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Southwest Ohio Association for
the Education of Young Children



June Leadership and Professional Development Conference

June 2-4, 2026

[**CLICK HERE TO REGISTER!**](#)

Monday, June 1

Registration open from 3:30 PM to 6:00 PM

Tuesday, June 2

Community of Learners 9:00 AM to 12:00 PM

Luncheon 12:00 PM to 1:30 PM

Keynote Speaker

Yvette Sanchez Fuentes

Senior Vice President, Government Relations & Research;

Start Early

"Why We Do This Work?"

Reflecting on the past, present and future of Head Start"



COLs/Breakout Sessions 1:30 PM to 4:30 PM

Vendor Reception from 4:30 PM to 6:00 PM

Hors D'oeuvres and beverages served, cash bar available

Wednesday, June 3

Breakout Sessions 9:00 AM to 12:00 PM

Luncheon 12:00 PM to 1:30 PM

Keynote Speaker

Stephanie Werren

Stronger Together:

Understanding Ourselves to Better Connect with Others



Breakout Sessions 1:30 PM to 4:30 PM

Thursday, June 4

Breakout Sessions 9:00 AM to 11:30 AM

Luncheon 11:30 AM to 2:00 PM

Keynote Speaker

Dr. Arianna Howard

Before You Go Back:

What You Carry, What You Need, and What You Choose Next



Conference Sessions

Tuesday, June 2; 9:00 am – 12:00 pm

COMMUNITY OF LEARNERS

Directors

Kristen Kerr, Community Action of Wayne/Medina; Amy Esser, Mercer County Head Start

- Head Start Updates - Navigating the next steps
- Discussion groups with fellow directors

Data

Sharon Fisher, Warren County Community Services; Ellen Walker, CDC of Franklin County; Darla Smith, Council on Rural Services

- Continue in Chapter 1 of Let's Practice – Storytelling with Data, "Practice at Work"
- Bring a Head Start topic idea to move through the activity as a group

Early Head Start and Family & Community Partnerships (FCP)

EHS Leaders: Jeanine Bensman, Council on Rural Services; Angie Kisor-Bridges, Ironton-Lawrence County CAO;

Cristi Jackson, Lancaster-Fairfield Community Action

FCP Leaders: Amy Hawley, CORS; Nicole Shetterly, Toledo Public Schools/Summit Early Childhood Ctr.; Katie Peters, Child Focus, Inc;

Pam Shuck, Akron Summit CAA

- Male Engagement
- "Making the Ordinary Extraordinary!"

Education

Christine Balusik, Ross County CAC; Michele Delph, CAC of Erie, Huron, & Richland Counties; Marie Vermeulen & Kelly Irwin, LEADS

- Curriculum Options & Overview
- *Carla Aronhalt, STG International: Supporting Staff to Use Active Supervision - Examining the Six Strategies for Active Supervision and connections to A Culture of Safety and the Guiding Questions for Active Supervision*

Fiscal

Stephanie Ristau, Centers for Families & Children

- Cost Allocation: understanding, planning, and putting into action
- Budgeting and forecasting: why, what, when and how
- Managing Match: Strategies to meet the non-federal share requirement
- Fiscal updates for Head Start and Q&A between programs

Health/Mental Health/Nutrition

Alice Marie Ohlin & Linda Fox, Akron Summit CAA; Brenda Bissett, Coshocton County Head Start;

Angie Stephenson, Mercer County Head Start

- Licensing Changes on the horizon: How will that affect our work?
- FA 1, FA 2 Updates and PIR
- End of the Year celebrations & challenges

Human Resources

Julie Mickley, Knox County Head Start

- Employee retention
- What does "growing your own" really look like?
- Intentionally building a healthy culture

