

2023 EARLY INTERVENTION AND PRESCHOOL CONFERENCE

OCTOBER 16TH-18TH, 2023

MOBILE, ALABAMA

SUNDAY, OCTOBER 15th

5:00 – 7:00 PM REGISTRATION OPEN

MONDAY, OCTOBER 16TH

7:00 REGISTRATION OPENS

9:00 – 9:30 ANNOUNCEMENTS AND WELCOME

9:30 – 10:30 KEYNOTE

The Power of Your Mission

Liz Huntley

Bon Secour I-III

Using her own personal story, Huntley's presentation focuses on the negative impact of ACEs (Adverse Childhood Experiences) on brain development in young children and the power of early childhood intervention as a way to buffer the negative impact of the ACEs. Huntley will also discuss the positive impact of early childhood education on all students regardless of their home circumstances.

OBJECTIVES – Participants will be able to:

1. Explain the negative impact of ACEs on brain development in very young children.
2. Describe the positive impact of early childhood education on children who suffer from ACEs.
3. Describe the positive impact of the resilience that is built in children who receive early childhood education regardless of their home circumstances.

10:30-11:00 BREAK AND EXHIBITORS

11:00-12:00 BREAKOUT SESSIONS

Strategies to Strengthen Emotional Well-Being in Early Intervention Professionals

Sydney Scarpulla & Nanci Scarpulla, MEd, LPC, NCC

Audience: GENERAL

Intermediate

Bon Secour I

Attendees will be introduced to the concept and importance of self-awareness and emotional well-

being and how to implement that knowledge in their professions, classrooms, and homes.

OBJECTIVES – Participants will be able to:

1. Explain how to recognize your greater purpose.
2. Identify external and internal psychological stressors.
3. Describe how to embody your natural abilities.
4. List ways to live your fullest potential in life.

Teaching Independent Sleep Skills to Infants, Toddlers and Preschoolers

Kendall Hampton

Audience: GENERAL

Introductory-Intermediate

Bon Secour II

This session will include an introduction to the science of sleep and describe developmental factors that affect sleep needs from infancy through the preschool years. We will also discuss sleep shaping and sleep training methods that are appropriate at different ages to foster independent sleep skills in young children of all abilities. How to support caregivers to implement healthy sleep routines and behavioral interventions that will result in their families getting the rest they need to thrive will also be addressed.

OBJECTIVES – Participants will be able to:

1. Describe the science of sleep and developmental factors that affect sleep needs from infancy through the preschool years.
2. Describe sleep shaping and sleep training methods (behavioral interventions) that are appropriate at different ages to foster independent sleep skills in children of all abilities.
3. List ways to support caregivers to implement healthy sleep routines that improve young children's sleep quality and positively impact the entire family's sleep, health, and well-being.

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Modern Architects for a Strong Preschool Team: Collaboration Serving All Children

Ashley Isbell & David M Finn, EdD

Audience: GENERAL, PRE-K Introductory-intermediate

Bon Secour III

This presentation will describe the role of para-professionals using the Council for Exceptional Children (CEC) Core Competencies. Examples of existing positions and their responsibilities will be presented. Members of a highly successful team will share strategies of how cooperation among team members can enhance effective, evidence-based practices.

OBJECTIVES – Participants will be able to:

1. Name recommended and legal responsibilities for paraprofessionals.
2. Describe a variety of classroom arrangements to young children who have special needs that address issues of safety, behavior management and learning.
3. Discuss ways to effectively utilize related service personnel in a busy and ever-changing preschool class.
4. Name ways to integrate evidence-based curricula across a variety of needs in a very heterogeneous classroom.
5. List techniques for reducing stress and teacher/personnel burnout.

How to Support Childcare Providers Who Care for Toddlers with Characteristics of Autism Through Coaching and Mentorship

Pam Ramsey, MCD, CCC-SLP & Mallory Manning, MS, CCC-SLP

Audience: BIRTH-3/EI, PRE-K, SLPs, HVs, FAM

Introductory-Intermediate

Mobile Bay I-II

This will be an interactive session with Early Intervention (Part C) providers who are also Autism Mentors on how to support childcare providers who care for children under three with characteristics of Autism. The five Autism Spectrum Disorder intervention practices adopted by Part C Early Intervention are effective in the childcare setting as well as the home and will be discussed.

OBJECTIVES – Participants will be able to:

1. Describe effective early intervention strategies for children with Autism and their FAMILIES, with an emphasis on social communication.

2. Demonstrate ability to encourage caregivers to be effective play and communication partners using Naturalistic Developmental Behavioral strategies.
3. Identify the newly learned strategies to their own caseloads through interactive activities and group collaborations.

An Overdue Paradigm Shift: Early Detection and Intervention for Cerebral Palsy

Valerie Pieraccini MS, OTR

Audience: BIRTH-3/EI, PTs/OTs, HVs, FAMILIES Intermediate

Mobile Bay III

Cerebral Palsy (CP) is the most common physical disability in childhood. Learn a new way of thinking about CP and why the "wait and see" approach is outdated. Understand the new evidence behind detection and treatment of CP and how to translate it into practice.

OBJECTIVES – Participants will be able to:

1. Describe the paradigm shift of early CP detection that is transforming care.
2. Identify the mechanisms of early detection of CP.
3. Describe the opportunities for change with new evidence for detection and intervention of CP.

Let's take a Sensory Road Trip: A Social Story

Kristie Hamby, IMH-E & Candy Chatman

Audience: GENERAL, BIRTH-3/EI, PRE-K Intermediate

Schooner

This training will teach you some navigational secrets to work with children with sensory needs. Let us drive around the curves and up the mountain to see how we can all work together to make this trip fun and exciting for everyone. We will talk about the road signs and how to read them for success. We will focus on the importance for reading the signs and focus on solutions to sensory needs. Maybe we will even write a social story to share about the conference. We will focus on the importance of social stories for children to understand their environment and other supports that may be needed in educational and everyday life.

OBJECTIVES – Participants will be able to:

1. Explain the value of social stories to help children navigate the world around them.
2. Describe when/how to use social stories.

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3. Explain how to make create social stories to use across settings.
4. Describe how to work with families using social stories to bridge the gap between home and services.

Chapter 1: Pre-Verbal, Early Language Skills to Start Telling the Story

Emily Burkhalter, MS, CCC-SLP

Audience: GENERAL Introductory-Intermediate
Windjammer

This session will focus on what early language and preverbal skills are, why they are important, how you may already be working on some of them, and how easy and rewarding it is to use them in your activities. These early skills help children to begin to tell their stories and that is one of the main reasons we are all here, to help people tell their stories and live the life they were meant to.

