monitoring: A Tool for All Head Start Staff Dr. Lamont Yazzie, Patricia Banks	Asset-oriented and practical approaches to working with culturally rich learners and their communities MariaElena Salazar	Meeting Families Where They Are: Honoring our Stories PFCE
	Using Data to Plan Responsive Services for Families Racquel Martinez	Pathway for Change: Partnering for Success Guylaine Richard	How Health and Nutrition Impact Learning/School Readiness Janet Schultz, Cassandra Harding	What Education Looks Like for Infants and Toddlers Carol Bellamy, Patrice Griffin
	Getting Healthier Through Eating Traditional Native American Foods Alma Sandoval	The Pandemic Affected Health Services: How Do We Get Back On Track? Alma Sandoval	Policy Council - Program Governance Melvin J Gravely	Physical Activity Guidelines for Children, Staff and Parents Alma Sandoval
	Let's Chat for Managers and Directors: Celebrate Successes and Discuss Current Challenges Gil Gonzales, Bonnie Powell	Fitness for Duty in Head Start Transportation - Pt 1 Lyle Schofield	Fitness for Duty in Head Start Transportation - Pt 2 Lyle Schofield	Buried in Paper 2.2 Bus Driver Training Files Lyle Schofield
	Beginning with the Basics: Supporting New Staff with PFCE Onboarding PFCE	Coaching Skills for All Staff – Pt 1 Janet Humphries	Coaching Skills for All Staff – Pt 2 Janet Humphries	Resiliently Connecting Janet Humphries
				Decolonizing a Sustainable Language Revitalization Program Mike Richardson



Wednesday 3-16-22 1:00p – 2:30p EDT	Wednesday 3-16-22 3:30p – 5:00p EDT	Wednesday 3-16-22 5:30p – 7:00p EDT	Thursday 3-17-22 11:00a – 12:30p EDT	Thursday 3-17-22 1:00p – 2:30p EDT
"Ways of Being" Part 2: Infant and Early Childhood Mental Health Consultation Services - A Way to Begin to Honor and Practice what Indigenous Peoples Have Known for Millenia Dawn A. Yazzie	Trauma-Informed Practices for Early Childhood Programs – Pt 1 - Amy Foster Wolferman	Trauma-Informed Practices for Early Childhood Programs – Pt 2 Amy Foster Wolferman	Trauma-Responsive Care in Tribal Early Childhood Education Programs: Culture, Language, and Indigenous Knowledge Strengthening Healing and Resilience Pt 1 Lisa Ojibway, Patricia Valenzuela	Trauma-Responsive Care in Tribal Early Childhood Education Programs: Culture, Language, and Indigenous Knowledge Strengthening Healing and Resilience Pt 2 Lisa Ojibway, Patricia Valenzuela
Looking Back, Looking Ahead: Social-Emotional Foundations for Responsive Transitions Part 2 Heidi Hagenson, Renetta Goeson	Putting a Lens on STEM! Sheryl Hammock, Heather Stelzer	Creating a Culture of Safety and Implementing Active Supervision within your Head Start Program - Jennifer Lipman, Susan Morla	What Education Looks Like for Preschoolers Michelle Tsosie, Carol Bellamy	Preventing Behaviors that Challenge Us Through Developmental Appropriate Practice Michelle Tsosie, Patrice Griffin
Visual Interactive Learning: Sign Language for Children Birth - Five Years Lillian Hubler	100 Easy Ways to Promote Social-Emotional Learning Michael Hubler	Teaching Social-Emotional Learning to Young Children Michael Hubler	Family Engagement in Transitions Racquel Martinez	De-escalation Techniques: Dealing with difficult people/parents for Early Childhood Professionals Ronald Roszak
Supporting and Enhancing Families' Advocacy and Leadership Journey PFCE	Round Table Discussion: Utilizing the Head Start Forward COVID-19 Health and Safety Checklist for Operating Head Start Programs Dr. Lamont Yazzie, Patricia Banks, Ron Ransom	Introducing the Strengthening Business Practices for Child Care Programs Training-of-Trainers Patricia Valenzuela, Lisa Ojibway	Strategies to Re-energize Your Head Start Forward Workplace Pt 1 Ron Ransom, Darlene Zacherle	Strategies to Re-energize Your Head Start Forward Workplace Pt 2 Ron Ransom, Darlene Zacherle
Partnering with Child Welfare Agencies Racquel Martinez	Let's Talk, Early Head Start! Roselia Ramirez, Renetta Goeson	Strategic foresight: Innovation and Implementation PMFO	Coaching to Improve CLASS Quality Improvement Melisa Jaen, Renetta Goeson	Human Resources: A Requisite for Returning to Full In-person Services PMFO
Playground Maintenance and Safety: Keep Your Playground Compliant and Fun Tim Barrett	Staff Wellness and Systems Manisha Tare		Head Start Program Performance Standards Melvin J Gravely	Growing Curiosity with New Mexico Agriculture in the Classroom Traci Curry, Britney Lardner
Buried in Paper 2.3 School Bus Records Lyle Schofield	ERSEA is Everyone's Business Pt 1 Melvin J Gravely	ERSEA is Everyone's Business Pt 2 Melvin J Gravely	Health and Safety and Medication Administration at Head Start in the Post-Covid World Lyle Schofield	Facilities Matter: Tips to creating an environment that feels safe, inspires and optimizes functionality Ricardo Ramos, Rey Infante
Shift Your Program's Training into Meaningful Learning Experiences Janet Humphries	ChildPlus Software: Utilizing ONE System to Track School Readiness Goals Pt 1	ChildPlus Software: Utilizing ONE System to Track School Readiness Goals Pt 2	Using the Whole Child Approach in Addressing Inter-generational Trauma in Early Childhood Mental Health Rosa Julia Garcia Rivera, Nilsa Ruiz	Effective Communication and Planning for Successful Transitions for Children with Disabilities and Their Families Katie Miller, PFCE (TBD)
			Understanding the Disabilities Process Mike Richardson	



Pre-Conference Intensives

Monday, March 14, 11:00 am - 5:00 pm EDT

These all-day intensive workshops are held prior to the start of the conference and are included in the cost of registration.

