Dr. Leticia Nieto will introduce powerful frameworks for understanding how social and psychological conditioning affects social and emotional development. She will describe the skills that can be strengthened to promote child and family development.

Dr. Nieto is a psychotherapist and educator specializing in cross-cultural communication, motivation and creativity. For three decades Leticia has successfully brought her skills to higher education and other learning communities, agencies, workplace teams, and many community groups. She brings an innovative approach to her training, drawing on expressive techniques to involve participants deeply and create opportunities for insight and change. She is a Professor in the Master of Arts in Counseling Psychology program at Saint Martin's University.

Introducing….Dr. Leticia Nieto

Social and Emotional Development in Context

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THE DEPARTMENT OF EARLY LEARNING strives to help create safe, healthy, nurturing learning experiences for all Washington children. Their work focuses on the earliest years in children’s homes, child care, school programs and communities. They offer information and resources for children’s first and most important teachers—parents—as well as others who care for and teach young children.

WASHINGTON ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (WAECY) is a professional association for those working with children ages birth through eight years old in Washington. They provide services to members and advocate for policies that enable individuals and businesses to provide high-quality early learning experiences for young children.

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AGENDA

8:30-8:40am Welcome/Announcements (G Building Cafeteria)

8:40-9:30am Social and Emotional Development in Context
Keynote with Dr. Leticia Nieto (G Building Cafeteria)

9:40am-12:40pm Workshop Sessions (Double Session)
P-3 Literacy Alignment: The Big Ideas for Preschool
Karma Hugo, Kim Walbeck & Vicki Hubner

9:40-11:05am Workshop Sessions
*Anti-Oppression Strategies in Child and Family Development
Dr. Leticia Nieto
Conversations and Caring: Talking to the Parents of Infants and Toddlers
Dr. Marilyn Chu
Linking Art to Literacy
Joanie Hirt
Helping Children with Big Feelings During Challenging Times
Shelley Macy
What Angry Kids Need
Jennifer Brown
El juego interactivo como la fundación del desarrollo social e emocional
Megan Cary

11:15-12:40pm Workshop Sessions
Cognition is Play, Language, and Social Interaction, All in One Brain
Dr. Gina Lebedeva
Reading Babies’ Love Language: How do they tell us what they need
and how do we nurture their requests?
Dr. Bess Windecker-Nelson
* I Am Moving I Am Learning (IMIL):
 Opportunity Knocks: Reversing Current Obesity Trends
Opportunity Council Staff
Invitations to Learning – Intentional and Reflective Teaching
Karen Ekdahl & Patricia Ashby
The Nurtured Heart Approach: Helping Intense Children Succeed
Vale Hartley
Hearing and Vision Concerns in Young Children
Katie Humes
El arte del desarrollo social e emocional
Megan Cary

12:40-1:50pm Lunch provided in G Building Cafeteria

1:50-3:20pm Workshop Sessions
Brain Measures and Behaviors in Infants Predict Later Outcomes
Dr. Gina Lebedeva
Feisty and Fun – Raising Resilient Toddlers, and Encouraging their Families
Sally Holloway
The Magic of Music – Nurturing Social and Emotional Well-being
Cindy Henninger
*IMIL Moderate to Vigorous Physical Activity (MVPA) Every Day!
Opportunity Council Staff
Understanding Children’s Emotions from a Neurobiology Perspective
Dr. Bess Windecker-Nelson
Effects of Trauma on Children and Families:
Self-Care Strategies to Avoid Compassion Fatigue
Dr. Susan Kincaid
La diversidad en los entornos educativos para niños de primera infancia
y la importancia de respetar las diferencias
Barbara Martinez-Griego

3:30-3:50pm Closing and Dessert: Songs From Life—Families, Work and Hope
(G Building Cafeteria)
Richard and Helen Scholtz

*Esta sesión estará presentada en inglés con un intérprete de habla español.
WORKSHOP SESSIONS

9:40am-12:40pm (Double Session)

P-3 Literacy Alignment: The Big Ideas for Preschool
Karma Hugo, Vicki Hubner, & Kim Walbeck
Early childhood educators who have attended an overview to P-3 Instructional Alignment in Literacy with David Mattheson are invited to spend the morning going deeper with implementation of the ideas presented. Topics discussed will include the role of modeled writing, finding topics and stories to draw, and how to support children in their own development as a reader and writer. Content addresses ages 3-8 years and adults.

9:40am-11:05am

Anti-Oppression Strategies in Child and Family Development* Dr. Leticia Nieto
In this workshop Dr. Nieto will focus on anti-oppression strategies for child and family development. These strategies will apply her models for analyzing the complexities of working across significant differences and understanding the dynamics of oppression. Content addresses all ages.

*Esta sesión estará presentada en inglés con un intérprete de habla española.

