

## **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 also be presented as webinars. Presentations are 1 1/2-2 hours unless otherwise noted.

**\*A minimum of 15 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**

**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.

**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.

**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.

**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.

**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.

**Book Nook: 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. Book Nooks, developed from the Pyramid Model, are easy-to-use guides that were created especially for teachers, caregivers and parents to provide hands-on ways to embed social emotional skill building activities to everyday routines. Each book nook is comprised of ideas and activities designed around popular children's books and, in this interactive workshop, participants will explore and develop additional fun learning activities to embed into their centers.

**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.

**Differentiated Instruction T/PP** In every early childhood classroom, blended or not, we should be differentiating our instruction. This can be easily accomplished by embedding activities using explicit instruction. This presentation will examine how to implement an adaptation continuum throughout the day. The "why" of behavior will be discussed in order to differentiate for behavior issues occurring in your classroom. Individualization in lesson planning will be addressed as you naturally begin to differentiate throughout your day.

**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.

**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.

**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.

**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.

**High Quality Language Interactions T/PP** ECERS-3 emphasizes high quality interactions between both teachers and children and between children and children. This webinar will focus on techniques and strategies to make these conversations a natural part of your day. These interactions foster connections with our students in order to develop and extend their learning.

**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.

**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!

**Improving Children’s Self Esteem T** In this workshop we will explore how positive relationships with parents, teachers and other caregivers provide the building blocks for your child’s self esteem. Children who have a strong sense of self-worth tend to feel confident that they can rise to expectations, feel proud of the work they do and feel prepared to tackle everyday challenges. We will investigate ways to work with your child on building your child’s emotional vocabulary, which will help your child develop problem-solving skills, foster a sense of confidence, value, acceptance and pride in themselves in order to make them more and more independent as they grow.

**Improving Transitions in Your Early Childhood Classroom: T** How many transitions can there be in your EC classroom. Every time an activity stops and another begins its a transition. This time may be challenging for your students and may require extra attention. ECERS-3 states that no student should wait longer than 3 minutes during a transition. This webinar will share examples, strategies and activities to help decrease wait times and increase learning for your students.

**Learning Styles and Young Children T** We will investigate different learning styles and examine how play is the best way for young children to learn. By understanding a child’s strengths learning can be guided to the most positive, successful path. We will touch on why young children need to play, how to incorporate learning styles into daily activities both at home and at school and give strategies for supporting learning styles.

**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.

**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

**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.

**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. ECERS-3 now incorporates math into everyday activities throughout the day. Ideas are based on current research and the Illinois Early Learning and Development Standards.

**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.

**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.

**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.

**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.

**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.

**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.)

**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.

**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.

**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.

**STEAM 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 STEAM in early-childhood education is the place to start to best prepare our students for jobs in their future workforce. To teach STEAM 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 (STEAM) science, technology, engineering, art and math experiences during activities throughout your day

**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.

**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.

**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.

**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!

**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.

**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.

**"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.

**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.

---

### **All Day Trainings**

Building Bridges: The Transition Process from Early Intervention to Early Childhood

Pyramid Model (full training is 4 days)

Creative Curriculum 6<sup>th</sup> Edition (2 days)

Developing and Using Child Portfolios in Preschool Settings (webinar and 1 day)

Early Childhood Outcomes Process: From Validity to Data to Program Improvement

Early Learning Scale (2 days)

ECERS-3

Illinois Early Learning and Development Standards (IELDS)

Teaching Strategies GOLD Online (2 days)

## **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 4 full days of training offered through our STAR NET catalog and can be accessed on our website [www.swcccase.org/starnet](http://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.

**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.