ILLINOIS STAR NET Northern Region II

Calendar of Events

July - December 2019

STAR NET Region II

starnetregionii.org

224-366-8579

Thank you to all of our collaborators:

Barrington CUSD 220

Berkeley SD 87

Early Childhood Center of Professional Learning

Evanston/Skokie CCSD 65

Illinois Early Intervention Training Project

Jerri Hoffmann Child & Family Center (Children's Home + Aid)

LADSE – LaGrange Area Department of Special Education

Lombard SD 44

Marquardt SD 15

STAR NET Region V

Wood Dale SD 7

STAR Net Region II is operated by The Center under a grant from the Illinois State Board of Education. One hundred percent of annual funding for the project is from federal sources.

July - December 2019
Calendar of Training Events

Workshop Calendar

STAR NET Region II is pleased to provide you with our Calendar of Events for July through December 2019. Our workshops cover interest areas identified by our early childhood community representatives, workshop participants, and Illinois State Board of Education initiatives and priorities. We have a broad range of topics that support professionals and families in addressing the learning of children birth through kindergarten with special needs.

Registration Process

Illinois STARNET is an Early Childhood Special Education grant project and therefore priority registration is given to family members of young children with special needs, and professionals working with children ages 3-5 with IEPs, as well as others working in ISBE sponsored projects. Priority registration is also given to persons in Region II (unless the workshop is in collaboration with another Region or training entity). All others will be registered on a first come, first served basis. STAR NET Region II workshops are at no charge unless noted.

Online or paper registration is available at the STAR NET website: www.starnetregionii.org
Please provide all requested information.
You may register online or submit a paper registration by email, fax, or mail. We are unable to accept telephone registration.

You will receive a confirmation or wait list email. Please read the email carefully for additional information you need to know.

Professional Development Opportunities

STAR NET provides a Certificate of Attendance that can be used to document your attendance at our professional development activities. **Attendance for the entire session is necessary in order to receive a certificate.**

The Center/STAR NET is an approved provider of Professional Development hours for educator license renewal by the Illinois State Board of Education. All workshops are aligned with Learning Forward Professional Development Standards, the Illinois Early Learning and Development Standards and Illinois Professional Educator Standards.

STAR NET is an approved sponsor of continuing education for Speech/Language Pathologists, Social Workers and LCPCs, Occupational Therapists and Physical Therapists through the Illinois Department of Financial and Professional Regulation.

Waitlists and Cancellations

Due to high demand, STAR NET workshops often develop wait lists. If you are registered for a workshop and find you are not able to attend, call the STAR NET office to cancel as soon as possible. This will allow us to accommodate those on wait lists. **Registrants who do not call to cancel will be given a lower priority for registration at future workshops.**

STAR NET Region II 2626 South Clearbrook Drive Arlington Heights, IL 60005-4626
Phone: 224-366-8579, Fax: 847-278-5434, Email: starnetregionii@cntrmail.org

ILLINOIS STAR NET Northwest Region II

July - December 2019
Calendar of Training Events

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

STAR NET trainings are Gateways Registry approved. The Gateways to Opportunity Content Area is included in each workshop description.

Gateways Workshop Training Stages

Stage 1: Introductory
Stage 2: Intermediate
Stage 3: Advanced

Gateways to Opportunity is a statewide professional development support system designed to provide guidance, encouragement, and recognition to individuals and programs serving children, youth, and families. For more information visit: http://www.ilgateways.com

A Gateways Registry Membership offers a quick and easy way to track your training and education online. Membership is free and can be completed at https://registry.ilgateways.com/

Webinars - STAR NET Region II offers online professional development through webinars. Webinars can be accessed from your computer or iPad (with a free app) and a connection to the Internet. Step by step instructions are provided to participants for easy access to the session.

Workshops for Families - These evening workshops are scheduled for the convenience of families. We welcome and encourage family participation in all STAR NET workshops!

STAR NET Region II Funding Opportunities

Funding assistance is available to families and professionals for the reimbursement of costs associated with attending workshops, seminars or conferences.

STAR NET Family Fellowships – for parents/guardians of young children with IEPs
STAR NET Professional Development Assistance – for Early Childhood Special Education professionals

For more information and to apply visit: https://www.starnetregionii.org/funding-opportunities

STAR NET Region II 2626 South Clearbrook Drive Arlington Heights, IL 60005-4626
Phone: 224-366-8579, Fax: 847-278-5434, Email: starnetregionii@cntrmail.org

WORKSHOP CALENDAR AT-A-GLANCE
JULY – DECEMBER 2019

DATE LOCATION	TIME	WORKSHOP TITLE	PRESENTER	CONTACT HOURS
July 12 Arlington Heights	9:00 am – 12:00 noon	**The Role of Exercise in Regulating Behavior**	**Celine Rosati Skertich Linda Merry**	3
July 16 Arlington Heights	9:00 am – 3:00 pm	**Integrating Speech and Language Therapy into Early Childhood Classrooms: Strategies for Successful Implementation**	**Doreen Comings Anna Robins**	5
July 17 Wood Dale	9:00 am – 12:00 noon	**Yoga and the Young Child**	**Tammy Notter**	3
August 2 Arlington Heights	9:00 am – 12:00 noon	**The Impact of Adverse Childhood Experiences (ACEs) and Trauma**	**Jenni Watgen**	3
August 7 Arlington Heights	8:30 AM – 3:00 PM	**Introduction to ECERS-3**	**Kathy Slattery**	5.5
September 5 Arlington Heights	9:00 am – 3:00 pm	**Integrating Speech and Language Therapy into Early Childhood Classrooms: Strategies for Successful Implementation**	**Doreen Comings Catherine Koch**	5
September 12 Arlington Heights	8:30 AM – 3:00 PM	**Introduction to ECERS-3**	**Kathy Slattery**	5.5
September 13 Berkeley	8:30 AM – 3:00 PM	**Introduction to ECERS-3**	**Kathy Slattery**	5.5
September 19 & 20 Arlington Heights	8:30 am – 3:30 pm	**Teaching Strategies GOLD™ Online: Introduction for Teachers**	**Katie Suchy Nancy Kind**	12
September 23 Arlington Heights	8:30 am – 3:30 pm	**The Pyramid Model Workshop Day 1: Building Relationships and Creating Supportive Environments**	**Nancy Kind**	6
September 23 Lombard	6:30 pm – 8:30 pm	**An Overview of Sensory Processing for Families**	**Kim Bryze**	2
September 24 Downers Grove	9:00 am – 3:00 pm	**Including Children with Autism and Other Development Disabilities in the Preschool Classroom: Strategies that Work**	**Ron Roybal**	5

Visit our website for more information: starnetregionii.org

WORKSHOP CALENDAR AT-A-GLANCE
JULY – DECEMBER 2019

DATE LOCATION	TIME	WORKSHOP TITLE	PRESENTER	CONTACT HOURS
October 9 and 10 Arlington Heights	8:30 am – 3:30 pm	**The Creative Curriculum® for Preschool: Implementation for Teachers**	**Jac McBride Katie Suchy**	12
October 16 and 17 Arlington Heights	8:30 am – 3:30 pm	**The Pyramid Model Workshop Days 2 and 3: Social Emotional Teaching Strategies**	**Nancy Kind**	12
October 21 Des Plaines	9:00 am – 3:00 pm	**Never Too Young: Diversity, Equity, and Inclusion Work with Young Children**	**Monique Marshall**	5
October 24 Carpentersville	6:30 pm – 8:30 pm	**Strategies for Positive Behavior: Building Social Emotional Skills**	**Gina Musielski**	2
November 4 Evanston	9:00 am – 3:00 pm	**Writing Development in Preschool: Embedding Print Across the School Day**	**Linda Housewright**	5
November 8 Elk Grove Village	9:00 am – 3:00 pm	**Getting Started with Core Vocabulary**	**Deidre Dobbels**	**5**
November 14 Arlington Heights	8:30 AM – 3:30 PM	**The Pyramid Model Workshop Day 4: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses**	**Jac McBride**	**6**
November 19 Arlington Heights	9:00 am – 3:00 pm	**Building Bridges: The Transition Process from Early Intervention to Early Childhood**	**Gina Musielski Keena Sims Pam Shaw**	**5**
December 2 and 3 Glendale Heights	9:00 am – 3:00 pm	**Transdisciplinary Play-Based Assessment-2**	**Toni Linder**	10
December 4 ONLINE	4:00 pm – 5:30 pm	**A Match Made in Preschool: Linking Math and Literacy**	**Sherial McKinney**	1.5
December 10 Elk Grove Village	9:00 am – 3:00 pm	**Little Engineers That Can: Science Play in the Early Childhood Environment**	**Jac McBride**	5

Visit our website for more information: starnetregionii.org

STAR NET Region II
July - December 2019 Workshop Calendar

The Role of Exercise in Regulating Behavior - 208803000

July 12, 2019

Presenters: Celine Rosati Skertich and Linda Merry

Description: Research shows how movement and exercise provide a brain boost by increasing heart rate. It has the potential to support self-regulation. This workshop will review the impact of exercise on brain development, how that correlates with self- regulation and provide classroom strategies.