Parents

Holly Unger, OPAN Alumni; Theresa Wynn, West Ohio CAP

- Summer Fun for families, Healthy Cooking
- Ohio Childcare Legislative updates

Tuesday, June 2; Continued



Practice-Based Coaching - TRAINING INSTITUTE

Sarah Nightwine & Tina McMahan, STG International

1.4 CEUs / APPROVED 13.5 OA hours

Tuesday, June 2nd and Wednesday, June 3rd from 9:00 am-4:30 pm

Thursday, June 4th from 9:00 am-11:30 am

**Participants will join general sessions each day for lunch*

****Pre-Registration required**



Designing Healthy Classrooms that Work: IMIL for a New Generation

Presented by Brandon Williams, Early Childhood TLC

Up to 1.2 CEUs / SUBMITTED and/or APPROVED for up to 11.5 OA hours

Participants will explore strategies that promote the health, development, and engagement of the whole child, while strengthening teacher-child interactions and classroom management. Grounded in real program experience, this learning series emphasizes practical application, intentional scheduling, and responsive approaches that recognize one size does not fit all. Participants will examine how to balance active and passive learning, use movement and transitions as instructional opportunities, and apply approaches like IMIL and conscious discipline to support self-regulation & reduce challenging behaviors. Equally important, this series builds in what programs say they need most: time to reflect, tools to support implementation, and strategies to sustain change beyond the training. Through guided reflection, peer discussion, and implementation supports, participants will leave with clear, adaptable strategies they can carry back to their teams, and the structure to ensure those strategies stick.

Tuesday, June 2nd from 1:30 pm – 4:30 pm

Health by Design: Healthy Habits for the Whole Child

We live a much different life than our ancestors did long ago. Our daily behaviors have adapted to the ever changing environment, but our human genetic make-up is still based on survival. The development of these "inherited traits" are crucial for normal growth and development, self-regulation, healthy lifestyles, and future learning.

Wednesday, June 3rd from 9:00 am - 4:30 pm

IMIL Strategies to Address CLASS and Increase Instructional Support and Teacher Child Interactions

Many Head Start programs have received training and information on both I am Moving, I am Learning (IMIL) and Classroom Assessment Scoring System (CLASS). This session will provide a "refresher" for your IMIL approach while addressing the dimensions within the Instructional Support Domain of the CLASS tool. Participants will leave with new IMIL strategies that improve teacher-child interactions to promote higher order thinking while incorporating physical activity into their daily routine. As a result of this session, participants will: - Review the goals and guidelines of IMIL while experiencing new activities and strategies for refreshing their approach. - Identify the indicators and dimensions within the Instructional Support Domain of the CLASS tool. - Implement IMIL strategies to address each dimension within the Instructional Support domain, thus increasing their overall CLASS score.

Thursday, June 4th from 9:00 am - 11:30 am

One-Size Does Not Fit All: Scheduling Activities and Tackling Transitions

Transitions in daily schedules can be tough, especially if children are asked to sit still and remain quiet while simply waiting. This session will demonstrate techniques to utilize transition times as an opportunity to reinforce current classroom topics. We'll also discuss classroom management strategies for intentionally scheduling activities to reduce behavior issues and minimizing transitions throughout the daily routine.

**Participants will join general sessions each day for lunch*

****Pre-Registration required**

Tuesday, June 2; 1:30 pm – 4:30 pm

Coaching/PD Community of Learners

Marie Vermeulen, LEADS Head Start; Becky Evemy, MVCDC

- Carla Aronhalt, STG International: Navigating Change Together: Strengthening Coaching Supports - Revisiting the Program Leaders Guides and examining how we support effective practice of coaches during these current times
- Coaching the Coach (Peer Coaching in a safe space)
- Technology, AI & ChildPlus How-To: Tools & reports that help coaches understand the data

Disabilities Community of Learners

Christi Evans, Butler County ESC; Alice Marie Ohlin, Akron Summit CAA

- Extending the information from February Meeting: Talking with Parents & Helping them Advocate
- FA 1, FA 2 Updates
- End of the Year: How did it go, wins, celebrations & challenges

Child Plus User Group

Sharon Fisher, Warren County Community Services; Ellen Walker, CDC of Franklin County; Darla Smith, Council on Rural Services