Real Strategies for Real Life: Planning High-Quality Teacher-Child Interactions in the Preschool Classroom

Laine Rinehart, Sheila Sellers

High-quality teacher-child interactions in preschool classrooms don't just happen – they are planned and delivered! During this six-hour interactive pre-intensive session, teachers of preschool-age children will gain a practical understanding in creating classroom experiences for children that stimulate thinking skills, promote language development, and enhance social and emotional development.

Participants will view video clip examples, define, and discuss high quality teacher-child interactions as measured by the CLASS tool and reflect on their own planning and teaching processes. Small groups will engage in interactive skill practice activities that support intentional planning as well as nurturing, responsive, and culturally relevant teacher-child interactions and experiences as applicable to their classroom community and reflective of the populations that they serve.

Rethinking ERSEA: Traveling Through A Systems Pathway

PMFO/PFCE/TTA

As programs continue returning to in-person services, there is an opportunity to reimagine and strengthen our ERSEA pathway. ERSEA services are at the core of the work of Head Start programs and if managed effectively can help ensure the opportunity for high quality services to children and families. This session will focus on honoring our journey while exploring community partnerships, best practice approaches, and access considerations for recruitment and enrollment by using real time data that supports strong planning. Come prepared to learn, network, and plan with your peers.

Management Roles and Responsibilities: A System View

TTA

As managers we share the collective goal of ensuring our work supports high quality child and family outcomes. To accomplish this goal, management teams must collectively design and implement systems that align to inform and influence the program's service delivery. During this highly participatory pre-intensive, we will explore the roles and responsibilities managers share in designing and implementing the 12 Head Start management systems. We will focus in on several management systems that can proactively sustain services through transitions in staffing. Participants will receive tools to utilize in developing stronger communications, ongoing monitoring, data and evaluation, program planning, training systems and Human Resources Systems.



Conference Workshops

Tuesday, March 15 - Thursday, March 17

Tuesday, March 15, 2022

1:00 pm - 2:30 pm EDT

Supporting Emotional Intelligence in Children

Janet Humphries

What is Emotional Intelligence (EI), how does it develop in children, and why is this such a critical focus of our work today? Throughout this session we will explore strategies for supporting children developing EI to become children, and adults, capable of being their best authentic selves. enhancing learning potential through the brain's limbic system development, fostering self-esteem, and cultivating executive functioning skills. Participants will also create a simple plan for strategy implementation once back at their sites.

Promoting Resilience to Support Challenging Behaviors

Marilyn Zimmerman, Jennifer Lipman

This session will provide an overview of trauma impacts on behavior in childhood and strategies to address behaviors using a framework that builds resilience.

Re-envisioning Early Childhood Education as Native Language Learning Environments: Promising Possibilities

Christine Sims, Lana Garcia

This workshop will be co-presented by Dr. Christine Sims and Ms. Lana Garcia, who have worked as collaborative partners in helping to develop and implement a full Native language immersion Head Start Program in the Pueblo of Jemez. Participants in this workshop will receive information about the Pueblo's journey towards full immersion, the reasons for making this critical change, and the various challenges and successes they have achieved over the 8 years of implementation. Participants will have the opportunity to engage in reflection exercises regarding their own Native languages and what re-envisioning early childhood education could mean for their respective communities.

Program Planning: Annual Planning Calendar

Darlene Zacherle, Patricia Banks

Calendars are an important communication tool for Early Head Start and Head Start programs. Join us to learn about a new "Annual Planning Calendar" tool which can help staff identify required planning activities and determine how they fit into their operational calendar. The core of this new digital resource is the "Activity List" which is a collection of all the actions required of programs on a monthly, quarterly, and annual basis. Every item on the "Activity List" is connected to Head Start regulations, each with live links to the citations. The tool is customizable to meet your own needs. Consider using it for internal planning such as day-to-day ongoing monitoring; onboarding new staff; training boards, scheduling family engagement activities and informing Policy Councils and Tribal Councils. The Annual Planning Calendar is extremely useful for administrative staff, managers and directors.

Using Data to Plan Responsive Services for Families

Racquel Martinez

As you begin to wrap up the program year are you wondering how to put all of that data to good use? Join us as we take a deeper look into program data and how it can be used to plan and implement services for the families in YOUR program. Bring your own program data to have a true work session or use our sample data to get ideas to take back to your program. This will be a hands-on session so please be prepared to engage in discussion.

Getting Healthier Through Eating Traditional Native American Foods

Alma Sandoval

In this session you will learn about healthy Native American foods. Come and join us to learn about food groups, get tips on how to create a healthy diet, learn about portion sizes, and receive guidance on how to feed children.

Let's Chat for Managers and Directors: Celebrate Successes and Discuss Current Challenges

Gil Gonzales, Bonnie Powell

Let's Chat about the Office of Head Start (OHS) Expectations for Head Start Programs in Program Year (PY) 2021-2022. Join our "round table" to network with Regional Office Program Specialists, TTA team and your peers regarding current IM's, PI's and other information.

