

**Conference Vendor  
Exhibits open  
Tuesday & Wednesday**



## June Leadership and Professional Development Conference

**June 3-5, 2025**

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

### Monday, June 2

Registration open 3:30 PM-6:00 PM

### Tuesday, June 3

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

Luncheon 12:00 PM to 1:30 PM

#### Keynote Speaker

**Dr. Dan Wuori**

*The Early Years Last a Lifetime*

Author, "The Daycare Myth"

Founder & President, Early Childhood Policy Solutions



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

#### Vendor Reception—

*Celebrating 60 years of Head Start*

4:30 PM to 6:00 PM

Hors D'oeuvres and beverages served, cash bar available.

### Wednesday, June 4

Breakout Sessions 9:00 AM to 12:00 PM

Luncheon 12:00 PM to 1:30 PM

#### Keynote Speaker

**Ashley King**

*Becoming the Main Character:*

*Leadership, Voice, and the Power of Self-Trust*



Breakout Sessions 1:30 PM to 4:30 PM

### Thursday, June 5

Breakout Sessions 9:00 AM to 11:30 AM

Luncheon 11:30 AM to 2:00 PM

#### Keynote Speaker

**Valerie Willis**

*Change is Constant -Courage is a Choice*



# Conference Sessions

**Tuesday, June 3, 9:00am to 12:00pm**

## **COMMUNITIES OF LEARNERS**

*The Community of Learners model is intended to facilitate meaningful and intentional networking, sharing and learning among and between peers working in a common field.*

### **Directors**

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

- Head Start Updates-Navigating the next steps

### **Data**

*Sharon Fisher, Warren County Community Services; Neeraj Ghule, Butler County ESC*

- Discuss Chapter 8 of *Storytelling with Data*, review Chapters 1-7
- Data design—bring examples of data charts you use to share with others and discuss design changes

### **Early Head Start**

*Jeanine Bensman, Council on Rural Services; Angie Kisor-Bridges, Ironton-Lawrence County CAO; Cristi Jackson, Lancaster-Fairfield Community Action*

- Heather Mansell, *STG International* Babies Have Mental Health Needs Too
- Staff Wellness

### **Education**

*Therese Hunt, Butler County ESC; Christine Balusik, Ross County CAC; Bethany Lapp, Child Focus Inc; Michele Delph, CAC of Erie, Huron, & Richland Counties*

- Heather Nusbaum, *STG International*: How Music Connects Us/Let the Music Move You
- Reflection on this program/school year & Looking ahead/pre-planning for next year
- Guest presenter: “Play Intentionally to Promote Social Skills and Prevent Challenging Behaviors” (for both children & staff)

### **Family & Community Partnerships**

*Amy Hawley, CORS*

- Tammy Riley, *STG International (invited)*: Family Service Staff Wellness: Thinking about Developing Staff Wellness Action Plans

### **Fiscal**

*Judy Koogler, CORS*

- Head Start Updates-Navigating the next steps

### **Health/Mental Health/Nutrition**

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

- Heather Mansell, *STG International*: Babies Have Mental Health Needs Too
- Review and discussion Mental Health Performance Standards
- DCY information- changes

### **Human Resources**

*Julie Mickley, Knox County Head Start*

- Head Start Updates-Navigating the next steps
- Program Policy Updates and preparing for the next school year

# Tuesday, June 3, 9:00am to 12:00pm continued

## Parents

Holly Unger, SNAP-Ed & OPAN Alumni; Theresa Wynn, West Ohio CAP

- Family Wellness
- Healthy Meal Planning
- Summer Safety

## Transportation

Janaye Stump, CAO of Scioto County

- Transportation in Transition: Navigating the Future of Head Start Transport Services
- Strengthening the Transportation Team: Staffing, Morale, and Connection Across Roles
- Looking Ahead: Reimagining Transportation Services for the 2025–2026 Program Year

