



Oregon Association for the
Education of Young Children



Session Descriptions—Fall Community Conference October 11 and 12, 2019

FRIDAY SESSION DESCRIPTIONS

Choose from the following:

ONE all-day session [AB] –OR–

A morning session [A- 3 hours] plus an afternoon session [BC- 3 hours] – OR

A morning session [A- 3 hours] plus afternoon sessions [B- 2 hours] and [C- 1 hour]

All DAY SESSIONS [English]

8:45 am - 4:45 pm [5 or 6 hours]

AB-01. Calm the Storm [6 hours]

Explore theory and practice to transform emotional breakdowns to breakthroughs. Foster emotional intelligence in children, which includes having a strong understanding of your emotions. Focus on simple and effective tools to prevent and transform emotional breakdowns by adult modeling, meeting children's needs, providing safe outlets to positively express high emotions, and helping children maintain their own unique emotional homeostasis.

Megan Barella, Oregon Registry Master Trainer; Set Two in Human Growth & Development; Ages: N/A

****AB-02. Opening the Door to Diversity [**8:45-3:15- 5 hours]**

Defining terms and explore the impact of culture, values, stereotypes, biases & more on interactions. Examine tools and strategies that support diversity in early learning programs. Examine second language learners. Create tools and props for immediate use in the classroom.

****You are encouraged to attend the screening of *No Small Matter* from 3:30-4:45 pm**

Dianne Rodriguez; Oregon Registry Master Trainer; Set Two in Diversity; Ages: 3-5

AB-03. “Effective Relationship Based Leadership” ORIMHA Sponsored Track- [6 hours]

This day-long focus will comprise of two sessions. The focus of the day will be strategies to retain staff, reduce stress, better outcomes for children and families and leading with compassion and empathy, while strengthening the team.

Mary Foltz & Jamie Heberlein; Oregon Registry Master Trainers; Set One in Program Management / Personal, Professional & Leadership Development; Ages: N/A



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AB-04. Overcoming Challenges in Teaching: Aggressive Behaviors in Young Children Birth to Ten

Aggressive behaviors can be some of the most frustrating for parents and providers. Children who exhibit aggressive behaviors can find themselves alienated from peers and adults and expelled from child care programs and schools. Critically examine specific aggressive behaviors, effective strategies for programs, materials and environments while studying the underlying factors associated with aggression.

Anneliese Sheahan, Oregon Registry Master Trainer; Set Three in Special Needs; Ages 0-10

FRIDAY MORNING [A SESSIONS] [English]

8:45-12:00 [3 hours]

A-05. Identifying your Image of Infants & Toddlers

This training is an opportunity to reflect on the image you hold about infants and toddlers. As this image emerges, you will be invited to dive deeper into how this image impacts and influences your professional practice working with infants and toddlers.

Rachel Elliott, Oregon Registry Master Trainer; Set Two in Learning Environments and Curriculum; Ages: 0-3

A-06. Inspiring Creative and Innovative Play in Young Children through Loose Parts Materials

Participants will examine how to develop exciting play opportunities for children using beautiful and alluring every day materials to stimulate the senses, creativity, action, and inquiry based on the work of Lisa Daly and Miriam Beloglovsky. The purpose is to help awaken creativity and joy in early childhood settings and support play-based learning, both in children and adults.

Aoife Magee, Oregon Registry Master Trainer; Set Two in LEC; Ages: 3-5

A-07. Unexpected Paths towards Culturally Relevant Early Learning Experiences: Culturally Responsive Open-Ended Play

This training will explore open-ended play as an avenue for promoting culturally relevant early learning. We will practice strategies for selecting culturally responsive open-ended materials and implementing relevant open-ended play-based learning experiences. We will link theory, hands-on play, and cultural differences as powerful primary elements of relationships with children and families in early learning. Participants will plan strategies to share information with families.

Andrea Emerson, Oregon Registry Master Trainer; Set Two in Diversity / Family & Community Systems; Ages: 3-5



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A-08. Creating an Inclusive Environment that Celebrates all Children

This interactive training will focus on creating a classroom environment that celebrates and embraces inclusion of children. Strategies that include visual supports, activities, family engagement, and more will be shared. All children have strengths, challenges, and deserve to be part of the same classroom community. Participants will leave with a tool box of activities and ideas for their classroom.

Cindy Ryan, Oregon Registry Master Trainer; Set Three in Learning Environments & Curriculum / Special Needs; Ages:3-5

A-09. Expulsion and Intrinsic Bias

CANCELLED

A-10. Boys Can Make You a Better Teacher: Understanding how boys (and some girls) learn, play, relate, and communicate

We must reverse the alarming trend of boys being expelled from preschool and lagging behind academically. Frustrated with active boys who can't seem to sit still or listen? Wish you had more time to teach rather than just manage behavior? Discover how to match activities and learning environments to the distinct learning style of boys.

Janet Allison, Oregon Registry Master Trainer; Set Two in Human Growth and Development; Ages: N/A

A-11. Equity and Inclusion for Childhood Care Education Trainers

In this session, participants will discuss equity and inclusion as it relates to training design and delivery. Come willing to explore how power, privilege, and implicit bias contribute to barriers in training design and delivery and what you can do to provide a more equitable and inclusive learning environment for all!