- Disabilities/Mental Health, Family Services & Education tabs with documentation
- Tracking waitlist & recruitment efforts
- Bring tips & tricks to share that help streamline your processes

Sponsor and Vendor Exhibits Open

Tuesday, June 2 from 8:00 am to 6:00 pm

Wednesday, June 3 from 8:00 am – 2:30 pm

Be Gone Pesky Ghosts! Decreasing Rumination & Thought Trap

Patrick McKelvey, MS, LPCC-S, NCC, ECMHC, OIMHP-III; Nationwide Children's Hospital

0.3 CEUs / APPROVED 3 OA hours / 3 SW CEUs

**This session was offered previously at the October Meeting 2025*

It is only natural as helpers that the stories and experiences of others will be carried with us. For some individuals these experiences replay in our minds on end even hours, days, or months after they occurred. These events linger like pesky 'ghosts in our minds', affecting us even though they are no longer occurring. This is more common for emotionally intense events, many of which we face in the early childhood field while working with families. The experience otherwise known as "rumination" can eventually create a cycle of negative thinking ultimately impacting our ability to function in the workplace. This presentation will explore how we can alleviate our minds of these pesky 'ghosts' by understanding how rumination occurs; exploring common "thought traps" and practicing skills to decrease the rumination following intense events.

Learning Outcomes

1. Define rumination and why it occurs.
2. Identify 2-3 common "thought traps" that contribute to negative thinking.
3. Participants will be able to apply 2-3 skills to decrease ruminations and negative thinking cycles.

Tailoring Enrollment and Engagement Strategies with Families

Tammy Riley, STG International

0.3 CEUs / 3 SW CEUs

Curious about the Head Start Program Performance Standards related to modernizing recruitment and enrollment for families? Do you want to think more about the ways you can support programs in tailoring their communication with families? Join this session to explore actionable insights and practices that will help your program attract, engage, enroll, and retain families in a more individualized way.

Learning Outcomes

1. Discover ways to combine technology-driven solutions by reducing barriers and improving communication across various tailored platforms.
2. Explore strategies for a personalized recruitment and enrollment process to foster a welcoming environment for families.

Tuesday, June 2;

1:30 pm – 4:30 pm continued

Supporting Healthy Pregnancies and Early Futures: Understanding Fetal Alcohol Spectrum Disorder

Ohio FASD Steering Committee

0.3 CEUs

For professionals who work alongside pregnant women and young children, few preventable conditions carry as much long-term consequence, or as much opportunity for early intervention, as Fetal Alcohol Spectrum Disorder (FASD). The families you serve are precisely those who stand to benefit most from timely, compassionate, and well-informed support around alcohol use during pregnancy and the early identification of children who may have been affected by prenatal alcohol exposure.

Members of the Ohio FASD Steering Committee will guide participants through the essentials of FASD prevention, early recognition, and family-centered support, with a particular focus on the practical realities of working with pregnant and parenting women. Special attention will be given to how providers can approach conversations about alcohol use during pregnancy in ways that are non-judgmental, trauma-informed, and genuinely helpful. Participants will also explore what early developmental signs in infants and young children might warrant further evaluation, and how to connect families with the resources and supports available to them throughout Ohio.

Learning Outcomes

1. Describe how prenatal alcohol exposure can affect fetal brain development at various stages of gestation
2. Identify communication strategies to use when screening for or discussing alcohol use with pregnant and parenting women
3. Identify early developmental and behavioral signs in infants and young children that may be associated with prenatal alcohol exposure
4. Identify early intervention services and community supports, and articulate how early identification and the right support systems can improve long-term outcomes for children with FASD and their caregivers

Leading Head Start Forward: Systems, Stability, and Strategic Readiness

Karen McNamara

In a time of flat funding, increased scrutiny, and ongoing regulatory change, Head Start leaders must be ready to protect program quality while strengthening the systems that keep their agencies stable, compliant, and forward-looking.

In this session, national Head Start expert Karen McNamara will help leaders get their “ducks in a row” by focusing on the fiscal and operational systems that matter most now and in the future.