## Vendor Exhibits Open

**Tuesday, June 4, 8:00 am to 6:00 pm**  
**Wednesday, June 5, 8:00 am to 2:30 pm**

## Practice-Based Coaching - TRAINING INSTITUTE

1.4 CEUs / APPROVED 13.5 OA hours

**TUESDAY, June 3 – THURSDAY, June 5**

**Tuesday and Wednesday 9:00 am-4:30 pm , Thursday 9:00 am-11:30 am**

**\*Participants will join general session each day for lunch**

Michelle Self, STG International (invited)

**\*\*\*Pre-Registration required**



**OHSAl is throwing a  
VENDOR RECEPTION**

**60 YEARS of  
RESULTS**  
Since 1965



Join us for appetizers and drinks  
while talking to event sponsors and vendors,  
network with your friends and help us  
**celebrate 60 years of Head Start!**

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



**Tuesday, June 3rd**  
**4:30 PM – 6:00 PM (immediately following afternoon sessions)**  
**GWL Conference Lobby**  
**Conference attendees only!**  
*Nametag must be visible during reception*



# Tuesday, June 3, 1:30pm to 4:30pm

## Coaching/PD Community of Learners

*Submitted for 3 OA hours*

*Marie Vermeulen, LEADS Head Start; Bethany Wenzel, Warren Co. Community Services; Lynne Storar, MVCDC*

- Skillful Instructor (OA training): Training and Facilitation strategies
- Technology and tools to enhance trainings

*\*This session has been submitted for 3 Ohio Approved Hours*

## Disabilities Community of Learners

*Therese Hunt and Christi Evans, Butler County ESC; Alice Marie Ohlin, Akron Summit CAA*

- End of year Updates
- Kindergarten Transition IEP meetings- tips/successes/challenges
- Ohio Promise Update

## Child Plus User Group

*Sharon Fisher, Warren County Community Services; Neeraj Ghule, Butler County ESC*

- ChildPlus Institute followup
- ChildPlus Updates for new school year

## The Origins of Learning, Language and Love

**O.3 CEUs**

*Dan Wuori, Author, "The Daycare Myth;" Founder & President, Early Childhood Policy Solutions*

Join author Dan Wuori for a deeper dive into the role of the early years as the most important window into all human development. Participants will discuss the latest research on the origins of learning and consciousness in utero, development during the early years, and implications for policy and practice.

### **Learning Outcomes**

1. Identify the keys to human development
2. Identify opportunities to improve policy and practice to support development

## Motivational Interviewing – A Tool for Tough Conversations with Staff

**O.3 CEUs / APPROVED 3 OA hours**

*Carla Aronhalt, STG International*

At times staff feel unprepared to have sensitive discussions with families. Using Motivational Interviewing (MI) strategies and principles can help staff feel more confident when addressing tough issues. Staff who practice MI techniques may also find that it enhances their relationships with families—opening up a deeper dialogue. Supervisors, directors and consultants have also used these strategies to form more positive and effective relationships with their colleagues. In this session, participants will explore factors that make it difficult for families to engage in EHS/HS while gaining strategies that will improve their ability to develop more positive relationships with families through conversations that facilitate growth. Participants will learn Motivational Interviewing principles that will support the development of meaningful conversation to support ongoing parent engagement.

### **Learning Outcomes**

1. Increase understanding of factors that make it difficult for families to engage in Early Head Start/Head Start
2. Identify strategies for improving their ability to develop positive relationships with families through Motivational Interviewing
3. Apply strategies to have more-helpful conversations that facilitate growth within the Family Unit

## Bridging the Generation Gap

**O.3 CEUs / APPROVED 3 OA hours**

*Colleen Wallace, Nationwide Children's Hospital*

This training will delve into how different generations function in the workplace and why values and beliefs are different within each generation. The participants will leave with strategies to implement to bridge the gap in the workplace.

