Mindfulness Games: Tools for Emotional Regulation and Self-Control/Calming Strategies For Young Children

Priscilla Boyd, LCSW
Hours: 2.0
Early Intervention: 2.0 INT

Objectives: 1. Identify the three major benefits of mindfulness: emotional regulation, attentional control and self-awareness.
   2. Experience and practice mindfulness games that you can use with children.

Presenter:

Priscilla Boyd is a Licensed Clinical Social Worker who has worked with children for 25+ years. She works at Southwest Cooperative Association for Special Education where she has been for 19 years. She currently provides professional development and behavior consultation in her role as PBIS coordinator. She has a private practice and has incorporated yoga, mindfulness and play into her work.

Description:

Mindfulness is being used in many settings and research is supporting the use of mindfulness with children and schools. This experiential workshop will be full of activities that promote emotional regulation for children and, of course, adults will benefit also. Come ready to play!

They’ve got to move it, move it....

Meg Bracco Liebreich, PT
Hours 2.0
Early Intervention: 1.0 TYP, 1.0 INT

Objectives: 1. Participants will identify the typical sequence of gross motor development birth through age five.
   2. Participants will identify to include opportunities for structured and unstructured motor play at home, in the community and in the early childhood classrooms.
   3. Participants will identify ways to pair movement with breath, art and music to support a child’s social-emotional, language, cognitive and motor development.
Presenters:

Meg graduated from Marquette University’s Program in Physical Therapy in 1984, and chose to start her career in geriatric rehabilitation working with and learning from the elderly. While helping her patients regain their independence, her patients shared with her their wisdom and life experiences. Meg entered the wonderful world of pediatrics (including Early Intervention) in 2000 and loves that she can be creative, have fun and play with little ones of all ages and stages. She believes in following a child’s lead to build trust and a sense of safety first, engage in activities that bring joy to the child and family, and that a family’s participation in early intervention services is vital. Meg supports kids and families in a range of natural environments through Early Intervention or privately at home, in the community or in a clinic setting. Meg is a children’s yoga teacher and may include yoga, breath and mindfulness in her sessions. She is a Professional Development Training Consultant with the Early Intervention Training Program at the University of Illinois.

Description:

Little bodies need to move to grow and develop both physically and cognitively. Movement activities benefit the whole child, not just their muscles. In this session, we will explore the typical motor development sequence, the importance of structured and unstructured movement and motor play and strategies to use movement to support all areas of the young child’s development at home, in the community and in the early childhood classroom.

Early Childhood Sexual Abuse: Be The Engine Not The Caboose

Dr. Benton Johnson

Hours: 2.0
Early Intervention: 0.5 ATY, 0.5 TYP, 1.0 WWF

Objectives: 1. Participants will identify healthy sexual development in birth-5.
2. Participants will learn to identify signs and symptoms of sexual abuse.
3. Participants will describe strategies to respond appropriately to children and affected families.

Presenter:

Dr. Benton Johnson is an international/national presenter who has offered workshops and training in counseling practices in places like Romania, Hungary, and Switzerland as well as in many places throughout the United States. He is the CEO of Ephphatha Consulting Services, Inc. which efficiently provides psychotherapy to children, families, couples and groups in Chicago, St. Louis and the Quad Cities. Specializing in early childhood and agency consultation, he has worked on trauma, attachment, poverty and parental mental health challenges. His passion is the Differential Impact Filter concept which focuses on worldwide responsibility in social justice. He currently is a trainer with the Early Intervention Training Program, a Licensed Clinical Professional Counselor, Full Time Faculty at Walden University and he enjoys consulting with agencies/corporations on a variety of topics.
Description:

Early childhood sexual abuse goes under reported and can be some of the most uncomfortable forms of abuse encountered. Families and professionals have to learn to be engine proactive about this topic that is not often talked about. Participants will learn healthy sexual development in early childhood birth to five years old; signs and symptoms of sexual abuse; and how to respond to children and affected families. This presentation will actively engage the participants with humor, through anecdotes, audiovisual and engaging discussion and activities.

