



**WSTC**

**Washington State Head Start/ECEAP  
Training Consortium**



**Head Start, ECEAP and Early Head Start  
23<sup>rd</sup> Annual Summer Institute, Central WA University  
June 27-29, 2011**

**We have seven great courses this year:**

- Calm in the Classroom and Ready to Learn** - Neurodevelopmental Movement Tools for Early Educators (additional \$15 manual fee required)
- The Art of Individualizing:** Preventing Challenging Behaviors through Meeting the Learning and Development Needs of Preschoolers
- Cultivating Math Thinking** in Preschool Children
- Spectrum Disorders** – Autism, Fetal Alcohol, Sensory Disorders, etc
- Art for Young Children** (additional \$15 materials fee required)
- The Inclusion of Children with Special Needs** into the Head Start/ECEAP Classroom
- Abriendo Puertas/Opening Doors** Facilitator Training (limit 20 students)
- CLASS – Reliable Observer Training**, limit 15 students, DEADLINE 5/18, 2 DAYS ONLY
- A Family Centered Approach to Healthy Living:** Motivational interviewing and Tobacco Cessation

**Last year's students had great things to say about Summer Institute:**

- This course was packed with information - I can't wait to go back & try in the classroom.*
- I loved this conference - it was a great chance for high level learning. Amazing and empowering!*
- Loved our instructor - she was full of energy and made the class interesting and time fly!!!*
- Great presenter - very knowledgeable and experienced, and provided good resources that I can take back and use in my work with families*
- This course changed my attitude about my role as a teacher. I'm now seeing the classroom as a community, and children as competent & powerful*

**STARS Certification, CEU Credits and Clock Hours in ECE available**

Registration available at [www.wsaheadstarteceap.com/summer\\_institute.html](http://www.wsaheadstarteceap.com/summer_institute.html)

Questions? Contact Katy Warren 425.453.1227, [katy@wsaheadstarteceap.com](mailto:katy@wsaheadstarteceap.com)

**SCHEDULE**

**Sunday, June 26, 2011**

*Early Registration 4:00-8:00 pm (Dinner on your own)*

**Monday, June 27th**

7:00-8:30 Registration  
 8:30-12:00 Class Session  
 12:00-1:30 Lunch  
 1:30-5:00 Class Session  
 6:00-7:00 Dinner  
 7:30-9:30 Movie Night

**Tuesday, June 28th**

7:00-8:00 Breakfast  
 8:00-12:00 Class Session  
 12:00-1:30 Lunch  
 1:30-5:00 Class Session  
 6:00-7:00 Barbecue & Outdoor Games  
 7:30-9:30 Game Night

**Wednesday, June 29th**

7:00-8:00 Breakfast  
 7:00-8:30 Check out  
 8:30-12:00 Class Session  
 12:00-1:00 Lunch  
 1:00-2:30 Class Session

***Please consider the 8:30 course start time on Monday when making your travel plans***

# Summer Institute

## Head Start/Early Head Start/ECEAP

June 27 - 29, 2011

Many thanks to our sponsors:



Choose from one of the following seven 20-hour Course Offerings:

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**Track 1: *Calm in the Classroom and Ready to Learn - Neurodevelopmental Movement Tools for Early Educators***

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Early Learning professionals often see children struggling with focus, sitting still, learning, sensory, and behavioral issues. One of the most common reasons is that these children have not received enough sensory-motor stimulation in infancy to mature the brain and body for the tasks of daily living and learning.

There is a solution that not only offers teachers calm in the classroom, but also provides children benefits that last a lifetime. The neurodevelopmental movements of infancy are natural food for brain development. We can provide these special movements at any age to stimulate brain growth and better functioning. These fascinating movements begin in the womb and develop the brain and body foundations for focusing, impulse control, social-emotional maturity, physical strength, language and learning.

In the course we explore the theory and research behind the effectiveness of neurodevelopmental movement. We share inspiring case studies and the history of the use of neurodevelopmental movement for helping with ADD/ADHD, dyslexia, autism, sensory processing disorders and even severe mental illness.

Woven in to our course is the delightful experience of the movements themselves. We'll experience brain tune-ups, reflex integration, rhythmic movements, and easy-to-implement movement lesson plans designed to delight young learners. Prepare to be both stimulated and calm at the same time because neurodevelopmental movement works beautifully for adults too.

