



Early Childhood Fall 2021 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at:
<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

October 8, 2021

The Foundation: Learning the Neurobiology of Trauma and the Science of Hope, Healing, and Resilience

Learning Objectives: 1) Understand the impact of trauma and toxic stress on the brain and behavior of a child; 2) Understand the difference between a challenging behavior and trauma trigger; 3) Implement 1-2 key strategies that are trauma informed and resilience building

Presenters:

Julie Kurtz, LMFT, Author and National Speaker, Center for Optimal Brain Integration
Julie Nicholson, PhD, Professor of Practice in the School of Education, Mills College

October 22, 2021

Trauma-Responsive Practice: Attuned and Responsive Relationships

Learning Objectives: 1) Identify strategies to support early learners back to regulation/safety; 2) Identify strategies to use in the moment that can help you pause to respond, not react (i.e. calming or grounding strategies); 3) Identify strategies to use outside of work to fill up your emotional bucket (self-care strategies).

Presenters:

Julie Kurtz, LMFT, Author and National Speaker, Center for Optimal Brain Integration
Julie Nicholson, PhD, Professor of Practice in the School of Education, Mills College

November 5, 2021

Trauma-Responsive Practice: Safe and Predictable Environments

Learning Objectives: 1) Identify strategies to help a child with a trauma reminder/trigger in the moment; 2) Learn how to create safe zones, safe spaces, and or safe bins; 3) Identify strategies to manage environmental triggers; 4) Learn how to use visual schedules, first-then visuals, predictable transitions, transition cues, and environment cues to limit trauma triggers.

Presenters:

Julie Kurtz, LMFT, Author and National Speaker, Center for Optimal Brain Integration
Julie Nicholson, PhD, Professor of Practice in the School of Education, Mills College



Early Childhood

Fall 2021 Sessions

November 19, 2021

Trauma-Responsive Practice: Promoting Sensory and Emotional Literacy and Body Awareness to Feel Safe and Manage Big Emotions

Learning Objectives: 1) Learn strategies to encourage sensory recognition through body awareness; 2) Learn how to teach children/learners how to recognize emotions; 3) Learn techniques to use the breath with children/learners.

Presenters:

Julie Kurtz, LMFT, Author and National Speaker, Center for Optimal Brain Integration
Julie Nicholson, PhD, Professor of Practice in the School of Education, Mills College

December 3, 2021

Advocacy in Early Childhood Education

In this session, leaders will come to understand the importance of their voice in advocacy for their programs, children, families, and field of early childhood. Together, we will explore how storytelling can impact their work. Educators will understand the importance of their voice and telling their story to advocate for their program, at a local, state, and national level. We will hear from Wyoming educators who have started this work in cultivating their story for the purpose of advocacy.

Presenters:

Stephanie Rino, Associate Director, Wyoming Kids First
Liz Goddard, Professional Learning Facilitator, Wyoming Early Childhood Professional Learning Collaborative (WYECPLC)



Early Childhood Spring 2021 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at:
<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

January 22, 2021

Wyoming's Coherent Path to Quality, Part 1: Relationships and Interactions

Wyoming's new Coherent Path to Quality for early childhood is framed upon three foundational dimensions that are linked to improved outcomes for children. This session will focus on the first dimension, relationships and interactions, and introduce four "simple rules" to guide our practice with children. Participants will discuss examples of quality and reflect on their relationships and interactions with young children.

Presenters:

The Wyoming Early Childhood Professional Learning Collaborative

February 5, 2021

Wyoming's Coherent Path to Quality, Part 2: The Emotional and Physical Environment

Wyoming's new Coherent Path to Quality for early childhood is framed upon three foundational dimensions that are linked to improved outcomes for children. This session will focus on the second dimension, the emotional and physical environment, and introduce four "simple rules" to guide our practice with children. Participants will discuss examples of quality emotional and physical environments and will reflect on the environments they create for young children.

