



Calendar of Events

January - June 2020

STAR NET Region II

starnetregionii.org

224-366-8579

Thank you to all of our collaborators:

CCSD 59 Early Learning Center

Crystal Lake School District 47

Early Childhood Center of Professional Learning

Early CHOICES LRE

East Maine School District 63

Elmhurst School District 205

Illinois Early Intervention Training Project

Illinois Resource Center

LADSE - LaGrange Area Department of Special Education

*SPARK - Strong, Prepared, and Ready for Kindergarten, an education initiative
of Fox Valley United Way*

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



January – June 2020 Calendar of Training Events

Workshop Calendar

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



Registration Process

Illinois STARNET is an Early Childhood Special Education grant project and therefore

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

Online or paper registration is available at the STAR NET website: www.starnetregionii.org

Please provide all requested information. You may register online or submit a paper registration by email, fax, or mail. We are unable to accept telephone registration.

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

Waitlists and Cancellations

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

Professional Development Opportunities

STAR NET provides a Certificate of Attendance that can be used to document your attendance at our professional development activities.

Attendance for the entire session is necessary in order to receive a certificate.

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

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





January – June 2020 Calendar of Training Events



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

Gateways Workshop Training Stages

Stage 1: Introductory

Stage 2: Intermediate

Stage 3: Advanced

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

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



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



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

STAR NET Region II Funding Opportunities

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



STAR NET Family Fellowships – for parents/guardians of young children with IEPs

STAR NET Professional Development Assistance – for Early Childhood
Special Education professionals





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

WORKSHOP CALENDAR AT-A-GLANCE

January – June 2020

DATE LOCATION	TIME	WORKSHOP TITLE		PRESENTER	CONTACT HOURS
January 14 Arlington Heights	8:30 am – 3:00 pm	Introduction to ECERS-3		Kathy Slattery	5.5
January 15 ONLINE	4:00 PM – 5:30 PM		The Dynamic Dozen: 12 Functional Words to Embed Throughout the Early Childhood Day	Deidre Dobbels	1.5
January 24 Elk Grove Village	9:00 am – 3:00 pm	Sensory Processing and Its Impact on Emotion and Behavior		Kimberly Bryze	5
January 30 Arlington Heights	9:00 AM – 3:00 PM	Using the Inclusive Classroom Profile for Self Reflection		Ann Kremer Emily Ropars	5
February 12 & 13 Arlington Heights	8:30 am – 3:30 pm	An Introduction to The Creative Curriculum® for Preschool: Implementation for Teachers		Jac McBride Katie Suchy	12
February 18 La Grange	9:00 am – 3:00 pm	ACTIVE MUSIC for ACTIVE LEARNERS: Brain Food, Body Fuel!		Carole Stephens	5
February 20 Elmhurst	6:00 pm – 8:00 pm		Preschoolers and Technology: Supporting Your Child's Development in a Digital Age	Gina Musielski	2
February 25 Arlington Heights	8:30 am – 3:30 pm	The Pyramid Model Workshop Day 1: Building Relationships and Creating Supportive Environments		Nancy Kind	6
February 26 & March 3 Arlington Heights	8:30 am – 3:30 pm	The Pyramid Model Workshop Days 2 and 3: Social Emotional Teaching Strategies		Nancy Kind	12
March 6 Arlington Heights	9:00 am – 3:00 pm	The Interplay Between Motor Control, Sensory Processing and Exercise to Support Readiness For Learning		Celine Rosati Skertich Linda Merry	5
March 13 Arlington Heights	8:30 AM – 3:30 PM	The Pyramid Model Workshop Day 4: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses		Jac McBride	6