Upon completion, participants will be able to apply concepts to understand how both strength and endurance are key components to successful exercise programs. Problem solving through demonstrations and lab activities, you will learn how to use exercise to create activities and opportunities in the classroom using a strength energy model which supports positive participation for all learners.

Learner Objectives:

- Describe how exercise impacts brain function
- Examine the difference between endurance and strength
- Describe how exercise contributes to behavior, learning and participation
- Demonstrate classroom strategies incorporating exercise and respiration to support regulation throughout their day

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to: 40
Gateways Training Stage: 2
Contact hours: 3
Training Topic Area: PHY = Physical Fitness
SN = Special Needs/Inclusion
Gateways to Opportunity Content Area: (A) Human Growth and Development
Registration: 8:30 am – 9:00 am
Workshop: 9:00 am – 12:00 noon

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

Visit our website for more information: starnetregionii.org

STAR NET Region II
July - December 2019 Workshop Calendar

Integrating Speech and Language Therapy into Early Childhood Classrooms: Strategies for Successful Implementation – 208803001

July 16, 2019

Presenters: Doreen Comings, Ph.D. CCC-SLP/L, Anna Robins, M.S. CCC-SLP/L

Description: This workshop will focus on integrating speech-language therapy and support into Early Childhood programs including blended classrooms, early childhood special education self-contained classrooms, full day Autism programs, and bilingual classrooms. The workshop is targeted towards Speech/Language Pathologists, classroom teachers, and other related service personnel (e.g., OT, PT, social workers) who are interested in learning more about ways to implement therapy into the classroom using an integrated, push-in approach. Knowledge of the Creative Curriculum is helpful but not required to attend. Topics will include data management, meeting IEP goals, RtI intervention strategies and time management. Ideas for collaboration with the classroom team, therapy ideas for larger group and small group instruction, and opportunities and ideas to insure that therapeutic interventions are carried out by the classroom teams will also be shared. Participants will be given opportunities to collaborate with other attendees regarding how to best implement an integrated speech and language therapy approach into their own classrooms and programs.

Learner Objectives:

- Examine strategies and supports to integrate therapy services into the daily classroom routines of the preschool classroom
- Create a plan to manage data regarding IEP goals, service delivery minutes and inservice teaching staff on embedding therapeutic interventions throughout the day
- Develop team planning tools to support curriculum and the meeting of IEP goals in the preschool classroom

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to:	40		
Gateways Training Stage:	2	**Contact hours:**	5
Training Topic Area:		SN = Special Needs/Inclusion	
Gateways to Opportunity Content Area:		(B) Health, Safety and Well-Being	
Registration:	8:30 am – 9:00 am	**Workshop:**	9:00 am – 3:00 pm

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

Visit our website for more information: starnetregionii.org

STAR NET Region II
July - December 2019 Workshop Calendar

Yoga and the Young Child - 208803002

July 17, 2019

Presenters: Tammy Notter

Description: In this workshop participants will be given a brief introduction to concepts used in yoga. Participants will learn breathing strategies that they can teach to young children. These strategies will help children with self-regulation. Specific yoga poses will be demonstrated, and participants will practice them so they will be able to use them with young children. Throughout this process participants will discover the purpose of the pose and how it relates to the Illinois Early Learning and Development Standards and children's overall development (Social, Emotional, Cognitive and Physical). This is a very interactive workshop and participants will spend the majority of their time learning appropriate yoga poses. There will be small group work, where participants will practice putting a few yoga poses together that they can use with children immediately. Please dress comfortably and bring a yoga mat or large beach towel.

This workshop is being held in collaboration with Wood Dale SD 7 and the Early Childhood Center of Professional Learning.

Learner Objectives:

- Demonstrate a minimum of 5 yoga positions they could use with children 2 to 8 years of age
- Identify a minimum of 3 benchmarks from the Illinois Early Learning & Development Standards (IELDS) that children demonstrate as they participate in a variety of yoga poses.
- Demonstrate 2 breathing strategies that they can teach children

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to: 30
Gateways Training Stage: 1
Contact hours: 3
Training Topic Area: PHY = Physical Fitness
Gateways to Opportunity Content Area: (B) Health, Safety and Well-Being
Registration: 8:30 am – 9:00 am
Workshop: 9:00 am – 12:00 pm

Location: Early Childhood Education Center 543 N Wood Dale Rd, Wood Dale, IL 60191

STAR NET Region II
July - December 2019 Workshop Calendar

The Impact of Adverse Childhood Experiences (ACEs) and Trauma - 208803003

August 2, 2019

Presenter: Jenni Watgen

Description: This training is focused on the Adverse Childhood Experiences (ACEs) Study and trauma. We will focus on building insight and reflection on experiences that may contribute to how situations, conflicts and emotions are viewed and handled in the classroom by staff. How trauma manifests in the classroom varies for each individual, however, some children may have behavioral problems or obvious signs of distress, while others may not exhibit signs at all. Attendees will explore ways to help increase resilience and make positive differences in the lives of their children.

Learner Objectives:

- Identify the types of childhood trauma measured in the ACEs Study
- Understand the impact ACEs and trauma has on children, adolescents and adults
- Understand personal triggers and identify when they may be impacting teaching abilities or interfere with social emotional connections
- Discuss resiliency and protective factors

Intended Audience: Early Childhood Educators, Administrators and Related Service Professionals

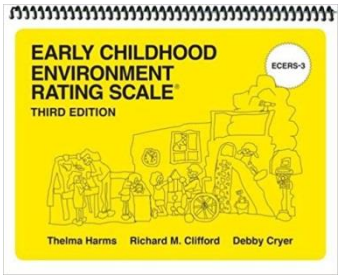
Registration is limited to: 40
Gateways Training Stage: 2
Contact hours: 3
Training Topic Area: OBS = Observation, Evaluation and Documentation
Gateways to Opportunity Content Area: (E) Interactions, Relationships and Environments
Registration: 8:30am – 9:00 am
Workshop: 9:00am – 12:00 noon

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

STAR NET Region II
July - December 2019 Workshop Calendar

Introduction to ECERS-3 - 208803004

August 7, 2019



Presenter: Kathy Slattery

Description: The Early Childhood Environment Rating Scale (ECERS) was designed to assess process quality by looking at what children directly experience in their Early Childhood classroom. This session will introduce participants to the newly updated ECERS tool, the ECERS-3, which will be used to assess Preschool for All and Preschool for All Expansion programs. The ECERS-3 includes improvements in both content and administration and relies on classroom observations with greater emphasis on interactions, the teacher's role, language & literacy, and math. Participants will explore this quality improvement tool as a guide in creating early childhood environments and learning experiences that result in positive outcomes for children.

Participants are encouraged to bring their own copy of The ECERS-3 Rating Scale for use at this training.

This workshop is being held in collaboration the Early Childhood Center of Professional Learning.