Kim Larson, Oregon Registry Master Trainer; Set One in Personal, Professional & Leadership Development; Ages: N/A

A-12. Early Childhood Advocacy: Opportunities for Professionals

This session introduces the basic principles of advocacy for early childhood professionals. We will discuss equity and current public policy in Oregon as well as opportunities for professionals to get involved as leaders in their communities.

Dani Stamm Thomas & Ami Russell, Oregon Registry Master Trainers; Set One in Personal, Professional & Leadership Development; Ages: N/A

*****This course has changed to a 2 hour session beginning at 10:00am- 12:15pm*****

A-13. Stepping up on the Oregon Registry: Planning your professional development journey

So you have a Step on the Oregon Registry. That is great! Now what? What comes next? How do you move to the next step? Join this session to examine requirements for moving up steps on the Oregon Registry, to explore strategies for completing a self-assessment and to develop a professional development plan to guide the rest of your professional development journey. Bring your professional development statements from my ORO so that when you leave the session you are on the right path for your continued professional development journey.

Sarah Myers, Oregon Registry Master Trainer; Set Two in Personal, Professional & Leadership Development; Ages: N/A



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A-15. *No Small Matter*: Movie screening with a panel discussion

No Small Matter confronts America's most pressing problems with an unlikely but powerful weapon: babies and young children. From home to childcare to preschool, high-quality early care and education has far-reaching impacts, and groundbreaking science to back it up. With a healthy dose of humor and a surprising edge, *No Small Matter* reveals the tragic cost of getting this wrong, and the huge pay-off for our kids, our families, and our country--of getting it right.

**Sara Stearns & Dr. Sheri Alderman; Oregon Registry Master Trainers + panel;
Set One in Personal, Professional and Leadership Development; Ages: N/A**

A-18. Building Community for All: Including Children and Families with Special Needs

Join us for discussion and learning about how to be an inclusive advocate for children and families with special needs. An individual's disability has an impact on immediate family systems, and may impact their ability to participate fully in their communities. What can we do to support all children and families in a childcare or school setting? What about in our larger community? We will explore ways to talk about differences related to disability with children and adults, and acquire several applicable strategies to take into our practice.

Tiffany Sanford, Oregon Registry Master Trainer; Set One in Special Needs; Ages: 3-5

Friday Morning Sessions SPANISH- 8:45-12:00 [3 hours]

AS-16- Trauma y Salud Mental Infantil: señales, síntomas y consecuencias

Este curso introducirá a los participantes al tema de experiencias traumáticas de la niñez, con un enfoque especial en la infancia temprana. A través de una presentación teórica y discusiones prácticas vamos a mirar la relación que existe entre el estrés, el trauma y la neurobiología. Esto nos ayudará a entender los elementos que se pueden considerar cuando queremos apoyar la salud mental de los niños.

**Trauma and Mental Health Issues in Early Childhood: signs, symptoms and outcomes
Dalia Avello; Set 1 in Understanding and Guiding Behavior; Ages: N/A**

AS-17. Los Efectos del trauma en los niños

En este entrenamiento discutiremos los efectos del trauma en los niños. Los participantes aprenderán sobre la definición de "trauma" y cómo el trauma afecta el cerebro y el desarrollo de los niños. Otros temas incluyen: signos de cuando los niños están bajo estrés, cómo apoyar a los niños y familias que sufren trauma y como encontrar recursos locales. También incrementaran su capacidad de apoyar a niños sobrevivientes por medio de la filosofía de cuidado informado por el trauma.

The Effects of Trauma on Children

Claire Barrera; Set 1 in Understanding and Guiding Behavior; Ages: 5-12



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FRIDAY AFTERNOON [B SESSIONS] [English]

1:15-3:15 [2 hours]

When you choose this option you will also choose **C- No Small Matter (3:30-4:45)**

B-21. No Squeals at Meals

Meal times take up a substantial portion of the child care day. Children depend on adults to provide what they need in order to grow and be healthy. In this training we will explore the “how’s”, just as much as the “what’s”. You will learn best practices to help children develop a healthy relationship with food, right from the start.

Brandy Coleman; Set One in Health Safety & Nutrition; Ages: 3-5

B-22. Using CLASS for Program Improvement: A new resource from the Early Learning Division **CANCELLED**

B-23. Oregon Registry Basics

Join this session to learn about the Oregon Registry, how Oregon Registry Online (ORO) is designed for the Early Learning Professional, and what resources are available to help you achieve your professional development goals.

Sarah Myers, Oregon Registry Master Trainer; Set One in Personal, Professional & Leadership Development; Ages: N/A

B-24. Arts-Based Social and Emotional Development for Providers

Caring for and educating young children is an incredibly important job. It is also very demanding and can be very draining. This session is an opportunity to use arts to connect better with ourselves and the children we care for. We will reflect, create, journal and discuss, focusing on one particular child in our care, with the goal of creating deeper understanding.