Conversations and Caring: Talking to the Parents of Infants and Toddlers Dr. Marilyn Chu
Joining with parents of young children to promote parenting that fosters early learning and development means treating parents as experts about their children. Discuss scenarios, practice strategies and examine ways to weave in child development information into everyday interactions during pick up, drop off or conference time with early care and education teachers. Identify your vision for joining with parents, strategies to try and ways you will evaluate and reflect on your interactions with families. Content addresses ages birth-3 years.

Linking Art to Literacy Joanie Hirt
Process art for toddlers is one of the most powerful learning experiences that is offered in a Toddler Program. This session will offer ways to make connections between pre-writing skills and the arts. Content addresses ages 1-3 years.

Helping Children with Big Feelings During Challenging Times Shelley Macy, Ashia Smock, & Glori Sleveland
Many young children are experiencing hard times. Big feelings that erupt can be confusing and spoil their relationships. Learn how you can help them to be resilient, make friends, and learn easily. Content addresses all ages.

What Angry Kids Need Jennifer Brown
Based on the book co-authored by the presenter, “What Angry Kids Need: Parenting Your Angry Child Without Going Mad,” this workshop is designed to help teachers of children ages 3-8 years understand children’s emotions, and many of the problematic behaviors that can be associated with children’s intense feelings. Participants will learn tools to help children express emotions in healthy ways, to manage their feelings in a way that allows them to solve problems effectively, and to help children build the skills to become emotionally resilient in today’s world. Repeat from 2011 conference. Content addresses ages 3-8 years.

11:15am-12:40pm

Reading Babies’ Love Language: How Do They Tell Us What They Need and How Do We Nurture Their Requests? Dr. Bess Windecker-Nelson
This workshop will focus on reading cues and the process of consistent, warm responding as the basis for secure attachment formation. Participants will look at cue cards and video clips, and discuss the importance of recognizing these micro-level language snippets that infants/toddlers give us and how practical, consistent responding lays the groundwork for nurturing relationships. Content addresses birth-1 year.

Cognition is Play, Language and Social Interaction, All in One Brain: How to Grow That Brain in Everyday Interactions Dr. Gina Lebedeva
This workshop will discuss scientific evidence showing what specific components of play and conversations with toddlers are most critical for their learning. We will describe how caregivers can make the strongest impact through everyday interactions. Content addresses ages 1-3 years.

I Am Moving I Am Learning (IMIL): Opportunity Knocks: Reversing Current Obesity Trends Opportunity Council’s Early Learning and Family Services (ELAFS) staff
This workshop will discuss national and state statistics describing adult and childhood obesity trends. Participants will learn to recognize their role in reversing obesity trends as it affects the early learning environment. How IMIL is used to achieve positive outcomes for children in all learning areas will be discussed. Content addresses ages 3-5 years but can be applied to all ages.

(Continued on the next page)
11:15am-12:40pm cont’d

Invitations to Learning - Intentional and Reflective Teaching  Karen Ekdahl & Patricia Ashby
How do we create opportunities in our classrooms that reflect our image of the child? Through pictures, discussion and hands on activities, we will explore ideas to promote child-directed learning. Learn how to make simple changes in your classroom through observation and reflection that will enhance children's engagement and curiosity. Content addresses ages birth-5 years.

The Nurtured Heart Approach: Helping Intense Children Succeed  Vale Hartley
Children can be intense in ways that often lead caregivers to focus on what is wrong. The Nurtured Heart Approach can help adults make and enforce clear rules and to celebrate what is going right. Content covers all ages.

Hearing and Vision Concerns in Young Children: Behavior Problem or Hearing Loss?  Katie Humes
Two in 1,000 children have a significant hearing loss and that's not counting chronic ear infections. Hearing and vision difficulties can impact parent-child bonding, language development and social interaction. Find out what to look for, what steps to take and what resources are available so that all children have access to learning, in their home or classroom setting. Content addresses birth-5 years.

El arte del desarrollo social e emocional  Megan Cary
Esta clase explora cómo el desarrollo de la creatividad en los niños pequeños fomenta el crecimiento social y emocional positivo. El proceso artístico será nuestro enfoque mientras desarrollamos las actividades creativas y el ambiente para niños 0-5.

1:50pm-3:20pm

Brain Measures and Behaviors in Infants Predict Later Outcomes: How Families and Caregivers Make the Most of Research Evidence  Dr. Gina Lebedeva
Plan to discuss scientific evidence showing that infants’ earliest experiences and interactions shape brain development, laying the foundation for later learning. This workshop will describe how infant caregivers can make the strongest impact, even before first words. Content addresses birth to one year.