**Presenters: *Sonia Story, MS, and Sandra Kipper, BA, BS, MBA, LMP,***  
**Sonia Story** is the developer of the Building Brain and Sensory Foundations course (formerly Neurodevelopmental Movement Training) course, Certified Instructor of Rhythmic Movement Training, Licensed

Brain Gym® Instructor and Special Topics Trainer for Foster Families through DSHS. Sonia works with children and adults with challenges and teaches neurodevelopmental movement courses to parents and professionals. Sonia studied neurodevelopmental movement with various mentors including, psychiatrist Harald Blomberg, MD, master kinesiologist, Moira Dempsey, educator, Jon Bredal, MA, psychologist, Svetlana Masgutova, PhD, and author, O. Fred Donaldson, PhD.

**Sandra Kipper** is a Developmental Movement Educator and Licensed Brain Gym® Instructor. Sandra teaches creative movement classes to children, from birth to five years, and their caregivers. Her curriculum engages the whole body and brain for optimal development. Sandra's classes include movement exploration, musical instrument play, rhyming exercises, and sensory-rich props. As a PEPS Speaker, Sandra shares her knowledge and experience of early childhood motor development and provides education regarding the connection between moving the body and growing the mind.

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***Track 2: The Art of Individualizing: Preventing Challenging Behaviors through Meeting the Learning and Development Needs of Preschoolers***

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In this session, we will explore how individualizing can promote positive behaviors and serve as the foundation for supporting social-emotional development and learning success. This is *not* a session on how to 'fix' children who exhibit challenging behaviors or a one-size-fits-all solution to working with those children who may push your buttons. Instead, our focus will be on strategies for individualizing curriculum, environments, interactions and plans so that children can be successful. Topics will include:

- Establishing the environment as the foundation for emergent learning and positive behavior.
- The role of child-driven curriculum to support children in being successful socially and academically.
- Effects of positive adult-child relationships on learning and behavior.
- Strategies that support children in developing positive behaviors, and tools for staff success.

***Presenters: Nicole Rose & Karen Healy, DEL ECEAP Specialists***

**Nicole Rose** is an ECEAP Specialist with the Department of Early Learning. Prior to this position, Nicole was the family support coordinator for Community Colleges of Spokane ECEAP. Other positions have included early childhood specialist for the Safe Schools, Healthy Students program at Spokane Public Schools, Early Head Start home visitor and Head Start family advocate. Nicole is a certified DECA trainer, and has offered her dynamic trainings around the country including for many ECEAP staff in Washington State.

**Karen Healy** has enjoyed working in the field of early childhood education for more than 30 years. She began her career working in a child care center with a rambunctious group of three-year-olds, where she learned a lot about working with children with challenging behaviors! Currently, Karen works as an ECEAP Specialist with the Department of Early Learning. She is also a CDA trainer with the local resource and referral agency. Before coming to the state ECEAP office, Karen learned a lot working as a Head Start/ECEAP Education Coordinator, director of a federal preschool program, community college ECE faculty, community-based trainer, and cooperative preschool teacher.

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### ***Track 3: Cultivating Math Thinking in Preschool Children***

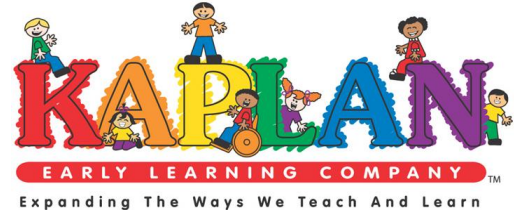
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Cultivating Mathematical thinking in preschool children allows them to explore and understand the components of Mathematics; geometry and spatial awareness, numbers and operations, measurement, data collection and analysis, and patterns. In this course participants 1) become familiar with each of the components of Math, 2) develop an understanding of the five process skills of Mathematics and 3) learn how to intentionally and purposefully plan for children's Mathematical learning; how they use the environment, materials, group activities and daily experiences and routines. Through a variety of teaching approaches participants will gain insights that will be of immediate, practical use in their preschool classrooms.

**Sponsor:** *Kaplan Early Learning Company*

**Presenter:** *Cathy Cole, M.S.*

**Cathy Cole** is a highly accomplished professional with more than 30 years of progressively responsible experience in the field of Early Care and Education, much of it as a teacher, director, and national consultant for Head Start, Migrant Head Start, and California State Pre-K programs. Cathy has an Associate of Arts degree in Child Development, a Bachelor's of Arts degree in Interdisciplinary Studies, a Bachelor's of Science degree in Education and a Master of Science degree in Education Administration. Since 2004, as an independent Early Care and Education Consultant, Cathy draws from her classroom and administrative experiences to assist Early Care and Education staff and administration through her many presentations, consultations and trainings to develop, enhance and implement effective programs and services nationwide.