Ruth Flores; Set One in Learning Environments & Curriculum; Ages: 3-5

B-25. Leveraging Systems to Promote Student parent Success: Strategies and Opportunities for Integrating the Early and Higher Education Systems

Addressing the child care needs of parents in college is critical to supporting their ability to establish family economic security and to promoting their children’s chances of success. Learn from new research on campus-based child care in Oregon and hear how integrating the early and higher education systems could expand access to high-quality care for student families.

Susana Contreas-Mendez; Set One in Program Management; Ages: N/A



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3:30- 4:45

C-26. *No Small Matter*: Movie screening (no panel)

No Small Matter confronts America's most pressing problems with an unlikely but powerful weapon: babies and young children. From home to childcare to preschool, high-quality early care and education has far-reaching impacts, and groundbreaking science to back it up. With a healthy dose of humor and a surprising edge, *No Small Matter* reveals the tragic cost of getting this wrong, and the huge pay-off for our kids, our families, and our country-of getting it right.

Set One in Personal, Professional & Leadership Development; Ages: N/A

Afternoon 3 Hour Sessions 1:15 - 4:30 [English]

BC-30. "What Babies Think"

Many people believe that infants don't really doing much besides, eat, sleep, cry and fill their diapers. But there is a whole lot more going inside those young minds. Come and learn "What Babies Think".

Debbie Hasbrook, Set One in Human Growth & Development; Ages 0-3

BC-31. Developing an Oregon Registry Training Session Proposal

Are you ready to develop a proposal in the Oregon Registry Trainer Program, or want more hands on support? This session will explore the standards, policies, and procedures for training session development. Use the Core Body of knowledge, the Oregon Registry Steps, adult education theories, and program policies to develop your own standards-based training.

Kim Larson, Oregon Registry Master Trainer; Set Two in Personal, Professional & Leadership Development; Ages: N/A; Adult Learning & Development

BC-32. Advocacy in Early Childhood: Children's Rights, Our Responsibilities

This session examines culturally and developmentally appropriate professional practice in relation to the rights of children. We will explore strategies for professionals to uphold and advocate for children's rights as well as strategies to share early childhood knowledge with others.

Dani Stamm-Thomas & Ami Russell, Oregon Registry Master Trainers; Set Two in Personal & Professional Leadership Development; Ages: N/A

Friday Afternoon 3 Hour Sessions – SPANISH - 1:15 - 4:30

BCS-35. Elementos esenciales de la educación Montessori: qué es, cómo funciona y qué elementos hacen que un programa sea auténtico

La filosofía educacional Montessori ha existido por más de 100 años, sin embargo, muchas veces nos encontramos con familias, agencias gubernamentales o proveedores que parecen tener ideas muy diferentes sobre cuáles elementos forman parte del currículo y cuáles no. En este curso interactivo vamos a explorar las bases de esta pedagogía y aprenderemos a distinguir aquellos elementos esenciales que un programa Montessori auténtico utiliza. A final de la sesión vamos a explorar algunos de los elementos que la educación tradicional y la educación Montessori tienen en común, especialmente en lo que se refiere a la educación de la primera infancia.



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Essential elements of Montessori education: What is it, how it works, and what makes a “true Montessori; Dalia Avello, Set 1 in Learning Environments and Curriculum; Ages: N/A

BCS- 36. Examinando y aplicando las influencias culturales en el comportamiento desafiante
CANCELLED

BCS- 37. ¡Relaciones y guía de disciplina trabajando juntas!

En esta capacitación, los participantes podrán analizar cómo las relaciones sociales y la orientación de conducta podrían funcionar juntas cuando se maneja un comportamiento difícil. Compartiremos la importancia de construir relaciones positivas y usarlas como una herramienta para guiar el comportamiento difícil en los niños. Exploraremos diferentes maneras de comunicarnos eficazmente con ellos y compartiremos sugerencias sobre cómo hablar con las familias sobre el comportamiento de los niños.

Relationships and Guidance Working Together!

Ester Horta, Oregon Registry Master Trainer; Set Two in Understanding & Guiding Behavior
Ages: All

Special Event

Friday evening, October 11th, 5:30-7:30 pm in the Town & Gown Room

**Community Forum on Preschool Expulsion:
What is creating the trend of children being expelled from preschool?
What can we do to reverse it?**

Everyone is welcome – Bring your friends and colleagues!

Light snacks will be served.

SATURDAY SESSION DESCRIPTIONS



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SATURDAY SESSION DESCRIPTIONS

8:30-9:00 Welcome (those in sessions DE leave at 9:00)

MORNING SESSIONS

Choose either: D [1 hour] + E [2 hours] + F [3 hours] —OR—

DE [3 hours] + F [3 hours] —OR—

D [1 hour] + EF [5 hours]

9:00-10:00 [D sessions, 1 hour]

D-40. KEYNOTE: Raise Up Oregon

Miriam Calderon, Director of Oregon's Early Learning Division

Set One in Personal, Professional & Leadership Development; Age: N/A

Stronger Together Panel: ORAEYC, CCR&R of Multnomah County, Threads of Justice Collective, & ORIMHA

Keynote interpretation provided in Cantonese, Somali, Spanish & Vietnamese

9:15-12:15 [DE sessions, 3 hours- Do not attend Keynote]

DE-41—Observing Children: Looking and Learning

What can we learn from observing the children in our programs? We will examine the whats, whys, and hows of observations, as well as the types and purposes of them. We will then practice observation techniques and tools. Providers will leave this training excited to apply what they've learned about conducting observations in their programs.