### **Learning Outcomes**

1. Develop an understanding of the different characteristics of different generations
2. Identify the impact this has on the workplace
3. Develop strategies to implement to bridge the generation gap

# Tuesday, June 3, 1:30pm to 4:30pm continued

## Marijuana: Hidden Risks, Trends and Harm Reduction Strategies

O.3 CEUs

*\*Repeat of the same session at OHSAI's February 2025 Meeting*

*Sheila Goertemoeller, Drug and Poison Information Center, Cincinnati Children's Hospital Medical Center*

This presentation is a comprehensive review of marijuana including a description of the various alkaloids in the marijuana plant with a focus on the difference between THC (tetrahydrocannabinol) and CBD (cannabidiol). The toxicity of THC exposures and treatment for THC overdose will also be discussed as well as the differences in ingestion of edible THC versus inhaling THC. A review of current Poison Center data on THC exposures and trends will be shared as well as discussion of harm reduction strategies to prevent accidental exposure to THC products.

### **Learning Outcomes**

1. Describe the role of the Poison Information Center
2. Define cannabinoids and identify issues of THC edibles toxicity
3. Identify components of THC Edibles epidemiology and harm reduction strategies

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

O.3 CEUs / APPROVED 3 OA hours

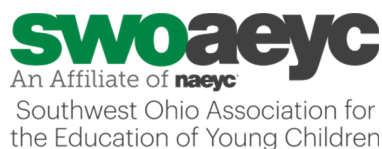
*\*Repeat of the same session at OHSAI's June 2024 Conference*

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

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



# Wednesday, June 4, 9:00am to 12:00pm

## Babies Have Mental Health Needs Too

0.3 CEUs / APPROVED 3 OA hours

Heather Mansell, STG International

It's not easy being a baby. Stress deeply impacts an infant's ability to regulate their internal systems. Adults who are nurturing and responsive can provide a buffer to this stress and support healing. This interactive session explores pre-verbal trauma: what it is, how it impacts infants, and how trauma-informed strategies can support all infants. Additionally, we explore what it looks like in older toddlers and preschoolers who have experienced pre-verbal trauma, and what strategies can support their growth and healing now.

### Learning Outcomes

1. Define preverbal trauma
2. Explore the connection between preverbal trauma and the developing brain
3. Discuss brain building activities to support regulation and healing

## Debt Management and Making Budgets Work—Train the Trainer

0.3 CEUs

Jazmine Davis, PNC Bank

**\*This session will repeat on Wednesday Afternoon**

Participants will participate in these two sessions, and will receive detailed guidance and resources to facilitate these sessions for others.

### Debt Management

Debt is something that millions of people deal with. Learning how to manage debt is one of the most important things a person can do to improve their financial health. The goals for today's workshop are all focused on giving you a realistic perspective about debt, presenting strategies for managing your own debt, and supporting you as you consider next steps.

### Making Budgets Work

Many of us struggle with savings. Budgeting does not come naturally to everyone, and most people find that it is a lot harder to do than it sounds. Budgeting is a skill, and planning and preparation are required on your part to make it work. In this workshop, we will show you how you can set financial goals, live within your means, and create and stick to a budget.

### Learning Outcomes

1. Understand why people find themselves in debt and the most common types of debt
2. Use and analyze budgeting and debt management strategies
3. Compare various debt management solutions and create a personal plan for how to manage your debt
4. Determine your personal obstacles to budgeting and create a format to track and analyze your spending
5. List your short- and long-term goals
6. Discuss the importance of debt reduction and emergency savings and apply strategies to manage your day-to-day spending

## Hiring New Family Service Staff: Integrating New Tools into Your Toolbox

0.3 CEUs / Submitted for 3 OA hours

Heather Nusbaum, STG International

We all know the value of hiring the right person for the job! Join this session for exclusive access to the latest resources for supporting the recruitment and hiring of family services professionals. This hands-on engaging session will focus on using new resources designed to support programs as they develop family services professional recruitment strategies, job descriptions, and relationship-based interview questions.

### Learning Outcomes

1. Explore new NCPFCE resources to support programs in recruiting and hiring family services professionals
2. Identify specific ways to use the new NCPFCE resources in your program

## Supporting Families Experiencing Homelessness through Caring Conversations

0.3 CEUs / Submitted for 3 OA hours

Tammy Riley, STG International

This session will provide opportunities to consider how a family's living situation can assist Head Start staff in identifying potential opportunities for eligibility according to the McKinney-Vento Act's definition. These approaches are designed to build meaningful relationships alongside families where they feel more open to share about their living circumstances. Join to discuss how we can engage with families and exchange information about their living situation to support all families to the fullest.

