



Sixth Annual Inclusion Institute: Together We Can! Create Positive Experiences

Saturday, June 19, 2010 • 8:00a.m.–4:30p.m.

Concordia University, 275 N. Syndicate Ave., St. Paul, MN 55104

6 In-service Hours • CEUs available upon request • Conference fee includes breakfast and lunch

Located in the Buenger Education Center with free parking in lot A

For directions and a map of campus: <http://www.csp.edu/AboutUs/CampusMaps/maps/color-campus-map.pdf>

Scholarship dollars available for parents of children with developmental disabilities and child care providers.

Priority given to those serving children receiving child care assistance. Scholarships are limited.

For more information, contact: Ellie Chase-Andresen (651) 641-8214

Funding for scholarships provided by MN Governor's Council on Developmental Disabilities, and MN Department of Human Services.



**The Inclusion Institute: Together We Can! Create Positive Experiences
Saturday, June 19, 2010**

Name _____ Phone (W) _____ (H) _____

Address _____ County _____

City _____ State _____ Zip _____ Email _____

Please indicate (using the workshop numbers) the workshops you would like to attend for Sessions I, II, and III:

Session I (#1-5) _____ **Session II (#6-10)** _____ **Session III (#11-15)** _____
 1st Choice 2nd Choice 1st Choice 2nd Choice 1st Choice 2nd Choice

Conference Fee: \$60

Payment Option One: Check: Amount enclosed \$ _____ **Make checks payable to Concordia University**

Payment Option Two: Credit Card: Visa Master Card Discover **Amount applied to card: \$ _____**

Card # _____ Exp. Date _____ V Number (Last 3 digits on back of card.): _____

Billing address of credit card: _____

Name on credit card: _____

**Mail or Fax to: Center for Inclusive Child Care
Attn: Ellie Chase-Andresen
Concordia University, 275 N. Syndicate Ave., St. Paul, MN 55104
Office Phone: 651-641-8214 Fax: 651-603-6327**

Conference Committee: Center for Inclusive Child Care (CICC), PACER Center, Fraser, Minnesota Child Care Resource & Referral Network, and Resources for Child Caring, HEAL Institute

Conference Sponsors: Center for Inclusive Child Care (CICC), Fraser, Concordia University, Umbrella Strategic Alliance, Minnesota Child Care Research & Referral Network

Funding for these grant activities is made possible with a grant from the Minnesota Department of Education. The source of the funds are from federal award, Grants to States – Special Education, Preschool grants, CFDA 84.173A of P.L. 108-466 IDEA and amendment thereto.

8:00–8:45 Registration, Exhibits & Continental Breakfast

8:45–10:15 Keynote

Building an Encouraging Setting for Every Child

Dan Gartrell, Ph.D., Professor, Bemidji State University

Most early childhood professionals can build encouraging settings for most young children. The challenge is the one or few children that the professional finds challenging due to behaviors that seem over-active, rowdy, bossy, troubled, or extreme. All benefit when the professional figures how to work with and include “challenging children.” Dan explores how and why.



Dan Gartrell is a former sixth grade teacher in Ohio and Head Start teacher for the Red Lake Band of Ojibwe in northern Minnesota. During the 1970s, Dan

completed his Masters degree at Bemidji State University where he was a CDA advisor for the Child Development Training Program. Dan received his Doctor of Education Degree from the University of North Dakota in 1977. For many years, Dan has been director of the Child Development Training Program and professor of Early Childhood and Elementary Education at Bemidji State University in Northern Minnesota.

Dan has written nine articles that have appeared in *Young Children* (the Journal of the National Association for the Education of Young Children). Between November of 2005 and May of 2008 Dan wrote a regular column for *Young Children*, titled “Guidance Matters.” Dan is the author of three books: [A Guidance Approach for the Encouraging Classroom](#) (4th edition, Cengage /Delmar Learning), [The Power of Guidance](#) (Delmar/NAEYC, 2004), [What the Kids Said Today](#) (2000, Redleaf Press).

