

On-Site Presentations Available Through STAR NET Region VI

The following is a list of in-services that STAR NET Region VI staff can present with no expense at your location! If you are interested, please call the office at 708.342.5370 for details. Topics listed below can be presented to staff or parents. We can design any topic to meet your needs. Many topics can be presented as webinars. Most presentations are 1 1/2-2 hours unless otherwise noted.

***A minimum of 10 participants is required for a presentation, please allow 4 weeks advance notice for requests.**

P= workshop for parents T= workshop for teachers PP= workshop for para professionals

The Importance of Play in the Preschool Program: T/PP We will investigate why it is so important for children to be playing for extended periods of time and its connection with learning. We will examine ways to facilitate the development of high quality play in order to support their cognitive, language, literacy and social development. We will discuss how to set up the environment for play and how your interactions positively impact their learning development. Finally, we will see how easy it is to incorporate the early learning standards into play. Come play with us!

Related Services: Therapy Belongs in the Classroom Not the Broom Closet: T We will examine what it means to do integrated therapy in an early childhood setting and why is really is best for all children. We will discuss how to get started and what therapy might look like. Finally, we will determine the importance of communication and teamwork in order to provide optimal support for all children

Art: Process VS Product. Does The Frog Have to Have 5 Speckles? T Take art to another level in your early childhood classroom. Art is more than 20 matching pumpkins! Processed art is age appropriate art activities that allow children to use their creativity. Discover deeper meaning in children's creative process. Leave the workshop with practical ways to support students' use of materials and language development as well as recognize simple techniques for making learning visible through their art.

Math Matters in Your Early Childhood Classroom: It is More Than Counting: T Discover how math can be integrated in all areas of your classroom! Help children build their knowledge and demonstrate what they can do as a result of fun BUT intentional and meaningful activities. Ideas are based on current research and the Illinois Early Learning and Development Standards.

Language and Reasoning: Talking "With" Children Not "At" Them: T We will examine the role of the teacher in helping children develop higher level language and reasoning skills. This is one of the areas the monitors are focusing on in regard to the ECERS-3. We will also look at techniques that can be used to develop the how and why of learning.

So this Is Normal Too? Developmental Issues in Young Children: (call for a list of topics) P This workshop discusses developmental issues that young children and their parents may struggle with. Topics include power struggles, picky eaters, separation, and bedtime to name a few. The format of this workshop involves sharing from parents and strategies provided by the instructors.

One Fish, Two Fish, Green Fish, Blue Fish: Cognitive Development of the Preschooler: T

During the ages of 3-5, children's thinking skills change dramatically! We will explore strategies to support the young child's enthusiasm and engagement in developmentally appropriate activities. We will include adaptations for including children with special needs.

Look At Me, I Can Jump! T/P Throughout the preschool years, children's physical development grows rapidly. This webinar will examine physical activities that engage balance and coordination which allows for mastery of gross and fine motor skills. Examples, observations and participant's experiences will be included as tools for fostering physical development in your classroom and targeting strategies for growth. We will look at how this area of development relates to both the ECERS-3 and Creative Curriculum. This is information we all learned in college, but is always good to refresh our memory so we are providing the very best for our children.

"Wanna Be My Friend" T/P During the ages of 3-5, children begin to see they are a part of a larger world. They become more independent, form new relationships and try new things on their own. We will explore these experiences and emotions that accompany this stage. We will discuss how to provide supports to children with special needs and those with challenging behaviors.

Early Childhood Classroom Makeovers: Roll up Your Sleeves, Move Some Furniture and Create a New Space! T This workshop examines the power of the environment and its impact on children. Your early childhood classroom needs to be attractive, exciting and a place where children can learn and play. The environment is the other "teacher" in the room. Tips, visuals and suggestions to help support you make-over your room will be shared.

Making Your Centers More "Intentional" T In this session participants will be provided with numerous examples of how to intentionally design their centers so curriculum objectives and state standards can be naturally assessed while children play uninterrupted. . The role of the teacher during centers will be examined. We will look at ways to promote high level play in your students. A variety of instructional strategies will be examined in order to best teach developmental concepts.

Autism 101: T/P/PP This workshop looks at the spectrum of Pervasive Developmental Disorder, possible causes, popular treatment methods and strategies that can be used to provide the best support for children with Autism Spectrum Disorder. This is an introduction. Activities help the participant experience what autism may "feel" like.

