



December 5-6, 2019

Doubletree Worthington – 175 Hutchinson Ave, Columbus, Ohio 43235

[Click here or follow link from www.ohsai.org for online Registration](http://www.ohsai.org)

Wednesday, December 4

4:00pm to 7:00pm **OHSAI Board Dinner and Board Meeting**

Thursday, December 5

8:30am **Registration**

10:00am to 12:00pm AND 1:15pm to 4:30pm **Communities of Learners**

12:00pm to 1:15pm **Lunch (provided) and General Session**
State and National Updates

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. **Each Community of Learners session will include time for reexamining the Community of Learners framework, plans for this program year, networking and a common leadership focused video and discussion.**

Directors

Kristen Kerr, Community Action of Wayne/Medina; Verline Dotson, Cincinnati-Hamilton County CAA;

Dr. Shauna Matelski, Lorain County CAA; Amy Esser, Mercer County Head Start

- Opioid Summit Follow-Up and Updates – *Lisa Cayard, Warren Co. Community Services and Tia Moretti, Governor's Office*
- 2021 PIR Review
- Supporting Middle Managers
- Collaboration Office Updates – *Anita Armstrong*
- Policy and Legislative Updates and Program Issues for Head Start Directors – *Barbara Haxton*

Human Resources

Brandi Ferguson, HHWP CAC; Julie Mickley, Knox County Head Start

- Employee Engagement
- Onboarding

Health/ Disabilities/ Mental Health/ Nutrition

Alice Marie Ohlin, Community Action Akron Summit; Brenda Bissett, Coshocton County Head Start; Linda Fox, Community Action Akron Summit

- Serving Children with Diabetes – Resources – *Diane Weisner, Akron Children's Hospital*
- Mental Health and School Readiness and ECLKC Mental Health Resources – *Carla Aronhalt and LaNissa Trice, STG International*
- Review of 2021 PIR

Early Head Start

Jeanine Bensman, Council on Rural Services; Angie Kisor, Ironton-Lawrence County CAO
Content facilitate by Delphia Roberts Brown, STG International

- Social Emotional Critical Competencies
- Serving Multi-Age Groups
- Curriculum Implementation through the Lens of the Early Learning Outcomes Framework – Social and Emotional Development - *Lynne Storar, STG International*
- How Education Leaders can Support Staff Selection, Retention and Onboarding

Parents

Jeanette Taylor, Consultant; Theresa Wynn, West Ohio Community Action Partnership, Becky Glasure, HARCATUS Head Start; Jeannette Jarrett, Consultant

- Head Start Governance Requirements for Agency Boards of Directors, Policy Councils and Policy Committees
- Make it Take it for the Holidays
- Networking and Discussion

Family & Community Partnerships

Amber Simmons, Northwest Ohio CAC; Kathleen Olderham, Ross County CAC; Jo Ann Clark, Knox County Head Start; Shelly Wallpe, Butler County ESC

- Relationship Based Competencies Corner:
Positive Parent-Child Relationships - *Heather Nusbaum, STG International*
- ERSEA Topic – Eligibility – Homeless and Kinship Families
- Volunteer Applications and Background Checks

Please bring samples to share

Data

Zachary Foster, Clinton County CAP; Hope Cypryla, Miami Valley Child Development Centers; Ryan Hardesty, Cincinnati-Hamilton Co CAA

- Data Storytelling
- Improvement Science
- Process Sharing and Networking

Education

Yu-Ling Yeh, Community Action Akron Summit; Kelly Compton, Council on Rural Services; Therese Hunt, Butler County ESC; Cassandra Hoeflich, Knox County Head Start

- Language and Literacy in Action, *Pam Oviatt*
- Curriculum Implementation through the Lens of the Early Learning Outcomes Framework – Social and Emotional Development - *Lynne Storar, STG International*
- How Education Leaders can Support Staff Selection, Retention and Onboarding

I'm Okay, Are You? *

Barbara Haxton, Ohio Head Start Association

Join us for the first of a four-part series (December, February, April and June), a 12 hour course based on the dynamics of Transactional Analysis and the theory of I'm Okay, You're Okay. We will focus on the work of Eric Berne, Thomas Harris and others to look at theories of personality, systematic personal growth and personal change, as well as theories in communication and child personality development. This is exciting and life changing information gleaned from experts in the field of psychotherapy, humanist and cognitive ideas. The philosophy of this study includes the following:

- People are OK; thus each person has validity, importance, equality of respect
- Positive reinforcement increases feelings of being OK
- All people have a basic lovable core and a desire for positive growth
- Everyone (with only few exceptions such as those with severe brain damage) has the capacity to think
- All of the many facets of an individual have a positive value for them in some way
- People decide their story and destiny, therefore these decisions can be changed
- All emotional difficulties are curable

Learning Outcomes:

1. Identify theories of personality and apply to personal interactions
2. Identify theories of communication and child personality development
3. Apply strategies to strengthen relationships and support positive development in children

Middle Manager Institute Part 2

Pamela J. Green, MBA, SPHR, Leadership Consultant and Coach

This four part series is designed to support new as well as experienced supervisory staff in building skills to more effectively manage their work and supervise effectively. Sessions are being held at each OHSAL Quarterly Meeting; future topics will include Conflict Management and Team Collaboration.