Participants will explore how to future-proof their agencies by strengthening fiscal oversight, preparing for proposed regulatory changes, and building systems that ensure requirements are met consistently—even in the absence of direct oversight. The session will also highlight practical approaches to funding diversification, helping leaders expand and stabilize resources in ways that reduce risk, support responsiveness, and position their programs for long-term sustainability.

Learning Outcomes

1. Identify the key fiscal and operational systems Head Start agencies need in place to remain strong, compliant, and sustainable during flat funding and regulatory change.
2. Examine strategies for preparing for regulatory shifts and other evolving expectations while maintaining consistent program oversight and accountability.
3. Explore approaches to funding diversification that strengthen financial stability, reduce risk, and position agencies to sustain and expand services over time.

Tuesday,
June 2

4:15 – 6:00 pm
(immediately following
afternoon sessions)



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Vendor Hallway

**Cashless bar will be provided for a charge;
all other drinks & heavy appetizers are complimentary*

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while networking with event
sponsors and vendors.

Conference attendees only!

**Nametag must be visible during reception*

Wednesday, June 3; 9:00 am – 12:00 pm

Where the Boys Are

Rachael Shields, Children's Resource Center

0.3 CEUs / APPROVED 3 OA hours

This training explores the possibility that boys have different needs in the classroom than girls. Many of those differences can be related to the way that the different genders are socialized, as well as, differences in brain structure. Based on these differences and the fact that boys seem to be falling behind girls, academically, teachers are asked to examine current teaching methods and explore new methods that might be more engaging to males.

Learning Outcomes

1. To become familiar with research-based findings regarding the differences in the ways that boys and girls behave and learn.
2. Acquire practical "hand on" strategies that help us adjust classroom practices that address issues associated with "maleness" and learning
3. To leave the workshop with improved understanding and confidence regarding day to day living with the young boys in their care.

Growing Teachers Throughout the Seasons: Healthy Learning Environments through Schoolyear Garden-Based Education

Ali Segna & Heidi Scarpitti, RD, LD OSU Extension: Ohio Farm to School

0.3 CEUs / APPROVED 3 OA hours

**This session was offered previously at the June Conference 2025*

This session engages participants in hands-on activities about three fun and easy growing methods (seed starting, raised beds with season extension, and hydroponics), curriculum integration, and yummy taste testing techniques. The NEW "Growing Teachers Throughout the Seasons" (GTS) guide and free online modules walk teachers through indoor and outdoor growing activities. For children, GTS incorporates science, math, and language, along with agriculture awareness and nutrition, while empowering them to plant, maintain, harvest, prepare, and taste nine varieties of herbs and vegetables during the school year! Explore how GTS encourages young children to observe, explore, and discover the world around them, while supporting outcomes across early learning domains and Developmentally Appropriate Practice.

Learning Outcomes

1. Practice accessing GTS resources, materials, and instructions
2. Describe steps for growing nine foods September – May using the 3 GTS techniques
3. Identify curriculum integration strategies for schoolyear garden-based learning

Setting Up for Success:

Basic strategies to create a positive, responsive early childhood environment

Alexa Nunnari & Katie Desmith, OCALI

0.3 CEUs / APPROVED 3 OA hours

Setting Up Success will provide participants with strategies to create a positive, responsive early care and education environment. Participants will discuss the importance of consistent, developmentally appropriate, routines, procedures, and expectations. Through a facilitated activity, participants will work to re-frame common strategies and language to use positive language and clear directives when correcting interfering behaviors and teaching new skills. Participants will learn the value of understanding basic child development as it relates to setting expectations and identifying individual needs in the early care and education setting.

Learning Outcomes

1. Identify strategies that can proactively reduce interfering behaviors
2. Describe ways to re-frame negative adult responses into positive, intentional directives
3. Understand the importance of expectations and activities being aligned with a child's development

Sponsor and Vendor Exhibits Open
Wednesday, June 3 from 8:00 am – 2:30 pm

Wednesday, June 3;

9:00 am – 12:00 pm continued

Parent Family & Community Essentials: An Overview

Tammy Riley, STG International

0.3 CEUs

Come learn about a new resource from the National Center on Parent, Family, and Community Engagement - Family Services Essentials Training Suite. This suite of trainings supports the resource "Overview of the Family Services Role in Head Start Programs" and can be used during orientation, onboarding, team meetings, or other professional development sessions.