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### ***Track 4: Today's Most Prevalent Spectrum Disorders: Their Differences, Similarities, and Projected Outcomes***

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Autism, Sensory Processing Disorder, and Fetal Alcohol Syndrome have many similarities but require different treatments, behavioral strategies, and expectations in regards to academic achievement, social/emotional development, language skills, and physical challenges. Teachers and family support workers will benefit from learning about the causes, prevalence, characteristics, and behaviors associated with each disorder, as well as why early intervention is crucial and what steps are involved in obtaining a diagnosis. We will discuss what these children need, how to create inclusive classrooms and outdoor play areas, and how to teach in ways that help them learn.

Other topics will include: how to deal with sensory issues, transitions, inappropriate behaviors, frequent meltdowns, poor social skills, and peer rejection. In addition we will discuss how to communicate concerns to parents, what causes parental resistance and denial, how to empathize with parents and best support them "in the moment," and what resources and referrals will help them and their child in the long term. There will be many opportunities for participants to engage in discussions, work in small groups, view DVD's on specific disorders, and observe a variety of effective hands-on techniques for managing children's behaviors, reducing their stress, and helping them learn in creative ways.

**Presenter:** *Diane Davis, M.A.*

**Diane Davis, M.A.**, is a former Head Start parent who has been working with children and families for over 27 years as a counselor, consultant, educator, and trainer. She currently works as an independent mentor/coach/trainer for several Seattle-based agencies, and is part-time staff in the infant and toddler rooms at a Seattle childcare center. In addition, she teaches classes and seminars for the Early Childhood Departments at Bellevue College and North Seattle Community College.

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## ***Track 5: Art for Young Children***

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Back by popular demand! Developing well planned, educational, creative and age-appropriate art projects is essential in any classroom, and it can be challenging to ensure that these activities are an intentional and focused part of the curriculum and learning objectives. This workshop will cover topics such as: weaving art into your curriculum, children's art development, choosing developmentally appropriate art activities, setting the stage for art, using art to expand children's thinking skills, responding to children's art, and much more.

We'll be doing many hands-on art activities so that you can try them out before doing them with children, and you'll come home with a resource file of activities to use in your classroom. Concerned about your own art abilities? No worries - the activities we'll do are designed to be successful for everyone.

**\*\*NOTE\*\***

- *This session was presented in 2001 and 2005 and had a waiting list, so sign up soon!*
- *\$15 materials fee for this track to be paid at time of registration*

***Presenter: Holly Porter, ESD 113 Sound to Harbor Head Start***

**Holly Porter** is an Education/Disabilities Coordinator with ESD 113 Sound to Harbor Head Start/ECEAP and an instructor at South Puget Sound Community College. She has several years of preschool teaching experience.

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## ***Track 6: The Inclusion of Children with Special Needs into the Head Start/ECEAP Classroom***

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For some children, providing a high-quality early childhood program may not be enough for them to effectively learn. We will discuss and provide information and examples of educational practices that support the inclusion of young children with disabilities in community-based and Head Start programs. Specifically we will learn about making changes to classroom activities to maximize the participation of all children, we will learn about increasing learning by using planned teaching in the usual classroom routines, and finally we will learn about explicit strategies for children who may need more support in their learning.

***Presenters: Barbara Matlock, M.Ed. and Crista Scott, M.Ed.***

**Barbara Matlock and Crista Scott** are curriculum specialists with the brand new National Center on Quality Teaching and Learning at the University of Washington, and Barbara is also on the staff of the Experimental Education Unit at the University of Washington.

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## **Track 7: *Abriendo Puertas/Opening Doors Facilitator Training***

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Latino children are the fastest-growing segment of the U.S. population. According to a study by the National Task Force on Early Childhood Education for Hispanics, Latino children will comprise more than a quarter of Americans ages 8 and younger by 2030. As the number of Latino children in early education programs rise, this population is still the least likely of all the ethnic groups to be enrolled in preschool. We need to influence this outcome!

This three-day course is designed for family advocates/family development specialists with experience building partnerships with parents in their programs and desire to implement a new approach to actively engage the Latino families in their program. This course is designed to fully prepare the family advocate/family development specialist to return to their programs and build lasting and fruitful relationships using this unique evidence-based comprehensive training program for low income, primarily Spanish-speaking families with children birth to 5 years old.

**Abriendo Puertas/Opening Doors** is the nation's first evidence-based parent leadership training program for Latino parents with children 0-5 years of age. This curriculum, delivered in ten interactive sessions, is based on popular education and draws on the real life experiences and cultural strengths of its participants. Abriendo Puertas was carefully developed and field-tested over a three-year period, evaluated and validated by leading researchers (UC Berkeley) as effective in strengthening parenting behaviors, building critical early childhood knowledge, and developing the leadership and advocacy skills of Latino parents.

