

Ohio Early Childhood Conference | April 23-25 | Sandusky, OH Thursday, April 23rd

Sessions Supporting Children with Special Needs

8:30 AM - 10:00 AM

CQ CommUNITY CQ=Cultural Intelligence an Ongoing Journey of Growth (Toddler – School Age)

This session looks at the journey of a district team as they commit to increasing the cultural intelligence (CQ) and equitable practices of the district staff, students and community. The CQ CommUNITY engages in ongoing work to ensure that all students' diverse experiences, backgrounds and talents are supported, valued and respected. During this session attendees will have the opportunity to engage in activities to reflect on their own cultural intelligence to consider areas for further exploration to support the children and families they work with in the early childhood setting.

Learn the Signs, Act Early: Supporting Children through Developmental Monitoring using Family Engagement

Learn the Signs, Act Early is an initiative from the Center for Disease Prevention and Control. Educators know from birth to 5 years, children should reach milestones in how they play, learn, speak, act and move. This program aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need. Tracking a child's development and acting early if there is a concern are key to early identification. Participants will learn to use these resources in combination with family engagement to utilize developmental monitoring to celebrate milestones and help link children to the support they need.

Young Learners who are Deaf/Hard of Hearing or Blind/Visually Impaired

In this session you will learn what a child who is blind/visually impaired or deaf/hard of hearing needs to fully participate at home, in school, and in the community. Discover specific evidence-based strategies and supports to increase access to learning, including educational and assistive technologies.

1:00 PM - 2:30 PM

Essential Elements for Designing an Inclusive Classroom

Does your early childhood environment meet the needs of ALL children? Through engaging activities, discussion, and knowledge sharing, participants will explore the various components of a high-quality early learning environment, including characteristics of a high-quality inclusive environment, DAP, the importance of play, Universal Design, Universal Design for learning, and least restrictive environments. Additionally, participants will explore specific strategies and supports to enhance the classroom environment.

Exploring Gender and Gender Expression in Young Children (Part 1)

Participants in this session will explore the definitions and concepts of gender, gender identification and gender development, while examining the child's perspective in the development of gender identity. The concept of gender identity and expression from the perspective of parents, who may be

having difficulty with their child's gender choices will also be addressed. Take back strategies to support children in the classroom in the area of gender identity and development.

Working Together for the Benefit of Our Children

This session will provide participants an opportunity to analyze and better understand the value of cultivating empathy for families and children they serve. Techniques to improve communication with families and promote healthy environments that support acceptance over tolerance will be discussed. Leave with an improved ability to understand and share the feelings of another.

State of Babies Yearbook 2020: Where do Ohio's Babies Stand?

Where do babies across the nation and in Ohio stand? The new State of Babies Yearbook 2020, to be released in April by ZERO TO THREE, provides the answer. Expanded indicators of wellbeing and policy provide a richer picture, and new breakouts by subgroup allow an equity lens for how babies and families are faring. State and national profiles provide a starting point for advocates and policymakers. The state of America's babies is critical – it's when we lay the foundation for our future workforce. When babies and families have the supports they need, we create innovators, thinkers, and stronger communities. Our shared vision of a prosperous future will be realized only if there is a robust quality of life for babies today.

3:00 PM -4:30 PM

Communication is a Two-Way Street: Helping Children Become Effective Communicators

Effective communication is one of the most important social skills. Communication is more than just talking. Participants will discuss the three aspects of communication: talking, listening and body language. Interactive activities will be presented to help the participants understand their own communication style. A discussion on how to use strategies and specific activities when designing the temporal, physical and interpersonal environments and how they will support children in becoming effective communicators.

Exploring Gender and Gender Expression in Young Children (Part 2)

Ohio Early Childhood Race & Rural Equity 2020

Featured Strand

Attendees will be given a briefing on the 2020 Ohio Early Childhood Race and Rural Equity follow-up report, "Drafting a New Blueprint for Success." This will include county-specific data on young children, new statewide data disaggregated by race and geography, and more. Participants will have the opportunity to share personal and community experiences reflected in the data and brainstorm program-level, community, and statewide solutions to address inequities for young children.

Sing and Sign: Bring Joy to Education!

Featured Speaker

Singing and signing engage young children in meaningful and exciting multi-language experiences. Singing songs is a powerful way to be introduced to a language while developing confidence and fluency. Signing (ASL) serves as the bridge that connects the three languages within our brain. Research findings state that integrating ASL into your literacy component accelerates letter and sound identification while promoting and motivating the natural love for reading. Music—and movement—bring JOY to education!

Processing Disorders: Different Routes to Learning STEAM (Pre-K to 3)

This presentation provides an overview of the neurological processing disorders that cause students to struggle with STEAM understanding, play-based activities, and academic classroom content (pre-k to grade 3). Problems to be examined include visual, sensory, and auditory disorders as well as dysgraphia, dyscalculia, and reading disabilities. Techniques to assist these children as well as multiple ways to enhance STEAM learning will be presented. Techniques are appropriate for both children with and without these conditions.