OBJECTIVES – Participants will be able to:

1. List pre-verbal skills and identify them in children.
2. Describe why preverbal skills are important for later language development.
3. Explain how to support families by selecting appropriate strategies and activities for parents and caregivers to use with their child.

12:00 – 1:30 LUNCH

1:30 – 3:00 BREAKOUT SESSIONS

The Proactive Classroom

Tiffany Simon, MA

Audience: GENERAL, BIRTH-3/EI, PREK, PTs/OTs, SLPs, HVs, FAMILIES Introductory-Advanced
Bon Secour I

Sometimes as teachers and caregivers, we have an experience with a child that leaves us frazzled and frightful. That one experience might even cause us to have unfair perceptions of the child's ability to handle similar experiences in the future. That is when the question becomes, "Am I protecting myself or harming this child's development?" The Proactive Classroom will give caregivers an opportunity to share their tough experiences while healing from and learning through them. Participants will discuss the importance of experiences on early development, distinguish the differences between being proactive versus reactive,

and brainstorm ideas for being more proactive in their own practices and programs.

OBJECTIVES – Participants will be able to:

1. Discuss the importance of vast and rich experiences for healthy early brain development.
2. Evaluate the differences between being proactive versus reactive in classroom management and co-regulation.
3. Identify personal hot button behaviors and discover how to reframe one's thoughts about these behaviors to ease classroom anxieties.

Strategic Target Selection for Speech Sound Disorders

Carol Koch, EdD, CCC-SLP, ASHA Fellow, BCS-CL

Audience: SLPs Intermediate
Bon Secour II

Target selection is an important key to effective intervention for children with severe speech sound disorders. This session will provide clear and helpful guidelines for using assessment data to inform target selection across several evidence-based approaches for working with children who have speech sound disorders.

OBJECTIVES – Participants will be able to:

1. Describe common target selection criteria.
2. Identify assessment data that can be used to facilitate target selection.
3. Select intervention targets specific to a variety of approaches for speech sound disorders.

Transitioning from Part C to Part B

Tabitha Perry, MS & Shelia Bolling, MS

Audience: BIRTH-3/EI, PRE-K Intermediate
Bon Secour III

Participants will learn how the school system and Early Intervention (EI) collaborate to provide a smooth transition from Part C (Early Intervention) to Part B (local school system). Learn about what occurs during the EI transition meeting as well as what occurs during the Part B referral meeting.

OBJECTIVES – Participants will be able to:

1. Describe how to prepare the parent(s) for the Transition.
2. Explain the importance of relationships and communication with the LEA.
3. Describe the EI Service Coordinator's role at the 33rd-month meeting.

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4. Describe how to use the Transition Planning Form.

Understanding Motor Disturbances: Detection and Treatment

Valerie Pieraccini MS OT/R

Audience: BIRTH-3/EI, PTs/OTs

Advanced

Mobile Bay I-II

Disturbances in motor behavior in infants should alert us to look closer at the developing motor skills of young children. Early evaluation, monitoring, and/or treatment is crucial when neuroplasticity affords us the greatest opportunity for intervention to produce functional gains.

OBJECTIVES – Participants will be able to:

1. Become familiar with signs of motor disturbances in infants and toddlers.
2. Understand how to detect risk factors for Cerebral Palsy.
3. Learn about best practices for referral and surveillance of infants and toddlers at risk for Cerebral Palsy.

Her Name is Nora: Navigating the World with a Severe Developmentally Delayed/Medically Complex Child

Katie Malone, MCD, CCC-SLP

Audience: GENERAL

Introductory

Mobile Bay III

Dive into the world of a parent with a severe developmentally delayed/medically complex child. Learn that a professional's outlook affects teaching and/or therapy methods used, and how a positive outlook can make a huge impact on the child's life. Hopefully our journey will encourage others to love each child that is placed in their care wholeheartedly, no matter the size or amount of obstacles the child may face.

OBJECTIVES – Participants will be able to:

1. Describe how terminology professionals use can affect parents' experience and decision making both prenatally and neonatally.
2. Compare the expectations of professionals to the experience of parents regarding medically complex children.
3. Evaluate both existing and potential steps toward increasing parental rights to advocate for individualized care in medically complex children.

Art from Head to Toe

Amy Hess & Nancy Raia

Audience: GENERAL

Introductory - Advanced

Schooner

Come dive into multi sensory art! You will learn how to use every day tools to help your students create art that utilizes all the senses.

OBJECTIVES – Participants will be able to:

1. Describe hands-on experience learning artists' alphabet through multi-sensory channels.
2. Describe the use of non-conventional tools to reach those of all abilities to create art easily.
3. Explain how to take the fear away from art making.
4. Describe how to engage creative thinking through a multi-sensory approach to learning.

Evidence-Based Assessment Practices for Preschoolers Who Are Deaf/Hard of Hearing

Kameron C. Carden, PhD, CCC/SLP, LSLs Cert. AVEd

Audience: BIRTH-3/EI, PREK, SLPs, FAMILIES

Introductory, Intermediate

Windjammer

This session will cover the results of a survey study conducted in Alabama to identify school-based practitioner perceptions and practices regarding evaluating preschoolers who are deaf/hard of hearing (DHH) using listening and spoken language (LSL) for initial special education eligibility determinations. The study results will be compared with evidence-based recommendations from the National Association of State Directors of Special Education (NASDSE) and evidence-based assessment practices from the literature. A more evidence-based framework for evaluating preschoolers who are DHH using LSL will be explored.

OBJECTIVES – Participants will be able to:

1. Describe the current recommendations from the literature and NASDSE for evaluating preschoolers who are D/HH using LSL.
2. Interpret IDEA and Alabama state-level eligibility criteria for hearing impairment in light of the current evaluation recommendations.
3. Analyze the policy- and research-to-practice gaps between evidence-based practices and reported practitioner perceptions and practices

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in Alabama and beyond for evaluating preschoolers who are D/HH using LSL.

4. Construct a more evidence-based framework for evaluating preschoolers who are D/HH using LSL when making special education eligibility determinations.

3:00 – 3:15 BREAK AND EXHIBITORS

3:15 – 4:45 BREAKOUT SESSIONS

Understanding Substance Use Disorder (SUD) and Its Impact on the Family

Amie Martin, LMSW, MEd & Mandy Irby, LMSW

Audience: GENERAL *Introductory*

Bon Secour I

The session will encompass the science behind substance use including its impact on mothers, infants, and children. Topics addressed will include signs, symptoms, and effects of withdrawal; neonatal abstinence syndrome; and fetal alcohol spectrum disorder on infants and children. Attendees will also learn effective interpersonal communication, collaboration skills, and family engagement strategies that will facilitate rapport building and trust with this population.