Ami Russell, Oregon Registry Master Trainer; Set Two in Observation & Assessment; Ages: 0-5

DE- 43. Foundations of sensory processing-- its direct impact on learning and behaviors

Learn the foundations of sensory procession. Build a house understanding how each component interacts and supports the next. Learn how the "landscape" is the natural outcome of a solid, well-built sensory based system. Take away ideas and supports to further support your students in accommodating and integrating identified weak areas. You will leave with a wealth of knowledge and resources to begin identifying and supporting ALL individuals you come in contact with.

Minaz Chauthani, Oregon Registry Master Trainer; Set Two in Understanding and Guiding Behavior; Ages: N/A



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10:15 – 4:30 [EF sessions, 5 hours, following the Keynote] [English]

EF- 44. Advocacy in Early Childhood: The Expulsion Dilemma

Expulsions from early childhood programs are on the rise. A disturbing trend is African-American children are approximately two times as likely to be expelled from preschool as white children. This trend has long-term, negative impact on children, families, and our communities. This training will critically examine the problem of preschool expulsions as a case study for various methods of advocacy and empower educators to propose, construct, and recommend for positive change.

Hadiyah Miller, Oregon Registry Master Trainer; Set Three in Diversity & Personal, Professional and Leadership Development; Ages: N/A

EF-45. Teaching Young Children about the Civil Rights Movement

This workshop will guide teachers of children preschool through elementary in 5 units of content about the Civil Rights Movement including the history and people, music, drama, hands on activities and connections to social justice issues in the lives of children today. This will be a highly interactive session with many children's books to support our study and singing to support our hearts and solidarity.

Katie Kissinger, Oregon Registry Master Trainer; Set One in Diversity; Ages: 3-5, 5-12

EF-46. Purpose Meets Passion: Creating meaningful handbooks

No more copy and paste. Create parent and employee handbooks that serve as meaningful tools for your center. As a group, we will share our policies and procedures. We will also introduce a Program Administration Scale to help you update policies and procedures. Take a look into the philosophies of your school and ways to communicate them to staff and families.

Brandy Coleman; Set One in Program Management; Ages: N/A

EF-47. WellEducator, WellClassroom: Nurturing the Holistic Wellbeing of EC Educators

Educator stress has been reported as higher than any other profession. Stressors include lack of social/emotional training, ineffective interpersonal relationships, vicarious trauma, and unrealistic systems' requirements. Stressors impact wellbeing and availability to effectively support children. Educators inherently deserve support in nurturing their holistic wellbeing. Let's practice skills to decrease stressors on mind/body systems and stay connected to the wonders and curiosities of teaching.

Renee Van Norman, Oregon Registry Master Trainer; Set Two in Personal, Professional & Leadership Development; Ages: N/A; Adult Learning & Development

10:15 – 4:30 SATURDAY – 5 hour SPANISH Sessions, [EFS sessions, 5 hours, following the Keynote] [español]

EFS-48. Impacto colectivo: Desarrollando conexiones positivas con las familias y comunidades

Una de las mejores partes de nuestro papel como profesionales de educación temprana es la construcción de relaciones positivas con las familias y ayudar a las familias a construir relaciones con la comunidad que los rodea. Esto es especialmente cierto para las familias que pueden ser nuevas para la comunidad o pueden ser de una cultura diferente. En este taller, vamos a examinar las estrategias para la construcción de relaciones positivas con las familias y explorar estrategias para



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ayudar a las familias a construir relaciones positivas con agencias en la comunidad. Las estrategias de comunicaciones positivas presentadas son universales y no solamente ayudar a los niños y las familias a las que servimos, sino que también pudieran ayudarnos personalmente.

Evelyn Salvatierra, Oregon Registry Master Trainer; Set Two in Families & Community Systems; Ages: 3-5

EFS-49. Participación y involucramiento de niños y sus familias en un ambiente multicultural: Cómo impacta la diversidad cultural en los niños, los maestros y las familias. Se compartirán ideas de cómo crear un ambiente rico y multicultural a través de la participación de los padres para apoyar la diversidad y necesidades individuales de cada familia.

Roxanna Hoyle, Oregon Registry Master Trainer; Set Two in Diversity; Ages 3-5

EFS-50. Como cuidar a nuestros hijos y a nosotras misma cuando experimentamos intimidación o acoso

En este taller vamos aprender a protegernos de no dejarnos que nadie nos maltrate o nos acose. Vamos a poder identificar las consecuencias de estos daños psicológicos y emocionales en el individuo afectado por el acoso le puede ocasionar.

How to Take Care of our Kids and Ourselves when we/they Experience Bullying

Alba Sullivan, Oregon Registry Master Trainer; Set Two in Personal, Professional & Leadership Development/ Understanding and Guiding Behavior; Ages: 5-12

10:15 – 12:15 [E sessions, 2 hours following Keynote] [English]

E-55. Tuning Guidance to Toddler Development

In order to be kind and effective teachers, we will seek to better understand the toddler's point of view. Together we will wonder how toddlers understand and engage with the world. We will consider Dr. Maria Montessori's writings on the development of the will and the spiritual needs of the child as well as how current research is illuminating the inner life of our youngest children. With this understanding of development, we will consider guidance practices for the toddler community.