Learner Objectives:

- Compare the differences between ECERS-R the ECERS-3 and discuss their use as a quality improvement tool
- Identify and define the terms used throughout the scale
- Explore the subscales with an emphasis on new items in Language and Literacy, Math, and Individualized Teaching and Learning
- Identify the criteria used for quality interactions throughout the subscales
- Discuss and analyze video examples to increase understanding of the ECERS-3 Subscales and Items
- Develop an action plan for implementation of program improvement

Intended Audience: Early Childhood Educators, Related Service Professionals and Administrators

Registration is limited to: 40
Gateways Training Stage: 1
Contact hours: 5.5
Training Topic Area: LE = Learning Environments
CP = Curriculum-Preschool
Gateways to Opportunity Content Area: (D) Curriculum or Program Design
Registration: 8:00 am – 8:30 am
Workshop: 8:30 am – 3:00 pm

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

Visit our website for more information: starnetregionii.org

STAR NET Region II
July - December 2019 Workshop Calendar

Integrating Speech and Language Therapy into Early Childhood Classrooms: Strategies for Successful Implementation - 208803005

September 5, 2019

Presenters: Doreen Comings, Ph.D. CCC-SLP/L, Catherine M Koch, M.A. CCC-SLP/L

Description: This workshop will focus on integrating speech-language therapy and support into Early Childhood programs including blended classrooms, early childhood special education self-contained classrooms, full day Autism programs, and bilingual classrooms. The workshop is targeted towards Speech/Language Pathologists, classroom teachers, and other related service personnel (e.g., OT, PT, social workers) who are interested in learning more about ways to implement therapy into the classroom using an integrated, push-in approach. Knowledge of the Creative Curriculum is helpful but not required to attend. Topics will include data management, meeting IEP goals, RtI intervention strategies and time management. Ideas for collaboration with the classroom team, therapy ideas for larger group and small group instruction, and opportunities and ideas to insure that therapeutic interventions are carried out by the classroom teams will also be shared. Participants will be given opportunities to collaborate with other attendees regarding how to best implement an integrated speech and language therapy approach into their own classrooms and programs.

Learner Objectives:

- Examine strategies and supports to integrate therapy services into the daily classroom routines of the preschool classroom
- Create a plan to manage data regarding IEP goals, service delivery minutes and inservice teaching staff on embedding therapeutic interventions throughout the day
- Develop team planning tools to support curriculum and the meeting of IEP goals in the preschool classroom

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to:	40		
Gateways Training Stage:	2	**Contact hours:**	5
Training Topic Area:		SN = Special Needs/Inclusion	
Gateways to Opportunity Content Area:		(B) Health, Safety and Well-Being	
Registration:	8:30 am – 9:00 am	**Workshop:**	9:00 am – 3:00 pm

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

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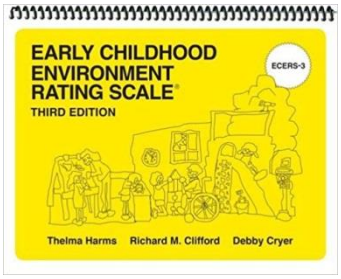
STAR NET Region II
July - December 2019 Workshop Calendar

Introduction to ECERS-3 - 208803006

September 12, 2019



Presenter: Kathy Slattery

Description: The Early Childhood Environment Rating Scale (ECERS) was designed to assess process quality by looking at what children directly experience in their Early Childhood classroom. This session will introduce participants to the newly updated ECERS tool, the ECERS-3, which will be used to assess Preschool for All and Preschool for All Expansion programs. The ECERS-3 includes improvements in both content and administration and relies on classroom observations with greater emphasis on interactions, the teacher's role, language & literacy, and math. Participants will explore this quality improvement tool as a guide in creating early childhood environments and learning experiences that result in positive outcomes for children.

Participants are encouraged to bring their own copy of The ECERS-3 Rating Scale for use at this training.

This workshop is being held in collaboration with the Early Childhood Center of Professional Learning.

Learner Objectives:

- Compare the differences between ECERS-R the ECERS-3 and discuss their use as a quality improvement tool
- Identify and define the terms used throughout the scale
- Explore the subscales with an emphasis on new items in Language and Literacy, Math, and Individualized Teaching and Learning
- Identify the criteria used for quality interactions throughout the subscales
- Discuss and analyze video examples to increase understanding of the ECERS-3 Subscales and Items
- Develop an action plan for implementation of program improvement

Intended Audience: Early Childhood Educators, Related Service Professionals and Administrators

Registration is limited to:	40		
Gateways Training Stage:	1	**Contact hours:**	5.5
Training Topic Area:		LE = Learning Environments CP = Curriculum-Preschool	
Gateways to Opportunity Content Area:		(D) Curriculum or Program Design	
Registration:	8:00 am – 8:30 am	**Workshop:**	8:30 am – 3:00 pm

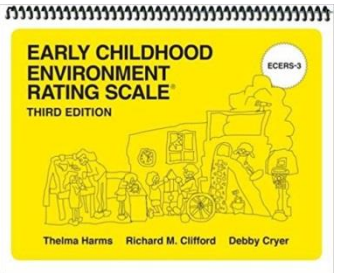
Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

Visit our website for more information: starnetregionii.org

STAR NET Region II
July - December 2019 Workshop Calendar

Introduction to ECERS-3 - 208803060

September 13, 2019



Presenter: Kathy Slattery

Description: The Early Childhood Environment Rating Scale (ECERS) was designed to assess process quality by looking at what children directly experience in their Early Childhood classroom. This session will introduce participants to the newly updated ECERS tool, the ECERS-3, which will be used to assess Preschool for All and Preschool for All Expansion programs. The ECERS-3 includes improvements in both content and administration and relies on classroom observations with greater emphasis on interactions, the teacher's role, language & literacy, and math. Participants will explore this quality improvement tool as a guide in creating early childhood environments and learning experiences that result in positive outcomes for children.

Participants are encouraged to bring their own copy of The ECERS-3 Rating Scale for use at this training.

This workshop is being held in collaboration with Berkeley SD 87 and the Early Childhood Center of Professional Learning.

Learner Objectives:

- Compare the differences between ECERS-R the ECERS-3 and discuss their use as a quality improvement tool
- Identify and define the terms used throughout the scale
- Explore the subscales with an emphasis on new items in Language and Literacy, Math, and Individualized Teaching and Learning
- Identify the criteria used for quality interactions throughout the subscales
- Discuss and analyze video examples to increase understanding of the ECERS-3 Subscales and Items
- Develop an action plan for implementation of program improvement

Intended Audience: Early Childhood Educators, Related Service Professionals and Administrators

Registration is limited to:	25		
Gateways Training Stage:	1	**Contact hours:**	5.5
Training Topic Area:		LE = Learning Environments CP = Curriculum-Preschool	
Gateways to Opportunity Content Area:		(D) Curriculum or Program Design	
Registration:	8:00 am – 8:30 am	**Workshop:**	8:30 am – 3:00 pm

Location: Berkeley SD 87 Administration Center 1200 N Wolf Rd, Berkeley

Visit our website for more information: starnetregionii.org

STAR NET Region II
July - December 2019 Workshop Calendar

Teaching Strategies GOLD™ Online: Introduction for Teachers - 208803007

September 19 and 20, 2019

Presenters: Katie Suchy and Nancy Kind

Description: This session is an introduction to *Teaching Strategies GOLD Online*, a web-based, developmentally appropriate assessment system for children birth through 3rd grade. Through video clips, small group work, and facilitator led discussions, participants will explore the structure, features, and functionality of the tool and practice using it to follow the four step assessment cycle which links assessment and curriculum to strengthen classroom practice and improve outcomes for children.

By the end of the session participants will have the basic skills needed to begin implementing *Teaching Strategies GOLD Online*.

Requirement: Bring a laptop or tablet and the Objectives for Development & Learning book to the training. This is an online training and you will need to access the Teaching Strategies GOLD website. ***You will need to have your GOLD Sign-In information with you for this workshop.***

Attendees must attend BOTH days to receive the 12 hours of credit; no partial credit will be given.

This workshop is being held in collaboration with the Early Childhood Center of Professional Learning.

Learner Objectives:

- Discuss and explore the components of the assessment system: observation, documentation, portfolio building, and reporting
- Discuss and explore implementing the GOLD™ assessment system to assess children's progress
- Learn to set up practical systems for observing children and documenting progress
- Plan for individual children, small groups, and the whole class using the information gathered

Intended Audience: Early Childhood Educators, Related Service Professionals and Administrators

Registration is limited to:	40		
Gateways Training Stage:	2	**Contact hours:**	12
Training Topic Area:		OBS = Observation, Evaluation and Documentation	
Gateways to Opportunity Content Area:		(C) Observation and Assessment	
Registration:	8:00 am – 8:30 am	**Workshop:**	8:30 am – 3:30 pm

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

STAR NET Region II
July - December 2019 Workshop Calendar

The Pyramid Model Workshop Day 1:
Building Relationships and Creating Supportive Environments - 208803008
September 23, 2019

Presenter: Nancy Kind

Description: This is the first of four workshop days based on the Pyramid Model for Supporting Social Emotional Competence. The Pyramid Model has been embedded in programs throughout the world as a comprehensive, multi-tiered, team-based approach to understanding children's behavior, which includes prevention, promotion, and intervention practices.