Presenters:

The Wyoming Early Childhood Professional Learning Collaborative



Early Childhood

**Spring 2021
Sessions**

February 19, 2021

Wyoming's Coherent Path to Quality, Part 3: Learning Experiences

Wyoming's new Coherent Path to Quality for early childhood is framed upon three foundational dimensions that are linked to improved outcomes for children. This session will focus on the final dimension, learning experiences, and introduce three "simple rules" to help create quality learning experiences. Participants will discuss examples of quality learning experiences and will reflect on the learning experiences they share with young children.

Presenters:

The Wyoming Early Childhood Professional Learning Collaborative

March 5, 2021

Supporting Young Children Through Transitions, Part 1: Easing Everyday Transitions

Young children experience a multitude of transitions every day, such as the transition from home to care and education settings, transitions between activities, participation in community events or classes, trips to the store, and wake-up and bedtime routines. Participants will learn about the impact of transitions on young children and will discuss ideas that support successful transitions during the young child's day. Families and early childhood professionals are encouraged to attend.

Presenters:

The University of Wyoming Early Childhood Outreach Network



Early Childhood

**Spring 2021
Sessions**

March 19, 2021

Supporting Young Children Through Transitions, Part 2: Life and Family Transitions and Trauma Informed Teaching

As members of families and communities, young children experience life-changing transitions right along with the adults in their lives. Some examples of life transitions include moving, marriage, divorce, death, a new job, or the birth of a sibling. Young children require responsive adult support to make sense of these experiences. Participants will learn about the impact of life-changing transitions on children's development and will discuss ideas that support healthy responses and resiliency. Principles of trauma informed care will be embedded throughout. Families and early childhood professionals are encouraged to attend.

Presenters:

The University of Wyoming Early Childhood Outreach Network

Supporting Young Children Through Transitions, Part 3: The Transition to Kindergarten

The transition to kindergarten has special significance because it involves multiple complex and interacting factors influencing the child's experience. A young child's transition to kindergarten can also have a long-lasting impact on her learning and success in school. Participants will learn from years of research about how children and families experience the transition to kindergarten and will discuss proven strategies to increase the likelihood of success.

April 2, 2021

Presenters:

The University of Wyoming Early Childhood Outreach Network



Early Childhood

**Spring 2021
Sessions**

April 16, 2021

Supporting Young Children Through Transitions, Part 4: Innovative Transition Practices Panel

Wyoming communities have had opportunities in the last year to apply for funds to support improved transitions for young children and families. Panelists from communities around the state will present innovative ideas and lessons learned in their efforts to improve transitions for young children in Wyoming.

Presenters:

The University of Wyoming Early Childhood Outreach Network

Leading Anti-Bias Early Childhood Programs Book Study Panel

April 30, 2021

Wyoming early childhood leaders participated in a statewide book study of Leading Anti-Bias Early Childhood Programs by ECHO presenter Debbie LeeKeenan in the spring of 2021. A panel of participants will share about the experience and the action steps they have taken to embrace anti-bias education.

Presenters:

The Wyoming Early Childhood Professional Learning Collaborative



Early Childhood Fall 2020 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at:
<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
Use **Control+F**
to search chart by
session title or keywords.

Session Date

Session Title and Description

October 9, 2020

Responding to Children's Comments and Questions About Differences

Children are aware of differences from very young ages. Learn strategies and tools to help children think and talk about their ideas and feelings about themselves, the differences and similarities among people, about fairness and unfairness in people's interactions with each other, and a framework for anti-bias education.

Presenter:

Debbie LeeKeenan, Lecturer, Co-Author of *Leading Anti-bias Early Childhood Programs: A Guide for Change*, former director of the Eliot-Pearson Children's School at Tufts University

October 23, 2020

Creating the Culture and Environment for Anti-Bias Education

This session will provide practical tips and strategies for building the culture and environment for inclusive communities for young children, families, and staff. Highlighted will be how to make a safe and brave space for dialogue, learning, resiliency, and growth, designing culturally responsive environments, and choosing books and materials that provide mirrors and windows to the world.