WORKSHOP CALENDAR AT-A-GLANCE January – June 2020

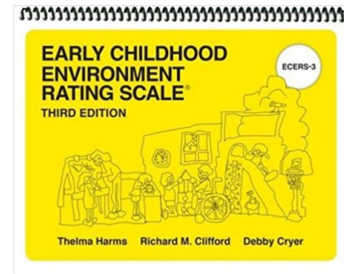
March 18 Des Plaines	9:00 am – 3:00 pm	Culturally a CANCELLED Family Engagement	Pat Chamberlain	5
March 31 Crystal Lake	6:30 pm – 8:30 pm	 CANCELLED and You Can't Make Informing Aggression Healthy Self-Esteem	Jill Molli	2
April 1 Crystal Lake	9:00 am – 3:00 pm	Conscious Disciplin CANCELLED ildren with Trauma	Jill Molli	5
April 3 Arlington Heights	9:00 am – 3:00 pm	Reading and Wi CANCELLED racy Instruction for iers	Cristina Sanchez-Lopez	5
April 7 Arlington Heights	9:00 am – 3:00 pm	Building Bridges: Th CANCELLED ly Intervention to	Gina Musielski Keena Sims Pam Shaw	5
April 8 ONLINE	4:30 PM – 6:00 PM	 Bring Active Play Indoors: Facilitating Gross Motor Development in the Early Childhood Classroom	Emily Paine	1.5
April 20 ONLINE	4:00 PM – 6:00 PM	 Cracking the Code of Early Childhood Misbehaviors: Reflective Practice Related to Social-Emotional Contexts in our ECE Classrooms	Kira Hamann	2
April 22 Aurora	9:00 am – 3:00 pm	Bridging t CANCELLED nd Supports	Peg Mazeika	5
April 22 Mount Prospect	6:00 pm – 8:00 pm	 CANCELLED Social Gap: Social pports for Children enging Behaviors	Peg Mazeika	2
May 7 Arlington Heights	9:00 am – 3:00 pm	Extending Children's Thinking: Using Bloom's Taxonomy to Support Higher Level Questions	Katie Suchy	5
June 16 Arlington Heights	8:30 am – 3:00 pm	Introduction to ECERS-3	Kathy Slattery	5.5
June 22 Arlington Heights	9:00 am – 12:30 pm	Understanding Selective Mutism	Kathy Slattery	3.5

Visit our website for more information: starnetregionii.org

STAR NET Region II
January – June 2020 Workshop Calendar

Introduction to ECERS-3 - 208803088

January 14, 2020



Presenter: Kathy Slattery

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

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

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

Learner Objectives:

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

Intended Audience:

Early Childhood Educators, Related Service Professionals and Administrators

Registration is limited to: 40

Contact Hours: 5.5

Gateways Training Stage: 1

Training Topic Area: LE = Learning Environments
CP = Curriculum-Preschool

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

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

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

Visit our website for more information: starnetregionii.org

STAR NET Region II
January – June 2020 Workshop Calendar

**The Dynamic Dozen: 12 Functional Words to Embed
Throughout the Early Childhood Day - 208807089**



January 15, 2020

Presenter: Deidre Dobbels

Description: Using a small number of words, children are able to communicate a large repertoire of intentions and functions. This presentation will highlight a dozen high frequency core vocabulary words that will provide your minimally verbal or emerging communicators with the power to functionally express themselves! Learn how to embed these words through both routines and cross-curricular activities across the school day, with the goal of being able to provide 100 modeled words per school day.

- Learner Objectives:**
- Understand the importance of utilizing core vocabulary
 - Determine the most functional and high frequency core vocabulary words
 - Identify how to embed multiple core vocabulary words throughout the school day

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

Registration is limited to: 40

Gateways Training Stage: 1

Contact Hours: 1.5

Training Topic Area: CSM = Curriculum Strategies & Methodologies
DAP = Developmentally Appropriate Practice

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

Registration: 3:45 pm – 4:00 pm **Workshop:** 4:00 pm – 5:30 pm

Location: ONLINE – at your computer or device

STAR NET Region II
January – June 2020 Workshop Calendar

Sensory Processing and Its Impact on Emotions and Behaviors - 208803090

January 24, 2020

Presenter:	Kimberly Bryze, Ph.D., OTR/L		
Description:	This workshop will provide participants with the current evidence related to sensory processing and the emotional and social development of children with and without disabilities. The neural mechanisms involved in sensory processing and those of the limbic system will be highlighted. Participants will learn about the characteristics of non-verbal social behavior that affect children with disabilities, including autism, and learn strategies for intervention and support to enhance the emotional and social development of these children.		
Learner Objectives:	<ul style="list-style-type: none">• Apply knowledge of the interaction between sensory processing autonomic and limbic functions to children's daily routines.• Examine the influence of one's "state" on engagement and participation.• Integrate one's understanding of diagnoses such as autism or intellectual disability with methods of nonverbal communication.• Examine several strategies for intervention and support that can be implemented to enhance the emotional and social development of children and adolescents with sensory processing disorders.		
Intended Audience:	Birth through Early Childhood Educators, Related Service Professionals, and Administrators		
	Registration is limited to:	100	
	Gateways Training Stage:	2	
	Contact Hours:	5	
	Training Topic Area:	SN = Special Needs/Inclusion	
	Gateways to Opportunity Content Area:	(A) Human Growth and Development	
	Registration:	8:30 am – 9:00 am	Workshop: 9:00 am – 3:00 pm
Location:	Garden Terrace Banquets 1000 Wellington, Elk Grove Village		

