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EIGHTEENTH ANNUAL

Infant Toddler

CONFERENCE



MARCH 7, 2015

Presented by



in collaboration with:

The Ounce of Prevention Fund
and
Children's Home + Aid

This is a Gateway to Opportunity registry-approved conference.



Oakton Community College
Early Childhood Education
1600 East Golf Road, Des Plaines, IL 60016

Join us as we honor the first three years of life: the foundation for growth and learning that opens the door to tomorrow. Our 2015 Conference centers on how we support that early growth, so that infants and toddlers thrive in the environments we create.

Keynote Address

8:30 - 9:45 a.m.



Open the Door to Tomorrow: Honor the First Three Years of Life

Tovah P. Klein, Ph.D.

Director, Center for Toddler Development

Associate Professor of Psychology
Barnard College, New York

Professor Klein earned a doctorate in developmental and clinical psychology from Duke University, and a bachelor's degree in psychology from the University of Michigan. At the Barnard College Center for Toddler Development, she and her research team study children's social and emotional development, the influence of parents on children's development, and parenting in the early years. In particular, Klein focuses on mothers' and fathers' transition to parenthood and on work and family issues. The author of *How Toddlers Thrive: What Parents Can do Today for Children Ages 2 to 5 to Plant the Seed of Lifelong Success*, she has been a developmental advisor for *Sesame Street*. Klein is on the advisory boards for Room to Grow, Rawanda Educational Assistance Project, and NYC Voices of Childhood. She is the mother of three boys.

Conference Schedule

Hosted by

Oakton Community College

TenHoeve Center, Des Plaines Campus, 1600 East Golf Road
Registration in Main Lobby

SATURDAY, MARCH 7 2015

7:30 a.m - 2 p.m.

7:30 - 8:15 a.m.	Coffee and Registration (Main Lobby)
8:30 - 9:45 a.m.	Keynote Address
10 - 11:30 a.m.	Morning Workshops
11:30 a.m. - 12:30 p.m.	Boxed Lunch Marketplace of Information
12:30 - 2 p.m.	Afternoon Workshops
8 a.m. - 2 p.m.	Professional Exhibits

Registration fee: \$40 in advance; \$60 at the door
(if space is available)

Registration fee includes continental breakfast, boxed lunch, and admission to all sessions.

For more information, contact Rosann Scalise at 847-635-1910
or Marsha Hawley at 312-453-1844.

Registration Deadline: Monday, March 2, 2015

Space is limited. Register online at www.oakton.edu/infanttoddler
or mail completed form below.

Please bring your Registry Number.

Note: There is no pre-registration for workshops. Presenters will close doors when rooms are full. Participants are advised to arrive early.

REGISTRATION FORM *Please print legibly.*

Name _____

Address _____

City _____

State/Zip _____ Phone _____

E-mail _____

Agency _____

Address _____

City _____ State/Zip _____

Please make check/money order for \$40 payable to

OCC - Infant/Toddler Conference

and mail with this form to: Oakton Community College,
Division of Social Sciences and Business, 1600 East Golf Road,
Des Plaines, IL 60016, Attn: Rosann Scalise

Registration must be received by March 2, 2015.

Morning Only Workshops

10 - 11:30 a.m.

1. Family and Community Relationships

Catherine Byrd, Children’s Home + Aid

Early experience matters. As parents are a child’s first and most important teachers, we must meet families where they are, and communicate effectively to engage them. Learn how the communication technique of active listening can gain a family’s trust and lead to more effective, jointly-developed goals and objectives for the child. Note: this workshop is offered in Spanish in the afternoon.

2. On the Move! Dealing with High Activity Levels in Infants and Toddlers

Angela Searcy, Simple Solutions Educational Services

What happens when infants, toddlers, and 2-year-olds don’t get the involvement necessary for the brain to retain information? Learn to differentiate between age appropriate and problematic activity levels, understand ADD/ADHD in young children, recognize atypical motor patterns, and grasp how these physical impairments can inhibit cognition. Explore how movement can maximize brain connections and whole brain functioning in young children from birth to age 3.