Mercedes Castle, Oregon Registry Master Trainer; Set One in Understanding & Guiding Behavior; Ages 0-3

E-56. Teaching on the Brink of Climate Catastrophe

The children we are teaching today will grow up in a world that looks and works differently from the one we've grown up in. How do we create classrooms that prioritize the kinds of practical skills, critical thinking, and community building that aid in the fundamental shift necessary to survive in a world experiencing mass extinction and climate catastrophe?

Autumn Dobbins; Set One in Learning Environments & Curriculum; Ages: 3-5

E-57. I'm Happy-Sad Today: Supporting Children's Complex Emotions in the Preschool Classroom

Excited and nervous? Happy and sad? Frustrated and determined? Explore how to "go beyond" feeling charts and support children's complex feelings as they navigate throughout their preschool day.



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Discuss “mixed-together” feelings and practice sensitive and effective responses to communications and social-interactions. Planned and emergent social-emotional curriculum ideas will be shared.

Ingrid Anderson, Oregon Registry Master Trainer; Set One in Understanding and Guiding Behavior; Ages: 3-5

E-58. The Tipping Point: Reconceptualizing the balance between the group and the individual in early learning

How does learning happen in the classroom? In the dynamic communities that learning environments inspire, what is the relationship between the individual and the group? As teacher researchers, we embark on an inquiry into collaboration, agency, and inclusion- searching out the connections in how these values and the process they require inform children’s learning and teacher practice.

Melissa Van Bergen and Sarah Williams, Oregon Registry Master Trainers; Set One in Understanding and Guiding Behavior; Ages: 3-5

E-59. Conflict as Curriculum: Reflective problem solving with children

Children in conflict with each other is a natural occurrence in any preschool classroom. How can teachers and caregivers actively engage children in the problem solving process? How can we guide children to become reflective thinkers when it comes to experiencing conflict? One teacher’s journey into action research on classroom conflict is featured.

Julie Watkins, Oregon Registry Master Trainer; Set Two in Understanding and Guiding Behavior; Ages:3-5

E-61. CANCELLED

E-62. Black Engineers

Black youth need support from their families and childcare providers to become engaged and resilient learners. However, education system inequities undermine the role of Black parents as their children’s first teachers. In this session, we will outline a family-centered program designed to help parents and caregivers of preschool-age children gain skills for teaching early learners the engineering design process.

Dr. Derron Coles & Dr. Scott Pattison; Set One in Learning Environments & Curriculum/ Family & Community Systems; Ages: 3-5

E-63. Rethinking Challenging Behavior: Children Do Better When They Feel Better

Children’s behaviors can be confusing and challenging to address. How might we reconsider children’s motivations to better foster caring, loving and respectful learning environments while establishing cultures of problem solving and respect? Utilizing multiple frameworks and concepts based on research, this session will help you to plan your routines and environments towards warm and loving classroom relationships.

Soobin Oh, Oregon Registry Master Trainer; Set Two in Understanding and Guiding Behavior; Ages: 3-5

E-65. Making Menus that Matter

This session will provide an overview of the child care meal patterns (infant, toddler and child). You do not need to be in a CACFP program to attend this session! This session will be interactive as we build



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weekly menus that are kid-tested and approved! Learn how your program can supplement deficiencies in meals provided by parents to meet your licensing requirements. Leave with ideas, menus and additional resources.

Darcy Miller, Jessica Visinsky, Kaitlin Skreen, and Kim Cardona; Set One in Health, Safety and Nutrition; Ages 0-5

E-66. Woodworking with Children

Children crave to build whatever they imagine! Learn how woodworking can naturally provide problem solving experiences, demand critical thinking and allow children to create while they learn math, build self-esteem, and develop fine motor skills. I'll answer "How-do-I get-started?" and "What are the just right-for-me steps?" for establishing an appropriate woodworking program. You'll even have some designated time for hands-on fun with the wood and tools.

Jennifer Marcus; Set One in Learning Environments & Curriculum: Ages: 3-5, 5-8

E-67. Give me Five: 5 Key Practices to Prevent Challenging Behavior and Promote Friendship Skills

Challenging behavior getting you down or driving you nuts? Join us to examine 5 key practices to support young children and promote positive behavior in the classroom and at home. Participants will learn how to problem-solve challenging behavior, reflect on interactions with children, and support children's social skills. Participants will leave with a plan for the classroom or home!

Mackenzie Weintraub & Meredith Villines: Set Two in Understanding and Guiding Behavior; Ages: 3-5

E-68. Integrating Science, Math and Literacy for Earth's Sake

Discover activities and techniques for building literacy and numeracy skills in the primary grades while introducing science content around environmental themes. Engage in inquiry-based activities, games, role-playing, and cooperative group exercises that build academic skills and broaden ecological and geographical awareness.