### Learning Outcomes

1. Recognize the importance and challenges of accessing quality education and other services for families experiencing homelessness
2. Explore the urgency for building trusting relationships with families, as these relationships can lead to enrollment and access to services
3. Review a new resource that features an interactive strategy that can lead to a shared understanding between families and staff of the McKinney-Vento Act's definition of "homeless"

# Wednesday, June 4, 9:00am to 12:00pm continued

## Shelter in the Storm in Systems Navigation

O.3 CEUs

*Marcy Jett, Sarah Puskas and RyAnn Johnson, Parent and Youth Ambassadors*

*Melissa Palmer, MSW, LISW-S, DCY Project Manager, Division of Outreach and Engagement*

Navigating social systems can bring up a lot of difficult feelings for youth, mothers, fathers, and caregivers. A person looking for answers to questions or looking for local resources may feel frustrated, overwhelmed, hopeless, or angry. They may also feel unheard, unseen, or even less than equal. Parent and Youth Ambassadors are an accessible support for youth, mothers, fathers, and caregivers Ohio offering shelter in the storm of system navigation. Parent and Youth Ambassadors know firsthand what it is like to navigate systems. When supporting youth and families, Parent and Youth Ambassadors do so through a trauma informed lens. In this interactive workshop, you will learn about the role of the Parent and Youth Ambassador and how the six principles of trauma informed care are applied in their work supporting youth and families.

### **Learning Objectives:**

1. Identify the role of Parent and Youth Ambassadors, who is eligible, and how support can be accessed
2. Identify how Parent and Youth Ambassadors use the six principles of trauma informed care in how they support youth and families
3. Engage with real stories from Parent and Youth Ambassadors' work with youth and families across the state and the impact it has made

## Planning and Delivering Meaningful, Supportive and Constructive Feedback

O.3 CEUs / Submitted for 3 OA hours

*Sarah Nightwine, STG International*

You have collaboratively developed a Smart goal and action plan with your coachee and have completed a targeted and focused observation, gathering data to share and reflect. Join us in this session to strengthen strategies for effective reflection and feedback that is meaningful and impactful. This session is a continuation of the partnership between STGi and OHSAI to support advanced Practice Based Coaching, building upon the PBC Leadership Academy, Coach Training, TLC, and Advanced PBC sessions.

*(Previous participation in these is recommended, however, not required)*

### **Learning Outcomes**

1. Discuss how to use observation data effectively
2. Identify strategies to reflect and prepare for meaningful supportive and constructive feedback

## The Story of Leadership:

## Lead Well, Serve Boldly, and Gather with Purpose

O.3 CEUs

*Ashley King*

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-part 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. Reconnect with your personal leadership story and clarify the values that guide your decisions and presence.
2. Explore how personal wellness and intentional leadership go hand in hand—especially in high-impact, service-based roles.
3. Apply the principles of "unreasonable hospitality" and "practical magic" to uplift your teams and strengthen relationships with families and staff.
4. Learn to listen with curiosity and lead with compassion, even in times of change or challenge.
5. Design purposeful meetings, staff trainings, and family events that spark trust, belonging, and engagement.
6. Leave with renewed energy and practical tools to lead boldly, serve wholeheartedly, and gather with meaning.

# Wednesday, June 4, 1:30pm to 4:30pm

## Ohio Department of Children and Youth, Outreach and Engagement— Connecting the Dots

*Katina Bays, Deputy Director, Ohio Department of Children and Youth*

*Nicole Silliman, Executive Director, Ohio Children's Trust Fund*

*Colleen Tucker, Executive Director, Ohio Family and Children First Council*

*Kelly McMullen, Human Services Developer, Ohio Fatherhood Commission*

*Lori Jones Perkins, Ohio Head Start Collaboration Office Director*

The number one focus of the Ohio Department of Children and Youth, founded in 2024, is to DO WHAT'S RIGHT FOR KIDS. Their mission is to promote positive, lifelong outcomes for Ohio youth through early intervention, quality education, and family support programs. This session, geared toward program leaders will cover the work of the division, and specifically the Ohio Children's Trust Fund, Ohio Family and Children First Council and the Ohio Fatherhood Commission, and how these programs interface with Head Start services in local communities.