Supporting Children With Autism in Early Childhood: T/P Ideas will be shared to help children experience success in the classroom. Attendees should have a basic understanding of autism. We will share teaching tips and essential tools to use in your classroom/ home to encourage positive, functional outcomes for students.

Visual Supports: "I Can See It Now!" Helping Children Understand Their World: T/P This workshop provides many benefits and examples of visual supports that can be used with young children. Examples are provided for use at home and school. The importance of working towards independence is also discussed.

My Shirt Tag is Bugging Me: How Understanding the Sensory System Can Effect Learning: T/P/PP This workshop looks at the different sensory systems we have and how they can affect our daily lives. Information and examples are provided of ways to support young child who have sensory integration challenges at home and at school.

Too Loud, Too Bright and Please Don't Touch Me! **T** Some children in your classroom may respond to their environment, teachers and friends that seem confusing. We use our senses to learn and develop. Children who over react or under react to sensory experiences need your support. Your role as the teacher is to promote positive sensory-smart rooms and interactions. Join us for information sharing, resources and tools/strategies that are developmentally appropriate to help you prepare these little learners!

Speech and Language Development for Preschool Children: **T/P** This workshop examines speech and language milestones of children birth through 5 years old. Red flags to watch for are provided along with ways to stimulate children's speech and language development.

Let's Go Outside and Play: Creative Ideas to Help Give Your Outside Play a Jumpstart: **T/P** This workshop examines the importance of playing outside with our children. Many fun and creative ideas are provided on how to bring some spark to the playground.

How Can I Support the Classroom Teacher With Documentation? **PP** Observations provide a full and rich picture of each child. By observing children you can get to know them better and be more sensitive to their needs. You will learn ways to support the classroom teacher in collecting important documentation. We will provide examples of how to collect documentation and write observations in order to show growth your students are making over time. Your information will assist the teacher with assessment, planning and insight into the child's behavior.

Building Resiliency In Children: **T/PP/P** In this workshop we will discuss why it is important to develop resilience and what one needs to build it. We will spend time examining ways to create opportunities in our early childhood classrooms to help students overcome fears, tackle challenges and thus increase their resilience. We will also practice techniques to build resilient classrooms. As early childhood educators it is our goal to teach children to be lifelong learners who seek challenges and use mistakes as stepping stones to future success.

Supporting Preschool Transitions: Tips for the Para Professional: **PP** How many transitions can there be? Every time an activity stops and another begins there is a transition! As a para-pro you are supporting children through this change. This time may be challenging for some and require your expertise. We will share examples, strategies and activities that will help their day move more smoothly, decrease behaviors AND stimulate thinking! Let's discover and network together today to implement new ideas for tomorrow.

Fostering Independence in Our Early Childhood Classrooms: Strategies You Can Begin to Implement: **PP** As a Para professional your job in fostering independence in young children is to provide support, encourage exploration & curiosity, teach skills & guide children to make appropriate choices. We will examine your role in the classroom and discover the "why" behind encouraging independence. We will discuss ways to enhance your role to help children become successful learners by focusing on their strengths. Tips will be shared on how to support teachers & discourage learned helplessness.

STEM in Your Early Childhood Classroom: Integrating Science and Math Learning

Goals: T

You can't start early enough: Young children are natural-born scientists and engineers. Introducing STEM in early-childhood education is the place to start to best prepare our students for jobs in their future workforce. To teach STEM in you do not need to know all of the ANSWERS, but you do need to know the QUESTIONS. Activities will be shared that will help you focus Developmentally Appropriate opportunities for (STEM) science, technology, engineering and math experiences during activities throughout your day

Loose Parts-Let Kids Explore and Learn: T Loose parts are natural or manmade, bought or recycled items that children can play and learn with. This workshop will examine the advantages of using loose parts in your classroom to help children develop creativity, critical thinking and problem solving skills. We will look at the many concepts children are learning while they explore and learn with these beautiful open ended objects

You CAN Do It! Including ALL Children in Your Preschool Program: T Are you teaching in a blended classroom? Do you struggle planning activities to meet the needs of all children? Suggestions and creative ideas on where you can start will be offered. We will discuss how to make activities interesting and intentional. Ways to adapt your centers to make them fun and challenging to meet the needs of all your students will be looked at. We will encourage participants to share their successes! We hope you will join us.

Transition Training: The Road from Early Intervention to Early Childhood Special

Education: P Explanations of the transition policies & procedures from Early Intervention to Early Childhood programs. General options and strategies are discussed.