Jennifer Wyld; Set One in Learning Environments & Curriculum: Ages 5-12

E-69. Cultivating Change: A conversation about culture and its relationship to Developmentally Appropriate Practice

CANCELLED

E-70. Instructional Drawing with Preschool and School Aged Children

The participants in the workshop will review the theory of Instructional Drawing with preschool and school age children. We will explore how to use pictorial art to increase vocabulary and a sense of aesthetics. This session is an overview of how to support children's art appreciation and the impact on their social, emotional, physical, cognitive, and language development.

Autumn Fowler; Set One in Learning Environments & Curriculum; Ages: 3-5, 5-8

E-71. Let's Wrestle! Supporting Rough and Tumble Play in Your Classroom

Early childhood educators often wonder: Is rough and tumble play dangerous? Does it make children more aggressive? Is there a place for rough play in our classroom? Join us as we explore the many



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benefits- physical, cognitive, and social- of this vital play engaged in by young children of all ages. Participants will earn responsive guidance strategies and guidelines for understanding and assessing risks as we deepen our understanding of the positive role symbolic aggression plays in children's growth and development.

Stephen Karmol, Oregon Registry Master Trainer; Set One in Understanding and Guiding Behavior; Ages: N/A

E-72. Essentials of Child-Centered Reggio Style Education

Educating children before they reach school age is educating them during the most important developmental times of their lives. What can we nurture in them--belief in themselves-- the deep, and true understanding that they matter? A learner-centered approach to preschool education holds as its most precious value: a deep reverence for childhood. Helping us nurture that value in ourselves and show us ways to use that in our practice will give these gifts to the children in our care.

Ruth Flores; Set One in Learning Environments and Curriculum; Ages: 3-5

E-73. No Small Matter: Movie screening with a panel discussion

No Small Matter confronts America's most pressing problems with an unlikely but powerful weapon: babies and young children. From home to childcare to preschool, high-quality early care and education has far-reaching impacts, and groundbreaking science to back it up. With a healthy dose of humor and a surprising edge, *No Small Matter* reveals the tragic cost of getting this wrong, and the huge pay-off for our kids, our families, and our country--of getting it right.

Sara Stearns, Dr. Sherri Alderman, Oregon Registry Master Trainers, and panel; Set One in Personal, Professional and Leadership Development; Ages: N/A

EFC-75. Chinese

Morning (2 hours, following keynote): 10:15-12:15

為孩子們選擇健康零食

雖然膳食佔兒童營養攝入量的大部分，但大多數兒童每天至少吃一份零食。雖然許多最常提供的兒童零食往往營養價值低於膳食，但零食仍然可以支持甚至提高您孩子的整體健康飲食計劃

Choosing Healthy Snacks for Kids

Ami Hsu Lee; Set One in Health, Safety, & Nutrition; Ages: 3-5, 5-12

This course will be taught in Cantonese. 此項課程將會以廣東話教授。

Afternoon (3 hours): 1:15-4:30

支持雙語學習者的讀寫能力和語言發展

1. 瞭解支持雙語學習者的讀寫能力和語言發展的基礎概念。
2. 建立有系統的策略來支持雙語學習者的讀寫能力和語言發展。



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Supporting Literacy and Language Development for Dual Language Learners
Yu-Yen Lee, Oregon Registry Community Trainer; Set One in Learning Environments and Curriculum; Ages 3-5

This course will be taught in Mandarin. 此項課程將會以普通話教授。

EFV-76. Vietnamese

These classes will be taught in Vietnamese. Các lớp học này sẽ bằng tiếng Việt.

Morning (2 hours): 10:15-12:15

Hướng dẫn hành vi trẻ con thông qua quan sát hành vi của trẻ

Người tham gia sẽ kiểm tra các nhân tố tác động bên trong và bên ngoài đối với hành vi của trẻ em. Người tham gia sẽ học cách sử dụng các phương pháp khác nhau để quan sát và ghi lại các hành vi nhằm tìm hiểu nhu cầu và sở thích của trẻ, cũng như tạo ra một kế hoạch hành động để giải quyết cho các hành vi thách thức của trẻ.

Guiding children's behavior through observation: Understanding mistaken behavior

Hanh Huynh; Set One in Understanding & Guiding Behavior; Ages: 3-5, 5-8

(Tuổi mẫu giáo và tuổi đi học)

Afternoon (3 hours): 1:15- 4:30

Chọn đồ ăn nhẹ tốt cho trẻ em

Ưu tiên chiếm phần lớn lượng dinh dưỡng của trẻ, hầu hết trẻ em ăn ít nhất một bữa ăn nhẹ mỗi ngày. Mặc dù nhiều món ăn vặt dành cho trẻ em thường được cung cấp có xu hướng có giá trị dinh dưỡng thấp hơn bữa ăn, nhưng đồ ăn nhẹ vẫn có thể hỗ trợ hoặc thậm chí tăng cường cho kế hoạch ăn uống lành mạnh của con bạn.