## Strengthening Community Collaborations for Children and Families Experiencing Homelessness

**0.3 CEUs / Submitted for 3 OA hours**

*Tammy Riley, STG International*

Research makes clear that experiencing homelessness may affect the learning and development of young children. Providing nurturing and responsive care helps bridge a potential development gap, setting children experiencing homelessness on a path to school readiness. Our session today will provide you with opportunities to consider local community partnerships, your work with these partners, and strategies to strengthen or build new partnerships.

### **Learning Outcomes**

1. *Develop strategies to create a caring community for all children and families in the program*
2. *Identify and understand the role of community partners in supporting enrollment practices and providing services for children and families experiencing homelessness*
3. *Explore strategies and opportunities to strengthen and enhance the relationships between Head Start programs and community partners*

## Back to Baby Basics: Early Learning Outcomes Framework (ELOF) for Infants and Toddlers

**0.3 CEUs / Submitted for 3 OA hours**

*Carla Aronhalt, STG International*

Join us for a lively, interactive exploration of the ELOF and discover how ongoing assessments can guide exciting Infant/Toddler learning adventures. Explore a collection of back-to-basics strategies and interactive ELOF and assessment resources that you can share with Infant/Toddler Caregivers to enhance their work. Don't miss this fun opportunity to bring fresh ideas and tools back to your program.

### **Learning Outcomes**

1. *(Re) Introduce to the Early Learning Outcomes Framework (ELOF) for Infants and Toddlers*
2. *Connect the 7 Guiding Principles of ELOF to Infant/Toddler Caregiving*
3. *Gain understanding of connections to ELOF Developmental Milestones and connections to I/T Caregiver Planning*

## Classroom Rescue: Transforming Chaotic Classrooms

**0.3 CEUs / Submitted for 3 OA hours**

*Brandon Williams, Early Childhood TLC*

Teachers find themselves having a difficult time implementing schedules and routines that have worked well for them in the past. Simply facilitating a large group meeting without being sabotaged by problematic behavior is a daily challenge for some. Other teachers may feel like they are drowning in a day filled with constant chaos of putting out bonfires. This often leads to a revolving door of teachers who cannot deal with the stress, which adds another layer of inconsistency to the classroom making things worse. This session will provide trends from post-pandemic CLASS observations while highlighting widely used but ineffective scheduling strategies and routines. Alternative approaches to scheduling with built-in tactics for addressing and preventing difficult behaviors will be shared. Stop trying to pound the round peg into the square hole. Come experience strategies that have been proven to help transform low quality classrooms during intensive coaching stints.

### **Learning Outcomes**

1. *Discuss problematic components of their daily schedule and classroom routines when behaviors are most intense*
2. *Experiment with alternative approaches to the daily schedule, learning environment, and routines to help minimize behavior issues while still satisfying various constraints, such as meal pattern requirements*
3. *Analyze how the various components of the classroom and personnel within their program can be utilized to help improve a chaotic classroom*

# Wednesday, June 4, 1:30pm to 4:30pm continued

## Little Ones Have Voices Too: How to Engage Children 0-5 in Grief Work

0.3 CEUs / APPROVED for 2 OA hours

Patrick McKelvey, Nationwide Children's Hospital

Despite the growing understanding on how to support youth following the death of a loved one, children between 0-5 remain largely misunderstood. In many instances providers, programs, and systems overlook the significant impact a death can have because they "can't understand" or communicate their experience. This presentation will help participants give little voices the ability to speak about their grief nested with attachment-based supports. At the end of this presentation participants will describe the impact of death on young children; understand considerations for engaging children in grief work; and learn creative activities to encourage grief work.