Beginning with the Basics: Supporting New Staff with PFCE Onboarding

PFCE

This session will provide participants with tools and strategies to assist in embracing new staff with open hearts while connecting to foundational PFCE content. Highlighted resources will include the Relationship-Based Competencies (RBCs) and connected conversations related to comprehensive family engagement. The conversation will be anchored in the arrows of the PFCE Framework with an intentional focus on culture and language through relationship-building.

Tuesday, March 15, 2022

3:30 pm - 5:00 pm EDT

A Foundation for Understanding Infant and Early Childhood Mental Health: Part 1 Indigenous Cultures

Dawn A. Yazzie

Part I: Attendees will learn about the basic science of brain development and how caregivers set the foundation for building caregiver-child relationships in the earliest months and years of life; and the parallels for these concepts will be explored and honored from Indigenous perspectives. Importance of caregiver self-care from Indigenous perspective will be introduced.



High-Five Mathematize - Part 1

Carol Bellamy, Patrice Griffin

Part 1: Interested in finding out how to teach math concepts to preschoolers? This session will engage participants in discussion on early childhood development in mathematics and familiarize teachers of preschool children with four important areas of early math: numbers and operations, geometry and spatial sense, patterns, and measurement and examine strategies for incorporating math into the classroom.

Bringing the Conversation Guide for Professionals on Substance Use, Children and Families to Head Start

Anne Auld, Candace Shelton

Conversations on substance use can be complex, confusing and are sometimes completely avoided because professionals don't know what to say. Illuminate CO, the Prevent Child Abuse America State Chapter, created with support of the Colorado Office of Early Childhood, the Conversation Guide for Professionals on Substance Use, Children and Families. In the full training, professionals learn how to identify and discuss with families areas: safe-storage, safe-caregiving, and incorporating the Protective Factors into conversations around substance use. The goal of the guide is to enable professionals to have more productive and comfortable conversations with all families to provide support around substance use. In this presentation we will discuss the application framework for the guide as well as collect information on adapting the guide for specific populations.

Ongoing Monitoring: A Tool for All Head Start Staff

Lamont Yazzie, Patricia Banks

Head Start Programs set goals that support tribal visions for children and families. "Ongoing Monitoring" is a system that enables programs to track progress toward their goals and objectives, ensure compliance, and provide data to inform continuous improvement. Learning ways to embed ongoing monitoring systems into daily routines is an important skill for teachers, family educators, transportation staff, and nutrition team as well as management teams and directors. This session will introduce tools for utilizing data in ongoing monitoring practices. Based on ongoing monitoring results, programs continue to implement their action plan as written, change the plan to replicate best practices, or make course corrections that may require changes in program activities or levels of effort.

Pathway for Change: Partnering for Success

Guylaine Richard

Building positive goal-oriented relationships with families and community partners, even during challenging times, supports children's school readiness as well as growth and development in families. Join us to deepen your understanding on how to engage on a pathway for change while making connection between the Management System Wheel, the OHS PFCE Framework and the ELOF to achieve successful outcomes for children and families in your program.

The Pandemic Affected Health Services: How Do We Get Back On Track?

Alma Sandoval

Join us to discuss ideas on how to support parents in keeping their children and themselves healthy. Discuss ways in which Head Start staff can work with providers to receive child file documentation.

Fitness for Duty in Head Start Transportation Pt 1

Lyle Schofield

This workshop will cover the standards for fitness for duty to operate a School bus to transport students in the Head Start Program. It will cover the standards for having adequate rest and the records to document the duty day for the driver and monitors and others in safety sensitive jobs. It will cover the requirements for medical fitness for duty and conditions that require further medical certifications or may disqualify a person from functioning in a safety sensitive job. This workshop will cover the standards for drug and alcohol testing and the requirements for fitness for duty regarding medication usage. This workshop will be beneficial for both drivers and administrators responsible for transportation of Head Start Students.

Coaching Skills for All Staff Pt 1

Janet Humphryes

When everyone in a program uses coaching skills on a day-to-day basis, a continual learning process results. What does it mean to have coaching skills and use them regularly? What are some basic and intermediary coaching skills needing to be learned to make this happen? What do trust, boundaries, effective communication, power in relationships, generative listening, powerful questioning, and the parallel process have to do with coaching? Participants will explore and practice each of these coaching skills.

Tuesday, March 15, 2022

5:30 pm - 7:00 pm EDT

A Foundation for Understanding Infant and Early Childhood Mental Health: Part 2 Self-Care Practices for Building Emotional Resilience

Manisha Tare

Part II: Emotional resilience is being discussed more and more, but how does it apply to your work as educators? So often, we are working with children and families who have experienced some form of trauma and most people have experienced hardships that affect them emotionally. Developing awareness of our triggers and tendencies and developing the skills to work with our emotions helps us feel more confident responding versus reacting. These skills go far in building strong relationships with families and colleagues and being a steady, regulating presence for the children we serve. In this session, we will explore how our nervous system functions, how to work with emotional triggers and practical self-care strategies you can implement to build your resilience so you can stay steady as you're navigating stressful experiences.



High-Five Mathematize - Part 2

Carol Bellamy, Patrice Griffin

Part 2: Join us for Part 2 of High Five Mathematize in putting math into practice by “mathematizing” your classroom. Participants will engage in hands on experiences for incorporating math throughout the day with preschoolers to support the understanding of math concepts.

Fetal Alcohol Spectrum Disorders (FASD): Recognition and Strategies to Improve Outcomes in Early Childhood Settings

Candace Shelton, Anne Auld

Individuals who have been prenatally exposed to alcohol often have cognitive and behavioral problems that typically manifest due to the brain damage caused by the prenatal exposure. These delays in young children are often attributed to “slow development” and it is important for caregivers, staff and families to be aware of the differences between developmental delays and FASD. This presentation examines the etiology and diagnosis of FASD and strategies to improve outcomes for young children in order to support families and caregivers in achieving positive outcomes.