3. Building Steps of Strength: How to Empower and Not to Struggle with the Behavior of our Youngest Children

Marie Masterson, Dominican University

See behavior challenges through a new lens and empower self-directed cooperation, even for the youngest learners. Build secure attachment, nurture confidence, and motivate behavior and learning success as you unpack every child’s need for connection, competence, and control. Unlock principles of neuroscience, executive function, and self-regulation that every child needs for success. Take home Fast Facts to help you support parents in raising competent children. Change your own life – as you change theirs!

4. It’s All About the Relationship When Working With 2-Year-Olds!

Laura Duel, Virginia Frank Child Development Center

Employing the *Connections: Relationship-Based Phase Model* used at the Virginia Frank Center, workshop emphasizes the importance of building strong caregiver relationships with 2-year-old children to promote a secure, healthy, and productive learning environment. Learn the three phases of relationships – separation and attachment, autonomy/development, and development of initiative and consolidation of skills –techniques for responding to each phase in the classroom.

5. Mitos, Realidades, Fenómenos y Prácticas Para Mejorar el Aprendizaje del Inglés en Los Niños Hasta Los 3 Años

Liliam Perez, Ounce of Prevention

Acompáñenos y prepárense para discutir los mitos sobre cómo los padres aprenden el inglés y cómo toman decisiones acertadas sobre la educación de sus niños. Ustedes aprenderán sobre los fenómenos típicos que afectan a los niños y a los adultos que consideran prácticas apropiadas para mejorar el aprendizaje del idioma en los niños menores de 3 años cuyas familias no hablan ingles.

Afternoon Only Workshops

12:30 - 2 p.m.

6. Partnering with Families of our Youngest Children

Delores Malone, Oakton Community College

Learn how to form strong partnerships with families as their infants and toddlers begin to develop social and emotional competence. Reflect on your role as a teacher and/or administrator through interactive discussions and activities, and explore causes behind the occasional difficulty in communicating effectively with families.

7. I’m Singing! I’m Dancing! I’m Learning!

Carole Stephens, Music and Movement Specialist

Young children learn by exploring their environment. Music and movement activities give them opportunities to stretch their physical abilities while growing the neural connections for literacy, language, and comprehension. Learn why music and movement is not only developmentally appropriate but imperative for the children in your care. Practice easy-to-remember songs you can use tomorrow. Re-energize your music curriculum!

8. The “Workshop Workshop” to Support 0-3 Professional Development

Marsha Hawley, Ounce of Prevention

Have you ever wanted to present what you know about working with infants, toddlers, and their families but feel nervous about speaking to a large group? Gain the skills you need to facilitate learning and share your expertise and experience with others in the field.

9. Relaciones con Las Familias y Con la Comunidad

Catherine Byrd, Children’s Home + Aid

La primera experiencia es importante. Los padres son los primeros maestros y los más importantes para el niño. Los participants aprenderán el significado de cómo escuchar, de cómo analizar y de cómo ésta técnica permite establecer confianza entre los adultos y también de cómo permite planear juntos los objetivos positivos para el niño. Nota: esta presentación se ofrece por la mañana en inglés.

Double Workshop

10 - 11:30 a.m., 12:30 - 2 p.m.

(must attend morning and afternoon)

10. Basics of Culturally and Linguistically Appropriate Practice – This is an ExceleRate Illinois training

Robin Byster, Early Childhood Consultant

Learn how the complexities of culture impact interactions with families and other professionals. Explore your own cultural competence and awareness through discussion and group activities,

Morning and Afternoon Workshops

10 - 11:30 a.m., 12:30 - 2 p.m.

11. Health, Fitness, and Wellness for the First Three Years of Life

Michelle Sprinkle and **Trevor Speechely**, Bright Horizons

Master daily physical activity with infants and toddlers that promotes health-related fitness and movement skills. Topics include healthy eating habits and other aspects of well-being, including educating parents, observing signs of illness, proper sanitizing, sustaining a healthy environment, and incorporating structured and unstructured movement in and outside of the classroom – including activities providers can use in their centers.