During this workshop, participants will discuss the relationships between challenging behavior and social emotional development while examining their own attitudes about challenging behavior; and describe the importance of building relationships between children, families, and colleagues. Participants will also learn strategies that can be used to build positive relationships with children, families, and colleagues and be able to design effective preschool environments. They will learn the importance of consistent schedules and routines; structuring transitions; help children learn rules and routines with clear directions/expectations, and plan activities that promote engagement. This workshop will also provide an opportunity to look at how to use ongoing monitoring and positive attention to support children's social behaviors.

To fully understand and embed the Pyramid Model within your program, participants are encouraged to attend all four workshops in this series as a team from your program.

This workshop is being held in collaboration with the Early Childhood Center of Professional Learning.

Learner Objectives:

- Recognize the relationship between challenging behavior and social emotional development.
- Examine attitudes about challenging behavior
- Describe the importance of building relationships with children, families and colleagues
- Identify strategies that can be used to (1) build positive relationships with children, families and colleagues; (2) design environments, schedules and routines; (3) structure transitions; (4) help children learn rules and routines with clear directions/expectations; and (5) plan activities that promote engagement
- Use ongoing monitoring and positive attention to support children's positive social behaviors

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to:	40		
Gateways Training Stage:	1	**Contact hours:**	6
Training Topic Area:		CSM = Curriculum Strategies & Methodologies GD = Guidance and Discipline INT = Interactions with Children	
Gateways to Opportunity Content Area:		(E) Interactions, Relationships and Environments	
CDA Content Area:		(3) Social/Emotional	
Registration:	8:00 am – 8:30 am	**Workshop:**	8:30 am – 3:30 pm

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

STAR NET Region II
July - December 2019 Workshop Calendar

An Overview of Sensory Processing for Families - 208803019

September 23, 2019

Presenter: Kim Bryze, Ph.D, OTR/L

Description: This workshop will provide participants with an overview of sensory processing difficulties that some young children experience. Throughout the presentation, practical strategies for helping these children participate in self-care, play, and schoolwork will be offered. Family members of children birth through school age who have sensory processing concerns will benefit from attending this presentation. Priority registration will be given to family members of children with special needs; professionals are encouraged to register and will be enrolled as space permits.

This workshop is being held in collaboration with the Lombard School District 44.

Learner Objectives:

- Recognize symptoms of sensory processing difficulties
- Describe strategies which may be helpful in supporting play and learning for young children with sensory processing difficulties

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to:	50		
Gateways Training Stage:	1	**Contact hours:**	2
Training Topic Area:		SN = Special Needs/Inclusion	
Gateways to Opportunity Content Area:		(A) Human Growth and Development	
Registration:	6:00 pm – 6:30 pm	**Workshop:**	6:30 pm – 8:30 pm

Location: John Schroder Early Childhood Center 1519 S Grace St, Lombard

STAR NET Region II
July - December 2019 Workshop Calendar

FEATURED SESSION

Including Children with Autism and Other Developmental Disabilities in the Preschool Classroom: Strategies That Work - 208803009

September 24, 2019

Presenter: Ron Roybal

Description: The LEAP Preschool Model has at its core the belief that children with autism can be educated in inclusive classrooms with the appropriate supports and services. This model can be implemented in classrooms using a variety of curricular models including Creative Curriculum, High Scope and others. Learning activities for students are chosen based on the needs, interests and developmental levels of individual children in the classroom. Peer mediated interventions are provided based on the training of comprehensive social skills training for typically developing children so they can facilitate the social and communicative behaviors of the peers with autism and other developmental disabilities with in the classroom routines. The LEAP model uses a variety of science based approaches, including peer mediated interventions, errorless learning, time delay, incidental teaching, pivotal response training, picture exchange communication systems when appropriate and positive behavior support. Join us for an overview of how peer supports and evidence based strategies can be used to provide rich learning opportunities in the least restrictive environment.

This workshop is being held in collaboration with LADSE.

Learner Objectives:

- Begin to be able to describe the LEAP Model program philosophy
- Identify the Key Components to the LEAP Program
- Learn how to apply the Nurturing Social Skills Curriculum in Inclusive Classrooms
- Analyze Empirical Support for the LEAP Model

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to:	110		
Gateways Training Stage:	2	**Contact hours:**	5
Training Topic Area:		CSM = Curriculum Strategies & Methodologies SN = Special Needs/Inclusion	
Gateways to Opportunity Content Area:		(D) Curriculum or Program Design	
Registration:	8:30 am – 9:00 am	**Workshop:**	9:00 am – 3:00 pm

Location: Aramark 2300 Warrenville Rd, Downers Grove

STAR NET Region II
July - December 2019 Workshop Calendar

The Creative Curriculum® for Preschool: Implementation for Teachers - 208803010

October 9 & 10, 2019

Presenters: Jac McBride and Katie Suchy

Description: This highly interactive 12-hour training prepares teachers to implement *The Creative Curriculum® for Preschool,* 5th or 6th edition, in their classrooms. Teachers will learn about the Creative Curriculum framework, which includes guidance on what and how children learn, the physical environment, caring and teaching, and partnering with families. Teachers will become familiar with the 38 objectives for development and learning that inform every aspect of teaching. They will explore additional curriculum resources such as *Mighty Minutes®*, *Intentional Teaching Cards™*, *Book Discussion Cards™*, and *Book Conversation Cards™* (included in optional Expanded Daily Resources). Additionally, the training will support teachers in how to implement the three main parts of a meaningful study and understand how to integrate content into daily events through intentional experiences.

Requirement: All participants must have access to a copy of the 5th or 6th edition to participate in this training. Check your local library, STARNET, or The Center's Library to obtain these books if your program has not purchased them.

Attendees must attend BOTH days to receive the 12 hours of credit; no partial credit will be given.

This workshop is being held in collaboration with the Early Childhood Center of Professional Learning.

Learner Objectives:

- Recognize how the research based objectives for development and learning include the knowledge, skills and behaviors that are most predictive of school success
- Examine the three aspects of an effective learning environment
- Plan strategies and responses that support children's behavior and self-regulation skills
- Develop strategies to integrate content learning into daily instructional experiences
- Use long term investigations with embedded learning opportunities to help children find answers to their questions
- Explain how the curriculum resources can be used together to offer meaningful learning experiences and facilitate communication with children's families

Intended Audience: Early Childhood Educators, Related Service Professionals and Administrators

Registration is limited to: 40
Gateways Training Stage: 2
Training Topic Area: CP = Curriculum – Preschool; DAP = Developmentally Appropriate Practice
Gateways to Opportunity Content Area: (D) Curriculum or Program Design
Contact hours: 12
Registration: 8:00 am – 8:30 am
Workshop: 8:30 am – 3:30 pm

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

STAR NET Region II
July - December 2019 Workshop Calendar

The Pyramid Model Workshop Days 2 and 3: Social Emotional Teaching Strategies - 208803011

October 16 & 17, 2019

Presenters: Nancy Kind

Description: Participants must attend workshop day 1 prior to attending these day 2 and 3 trainings.

This is the second and third of four workshop days based on the Pyramid Model for Supporting Social Emotional Confidence. The Pyramid Model has been embedded in programs throughout the world as a comprehensive, multi-tiered, team-based approach to understanding children's behavior, which includes prevention, promotion, and intervention practices

During workshop day 2 participants will discuss why it is important to be more intentional about teaching social emotional skills at the preschool level and be able to identify strategies for supporting the development of friendship skills. Workshop content will include the importance of emotional literacy and identify strategies that build "feeling vocabularies", while deepening participants' understanding about the importance of providing opportunities for children to begin to understand their own as well as others' emotions.

During workshop, day 3 participants will recognize and discuss why children need to learn to control anger and handle disappointment and be able to identify strategies to teach anger management skills. Participants will understand the importance of teaching problem solving; be able to identify problem-solving steps; recognize the importance of and identify strategies for individualizing instruction; and discuss strategies for partnering with families.

To fully understand and embed the Pyramid Model within your program, participants are encouraged to attend all four workshop days in this series as a team from your program.

Attendees must attend BOTH days to receive the 12 hours of credit; no partial credit will be given.
This workshop is being held in collaboration with the Early Childhood Center of Professional Learning.