Asset-oriented and practical approaches to working with culturally rich learners and their communities

MariaElena Salazar, (Student teacher candidates, UNM Early Childhood Education and Licensure (ECMEL))

Presenters will guide participants in understanding the importance of culturally responsive professional practices. This workshop will also help attendees identify constructive and culturally authentic ways they are already working with children and families. Attendees should leave this experience with strategies to recreate in their own classrooms and sites.

How Health and Nutrition Impact Learning/School Readiness

Janet Schultz, Kassandra Harding

The coexistence of obesity and iron deficiency among children 0-5 years old is an important public health issue globally and in the U.S.. While there is some research on the co-existence of overweight/obesity and iron deficiency, also known as a double burden of malnutrition (DBM), among children and adolescents in the U.S., a better understanding of the current picture of DBM among pre-school aged children (0-5 years old) in the U.S. is needed and can help EHS/HS better address this complex form of malnutrition among the children served.

Our team is using recent NHANES data to define the prevalence of the co-existence of overweight/obesity and iron deficiency among pre-school aged children across the United State, and to present demographic characteristics among children with co-existing overweight/obesity and iron deficiency.

In this session, we will share an interactive look at this form of the DBM among the EH/HS target population and discuss different risk factors identified through national data and the literature. Furthermore, we will discuss how our program data can be used to better identify and support children suffering from these contrasting forms of malnutrition.

Policy Council - Program Governance

Melvin J Gravely

In accordance with the Head Start Program Performance Standards, Part 1301: Program Governance, Section 1301.3 requires each agency must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level. This training will look at the policy council composition and terms, duties and responsibilities, and how to conduct effective meetings that yield successes for the Head Start program.

Fitness for Duty in Head Start Transportation Pt 2

Lyle Schofield

This workshop will cover the standards for fitness for duty to operate a School bus to transport students in the Head Start Program. It will cover the standards for having adequate rest and the records to document the duty day for the driver and monitors and others in safety sensitive jobs. It will cover the requirements for medical fitness for duty and conditions that require further medical certifications or may disqualify a person from functioning in a safety sensitive job. This workshop will cover the standards for drug and alcohol testing and the requirements for fitness for duty regarding medication usage. This workshop will be beneficial for both drivers and administrators responsible for transportation of Head Start Students.

Coaching Skills for All Staff Pt 2

Janet Humphryes

When everyone in a program uses coaching skills on a day-to-day basis, a continual learning process results. What does it mean to have coaching skills and use them regularly? What are some basic and intermediary coaching skills needing to be learned to make this happen? What do trust, boundaries, effective communication, power in relationships, generative listening, powerful questioning, and the parallel process have to do with coaching? Participants will explore and practice each of these coaching skills.

Wednesday, March 16, 2022

11:00 am - 12:30 pm

"Ways of Being" Part 1: Mental Health Consultation 101

Manisha Tare

Part I: This session will provide an overview of the components of mental health consultation, examples of what it could look like in your program and a discussion on how to intentionally design services so they are responsive to the needs of the children and families your program serves. We will clarify the differences amongst the roles and responsibilities of a mental health coordinator, consultant and clinician and how they can work together to address mental health and wellness in accordance with the Head Start Performance Standards. Participants will have an opportunity to share their current model of mental health services, including what is working for them and the challenges they are navigating, and receive feedback from the presenter and other group participants.



Looking Back, Looking Ahead: Social-Emotional Foundations for Responsive Transitions Part 1

Heidi Hagenson, Renetta Goeson

This session supports the needs of education staff and managers as they implement responsive transitions to fully in-person learning services and address behaviors that might be challenging as children return to group programming. Participants will have opportunities to connect and collaborate with colleagues around the meaning of children's behavior and leave with strategies and resources to help them strengthen children's social-emotional learning.

The Journey to Becoming Trauma Informed never-ending: How Early Childhood Education Center (SRP-MIC) is embedding Trauma Informed Education into its Culture.

Lisa Lopez, Marcel Rivera

Join us on the journey as the presenters' share how SRPMIC Education Division reached the decision to focus on becoming Trauma Informed. This workshop will describe the history of how the Early Childhood Education Center (ECEC) created a system to support Social/Emotional Development of children, families and staff by incorporating Positive Behavior Intervention and Supports (PBIS) and Conscious Discipline programs. The workshop will also focus on how ECEC continues to promote the well-being and self-care of staff members and how ECEC has adapted this approach in order to continue to promote resiliency of our School Family throughout the pandemic. Our hope is to share our successes and our "bumps" in our journey in an interactive and fun way.

Meeting Families Where They Are: Honoring our Stories

PFCE

In this session, we will engage in storytelling to build relationships, share information, and align program services. Genuine partnerships between families and staff strengthen programming and improve care for children. Trusting partnerships also help staff learn about the family's lifeways and preferences around raising their children. We will think together about opportunities and challenges that families may experience in service of progress with families and children.

What Education Looks Like for Infants and Toddlers

Carol Bellamy, Patrice Griffin

Education for young children ages birth through three years old looks very different than it does for older preschool and school aged-children. Because we are charged with educating children in the most important and impressionable years of their lives, we have a unique opportunity to make a difference, and doing that well requires the best tools of the trade. This session will provide participants with strategies and theory behind best practices for infant and toddler caregiving, development, and education.

Physical Activity Guidelines for Children, Staff and Parents

Alma Sandoval

Come to this session to learn about what is considered appropriate physical activity for children and adults at different stages. Get ideas on how healthy life styles could be promoted among the children and families you serve.