Presenters:

Debbie LeeKeenan, Lecturer, Co-Author of *Leading Anti-bias Early Childhood Programs: A Guide for Change*, former director of the Eliot-Pearson Children's School at Tufts University



Early Childhood Fall 2020 Sessions

November 6, 2020

Learn the Signs. Act Early.

This session will provide information about the Centers for Disease Control and Prevention's (CDC) Learn the Signs. Act Early. program.

From birth to 5 years there are milestones a child should reach in terms of how he or she plays, learns, speaks, acts, and moves. As an early care and education provider, you are a valuable resource to parents! They look to you for information about their child, and they trust you. Increased awareness and parent-engaged developmental monitoring leads to more timely assessments, earlier diagnosis, and referrals for early intervention.

Presenter:

Wendy Warren, Program Manager and Wyoming Act Early Ambassador,
Wyoming Institute for Disabilities

November 20, 2020

Engaging Families and Growing Anti-Bias Partnerships

Partnering with families to support children is a cornerstone of early childhood education. Parents are the children's first teachers. Practical strategies for working with families using a funds of knowledge/strength based approach, making families welcome and visible, building family participation, family dialogues, and managing and negotiating conflict.

Presenter:

Debbie LeeKeenan, Lecturer, Co-Author of Leading Anti-bias Early Childhood Programs: A Guide for Change, former director of the Eliot-Pearson Children's School at Tufts University



Early Childhood

**Fall 2020
Sessions**

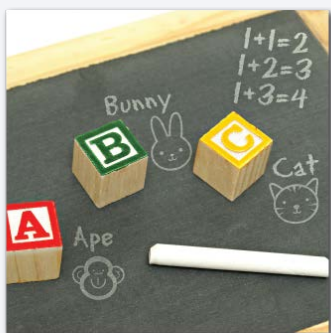
December 4, 2020

Anti-Bias Education in Changing and Challenging Times

Changing demographics, shifts in social views, polarizing political issues, converging pandemics of Covid-19 and racism, all present challenges and complexities to us as educators interested in social justice education. Strategies for facilitating conversations that matter about potentially challenging topics will be highlighted.

Presenter:

Debbie LeeKeenan, Lecturer, Co-Author of Leading Anti-bias Early Childhood Programs: A Guide for Change, former director of the Eliot-Pearson Children's School at Tufts University



Early Childhood

Spring 2020 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at:
<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
 Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

January 10, 2020

Designing Rich Environments for Young Children, Part 1

What do we need to consider when designing "rich" environments for young children?
 How can we develop environments that will maximize children's potential?
 How do early childhood environments exasperate or mitigate behavioral issues?
 This session will examine these questions. The session will cover the basics of early childhood environmental design for infant, toddler, and preschool classrooms. Photos taken throughout the country and internationally will be shared including examples from family childcare, center-based childcare, Early Head Start, Head Start, and Pre-K.

Presenter:

Dr. Julie Bullard; Professor of Early Childhood Education (retired), Univ. of Montana

January 24, 2020

Designing Rich Environments for Young Children, Part 2: Designing Environments to Maximize Social-Emotional Opportunities and Skills

The focus of this session will be on designing environments to maximize social-emotional opportunities and skills. In this session we will explore these questions; How do we design joyful environments? How do we develop effective retreat areas? How do we provide environments that assist children to identify and manage emotions? How can we design environments to support children's friendships?

Presenter:

Dr. Julie Bullard; Professor of Early Childhood Education (retired), Univ. of Montana



Early Childhood Spring 2020 Sessions

February 7, 2020

Designing Rich Environments for Young Children, Part 3: Dramatic Play

In this session we will examine the importance of dramatic play and discuss how to design relevant and effective dramatic play centers for different age groups. We will examine many different types of dramatic play centers including microworlds and discuss examples of involving children in the center design.

Presenter:

Dr. Julie Bullard; Professor of Early Childhood Education (retired), Univ. of Montana

February 21, 2020

Designing Rich Environments for Young Children, Part 4: Sensory Centers

In this session we will examine the multiple purposes of the sensory center (sand and water table) and discuss how we design an effective center based upon our purpose. Many examples from infant, toddler, and preschool classrooms in family childcare, center based care, and pre-k programs will be provided.