12. Your Professional Development and the Infant Toddler Credential: Finding the Path That Fits

Tracey Pledger, Illinois Network of Child Care Resource and Referral Association

The Gateways to Opportunity Infant Toddler Credential validates the experience and education of professionals in the field. Learn how this credential can further your professional development, review the components of this and other credentials, and find out how to apply.

13. Ways to De-Stress When Working with Infants, Toddlers and 2-Year-Olds

Chelsea Shulke and **Krisitin Kleemann**, Bright Horizons Child Care

Working with young children can be stressful. Learn how to recognize the causes of stress, identify your personal stressors, brainstorm new ways to reduce stress, and minimize the impact of stress in your life. Master stress-busting techniques that reduce burnout.

14. Observation: What You See is What You Get

Bridgett Scarborough, Early Childhood Consultant

Conducting an individual infant/toddler or group observation can seem deceptively simple – but it requires training and practice to observe objectively. Explore your own affect and how it influences the ways you observe children. Review various observation techniques; how to document observation data; and how to analyze documentation for meaning, appropriateness, and reliability. Complete a reflection exercise to determine your own observation type, practice writing observations, analyze samples of infant/toddler documentation, and plan for instruction.

15. Music in the Classroom: What a Resource!

Linda Robertson, Early Childhood Music Specialist

Music is a powerful learning tool for infants and toddlers and can help you deepen your relationship with the babies under your care. Songs contain the building blocks for early (pre) literacy and math skills, and help infants and toddlers transition from one place/activity to the next. Learn to create “piggyback songs” (new lyrics to familiar tunes) and increase your ability to lead music with children.

16. Planning Purposeful Play for Toddlers and Twos

Michelle Patt, Beth Emet Early Childhood Program.

A carefully planned environment, involving teachers’ intentional choices of materials, encourages toddlers and 2-year-olds to approach materials with intent and engage in purposeful activity. It also supports children’s self-regulation as they navigate choices, schedules, and routines. Learn strategies for arranging classroom environments, choosing materials, and scaffolding children’s engagement in classroom activities.

17. Stay Away Itchy Foods!!

Sarah Valaika, Triton College

Food allergies in children have increased 50 percent in recent years. Infants and toddler grow up with friends and classmates who have food allergies and attend schools with food allergy policies. Learn about food allergens, signs and symptoms, the importance of having a plan, and the opportunities food allergies bring to an early childhood setting. How we welcome this element of diversity in our early childhood settings does matter. How we educate early childhood providers and parents of infants and toddlers matters even more.

18. Playing Outside the Box

Heather Porteous, Alix Tongsgard, and Linda Calloway, Early Childhood Teachers

Gain hands-on experience with a variety of infant and toddler learning materials that can help you create and scaffold play experiences to promote optimal growth and development. Learn how to do observation and assessment of the children in your program.

19. Increase the Peace: Evidence-Based Stress Reduction Techniques for Infants and Toddlers

Joy Culver, Early Childhood Consultant.

Review studies that outline effective strategies for reducing infant and toddler stress. Learn how babies’ behavioral states play a role in responding to stress in the environment and how caregivers can identify cues that reveal contentment, attachment, and readiness for interaction. Explore comfort-giving stress reduction skills to use with the children in your care.

20. Surviving the Pain of Biting!

Carrie Rafalski, Early Childhood Consultant

Learn more about why this toddler phenomenon happens and what we can do to reduce its occurrence. Create strategies and action plans that include parent input and help.

21. Building (and Keeping!) Substantial Family Relationships

Catie Hein, YWCA of Lake County

In a quality infant toddler care environment, caregivers pay attention to children and their families. Learn how to build solid, positive relationships with families – whether dealing with a single-child home, multiple siblings, changing family dynamics, or just the business of daily life – that will help you engage them in the classroom throughout the year.

22. Promoting Positive Guidance

Kimberly Thomas, Early Childhood Consultant

Parents and child care providers can become stressed as toddlers and young children exhibit challenging behaviors that disrupt the classroom setting. Providing a consistent environment that supports positive interactions and developmental needs allows these children to learn and explore while empowering them to make positive choices. Master strategies that promote positive guidance.