Buried in Paper 2.2 Bus Driver Training Files

Lyle Schofield

This workshop is to teach how to document the training of Bus Drivers to comply with both Federal and State regulations. In the event of an accident, the training of the driver is always investigated. The records of the training become very critical to protect both the driver and the Head Start agency from liability. These records protect everyone by documenting what the driver should have known because of his training. It also is critical in compliance with the Head Start Performance Standards to have documentation that the driver has completed all required training and is current on all mandated in-service training requirements. This workshop will be most beneficial to administrators.

Resiliently Connecting

Janet Humphries

The trauma and resulting isolation of these past two years has taken a toll on everyone. It's time to re-develop strong relationships and recognize, develop, plan and use resilience strategies for ourselves, each other, and families. In this session we will learn how to build strength in seeking support as needed and modeling this for all, and re-ignite our passion and purpose in life and in serving in the role of support for self and others. Join us in exploring strategies for bringing us back to our human-ness!

Decolonizing a Sustainable Language Revitalization Program

Mike Richardson

The first language that any child learns is through emulation and watching those around them, this is a more traditional way of learning. Native American languages capture concepts that are not found in English. Trying to teach tribal languages in a western way does not work and there are reasons behind this. Using gutturals and nasals that are not found in English adds to the complexity of our languages, but also adds to the beauty and depth. We will look at sustainable pathways that will not only look at how we survey current language practices to support language in our classroom and community, but also how to develop a sustainable language plan inclusive of culture. Sustaining our tribal languages is a lifetime commitment. It will take time, a lot of effort, frustration, but the future language legacy for our young children and communities is priceless!!! Let's always strive to make language FUN!!!!

Wednesday, March 16, 2022

1:00 pm - 2:30 pm EDT

"Ways of Being" Part 2: Infant and Early Childhood Mental Health Consultation Services - A Way to Begin to Honor and Practice what Indigenous Peoples Have Known for Millenia

Dawn A. Yazzie

Part II: Attendees will learn about the practice of Infant and Early Childhood Mental Health Consultation (IECMHC) services as a specific practice or model to support an early childhood workforce by highlighting relationships



Looking Back, Looking Ahead: Social-Emotional Foundations for Responsive Transitions Part 2

Heidi Hagenson, Renetta Goeson

This session supports the needs of education staff and managers as they implement responsive transitions to fully in-person learning services and address behaviors that might be challenging as children return to group programming. Participants will have opportunities to connect and collaborate with colleagues around the meaning of children's behavior and leave with strategies and resources to help them strengthen children's social-emotional learning.

Visual Interactive Learning: Sign Language for Children Birth - Five Years

Lillian Hubler

This program teaches American Sign Language (ASL) to parents and/or caregivers of young children from birth - five years to be used in the home or classroom. Journey into sign language by joining us to learn how to enhance our young children's communication, language, and literacy skills, cognitive, and physical development.

Learn stories, songs, and activities in a fun environment that promotes retention and recall for use later with your children.

Supporting and Enhancing Families' Advocacy and Leadership Journey

PFCE

Head Start programs have always engaged families as advocates and leaders in their program activities, particularly through parent and policy committees as well as Policy and Tribal Councils. Staff start by building relationships with families that respectfully recognize the abilities and experiences that parents already have. In this session, explore resources to support and enhance families' advocacy and leadership skills at home, in programs, and their communities.

Partnering with Child Welfare Agencies

Racquel Martinez

Join us as we discuss the developmental continuum of collaboration, review the elements of an effective MOA/MOU and explore steps to planning an effective, engaged, community partnership with child welfare agencies.

Playground Maintenance and Safety: Keep Your Playground Compliant and Fun

Tim Barrett

The benefits to children of free play and daily exposure to nature have been researched and reported in nearly every media outlet over the past year. "Children are smarter, more cooperative, happier and healthier when they have frequent and varied opportunities for free and unstructured play in the out-of-doors," says the Children and Nature Network. Nearly 200,000 injuries occur annually on public playgrounds that require emergency room treatment. By following recommended best practice guidelines, playground owners can create safer playground environments for all children and contribute to the reduction of playground related injuries. This session will highlight

the primary causes of playground injuries and discuss the responsibilities of owners and manufacturers for providing and maintaining safe playgrounds. Participants will gain understanding of the current regulatory environment and how to develop operational policies to ensure compliance with standards. Finally participants will learn how to establish a playground audit and inspection protocol that can become routine business practice.

Buried in Paper 2.3 School Bus Records

Lyle Schofield

This workshop will cover the record keeping requirements for School Buses used for transportation of students at Head Start. Records and files for purchases, maintenance, repairs, and inspections of buses used in Head Start is critical for compliance with Federal and State laws. The records are also required for compliance with the Head Start Performance Standards. These records are also critical in the event of an accident to show that the bus was properly maintained and inspected. This workshop is most beneficial for Administrators.

Shift Your Program's Training into Meaningful Learning Experiences

Janet Humphryes

What if there were ways to work from staff strengths, utilizing each member's skills and expertise to support their professional development rather than the traditional training approach? In this session we will use evidence- and research-based leadership team practices to transform and elevate each staff members' learning as well as the overall professionalism of the center. Participants will create such a learning experience for their site and discuss ways to further enhance it.

Wednesday, March 16, 2022

3:30 pm - 5:00 pm EDT

Trauma-Informed Practices for Early Childhood Programs Pt 1

Amy Foster Wolferman

This workshop will provide a brief overview of the impacts of trauma on young children to support the development of a trauma lens that looks beyond surface level behaviors into the underlying needs and motives of behaviors that are often trauma-driven. The majority of the session will focus on trauma-informed approaches and practices that early childhood care providers can use in classrooms and home settings. Practices will include adult-child interaction strategies, environmental strategies, proactive discipline strategies, and strategies to support social emotional learning, and positive identity.