Learning Outcomes

1. Discover the 4 modules in the Family Services Essentials Training Suite
2. Explore activities and strategies to support learning

Finding Your Voice Under Pressure:

Strengthening Communication and Navigating Conflict with the 5 Voices Framework

Stephanie Werren

0.3 CEUs

Communication challenges and conflict are part of every leadership role—but how leaders respond in those moments shapes team culture, trust, and effectiveness. This interactive session uses the 5 Voices framework to help participants better understand their own communication patterns and how they show up under pressure.

Building on participants' prior completion of the 5 Voices assessment, this session provides a focused refresher before moving into practical application. Leaders will explore how different voices communicate during stress, recognize predictable conflict patterns between voices, and gain strategies for navigating tension in real time—especially within peer-to-leader dynamics.

Through guided discussion and hands-on practice using real-world scenarios, participants will leave with practical language and tools they can immediately apply to strengthen communication, reduce friction, and lead more effectively in complex environments.

Learning Outcomes

1. Identify how their 5 Voices profile influences communication style, particularly in high-pressure situations.
2. Recognize common conflict patterns between different voices and understand the underlying dynamics driving those interactions.
3. Apply practical strategies and language to navigate tension in real time, strengthening communication within teams and across leadership roles.

Unpacking the New Home Visitor Handbook to Rethink and Strengthen Professional Development for Home Visitors

Carla Aronhalt, STG International

0.3 CEUs

During this session, participants will examine the New Home Visitor Handbooks for Staff and Supervisors. Opportunities will be provided to reflect on differences in training vs Professional Development, as well as exploration and considerations to inspire Home Visitors to learn new skills and refresh current ones. This information will connect efforts to support families in understanding their role as the child's first teacher.

Learning Outcomes

1. Explore expectations and purpose of home visiting with families
2. Connect the Home Visitor's expectations and purpose to skills and knowledge of supporting successful visits
3. Identify ongoing support for Home Visitor

Interventions with Children Who Have Suffered Trauma

David Zidar

0.3 CEUs / 3 SW CEUs

This class provides staff who work with foster families with a set of skills to help the children manage trauma. Children who have suffered trauma often will be labeled as "depressed, antisocial, etc., and until a caring adult develops a supporting relationship with these children, nothing will change. Participants will go through several exercises to help develop empathy and a basic understanding of how to support these children. This class looks at the issues of removal from the birth home as the most basic trauma to manage.

Wednesday, June 3; 1:30 pm – 4:30 pm

Adaptions in Action

Jody Bailey & Shaun Barrett, OCALI

0.3 CEUs / APPROVED 3 OA hours

Adaptations in Action will explain the importance of adaptations to improve all children's participation and learning. Participants will learn about resources that will help you consider what adaptations to consider within your daily activities and routines. Hands-on activities with adaptable materials will be integrated into this session to give participants strategies they can use as soon as they return to their early care and education setting.

Learning Outcomes

1. Understand the value of adaptations for all children and the different levels of the adaption hierarchy
2. Identify and utilize resources to enhance participation and learning for children in early care and education settings
3. Participate in hands-on activities to practice adaptations for inclusion and to promote independence

Toxic Stress to Safe Zone: Responding to Trauma's Impact on Behavior

Katy Carpenter, Nationwide Children's Hospital & Rachael Shields, Children's Resource Center

0.3 CEUs / APPROVED 3 OA hours / 3 SW CEUs

Trauma that is experienced over an extended period of time has specific impacts on child development. Together, we will explore the different types of trauma and how these experiences affect the social and emotional development of infants, toddlers and preschoolers. We will also discuss strategies to respond to problem behaviors in the home and class settings that arise from exposure to these types of trauma.