STAR NET Region II
January – June 2020 Workshop Calendar

Using the Inclusive Classroom Profile for Self Reflection - 208803091

January 30, 2020

Presenters: Ann Kremer and Emily Ropars

Description: Join us for the unique opportunity to explore the Inclusive Classroom Profile (ICP), a research-based assessment tool designed to look closely at the ways inclusive programs accommodate the learning needs of young children with disabilities. This training will explore twelve indicators of high-quality inclusion as described in the Inclusive Classroom Profile. In addition to reviewing the practices, strategies to use the ICP for self-reflection and improvement of high-quality inclusive practices will be shared.

This workshop is being held in collaboration with Early CHOICES LRE.

Learner

Objectives:

- Will be able to describe the context for the use of the Inclusive Classroom Profile in early childhood classrooms.
- Will review the twelve indicators of high quality inclusive experiences identified in the ICP.
- Will discuss how to use the instrument to engage in a self-study process within classroom teams.
- Will develop the basis of a plan for implementation.

Intended

Audience:

Early Childhood Educators, Related Service Professionals, and Administrators

Registration is limited to: 40

Gateways Training Stage: 2

Contact Hours: 5

Training Topic Area: SN = Special Needs/Inclusion

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

Registration: 8:30 am – 9:00 am **Workshop:** 9:00 am – 3:00 pm

Location:

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

**STAR NET Region II
January – June 2020 Workshop Calendar**

**An Introduction to The Creative Curriculum® for Preschool:
Implementation for Teachers - 208803092**

February 12 and 13, 2020

Presenters: Jac McBride and Katie Suchy

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

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

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

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

**Learner
Objectives:**

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

**Intended
Audience:**

Early Childhood Educators, Related Service Professionals and Administrators

Registration is limited to:

40

Gateways Training Stage:

2

Contact Hours:

12

Training Topic Area:

CP = Curriculum – Preschool

DAP = Developmentally Appropriate Practice

Gateways to Opportunity Content Area:

(D) Curriculum or Program Design

Registration:

8:00 am – 8:30 am

Workshop:

8:30 am – 3:30 pm

Location:

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

Visit our website for more information: starnetregionii.org

STAR NET Region II
January – June 2020 Workshop Calendar

ACTIVE MUSIC for ACTIVE LEARNERS: Brain Food, Body Fuel! - 208803093

February 18, 2020

Presenter: Carole Stephens

Description: Children learn by moving through their environment, and music helps them MOVE! Active music participation promotes tip-top brain and body growth and provides opportunities for children of all abilities to work on social, emotional and physical skills. Simple classroom management techniques make it safe for children to stretch their bodies AND brains. Bring a water bottle and dress to move!

This workshop is being held in collaboration with LADSE – La Grange Area Department of Special Education.

Learner Objectives:

- Demonstrate how many of the building blocks of early literacy “just happen” during music time including rhyme, pattern, sequence, alliteration, rhythm, story, phonemic awareness and social skills are included
- Identify how music can enhance and increase retention of concepts in curricular areas such as math, science, physical fitness and appropriate interpersonal touch.
- Identify Learning Styles and their impact on how we teach, and how our students process information.

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

Registration is limited to: 40

Gateways Training Stage: 2

Contact Hours: 5

Training Topic Area: CP = Curriculum-Preschool
DAP = Developmentally Appropriate Practices
EMUS = Early Music

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

Registration: 8:30 am – 9:00 am **Workshop:** 9:00 am – 3:00 pm

Location: La Grange Village Hall Auditorium 53 S La Grange Rd, La Grange

STAR NET Region II
January – June 2020 Workshop Calendar



**Preschoolers and Technology: Supporting Your Child's
Development in a Digital Age - 208803094**

February 20, 2020

Presenter: Gina Musielski

Description: Technology is everywhere today. With its many forms and uses, our children are growing up immersed in tech! How do we balance the needs of young, growing minds and bodies and still make the most of the digital resources around us? Join us as we share information about how active, hands-on activity influences children's brain development and how you can nurture and support your child's development as they explore, learn, and grow in our tech-rich world. Many resources will be shared.

This workshop is being held in collaboration with Elmhurst School District 205.