### Learning Outcomes:

1. Describe 2-3 cognitive, emotional and social impacts young children experience after the death of a loved one
2. Recall 2-3 considerations that need to be made in order to appropriately engage young children in grief work
3. Identify 2-3 activities that can be implemented with young children to encourage grief work

## Exploring Temperament: Strengthening Connections with Children, Families, and Colleagues

0.3 CEUs / Submitted for 3 OA hours

Lindsay Green

Every child, parent, and colleague has a unique temperament that influences how they connect, learn, and respond to the world around them. In this interactive session, you'll dive into the role of temperament in relationships, using the Infant Toddler Temperament Tool (IT3), an adapted version for older children, and other research-based insights. Through hands-on activities, you'll discover practical strategies to support children's emotional development, foster stronger partnerships with families, and enhance collaboration among colleagues. Leave with a deeper understanding of temperament and tools to create a more responsive, inclusive, and connected learning environment!

## Building Foundations: Visual Supports for Early Childhood Success

0.3 CEUs / Submitted for 3 OA hours

Lindsay Morrison, Early Development and Learning Specialist, Early Childhood Center of Excellence, OCALI

Building Foundations will provide participants with strategies to embed visual supports in the early care and education environment. This presentation aims to showcase how we can use visuals in a variety of ways to support multiple domains of development. Participants will learn about early childhood development and how visuals can be used throughout those early years of infancy all the way through preschool. Through facilitated activities, participants will be able to work on determining where they can support the use of visuals in their own daily schedule and routine as an early care and education professional.

### Learning Outcomes

1. Understand the importance of visuals being aligned with child development
2. Identify strategies to embed visual supports in an early care and education setting
3. Develop visual supports and plans to implement them appropriately and meaningfully

## Debt Management and Making Budgets Work—Train the Trainer

0.3 CEUs

Jazmine Davis, PNC Bank

**\*This session is a repeat from Wednesday Morning**

Participants will participate in these two sessions, and will receive detailed guidance and resources to facilitate these sessions for others.

### Debt Management

Debt is something that millions of people deal with. Learning how to manage debt is one of the most important things a person can do to improve their financial health. The goals for today's workshop are all focused on giving you a realistic perspective about debt, presenting strategies for managing your own debt, and supporting you as you consider next steps.

### Making Budgets Work

Many of us struggle with savings. Budgeting does not come naturally to everyone, and most people find that it is a lot harder to do than it sounds. Budgeting is a skill, and planning and preparation are required on your part to make it work. In this workshop, we will show you how you can set financial goals, live within your means, and create and stick to a budget.

# Thursday, June 5, 9:00am to 11:30am

## Cascading Connections: Aligning Programs' Practice-Based Coaching Efforts and Effects

O.3 CEUs / Submitted for 2.5 OA hours

*Sarah Nightwine, STG International*

This session is a continuation of the partnership between STGi and OHSAl to support advanced Practice Based Coaching, building upon the PBC Leadership Academy, Coach Training, TLC, and Advanced PBC sessions (*previous participation in these is recommended, however, not required*). Are you looking for ways to strengthen coaching implementation through data informed decision making? We invite PBC teams to Join our exploration and connections of coaching efforts and effects.

### **Learning Outcomes:**

1. Demonstrate how to use the Effort and Effect Cascade tool
2. Identify key sources of data that a program can collect for measuring PBC efforts
3. Work through a case example to learn how one can use the PBC-DIDM (Data Informed Decision Making)

## Back to the Basics PreK Edition

O.3 CEUs / Submitted for 2.5 OA hours

*Heather Nusbaum, STG International*

Looking to renew a focus on child development and ongoing assessment, this session is for you! Engage in a lively, interactive exploration of the ELOF and discover how ongoing assessments can guide exciting preschool learning adventures. Don't miss this fun opportunity to bring fresh ideas and tools back to your programs!

### **Learning Outcomes:**

1. Explore a collection of back-to-basics strategies
2. Engage with interactive ELOF and assessment resources that you can share with education leaders to enhance their work with staff

## Baby Talk: The Basics—The Power of Communication with Infants and Toddlers

O.3 CEUs / APPROVED for 1.5 OA hours

*Katlin Carpenter, Nationwide Children's Hospital*

Caregivers conduct a lot of "business talk" with very young children: the mechanics of diapering and feeding; directing and guiding daily routines; providing safe and healthy environments. We also have a responsibility to model the give-and-take of conversation with the children. So, how do we have a conversation with a child who has limited language...or none at all? and why in the world would we want to do so? This session will explore the importance of interactive communication with the children. Conversation really is a two-way street.