Learning Outcomes

1. Identify and define trauma and toxic stress
2. Identify trauma's effect on development
3. Describe components of a safe learning setting, 3 ways to prevent escalation of behavior, and 1 way to respond to toxic stress

Strengthening Connections:

Partnering with Fathers and Kinship Caregivers for Better Outcomes for Children

Tara Shook, LSW, Ohio Department of Children and Youth

0.3 CEUs / 3 SW CEUs

Every Head Start leader carries a story—a story of service, strength, and deep commitment to children, families, and communities. And like every great story, leadership has a powerful arc: it begins with knowing who you are, rises through how you serve, and culminates in the way you bring people together to create moments that matter. This immersive three-hour workshop experience invites you to step into your story with renewed clarity, curiosity, and intention. Through a blend of personal reflection, hospitality-driven leadership, and experience design, you'll explore what it means to lead well and be well, how to create a culture of thoughtful service, and how to gather in ways that deepen connection and fuel engagement. Tailored for Head Start directors and leadership teams, this journey honors the complexity and beauty of your work—helping you align purpose with practice and transform everyday interactions into meaningful moments of impact.

Learning Outcomes

1. Understand the unique roles fathers and kinship caregivers play in supporting the developmental, emotional, and long-term success of young children.
2. Identify common myths and systemic barriers that limit meaningful involvement of fathers and kinship caregivers across systems.
3. Apply trauma-informed and strength-based engagement strategies to build trust and increase participation among fathers and kin.
4. Use practical tools and techniques to support more collaborative partnerships with diverse family structures.

"Sense, Lead, Inspire" Driving Impact with Clarity and Confidence

Liz Pfenning, STG International

0.3 CEUs

This session is designed to empower Head Start leaders with a deeper understanding of emotional intelligence and how it intersects with the full spectrum of effective leadership practice. Participants will explore how self-awareness, empathy, and the ability to regulate emotional responses can sharpen their judgment, strengthen their relationships with staff and families, and ultimately lead to more thoughtful, equitable, and confident decision-making in their programs.



Wednesday, June 3;

1:30 pm – 4:30 pm continued

When Home Isn't Safe: Identifying and Responding to Familial Human Trafficking

Shelly Marsh and Jacqueline Hughley, Ohio Domestic Violence Network

0.3 CEUs

Familial human trafficking occurs when a caregiver or family member exploits a child for labor or sex trafficking. It is a complex and often underrecognized form of abuse that can directly impact children and families. This training will equip professionals with the knowledge and practical skills needed to recognize and respond to potential trafficking within family systems.

Participants will deepen their understanding of how familial trafficking presents, including subtle and overlapping indicators with other forms of abuse and neglect. This workshop will help professionals build confidence in identifying warning signs, engaging families using trauma-informed and culturally responsive approaches, and responding in ways that prioritize child safety while maintaining trust.

Participants will learn how to connect families to appropriate local and state resources, and community-based organizations.

Participants will also explore common systemic barriers for families such as fear of system involvement, immigration concerns, and service gaps and develop strategies to navigate these challenges effectively.

Through case scenarios, guided discussion, and practical tools, participants will leave better prepared to identify concerns, take appropriate action, and collaborate across systems when familial trafficking is suspected.

Learning Outcomes

1. *Increase Awareness - Define familial human trafficking and distinguish it from other forms of abuse and exploitation, describe risk factors and vulnerabilities, and recognize warning signs*
2. *Build Confidence in Response - Apply trauma-informed and family-centered communication strategies when concerns arise*
3. *Identify and Provide Resources - Connect families to relevant supports, including crisis response, housing, legal advocacy, and behavioral health services, and identify appropriate points of contact when trafficking is suspected*
4. *Identify Barriers and Gaps - Analyze systemic barriers that may prevent identification or intervention and develop strategies to address gaps in services and improve coordinated responses*

Emergency Preparedness Essentials for the Head Start Community

LaNissa Trice, STG International

0.3 CEUs

This session includes an understanding of the essential elements in written disaster preparedness plans and identifying and mitigating vulnerabilities in facilities before a natural disaster occurs.