Behavior: Is it the Disability or the Child? P- How much of the behavior challenges we see are characteristics of typical child development and how much of it is related to the special needs of the child? We sift through myths, questions, and concerns and discuss discipline options as well.

Using Strategies for Conscious Discipline: T/P – Parents/Teachers are introduced to clear, decisive strategies to field the most confounding childhood behaviors. These are messages that all children give but the keys are to understand what behaviors signify and handle them in an effective and authoritative way while remaining empathetic. This workshop is based on the work of Dr. Becky Bailey.

Developmentally Appropriate Discipline: P – Parents will explore how to use conscious discipline, positive reinforcement, aligning parental position and boundaries of the parent/child relationship. We explore parental expectations, how parenting styles affect childrearing and the role schedules and routines play in shaping behavior.

Little Learners: Afraid, Worried or Anxious! P/T – Kids wonder about their world and so often situations can be overwhelming which result in fears and stress in the classroom and at home. This workshop addresses anxiety and how to support young children using problem solving strategies, calming techniques and incorporating age-appropriate information for reassurance. Adverse effects of prolonged stress and ways to provide support for traumatized children will also be discussed.

Little Learners Part II: T/P This workshop continues to address the topic of anxiety in young children. Participants will discuss and practice several techniques that are successful in helping children manage their anxious feelings. Supports for teachers to understand this challenging behavior and address common parenting dilemmas related to their anxious and fearful children will be discussed.

The Basics: IDEA and INCLUSION: P – Introduction to the Public Law acts, child find, ADA, IEP process. This can be presented with an introduction to inclusion.

Family Matters: Organizing and Managing the Business of the Family: P Research shows that organization and responsibilities for children builds self-esteem and strengthens family and social relations. This workshop examines developmentally appropriate self-help and household skills, job charts, schedules and routines which support parental roles and family independence.

Pack 'em up and go! P – You'll want to go places and do things with the whole family. Meet/network with parents who have been there and done that...tricks and tools for daytrips, vacations, and even shopping or doctor visits. Everyone will share their good and not so good stories. Additional resources will be provided.

Promoting Social-Emotional Competence Using The Pyramid Model: T/P This training provides an overview of the research-based Pyramid Model from the Center on the Social emotional Foundations for Early learning project. This training examines the Pyramid as the most appropriate positive behavior support model for early childhood programs. The research incorporates practices that support social skill development, emotional literacy and prevention strategies that teach positive and effective practices for staff, parents and children. Aspects of functional behavior assessments including data collection for functional behavior assessments will be referenced.

THE FOLLOWING TRAININGS ON THE PYRAMID MODEL ARE DESIGNED JUST FOR PARENTS

Let's Build Great Relationships: Forming great relationships is essential for developing social and emotional competence. This is Tier 1 of the Pyramid Model. Every success of challenge related to social emotional functioning depends on the connections made at this level and this research-based model provides practices that enhance children and adult relationships. Tools and tips that enhance social skills to thrive in the classroom, school and home environments will be provided.

Pyramid Model – Helping Kids Do Their Best: Schedules and Routines: Children thrive with structure that includes predictability and consistency. Developing simple tools to provide this structure for children minimized conflicts and increases independence and self-confidence. This is Tier 2 of the Pyramid Model and workshop will provide opportunities to develop schedules and routines that support all children and adults. These tips are guaranteed to improve any home of school environment.

Pyramid Model – A Toolbox for Emotional Literacy: Tier 3 continues with additional information about how children connect with emotions, using tools to help children understand emotions and how to manage strong emotions. This training will provide techniques that help children self-regulate and adapt. Comes complete with research-based strategies to build and foster positive relationships and effective communication that will reduce the likelihood for challenging behavior to occur.

Understanding Early childhood Special Education: Parents are their child's first and most important teacher and navigating through this transition and without a guide this can seem overwhelming. This training provides parents with necessary information to support their child's success in their Early Childhood program by defining terminology roles and Early Childhood services. We will explore the parent role as a valuable team member, how to form partnerships with your child's teachers and finally making the most of their child's educational experience in this wonderful world of Early Childhood.

Strengthening Parent and Teacher Engagement Partnerships: Teachers and parents want the best for the children in their care and this workshop provides all perspectives. In addition, content helps participants understand the needs and strengths of what each has to offer, creates unification toward common goals, roles, build positive, active communication in support of helping children make the most of their experiences at school and home.

Any full day workshop provided in our catalog can be presented on site for a minimum of 15 participants. Programs are encouraged to collaborate with community partners.