We will be discussing:

- Overview of the 10 parent sessions, which cover topics from child and family well-being; social and emotional well-being and school readiness.
- An understanding of cultural and linguistic relevance of the curriculum, including the use of "dichos" or popular sayings, activities such as the Lotería game and how to create a safe environment for parent reflection.
- Popular education techniques and ideas for parent outreach and ways to engage local partners.

### **\*\*NOTE\*\***

- This session is limited to the first 20 who register, and you must contact Katy Warren by June 1st (katy@wsaheadstarteap.com). You will be contacted by the presenter.
- These sessions will be conducted in English, but materials are in English and Spanish. If Spanish interpretation is required, contact Katy 425.453.1227 and we will explore options.
- The curriculum is offered for purchase by participants' agencies directly from Families In Schools, Los Angeles. Cost for the curriculum is \$400. Notify Katy when you register that your agency would like to purchase the curriculum. There will be an alternative if kits are not purchased by your agency.

**Sponsor:** *National Head Start Association*

**Presenters:** *Renee M. Hernandez, MSP*

**Renee Hernandez** has 13 years of experience working with young children and their families in different capacities. The last five years, she has supervised the Early Head Start Home Based visitation model for prenatal to three-year-olds at Kitsap Community Resources. Kitsap Community Resources serves a diverse population across the Kitsap Peninsula, west of Seattle. Renee holds a Master's Degree in Psychology and a Certificate of Proficiency in Early Childhood Education and a Certificate of Recognition in Early Childhood Education Program Administration. Her expertise include cultural competency and multiculturalism, team and leadership building, communication across issues related to poverty, and second language acquisition in children birth to three years.



NATIONAL HEAD START ASSOCIATION

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## ***Track 8: CLASS Reliable Observer Training***

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This session will build an in-depth understanding of the Pre-K Classroom Assessment Scoring System (CLASS). Participants will learn to accurately observe and code teacher child interactions utilizing the CLASS tool in preschool age classrooms. Explicit instructions and guided practice using authentic classroom videos helps those attending prepare to take and pass the CLASS reliability test following this event. Those who do so are certified to use the CLASS for one year. This training is directed at those who supervise, mentor, and train teachers in Head Start classrooms.

**\*\*NOTE\*\***

- **This session is limited to the first 15 who register**, and you must contact Katy by May 18th (katy@wsaheadstarteap.com). You will be contacted by the presenter and sent materials prior to the training in order to complete pre- training assignments.
- **This is a 2-day course** – June 27 and 28. There are 2-day packages from CWU.

**Sponsor:** *Head Start/EHS T&TA Office*

**Presenter:** *Maria Wilson*

**Maria Wilson** is the Washington State Center Manager/ECE Specialist for the Head Start/Early Head Start Region X Training and Technical Assistance Centers.

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## ***Track 9: A Family Centered Approach to Healthy Living: Motivational Interviewing and Tobacco Cessation***

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**Day 1 and 2** - Motivational Interviewing is a method for helping people to resolve ambivalence and make successful behavior change by evoking motivation and commitment. It's a way of helping people to find their own motivation to make changes in their life.

People usually feel ambivalent about change and are highly sensitive to attempts of persuasion. As a result of being told what to do, they often respond with resistance and denial. Motivational Interviewing is different. Rather than probing with questions to extract information, we seek to gain the person's perspective and use that momentum to move toward a plan that is both realistic and palatable in their unique home/school/work life.

**Day 3** - Along with Motivational Interviewing we will uncover the many facets of tobacco use and exposure and how we can address these concerns in the early learning environment. Children are adversely affected by tobacco, and the impacts can have long lasting consequences in school readiness as well as short and long term health. We will discuss evidence-based methods to have brief and effective conversations with parents. We will also discuss tobacco's effects on childhood development and health, nicotine addiction, new research on secondhand and thirdhand smoke, and cessation tools and resources.

**Presenters:** *Jonnae Tillman & Matthew Gulbranson*

**Jonnae Tillman** has been providing training in Motivational Interviewing in health care and social service organizations throughout Washington & Oregon for over ten years. She is the Clinical Director of Innovative Programs Research Group at the University of Washington, training clinicians to use MI in research. In 2009 and 2010 Jonnae provided MI trainings to Early Head Start, Head Start and ECEAP in throughout Washington State.

**Matthew Gulbranson** has been working in the field of tobacco cessation and prevention for the past 12 years. He has worked closely with many different community and private organizations providing training and technical assistance to decrease the prevalence of tobacco use and exposure. He is currently working as the Program Manager for Tobacco Cessation in Early Learning at Puget Sound Educational Service District.