Learner Objectives:

- Examine why it is important to be more intentional about teaching social emotional skills
- Implement strategies for supporting the development of friendship skills
- Define emotional literacy and implement activities that build 'feeling vocabularies"
- Deepen their understanding about the importance of providing opportunities for children to begin to understand their own as well as others' emotions
- Explain and discuss why children need to learn to control anger and handle disappointment
- List strategies to teach anger management skills
- Understand the importance of teaching problem solving and will be able to implement problem-solving steps
- Recognize the importance of and construct strategies for individualizing instruction
- List and discuss strategies for partnering with families

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration max: 40

Gateways Training Stage: 2 **Contact hours:** 12

Training Topic Area: GD = Guidance and Discipline

Gateways to Opportunity Content Area: (E) Interactions, Relationships and Environment

Registration: 8:00 am – 8:30 am **Workshop:** 8:30 am – 3:30 pm

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

STAR NET Region II
July - December 2019 Workshop Calendar

FEATURED SESSION

Never Too Young: Diversity, Equity, and Inclusion Work with Young Children - 208803012

October 21, 2019

Presenter: Monique Marshall

Description: This workshop offers examples of critical diversity, equity, and inclusion pedagogy for our youngest learners by involving participants in engaging activities and dialogue. Participants will be introduced to the value of having conversations with young children around identity and reflect on the impact of teacher identity in the classroom. They will also be introduced to lessons that teach belonging and encourage teachers to help students develop a healthy sense of self in order to see the importance of addressing feelings and behaviors around belonging and exclusion. Video and visual project samples from elementary classrooms engaging in social action projects will be shared. Participants will take away strategies for developing preschool-early elementary curriculum around race, identity, and activism.

This workshop is being held in collaboration with STAR NET Region V.

Learner Objectives:

- Identify ways to help students develop a healthy sense of identity
- Experiment with lessons and strategies for teaching group belonging
- Value the importance of normalizing the noticing of difference for our youngest learners
- Practice teaching tools and structures which introduce our youngest learners to powerful diversity, equity, and inclusion vocabulary

Intended Audience: Administrators, Early Childhood Special and General Educators, Family Educators, Psychologists, Social Workers, and Family Members

Registration is limited to: 70

Gateways Training Stage: 1

Contact hours: 5

Training Topic Area: CP = Curriculum – Preschool
DIV = Cultural and Individual Diversity

Gateways to Opportunity Content Area: (D) Curriculum or Program Design

Registration: 8:30 am – 9:00 am

Workshop: 9:00 am – 3:00 pm

Location: Courtyard Chicago O'Hare 2950 S River Rd, Des Plaines

STAR NET Region II
July - December 2019 Workshop Calendar

Strategies for Positive Behavior: Building Social Emotional Skills – 208803020

October 24, 2019

Presenter: Gina Musielski

Description: Do your child's behaviors sometimes test your patience? You are not alone. Most parents find themselves struggling with a young child's challenging behavior at some point in time. This presentation will help you gain a better understanding of why children do what they do and will provide evidence based, effective strategies for positive behavior based on the Pyramid Model for Social Emotional Development. Come learn effective ways to build your child's 'emotional literacy,' tools to address challenging behavior, and practical tips to increase social emotional skills for better behavior. Participants will receive helpful handouts to reference as well as useful resources on positive behavior.

This workshop is being held in collaboration with Jerri Hoffmann Child & Family Center (Children's Home + Aid).

Learner Objectives:

- Describe strategies for positive behavior based on the Pyramid Model for Social Emotional Development
- Implement effective ways to build a child's 'emotional literacy' and utilize tools to address challenging behavior
- Apply practical tips to increase social emotional skills for positive behavior

Intended Audience: Administrators, Early Childhood Special and General Educators, Family Educators, Psychologists, Social Workers, and Family Members

Registration is limited to: 50

Gateways Training Stage: 1

Contact hours: 2

Training Topic Area: DAP = Developmentally Appropriate Practice
INT = Interactions with Children

Gateways to Opportunity Content Area: (E) Interactions, Relationships and Environments

Registration: 6:00 pm – 6:30 pm

Workshop: 6:30 pm – 8:30 pm

Location: Jerri Hoffmann Child & Family Center 229 Lake Marian Rd, Carpentersville

STAR NET Region II
July - December 2019 Workshop Calendar

Writing Development in Preschool: Embedding Print Across the School Day - 208803013

November 4, 2019

Presenter: Linda Housewright

Description: This presentation will focus on the connection between writing and how it supports the reading process. A review of research will confirm that reading and writing develop together as interactive and interrelated processes. The workshop will include discussion and review of the preschool writing process as a communication tool rather than a focus being on handwriting instruction and letter formation. Through a variety of intentional experiences and personal reflections participants will increase knowledge and build strategies that will help create early writing experiences by embedding print in the classroom environment. A connection between embedding print in the classroom and curriculum, IELDS, ECERS-3, and CLASS will be made.

This workshop is being presented in collaboration with Evanston/Skokie CCSD 65.

Learner Objectives:

- Examine and discuss strategies that support the development of the writing process and reflect on personal knowledge and strategies for implementation
- Investigate materials that support the embedding of print into the classroom environment (Interest Areas) and on how to expand current materials to support the writing process in classrooms
- Learn how to extend and create opportunities for children to develop writing naturally through play in the interest areas of classrooms by developing a physical model to represent knowledge gained
- Identify strategies that support authentic work samples in the classroom environment by making meaningful connections through discussions and reviewing curriculum, IELDS, ECERS-3 and CLASS

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to: 50

Gateways Training Stage: 2

Contact hours: 5

Training Topic Area: CP = Curriculum – Preschool
DAP = Developmentally Appropriate Practice

Gateways to Opportunity Content Area: (D) Curriculum or Program Design

Registration: 8:30 am – 9:00 am

Workshop: 9:00 am – 3:00 pm

Location: Joseph E Hill Education Center 1500 McDaniel Ave, Evanston

STAR NET Region II
July - December 2019 Workshop Calendar

Getting Started With Core Vocabulary - 208803014

November 8, 2019

Presenter: Deidre Dobbels, M.S. CCC-SLP/L

Description: Core vocabulary is the flexible, effective way to provide functional communication for young, minimally verbal students. Using a simple paper "no-tech" board, participants will learn the wide range of communicative intentions one can express using core vocabulary; and how to implement this approach in their early childhood setting. Due to its accommodating nature, core vocabulary intervention almost seamlessly embeds into rich early childhood curriculums. Participants will learn how to "core out" their classrooms and instructional practices to provide robust communication for all students.

This workshop is being held in collaboration with Barrington CUSD 220.

Learner Objectives:

- Understand the functionality and flexibility of core vocabulary
- Demonstrate confidence in modeling core vocabulary on a "no-tech" board
- Determine how to embed core vocabulary across the curriculum
- Identify practical steps to increase access to core vocabulary within their setting

Intended Audience: Administrators, Early Childhood Special and General Educators, Family Educators, Paraprofessionals, Occupational and Physical Therapists, Speech/Language Therapists, Psychologists, Social Workers, and Family Members

Registration is limited to: 100

Gateways Training Stage: 2

Contact hours: 5

Training Topic Area: DAP = Developmentally Appropriate Practice
SN = Special Needs

Gateways to Opportunity Content Area: (C) Observation and Assessment

Registration: 8:30 am – 9:00 am

Workshop: 9:00 am – 3:00 pm

Location: Garden Terrace Banquets 1000 Wellington, Elk Grove Village

STAR NET Region II
July - December 2019 Workshop Calendar

Pyramid Model Workshop Day 4: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses - 208803015

November 14, 2019

Presenter: Jac McBride

Description: Participants must attend the Pyramid workshop days 1-3 prior to attending this workshop.

This is the fourth of four workshop days based on the Pyramid Model for Supporting Social Emotional Confidence. The Pyramid Model has been embedded in programs throughout the world as a comprehensive, multi-tiered, team-based approach to understanding children's behavior, which includes prevention, promotion, and intervention practices.

During this workshop, participants will identify the steps of the process of Positive Behavior Support; and learn to define form and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative. The steps of a functional assessment interview will be discussed. Participants will also understand the development of behavior support planning including: strategies that may be taught to prevent challenging behavior; identify replacement skills that may be taught to replace challenging behavior; and identify how to respond in a way that does not maintain or reinforce challenging behavior. There will also be the opportunity to use the knowledge gained from the entire workshop series to develop a behavior support plan for a case study child.