Drama Free Delegation *

The stress that comes from being responsible and accountable for performance can hinder success and job satisfaction. Delegation gives others a greater stake in organizational outcomes and can increase productivity. Explore strategies for empowering others to assume more responsibility while avoiding the negativity and drama that comes with providing greater responsibility to others.

Learning Outcomes:

1. Identify what to delegate and what not to delegate
2. Identify strategies to delegate to the right person
3. Identify strategies to increase staff accountability for achieving goals

Full STEAM Ahead: Using Practice-Based Coaching to Support Science Teaching *

Heather Nusbaum, STG International

Science is accessible to us every day; no admission fee required or safety goggles! Come and join in to discuss ways we can support teachers and what teachers might need around teaching science and STEAM, explore examples of practice-based coaching in action, and continue building a community of coaches. 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). If you are a coach or someone that supervises or supports coaching implementation this session is for you.

Learning Outcomes:

1. Identify teaching practices and strategies that support science and STEAM
2. Recognize, observe, and practice use of the Scientific Method
3. Understand how PBC can support science and STEAM

Friday, December 6

9:00am to 12:00pm Breakout Sessions continued

Motivational Interviewing: Conversations that Help Partnering with Families *

Lynne Storar, 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. Identify the processes, spirit and strategies of Motivational Interviewing
2. Articulate how conversations during parent engagement benefit from perspective taking, building partnerships, and exploring change together
3. Apply the new strategies learned through application activity

The Impact of the Opioid Crisis and Substance Abuse Disorders: Creating a Path Forward for Head Start

Part 1: Educating Staff – Substance Use Disorders Train the Trainer

LaNissa Trice, STG International

LaNissa will share a presentation that can be customized and used to train staff, parents and the community on terms and phrases related to substance use disorders and the impact of the opioid epidemic. The materials provide a framework for exploring a local model of community collaboration, focusing on resources and planning next steps. This content was covered at the Region V Opioid Summit in May.

Part 2: Resource Sharing – Ohio START and Local Initiatives

Ohio START (Sobriety, Treatment, and Reducing Trauma) is an intervention program that provides specialized victim services, such as intensive trauma counseling, to children who have suffered victimization with substance abuse of a parent being the primary risk factor. It currently operates in 46 Ohio counties. Fawn Gadel, Director of Ohio START will discuss the program, how Head Start can partner locally, and answer questions.

Lisa Cayard from Warren County Community Services will discuss the work they are doing locally to convene a county-wide opioid task force to support families and children. Participants will also be invited to discuss their local work and community partnerships related to substance use disorders and their impact on families.

CEUs will not be available for this session.

Friday, December 6

9:00am to 12:00pm **Breakout Sessions continued**

Growing Up WILD: Exploring Nature with Young Children *

Pam Oviatt

Growing Up WILD: Exploring Nature with Young Children curriculum which is Project WILD's early childhood education activity guide. It builds on the learning styles and interests of young children on the learning styles and interests of young children to foster an interest and appreciation of wildlife and the natural world around them. A variety of activities build positive impressions of nature while aiding children's cognitive growth and development. Participants will receive the curriculum and other wildlife teaching materials that enhance the Growing Up WILD curriculum.

Learning Outcomes:

1. Apply the lessons learned in this training into their own curriculum and experiences in ways that help develop children's sense of wonder about nature and the outdoors
2. Articulate the differences in learning abilities for children between the ages of 3-7 as they relate to the lessons demonstrated in this training
3. Demonstrate a variety of developmentally appropriate lessons through peer sharing as they explore the activities

12:00 p.m. to 2:30 p.m. **Luncheon and General Session**



Being Okay Begins at Birth *

Barbara Haxton, Ohio Head Start Association

The study of the work of Eric Berne and Thomas Harris, defining I'm Okay, and You're Okay provides research and information about how we are programmed as individuals from birth through our interactions with others and the interpersonal transactions in which we are engaged through our early years. This body of work includes considerable information on child development – exciting and life changing information that helps us understand how young children receive the messages about who they are, and how they should deal with life.

This afternoon's session will focus on how this programming happens, and how these life shaping messages are sent by grown-ups and received by the children. We will also look at how, as adults, we can re-think the decisions made in early life and change the directions we took.

Learning Outcomes:

1. Identify the process by which messages from adults impact children
2. Identify strategies to promote positive development in children, and consider how we as adults can overcome negative programming in our lives

* These sessions are approved for IACET CEUs. IACET CEUs can count toward Ohio Approved credit. For more information about CEUs and OHSAI's Professional Development policies and practices, visit

www.ohsai.org/professional-development-information/