OBJECTIVES – Participants will be able to:

1. Examine the rates of substance use and mental health occurrence among people of childbearing age.
2. Identify signs and symptoms of SUDs and possible effects on infants and children.
3. Demonstrate language to support and involve families with substance use disorders.
4. Explain the impact of substance use during pregnancy.

Keeping an Eye on CVI (Cortical Visual Impairment) - An Early Intervention Guide for Families and Early Interventionists

Christine Spratling

Audience: BIRTH-3/EI, PRE-K, HV *Introductory Intermediate*

Bon Secour II

“Keeping an Eye on CVI” was developed by the Georgia Sensory Assistance Project and Georgia PINES to help early interventionists and FAMILIES understand better how Cortical Visual Impairment is affecting their child's vision. It consists of 3 parts: the CVI assessor's documents, a mini "CVI curriculum" for

the early intervention specialist, and handouts for the family to inform and help document their child's CVI journey.

OBJECTIVES – Participants will be able to:

1. Explain the importance of ongoing observation and documentation rather than a single CVI assessment.
2. Describe how qualitative / diagnostic assessment is more meaningful and leads to better understanding of CVI rather than a quantitative score.
3. Identify ways of including the family in the ongoing detective work of understanding how CVI affects their child's vision and discovering ways to move forward.

The Importance of Attachment in Early Child Development

Jamie Hill, NCC, LPC, ECMH-E

Audience: GENERAL *Introductory, Intermediate*

Bon Secour III

Healthy attachment to a safe and consistent caregiver is vital to every child's early social and emotional development. This session is an overview of how attachment forms, what it looks like and how to improve unhealthy attachment in young children.

OBJECTIVES – Participants will be able to:

1. Describe how attachment forms in young children.
2. Identify the different styles of attachment and their causes.
3. Describe ways to help improve attachment between parents and young children.

Motor Impairments in Children on the Autism Spectrum; How to Assess and How to Intervene

Barbara Connolly PT, DPT, EdD, FAPTA

Audience: PTs/OTs *Intermediate*

Mobile Bay I-II

This session will provide an overview of the types of motor impairments that have been documented in children on the Autism Spectrum. Suggestions will be offered for assessment tools. The role of physical therapists and occupational therapists will be discussed with examples of effective intervention strategies.

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OBJECTIVES – Participants will be able to:

1. Summarize the proposed underlying causes of motor impairments in children on the Autism Spectrum.
2. Identify the characteristics of the motor impairments seen in children on the Autism Spectrum.
3. Identify the components of an adequate evaluation for the child on the Autism Spectrum including standardized and non-standardized methods.
4. Describe activities that would be appropriate for the child on the Autism Spectrum for home, school and social environments.

Changes are Coming: Alabama State Department of Education (ALSDE) Updates

Stephanie Frucci Bear, EdS, CCC-SLP; Sheila Bolling; and Kathy Wilkins

Audience: GENERAL, PRE-K, SLPs *Introductory*
Mobile Bay III

The focus of this presentation is sharing new guidance on the Early Intervention to Preschool Tracking Log (Indicator 12), upcoming changes to preschool outcomes (Indicator 7), and provide participants useful resources and instructions to improve Local Education Agency (LEA) data for Preschool Least Restrictive Environment (Indicator 6), and pertinent information on various topics with a focus on preschool students with disabilities, including Individualized Education Plan (IEP) development, eligibility considerations, monitoring, and more.

OBJECTIVES – Participants will be able to:

1. Explain changes to the process and procedure for transitioning children from Early Intervention to preschool special education services.
2. Identify best practices for reporting preschool outcomes using the Teaching Strategies GOLD(R) tool.
3. Demonstrate practices that will improve access to inclusive services for preschool children with disabilities.

Language Acquisition Through Motor Planning (LAMP)/Words for Life (WFL): Vocabulary Review and Practice

Melissa Pouncey

Audience: GENERAL

Introductory

Schooner

In this 1 ½ - hour product training, participants will learn about Language Acquisition through Motor Planning (LAMP) Words for Life (WFL). The session will cover the difference between LAMP and LAMP WFL, the guiding principles of LAMP WFL, saying words and phrases in 1-hit, transition and full basic tools, and strategies for teaching.

OBJECTIVES – Participants will be able to:

1. Describe the difference between LAMP and LAMP WFL.
2. Demonstrate how to say single words in LAMP WFL 1 Hit.
3. Demonstrate how to say phrases and sentences in LAMP WFL full.
4. Explain how to use strategies and find resource materials to implement LAMP WFL.

How to Administer the Infant-Toddler Developmental Assessment (IDA) and Developmental Assessment of Young Children (DAYC)

Vanessa Hinton, PhD

Audience: BIRTH-3/EI

Introductory

Windjammer

Participants will learn how to administer and score the Infant-Toddler Developmental Assessment-Second Edition (IDA-2) and Developmental Assessment of Young Children-Second Edition (DAYC-2) correctly. Participants will have an opportunity to ask questions about these two protocols.

OBJECTIVES – Participants will be able to:

1. Explain the purposes of the DAYC-2 and IDA-2.
2. Describe how to use the DAYC-2 and IDA-2 for eligibility purposes.
3. Explain how to use results of DAYC- 2 and IDA-2 with services.

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TUESDAY, OCTOBER 17th

7:00 REGISTRATION OPENS

8:30 – 9:00 ANNOUNCEMENTS AND WELCOME

9:00 – 10:00 KEYNOTE

Inviting Dad to the Dance: Building Partnerships with Fathers in Early Childhood

Jenna Weglarz-Ward, PhD
Bon Secour I-III

Strong father-child relationships support positive outcomes for children's physical, social-emotional, cognitive, and language development, particularly for young children with disabilities. However, barriers to father involvement such as fathers not understanding their role in their children's development, mothers acting as gatekeepers to information and services, or professionals not seeing fathers as valuable targets for intervention persist. This keynote will highlight major benefits, barriers, and strategies to support father involvement for fathers to engage with their children and support their development.

OBJECTIVES – Participants will be able to:

1. Describe the principles of family partnership.
2. Describe the unique circumstances of fathers of young children with disabilities.
3. Describe strategies to specifically build partnerships with fathers of young children with disabilities.

10:00 – 10:30 BREAK AND EXHIBITORS

10:30 – 12:00 BREAKOUT SESSIONS

All Means All: Including Children with Challenging Behavior

Kimberly Hile, PhD & Courtney O'Grady, PhD
Audience: BIRTH-3/EI, PRE-K, HVs, FAMILIES Intermediate
BonSecour I

Young children who exhibit challenging behaviors are often excluded (formally [i.e., suspension/expulsion] or informally ["please pick your child up as he/she's having a bad day"]) from learning environments. This session will highlight the Pyramid Model's evidence-based strategies for nurturing young children's social/emotional development to support their full and active inclusion across settings. Participants will learn about the intervention tiers, strategies to replace

challenging behaviors with positive social skills, and how to collaborate with families to set young children up for success.