To fully understand and embed the Pyramid Model within your program, participants are encouraged to attend all four workshops in this series as a team from your program.

This workshop is being held in collaboration with the Early Childhood Center of Professional Learning.

Learner Objectives:

- Practice and implement the steps of the process of Positive Behavior Support
- Define form and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative
- Execute the steps of a functional assessment interview
- Implement and complete the development of behavior support planning including: strategies that may be taught to prevent challenging behavior; identify replacement skills that may be taught to replace challenging behavior; and identify how to respond in a way that does not maintain or reinforce challenging behavior
- Assemble the knowledge they have gained from the entire workshop series to develop a behavior support plan for a case study child.

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration limit: 40

Gateways Training Stage: 3

Contact hours: 6

Training Topic Area: GD = Guidance and Discipline
INT = Interactions with Children

Gateways to Opportunity Content Area: (E) Interactions, Relationships and Environments

Registration: 8:00 am – 8:30 am

Workshop: 8:30 am – 3:30 pm

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

STAR NET Region II
July - December 2019 Workshop Calendar

Building Bridges: The Transition Process from Early Intervention to Early Childhood - 208803016

November 19, 2019

Presenters: Gina Musielski, Pam Shaw and Keena Sims

Description: By 2 ½ years of age, children and their families receiving Early Intervention services (IDEA 2004- Part C) begin the transition process to determine if the child is eligible for Early Childhood Special Education services (IDEA 2004- Part B) beginning at age three. This state-developed, standardized, and collaboratively-delivered training focuses on the requirements of the Individuals with Disabilities Education Improvement Act (IDEA), Illinois State Board of Education, and Illinois Department of Human Services to provide a smooth and effective transition for children and their families. Join parents and professionals in early intervention, community care and education, and early childhood public education, to explore the requirements and effective strategies for this transition process. Elements of this process, including transition meetings, role responsibilities, timelines, state forms, vital partnerships and collaborative relationships, will be addressed.

This workshop is being held in collaboration with the Illinois Early Intervention Training Project.

Learner Objectives:

- Understand the rules, rights and responsibilities of all participants in the process of transition from Early Intervention to Early Childhood Special Education Services
- State the roles and responsibilities of all members of the transition team: early intervention, school district and family members
- Integrate effective strategies to ensure a smooth transition for children and families

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to:	40		
Gateways Training Stage:	1	**Contact hours:**	5
Training Topic Area:		SN = Special Needs/Inclusion	
Gateways to Opportunity Content Area:		(D) Curriculum or Program Design	
Registration:	8:30 am – 9:00 am	**Workshop:**	9:00 am – 3:00 pm

Location: The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights

STAR NET Region II
July - December 2019 Workshop Calendar

Transdisciplinary Play-Based Assessment-2 (TPBA) - 208803029

December 2 and 3, 2019

Presenter: Toni Linder, Ed.D.

Description: Play-based assessment is a functional, observational approach to assessment of infants and preschoolers. In this two day workshop, you will learn about the guidelines developed for the implementation of Transdisciplinary Play-Based Assessment-2, based on the latest research across cognitive, language, sensorimotor and emotional and social development. New parent information developed from that research will also be introduced. Upon completion, participants will be able to demonstrate knowledge of typical and atypical development across developmental domains through documentation of observation of play. Participants will examine facilitation strategies to elicit optimal levels of performance during a Transdisciplinary Play-Based Assessment. In addition, participants will understand how they can work as a team and document their observations in a transdisciplinary summary. **Participants must attend all day, both days, in order to receive a Certificate of Attendance.**

This workshop is being held in collaboration with Marquardt SD 15.

Learner Objectives: Participants will:

Examine and identify team roles to successfully complete TPBA.

Adapt and implement TPBA with team members and appropriate materials.

Adapt a facilitation of children's play to elicit optimal levels of performance during a TPBA.

Apply and document suggestions and strategies for student observations in a transdisciplinary summary.

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to:	100		
Gateways Training Stage:	2	**Contact hours:**	10
Training Topic Area:		OBS = Observation, Evaluation & Documentation	
Gateways to Opportunity Content Area:		(C) Observation and Assessment	
Workshop Registration:	8:30 am – 9:00 am	**Workshop:**	9:00 am – 3:00 pm

Location: Marquardt SD15 Administration Building 1860 Glen Ellyn Rd, Glendale Heights

STAR NET Region II
July - December 2019 Workshop Calendar

A Match Made in Preschool: Linking Math and Literacy – 208807017

December 4, 2019

Presenter: Sherial McKinney

Description: This webinar will delve into math concepts and the connections with children's books and literacy. Strategies and examples of children's books that pertain to mathematical concepts will be shared and linked with Language Arts skills and the Illinois Early Learning and Development Standards. Current research on young children's math and literacy skills will be shared.

Learner Objectives:

- Review current research on young children's math and literacy skills
- Understand how literature not only supports the development of literacy and language skills, but math skills as well
- Identify books that support math concepts such as quantification, counting, a representation of numerals
- Be able to identify ways to incorporate math into classroom or home libraries.

Intended Audience: Early Childhood Educators, Paraprofessionals, Administrators, Family Educators, and Family Members

Registration is limited to: 100

Gateways Training Stage: 1

Contact hours: 1.5

Training Topic Area: EL = Early Literacy
EM = Early Math

Gateways to Opportunity Content Area: (D) Curriculum or Program Design

Registration: 3:30 pm –4:00 pm

Workshop: 4:00 pm - 5:30 pm

Location: ONLINE – at your computer

STAR NET Region II
July - December 2019 Workshop Calendar

FEATURED SESSION

Little Engineers That Can: Science Play in the Early Childhood Environment - 208803018

December 10, 2019

Presenter: Jac McBride

Description: This is an interactive workshop designed to expand the preschool teacher's interest and focus on physical science activities and common simple machines for the classroom. Participants will explore common tools, science activities and simple machines. We will discover the 'mechanical advantage' of simple machines we use every day. Teachers will also plan how to expand or accommodate 'discovery' activities to meet the needs of all children and embed math and literacy concepts in science activities, which is consistent with early childhood best practices. Come have fun as a 'child' with discovery and reflect as a 'teacher' on how to bring physical science to your classroom that will stimulate curiosity in children!

Learner Objectives:

- Explore tools that might be available in early childhood environments which are safe and efficient to complete a variety of activities
- Discover how a simple machine makes our daily life easier and the "mechanical advantage"
- Explore a variety of simple machines/activities to discover the engineering mechanics of pulleys, levers, wheels, and ramps and record results
- Plan how to expand or accommodate activities so that all children can participate and be engaged
- Plan how to embed literacy, math, and social skills within science activities to be consistent with Early Childhood best practices

Intended Audience: Early Childhood Educators, Paraprofessionals, Administrators, Family Educators, and Family Members

Registration is limited to: 40

Gateways Training Stage: 2

Contact hours: 5

Training Topic Area:
DAP = Developmentally Appropriate Practice
ES = Early Science
LE = Learning Environments (Creating & Maintaining)

Gateways to Opportunity Content Area: (D) Curriculum or Program Design

Registration: 8:30 am –9:00 am

Workshop: 9:00 am - 3:00 pm

Location: Garden Terrace Banquets 1000 Wellington, Elk Grove Village

Visit our website for more information: starnetregionii.org

Additional Professional Development Opportunities
July - December 2019

Division of Early Childhood
Annual International Conference
October 1 – 4, 2019
Dallas, TX
http://www.decconference.org/

Sharing A Vision Conference
October 2 – 4, 2019
East Peoria, IL
https://sharingavision.org/conference-details/registration/

Selective Mutism Association
Annual Conference
October 12 – 13, 2019
Las Vegas, NV
https://www.selectivemutism.org/event/selective-mutism-association-annual-conference-2019/

NAEYC
Annual Conference
November 20 – 23, 2019
Nashville, TN
https://www.naeyc.org/events/annual

The ASHA Convention
November 21 – 23, 2019
Orlando, FL
https://convention.asha.org/

42nd Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students
December 3 – 6, 2019
Oak Brook Hills, IL
http://irc2.thecenterweb.org/site/bilingual

STAR NET LIBRARY

Have you visited our STAR NET library recently? Take a look!