Presenter:

Dr. Julie Bullard; Professor of Early Childhood Education (retired), Univ. of Montana

March 6, 2020

Advocacy

This session will discuss early childhood advocacy and using advocacy as a critical vehicle for actualizing your commitment to children. We will also discuss how to pass on your knowledge, share your experiences, stand up for your profession, and activate others.

Presenter:

Becca Steinhoff; Executive Director, Wyoming Kids First



Early Childhood Spring 2020 Sessions

April 3, 2020

Fostering Creativity without Breaking the Bank

Participants in this session will learn all the tips and tricks to enhance areas of their classroom without spending their own cash. As a group we also examine three different explorations, breaking down the cost. This action-packed session is a mixture of lecture, discussion, and gameshow... yes, gameshow.

Presenter:

Rachel Giannini; Childhood Specialist, Early Childhood Advocate, Video Blog Host

April 17, 2020

Supporting Young Children's Learning in the Home During COVID-19 Closures

At this time of school and early childhood program closures due to COVID-19, the Wyoming Early Childhood Professional Learning Collaborative will be providing guidance for educators and families about the best ways to support children's successful learning at home, while balancing work and other life obligations. Professional Learning Facilitators from each of Wyoming's seven regions will share important understandings from evidence-based early learning science along with simple ideas for engaging children's minds and practical solutions for facing day to day challenges.

Presenters:

Wyoming Early Childhood Professional Learning Collaborative

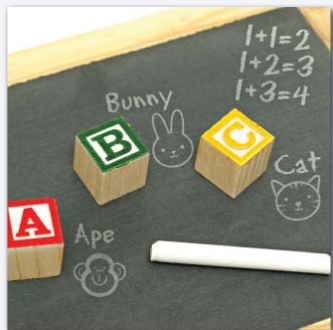
May 1, 2020

Transitioning Forward: Following the COVID-19 Closure

Participants of this session will be able to: apply principles of developmental science as children and families return to early care settings; apply important lessons from the field to support the transition; embrace understandings gained during program closures to light the path forward.

Presenter:

Wyoming Early Childhood Professional Learning Collaborative



Early Childhood

**Fall 2019
Sessions**

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at:
<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

October 4, 2019

The Importance of Music in Early Childhood

Many teachers, families, and caregivers know about the benefits of music on children's development and artistry, but some are hesitant to offer music instruction for various reasons. In this hands-on Zoom session participants will learn how to be musical with children pre-birth to age five by implementing four groups of musical activities. A full, original, complimentary folder of digital resources will be available. No musical experience is needed.

Presenter:

Tiger Robison, PhD, Assistant Professor,
Elementary General and Early Childhood Specialist, University of Wyoming

October 18, 2019

ACEs and Protective Factors

In this session we will focus on the impacts of early trauma, how it can lead to a lifetime of adversity. The ACEs study connects the dots from early exposure to trauma and adult health outcomes. We will also look at the Five Protective Factors and how they can influence how Early Childcare Providers can approach supporting families in our communities.

Presenter:

Jennifer Davis, Consultant, Wyoming Children's Trust Fund (WCTF)



Early Childhood

Fall 2019
Sessions

November 1, 2019

Applying Principles of Universal Design in the Early Childhood Classroom

Participants will learn how to apply the principles of Universal Design for Learning (UDL) to the early childhood classroom, including using UDL principles to intentionally design large and small group learning, transitions, play, and other classroom-based experiences.

Presenter:

Nikki Baldwin, PhD, Director, Wyoming Early Childhood Outreach Network (WYECON)

November 15, 2019

Building on Whole Leadership: Energizing and Strengthening Your Early Childhood Program

The whole leadership framework can show you where to focus attention, sort priorities, and make decisions for maximum impact. Learn to plan in proactive and intentional ways to minimize challenges and make the most of your energy, time, and resources. Whether you are a program leader, a coach, or a teacher who wants to have increasing influence in the lives of children, families, and staff, the whole leadership framework will connect your vision to effective planning and practice and will empower your success.