Choosing Healthy Snacks for Kids

Ami Hsu Lee, Oregon Registry Master Trainer; Set One in Health, Safety & Nutrition; Ages: 3-5, 5-8 (Tuổi mẫu giáo và tuổi đi học)

EFS-77. Somali

Morning (2 hours): 10:15-12:15

Wax ka qabashada Caqabadaha Dhanka Dabeecada iyo In Dhammaan Carruurta Ku Jiraan Daryeelka

Ka qayb qaatayaasha fasalkani waxay wax ka baran doonaan xogta/qiyaasaha qaranka ee la xiriira iska cayrinta/eryida dugsiga xannaanada/barbaarinta 'preschool' iyada oo la eegi doono sida carruur badan looga codsado in ay isaga tegaan daryeelkooda carruurta marka ay joogaan Degaanka Multnomah. Kooxdu waxay tixgelinta siin doonaa waayo-aragnimadooda gaarka ah waxayna ka wada hadli doontaa waxa ay yihiin taageerooyinka iyo ilaha dheeraadka ah ee lagama maarmaanka u ah buuxinta baahiyaha barnaamijyada taageeraya carruurta qabta caqabada dhanka dabeecada ah iyo baahiyo gaar ah. Waxaanu sidoo kale ka wada hadli doontaa istiraatiijiyada ka socda gobolada



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kale iyada oo la tixgelin doono haddii ay noqon karaan kuwo waxtar u leh bulshada Soomaaliyeed ee deegaankeena.

Addressing Challenging Behaviors and Keeping All Children in Care
Muna Farah; Set One in Program Management; Ages: N/A

Afternoon: (2.5 hours) 1:15- 4:00

Qaybaha Aan isku xirnayn ‘Loose Parts’: Dhiirigelinta Aragtida iyo Hal-abuurnimada Carruurta

Ma raadinaysaa qalabka/waxyaabaha dhanka ciyaarta oo qiimahoodu jaban yahay oo soo jiita aragtida iyo hal-abuurnimada carruurta oo loogu talagalay gudaha iyo bannaanka? Qaybaha aan isku xirnayn “Loose parts” waa waxyaabo aan xad lahayn oo dib loo isticmaali karo ‘recyclable’ oo laga helo gurigaaga ama deegaankaaga/beey’adaada. Ka fikir: tuubooyinka baakada/sanduuqa ka sameynsan, baakadaha cereal-ka, miraha geedka pine-ka, laamaha, iyo suxuunta ‘trays’ ee dhammaan qaababka iyo cabirrada kala duwan leh. Kaalay oo wax ka baro qaybaha aan isku xirnayn “loose parts” iyo dejinta fikrado ku saabsan sida hab badbaadada leh wax loo soo ururiyo isla markaana loola ciyaaro carruurta. Waxaa dhici karta in aad la yaabto sida hal-abuurnimada leh ee adiga iyo carruurtaadu aad ugu ciyaari kartaan qalabkani/waxyaabahani, iyada oo sidoo kale si wadajir ah wax loo wada dejinayo ama loo baranayo!

Loose Parts: Encouraging Children’s Imagination and Creativity

Muna Farah; 2.5 hours, Set One in Learning Environments & Curriculum; Ages: All

AFTERNOON SESSIONS

Choose one F Session [3 hours] [English]

1:30 – 4:45

F-80. Sharing Music with the Youngest Child

Up your circle time game! Gain insight into how you can support tonal and rhythmic competence in your classroom. Learn 5+ new songs to share with your community, plus transition rhymes, finger plays and activities.

Mercedes Castle, Oregon Registry Master Trainer; Set One in Learning Environments & Curriculum; Ages: 0-3 (Set Two status pending)

F-81. Mother Nature’s Children: Nesting with Infants and Toddlers

The term biophilia refers to the possibility that the connection and deep affiliations humans have with nature are rooted in our biology. Rekindle your own sense of wonder in this make-and-take workshop as we explore materials from nature’s landscape suitable for the youngest children in our care.

DyLynn Robertson, Oregon Registry Master Trainer; Set One in Learning Environments & Curriculum; Ages: 0-3



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F-82. A Safe Place for Risky Play: Strategies for the Play Yard

Play often involves risk! Appropriate risk-taking can be a vital part of learning boundaries, control, and self-regulation. This workshop will take a deeper look at risky play and suggest strategies to maintain a safe play environment. We will examine topics such as loose parts, hazards in the landscape, managing risk, and communicating with parents.

Leon Smith; Set One in Learning Environments & Curriculum; Ages: 3-5

F-83. Intrinsic Motivation & the Growth Mindset

What does it mean to be “motivated from within?” How does a Growth Mindset apply to teaching, early childhood education, and being human? Explore these key concepts in a supportive environment of peer to peer empowerment, as well as the latest brain science that affirms this approach to human growth and development. Gain practical tools to bring this exciting research back to your school, and join in this community and movement dedicated to helping each child (and each of us!) reach our full potential, and create a lifetime of health and happiness from the inside out.

Megan Barella, Oregon Registry Master Trainer; Set One in Human Growth and Development; Ages: 3-5 (Set Two status pending)

F-84. You’re Not My Friend! Conflict Resolution with Children

“I had it first!” “It’s my turn!” “You can’t play with us!” Intervening in children’s squabbles can be frustrating and exhausting, and can seem like a serious interruption to the day. Learn how to support children’s problem-solving skills and start getting excited (yes, excited!) about conflict!