OBJECTIVES – Participants will be able to:

1. Identify the benefits of advancing equity across all early childhood settings.
2. Describe the impact on families when they do not feel seen, heard, or valued.
3. Identify proactive strategies for nurturing diverse, equitable, and inclusive environments.

Early Childhood Trauma and Brain Development

Sabrina Robinson, M.A. & Sarritha Scales
Audience: GENERAL, PRE-K, HVs, FAMILIES Intermediate
Bon Secour II

The early years of a child's life are very important for later health and development. How the brain grows is strongly affected by the child's experiences with other people and the world. It is up to us to nurture the care for the mind which is critical for brain growth.

OBJECTIVES – Participants will be able to:

1. Identify incidents that may cause trauma or trigger a traumatic response in the childcare environment.
2. Describe the childcare environment, caregiver, caregiver behaviors, and program practices with "trauma" lenses on that may contribute to child trauma.
3. Identify strategies to help children after and during a traumatic event.

Making Center Time Meaningful

Susanne Napp & Linda Check
Audience: PRE-K, PTs/OTs, SLPs Intermediate
Bon Secour III

Center time is a critical part of the day in a preschool classroom. This session will provide strategies to ensure that this time is meaningful and engaging for all students—specifically those with special needs.

OBJECTIVES – Participants will be able to:

1. Identify the importance of centers in an Early Childhood classroom and explain why they are effective.
2. Demonstrate the ability to adapt centers to meet the needs of all students.
3. Identify ways to target and address specific IEP goals within centers.

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Hypotonia OR Low Tone: What is the Difference and What are the Interventions?

Barbara Connolly PT, DPT, EdD, FAPTA

Audience: PTs/OTs Introductory, Intermediate

Mobile Bay I-II

Children with Down Syndrome and other syndromes/conditions may present with hypotonia or low tone due to neuroanatomical differences in the structure of their brains but also due to sensory processing problems. Additionally, these children have been found to score differently on standardized tests of sensory processing when compared to the typically developing child. This session will provide an overview of the Central Hypotonia Care Pathway developed by the American Academy for Cerebral Palsy and Developmental Medicine. Effective evaluation and intervention strategies will also be presented.

OBJECTIVES – Participants will be able to:

1. Summarize the proposed underlying causes of low tone (not hypotonia) in children with Down Syndrome and other syndromes/conditions.
2. Identify the characteristics of the child with low tone due to sensory processing disorders.
3. Identify the components of an adequate evaluation for the child with low tone including standardized and non-standardized methods.
4. Describe activities that would be appropriate for the child with low tone due to sensory processing disorders for home, preschool, and social environments.

Communicate with Me: Early Intervention and AAC (Augmentative and Alternative Communication)

Dianna Havard Penn, MS, CCC-SLP

Audience: BIRTH-3/EI, PRE-K, SLPs, HVs, FAM Intermediate

Mobile Bay III

This implementation-based session uses a variety of hands-on activities and video demonstrations to guide participants through the process of identifying, analyzing and applying the components needed for successful integration of AAC in the EI session using the “5 Steps of Early Intervention with AAC” tool. This tool will enable service providers to identify the following information and document it in an easy to follow format: a) identify motivators/engagement activities, b) identify the various modalities a child uses to communicate, c) list appropriate target vocabulary for activity, d) describe most effective environmental set

up, and e) explain effective interaction strategies. This document can be used as a reference for parent coaching, as well as for families to reflect back on when the service provider is not present, facilitating generalization for both the family and the child.

OBJECTIVES – Participants will be able to:

1. Identify the 3 Early Intervention AAC Strategies.
2. Complete the 5 Steps to AAC Intervention, using provided worksheet.
3. Differentiate at least 2 Core Vocabulary words and choose appropriate activities to target vocabulary.

Building an Effective Team: What Supervisors Need to Know

Nancy Gardner, OTR/L; Jessica Letson; Stephanie Holderby; Susan Sellers, JD; and Deborah Aldridge

Audience: ADMIN

Introductory-Advanced

Grand Bay I-II

Today's workplace has seen many changes since the COVID-19 pandemic, and the workforce itself is no exception. This session is designed for program directors and managers, team leads, CEOs and Executive Directors, or any others serving in a supervisory capacity. Topics to be discussed include: how to find and retain personnel, how to build upon employee strengths, understanding generational communication differences, differences in leadership styles, how to identify and mitigate a toxic work environment, how to address issues when one employee is "the problem", how to have difficult conversations, and how to develop a personal network of peers to brainstorm with, collaborate with, or sometimes just vent.

OBJECTIVES – Participants will be able to:

1. List ways to find and retain employees.
2. Explain how to build upon employee strengths.
3. Describe how to understand differences.
4. Explain how to have difficult conversations.
5. Describe how to create a network of peers.

Rain, Rain Go Away: Inclusive Indoor Play

Michala Steele, MS

Audience: GENERAL, BIRTH-3/EI, PRE-K, FAMILIES, HVs

Introductory, Intermediate

Schooner

In this engaging 1 1/2-hour training, participants will explore activities to engage all developmental domains

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when the weather or other factors keep you and the children in your care indoors! Since we know that children learn best through their play, expect movement, interactive activities, and fun multisensory ideas!

OBJECTIVES – Participants will be able to:

1. Identify the adult's role in a child's play, the stages of play, and promoting responsibility through play when creating developmentally appropriate activities.
2. Describe activities to engage all developmental domains when the weather or other factors keep you and the children in your care indoors.
3. Explain how games distinguish the benefits of implementing cooperative games vs. competitive ones.

Supporting Literacy Development and Exploring Available Resources for Deaf/Hard of Hearing Children, Their Families and Professionals

Stacy Abrams, MA and Shanae Rouse

Audience: GENERAL, BIRTH-3/EI, PRE-K, FAM

Introductory-Advanced

Windjammer

Strategies on supporting Literacy Development for young deaf children will be discussed and followed with an opportunity to learn about the available online resources, learning and networking opportunities made available on the Clerc Center Online Community for the families and professionals working with the children.

OBJECTIVES – Participants will be able to:

1. Describe how to register for and navigate through the portal.
2. Describe what kinds of resources are currently available for use and downloading.
3. Identify ways in which the child can access language.
4. Identify which time of day (e.g., dinner, bath time, bedtime) and describe how the child will access language through literacy.

12:00 – 1:30 LUNCH

1:30 – 3:00 BREAKOUT SESSIONS

Addressing Cerebral Visual Impairment in Young and Medically Complex Children: Early and Ongoing Multidisciplinary Collaboration is Critical

Kathleen M Weden, MS, OTR/L

Audience: GENERAL, BIRTH-3/EI, PRE-K, PTs/OTs, SLPs, HVs, FAMILIES

Introductory, Intermediate

Bon Secour I

This session will present current evidence based practices for assessing and managing Cerebral Visual Impairment (CVI), and the role of the multidisciplinary team when working with these children. There will be a report of findings from a scoping review of interventions for children with CVI. Lastly, there will be a brief report on findings from a mixed-methods study examining a newly designed functional vision assessment for young and medically complex children with CVI, and caregiver experiences and perspectives on assessing their child's vision.

OBJECTIVES – Participants will be able to:

1. Identify signs and risk factors for pediatric CVI and generate appropriate referral.
2. Describe common assessment methods for CVI and use outcomes to inform clinical practice.
3. Explain how to access resources on the best-evidenced assessment and habilitation strategies.

Surviving to Thriving: Supporting Families and Infants Once They Transition From NICU to Home

Mary Beth Moses, PT, MS, PCS, NTMTC & Sandee Owen Coker, OTD, OT/L

Audience: BIRTH-3/EI, PTs/OTs, SLPs Introductory, Intermediate

Bon Secour II

Supporting families and infants once they are home from the Neonatal-ICU (NICU) is a key factor in helping these babies and families thrive. Early Intervention providers will benefit from understanding the common challenges families and infants face after a NICU stay and practical strategies and resources to help families and promote infant regulation, feeding, growth, parental bonding and overall development.

OBJECTIVES – Participants will be able to:

1. Describe the environment of the NICU and the challenges many families and infants face after a stay in the NICU and the impact of

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trauma/early arrival on an immature/developing neonate and their family.

2. Identify sensory, bonding, feeding and developmental challenges commonly observed in graduates from NICU care.
3. Explain and demonstrate strategies to help families read their baby's cues, promote infant regulation, bonding with their infants, feeding/weight gain and overall development.
4. Demonstrate positioning techniques to promote infant regulation, effective feeding, and developmental skills.

Learning to Lead for Inclusion and Equity in Early Childhood

Jenna Weglarz-Ward, PhD; Kimberly Hile, PhD; and Courtney O'Grady, PhD

Audience: BIRTH-3/EI, PRE-K, ADMIN, GENERAL Introductory Bon Secour III

Creating an inclusive and equitable society is beneficial for everyone; however, meaningfully including young children with disabilities and developmental delays and those at-risk for disabilities remains a struggle for most early childhood programs. This session will explore the common barriers and feasible strategies for inclusion at personal, program, state, and societal levels. We will end with a specific focus on developing our own inclusive and equitable philosophies and developing leadership skills to advocate for change.

OBJECTIVES – Participants will be able to:

1. Explain what equity and inclusion in early childhood is and why it is important.
2. Identify pathways and strategies to their own leadership in equity and inclusion.
3. Develop an action plan for their own leadership.

Babies at Work: Therapy or Play

Kierstin Cusuman; Cindy Florence, MA; Jane Lamb; and Sara Mizerany Lemons

Audience: GENERAL, BIRTH-3/EI, PRE-K, PTs/OTs, SLPs, HVs, FAMILIES

Introductory Mobile Bay I-II

Early intervention providers are often asked, "how do you do therapy with a baby?" We will explain why play is one of the most important tools we use. We will demonstrate how through play babies explore their world and work toward developmental milestones in all

areas. Participants will learn how to use play to empower families to meet their child's therapy goals.

OBJECTIVES – Participants will be able to:

1. Explain why play is important for a variety of reasons including development in all areas.
2. Describe strategies to implement play in therapy sessions with children 0-3.
3. Explain the importance of coaching families on how to play at home.
4. Tell how to empower families to use play to work on goals in their daily routines.
5. List ways how to play with and without toys.

Sink or Swim: Building Strong Speech and Language Skills Necessary for Success in the Preschool Classroom and Beyond

Kelli Ellis, MS CCC-SLP, LSLs Cert AVT & Natalie Baldwin, MCD, CCC-SLP, LSLs Cert AVT

Audience: GEN, PRE-K, SLPs, FAM Introductory, Intermediate Mobile Bay III

Because spoken language abilities are foundational for later academic success, it is critical that preschool educators have the tools to develop speech and language skills through daily preschool activities. Teachers and other service providers will learn practical strategies to incorporate language-rich instruction into their existing preschool curriculum and to identify at-risk students who need additional support.

OBJECTIVES – Participants will be able to:

1. Identify specific speech and language skills that are necessary components of a preschooler's academic foundation.
2. Connect speech/language skills and preschool curriculum standards and learn practical strategies for incorporating these targets into their existing preschool routines.
3. Review a sample lesson plan that includes activities designed to build a child's spoken language and literacy skills and then apply strategies to their own sample plan template.
4. Describe speech and language milestones and identify signs of speech/language delays in young children.

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Creating Meaningful Language Opportunities

Candi Milcznski

Audience: BIRTH-3/EI; FAMILIES

Intermediate

Grand Bay I-II

Families will learn more about whole child approach. They will understand the importance of paying attention to each child development domain that's beyond language. In this session we will discuss the purpose of language plan for each child, importance of child development, and how to interpret individual language/communication plan based on the child.

*The presentation will be given in ASL.

OBJECTIVES – Participants will be able to:

1. Explain the purpose of language plan for each child.
2. Describe the importance of child development.
3. Interpret individual language/communication plan based on the child.

"Sensitive Senses": Understanding the Importance of all Sensory Systems in Children

Samantha Davidson; Tashia Purnell, MEd; and Jennifer Hill

Audience: GENERAL

Introductory

Schooner

In this training, we will explain the eight different sensory systems and how to include children with sensory needs. You will be shown several sensory activities for all age groups. Participants will enjoy walkthrough sensory stations as well as a make-and-take activity.

Please note: Maximum attendance for this make-and-take session is 100.

OBJECTIVES – Participants will be able to:

1. Summarize the senses and the important roles that each sense plays.
2. Identify different strategies and methods to incorporate sensory play with all kids
3. Explain how to help children who need extra support due to sensory challenges.

Take a Look, It's In Our Book

Holly Glasgow

Audience: GENERAL, BIRTH-3/EI, PRE-K, HVs, FAM Introductory
Windjammer

This session will provide a brief overview of the Alabama Standard's for Early Learning and Development (ASELD), from concept to completion.

Connections will be made from Standard Components, to classroom personalities, to tips for successful adoption and use.

OBJECTIVES – Participants will be able to:

1. Identify the compiled resources in the ASELDs to allow for use to fidelity.
2. Identify the widely held expectations for individual developmental milestones, and how to scale those details in reference to students with unique or exceptional needs.
3. Identify individual portions of the ASELDs correlating to both their teaching style and individual student needs.

3:00 – 3:15 BREAK AND EXHIBITORS

3:15 – 4:45 BREAKOUT SESSIONS

The Power of Ordinary Moments

Joy Winchester

Audience: GENERAL

Introductory

Bon Secour I

In a world where children have more resources than ever before, why are they growing up so unhappy? We forgot that in early childhood the power of ordinary moments in every culture is what excites the brain. Let's get back to the basics and celebrate the magic of the countless ordinary moments that build the brains of our children, if we allow them to have them.

OBJECTIVES – Participants will be able to:

1. Describe the neuroscience of the power of ordinary moments for developing brains.
2. Identify the most important element of brain development in an engaged and connected adult.
3. Explain how less is more when children are developing neural pathways as a foundation for lifelong learning.

Addressing Sensory-Based Feeding Challenges

Sandee Owen Coker OTD, OT/L & Margaret Summersell MS, RD

Audience: BIRTH-3/EI, PRE-K, PTs/OTs, SLPs, HVs,

FAMILIES

Introductory, Intermediate

Bon Secour II

This session will explore family based strategies for addressing the feeding and nutritional needs of children with sensory based feeding problems. The session will build on a brief review of basic feeding/nutrition and then discuss assessment and intervention techniques

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used specifically with children who have sensory challenges. The effective use of a team approach will be emphasized.

OBJECTIVES – Participants will be able to:

1. Identify key aspects of assessment as related to the child with sensory-based feeding challenges.
2. Identify family and child based strategies for resolving common mealtime challenges within home or community environments.
3. Describe how integrative teaming may be used to address the nutritional and feeding needs of children with sensory-based feeding challenges.

I Want it My Way - Receptive Language Delay vs. Noncompliance

Tracy Martin, MS, CCC-SLP & Rachel Lunsford, MS, CCC-SLP
Audience: GENERAL, BIRTH-3/EI, PRE-K, SLPs, HVs, FAMILIES *Introductory, Intermediate*
Bon Secour III

Receptive language can be tricky to address in preschoolers. Is the problem that the child does not understand what you are saying or is it that the child is a preschooler who wants to do his/her own thing? Understanding vs. compliance will be discussed in this session, as well as looking at the definition and causes of late language emergence, and how to develop receptive language skills in the natural environment.

OBJECTIVES – Participants will be able to:

1. Identify early receptive language milestones.
2. Identify characteristics of receptive language delay.
3. Describe the difference between comprehension and compliance when addressing receptive language goals.
4. Develop robust receptive language goals to include multiple language concepts.

You've Got a Friend in Me! How Visuals Can Become Your BFF in the Preschool Classroom

Dorothy Kristen Tullis, MA, BCBA, LBA & Virginia Bjorklund
Audience: GENERAL, PRE-K *Introductory*
Mobile Bay I-II

Hey besties!!! We want you to learn more about your new BFF, visual supports!! In this session we will explain what visuals in the classroom can support, discuss multiple types of visual supports, and use hands-on

examples to ensure you will be able to implement the strategies that have been explained.

OBJECTIVES – Participants will be able to:

1. Explain what visuals in the classroom can support.
2. List multiple types of visual supports from four categories.
3. Complete hands-on examples to ensure you will be able to implement the strategies that have been explained.

Evaluating for Autism in Alabama: Developing Programs to Support Early Diagnosis & Prioritizing Rural and Diverse Communities

Wendy Pittard, Michelle Creekmore, and Mary Beth Vick, MA
Audience: BIRTH-3/EI, PRE-K, ADMIN *Intermediate*
Mobile Bay III

This session will include an overview of the Autism Initiative within Early Intervention and expansion efforts of Autism evaluations within Alabama. We will discuss the initiative components, how one can obtain assistance or service through the initiative, as well as an overview of sustainability plans for long term support to families. We will explore the diagnostic model, funding structure, and Department of Mental Health (DMH) Autism services. It is clear that there is a need for additional autism testing options within our state, especially for low-income families. This session will assist Early Intervention programs with how to create quality Autism testing for our rural and diverse communities for equitable access.

OBJECTIVES – Participants will be able to:

1. Describe current autism diagnostic initiatives in Alabama.
2. Identify resources within their own practice to assist with diagnostic decisions for accessible and equitable assessment.
3. Describe how to use medical resources in the community to support the diagnostic process.
4. Explain how to secure start-up funding and how to develop personnel for an Autism medical diagnostic clinic.

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Congenital Heart Disease and Developmental Delay in Infancy and Early Childhood

Anna Ruth McCalley, MS, OTR/L, NTMTC

Audience: GENERAL, BIRTH-3/EI, PRE-K, PTs/OTs, SLPs, HVs, FAMILIES *Introductory, Intermediate*
Grand Bay I-II

We will provide information regarding how congenital heart disease impacts development and the importance of early monitoring/intervention for this population.

OBJECTIVES – Participants will be able to:

1. Describe 3 ways congenital heart disease impacts early development.
2. Explain why early intervention is recommended for infants born with complex congenital heart disease/single ventricle defects.
3. List 3 of the most common delays seen in infants/children with congenital heart disease.
4. Explain the social-emotional impact that congenital heart disease has on infants/toddlers and their families.

Understanding Your Child and Parent Rights

Felicia Carswell, MS

Audience: BIRTH-3/EI *Introductory, Intermediate*
Schooner

Participants will gain detailed knowledge and understanding about Early Intervention Child and Parent Rights. Participants will have an opportunity to ask questions and present scenarios.

OBJECTIVES – Participants will be able to:

1. Explain the EI Child and Parent Rights.
2. Explain and describe the Alabama Early Intervention mandate as it relates to the promotion, protection, and fulfillment of Child and Parent rights.
3. List ways to communicate with partners and personnel about raising awareness and understanding of the EI Child and Parent's rights.
4. Describe ways in which to apply what you have learned to your everyday work.

Supporting our Friends Who are Deaf/Hard of Hearing and Visually Impaired

Susie Thomas, EDD, CTVI, COMS, NBCT; Anna Peters, CTVI, NBC; Kathryn Duncan, EdS; Kim Moon; and Candi Milcznski
Audience: GENERAL *Introductory-Advanced*
Windjammer

During this session, participants will learn the importance of language acquisition for children with hearing differences. They will also be introduced to Alabama Institute for Deaf and Blind (AIDB) Outreach and learn what is all about and how it can help their students who are deaf/hard of hearing or visually impaired. Participants will learn how to identify common characteristics of students with visual impairments and what a Functional Vision Assessment is and why it is important for students with vision loss. Finally, participants will be introduced to the resources available from the Center for Assistive Technology Training and some of the assistive technology that is available for students with vision loss.

OBJECTIVES – Participants will be able to:

1. Explain the importance of language acquisition for children with hearing differences.
2. Describe the purpose of AIDB Outreach, common themes that are seen in Deaf Education, and the resources available.
3. Identify common characteristics of students with visual impairments.
4. Describe Functional Vision Assessment and why it is important.
5. Identify assistive technology for young learners with vision loss.

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WEDNESDAY, OCTOBER 18th

8:30 – 9:30 BREAKOUT SESSIONS

Emotion Monsters: Helping Children Self-Regulate

Paula Peacock & Anna Grace Whaley

Audience: GENERAL, BIRTH-3/EI, PRE-K, HVs Introductory

Bon Secour I

During this very engaging “make-and-take” training, participants will discuss the various ways to help children regain their self-control through self-regulation. Movement and FUN is a guarantee!

Please note: Maximum attendance for this make-and-take session is 100.

OBJECTIVES – Participants will be able to:

1. Identify ways to help children develop self-regulation skills.
2. Identify ways to help children de-escalate when over-stimulated.
3. Demonstrate ways to decrease stimulation, validate feelings, and communicate emotions in young children.
4. Demonstrate ways to redirect, exchange, prompt, and utilize "heavy work" to help children learn to self-regulate.

Executive Functioning Skills in "My Backpack"

Amy Brakenhoff

Audience: GENERAL, BIRTH-3/EI, PREK, HVs, FAM Introductory

Bon Secour II

Do you want to know more about executive functioning skills and build skills for yourself and your children? Join us as we explore executive functioning through a Conscious Discipline Lens. This session will explore skills we already have in our "backpacks," as well as skills we want to add. You will discover strategies to help children put executive functioning skills in their "backpacks" too.

OBJECTIVES – Participants will be able to:

1. Describe the Conscious Discipline Brain State Model, including the executive state.
2. Identify the Executive Skills Lending Library.
3. Demonstrate identifying missing executive skills with help from a partner.
4. Identify one executive skill to strengthen in their personal life.

The Complexities of Feeding and Eating

Danielle Peters, MS, OT/R

Audience: GEN, BIRTH-3/EI, PRE-K, PTs/OTs, SLPs, HVs, FAM Introductory

Bon Secour III

This is an educational session on the complexities that occur with those who have feeding and eating challenges. Strategies will be discussed to implement across all environments to help children and their caretakers feel more empowered to feed and help their child eat at a level they can be successful.

OBJECTIVES – Participants will be able to:

1. Identify the complexities surrounding feeding and eating.
2. Describe methods for engaging and empowering caregivers in the feeding process.
3. Perform basic strategies for successful feeding and eating across environments.

Playing with Words: Naturalistic Language Instruction in Early Childhood Classrooms

Ragan McLeod, PhD

Audience: PRE-K

Introductory

Mobile Bay I-II

In this session, presenters will provide guidance for planning and implementing naturalistic language instruction embedded in daily classroom routines and activities. Resources and video examples will be shared.

OBJECTIVES – Participants will be able to:

1. Describe naturalistic language strategies for use in classroom routines and activities.
2. Demonstrate responsive interactions, modeling and expanding language, and prompting language.
3. Identify opportunities for using naturalistic language strategies.

Service Coordination Roundtable Discussion on Outcome Development

Nikki Thompson & Debra Florea

Audience: BIRTH-3/EI

Intermediate

Mobile Bay III

Participants will engage in an active discussion on writing Individualized Family Service Plan (IFSP) outcomes. This open discussion will center on writing appropriate outcomes, specifically, outcomes for unusual parent/family concerns. Discussion will include

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how to write uncommon outcomes, criterion, and procedures to be functional and measurable. Participants are encouraged to bring specific concerns they have encountered to discuss at this session.

OBJECTIVES – Participants will be able to:

1. Explain the outcome development process.
2. Explain how to develop outcomes for unusual concerns.
3. Demonstrate appropriate outcome procedures and criterion.

Morning Meeting: Promoting Character, Community, & Inclusion

Hannah Kennedy, PhD & Kate Scarborough, PhD

Audience: BIRTH-3/EI, PRE-K

Introductory

Grand Bay I-II

In this session, practitioners will be given strategies, ideas, and resources to help build community through morning meeting activities in the inclusive early childhood setting. Presenters will provide interactive tools and structures for teachers to use to support students with disabilities and their peers in the inclusive classroom. This presentation will include strategies that teachers can use to target cross-disciplinary content, as well as social and emotional learning.

OBJECTIVES – Participants will be able to:

1. Explain how morning meeting activities develop character in inclusive early childhood settings.
2. Identify strategies, ideas, and resources to build character and community during morning meeting.
3. Develop a plan to use interactive tools, structures, and/or activities to use to support students with disabilities and their peers in their classrooms.
4. Identify routines appropriate for effective morning meetings.
5. Describe and evaluate their current routines and their effectiveness for morning meeting.

Differentiating Instruction for Deaf/Hard of Hearing (DHH) Students Diagnosed with Autism Spectrum Disorder: A Toolbox of Strategies to Support the Whole Child

Wendi Glass, BS, MS & Frankie Kietzman, EdS

Audience: GENERAL, BIRTH-3/EI, PREK, PTs/OTs, SLPs,

HVs, FAMILIES

Introductory, Intermediate

Schooner

This session will look at the unique characteristics of DHH learners with a focus on neurodiverse learners, including those diagnosed with Autism Spectrum Disorder. We will identify techniques to enhance

teaching strategies to increase academic and language development, overcome barriers in our field of practice, and facilitate opportunities for supporting students, clients, consumers, parents, partners, communities, and other stakeholders. These methods will include, but are not limited to, sensory integration, social skills learning, ABA techniques, and foundational learning skills to allow students to make meaningful gains and acquire foundational skills.

OBJECTIVES – Participants will be able to:

1. Identify the unique learning styles of individuals who are neurodiverse, diagnosed with ASD, and are DHH.
2. Identify tools and strategies for addressing the complex needs of students requiring highly structured, visual instruction.
3. Explain how to apply methods and strategies within the classroom as well as how to gain buy-in from other providers and support to generalize strategies to other natural environments and supports.

9:30 – 9:45 BREAK

9:45 – 10:45 BREAKOUT SESSIONS

Everything You Need to Know About Children's Rehabilitation Service (CRS)

Billy Ronilo, PT

Audience: GENERAL

Intermediate

Bon Secour I

Children's Rehabilitation Service (CRS) is a sister-agency of Early Intervention within the Alabama Department of Rehabilitation Services (ADRS). Come learn everything you would ever want to know about CRS from services provided to referrals, clinics, fees, etc.

OBJECTIVES – Participants will be able to:

1. Describe the CRS offices and coverage areas.
2. Explain the eligibility criteria for CRS services.
3. Explain the referral process for CRS services.
4. List ways CRS services can assist the families they service in EI.

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Parenting an Exceptional Child: Understanding and Supporting Families Through the Cycle of Emotions

Ukawia Johnson, LMSW

Audience: BIRTH-3/EI, PRE-K, SLPs, HVs, FAM Introductory-Advanced Bon Secour II

There are a variety of reasons why FAMILIES' involvement may differ, particularly those who are grieving the loss of the child they imagined. Many families experience a range of feelings when they are informed of child's unique circumstance. We will list and describe various feelings and explore strategies to help parents and professionals approach and navigate these feelings.

OBJECTIVES – Participants will be able to:

1. List at least 5 reactions/feelings families experience.
2. Describe the reasons why addressing the needs of the family is important in order to appropriately service the child.
3. Demonstrate an understanding of the various parenting styles.
4. Identify 3 tools that families and professionals can use to support the child/family.

“My Mommy Says My Brother Has Special Needs – Am I Not Special Too?”: The Unspoken Needs Of The “Other” Sibling

Michala Steele, MS

Audience: BIRTH-3/EI, PRE-K, HVs, FAM Intermediate Bon Secour III

This training will analyze the typical vs. atypical sibling relationship. When the complaints of typical siblings are invalidated, challenging behaviors, attention-seeking habits, and feelings of resentment may arise. Participants will hear of my brother's amazing journey from receiving a failure to thrive diagnosis to triumphing from early intervention services, while simultaneously hearing his younger sister's point of view as she learns to excel in her own gifted program.

OBJECTIVES – Participants will be able to:

1. Identify the psychological effects on the siblings and families of children with special needs, and how it contributes to family mapping.
2. Describe the developmental benefits children can develop by having a sibling with a disability when both have societal support.
3. List support interventions to implement during home visits and care giving settings.

Alabama's Early Intervention System: Do the Roots Run Deep?

Kristin B. Helms, OTD, OTR/L; Kelley Prendergast, MS, CCC-SLP; Mary Drayton; and Stacie Rolf

Audience: BIRTH-3/EI, PTs/OTs, SLPs, HVs, FAM Introductory Mobile Bay I-II

Do referral partners in your community understand Early Intervention (EI) services at a working level? Do referral partners know how to explain Early Intervention services to families? Do referral partners know what differentiates EI from other programs in the community? Do all families understand they have been referred to Early Intervention? The Collective Impact Model in IDEA Part C (CIM-C), an OSEP-funded, five-year project focused on a structured approach to collaboration with community partners to improve child find referrals, has partnered with Alabama's Early Intervention to work with a Local Child Find Team in the Dothan Early Intervention district. CIM-C Local Child Find Team members will discuss what was explored, learned, and developed to assist in answering these questions.

OBJECTIVES – Participants will be able to:

1. Identify ways to ensure families understand why their child is being referred to Early Intervention.
2. Identify ways to ensure referral partners understand reasons why to refer to Early Intervention.
3. Identify ways to address the myths and misconceptions of Early Intervention.
4. Identify ways to communicate with different audiences about why a child is referred to Early Intervention.

How to Reach Lovey- What to Do When You Have No Idea

April Baker, MS

Audience: BIRTH-3/EI, PRE-K, SLPs, FAM Introductory Mobile Bay III

This session will be about utilizing strategies and ideas to encourage speech and language development.

OBJECTIVES – Participants will be able to:

1. Identify strategies to work with children to foster speech and language development.
2. Identify materials to use with children to foster speech and language development.

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3. Describe the importance of play to foster speech and language development.

Authentic Early Childhood Rituals, Routines, and Activities: No More 'Letter of the Week'!

Jennifer L. Kilgo, PhD

Audience: GENERAL, BIRTH-3/EI, PRE-K, PTs/OTs, SLPs, HVs, FAMILIES, ADMIN *Introductory-Advanced*

Grand Bay I-II

This session will: (a) highlight the importance of early learning focused on authentic, evidence-based instruction for young children; (b) present a rationale for revamping learning rituals, routines, and literacy activities (e.g., circle time/morning meeting, letter of the week, calendar, themes); and (c) provide illustrations of authentic, contextually relevant instruction and learning opportunities. The focus will be on how to adapt routines and rituals to meet the abilities, experiences, and interests of all children; and how to focus on early literacy using environmental print and other authentic learning opportunities.

OBJECTIVES – Participants will be able to:

1. Describe authentic, contextually relevant literacy instruction and learning opportunities for young children with delays and disabilities and their peers.
2. Develop strategies for redesigning learning routines, rituals, and inauthentic activities.
3. Describe innovative examples of authentic and contextually relevant learning activities, such as circle time, and literacy embedded in the environment throughout the day.
4. Explain how to adapt routines and rituals to meet the needs, abilities, and interests of all children.
5. List ways to focus on early literacy using environmental print and other authentic teaching and learning strategies.

TCB in a Flash – Taking Care of Babies (and Toddlers): Improving Outcomes for Children with Hearing Loss through Early Access to Specialized Services

Kelli Ellis, MS, CCC-SLP/LSLS Cert AVT & Natalie Baldwin, MCD, CCC-SLP/LSLS Cert AVT

Audience: GENERAL, BIRTH-3/EI, PRE-K, SLPs, HVs, FAMILIES *Introductory, Intermediate*

Schooner

Early Intervention providers are often the “first responders” after diagnosis of hearing loss in young children. Professionals and families will explore real-world resources to assist them in acting early and effectively to achieve desired communication outcomes for their children. Participants will be prepared to

successfully respond to this neurodevelopmental emergency!

OBJECTIVES – Participants will be able to:

1. Identify what first steps should be taken after the diagnosis of hearing loss and the timeline for efficient and effective intervention.
2. Describe communication options and explore resources available in the state of AL.
3. List tools to help families successfully navigate this neurodevelopmental emergency.
4. Review case studies of children who have achieved optimal outcomes due to the professional expertise of their “first responders” and their empowered parents.

10:45 – 11:00 BREAK

11:00 – 11:15 CLOSING ANNOUNCEMENTS

11:15 – 12:15 CLOSING KEYNOTE

Bringing Empathy Back

Joy Winchester

Bon Secour I-III

Empathy as a practice is on a decline in adults and therefore children. We can't give what we don't have. How do we build empathy in ourselves and in our children when it seems to be a lost skill? There are intentional strategies that can be put into place each day and once those brain pathways are built it's just a matter of using them regularly so you don't lose them!

OBJECTIVES – Participants will be able to:

1. Define empathy in the terms of human connectedness.
2. Identify ways to model empathy for children and build experiences for empathy to be built in children.
3. Explain what a lack of empathy does to the community and the detrimental impacts.