Presenter:

Marie Masterson, PhD

Director of Quality Assessment, McCormick Center for Early Childhood Leadership



Early Childhood

**Fall 2019
Sessions**

December 13, 2019

Pedagogical Leadership: Moving Learning Forward

Pedagogical leadership is a fancy word for empowering awesome teaching! This session is packed with vision, inspiration, and strategies for impact using the Whole Leadership Framework to give balance and perspective to your work. Whether you are a classroom teacher, a program leader, or a family childcare professional, you can anchor your passion for teaching excellence with effective strategies for teaching, interactions, family engagement, and community connections. You'll catch a fresh vision for the importance of your work while you apply strategies and tips for effective planning, organization, and communication.

Presenter:

Marie Masterson, PhD

Director of Quality Assessment, McCormick Center for Early Childhood Leadership



Early Childhood Spring 2019 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at:
<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

January 10, 2019

Assessing the Needs of Families of Children with Special Needs or Vulnerabilities

This session will present the concept of talking to families about their daily routines with their children, as a needs assessment method. We introduce the idea of a routines-based conversation, which is similar to but less involved than the evidence-based Routines-Based Interview. Participants will have a guide to help them have these conversations with families.

Presenters:

Robin McWilliam, Ph.D., Professor
Cami Stevenson, Assistant Administrator
University of Alabama, Evidence-Based International Early Intervention Office (EIEIO)

January 24, 2019

The Comprehensive Service Provider

When a child and his or her family receive services, someone should function as the comprehensive service provider. The CSP is the one person on the team who addresses the whole child and family, not bound by the boundaries of a professional discipline. This session will deal with the concepts of functioning, routines (following up on the first session), and family consultation (collaboration). Participants will have a guide for assuming the role of CSP in contacts with families.

Presenters:

Robin McWilliam, Ph.D., Professor
Cami Stevenson, Assistant Administrator
University of Alabama, Evidence-Based International Early Intervention Office (EIEIO)



Early Childhood Spring 2019 Sessions

February 7, 2019

Engaging Children with Disabilities in Inclusive Preschool Classrooms

Engaging children with special needs in preschool settings requires a commitment to a combination of relationship-based approaches, curriculum-based assessment and curriculum planning. However, even with well-developed lesson plans, early childhood professionals must be prepared to scaffold instruction and present "just right" challenges, in the moment, to all children. By examining the sensory, motor, cognitive, social and emotional needs of children as they related to planned activities, presentation of materials and even classroom organization, both written lesson plans and spontaneous interactions can better support each child's development.

Presenter:

Tiernan McIlwaine

Consultant, College of Education, University of Wyoming

Classrooms Including Children with Special Needs

All children should be engaged when they are in group care such as child care, Head Start, and preschool. Maximizing opportunities for engagement involves having functional goals, using effective teaching, providing integrated therapy, organizing the space and the adults, and having a stimulating environment. This session will describe how consultants (e.g., itinerant professionals), directors, and teachers can implement these five elements. Participants will have checklists to use as they work with classrooms.

February 21, 2019

Presenters:

Robin McWilliam, Ph.D., Professor

Cami Stevenson, Assistant Administrator

University of Alabama, Evidence-Based International Early Intervention Office (EIEIO)



Early Childhood

Spring 2019 Sessions

March 7, 2019

Building Positive Strength-Based Teams, Part 1

Children thrive in environments where the adults model positive relationships and create communities based on trust and respect. In this workshop, we will examine the impact that toxic stress in a classroom has on young children's brain development and social-emotional skills. We will explore strategies for enhancing your professional skills to help you communicate effectively with your co-workers and parents.

Presenter:

Susan MacDonald, M.Ed.