Learner

Objectives:

- Understand the importance of relationships and interaction on children's learning
- Learn how active-play and hands-on exploration enhance brain development in young children
- Learn ways to utilize technology to nurture and support a young child's development

Intended

Audience:

Early Childhood Special and General Educators, Family Educators, Psychologists, Social Workers, and Family Members

Registration is limited to: 50

Gateways Training Stage: 1

Contact hours: 2

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

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

Registration: 5:30 pm – 6:00 pm **Workshop:** 6:00 pm – 8:00 pm

Location: Madison Early Childhood Education Center 130 W Madison, Elmhurst

STAR NET Region II
January – June 2020 Workshop Calendar

The Pyramid Model Workshop Day 1:
Building Relationships and Creating Supportive Environments - 208803095

February 25, 2020

Presenter: Nancy Kind

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

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

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

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

Learner

Objectives:

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

Intended Audience:

Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to: 40

Gateways Training Stage: 1

Contact hours: 6

Training Topic Area: CSM = Curriculum Strategies & Methodologies
GD = Guidance and Discipline
INT = Interactions with Children

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

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

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

Visit our website for more information: starnetregionii.org

STAR NET Region II
January – June 2020 Workshop Calendar

The Pyramid Model Workshop Days 2 and 3:
Social Emotional Teaching Strategies - 208803096

February 26 and March 3, 2020

Presenter: Nancy Kind

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

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

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

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

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

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

Learner

Objectives:

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

Intended

Audience:

Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration limited to: 40

Gateways Training Stage: 2

Contact hours: 12

Training Topic Area: GD = Guidance and Discipline

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

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

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

Visit our website for more information: starnetregionii.org

STAR NET Region II
January – June 2020 Workshop Calendar

**The Interplay Between Motor Control, Sensory Processing and Exercise to Support
Readiness For Learning - 208803097**

March 6, 2020

Presenters: Celine Rosati Skertich and Linda Merry

Description: This workshop will review motor control, sensory processing, and exercise and their impact on developmental brain function and learning. We will discuss the components inherent to classroom readiness including attention, regulation and motor development. This course is appropriate for anyone working with children ages birth through primary education.

Upon completion, participants will be able to apply concepts to understand how motor control, sensory processing and exercise promote the development of learning readiness. Problem solving through demonstrations, lab activities and simulations, you will learn how to create interventions to support positive participation for all learners.

Learner

Objectives:

- Participants will be able to describe how exercise impacts brain function
- Participants will be able describe how motor skills, sensory processing and exercise contributes to behavior, learning and participation
- Participants will understand the relationship between postural control, respiration and regulation and how it affects classroom participation.
- Participants will be able to translate knowledge gained into classroom strategies to support learning throughout their day.

**Intended
Audience:**

Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to: 40

Gateways Training Stage: 2

Contact hours: 5

Training Topic Area: PHY = Physical Fitness
SN = Special Needs/Inclusion

Gateways to Opportunity Content Area: (A) Human Growth and Development

Registration: 8:30 am – 9:00 am **Workshop:** 9:00 am – 3:00 pm

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

STAR NET Region II
January – June 2020 Workshop Calendar

Pyramid Model Workshop Day 4: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses - 208803098

March 13, 2020

Presenter: Jac McBride

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

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

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

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

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

Learner

Objectives:

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

Intended

Audience:

Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to: 40

Gateways Training Stage: 3

Contact hours: 6

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

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

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

Location:

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

Visit our website for more information: starnetregionii.org

**STAR NET Region II
January – June 2020 Workshop Calendar**

Culturally and Linguistically Responsive Family Engagement - 208803099

March 18, 2020

Presenter: Pat Chamberlain

Description: Family engagement is a foundational component of high quality early childhood programs. Engaging families in their own cultural beliefs and practices of care for their children requires educators to dig deep into their own cultural beliefs and practices of care for their children. Open to learning about the cultural beliefs and practices of care for their children need to be clearly understood so that they can be integrated into early childhood settings. Educators have to create space to integrate in meaningful ways in their routines, curriculum and events....not just food and fiestas. During this session, examples will provide a starting place for our discussion on how to transform your classroom and program practices to engage families authentically.

CANCELLED

This workshop is being held in collaboration with East Maine School District 63.

- Learner Objectives:**
- Analyze family engagement practices using a culturally responsive lens
 - Evaluate language focused family engagement practices
 - Expand your classroom based practices to build upon the assets of the children and the families with whom you work.

Intended Audience: Early Childhood Educators, Administrators, Family Members, and Parent Coordinators.