Mental Health Consultation

Michelle Lee, LCPC and Adelicia Brienzo, M.Ed.
2.0 Hours
Early Intervention: 2.0 WWF

Objectives: 1. Identify about the benefits of Mental Health Consultation
2. Develop a plan for implementation of mental health consult services.

Presenters:

Michelle Lee, LCPC began her professional career serving young children and families as a kindergarten teacher with Flossmoor School District 161 for five years. She subsequently spent 14 years as a home visitor with Erikson Institute’s Fussy Baby Network supporting families who had young infants with dysregulatory concerns. Michelle currently works as an Early Childhood Practice Consultant with the Educare Learning Network/Ounce of Prevention Fund, where she supports high quality early childhood programs in implementing their family engagement programs and plans.

Adelicia Brienzo is the Birth to Five Program Supervisor for the CCSD#146 Early Learning Program, serving the Tinley Park, Orland Park and Oak Forest communities. With experience as a home visitor, Early Childhood/PreKindergarten teacher, and program coordinator, working alongside teachers and support staff, she has serviced young children and their families for 15 years.

Description:

Michelle Lee, Infant and Child Mental Health Consultant, and Adelicia Brienzo, Birth to Five Program Supervisor, will discuss their work together in implementing a Mental Health Consultation model in School District 146, which includes doing reflective supervision with administration, organizing team-building meetings, supporting professionals with parent education, and conducting in-class consultation with teachers. This session will also discuss the impact these activities have had on the Pre-K program as well as resources for programs that are wanting to start and integrate mental health consultation within their early childhood programs.
**Understanding The Function of Behavior (ABA)**

**Inonge Mason, M.A. BCBA**  
2.0 Hours  
Early Intervention: 1.0 ATY, 1.0 INT

**Objectives:** 1. Identify 4 functions of behavior and their characteristics.  
2. Select behavioral interventions based on function.

**Presenter:**

Inonge’ is a licensed and board-certified behavior analyst BCBA consultant located in Southwest Cook County, Illinois. For more than 10 years, she has worked with learners who struggle with challenging behavior in school. She specializes in training staff and creating behavior intervention plans for learners who demonstrate disruptive and unsafe behaviors. She works with learners who have emotional/behavioral disabilities and intellectual disabilities, including but not limited to Autism. Her interest is training parents, providers and educators on basic principles of ABA that could improve the overall quality of life for learners. Her favorite service motto is “to have fun while making meaningful differences in the lives of others”!

**Description:**

The interactive workshop serves as an introduction to understanding the functions of behavior from an Applied Behavior Analysis (ABA) perspective so that providers have resources to minimize opportunities for challenging behaviors while providing early learners with alternatives to learning socially appropriate and positive replacement behaviors.

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**Ramp us Discovery; The Little Engineers That Can!**

**Jac McBride**  
2.0 Hours  
Early Intervention: 1.0 INT

**Objectives:** 1. Explore the mechanical advantage of how simple machines make our daily life easier.  
2. Explore a variety of simple machines to discover the engineering mechanics of pulleys, levers, wheels and ramps.

**Presenter:**

Jac McBride has worked as an Early Childhood Resource Specialist for STAR NET Region II for the past four years. She has a master’s degree in Education of the Deaf and Hard of Hearing and served as a special education educator for 20 years as a special education preschool teacher and Early Intervention provider. Jac also held various special education administrator roles for 15 years from supervising preschool programs to Director of Special Services in the suburbs of Chicago prior to retiring from public schools and going to work for STAR NET.
Description:

This is a hands-on interactive workshop designed to expand teacher’s curiosity and interest in science activities and common simple machines. Participants will use common tools and manipulate simple machines that are developmentally appropriate for all preschool children. Participants will discover the mechanical advantage of simple machines we use every day. Using common materials, teachers will develop a working knowledge of basic engineering mechanics. They will also focus on how to increase discovery activities in classrooms that will capture the curiosity of young children.

3D Art More Than A Flat Surface
Tamara Notter
2.0 Hours
Early Intervention: 1.0 WWF

Objectives: 1. Identify a minimum of 3 benchmarks from IELDS that are reflected in a 3-D art piece done by a child.
2. State at least 3 open-ended questions or statements that can be used to encourage conversation about a child’s 3-D art piece.