Putting a Lens on STEM!

Sheryl Hammock, Heather Stelzer

Putting a Lens on STEM! Join us for an engaging session devoted to exploring STEM in your EHS or HS classroom! Discover strategies, teaching practices to help infant, toddlers, and preschoolers develop reasoning, creativity, problem solving, language, and communication skills. Together we will explore what best practice STEM experiences look like, how to implement them in a way that supports your learners best, as well as how to engage families!



100 Easy Ways to Promote Social–Emotional Learning

Michael Hubler

Participants will learn about children’s social-emotional development and how to use positive reinforcement, role-modeling, stories, music and games that provide a powerful foundation to enhance children’s learning and behavior.

This workshop will teach teachers and specialists the 100 Easy Ways to Promote Social – Emotional Learning to guide their children through a positive, preventative, and effective instructional approach.

During this workshop participants also learn to use strategies and techniques to bring young children out of their emotional brain into their logical brain to increase peer relations, expressing their feelings in a positive manner, and to improve self-regulating behavior.

Round Table Discussion: Utilizing the Head Start Forward COVID-19 Health and Safety Checklist for Operating Head Start Programs

Lamont Yazzie, Patricia Banks, Ron Ransom

This Head Start Forward COVID-19 Health and Safety Checklist is designed to help you review your program’s protocols for COVID-19 in 10 areas as programs operate in-person services. The checklist is relevant for all Head Start programs. This checklist references Caring for Our Children National Standards including the COVID-19 Modifications, Head Start Program Performance Standards (HSPPS) and COVID-19 Guidance for Operating Early Care and Education/Child Care Programs-CDC. Your local jurisdiction’s health department, licensing agency or tribal entity may have orders, recommendations, or laws that vary from those of national organizations. Your program should follow the most stringent applicable guidance related to COVID-19. Join our roundtable discussion on ways programs are utilizing this tool in your program!

Let’s Talk, Early Head Start!

Roselia Ramirez, Renetta Goeson

Did you know that Early Head Start Programs are designed to nurture the healthy attachments between parent and child and child and caregiver? In this session, we will explore how this program is specifically designed for the unique needs of infants and toddlers. Join us as we discuss the critical differences between Head Start and Early Head Start, explore how interactions and the environment influence the physical development within the brain, and discover how the 4 “R’s” of relationships all work together to build a strong foundation for life-long learning and development.

Staff Wellness and Systems

Manisha Tare

Staff wellness that is sustainable needs to be built into the foundation of a program for it to have positive impacts over time on staff well-being, improve morale, support the social emotional development of children and decrease rates of staff turnover. In this session, we will explore various ways programs can implement practices such as reflective supervision, intentional professional development and trauma informed care to support staff to build

their knowledge, skills and emotional resilience so they can in turn support children and families.

ERSEA is Everyone's Business Pt 1

Melvin J Gravely

This workshop will provide Head Start Personnel with the tools to recruit, enroll, and retain families through proven marketing techniques and strict adherence to the performance standards. In addition, Performance Standards require that Policy Councils and Parent Committees must work in partnership with key management staff and the governing body to develop, review and approve or disapprove the criteria for defining ERSEA in accordance with the requirements of 45 CFR 1305. The focus will be on ERSEA regulations, proven marketing techniques, retention, and customer service strategies.

ChildPlus Software: Utilizing ONE System to Track School Readiness Goals Pt 1

ChildPlus

Are your children and families ready for school? Data collected through your developmental assessments may help you answer this question, but school readiness is so much more. ChildPlus has a variety of reports to help make data-driven decisions easier regarding children and the various factors impacting each child’s development and learning. In this session, participants will view examples of how data can be used to effortlessly monitor progress towards school readiness goals.

Additionally, participants will be introduced to upcoming, exciting enhancements to the software along with a general overview of the software to include how to use the Dashboard, To-Do List and ChildPlus Mobile. Attendees will have an opportunity for Q&A.

Wednesday, March 16, 2022

5:30 pm - 7:00 pm EDT

Trauma-Informed Practices for Early Childhood Programs Pt 2

Amy Foster Wolferman

This workshop will provide a brief overview of the impacts of trauma on young children to support the development of a trauma lens that looks beyond surface level behaviors into the underlying needs and motives of behaviors that are often trauma-driven. The majority of the session will focus on trauma-informed approaches and practices that early childhood care providers can use in classrooms and home settings. Practices will include adult-child interaction strategies, environmental strategies, proactive discipline strategies, and strategies to support social emotional learning, and positive identity.

Creating a Culture of Safety and Implementing Active Supervision within your Head Start Program

Jennifer Lipman, Susan Morla

Children learn best when they are in safe, well-supervised environments. Head Start staff can reduce the possibility of a child getting hurt when they closely observe children and respond when needed. This session will help programs think systematically about child supervision in early learning settings, so they create safe, positive learning environments for all children.



Teaching Social-Emotional Learning to Young Children

Michael Hubler

Come play and learn basic signs for pre-literacy concept understanding and social and emotional development through the use of fun story, songs, and games. Participants will learn about children's social-emotional development and how to use music and games that provide a powerful foundation to enhance children's learning, and pre-literacy concepts.

This workshop will teach teachers and specialists methods and practices to augment their capacity to guide their children socially and emotionally through a positive, preventative, and effective instructional approach.

During this workshop participants also learn to use sign language and other techniques to bring young children out of their emotional brain into their logical brain to increase peer relations, expressing their feelings in a positive manner, and to improve self-regulating behavior.