Registration is limited to:

70

Gateways Training Stage:

1

Contact hours:

5

Training Topic Area:

DIV = Cultural and Individual Diversity
FAM = Family Dynamics and Relationships

Gateways to Opportunity Content Area: (F) Family and Community Relationships

Registration:

8:30 am – 9:00 am

Workshop:

9:00 am – 3:00 pm

Location: East Maine SD 63 Family Resource Center 9000 Capitol Dr, Des Plaines

STAR NET Region II
January – June 2020 Workshop Calendar



**No I Won't and You Can't Make Me: Transforming
Aggression Into Healthy Self-Esteem - 208803100**

March 31, 2020

Presenter: Jill Molli

Description: “No I won’t!” and “You can’t make me!” Do these sound familiar to you? Have you ever felt angry at your child for their misbehavior? This can be a vicious cycle when we as adults get upset with a child’s anger and aggression. It can be completely ineffective if you’ve tried everything and the results are as we build an understanding of the brain and its relationship to self control as we build an understanding of the brain and its relationship to self control strategies to manage anger. Do not stop taking it personally. Leave with strategies to manage anger. Learn appropriate behaviors.

CANCELLED

This workshop is being held in collaboration with Crystal Lake School District 47.

Learner Objectives:

- Define function of the brain and its relationship to self control
- Identify techniques for calming ourselves when we get triggered by misbehaviors
- Demonstrate how to model the behavior you want children to learn when managing their anger
- Discuss strategies that help children to internalize self control
- Apply structures that help parents and children work together to manage their anger
- Distinguish strategies for being assertive and staying focused on the behavior you want from children

Intended Audience: Early Childhood Educators, Related Service Professionals, Administrators and Family Members
Registration is limited to:

50

Gateways Training Stage:

1

Contact hours:

2

Training Topic Area:

GD = Guidance and Discipline

Gateways to Opportunity Content Area:

(B) Health, Safety and Well-Being
(E) Interactions, Relationships and Environments

Registration:

6:00 pm – 6:30 pm

Workshop:

6:30 pm – 8:30 pm

Location:

Glacier Ridge Elementary School 1120 Village Rd, Crystal Lake

STAR NET Region II
January – June 2020 Workshop Calendar

Conscious Discipline: Reaching and Teaching Children with Trauma - 208803101

April 1, 2020

Presenter: Jill Molli

Description:

Trauma frequently occurs in the context of a relationship with a child. When a trauma also occurs within the context of a relationship, the child has proven strategies to build relationships with children. Interventions are not intended to replace therapeutic treatment; they are intended to help processes and help them become more likely to learn in your classroom. When a child exposed to trauma, you can begin implementing specific interventions to help them build a lifetime of resilience.

CANCELLED

Learner

Objectives:

- Understand the conscious discipline brain states and how they relate to trauma
- Learn how to reach children who are relationship-resistant to increase cooperation
- Create a culture of compassion, embracing children who are marginalized
- Implement interventions that help traumatized children learn in school

Intended

Audience:

Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to: 100

Gateways Training Stage: 2

Contact hours: 5

Training Topic Area: GD = Guidance and Discipline

Gateways to Opportunity Content Area: (B) Health, Safety and Well-Being
(E) Interactions, Relationships and Environments

Registration: 8:30 am – 9:00 am **Workshop:** 9:00 am – 3:00 pm

Location:

Hickory Hall 406 W Woodstock, Crystal Lake

STAR NET Region II
January – June 2020 Workshop Calendar

**Reading and Writing as Thinking: Initial Literacy Instruction for
Preschool Multilingual Learners - 208803102**

April 3, 2020

Presenter: Cristina Sanchez-Lopez

Description:

At this workshop we will discuss the importance of oral language proficiency as a vital element of early literacy instruction. We will explore ways to integrate content and embedding literacy throughout the routines of instruction. We will also discuss ways to better incorporate your students' home language into literacy instruction.

CANCELLED

***Participants should bring a laptop or tablet to use for this workshop**

This workshop is being held in collaboration with the Illinois Resource Center.

Learner

Objectives:

- Review research on initial literacy to young multilingual learners
- Experience strategies to help promote academic oral language proficiency as a precursor to literacy
- Examine way to integrate content area and literacy instruction
- View resources that can help educators incorporate students' home languages into literacy instruction
- Discuss ways to integrate writing with oral language and reading instruction

**Intended
Audience:**

Early Childhood Educators, Related Service Professionals, Administrators and Family Members

Registration is limited to: 40

Gateways Training Stage: 1

Contact hours: 5

Training Topic Area: EL = Early Literacy
INT = Interactions with Children

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

Registration: 8:30 am – 9:00 am **Workshop:** 9:00 am – 3:00 pm

Location:

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

STAR NET Region II
January – June 2020 Workshop Calendar

**Building Bridges: The Transition Process from Early Intervention
to Early Childhood - 208803103**

April 7, 2020

Presenters: Gina Musielski, Pam Shaw and Keena Sims

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

CANCELLED

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

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

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

Registration is limited to: 40

Gateways Training Stage: 1

Contact hours: 5

Training Topic Area: SN = Special Needs/Inclusion

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

Registration: 8:30 am – 9:00 am **Workshop:** 9:00 am – 3:00 pm

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

STAR NET Region II
January – June 2020 Workshop Calendar

**Bring Active Play Indoors: Facilitating Gross Motor
Development in the Early Childhood Classroom -
208807104**



April 8, 2020

Presenter: Emily Paine

Description: Do you want gross motor ideas that you can do inside your classroom? This webinar will describe the importance of exercise and movement on the developing brain and provide you with activities that align with the Illinois Early Learning and Development Standards. You can do these activities indoors when the weather does not permit outdoor play to keep children healthy and active year round.

Learner

Objectives:

- Describe the importance of movement on the developing brain
- Make connections to the Illinois Early Learning and Development Standards as they relate to gross motor development
- Recall normal developmental gross motor milestones for the preschool age child
- Develop a toolbox of school based movement games and ideas to utilize in the early childhood classroom

Intended

Audience:

Early Childhood Educators, Related Service Professionals and Family Members

Registration is limited to: 40

Gateways Training Stage: 1

Contact hours: 1.5

Training Topic Area: PHY = Physical Fitness

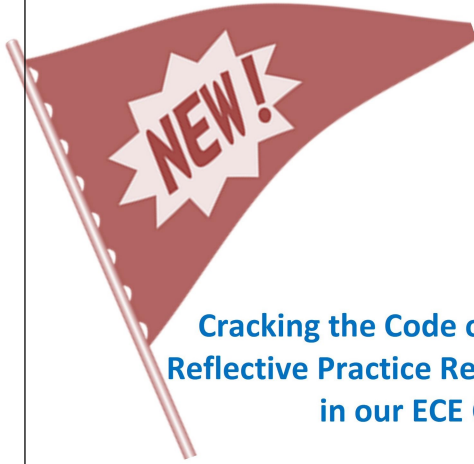
Gateways to Opportunity Content Area: (B) Health, Safety and Well-Being

Registration: 4:15 pm – 4:30 pm **Workshop:** 4:30 pm – 6:00 pm

Location:

ONLINE – at your computer or device

STAR NET Region II
January – June 2020 Workshop Calendar



**Cracking the Code of Early Childhood Misbehaviors:
Reflective Practice Related to Social-Emotional Contexts
in our ECE Classrooms - 208807144**



April 20, 2020

Presenter: Kira Hamann, Ed.D.

Description: Whining? Tantrums? Fighting? Ever wonder, “why is this child doing this?!?” Participants who attend this webinar will reflect upon challenging behaviors and examine what may really be going on when children engage in these types of behaviors. Learning about how to assess behavior through Dreikurs’ Mistaken Goals and using the 4 Crucial C’s as a guiding foundation provides participants with helpful sleuthing tools that can help to decrease challenging behaviors and support social-emotional learning for children and adults.

Learner Objectives:

- Will be able to articulate knowledge about the 4Cs of Significance and Belonging and how this connects to challenging behaviors in the classroom through the lens of Dreikurs’ Mistaken Goals of Behavior and his helpful analysis chart
- Will discover tools for cracking codes of behavior using Mistaken Goals and the 4Cs as a guide
- Implement these tips and tools within a framework of mutual respect within the ECE classroom

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

Registration is limited to: 40

Gateways Training Stage: 3

Contact hours: 2

Training Topic Area: DAP = Developmentally Appropriate Practice
GD = Guidance and Discipline

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

Registration: 3:45 pm – 4:00 pm **Workshop:** 4:00 pm – 6:00 pm

Location: ONLINE – at your computer or device

STAR NET Region II
January – June 2020 Workshop Calendar

Bridging the Social Gap: Social Skills and Supports - 208803105

April 22, 2020

Presenter: Peg Mazeika

Description: This workshop will cover the impact of Autism and related Disabilities and their impact on social skills development and use of visual supports, concrete examples, and use of classroom materials. Social skills will be presented. Participants will have work time to support implementation of social skills activities and supports specific to the audience.

CANCELLED

This workshop is being held in collaboration with the SPARK – Strong, Prepared, and Ready for Kindergarten, an education initiative of Fox Valley United Way.