10:15–10:30 Break and Exhibits

10:30–12:00 Breakout Session I

1. Eight Hardnosed but Humane Guidance Principles

Dan Gartrell, Ph.D., Professor, Bemidji State University

From building relationships with individual children and their families to using comprehensive guidance, this session provides a tour of guidance guidelines in early childhood settings. The guidelines spell out what guidance is and isn't, what key preventive and intervention strategies are,

Session I cont.

and how to use guidance when big or small conflicts occur. Adults working together is key to the guidance approach.

2. Fostering a Love of Nature

Cory Woosley, Eager to Learn Coordinator

Imagine your child's daily life if their experiences begin and end at the door; many would agree that something important was missing from their education. Today's young children are experiencing more and more of life indoors. Come join us as we learn about the developmental benefits our children can gain if they have a healthy relationship with the great outdoors and its natural wonders.

3. Understanding Attention Deficit Hyper Activity Disorder (ADHD)

Hope Doerner, Doerner Consulting

Participants will spend time investigating the facts about ADHD and strategize working in cooperation with families to improve their child's care. The Children's Bill of Rights will also be discussed.

4. Environment or Teaching Strategies? It's Both!

Chris Bentley, Center for Inclusive Child Care Technical Assistance Director

Quality programs are a first step towards successful inclusion. To meet children's individual needs, do we work on the environment or the teaching strategies? Work on both with ease. With an understanding of Universal Design and Embedded Learning, you can naturally meet the needs of individual children with an added plus of improved services and supports to other children in your group.

5. More Alike Than Different

Yer Vang, Mi Yang, Khou Yang, Kou Vang

The focus of this workshop, presented only in the Hmong Language, is on ability awareness and respect for diversity within the child care setting. Participants will look at the myths that influence and affect one's own attitudes about children with special needs and how that applies to child care practices, including how the media perpetuates stereotypes.

12:00–1:00 Lunch & Exhibits

1:00–2:30 Breakout Session II

6. Resources to Support Inclusive Child Care

Chris Bentley, Center for Inclusive Child Care Technical Assistance Director

This workshop will provide an overview of the many resources and systems to support inclusive child care, including partnerships with various service providers. Center for Inclusive Child Care's technical assistance and resources and many other resources to support providers will be highlighted.

Session II Cont.

7. Building the Capacity of Programs to Support the Social Emotional Development of Young Children

Judy Swett, PACER Center

This session will provide an overview of the TACSEI pyramid model of evidence-based practices used to improve the social, emotional, and behavioral functioning of young children. Participants will explore the 4 levels of the pyramid, including nurturing and responsive relationships, high quality environments, social/emotional supports, and individualized interventions.

8. “Mean” Girls Start Young

Gloria Deziel, Independent Trainer

Do you work with girls who display mean and manipulative behaviors? Discuss the motivation for their behaviors and why traditional guidance techniques may be ineffective. Learn how to encourage positive social skills for all children.

9. Strategies for Success When Working with Culturally Diverse Communities

Huda Farah, Center for Inclusive Child Care, Somali Program Coordinator

This interactive workshop is for home visitors, early childhood teachers, evaluators, public health nurses, social workers, and everyone working with culturally diverse families. With a focus on Somali culture, it will lay the foundation for understanding beliefs, attitudes toward children with special needs and provide strategies for creating effective programs and becoming more effective service providers. Please bring challenging questions for discussion.

10. Building Resilience for Children at Risk

Yer Vang, Mi Yang, Khou Yang, Kou Vang

Children can face many stressors that will put their development at risk. In this interactive and informative training, presented only in the Hmong language, participants will explore a wonderful foundation from which they can evaluate a child's behavior and development, including common internal and external stressors and risk factors. Participants will also examine strategies for enhancing resiliency in their child care programs.

2:30–2:45 Break

2:45–4:15 Breakout Session III

11. Supporting Change: Using the New Joint Position Statement on Early Childhood Inclusion

Cindy Croft, Director, Center for Inclusive Child Care

The Division for Early Childhood (DEC) and the National Association for the Education of Young

Session III Cont.

Children (NAEYC) have recently developed a joint definition of and position on inclusion. Join in a creative and thoughtful facilitated conversation about how to use this new resource to support opportunities for inclusion. We will also discuss challenges and benefits to inclusion in early childhood and school-age programs using this statement as a guide.