Presenter:

Tamara Notter has been working professionally in the Early Childhood and School Age programming field for 39 years. During this time, she has held a variety of roles, teacher, program director, education coordinator, college instructor and trainer. Tamara Notter has a master’s degree in ECE Administration from National Louis University. She has earned Gateways Credentials for Infant/Toddler, Early Childhood, School Age & Youth, Director Credential and Technical Assistance Credential. This reflects her work with birth to 12 years of age children.

Description

Many questions arise for teachers as they try to implement 3-D art in the classroom. In this training, 3-D art will be defined, explored and connected to the IELDS benchmarks. There will be a “hands on” component during this training. Following the exploration process, there will be a reflection component. Participants will make connections between 3-D artwork and IELDS benchmarks. Time will also be spent on creating open-ended questions to use to discuss 3-D artwork with children.

Exercise Your Brain!
Roberta Spalla
2.0 Hours
Early Intervention: 1.0 WWF

Objectives: 1. Assist the body and mind to integrate though movement.
2. Help young children improve focus, concentration, improve balance, manage
stress and brain function.

Presenter:

Roberta Spalla has been an educator for Matteson School District 162 for the past 26 years. Throughout that time she has worked with At-Risk Preschoolers, combined classes of 2nd and 3rd graders, a Co-Taught preschool classroom, Special Education and now a Gross Motor Teacher for 180 preschool age students. She graduated from St. Xavier College in 1991 with a B. A. in Early Childhood Education with endorsements in Special Education. She went back for a Master’s Degree in Curriculum and Development in 1997, a Masters’ Degree in Administration in 2007 and an Endorsement at the Master’s level for English as a Second Language soon after. She enjoys her job immensely and watching the young students she teaches grow, is one of her passions. She is an outspoken wife and proud mother of a high school junior and senior and the very loving pet momma to her dog Rosco.

Description:

Providing ideas for parents, teachers and caregivers to use simple movements and exercises to be able to help address balance, focus and coordination skills associated with school and daily living. Take home ready to use activities and ideas for students that will allow them to develop skills specific to their needs (e.g. writing/reading/math) and to enjoy their full potential in a stress-free way. No worries if space is tight and only a little bit of time, these activities can be used in a hallway or classroom or as a transition from one activity to another. Have stress free fun with this information.

Material World REMIX: Inspire Art Center Exploration!

Rachel Weaver Rivera, MFA, LCPC
2.0 Hours
Early Intervention: 2.0 WWF

Objectives: 1. Participants will learn new ways to offer art material explorations to children ages 0-5 with 2D and 3D materials.
2. Participants will engage in reflection on how to modify art experiences for children with special needs.
3. Workshop will address EI, ECSE and Child Care

Presenter:

Rachel Weaver Rivera, MFA, LCPC is a professional artist and therapist. She earned her Bachelor’s Degree in art from the University of Illinois in Champaign, Master’s Degree in art from the University of Michigan in Ann Arbor and her Master’s of Science in clinical mental health at National Louis University in Lisle. She has extensive experience in the fields of art education and early childhood.

Rachel maintains an active studio practice and teaches weekend art classes at The Kensington Arts Center [http://www.kensingtonartcenter.org]. Rachel is passionate about the connection between art, learning and emotional wellness.
**Teacher, teacher who do you see?**

*Linda Dauksas and Kathey Chovostal-Schmidt*

2.0 Hours

**Objectives:**
1. Learn to create welcoming and inclusive environments that reflect, honor and positively impact the identities and sense of self of all young children and their families.
2. Examine resources, including children’s literature, that allow young children to see themselves and their families in the fabric of the classroom.

**Presenters:**

*Dr. Linda Dauksas* is an Associate Professor at Elmhurst College, where she directs the Early Childhood and Special Education Programs. She teaches classes in Family and Community, Early Childhood Assessment and Early Childhood Special Education Methods. Her research centers on working with families and supporting novice teachers in early education.