Learning Outcomes

1. *Describe the three phases in the Emergency Management cycle: Preparedness, Response, and Recovery.*
2. *Explore the Emergency Preparedness Manual for Early Childhood Programs, the Natural Disasters and Facility Guide, and the EPRR Resource Interactive Dashboard.*
3. *Identify Strategies to support emergency preparedness, response and recovery.*

Relax, It's Only a Crisis

David Zidar

0.3 CEUs / 3 SW CEUs

This course is an adaptation of a crisis class taught to foster parents, targeted to staff and administrators. Participants will utilize a detailed self-care plan. Staff in this training will learn issues regarding teamwork, program culture and administration's role in crisis management.

Learning Outcomes

1. *Develop an understanding that their behavior often makes a crisis, or can make it worse*
2. *Develop an ability to reduce their emotional reactivity*
3. *Develop a Self Care Plan*
4. *Develop a daily plan to prevent stress or at least make it less severe*
5. *Case staff will learn how to overcome preconceived thoughts of the clients and the community*

Thursday, June 4; 9:00 am – 11:30 am

Shifting Children Services in the 21st Century: Understanding the system, mandated reporting requirements, and strengthening family partnerships

Tara Shook, LSW, Ohio Department of Children and Youth

0.3 CEUs / 2.5 SW CEUs

This workshop introduces participants to Ohio's child protection system with a focus on strengthening partnerships with families and challenging the stereotypes that have surrounded the system for decades. The session highlights strategies for recognizing and building family strengths, supporting co-parenting between primary families and resource families, and using mandated reporting responsibly and thoughtfully. Through discussion and activities, participants will learn how to approach concerns without judgment through a trauma-informed lens, engage families as partners, and advocate in ways that prioritize safety, support, stability, and keeping children connected to their families whenever possible.

Learning Outcomes

1. Describe Ohio's child protection system & how its practices have evolved over the last few decades, advocating for solutions & collaboration that prioritize family stability and preservation.
2. Apply trauma-informed, strength-based approaches when engaging with families who may be experiencing stress, crisis, or child welfare involvement.
3. Explain mandated reporting responsibilities and differentiate between safety concerns that require a report and family needs that may be addressed through supportive services.
4. Understand Ohio's initiative aimed at building the coparenting relationship between primary families and resource (foster/kinship) families to lessen trauma and support stability, connection, and reunification.

Building Attachment & Attunement Using Social Play in Infant & Toddler Classrooms

Katy Carpenter, Nationwide Children's Hospital

0.3 CEUs / APPROVED for 2.5 OA hours

Participants will learn and review the concepts of attachment, attunement, and social play as the foundation for this class. Using Dr. Becky Bailey's Baby Doll Circle time curriculum, the participants will learn about the skills needed to lay the groundwork for positive social outcomes in infants and toddlers. Participants will learn how to and be able to practice using their own social play activities in their group setting.

Supporting Children with Disabilities in High-Quality Early Learning Settings

Troy Hunter, Elevate DD

0.3 CEUs / SUBMITTED for 2.5 OA hours

Child care and early learning programs play a critical role in supporting children with disabilities and their families, yet navigating services and supports can be complex. This session focuses on practical strategies to strengthen high-quality early learning environments, align supports across systems, and better meet the needs of children and families. Participants will leave with actionable tools to improve collaboration, embed supports into daily routines, and strengthen program practices.

Partnering with Families: Supporting Healthy Technology Use in a Digital World

Dr. James Scott

0.3 CEUs

This session provides early childhood professionals and family support staff with research-informed knowledge and practical strategies to guide parents in supporting healthy technology use among young children. Participants will examine current trends in technology use and their impact on child development, including sleep, attention, social-emotional growth, and family interactions. Through a family-centered lens, the session will explore developmentally appropriate approaches to setting boundaries around screen time, social media, and device access. Emphasis will be placed on strengthening parent-professional partnerships, using relationship-based practices to support parent confidence, and modeling balanced technology use. Participants will leave with actionable tools and strategies they can apply in their work with families to promote healthy habits and overall child well-being.

