

Inclusive Practices

August 6, 2022

Bayfront Convention Center

Registration Information:

(Complete if you are unable to register via [Eventbrite](#))

Name: _____

Facility: _____

Facility Address: _____

Address: _____

City: _____

State/Zip: _____

Email: _____

Phone: (____) _____

You must choose one event from each track

Track A (10:15-11:15)

- ____ How Sensory Processing Differences Can Impact Behavior
- ____ Trauma Informed Care in Childcare Settings
- ____ Growing Brains Can Suffer From Stress Too!
- ____ Introduction to Early Intervention
- ____ Adults First - Changing Child Behavior By Empowering the Caregiver
- ____ Creating a Supportive Classroom Environment

Track B (11:30-12:30)

- ____ ABC, 123 & Consent Please
- ____ The Inclusive Classroom Profile (ICP) Overview: Measuring Inclusive Practices
- ____ Mindfulness
- ____ Watch Me Grow! Early Intervention in Your Community
- ____ DAP for Young Children of Trauma
- ____ Introduction to FLIP-IT

Registration must be received prior to the **July 15th** deadline. Return completed registration to:

**Northwest Institute of Research
Early Learning Resource Center
3823 W. 12th Street
Erie, PA 16505**

Or register online via Eventbrite at
[https://www.eventbrite.com/
e/348285490277](https://www.eventbrite.com/e/348285490277)



Early Learning Resource Center Region 1 | Northwest Institute of Research
3823 West 12th Street | Erie, PA 16505

Phone: 800-860-2281

Fax: 814-314-2831

E-mail: jennifer.vargo@nwirelrc.org

Website: www.nwirelrc.org

Schedule:

Vendors Open 8:00-8:30

Registration 8:30-9:00
(coffee, tea, continental breakfast)

Keynote 9:00-10:00

Break/Transition/Vendors 10:00-10:15

Track A 10:15-11:15

Break 11:15-11:30

Track B 11:30-12:30

Break/Transition/Vendors 12:30-12:45

Networking Lunch/Appreciation Activities 12:45-1:45
(lunch will be provided)

Sign out/Adjourn 1:45-2:00
(door prizes)

If special accommodations are necessary or for any other inquiries please contact:
Jennifer Vargo at 800-860-2281 ext. 128

This event is **FREE** and open to all families, childcare providers and early childhood education community stakeholders.
PQAS Hours will be available.

INCLUSIVE PRACTICES

Strategies for Reducing Challenging Behaviors in Childcare Settings



Bayfront Convention Center
1 Sassafras Pier
Erie, PA 16507

8:00 AM - 2:00 PM

August 6, 2022



Wilson J. Brown, Ph.D., is Associate Professor of Clinical Psychology and Program Coordinator of the Applied Clinical Psychology (ACPSY) Master's Degree program at Penn State Behrend. He completed his doctoral training and formal trauma specialization at the University of Missouri-St. Louis, predoctoral

internship in the traumatic stress rotation at the Medical University of South Carolina, and postdoctoral fellowship in clinical psychology at the Traumatic Stress Center (TSC) at Summa Health System in Akron, Ohio. Dr. Brown is a licensed clinical psychologist in Pennsylvania who specializes in the assessment and treatment of traumatic stress disorders across the lifespan and has completed certified trainings in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Cognitive Processing Therapy (CPT), and Prolonged Exposure (PE). His current research interests include the utilization of translational research to understand emotion regulation in traumatized populations and the optimization of evidence-based treatments for posttraumatic stress. Recently, Dr. Brown has focused on the dissemination of trauma-informed services in community settings to improve organizational cultures and treatment outcomes for highly traumatized populations.

KEYNOTE (9:00 - 10:00)

Trauma Informed De-Escalation of Young Children

Crisis de-escalation training is essential to ensure effective care practices in today's behavioral health organizations. Yet, the universal application of de-escalation techniques may not be appropriate for children with a history of trauma. This presentation will introduce the notion of trauma-informed de-escalation and discuss how to adapt de-escalation strategies for trauma-exposed children. Learning objectives for attendees are presented below:

- Understand the basic principles of trauma-informed care.
- Define trauma-informed de-escalation.
- Identify circumstances that require trauma-informed de-escalation.

TRACK A (10:15 - 11:15)

How Sensory Processing Differences Can Impact Behavior

Hilary Hobbs, MS, OTR/L, Occupational Therapist and Clinical Supervisor, Achievement Center of LECOM Health

Participants in this conversation will gain an understanding of sensory processing as well as how to address differences in processing within daily play and care routines. Parents and caregivers will be empowered to use a sensory lens as appropriate while assessing and addressing challenging behaviors. We will explore common sensory processing differences and some strategies for proactively helping children to manage these for successful growth and learning. The presenter will welcome questions and offer suggestions for specific challenges as time allows.