*Kathey Chovostal-Schmidt* is a retired Child Development Specialist. She is currently working as an adjunct professor at Elmhurst College and is a consultant working for Ford Heights District 169. She has spent over 30 years working with our youngest learners and their families to ensure educational futures and strong relationships.

**Description:**

The experience of being visible or invisible, welcome or unwelcome begins in the early childhood environment. The goal of this session is to ensure that educators welcome all children and family structures into early environments. This session addresses the importance/impact of creating classrooms that welcome and reflect all children and families; the responsibility to create safe, inclusive spaces and the resources available for educators who want to make a difference!

**The Pyramid Model Practices; Best Practices for Staff, Families and Students**

*Tionia Williams*

2.0 Hours

Early Intervention: 1.0 INT

**Objectives:**
1. Walk through how Pyramid Model Practices Support the needs of all students.
2. What happens when you run into a student you have never experienced before?

**Presenter:**

*Tionia Williams* is in her third year as an assistant principal of the Valley View Early Childhood Center/Valley View School District 365 U located in Romeoville, IL. Before becoming an assistant principal, Tionia served as the assessment team leader, where she was a part of a multidisciplinary team that conducted play based assessments using the Toni Linder play based assessment model. As
an assessment team leader, she worked closely with Child and Family Connections in transitioning students coming from Early Intervention into the public school setting. Before moving to the assessment team, Tionia served as an early childhood teacher for 9 years where she has taught in a self-contained setting and a blended classroom setting. Tionia started her teaching career in 1992 in inner Chicago where she taught kindergarten through 3rd grade.

Tionia has many responsibilities and serves as a key leader on her school’s MTSS Team, Student Resource Team, and Building Impact Team. She has been instrumental in facilitating many of the practices at the Center at the Tier 1 level. Tionia also is an active participant in the implementation of the Pyramid model at VVECC. Tionia has experience working with students with challenging behaviors who have been preschool “drop outs.” She has implemented many Tier 2 and 3 strategies to provide successful school outcomes for these students.

Tionia has presented at numerous local, state and national conferences. Tionia received her undergraduate degree in Early Childhood with an endorsement in Early Childhood Special Education from Iowa State University and a Master’s degree in Special Education and a Master’s degree in Educational Leadership from Lewis University.

Description:

The intent of this session is to provide participants with ideas, resources and strategies for successfully supporting children with persistent challenging behaviors, including children who have been expelled from other programs. This session will emphasize the need to support staff, families and students. This session will be designed to demonstrate the importance of not giving up even when it feels like you are about to capsize. Not only has there been a rise in the expulsion of preschoolers, but these children are often expelled from more than one program. When an expulsion occurs, families are left with few options. The work is hard, but we must steady the course and come together to problem solve how to best meet the need of all parties involved. Failure is not an option. We must be able to deal with our own biases in order to address the needs of all our students.

BULLYING: So Much to Learn

Mary N. Wonderlick, EC/ECSE Consultant
Hours: 2.0

Objectives: 1. Participants will comfortably explain the definition of actual bullying and identify its various factors relative to everyone’s roles, and how it looks at different ages. 2. Using the Bullying Prevention worksheet, participants will be exposed to a variety of responses, strategies and techniques intended to decrease opportunities for bullying and assist in its elimination. These options will be integrated into their plan.

Presenter:

- Roosevelt University EC Department: adjunct for Field Experiences & Practicum
- Facilitator NAEYC At-Risk & Special Needs Interest Forum
- IL AEYC and Chicago chapter/IDEC boards and committees
- EC/ECSE consultant
  Self-contained early childhood special education, Preschool for All (PFA), Head Start &
Child Care

- Consultant and professional development provided to STAR NET Region V, Chicago
- Professional development for Pre-School For All, CCR&R’s, STAR NET and local and National conferences on a variety of topics, among them. Inclusion, ADHD, behavior, learning needs and differences, sensory processing, Bullying, Environments, early math, prewriting, visual measurement tools, Team Relationships on the Job, PLAY

**Description:**

*BULLYING and the battles and hurts that are part of the bullying package: helps to know the whats, whys, whos, whens, hows and what to do. #NoBullyingAllowed*