Professionally Certified Coach, Author of Inspiring New Perspectives

March 21, 2019

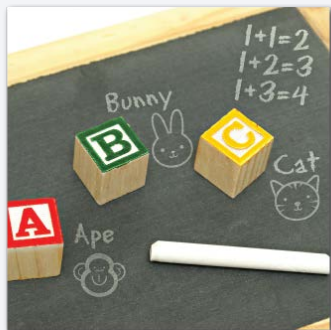
Building Positive Strength-Based Teams, Part 2

Children thrive in environments where the adults model positive relationships and create communities based on trust and respect. In this workshop, we will examine the impact that toxic stress in a classroom has on young children's brain development and social-emotional skills. We will explore strategies for enhancing your professional skills to help you communicate effectively with your co-workers and parents.

Presenter:

Susan MacDonald, M.Ed.

Professionally Certified Coach, Author of Inspiring New Perspectives



Early Childhood

Spring 2019 Sessions

April 4, 2019

Getting Ready, Set, Go! Strategies for Communicating with Families

Join us to explore Getting Ready – a straightforward and evidence-based approach that builds effective parent-provider partnerships to support young children’s development. In this first session, you will learn about two basic communication strategies to open the door and focus parents’ attention on what is important for their child’s learning. Opportunities to try these strategies in concrete ways will be discussed.

Presenters:

Susan Sheridan, PhD; Director, Nebraska Center for Research on Children, Youth, Families, and Schools

Cynthia Kritenbrink, MS; Early Childhood Coach for *Getting Ready*

Katie Zabel; Early Childhood Coach for *Getting Ready*

April 18, 2019

Getting Ready, Set, Go! Partnering with Families for Child Success

This session builds upon the previous one, embellishing the important foundation of communication and working to build partnerships with parents. In this session, two new strategies will be presented that move early childhood educators from communicating with parents to actively supporting their roles as partners and collaborators. Specific methods for combining the Getting Ready strategies in all types of interactions with families (structured and unstructured) will be explored.

Presenters:

Susan Sheridan, PhD; Director, Nebraska Center for Research on Children, Youth, Families, and Schools

Cynthia Kritenbrink, MS; Early Childhood Coach for *Getting Ready*

Katie Zabel; Early Childhood Coach for *Getting Ready*



Early Childhood

**Spring 2019
Sessions**

May 2, 2019

Supporting Family Literacy through Culturally Dialogic Practices

This session will focus on how early childhood professionals can support family literacy in centers or in homes.

Presenter:

Dr. Pauline Harris

University of South Australia School of Education



Early Childhood

Fall 2018 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at:
<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
 Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

September 13, 2018

Addressing Standards through Play-Based Learning in Preschool and Kindergarten, Part 1

This session will discuss the importance of play in preschool programs as the primary tool to address early learning standards and school readiness.

September 27, 2018

Addressing Standards through Play-Based Learning in Preschool and Kindergarten, Part 2

This session will discuss the importance of play in preschool programs as the primary tool to address early learning standards and school readiness.

October 11, 2018

From Coo to Code in the Baby's First Years: News from the Crib on Language Development

This session will highlight new findings from the crib in our understanding of the language acquisition process in the first few years of life.

October 25, 2018

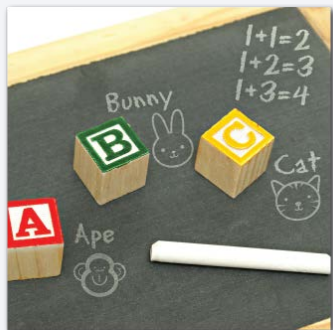
Trauma Informed Relationships with Young Children, Part 1

We will discuss the impact of the ACES study on adverse childhood experiences and how to create a trauma informed preschool classroom. This session will focus on understanding the life-long effects of early trauma.

November 8, 2018

Trauma Informed Relationships with Young Children, Part 2

We will discuss the impact of the ACES study on adverse childhood experiences and how to create a trauma informed preschool classroom. This session will focus on providing trauma informed relationships.



Early Childhood

**Fall 2018
Sessions**

December 6, 2018

Dual Language Learning: The Early Years

During this session, participants will be updated on what the most recent research says about dual language learning during the birth to age 5 group; both, typically-developing learners and learners with learning challenges will be discussed. Implications of these findings for best practices will be considered.