Learning Outcomes

1. Analyze the effects of technology use on early childhood development.
2. Evaluate developmentally appropriate strategies for managing children's technology use.
3. Demonstrate relationship-based practices to effectively engage and support parents.

Thursday, June 4;

9:00 am – 11:30 am continued

Health and Behavioral Health and Safety Keystones for BEE-yond

LaNissa Trice, STG International

0.3 CEUs

This session will discuss which strategies and resources have had traction in supporting programs to improve practices. Explore beyond the program walls to use information such as health and mental health data and partnerships from the Health and Mental Health Services Advisory Committees, while acknowledging the social determinants of health in their communities.

Learning Outcomes

1. Identify, access, & use health & mental health data & resources—including technical assistance providers, consultants, & community partners—to develop strategies that address service delivery gaps and barriers to care
2. Understand how social determinants of health may create risk and protective factors that make some people healthy and others unhealthy
3. Maintain a Health and Mental Health Services Advisory Committee (HMHSAC) that includes engaged Head Start families, health and mental

Strong Leadership, Strong Outcomes: Exploring the 5 Rs for Early Learning Leaders

Carla Aronhalt & Tina McMahan, STG International

0.3 CEUs

Leaders and teams thrive when they are deeply connected to their purpose. In this session participants will reflect on Inspiration, and commitment by exploring the “why” behind best practices. This session will use examples to connect actions to impact and help staff center the child and family perspective into daily practice with staff.

Learning Outcomes

1. Explore the 5Rs materials available onHeadStart.gov. and connect to role specific responsibilities of Early Learning Leader.
2. Discuss strategies that support education leaders in using 5R tools to strengthen practice & drive high-quality outcomes for children & families
3. Explore ways Management Teams can utilize the 5 Rs to promote curiosity as a leadership superpower. Explore ways Management Teams can utilize the 5 Rs to promote curiosity as a leadership superpower.

A Space to Breathe: An Embodied Reset for Leaders Carrying So Much

Dr. Arianna Howard

0.3 CEUs

In a time of uncertainty, staffing challenges, and increasing demands, leadership can feel heavy. You’ve been holding a lot. This session offers a pause.

Through gentle, reflective, and body-centered practices, leaders will have space to breathe, notice what they’ve been carrying, and begin letting go of what isn’t theirs to hold. This is not a traditional training—it’s an opportunity to reset, reflect, and return to your work with greater clarity and capacity.

Learning Outcomes

1. Increase awareness of how stress and emotional load are experienced in the body
2. Recognize personal patterns of holding, absorbing, or carrying the weight of leadership
3. Experience simple, body-based regulation practices that can be used in real-time
4. Differentiate between what they are responsible for and what they may be unintentionally carrying
5. Leave with a greater sense of grounding, clarity, and internal capacity

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OHSAI Professional Development

For more information about CEUs and OHSAI's Professional Development policies and practices, visit www.ohsai.org/professional-development-information/



Sessions have been **APPROVED for SW CEUs** by the Ohio Counselor, Social Worker and Marriage & Family Therapist Board for Social Workers and Counselors.



These sessions are approved for IACET CEUs. IACET CEUs may count toward Ohio Approved credit.



Sessions have been **submitted or approved for Ohio Approved hours** will require participants OPIN # to be requested and your participation will be recorded in the Ohio Professional Registry after the session is completed.

**Please be aware that Ohio Approved (OA) training on OCCRRRA generally cannot be repeated for credit within a 6-year period*

OHSAI Attendance Policy



- QR codes will be posted on each session room door & on session welcome slides when applicable.
- Each attendee will need to scan the QR code and complete the short form that comes up.
- Registrations will be timestamped.
- For CPEs, CEUs and OA approval, you will have 15 minutes from the start of the session to complete your attendance form. Late attendees can still complete the form but CPEs, CEUs and Ohio Approved Hours will not be awarded for registrations after the cutoff time.