Enhance Center playtime by teaching your children to self-regulate, use perseverance, and problem solve. These social-emotional skills are the necessary stepping stones to boost your children's academic and, ultimately, life success.

Introducing the Strengthening Business Practices for Child Care Programs Training-of-Trainers

Patricia Valenzuela, Lisa Ojibway

The Strengthening Business Practices curriculum training-of-trainers (TOT) content and activities are designed to strengthen child care providers' foundational knowledge of sound fiscal management and business operations. In the full TOT series, trainers in the early childhood field will receive the tools and knowledge necessary to deliver business training to center-based and home-based child care providers.

This session highlights the components of the Strengthening Business Practices curriculum TOT including the topics covered, delivery methods, and provider levels. Join us to learn about the Strengthening Business Practices TOT, how other states, territories, and Tribes are using the TOT in their child care systems, and how you can request the TOT for your program.

Strategic Foresight: Innovation and Implementation

PMFO

Innovation is a way to find solutions and create value in new and different ways. When recipients begin to see themselves as innovators and take steps to make their ideas a reality, the results can be powerful. At this time, programs are in search of the best and unique strategies that can work to return programs to full in-person services. This session will share strategies that generate the innovations, identify what the implementation process can look like, and how to allocate resources to implement these innovations. We will examine how change management and contingency planning supports strategic planning as programs move forward.

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Additionally, participants will be introduced to upcoming, exciting enhancements to the software along with a general overview of the software to include how to use the Dashboard, To-Do List and ChildPlus Mobile. Attendees will have an opportunity for Q&A.

Thursday, March 17, 2022

11:00 am - 12:30 pm EDT

Trauma-Responsive Care in Tribal Early Childhood Education Programs: Culture, Language, and Indigenous Knowledge Strengthening Healing and Resilience Pt 1

Lisa Ojibway, Patricia Valenzuela

This interactive session is designed to emphasize culturally responsive systems of support, strategies, innovations, and resources for trauma-informed care in early childhood education programs. Children and families in indigenous communities experience disproportionately high rates of adverse childhood experiences and trauma. Culture, language revitalization, and indigenous knowledge strengthen trauma-responsive care, healing, and resilience.

Facilitated conversations and structured peer learning opportunities are built in to discuss the traumas and adverse childhood experiences impacting indigenous communities and ways to support children, families, teachers, and staff in tribal early childhood education programs with trauma-responsive care.

What Education Looks Like for Preschoolers

Michelle Tsosie, Carol Bellamy

As Preschool educators we know that the first years of school well set the tone for the rest of a child's educational path. When children are enrolled in an early childhood program, they are more prepared for kindergarten and have already begun learning the habits that they will need for the rest of their lives. This session will cover some of the most effective teaching strategies and take a look at the theory behind best practices for preschool teachers.



Family Engagement in Transitions

Racquel Martinez

Strong partnerships between families, programs, and schools lead to greater success for children. Join us in this session as we explore how to plan successful transitions by partnering with families to learn about their child and how to share information and resources that will support children and families as they transition out of your Head Start program.

Strategies to Re-energize Your Head Start Forward Workplace Pt 1

Ron Ransom, Darlene Zacherle

Staffing issues are a major challenge for many of us this year. This session will examine the correlation between accountability and employee engagement. The discussion will lift up five ways organizations are reenergizing as the Head Start community returns to full in-person services. This session will also explore the role of organizational culture in the successful transformation to a #HeadStartForward workplace. This discussion will consider staffing patterns, social distancing, PPE requirements, communications and local tribal input as programs update policies and procedures to support full in-person services. Tools and resources will be included.

Coaching to Improve CLASS Quality Improvement

Melisa Jaen, Renetta Goeson

In this session, participants will engage in discussions on collaborative relationships with educational staff, use of data to make decisions about educational staff's professional development needs, and assessment practices. Participants will learn how to leverage PBC to improve education staff's use of data to improve CLASS® QI and strengthen effective teaching practices.

Head Start Program Performance Standards

Melvin J Gravely

Striving to improving Head Start for School Readiness Act of 2007, Congress instructed the Office of Head Start to update its performance standards and to ensure any such revisions to the standards do not eliminate or reduce quality, scope, or types of health, educational, parental involvement, nutritional, social, or other services programs provide. Now that the new Performance Standards are now in effect, they provide a clear road map for current and prospective grantees to support high-quality Head Start services and to strengthen the outcomes of the children and families Early/Head Start serves. This is a great opportunity to make some fantastic transformations in your early learning agency.

Health and Safety and Medication Administration at head Start in the Post-Covid World

Lyle Schofield

This Workshop will cover the basics of Medication Administration at Head Start and how the COVID-19 Pandemic has changed the procedures for Health and Safety and Medication Administration at Head Start. This Workshop will cover how the different disabilities and ages affect the operation of Health and Safety procedures at Head Start. This Workshop will be geared for both Teacher, Aides, and Administrators. (I am making this a 90 minute workshop so

that it can be offered both morning and afternoon to provide more opportunities for attendance)

Using the Whole Child Approach in Addressing Inter-generational Trauma in Early Childhood Mental Health

Rosa Julia Garcia Rivera, Nilsa Ruiz

Research demonstrates that a caregiver's mental health and overall functioning significantly impacts the emotional well-being of their child. A history of generational family trauma can significantly increase a child's risk of psychological distress and mental illness. However, when the caregiver-child relationship is safe, supportive, and stable, the child is buffered from the adverse effects of potential mental health stressors. This workshop will focus on innovative practices that take a whole-child / Whole Agency approach to early childhood mental health. Participants will explore a multi-tiered system of support that effectively meets the mental health needs of the whole family.