Feisty and Fun – Raising Resilient Toddlers and Encouraging their Families  Sally Holloway
Toddlers are figuring out how to get their needs met and you can help. Learn some new techniques to promote self-help, resiliency, empowerment, and curiosity. Share means for supporting families as together you nurture these feisty, fun-loving toddlers. Content address ages 1-3 years.

The Magic of Music – Nurturing Social and Emotional Well-being  Cindy Henninger
It is not unusual for a young child to burst out during a song, “My cat died!” Or for a child to suddenly have a memory sparked by music. This session will provide take-home ideas for using music to teach children to deal with feelings, social skills, pre-math and literacy, alignment of K-3 curriculum in public schools, and provide time to discuss common concerns as you use fine arts to foster creativity in children. Content addresses ages 3-8 years.

IMIL Moderate to Vigorous Physical Activity (MVPA) Every Day! Opportunity Council’s Early Learning and Family Services (ELAFS) staff
This workshop will discuss the importance of deliberately integrating movement activities to elevate heart rates and accumulate 60 minutes of structured physical activity throughout the day. Participants will recognize that school readiness skills across all domains of early learning are supported through moderate and physical activities. Examples of more MVPA in your everyday activities for families, staff and the children will be shared. Content addresses ages 3-5 years but can be applied to all ages.

Understanding Children’s Emotions from a Neurobiology Perspective: How Can We Help Them Navigate the Big Scary World of Their Feelings?  Dr. Bess Windecker-Nelson
This engaging, research-based workshop is designed to help caregivers navigate the complex world of children’s emotions. Attendees will leave the workshop with a current view of how emotions are processed in our brains and concrete activities to supporting children’s emotions today. Content applies to all ages.

Effects of Trauma on Children and Families: Self-Care Strategies to Avoid Compassion Fatigue  Dr. Susan Kincaid
Learn to identify trauma in children and families and appropriate strategies for connecting families with resources to provide assistance. Recognize trauma fatigue/burnout and learning strategies for self-care and briefly examine collaborative project/outcomes to reduce negative outcomes of trauma. Content covers birth to adult.

La diversidad en los entornos educativos para niños de primera infancia y la importancia de respetar las diferencias  Barbara Martinez-Griego
Esta capacitación proporcionará un marco que permita educar a los niños pequeños cuyo idioma principal no sea el inglés y enseñarles un segundo idioma a los niños que sí hablan inglés. Obtenga información importante, tanto teórica como práctica, relacionada con los métodos de educación bilingüe para niños de primera infancia y con el desarrollo de la competencia cultural y el respeto en los estudiantes pequeños que crecen en un ámbito en el que se hablan dos idiomas. Se hará hincapié en el proceso natural de aculturación (o transmisión cultural) por medio de juegos con canciones.
Jennifer Brown, MSW, has a background in both child development and mental health. She has worked 15 years as a child and family therapist and is the co-author of the book, “What Angry Kids Need: Parenting Your Angry Child Without Going Mad”.

Megan Cary, M.S., es una maestra en la facultad de Early Childhood Education, Skagit Valley College & BTC. Ha trabajado con niños y familias como especialista del desarrollo y coordinadora de servicios por diez años.

Marilyn Chu, Ed.D is a teacher-educator from WWU who focuses on teaching and writing about infant-toddler programs, mentoring teachers and ways to support culturally responsive early learning programs.

Karen Eckdahl has been in the Early Learning Field for over 30 years and has been Executive Director at Bellingham Childcare & Learning Center for the past 18 years. Patricia Ashby received her master’s in ECE from Seattle University and has been director of Child Care Programs at Seattle Children’s Hospital and Western Washington University. Together, Karen and Patricia have been on a journey of discovery to support teachers in reflective practice.

Vale Hartley has a Master’s Degree in Elementary Education and is a certified advance trainer of the Nurtured Heart Approach. She has used Nurtured Heart practices in her classroom for the past eight years and serves as a mentor and trainer at Whatcom Day Academy.

Cindy Henninger has taught PK-8 music in public and private schools for 15 years. She has training in Orff Schulwerk, a lot of experience with K-1, has helped write a school district’s music scope and sequence, and was influential in getting an elementary music program started. Cindy teaches Mus 151, an ECE course, each Winter at WCC.

Joanie Hirt states that working with toddlers as a Program Supervisor and a teacher in Intergenerational programs for twenty years, has given her insight to how toddlers experience their world. Hands-on exploration is essential for their need for sensory input. It is important for toddlers to develop their large muscles before they can develop their small muscles. Exploring the arts gives children the ability to use all their muscles in a fun and creative way.

Sally Holloway currently teaches Early Childhood Education courses at WCC, preparing professionals for early learning programs. As a Parenting Educator, she worked with families raising toddlers, one of her favorite stages of development. She notes that much of the current research addresses building resiliency skills in young children.