You may find something new you'd like to check out!

https://sites.google.com/a/cntrmail.org/starnet-library/

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STAR NET Region II
WORKSHOP CALENDAR
July – December 2019

Presenters

Kimberly Bryze, Ph.D., OTR/L

Kimberly Bryze, Ph.D., OTR/L is the Program Director and Associate Professor of the Occupational Therapy Program at Midwestern University in Downers Grove, IL. She received a Bachelor of Science Degree in Special Education from Bradley University, Bachelor and Master Degrees in Occupational Therapy as well as her Doctoral Degree from the University of Illinois at Chicago. In her Occupational Therapy practice, Dr. Bryze has worked with children and adults with developmental, learning, and behavioral disabilities in early intervention and school settings. Her research and clinical interests include collaboration between teachers and therapists, schoolwork performance of students with autism spectrum disorders, and the effect of sensory processing dysfunction on occupational performance.

Doreen Comings, Ph.D., CCC-SLP/L

Doreen Comings, Ph. D., CCC-SLP/L has been a Speech-Language Pathologist at Madison Early Childhood Education Center (MECEC) in Elmhurst District 205 since 2005. She previously worked at the Elementary and Middle School level for District 205. She currently serves children in early childhood special education classrooms, blended classrooms, and bilingual classrooms who have a wide variety of speech and language needs and disorders. She is a proponent of integrated push-in services in the classroom and primarily uses a classroom based model to serve her students. Doreen is also an adjunct professor at Northern Illinois University and has taught courses in Language Development (COMD 403, LTCY 403x), Early Childhood Language Disorders (COMD 603), and Assessment of Language Disorders (COMD 475). She received her Master's degree from Miami University and her Ph.D. from Northern Illinois University.

Deidre Dobbels M.S. CCC-SLP/L

Deidre is a Speech Language Pathologist with 18 years of experience specializing in language acquisition and AAC in the early childhood setting. She presents frequently around the country and offers an enthusiastic and practical approach to working with young minimally verbal students. Utilizing play, music, art and sensory experiences; Deidre embeds functional communication throughout her student's entire day. She developed the core vocabulary curriculum "Power Words 16" which is used in Barrington CUSD #220.

Linda Housewright

Linda Housewright served as a prekindergarten director/teacher in the Dallas City CUSD #336 for over 25 years. Her classroom was chosen by ISBE as the only long-distance virtual learning site statewide for Western Illinois University for 4 years, during this time she served as an adjunct professor and advisor for the Early Childhood department. Linda has served on committees for ISBE Early Learning Standards, Portfolio and the Governor's office in the area of reading. Linda has provided trainings and webinars for ISBE/Illinois Resource Center-ECC in the areas of curriculum, assessment, learning environment, self-regulation, and ECERS. She has also presented at NAEYC conventions in New York, Chicago, and California. Linda was one of the creators of the Illinois Early Childhood model classroom, and a training site. She has also received an ISBE "Those Who Excel" 2001 award for meritorious service. After helping develop the ISBE Curriculum Coaching project and coaching more than 50 teachers to compliance and high ECERS scores she is now working as an independent early childhood consultant.

Nancy Kind

Nancy Kind is an Early Childhood Educational consultant. She has been involved in the field of Special Education, Early Childhood Education, Early Intervention and Early Childhood Special Education as a classroom teacher and administrator for over 33 years. Over her career, Nancy has been a presenter for many regional workshops, state and national conferences regarding key topics in Early Childhood Special Education. Nancy has participated in many state level committees including Early Childhood LRE Stakeholders and the Stakeholders Committee for Early Childhood Outcomes.

Catherine Koch, M.A. CCC-SLP/L

Cathy Koch, MA, CCC-SLP/L is a licensed Speech-Language Pathologist. She was previously employed by Elmhurst District 205 at the Madison Early Childhood Center. Cathy has a special love of preschoolers and has focused her practice on working with them and their families for most of her 25+ year career. She integrates services for her students into her early childhood and blended classrooms whenever possible and feels strongly that this method of service delivery supports their acquisition of skills and growth. She has worked in a variety of settings including a clinical rehabilitation center, a large special education cooperative, early intervention, and as a clinical supervisor. Additionally, she holds a Masters Degree in Early Childhood Education.

Toni Linder, Ed.D.

Toni W. Linder consults and presents nationally and internationally on the role of play in assessment, intervention and curriculum. Dr. Linder retired from Mortgridge College of Education at the University of Denver, Colorado in 2011. She has authored books on transdisciplinary play-based assessment (TPBA) and intervention (TPBI). Recently Toni has been working on a project in Hangzhou, China where she helped to develop a large play and assessment center for children from six months to six years of age. Her focus is currently on developing quality assessment and early childhood programs for all children.

Jac McBride

Jac McBride is an Early Childhood Resource Specialist for STAR NET Region II. She has a master's degree in Education of the Deaf and Hard of Hearing and served as a special education educator for 20 years as a preschool teacher and Early Intervention provider. For the past 15 years, Jac has held various special education administrator roles from supervising preschool programs to Director of Special Education in the suburbs of Chicago.

Sherial McKinney

Sherial McKinney, M.S. Ed., has taught and worked in the field of early childhood education for over 35 years. She has taught Early Childhood Special Education in a self-contained setting and in a blended program with Pre-K at Risk students as well as teaching Kindergarten, Title I Reading and Math for grades K-8, and in a federally funded child care program. She is an Early Childhood Resource Specialist for STAR Net Regions I & III.

Monique Marshall

Monique Marshall is an elementary school educator who has been working with young children in independent schools for 29 years. With a BS in Elementary Education from Skidmore College and a Master's degree from Bank Street graduate school in New York City, Monique has been dedicated to working with young children her entire adult life. She is currently a fifth grade social studies teacher at Wildwood School, the founder of and co-advisor for the schools' decade old K-5 student diversity group, co-chair of the parent diversity group, a member of the school's Multicultural Leadership Team, a proud parent of both a high school student and a first year college student. She is also a founding member and board member of SoCal POCIS (Southern California People of Color in Independent Schools). The organization is dedicated to supporting students, families, faculty, and independent school educators and families. Monique has presented at various conferences including the annual NAIS sponsored POCC (People of Color Conference), the bi-annual Across Colors Conference, PEN (Progressive Educators Network), at CES (Coalition of Essential Schools), at The Young Child Expo and Conference, as well as at Wildwood and many other independent and public school communities. Her workshops focus specifically on diversity, equity, and inclusion work with young children and her presentation topics range from challenging gender stereotyping, inspiring activism, and creating multicultural curriculum, to building partnerships across difference (relationship between public and private schools). Monique is dedicated to increasing awareness and competency around creating multicultural curriculum and inclusive school culture in all educational institutions in the early years of children's development.

Linda Merry, OTR/L

Linda Merry is an Occupational Therapist with over 34 years' experience working with individuals with a variety of abilities. As a senior therapist at Easter Seal DuPage and the Fox Valley Region, she understands the long term impact of impairments and designing intervention which supports individuals' participation across environments. She has extensive experience treating children with a variety of developmental challenges, specializing in children with cerebral palsy, hypotonia, brachial plexus and autism. Linda's long list of continuing education certifications and training includes the 8 week Neuro-Developmental Treatment and Advanced Baby Course, Sensory Integration, cognitive-behavioral approaches, autism, kinesiotaping, splinting and casting. Linda is a State of Illinois Early Intervention evaluator and therapist. She has provided professional presentations and student lectures on a variety of topics. She has been a consultant to several school systems including a residential program for children with vision and hearing impairments.

Gina Musielski

Gina Musielski is the Family Resource Specialist for STAR NET Region II, and has worked as a parent and family resource and support specialist since 1999. As the parent of a child with a developmental disability, Gina draws on both her personal and professional experience in all of her training presentations. She has presented at state and local conferences, for parent groups, early intervention, childcare, and education professionals on a variety of topics relating to special education and parent rights. Active on state level committees such as ISBE/DHS Transition Guidance Committee and Early Childhood LRE Stakeholders committee, Gina is involved in training and resource development for parents of young children with special needs on topics such as transition, IEPs, LRE, parent rights and advocacy.

Tammy Notter

Tammy Notter has worked in the field of Early Childhood and School Age Care and Education for 39 years. She has worked as a lead teacher, trainer, education coordinator and an assistant director. Along with working in the Early Childhood field, Tammy has a second career as a group fitness instructor and yoga instructor. She has been teaching in the fitness area for 36 years in this field. Tammy has specialized certifications in Children's Yoga and Yoga for Children with special needs.