December 20, 2018

Proactive Classroom Strategies

This session will focus on strategies that any early childhood professional can implement throughout the day to support child engagement and limit challenging behaviors.



Early Childhood

Spring 2018 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at: <http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

January 12, 2018

Really Seeing Children: Tools for Observation and Reflection

Learn to use a “Thinking Lens” for reflecting on your observations of children.

January 26, 2018

Really Seeing Children: Tools for Observation and Reflection, Continued

Planning environments and materials to meet up with children’s active bodies.

February 9, 2018

Really Seeing Children: Planning Learning Opportunities and Supporting Active Learning

Planning environments and materials to meet up with children’s lively minds.

February 23, 2018

Really Seeing Children: Planning Learning Opportunities and Supporting Active Learning, Continued

Extending children’s play and learning through teacher actions.

March 9, 2018

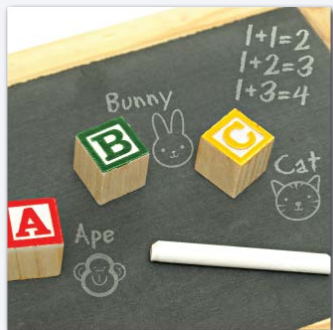
STEM in the Early Years: Foundations for Science and Mathematics Part I

In this session, participants will learn how childrens' natural curiosity and observation skills can be encouraged in the classroom. Strategies to foster the foundational Science, technology, engineering, and mathematics skills are discussed.

March 23, 2018

STEM in the Early Years: Foundations for Science and Mathematics Part II

In this session, participants will learn how childrens' natural curiosity and observation skills can be encouraged in the classroom. Strategies to foster the foundational Science, technology, engineering, and mathematics skills are discussed.



Early Childhood

Spring 2018
Sessions

Addressing Literacy Standards Through Play Part I

April 6, 2018

This session will discuss how to know the design features of a literacy enriched play environment, recognize the design features of a supportive literacy-enriched play environment and settings, and examine the organization of topic play.

Addressing Literacy Standards Through Play Part II

April 20, 2018

In part II, participants will review a planning framework for teaching literacy in play, recognize the elements of complex play, examine research-based instructional techniques for teaching literacy in play.

What Makes a High Quality Preschool Program?

May 4, 2018

This presentation will discuss initiatives focusing on and relying upon developing strong language skills in high quality language environments where adults and children engage in conversation on a shared topic of interest.



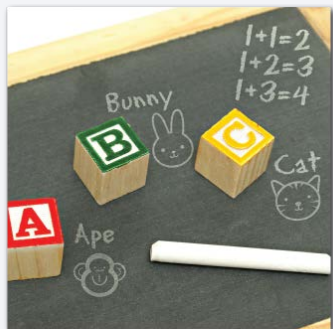
Early Childhood Fall 2017 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at:
<http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
Use **Control+F** to search chart by session title or keywords.

Session Date	Session Title and Description
September 22, 2017	<p><u>Engagement: The Foundation for All Young Children's Learning (Part I)</u></p> <p>Why is engagement important? An instrument for rating engagement in classrooms, the STARE, will be presented. We will talk about children who are difficult to get engaged.</p>
October 6, 2017	<p><u>Engagement: The Foundation for All Young Children's Learning (Part II)</u></p> <p>What's it like to rate children's engagement with the STARE? We will discuss types of children and differential engagement across routines, as well as how to promote engagement.</p>
October 20, 2017	<p><u>Supporting Inclusion in Classroom Routines (Part I)</u></p> <p>What is incidental teaching? All early childhood personnel working with children with disabilities should have this one instructional practice in their repertoire. We will also discuss prompting procedures.</p>
November 3, 2017	<p><u>Supporting Inclusion in Classroom Routines (Part II)</u></p> <p>What's it like to use incidental teaching? In addition to reflections on participants' experiences, we will discuss integrated therapy: bringing therapists' skills to teachers instead of to children...and why.</p>
November 17, 2017	<p><u>Positive Behavior Supports: Addressing Challenging Behaviors</u></p> <p>Learn how to assess challenging behaviors and use relationship-based approaches to support positive behavior.</p>
December 1, 2017	<p><u>Play, Reflection and Executive Function: Part I</u></p> <p>Participants will understand the important role of play.</p>



Early Childhood

**Fall 2017
Sessions**

Play, Reflection and Executive Function - Part II

December 15, 2017

Participants will learn how to use data from the MEFS to plan for intervention.