Katie Humes, M.Ed. is a consultant with Washington Sensory Disabilities Services, a statewide agency supporting teachers and families of children with vision impairments and hearing loss. She has provided home and center-based services with families of infants and toddlers for twenty years, and teamed with early intervention and preschool teams to develop services for birth to five year olds.

Susan Kincaid has a PhD in Human Services, has taught in human services for 16 years, and has worked with Head Start Region X and National Migrant Head Start to develop online education. She is co-author of a book, The Heart of Teaching and Learning: Compassion, Resiliency, and Academic Success, that assists teachers in identifying trauma in students.

Gina Lebedeva, Ph.D., is from the Institute for Learning & Brain Sciences (I-LABS) which focuses on translating and disseminating current research discoveries in developmental cognitive neuroscience to educators, policy makers, parents and the public to help bridge the gap between the science and practice of early learning. She is also trained as a speech-language pathologist, specializing in early intervention and infant mental health.

Shelley Macy has an M.A. in Human Development, certification as a Hand in Hand Parenting Instructor, 18 years experience teaching young children, and 22 years experience teaching adults in a college setting. Co-presenters: Ashia Smock, Manager NWIC Early Learning Center & Glori Sleveland, Lead Teacher/infants and toddlers, NWIC ELC.

Bárbara Martínez-Griego (Máster): Profesora principal y presidenta del Departamento de Educación para Niños de Primera Infancia (ECE, por sus siglas en inglés). La experiencia de Bárbara como docente incluye dictar cursos en inglés y en español sobre el desarrollo infantil destinados a estudiantes que asisten a un instituto universitario de dos años, así como analizar el plan de estudios universitario sobre ECE con el fin de incorporar estrategias que permitan trabajar eficazmente con niños y familias bilingües.

NW ESD 189 Co-Presenters Karma Hugo, NWESD Early Childhood Manager; Vicki Hubner, Early Learning Consultant; and Kim Walbeck, OC Early Learning and Family Services Education Coordinator all have early childhood education degrees, have taught and/or been administrators of early childhood programs and have spent the last 2-3 years working with David Matteison, multiple school districts, and community programs to align literacy instruction in preschool through third grade.

Opportunity Council’s Early Learning and Family Services (ELAFS) staff have been to several I.M.I.L. Train the Trainer trainings and have been training staff that work with preschool children on how to implement IMIL strategies into their classrooms or programs. ELAFS trainers presenting are from Head Start, Child Care Resource and Referral, and the Child Food Nutrition programs.

Richard and Helen Scholtz have been making music with children, parents, teachers and other adults for over 30 years: school and library programs, community concerts, classes for WWU and WCC, and made two recordings with Tom Hunter. Their focus has been to help people discover the pleasure of integrating songs into the daily flow of life and work. Helen is a Children’s Library Specialist and worked at BPL for over 25 years. Richard was co-founder of Northwest Teachers’ Camp, Chair of the Washington State Folklife Council. He has performed across the United States both solo and with storyteller and author Margaret Read MacDonald.

Bess Windecker-Nelson, Ph.D. has a background in child development and mental health. She consults with and provides trainings for Child Care Resource & Referral, Head Start and ECEAP to support caregivers and children in away-from-home settings. She is also a child and family therapist and finds joy working with children and those who care for them. Her own three children have taught her as much (or more) than she learned through her coursework!
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Tenemos disponibles un número limitado de becas ($35.00). Las becas son adjudicadas de acuerdo al orden de llegada. Un máximo de cinco empleados por programa pueden obtener este tipo de beca.

To be eligible, you must:
- Work in a Washington State licensed, exempt or tribally certified child care or afterschool program.
- Not be a Washington State employee (including but not limited to Head Start, ECEAP, or a School District employee).

Para ser candidato(a) a una beca, usted debe:
- Trabajar en un programa con licencia, un programa exonerado o un programa con certificación tribal de cuidado de niños o programa para después de la escuela que opera en el Estado de Washington.
- No ser un empleado del Estado de Washington (incluido pero no limitado a Head Start, ECEAP o un empleado del distrito escolar).

Directions: Return signed original application form with your registration form and half the registration fee. If your application is faxed, you must also mail a hard copy original. If you are not granted a scholarship, you will be billed for the remaining half.

Instrucciones: Regrese la forma de solicitud original completamente llena con su forma de registro y el pago de la mitad del costo de registro. (Si usted va a mandar su solicitud via fax, también debe mandarnos por correo el original). Si no le es concedida la beca, le mandaremos por correo una factura por el resto del costo del registro.

As of 1/10/12 scholarship funds are no longer available.
Looking forward to seeing you at

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Social and Emotional Development in Context

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or
• Join the day of the conference at the NAEYC membership table and receive $5.00 off the membership fee.

*Remember to check the Northwest Association for the Education of Young Children affiliate box on your registration form.