Teressa DiAndrea, Oregon Registry Community Trainer; Set One in Understanding & Guiding Behavior; Ages: 3-5

F-85. The Underworld of Disney--Gender and Cultural Bias in Media

Explore the influence that the Disney Culture has on our personal culture as educators. Examine bias in print and media forms experienced in well-known Disney animation. Learn ways to select quality multicultural materials for the learning environment.

Brandy Coleman; Set One in Diversity; Ages: 3-5

F-86. Designing Classroom Environments Inspired by the Reggio Emilia Approach Part 1: Provocations and Materials

How can your classroom “invite” new learning? How can your design provoke deeper learning with the children? Are you interested in using your classroom to support inquiry-based learning? Using your own classroom as a medium for practice, we will apply principles of social-constructivist pedagogy inspired by the schools of Reggio Emilia.

Soobin Oh, Oregon Registry Master Trainer; Set Two in Learning Environments & Curriculum; Ages: 3-5

F-87. Making Meaning Inquiry Method

“Educate” means to “draw out.” How do I draw out the knowledge and help children to apply their knowledge and connect it to make meaning? This method has been around a long time, but has been forgotten amongst all the new-fangled methods and techniques. Does it work well for any subject and any age? We will consider it as a practice across the curriculum and find ways for it to work with your youngsters. **Prerequisite:** Training or course-work in learning theory at the Set 2 level.



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Jennifer Seretan, Oregon Registry Master Trainer; Set Three in Learning Environments & Curriculum; Ages: 3-5, 5-12

F-88. “Discomfort Club”: A Step Towards Embracing Vulnerability in Anti-Bias Work

Educators attempt to re-imagine what our Anti-Bias curriculum embodies. Members of the Helen Gordon staff will share a story about how they began their refocused work on personal values, feelings and explorations of Anti-Bias work. This workshop calls for active participants who are willing to step into discomfort with the facilitators.

Jessica Langsam, Morgan Caprio, Chrystal Proue; Set Two in Diversity; Ages: N/A

F-89. Conversations with Children about Consent

Discussing the aspects of boundaries and consent with young children can seem so incredibly daunting and uncomfortable that we sometimes avoid the conversation altogether. Learn how to talk with children about their own voice and choices in a way that acknowledges the various facets of consent. Learn some basics of consent, the ways we inadvertently teach children that consent is not important and practice strategies to bring back to your classroom. How children learn about consent as a child will inform how they interact with other adults and children throughout their lifetime.

Amy Williams, Oregon Registry Master Trainer; Set Two in Understanding & Guiding Behavior; Ages: N/A

F-90. Observing Children: Program Practices

What are the program practices which will encourage focused observations of the children in your program? And how can you link your observations to developmental support for your children? Explore strategies to use when observing your children and examine how to connect your observations to the activities you provide your program. (Note: it is recommended that participants first take DE-41 Observing Children: Looking and Learning before this training.)

Ami Russell, Oregon Registry Master Trainer; Set Two in Observation & Assessment; Ages: N/A

F-91. 10 Ideas to Follow Up After The Class Is Over

Attendees will only remember 20% of what you present when they walk out the door. Most will never contact you for more information or help. What is the goal or outcome you want from communication with attendees after the class is over? Learn 10 ways to follow up to extend learning, encourage repeat attendees, and make sure your training is a starting place not an isolated event.

Debbie Hasbrook, Oregon Registry Master Trainer; Set One in Personal, Professional and Leadership Development; Ages: N/A; Adult Learning

F-92. Drill Down to Root Causes of Behavior

From a sensory processing lens, understand the core of behavior due to a dysregulated sensory system. Learn how to support the environment and child using natural environmental supports and strategies to turn around behaviors and support emotional regulation.

Minaz Chauthani, Oregon Register Master Trainer; Set Two in Understanding & Guiding Behavior; Ages: N/A



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F-94. “We Need to Talk”: Critical Conversations with Families

A strong partnership between parents and teachers is crucial to address children’s challenging behaviors. In this session, participants will examine components of culturally responsive practices to address behavior, identify strategies to communicate with families, and ensure openness and partnership. Resources and tools for reflection and program-wide procedures will be highlighted during this training.

Mackenzie Weintraub, Oregon Register Master Trainer & Meredith Villines; Set One in Family and Community Systems; Ages: N/A

F-93. Participants will attend these two sessions together F-93 a & b (each 1.5 hours in length):

(a) Oppression in the Lives of Children and Families

Presentation and moderated panel discussion by Inquiry to Action Groups (ITAG) on their findings connecting the relationship between oppression and trauma for young children and families, educators, providers and organizations. Hear about recent research and direct study of the impact of trauma from oppression on individuals, relationships, and communities.

Lena Ko and ITAG panel; Set One in Diversity/ Health, Safety, and Nutrition; Ages: N/A

(b) ECE Professionals of Color: Talking about how racism impacts our work with children and families

This will be a “fishbowl” discussion by ECE Professionals of Color addressing the topic of how racism impacts their daily work with children and families. The audiences will have a chance to hear the stories and realities of racism in our field and communities. Come with a willingness to listen and increase awareness.

Qahira Barton; Set One in Diversity; Ages: N/A