December 22, 2017

No Session

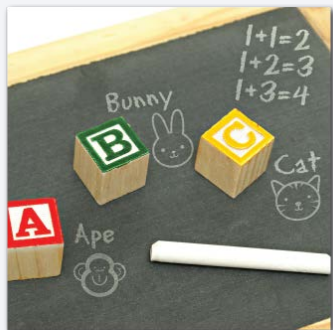
January 5, 2018

No Session

January 12, 2018

Really Seeing Children: Tools for Observation and Reflection

Participants will learn how to use a “Thinking Lens” for reflecting on the observations of children.



Early Childhood

Spring 2017 Sessions

Session recordings and materials can be accessed on the WyoLearn Website.

To access WyoLearn, please register at: <http://www.uwyo.edu/wind/echo/view-past-sessions.html>

Please Note!
Use **Control+F** to search chart by session title or keywords.

Session Date

Session Title and Description

January 20, 2017

Engaging Families to Support School Readiness and Academic Success

Objectives:

- 1) Become familiar with key elements of a family engagement plan to promote school readiness and academic success
- 2) Learn the value of engaging families in their child's early childhood education
- 3) Identify key strategies for engaging families and building collaborative relationships to foster children's development

Effects of Stressors on Families and Children

Objectives:

- 1) Participants will understand how stress can negatively impact new parents and their children
- 2) Participants will understand signs and symptoms of poor mental health, particularly depression among new parents
- 3) Participants will be able to appraise the usefulness of different resources for addressing stress and poor mental health among new parents

Preschool Language and Literacy: Preparing children for literacy success

Objectives:

- 1) Understand the complexity of learning that takes place as children develop from learning to speak to learning to read
- 2) Understand the essential components of early literacy in order to help children ages birth to eight become successful readers
- 3) Assist in providing useful, valuable tools and resources for helping children reach a developmentally appropriate knowledge of literacy

February 3, 2017

February 17, 2017



Early Childhood

Spring 2017 Sessions

March 3, 2017

Language Development: How to develop a language-rich environment in homes and schools

Objectives:

- 1) Understand the principles of meaningful literacy and identify common mistakes adults make when planning language and literacy experiences for young children.
- 2) Apply meaningful literacy principles to support the three essential components of early language and literacy development in the context of children's play and routines at school.
- 3) Identify excellent resources to support parents in providing authentic and meaningful language and literacy experiences at home.

March 17, 2017

Universal Positive Behavior Supports: Classroom modification and classroom structure

Objectives:

- 1) Participants will be familiar with 3 steps to help in decreasing challenging behavior
- 2) Participants will be familiar with how to define target behavior
- 3) Participants will be familiar with how to determine the function of behavior.

March 31, 2017

Age and Developmentally Appropriate Strategies: Redirecting aggression and frustration

Objectives:

- 1) Understand the importance of emotions in early childhood development
- 2) Learn strategies for validating emotions expressed by young children
- 3) Understand methods for identifying the functions of emotional expression
- 4) Enhance ability to teach children skills needed to express needs, wants and emotions.

April 14, 2017

Implementing Behavior Supports in Home and School Settings

Objectives:

- 1) Understand the intent of a child's behaviors
- 2) Understand the importance of building a relationship with a child to help reduce problematic behaviors
- 3) Have the ability to identify and implement strategies to minimize challenging behaviors.



Early Childhood

Spring 2017
Sessions

April 28, 2017

Identification, Diagnosis: IDEA eligibility and CDC referrals

This session was cancelled.

Initial Conversations and Supporting Families

May 12, 2017

Objectives:

- 1) To explore common barrier to effective parent and teacher collaborations
- 2) To discuss strategies to improve communications
- 3) To understand common parental emotional experiences