

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, 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-R. 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/T*
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.

"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.

Speech and Language in the Classroom: I Can Play and Work on My Sounds at the Same Time! T This workshop explores how speech and language services can be easily delivered in early childhood classrooms during center time. Numerous examples will be provided on how objectives can be addressed and documented while children are involved in high level play.

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.

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.

Promoting Social-Emotional Competence T/P – Based on the work from The Center on the Social and Emotional Foundations for Early Learning Project from U of I which incorporates knowledge of social development and emotional functioning of a student in building strong and effective relations in classrooms as well as the playground

Helping Kids Do their Best: Routines and Schedules T/P - Learning how to devise a helpful schedule or routine for their child with special needs, siblings, or parents. Why do it? What's important? Benefits of supporting kids through this tool are examined.

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.

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.

Beyond Battles, Tantrums and Tears P – Using 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.

Positive Solutions to Challenging Behaviors P/T – Founded in research based on the CSEFEL (Center for Social Emotional Foundations for Early Learning) model and Dr. Becky Bailey of Conscious Discipline, this workshop focuses on several techniques from both models that provide support for adults working with children presenting challenging behavior.

Teach me What to Do: Using Books to Teach Social and Emotional Vocabulary P– This training includes the CSEFEL model with a focus on using books and other aids to support the growth of social skills and emotional vocabulary.

Small Children, Big Worries 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.

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.

Building Bridges: Developing Parent and Professional Partnerships P/T– Focus is on the didactic experience and the perspectives of parents and professionals. Techniques and strategies are provided to enhance both groups and strengthen communication skills.

Schedules & Routines P- So often we find our family life is so occupied with chasing, racing, and pacing. This workshop identifies the difference between routines and schedules, why they are valuable for children and how they can conserve parent energy for more important ways to interact with their kids. (Also designed for teacher/classroom organization.)

My Child With Special Needs: What This Means For Me And My Family P – This workshop examines the journey through loss and grieving; impact on the family members, and the hope and joy special needs brings.

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.

All Day Trainings

Building Bridges: The Transition Process from Early Intervention to Early Childhood CESEFEL (full training is 2 ½ days, modified trainings available: 1 full day, 4 hour and 2 hour)

Conscious Discipline (modified trainings for 4 and 2 hours available)

Creative Curriculum 5th Edition (2 days)

Early Learning Scale (2 days)

ECERS-R

Teaching Strategies GOLD Online (2 days)
Illinois Early Learning and Development Standards (IELDS)
Developing and Using Child Portfolios in Preschool Settings (webinar and 1 day)
Early Childhood Outcomes Process: From Validity to Data to Program Improvement

The Pyramid Model from the Center on Social Emotional Foundations for Early Learning is highly regarded as a most appropriate research-based model for positive behavior support in early childhood. The topics listed below examine each tier of the Pyramid Model in condensed form for teachers and parents. The complete training of Pyramid Model requires 2 full days of training offered through our STAR NET catalog and can be accessed on our website www.swcccase.org/starnet or scheduled upon request. Programs interested in obtaining school-wide training of the Pyramid Model may contact the STAR NET office at 708-342-5370.

Promoting Social-Emotional Competence T/P – 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 synthesis 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.

Pyramid Model Tier 1 - Let's Build Great Relationships T/P – Forming great relationships is essential for developing social and emotional competence. This is Tier 1 of the Pyramid Model. Every success or 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 Tier 2 - Helping Kids Do their Best: Schedules and Routines T/P - Children thrive with structure that includes predictability and consistency. Developing simple tools to provide this structure for children minimizes 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. Guaranteed to improve any home or school environment!

Pyramid Model Tier 3, part 1 - Teach me What to Do: Positive Solutions to Challenging Behaviors T/P Preschool is the second best place to learn and practice social skills. This training advances knowledge about Tier 3 of the Pyramid Model that targets social and emotional supports. Systematic approaches to develop social skills including: friendship skills, problem solving are shared along with tools and strategies ready-to-use and prevent challenging behavior.

Pyramid Model Tier 3, part 2 - EQ builds IQ: A Toolbox for Emotional Literacy T/P- 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 behaviors to occur.

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

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 also discuss challenging behavior.

Beyond Battles, Tantrums and Tears: Using Positive, 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.

Where's my Service Coordinator? Understanding Early Childhood Special Education P Parents are their child's first and most important teacher and navigating through this transition without a tour guide can seem overwhelming. This training provides parents with necessary information to support their child's success in their Early Childhood program. The tour begins with defining terminology, roles, purpose of Early Childhood services. Next, explore the parent role as a valuable team member, how to form partnerships with your child's teachers, and finally arrive at making the most of their child's educational experience in this wonderful world of Early Childhood.

What Do I Do With the Worry I Feel? 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.

The Basics: IDEA and INCLUSION P – Introduction to the Public Law acts, Child Find, ADA, and IEP and Inclusion. Understanding the purpose and each topic area and provide the participant with terminology and facts to understand systems available to those in need.

Strengthening Parent and Teacher Partnerships P/T– 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, and explores new possibilities for engagement. Techniques and strategies are provided to understand of roles, build positive, active communication in support of helping children make the most of their experiences at school and home.

Pack 'em up and go! P – You'll want to go places and do things with the whole family. Meet 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.