**2019 Workshops and Presenters**

**Academic AND Play-Based: Building Cognitive Skills Through Play**-**Anna Nippert**

Research tells us that young children learn best from activities that are embedded into play and routines.  However, in a time of increased emphasis on “school readiness”, play in early childhood settings is more and more pushed to the side and replaced with “academic” activities such as worksheets that focus on the ABC’s and 123’s. But did you know that Cognitive Development-the development of our thinking skills—involves so much more than these pre-academic skills? And that ALL cognitive skills, including these pre-academic skills, are best learned through play?  This session will introduce participants to the varied thinking skills that are necessary for infant, toddler, and preschool development, as well as ways that these skills can be facilitated through PLAY! Come for an interactive, hands-on learning opportunity that will get you thinking!

**Using Homemade Books as Teaching Tools- Deb Danielson**

Homemade and class-made books can be powerful teaching tools.  This class will highlight a variety of examples of homemade books and explore ways to use each for teaching a wide range of concepts and skills.

**A Thinking Approach to Art- Jacque Crocker**

In this hands-on workshop, learners will explore art as a medium to communicate theories, thoughts, ideas, and emotions using paint and other mediums.  Attendees will develop strategies to explore art mediums and to set the stage for artistic learning in their classroom. Attendees are encourage to connect classroom activities and content to meaningful and intentional art exploration.

The article "Changing Lenses: It's All About Art!" by Patricia Pinciotti will be used as a supporting document. All participants will receive a copy of the article along with art supplies to explore.

**How to Support the Breastfeeding Family-Brenda Bandy**

Discover how you can provide a vital piece of a breastfeeding mother’s success in continuing to breastfeed after she returns to work.  The course information covers proper storage and handling of breast milk, behaviors or breastfed infants and the benefits for both the infant and the mother.

**Transforming into a Trauma Responsive School- Jessica Griffin**

"Do the best you can until you know better. Then when you know better, do better." These words from Maya Angelou paint the picture of change process our school undertook over 3 years ago to better meet the social-emotional needs of students.  Seeing a rising number of students who did not respond to a traditional positive behavior support structure and consequence system our school decided to take a different approach by implementing trauma responsive practices.  We will share the specific processes we used to move from traditional fear, compliance-based techniques to utilizing trauma-responsive techniques to help children learn to self regulate, maintain their composure, and build intrinsic motivation.  We will share resources and ideas that have helped us improve our system and that can be used within home, daycare, or school setting. This change process has made our school a better place for ALL stakeholders-students, families, and staff.

**Links to Quality Pilot Highlights-Kelly Meigs**

Please join us for a session to highlight Links to Quality (L2Q) pilot activities since its launch in April 2018.  We will have a panel of L2Q providers, community consultants and program staff share their reflections on the first year of the pilot.  Topics may include peer learning groups, portfolio process, site visits and the use of the Business Administrative Scale (BAS) in the Program Leadership link.  A Question and answer session will follow our presentation.  Find out how you can assist us in providing continuous quality in the early childhood field by being active participants in the L2Q Pilot.

**Implementing Trauma Informed Practices Into Your Classroom-Sarah Holmes**

This presentation provides information regarding Trauma, Toxic Stress, Adverse Childhood Experiences (ACEs), Resilience, and Trauma-informed Care Practices. Participants will be provided data and resources to better understand Trauma-informed Care Practices and how to best implement them into their programs.

**"OZ"ome Family Partnerships-Dawn Brown**

Programs need to consider how they will work with parents and families as well as with children.  Families make critical decisions about early childhood care and education programs for their children.  Successful programs recognize that they need to build a trusting partnership between families and programs just like Dorothy, the Tinman, the Scarecrow and the Cowardly Lion had to trust each other.  Come discover how the Wizard of Oz can help you build a "OZ"ome Family Partnership.

**Process and Art Creation, Part 1**-**Gina Blessing  This session is now full.**

This class explains the importance of the process of art in the child care environment.  This class also teaches providers ways to bring art into their program for all ages.

**Accidents Happen- Why Risk It?  Creating and Strengthening your Family Child Care Risk Management Plan**

**(Item 6) -Robyn Kelton**

Being a family child care provider comes with many rewards, unfortunately, caring for children in your home also comes with many risks.  Having a solid risk management plan in place is one of the best ways for a provider to protect their business and keep the children and families they serve safe.  Using the Business Administration Scale for Family Child Care (BAS) as a guide, participants will learn what policies and practices are needed to create a comprehensive risk management plan.

**Family Child Care Environments- Part 1-Star Robinson/KCCTO**

When providing care within your home it is important to provide a learning environment for children that supports social, emotional, physical, and cognitive development.  This course provides ways to organize and arrange areas of your home into a learning environment.  Further, learn what messages your environment sends to the children and families you serve, as well as, how to organize the space.

**NAEYC's Power to the Professional-Introduction-Amy Gottschamer**

The primary learning goal is that participants understand that the Power to the Profession initiative is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge and competencies, qualifications, standards and compensation.  Early Childhood Education providers need to know that Power to the Profession is focused on advancing the early childhood education profession because it it the best and most effective way to improve outcomes for children and families.  We will focus on identity, competencies, specializations, qualifications, and pathways.  In this class, participants will learn the two main goals of Power to the Profession, examine the 8 decision cycles outlined by the National Association for the Education of Young Children, learn the results of the completed cycles, and have firm ideas about how they can participate in the conversation and inform others.

**More Than a Nurturing Heart: A Look at Quality from a Business Administration Perspective-Robyn Kelton**

A nurturing heart is an essential part of family child care, but quality care is hard to sustain without sound business and professional practices in place.  Using the Business Administration Scale for Family Child Care (BAS) as a guide.  Participants will learn how to measure and improve business, and professional practices.

**Illumination Exploration-Terria Ashby**

Participants will gain an understanding of benefits and they themselves can incorporate light exploration using various illumination mediums and accessories into their environments.  Providers will have the skills and confidence to facilitate open-ended discoveries and promote growth in various areas of development.  These skills in turn, will enhance the environment and curriculum of their programs.