12. Early Intervention: Don't Wait and See!

Jayne Cox-Lindsey & Lisa Keitel, Help Me Grow, Ramsey County

Early Intervention for children with special needs or developmental delays has been proven beneficial for children and their families. This presentation will provide information on criteria, evaluation process, services available, and the opportunity to ask questions. A viewing of a DVD featuring family perspectives will be especially enlightening.

13. CARA'S Kit: Creating Adaptations for Routines and Activities

Dea Anderson, Inclusion Consultation Coordinator, Center for Inclusive Child Care

Is there a difference between what is happening in your child care setting and what you would like to see happen? This workshop will focus on promoting children's success in everyday routines and activities through the use of environmental accommodations, adjustments to activities and routines, and modifications to materials and instructional methods.

14. Roughhousing: Fun or Fighting?

Kristen Wheeler Highland

For a long time we have banned or discouraged weapon play, and most of us either don't allow or discourage rough and tumble or roughhousing play. We have concerns about whether it is dangerous, is aggressive or causes aggression. Join us as we look at rough and tumble play and its importance in quality programs.

15. Family Care-Giver Partnerships

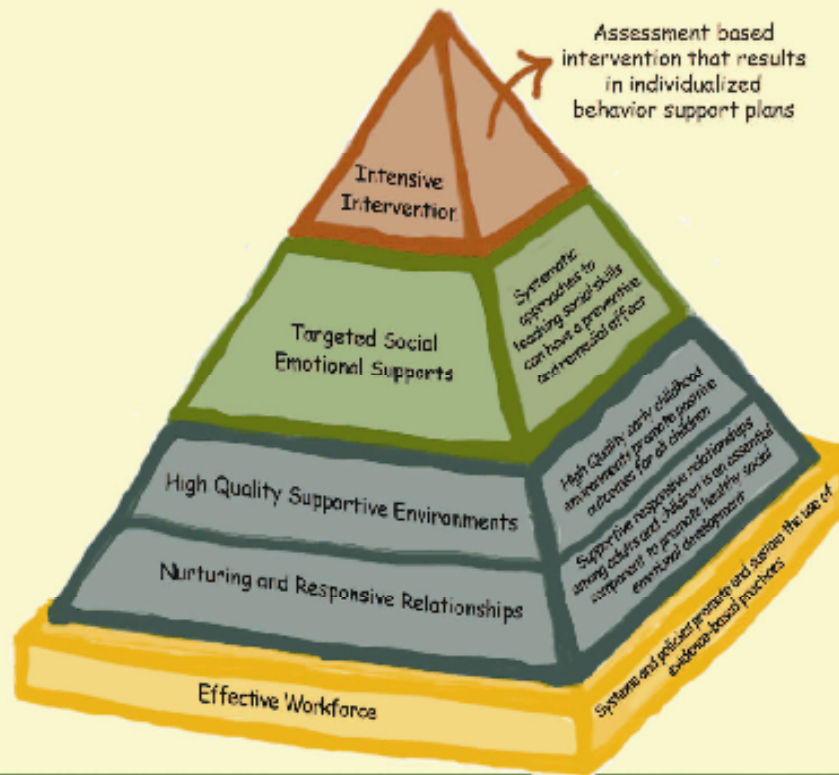
Yer Vang, Mi Yang, Khou Yang, Kou Vang

In this interactive training, presented only in the Hmong language, participants will examine the importance of building quality relationships with families of children with special needs as an essential element in successful child care placements. Specific strategies will be developed for building parent-provider partnerships including open communication, trust, respect, and other key components necessary for achieving the goal of successful inclusion and retention of all children.

4:15–4:30 Door Prizes and Closing

Pyramid Model

for Promoting the **Social and Emotional** Development of Infants and Young Children



The Pyramid Model is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The [Center for the Social and Emotional Foundations for Early Learning](#) (CSEFEL) and the [Technical Assistance Center on Social Emotional Intervention for Young Children](#) (TACSEI).

The Pyramid Model builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.

Each breakout session of the Inclusion Institute contains five workshops relating to different tiers of the pyramid model. One workshop in each session will be presented in the Hmong language.