Learning Outcomes:

Learning Outcome 1: Provide participants with a foundation to understand the concept and impact of inter-generational trauma.
Learning Outcome 2: Understand the components of a multi-tiered system of support, and how the approach is utilized to meet the varying levels of mental health needs among generations in a family.
Learning Outcome 3: Understanding the role of social service agencies in implementing the whole child / Whole Agency Multi-Tiered approach.

Understanding the Disabilities Process

Mike Richardson

With so many new staff and shortage of disability specialists it is more important than ever for everyone to have an understanding of how the disability process works. The pandemic has caused children to not be observed or assess in a lot of situations, causing a backlog and in many cases no services provided for children. We will look at methods to work within the program's capabilities and getting maximum services from LEAs. Understanding this is so important to getting services for our children and incorporating appropriate methods in the program (everyone has a role in this). We will look at the role of the parent as the key component to this process as well as the role of the LEA. Developing interim plans to support children until the IEP process goes through and why 504 plans are so important. Knowledge brings understanding!!!

Thursday, March 17, 2022

1:00 pm - 2:30 pm EDT

Trauma-Responsive Care in Tribal Early Childhood Education Programs: Culture, Language, and Indigenous Knowledge Strengthening Healing and Resilience Pt 2

Lisa Ojibway, Patricia Valenzuela

This interactive session is designed to emphasize culturally responsive systems of support, strategies, innovations, and resources for trauma-informed care in early childhood education programs. Children and families in indigenous communities experience disproportionately high rates of adverse childhood experiences and trauma. Culture, language revitalization, and



indigenous knowledge strengthen trauma-responsive care, healing, and resilience.

Facilitated conversations and structured peer learning opportunities are built in to discuss the traumas and adverse childhood experiences impacting indigenous communities and ways to support children, families, teachers, and staff in tribal early childhood education programs with trauma-responsive care.

Preventing Behaviors that Challenge Us Through Developmentally Appropriate Practice

Michelle Tsosie, Patrice Griffin

A strong foundation in child development, including developmentally appropriate expectations for EHS and HS children, is our best tool to understand and prevent children's behaviors that challenge adults and may interrupt learning. This session will provide teachers and caregivers in HS and EHS classrooms an overview of appropriate child development expectations for children birth through five years. Participants will use this information to explore and develop action steps towards creating developmentally appropriate expectations, classrooms, and settings for young children in their care.

De-escalation Techniques: Dealing with difficult people/parents for Early Childhood Professionals

Ronald Roszak

Frustrations are at all time highs throughout our country leading to uncomfortable confrontations and violent encounters in schools and early childhood care facilities. Parents are faced with many new COVID protocols and mandates which have led to many arguments and disagreements with Staff members. This course will provide and cover the basics of de-escalation techniques. These techniques can be used when dealing with angry and unruly individuals to diffuse potentially dangerous situations. Attendees will gain knowledge and techniques to ensure their own safety and the safety of the children in their care.

Strategies to Re-energize Your Head Start Forward Workplace Pt 2

Ron Ransom, Darlene Zacherle

Staffing issues are a major challenge for many of us this year. This session will examine the correlation between accountability and employee engagement. The discussion will lift up five ways organizations are reenergizing as the Head Start community returns to full in-person services. This session will also explore the role of organizational culture in the successful transformation to a #HeadStartForward workplace. This discussion will consider staffing patterns, social distancing, PPE requirements, communications and local tribal input as programs update policies and procedures to support full in-person services. Tools and resources will be included.

Human Resources: A Requisite for Returning to Full In-person Services

PMFO

As Head Start programs move forward towards building back to full in-person services, the human resource system has considerable

implications. All staff members play a vital role in supporting the children, families, and the communities they serve. This session will explore recruitment strategies through the lens of talent acquisition, examine approaches to staff retention including the perspective of employee engagement and retention, and the allocation of resources to implement these strategies. This session will conclude with a look at the role of organizational culture in the successful transformation to a #HeadStartForward workplace.

Growing Curiosity with New Mexico Agriculture in the Classroom

Traci Curry, Britney Lardner

Use your students' greatest natural resource, curiosity, to help them grow into engaged learners that love to explore and connect to the world around them. This workshop will incorporate extensive free resources from New Mexico Agriculture in the Classroom, great books, and hands-on activities designed to foster a sense of wonder and lay the foundation for being great scientists! Let us assist you in making important community connections, raise environmental awareness, and provide in-roads to better nutrition and scientific thinking. Visit our website at www.nmaitc.org to get a jumpstart on your journey.

Facilities Matter: Tips to creating an environment that feels safe, inspires and optimizes functionality.

Ricardo Ramos, Rey Infante

The facility in which services are provided to children and families are a crucial component to their early childhood experience. The feeling of comfort and safety for children, parents and teachers is essential. The ability to have a classroom layout that optimizes sight across the classroom increases safety and supervision. An environment with proper ventilation leverages healthy conditions for learning. Having the proper artificial and natural light can set the tone of the classroom. These aspects (and more) are all extremely important to a welcoming, safe and inspiring environment.

Session Objectives:

1. Have an increased understanding/awareness of how facilities can impact service delivery and learning
2. Identify items of potential adaptation within facilities to improve safety, security and the environmental experience for children, families and staff
3. Learn practical tips that can be implemented immediately and planned for the future

Effective Communication and Planning for Successful Transitions for Children with Disabilities and Their Families

Katie Miller, PFCE

Strong partnerships within teams and between families and Head Start staff lead to greater success for children with disabilities or suspected delays. As we support children and families through transitions, it is important to reflect on how we can provide open communication and use high quality transition strategies. In this session, education and family support staff will explore relationship-building, engagement, and communication strategies to support responsive transitions.