



A Special Track at OHSAI's June Leadership and Professional Development Conference

June 2nd – 4th, 2026

Great Wolf Lodge Mason, OH

[Register here](#)

\$425 per participant, includes all materials and lunch Tuesday – Thursday and four follow-up virtual sessions

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 and 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.



Brandon Williams has been in early childhood education for over 16 years in a variety of settings. He holds a M.A. in Child Development and Family Studies and a B.A. in P.E. Teaching/Health Education. He has been a pre-k teacher, motor development instructor, college teacher, student teacher supervisor, consultant, and trainer.

As a pre-k teacher, Brandon taught in center and lab-based programs for two years. As a graduate assistant, he was the lead teacher for the Motor Development Center at West Virginia University (WVU) teaching play-based classes for toddlers, preschoolers, and school-age children while he also facilitated class lectures, observed WVU student teachers, and provided feedback for teacher improvement.

From 2006-2013, Brandon served as a featured member of the I am Moving, I am Learning (IMIL) national training team, which was written for the Office of Head Start. He conducted workshop and keynote sessions in all twelve Head Start regions and four national training-of-facilitators events. He was also the original author of the workshop, "Make the Most of Your Music," which was added to the IMIL training materials in 2010. During this time, Brandon conducted over 100 IMIL workshops for Head Start, childcare, and pre-k programs across the country. He also conducted keynote presentations, conference workshops, and training events on this initiative nationally and internationally.

Today, Brandon is the owner/operator of Early Childhood TLC. He has been a certified PreK CLASS observer since 2014 and has conducted over 300 classroom observations while assisting Head Start programs in preparation for their federal review. Brandon is known for his "half-trainer, half-entertainer" style of presenting, and the majority of his sessions focus on improving classroom management and teacher instruction. Brandon writes and sings all the EC TLC jams providing the "coolest kids' music" with a main-stream sound. He has released 4 albums to date.

Tuesday, June 2nd

1:30 pm – 4:30 pm

Health by Design: Healthy Habits for the Whole Child

Approved for 3.0 OA hours/0.3 CEUs

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

9:00 am -12:00 pm, 1:30 pm – 4:30 pm

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

Approved for 6.0 OA hours/0.6 CEUs

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

9:00 am -11:30 am

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

Approved for 2.5 OA hours/0.3 CEUs

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.

Sessions approved for up to 11.5 Ohio Approved hours and 1.2 CEUs.

Participants attend all the Designing Healthy Classrooms that Work sessions
Tuesday afternoon – Thursday morning.

Participants will attend a Community of Learners Group on Tuesday morning.

Participants will also be invited to 4 monthly follow-up Zoom calls September – December 2026.

Calls will be a time to provide share how strategies are working in the classroom
and continue to seek support from presenter and fellow attendees.

**Zoom sessions will be recorded.*