Anna C Robins, M.S. CCC-SLP/L

Anna C Robins attended Augustana College where she received her Bachelor's in Communications Sciences and Disorders, and St. Xavier University where she received her Master's in Speech and Language Pathology. She is currently working for Elmhurst Community Unit School District 205 at Madison Early Childhood Education Center (MECEC), and has been a part of the team for nine years. She has experience assessing and working with a variety of special populations and has been providing integrated speech and language therapy in self-contained and blended preschool classrooms.

Celine Rosati Skertich, PT, MS, PCS

Celine Rosati Skertich is a physical therapist with over 35 years' experience empowering families and individuals living with disabilities to achieve their maximum potential. She is certified by the American Board of Physical Therapy Specialties in pediatrics, currently a senior therapist at Easter Seals DuPage, and a State of Illinois Early Intervention evaluator and therapist. She has completed both the 8 week Neuro-Developmental Treatment and Advanced Baby certifications. Celine has provided therapy services for patients from infancy through adulthood, managing complex medical clients and enabling participation across environments. She has lectured and taught continuing education courses on a variety of topics, is a published researcher, a clinical instructor, mentor and coach.

Ron Roybal

Ron works at the University of Denver. His responsibilities have included the LEAP USA and LEAP Outreach projects, the Professional Development in Autism project, the Colorado Autism Project, TACSEI and CSEFEL. He presents at national challenging behavior conferences and professional development / staff development days around the country. Trainings include building relationships, classroom organization and management strategies, social emotional teaching strategies and understanding and reducing challenging behaviors. Prior to being an educational consultant, Ron was a teacher in an early childhood inclusive classroom for students diagnosed with Autism Spectrum Disorder and typically developing students. His extensive experience in inclusive classroom settings as a teacher and coach for children with special needs and children at risk or with challenging behaviors bring a unique perspective as a trainer and coach.

Pam Shaw

Pam Shaw is currently the Director of Special Education in Riverside Elementary School District 96. She has been in education for 27 years starting her career as a special education teacher. For the past 14 years Pam has been a special education administrator, with eight of those years supervising early childhood programs in two large west suburban unit school districts. She serves on the Early Childhood Transition Guidance Committee, providing professional development in the state on IDEA Transition from Part C to Part B services. She attended Northern Illinois University earning a B.S. in Special Education and Elementary Education. She attended North Central College and received a M.A. in Educational Administration, later obtaining her special education director endorsement.

Keena Sims

Keena L. Sims, Project Manager for the Early Intervention Training Program at the University of Illinois in Champaign Urbana, began working in the Early Intervention Program as a Credentialed Lead Service Coordinator and Developmental Therapist in 2000. As a Project Manager for the EI Training Program, Sims oversees the Credit Request process, Interpreter and Translator Project, as well as takes on a lead role in the Child and Family Outcomes projects. Mrs. Sims leads the effort of surveying all families exiting the Illinois Early Intervention Program annually, to help improve services provided to Illinois children and their families. Mrs. Sims is a graduate of Michigan State University with a background in social services specializing in Family and Community Services. She has more than 25 years of professional experiences ranging from helping children and families facing issues of homelessness, domestic violence and providing high quality services to children with special needs. Mrs. Sims is a Grand Rapids, Michigan native, and currently lives in Illinois with her husband and their three children.

Kathy Slattery

Kathy Slattery is the Project Director and a Resource Specialist for STAR NET Region II. She has been involved in the field of Special Education, Early Childhood Special Education and Early Intervention for over 25 years as a classroom teacher, Early Intervention Provider, Parent Support Coordinator and as a technical assistance provider at STAR NET. Kathy has presented at the local, state and national level on topics related to supporting young children with disabilities and their families. In addition, Kathy has been a volunteer State Coordinator for the Selective Mutism Group for nine years. Kathy participates on several state level committees including Early Childhood LRE Stakeholders and the Stakeholders Committee for Early Childhood Outcomes.

Katie Suchy

Katie Suchy is an Early Childhood Resource Specialist for STAR NET Region II. Katie holds a bachelor's degree from Iowa State University where she double majored in child, adult, and family services, and linguistics with an emphasis on communication disorders and a minor in psychology. Katie has worked in the field of Early Childhood in a variety of roles in the classroom and as an Administrator for Head Start where she partnered with the local school districts to support students and families in the community. She has a strong background with Head Start, is a certified CLASS observer, GOLD reliable, and CDA Professional Development Specialist.

Jenni Watgen

Jenni has been working as a therapist for eleven years with clinical experience working with children, adolescents, and adults in various settings including individual, couple, family and group counseling. She has provided counseling services to people who have experienced trauma, sexual and physical abuse, anxiety and anger issues, relationship problems as well as depression. She also is the Mental Health Consultant for Two Rivers Head Start where she provides trainings to staff and also assist with behavior planning and supportive services.

Workshop Registration for STAR NET Region II

*Only registrations with **ALL** required information provided will be processed.*

PERSONAL INFORMATION

Last Name | First Name (Formal) | Middle Initial | Maiden Name (if applicable)

Home Address | City | State | Zip Code

County **REQUIRED** | **Home Telephone Number** ( ) | **AND/OR** | **Cell Phone Number** ( )

Preferred Email Address | **IEIN Educator ID (if applicable)** | **Gateways Member ID# (if applicable)**

EMPLOYMENT INFORMATION

School Name / District / Program Name

School / Work Address | City | State | Zip Code

County | Work Phone Number ( )

Please check your position:

- ☐ Administrator
- ☐ Teacher
- ☐ Paraprofessional
- ☐ Service Coordinator
- ☐ Developmental Therapist
- ☐ Occupational Therapist
- ☐ Speech/Language Pathologist
- ☐ Psychologist
- ☐ Family Educator
- ☐ Social Work
- ☐ Physical Therapist
- ☐ Other_____

Please check your program affiliation:

- ☐ Preschool Expansion
- ☐ EC Special Education
- ☐ Kindergarten – 3rd Grade
- ☐ State Prevention Initiative
- ☐ Community Preschool
- ☐ Blended EC Special Education/PFA
- ☐ Birth – 3 Early Intervention
- ☐ Child Care
- ☐ Preschool For All
- ☐ Head Start
- ☐ Other_____

☒ Parent or Family Member: age of child: _____ My child has an: ___ IFSP ____IEP

X	ID Number	Workshop Title	Date
	208803000	The Role of Exercise in Regulating Behavior	July 12
	208803001	Integrating Speech and Language Therapy into Early Childhood Classrooms: Strategies for Successful Implementation	July 16
	208803002	Yoga and the Young Child	July 17
	208803003	The Impact of Adverse Childhood Experiences (ACEs) and Trauma	August 2
	208803004	Introduction to ECERS-3	August 7
	208803005	Integrating Speech and Language Therapy into Early Childhood Classrooms: Strategies for Successful Implementation	September 5
	208803006	Introduction to ECERS-3	September 12
	208803060	Introduction to ECERS-3	September 13
	208803007	Teaching Strategies GOLD Online: Introduction for Teachers	September 19 and 20
	208803008	The Pyramid Model Workshop Day 1	September 23
	208803019	An Overview of Sensory Processing for Families	September 23
	208803009	Including Children with Autism and Other Development Disabilities in the Preschool Classroom	September 24
	208803010	The Creative Curriculum for Preschool: Implementation for Teachers	October 9 and 10
	208803011	The Pyramid Model Workshop Days 2 and 3	October 16 and 17
	208803012	Never Too Young: Diversity, Equity, and Inclusion Work with Young Children	October 21
	208803020	Strategies for Positive Behavior: Building Social Emotional Skills	October 24
	208803013	Writing Development in Preschool: Embedding Print Across the School Day	November 4
	208803014	Getting Started with Core Vocabulary	November 8
	208803015	The Pyramid Model Workshop Day 4	November 14
	208803016	Building Bridges: The Transition Process from Early Intervention to Early Childhood	November 19
	208803029	Transdisciplinary Play-Based Assessment-2	December 2 and 3
	208807017	A Match Made in Preschool: Linking Math and Literacy- ***WEBINAR***	December 4
	208803018	Little Engineers That Can: Science Play in the Early Childhood Environment	December 10

STAR NET Code:

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Special accommodations needed?
Please specify: