

Welcome to the 2023 Michigan DEC Conference!

May 5, 2023



Registration (8:00am-8:30am)

Entry Lobby Area

Sign-in Process – Thank you for attending the Michigan DEC Annual Conference. We are so glad that you are with us today! As you begin the day, please sign in and secure your conference packet. We look forward to spending this time together learning more about the important practices and issues that benefit and impact children birth to eight.

SCECHs – Please make sure that during the sign-in process you have registered for any desired State Continuing Education Clock Hours (SCECHs) using your name and Personal Identification Code (PIC). **To earn SCECHs you MUST register before beginning the conference day and sign out at the conclusion.** Once the conference is underway, we are unable to continue the SCECH registration process, so please let us assist you in signing in and out for the day.

Morning Coffee – Once you have signed in, received your conference materials, and registered for any SCECHs, please help yourself to the complimentary coffee and morning refreshments that are available outside the French Auditorium. We plan on starting our day's activities at 8:30am with all participants in the French Auditorium.

Onsite Payments – For any unpaid balances or questions regarding the conference registration fee, please stop by the payment area. Registration fees may be paid onsite by cash, check or credit card. Attendees must be paid in full prior to attending the conference unless other arrangements have been made in advance.

Vendor Displays – Visit our many exhibitors that will be available in the main hallway from 8:00am to 3:00pm.

Welcome & Opening Keynote (8:30am-9:45am)

French Auditorium



"All Means ALL"

Keynote Speaker: **Carla Shalaby,**

Author of: **"Troublemakers: Lessons in Freedom
from Young Children at School"**

Morning Break (9:45am-10:00am)

Breakout Session One (10:00am-11:15am)

<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
1A	Cultural Humility in Practice – Dr. Crain will work with participants to understand the difference between cultural competence and cultural humility; examine the importance of cultural humility as an effective framework for professional practice; identify gaps in cultural knowledge and needs for further education about other people’s experiences; analyze a past experience through a cultural humility lens; and examine biases and questions about perceptions of other people and deepen awareness of strategies to actively engage with diversity, equity, inclusion, accessibility, and belonging. <ul style="list-style-type: none">• Age level: Birth to 8 years• Conference Strand: Professional Development• Target Audience: Administrators, Faculty, Families, Practitioners, Researchers	Crystallee Crain, Founder, Principal Consultant, Professor, Author, Prevention at the Intersections	TBD
1B	Non-negotiable Self-Care for Educators - Stress is inevitable yet how one manages it is a choice. Learn how to frame self-care as a non-negotiable part of your day. <ul style="list-style-type: none">• Age level: Birth to 8 years• Conference Strand: By Practitioners for Practitioners• Target Audience: Administrators, Faculty, Families, Practitioners, Researchers	Mike Croy, Principal, Neil Reid High School Macomb Intermediate School District	TBD



Breakout Session One (10:00am-11:15am)

<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
1C	<p>Programming for Generative Language in Young Children with Autism: Teach More in Less Time - For many young children with autism, language intervention is requisite. Matrix training is a strategy that researchers and practitioners can use to systematically arrange, select, and teach a subset of learning targets, which can facilitate the emergence of correct responding to untrained learning targets. Matrix training programs for the emergence of generative language and play skills has been used with individuals with autism, including toddlers. This presentation will share the fundamentals of matrix training, summarize relevant literature, and present data from experimental studies.</p> <ul style="list-style-type: none"> • Age level: Birth to 8 years • Conference Strand: Research • Target Audience: Faculty, Practitioners, Researchers 	<p>Emily Curiel, Assistant Professor, Western Michigan University</p>	TBD
1D	<p>Experiences of Special Education Professionals Supporting Students in Regular Preschool Programs - This session will be a question-and-answer session featuring a panel of special education providers (teachers and/or related service staff) who provide special education services within Regular Early Childhood Programs (RECPs) such as Head Start, GSRP, tuition-based preschool and childcare settings.</p> <ul style="list-style-type: none"> • Age level: 3 to 5 years • Conference Strand: By Practitioners for Practitioners • Target Audience: Administrators, Families, Practitioners 	<p>Alissa Hofstee, Supervisor of Special Education, Kent Intermediate School District</p>	TBD
1E	<p>Exceptional Early Childhood Leaders: How to Show Up & Influence Everything- Early Childhood leaders will have the opportunity to learn about the science around implementing change, as well as how to engage in learning and reflection about their leadership skills and practices.</p> <ul style="list-style-type: none"> • Age level: Birth to 8 years • Conference Strand: Practice • Target Audience: Administrators, Families, Practitioners 	<p>Sara Leggett, Director of Early Childhood Special Education, Livingston Educational Service Agency</p>	TBD

Breakout Session One (10:00am-11:15am)

<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
1F	<p>Engaging Families in Learning at Home - Have you ever had a parent ask you what they can do at home to engage their child in learning activities? There are simple ways to include families in their child's learning. Forming a relationship with families, maintaining open communication, and sharing activities all help to support learning at home.</p> <ul style="list-style-type: none"> • Age level: 3 to 5 years • Conference Strand: Family and Practitioner Collaboration • Target Audience: Practitioners 	<p>Danya Stump, Early Childhood Consultant, Oakland Schools</p>	TBD
1G	<p>MoveON: Dealing with Anger and Anxiety - Participants briefly examine theories related to the reduction of stress. We will focus on the neurobiology of behavior and ways to change that neurochemistry. Through presentation and small and large group activities, participants will leave with a plan to reduce the effects of anxiety in themselves and those they serve.</p> <ul style="list-style-type: none"> • Age level: 6 to 8 years • Conference Strand: Family and Practitioner Collaboration • Target Audience: Administrators, Faculty, Families, Practitioners, Researchers 	<p>Karen Tompkins, Speaker, Educator, Writer, MoveON with Karen Tompkins</p>	TBD

Lunch & Poster Sessions (11:15am-12:00pm)

French Auditorium & Entry Lobby Areas

Lunch is provided to all registered participants. Join us for a meal and the poster sessions.

Awards Gathering & Raffle (12:00pm-12:30pm)

French Auditorium



Jane Scandary Award – Join us in honoring this year's recipient of the Jane Scandary award for excellence in the field of early intervention/early childhood special education. Ms. Scandary was one of Michigan's important pioneers in early intervention who after a lifetime of dedication and hard work in the field passed away on February 9, 2017. To honor her legacy, Ms. Scandary's family established a memorial fund and has asked that contributions go toward continuing the award in her name which was established in 1990 remembering her work and toward honoring those who follow in her footsteps of dedication and vision. Our most recent recipient was Dawn Koger from Oakland Intermediate School District who was presented with the award in 2021. This year we will be honoring another deserving individual who brings energy and inspiration to the field in the spirit and work of Ms. Scandary.

Afternoon Break (12:30pm-12:45pm)

Breakout Session Two (12:45pm-2:00pm)

<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
2A	Active Learning in the Child Development and Learning Lab - This session includes an overview and tour of Central Michigan University's Child Development and Learning Laboratory. Led by four current Early Childhood Student Teachers, insights, and experiences of utilizing a Reggio-inspired philosophy will be shared. Highlights include learning details about classroom and collaborative spaces, as well as documentation and supporting developmentally appropriate practices. <ul style="list-style-type: none">• Age level: 3 to 5 years• Conference Strand: Practice• Target Audience: Practitioners	Hailey Fenslau, Student Teacher, Child Development and Learning Lab, Central Michigan University Gabrielle Rothrock, Student Teacher, Child Development and Learning Lab, Central Michigan University Hunter Smith, Student Teacher, Child Development and Learning Lab, Central Michigan University Mallory Wenglikowski, Student Teacher, Child Development and Learning Lab, Central Michigan University	TBD



<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
2B	<p>Creating a Sensory Friendly Learning Environment for Neurodiverse and Neurotypical Students - The environments in which we spend our time directly impact our thoughts, feelings, and well-being. To maximize learning and comfort for each person in the learning community, we must consider how to create a sensory friendly learning environment. A variety of recommended inclusive strategies will be presented to ensure that your classroom community values align with different learning styles and the arrangement of your learning environment.</p> <ul style="list-style-type: none"> • Age level: Birth to 8 years • Conference Strand: By Practitioners for Practitioners • Target Audience: Administrators, Faculty, Families, Practitioners, Researchers 	<p>Sheila Hartley, Educational and Behavioral Consultant, SenseSational Learning Group</p>	TBD
2C	<p>The Trouble with Tech: Electronic Toys Impact Language Learning Opportunities - Electronic toys—toys that talk, sing, play music, and/or light up—are often marketed as offering educational benefits. However, there is growing evidence that they may compromise the quality of play interactions. In this session, we will discuss the effects of toy type on communication between parents and young children.</p> <ul style="list-style-type: none"> • Age level: Birth to 5 years • Conference Strand: Family and Practitioner Collaboration • Target Audience: Families, Practitioners, Researchers 	<p>Jennifer Johnson, Speech Language Pathologist, Michigan State University</p> <p>Courtney Venker, Assistant Professor Speech Language Pathologist, Michigan State University</p>	TBD



Breakout Session Two (12:45pm-2:00pm)

<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
2D	<p>Stepping Up Early Care and Learning with the Pyramid Model: The What, Why, and How - Nurturing young children's social and emotional health now can help their success in school and life forever. Participants will learn research informed tips and tools to promote social and emotional health and critical relationships within early care and education, including Pyramid model practices and other resources tested within Michigan.</p> <ul style="list-style-type: none"> • Age level: Birth to 5 years • Conference Strand: Professional Development • Target Audience: Administrators, Faculty, Families, Practitioners, Researchers 	<p>Noel Kelty, Assistant Professor, College of Education, Saginaw State University</p> <p>Mary Mackrain, Infant Mental Health Consultant, Michigan Department of Health and Human Services</p>	TBD
2E	<p>Preventing and Managing Compassion Fatigue - During this interactive presentation, participants will gain practical tools for practicing effective self-care and achieving compassion satisfaction while learning how to prevent burnout, secondary traumatic stress, and compassion fatigue.</p> <ul style="list-style-type: none"> • Age level: Birth to 8 years • Conference Strand: Family and Practitioner Collaboration • Target Audience: Administrators, Faculty, Families, Practitioners 	<p>Phillip Pittman, Educational Consultant, New Oakland Family Centers</p> <p>Jessica Rock Jackson, Director of Behavior Technicians and Marketing, New Oakland Family Centers</p>	TBD



Breakout Session Two (12:45pm-2:00pm)

<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
2F	<p>Accessible Language Learning for All: A Family Centered Approach to Core Vocabulary - Core Vocabulary is a systematic approach to teaching and modeling language. This seminar will introduce Core Vocabulary, how it increases functional communication in children with a family centered approach; as well as supply participants with access to the tools and resources needed for implementation. This is geared for all early interventionists.</p> <ul style="list-style-type: none"> • Age level: Birth to 3 years • Conference Strand: Practice • Target Audience: Families, Practitioners 	<p>Cassidy Silverthorn, Service Coordinator, Speech-Language Pathologist, St Clair County Regional Educational Service Agency</p> <p>Karen Schmidt, Service Coordinator, Speech-Language Pathologist, St Clair County Regional Educational Service Agency</p>	TBD

Afternoon Break & Snacks (2:00pm-2:15pm)

French Auditorium Lobby Area

Grab a tasty snack as you relax, reflect, and head to your final breakout session of the conference day.



<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
3A	<p>Active Learning in the Child Development and Learning Lab - This session includes an overview and tour of Central Michigan University's Child Development and Learning Laboratory. Led by four current Early Childhood Student Teachers, insights and experiences of utilizing a Reggio-inspired philosophy will be shared. Highlights include learning details about classroom and collaborative spaces, as well as documentation and supporting developmentally appropriate practices.</p> <ul style="list-style-type: none"> • Age level: 3 to 5 years • Conference Strand: Practice • Target Audience: Practitioners 	<p>Hailey Fenslau, Student Teacher, Child Development and Learning Lab, Central Michigan University</p> <p>Gabrielle Rothrock, Student Teacher, Child Development and Learning Lab, Central Michigan University</p> <p>Hunter Smith, Student Teacher, Child Development and Learning Lab, Central Michigan University</p> <p>Mallory Wenglikowski, Student Teacher, Child Development and Learning Lab, Central Michigan University</p>	TBD



Breakout Session Three (2:15pm-3:30pm)

<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
3B	<p>Raising Your Voice for Young Children - Now, more than ever, it is a critical time for educators and leaders to sort out and lift up the needs related to supporting families and educating young children. Join Michigan Division for Early Childhood board members to understand the basics of advocacy, including an overview of appropriations and lawmaking, and how your knowledge, experience and voice can make a difference.</p> <ul style="list-style-type: none"> • Age level: Birth to 5 years • Conference Strand: Policy • Target Audience: Administrators, Faculty, Families, Practitioners, Researchers 	<p>Katie Bourbina, Early Childhood Director, Monroe County Intermediate School District</p>	TBD
3C	<p>Compassionate Caregiving - Caring for Young People Without Losing Your Mindfulness - An end to the negative self-talk and emotions that sometimes accompany caregiving are in sight. Using strategies based on acceptance and commitment therapy, it is possible to accept where you are as a caregiver and see growth and joy emerge as you engage with young people and families.</p> <ul style="list-style-type: none"> • Age level: Birth to 8 years • Conference Strand: Family and Practitioner Collaboration • Target Audience: Administrators, Families, Practitioners 	<p>Stacy Gatz, School Psychologist, Eaton Regional Education Service Agency</p> <p>Grace Fannin, Intern, Student Teacher, Eaton Regional Education Service Agency</p>	TBD
3E	<p>How to Succeed and Communicate Effectively with the Most Challenging Personalities: How to Get Along When You Don't Get Along - True family and school collaboration is what we all strive to accomplish, but sometimes personalities and disagreements over how best to educate children create roadblocks to our success. How do you rebuild a trusting relationship when that trust has been broken? What are the most common barriers to collaboration? What is our role, and how do we move forward successfully?</p> <ul style="list-style-type: none"> • Age level: Birth to 8 years • Conference Strand: Family and Practitioner Collaboration • Target Audience: Administrators, Faculty, Families, Practitioners 	<p>Cheryl Levine, Program Coordinator, Special Education Mediation Services</p> <p>Beth Kohler, Outreach Representative, Special Education Mediation Services</p>	TBD

Breakout Session Three (2:15pm-3:30pm)

<u>Session</u>	<u>Topic</u>	<u>Presenters</u>	<u>Room</u>
3F	<p>Neurodiversity Affirming Practices: When We Know Better, We Do Better - This presentation focuses on appropriate ways to address and teach the neurodiverse population. Now that we know, we want to encourage people to do better. Through research, we know that most of the autistic population prefers "ability first" language, rather than "person first" language. We will look at research that shows the importance of neurodiversity affirming language, how and why it has changed over the years, and how we can incorporate this mindset into our everyday special education world.</p> <ul style="list-style-type: none"> • Age level: Birth to 8 years • Conference Strand: By Practitioners for Practitioners • Target Audience: Administrators, Faculty, Families, Practitioners 	<p>Amy Lowrie, Early On and Related Services Director, Eaton Regional Education Service Agency</p> <p>Lindsey Grostefon, ASD Teacher Consultant, Eaton Regional Education Service Agency</p>	TBD
3G	<p>Parenting with ACEs: Preventing Intergenerational ACEs is Possible! - As a parent, you may find the effects of your own Adverse Childhood Experiences (ACEs) are amplified when under stress. Your health and that of your children may be impacted by your history of ACEs, but certain positive experiences in our lives can help reduce the effects of that stress and prevent the next generation of ACEs from negatively impacting our children.</p> <ul style="list-style-type: none"> • Age level: Birth to 8 years • Conference Strand: Family and Practitioner Collaboration • Target Audience: Families, Practitioners 	<p>Lacea Zavala, ACEs Master Trainer, University of Michigan</p> <p>Deborah Smith, Owner, Wellness InX, LLC</p>	TBD

Michigan DEC would like to express appreciation to both the Michigan Department of Education and Central Michigan University for generous support which assists in making this annual conference a wonderful resource for professionals working with, and parents of, Michigan's youngest learners!

Co-sponsorship of a conference by the Michigan Department of Education assumes the active participation of Department of Education staff in planning and development of the agenda. No person shall be denied the opportunity to participate on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or disability. The conference facility must meet federal and state accessibility standards. Commercial products or services displayed or presented as a part of the conference are not considered endorsed by the State Board of Education and the Michigan Department of Education.