Trauma Informed Care in Childcare Settings

Dr. Adrienne Dixon & Dr. Brittany Hayden

Trauma and adversity encountered by young children and their families can have profound effects on development across domains, highlighting the need for childcare settings to adopt trauma-informed care and practices for their environments. This presentation will instruct attendees on trauma and its impact on childhood development and functioning, as well as on the settings wherein young children are served. Attendees will develop an understanding of trauma-informed care and how to implement trauma-informed practice in early childhood settings.

Growing Brains Can Suffer From Stress Too!

Michael Brink, Project Manager and Beth Friedman, Consultant

The early years are critically important for brain development. It is the time of greatest opportunity to nurture positive, strong brain development and also the time of greatest vulnerability. Participants will discuss how stress and other factors affect brain growth and learn about the key components they can use in everyday interactions with young children to support healthy brain growth and development.

Introduction to Early Intervention

Brandie Stevens: Special Education Supervisor

Early Intervention (EI) Services assures that all eligible children from birth to five with developmental delays receive services and supports that maximize their development, so they are successful in any early education setting. Supports and services are designed to meet the developmental needs of children with a disability, as well as the needs of the family related to enhancing the child's development in one or more of the following areas: physical development, including vision and hearing, cognitive development, communication development, social or emotional development and adaptive development. This presentation will provide an overview of Early Intervention.



Adults First - Changing Child Behavior By Empowering the Caregiver

Tara McQuaid, Regional Director of IBHS Services of the Achievement Center of LECOM Health

This conversation with parents, guardians, and childcare professionals is built on the premise that durable change in child behavior is always dependent on some level of behavior change occurring with the adults who are responsible for caring for the child. Parents, guardians, and caregivers are often the most influential people in a young child's world, thus it is critical that those people are empowered and encouraged to harness their compassion and care in new ways to support the child's growth and development. Practical strategies for positive adult interactions will be provided and we will discuss ideas and strategies for a positive and compassionate environment for all.

Creating a Supportive Classroom Environment

Dr. Mary Jo Melvin; Heather McMillen; Lindsey Hain; Amber Jackson



Creating supportive learning environments for students experiencing difficult times through bullying, grief, poverty, and abuse can oftentimes be challenging. However, despite this challenge, we must create environments that address these issues as they do create problem behaviors. Join us as we present strategies to address challenging environments.

TRACK B (11:30 - 12:30)

ABC, 123 & Consent Please: The Value & Importance of Teaching Consent Early

Megan Morrow, Prevention Education Specialist

Consent has become synonymous with sex, but in reality, consent applies to so many other situations. Is it ok if we sit together at lunch? Can I borrow your notes from class? Do you want to share a dessert? Asking someone for their permission to do something that involves them and accepting their answer IS asking for consent! Everyone agrees that helping children develop healthy boundaries is a vital life skill, and teaching age-appropriate consent is really just the next phase of that. This presentation will describe what age-appropriate consent looks like, how as an adult you can both teach and model consent, and conclude with protective factors for abuse prevention.

The Inclusive Classroom Profile (ICP) Overview: Measuring Inclusive Practices

Michael Brink, Project Manager

The Inclusive Classroom Profile (ICP) is a structured observation rating scale designed to assess the quality of daily classroom practices that support the developmental needs of children with disabilities in early childhood settings. This session will provide an overview of the tool and explore ways that OCDEL programs may use it to promote high quality inclusive opportunities for children.

Mindfulness

Stephanie Duda, STARS Designator; Lori Sanner, Quality Coach

What is Mindfulness? It is attention in the here and now; it's about having balance within our thoughts. Through mindful attention and acceptance, we allow every feeling, emotion, sensation or thought to be there. By letting go of the struggle and fight within our thoughts, we save energy, and often the struggle fades away; often sooner than when we actively fight against them. As soon as emotion receives room to exist, the emotion comes and goes. By observing thoughts without judgment, one can experience their transient nature. Mindfulness can help us identify less with feelings, emotions or thoughts. In other words, we are not our emotions or thoughts; we can simply be aware of our emotions or thoughts.



Watch Me Grow! Early Intervention in Your Community

Kelli Bentsen, PT, Developmental Evaluator

The Early Intervention program provides supports and services to families of children ages zero to three years with a developmental delay or who are at high risk for delays. This presentation will highlight the goals of the early intervention program and provide an understanding of the resources available to families and childcare providers. We will discuss the services Early Intervention offers, and how these services can help infants and toddlers in a variety of home and community settings, including childcare. We will discuss collaboration between service providers, families and childcare centers and the coaching initiative to support caregivers to be successful with the child and avoid suspension/expulsion.

Developmentally Appropriate Practices for Young Children of Trauma

Robin Howell, Instructor

So often, young children who face traumatic situations do not have the skills for coping and moving on. They need trusted adults to help guide them through problem solving, flexibility and situations that cause frustration. Group work, videos and resources will be included.

Introduction to FLIP-IT

Colleen Lombard, IECMH; Kelli Kulyk, IECMH

FLIP-IT is a strategy that offers a simple, kind, strength-based, commonsense, and effective four step process to address children's day to day challenging behavior.

The four steps are embodied in the FLIP strategy which stands for F-Feelings, L-Limits, I-Inquiries, and P-prompts.