### **Learning Outcomes:**

1. Define "conversation", identify characteristics of conversational style, describing the developmental benefits of conversation with young children
2. Describe the effect of conversation on brain development, social-emotional development and learning
3. Explore and identify practical strategies to increase conversation/extra talk in participant's daily practice
4. Pinpoint considerations regarding family preferences and culture in supporting conversational opportunities with their children

## Using IPDPs as a Tool for Family Service Staff Career Planning

O.3 CEUs / Submitted for 2.5 OA hours

*Tammy Riley, STG International*

In Head Start programs, family services professionals collaborate with families to facilitate their progress toward their personal goals and aspirations. Likewise, family services professionals can advance those goals and their own career aspirations through effective professional and career development processes by using an Individualized Professional Development Plan (IPDP) as one tool along their pathway.

In this session, we will explore strategies for developing intentional and impactful Individualized Professional Development Plans (IPDPs).

### **Learning Outcomes:**

1. Gain an understanding of the purpose of an Individualized Professional Development Plan (IPDP) to support short and long-term career goals.
2. Discuss strategies and processes for planning effective career pathways.
3. Begin to develop an Individualized Professional Development Plan (IPDP)

**Thursday, June 5, 9:00am to 11:30am continued**

## **From One Step to the Next: Understanding Transitions in Early Childhood**

**0.3 CEUs / Submitted for 2.5 OA hours**

*Lindsay Morrison, Early Development and Learning Specialist, Early Childhood Center of Excellence, OCAL*

Transitions are a major part of early childhood, but they sometimes are scary and difficult! From One Step to the Next aims to help early care and education professionals understand what transitions can occur and how to make them more seamless for us and the little ones we work with. Through a mixture of lecture, facilitated activities, and hands on strategy creation, participants will gain knowledge they can immediately bring back to their setting to assist with those difficult transitions.

### **Learning Outcomes**

1. Identify what transitions can occur during early childhood
2. Understand why transitions can be difficult and identify strategies to help
3. Participate in hands-on activities to practice and implement transitions strategies

## **Wholehearted Leadership in Challenging Times**

**0.3 CEUs**

*Peg Tazewell, Knox County Head Start*

As the conference wraps up, spend time with Ohio Head Start leaders to connect and share strategies for maintaining our own well-being in the face of uncertainty, so that we may lead ourselves and our programs with authenticity and courage. This session explores the traits of wholehearted leaders, defines strategies for living into wholehearted leadership, and guides participants to create a plan for strengthening their own wholehearted leadership so we may hold onto hope in challenging times.

### **Learning Outcomes**

1. Identify and define traits of wholehearted leaders
2. Define and discuss strategies for strengthening wholehearted leadership traits
3. Develop a plan to strengthen at least one wholehearted leadership trait

## **An Ounce of Trauma Attuned Strategies Can Make a Pound of Difference**

**0.3 CEUs / Submitted for 2.5 OA hours**

*Heather Mansell, STG International*

This interactive session expands on understanding staff stress and regulation through a trauma-informed lens. Learn how to implement trauma-attuned strategies to guide discussions as you explore opportunities for increasing relational safety and stress-level awareness.

### **Learning Outcomes**

1. Define trauma-attuned practices
2. Differentiate types of regulation supportive practices
3. Explore trauma attuned strategies



# CEU's & Ohio Approved Session Information



**Designated sessions are approved for IACET CEUs.**

IACET CEUs may count toward Ohio Approved credit. CEU post-session emails will have instructions on submitting your certificate to OCCRRA for verification toward your PD Certificate.



**Sessions 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.

For more information about OHSAI CEU Policies and Procedures, and for more information about preparing for your conference experience, visit [https://ohsai.org//professional\\_development\\_infor.php](https://ohsai.org//professional_development_infor.php)

**OHSAI staff are available and registration to answer any questions.**