- Learner Objectives:**
- Understand specifics of the impact of Autism and related disabilities on social skills development for young children
 - Gain knowledge of research based supports that are shown to be effective in supporting social skills development in young children
 - Learn how to use visual supports and structured activities to increase social interaction skills within 1:1 and small group activities
 - Plan for implementation of structured play activities for independence and social interaction

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

Registration is limited to: 40

Gateways Training Stage: 2

Contact hours: 5

Training Topic Area: INT = Interactions with Children

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

Registration: 8:30 am – 9:00 am **Workshop:** 9:00 am – 3:00 pm

Location: Waubesa Community College – Aurora Downtown Campus 18 S River St, Aurora

STAR NET Region II
January – June 2020 Workshop Calendar



**Bridging the Social Gap: Social Skills and Supports for
Children with Challenging Behaviors - 208803106**

April 22, 2020

Presenter: Peg Mazeika

Description: This workshop, designed for parents, will focus on building your child's social interaction, communication, and problem-solving skills. We will provide examples, and ideas you can use at home to promote and strengthen these skills.

CANCELLED

building your child's social interaction, communication, and problem-solving skills. We will provide examples, and ideas you can use at home to promote and strengthen these skills.

This workshop is being held in collaboration with CCSD 59 Early Learning Center.

Learner Objectives:

- Understand specifics of the impact of Autism and related disabilities on social skills development for young children
- Gain knowledge of research based supports that are shown to be effective in supporting social skills development in young children
- Learn how to use visual supports and structured activities to increase social interaction skills within 1:1 and small group activities
- Plan for implementation of structured play activities for independence and social interaction

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

Registration is limited to: 50

Gateways Training Stage: 1

Contact hours: 2

Training Topic Area: INT = Interactions with Children

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

Registration: 5:30 pm – 6:00 pm **Workshop:** 6:00 pm – 8:00 pm

Location: Early Learning Center 1900 Lonnquist Blvd, Mount Prospect

STAR NET Region II
January – June 2020 Workshop Calendar

**Extending Children’s Thinking: Using Bloom’s Taxonomy
to Support Higher Level Questions - 208803107**

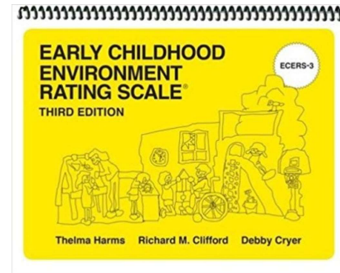
May 7, 2020

Presenter:	Katie Suchy		
Description:	In this workshop you will learn how to “step up” your questioning techniques by utilizing stages of questions based on Bloom’s Taxonomy to extend children’s thinking as you engage with them in the classroom environment and through the daily routine. The amount of words, as well as the number of back and forth exchanges in conversation children are exposed to at a young age, boosts brain development. You may be aware that various classroom assessment systems such as Danielson, ECERS-3, and CLASS emphasize the importance of teacher-child interactions, including higher level thinking. With some practice using higher level questions, teachers can pave the way for children to think about and express more complex ideas.		
Learner Objectives:	<ul style="list-style-type: none">• Identify the 6 stages of questions in Bloom’s Taxonomy• Discuss and analyze connections between higher level questions and teacher-child interactions to various classroom assessment tools.• Utilize the stages to create questions for interest areas, studies, and the daily classroom routine.• Practice higher level questions in pairs and small groups through hands-on activities.		
Intended Audience:	Administrators, Early Childhood Special and General Educators, Family Members, Family Educators, Teacher Assistants, OT/PTs, Psychologists, SLPs, Social Workers		
	Registration is limited to:	40	
	Gateways		Contact hours: 5
	Training Stage:	1	
	Training Topic Area:		INT = Interactions with Children
	Gateways to Opportunity Content Area:		(E) Interactions, Relationships and Environments
	Workshop	8:30 AM – 9:00 AM	Workshop: 9:00 AM – 3:00 PM
	Registration:		
Location:	The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights		

STAR NET Region II
January – June 2020 Workshop Calendar

Introduction to ECERS-3 - 208803108

June 16, 2020



Presenter: Kathy Slattery

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

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

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

Learner Objectives:

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

Intended Audience:

Early Childhood Educators, Related Service Professionals and Administrators

Registration is limited to: 40

Gateways Training Stage: 1

Contact hours: 5.5

Training Topic Area: LE = Learning Environments
CP = Curriculum-Preschool

Gateways to Opportunity (D) Curriculum or Program Design

Content Area:

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

Registration: 8:30 am

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

STAR NET Region II
January – June 2020 Workshop Calendar

Understanding Selective Mutism - 208803109

June 22, 2020

Presenter:	Kathy Slattery		
Description:	Selective mutism is a childhood anxiety disorder characterized by a child's inability to speak in one or more social settings (e.g., at school or in public places, with adults) despite being able to speak comfortably in other settings, such as at home with family. This condition is often first noticed by preschool or early primary classroom teachers and it can have a significant impact on the student's ability to fully participate in classroom and school activities. Attend this workshop to gain a better understanding of this complex condition and learn resources and strategies which can be helpful in supporting the child in overcoming selective mutism.		
Learner Objectives:	<ul style="list-style-type: none">• Understand selective mutism as an anxiety disorder• Identify signs and symptoms of selective mutism in children and their impact on school participation• Learn classroom strategies to increase comfort and decrease anxiety• Know where to access additional resources and information to support children and their families		
Intended Audience:	Early Childhood Educators, Related Service Professionals, Administrators and Family Members		
	Registration is limited to:	40	
	Gateways Training Stage:	1	
	Contact hours:	3.5	
	Training Topic Area:	SN = Special Needs/Inclusion	
	Gateways to Opportunity Content Area:	(E) Interactions, Relationships and Environments	
	Workshop Registration:	8:30 AM – 9:00 AM	Workshop: 9:00 AM – 12:30 PM
Location:	The Center: Resources for Teaching and Learning 2626 S Clearbrook Dr, Arlington Heights		

Additional Professional Development Opportunities January – June 2020

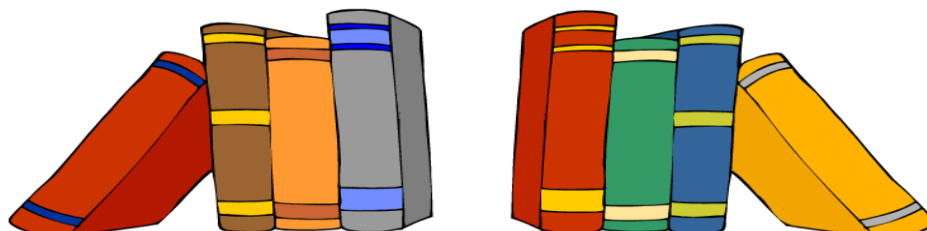
<p>Opening Minds Conference January 29 – February 1, 2020 Chicago http://openingmindsusa.org/opening-minds-2020/</p> <p>Illinois Speech Language Hearing Association Annual Convention February 6-8, 2020 Rosemont https://www.ishail.org/annual-convention</p> <p>Annual Statewide Every Student Succeeds Act (ESSA) Conference February 10-12, 2020 Chicago http://www.thecenterweb.org/essa</p>	<p>ASCD Pre-Kindergarten and Kindergarten Conference March 4-6, 2020 Schaumburg https://www.illinoisascd.org/professional-learning-opportunities/pre-k-and-kindergarten-conference</p> <p>NLU Leadership Connections Conference April 29 – May 1, 2020 Wheeling http://mccormickcenter.nl.edu/professional-development/national-leadership-conference/</p>
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If not, take a look! We think you'll find something you'd like to check out!

<https://www.starnetregionii.org/resources>

Find our Library Materials Request Form at
[Starnetregionii.org/resources/library-lending-form](https://www.starnetregionii.org/resources/library-lending-form)



**STAR NET Region II
WORKSHOP CALENDAR
January – June 2020**

Presenters

Kimberly Bryze, Ph.D., OTR/L

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

Pat Chamberlain

Pat Chamberlain works as a consultant with school districts and agencies on issues related to optimizing the educational opportunities for young culturally and linguistically diverse children and their families. Her most recent projects include working as the co-director of the EC Award for Excellence Project for Linguistically and Culturally Responsive Practices with OECD, developing an EC ESL/Bilingual Credential with INCCRRA, chairing community collaboration organization and working with B-3rd Grade Continuity Project for ISU.

Deidre Dobbels M.S. CCC-SLP/L

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

Kira Hamann, Ed.D.

Beginning her career in Chicago Public School preschools, Kira Hamann, Ed.D. is a veteran early childhood educator and instructional assistant professor at Illinois State University. With a doctorate in Teaching and Learning from ISU, a master's degree in ECE from the Erikson Institute in Chicago, and her EC teaching degree from ISU, Kira's research focuses on teacher preparation, classroom management and community building, and new teacher mentorship. She is a certified Positive Discipline Parent & Teacher Educator and leads professional development in the areas of teaching social-emotional skills, problem-solving, co-teaching, teacher identity development, and building family and classroom communities.

Nancy Kind

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

Ann Kremer

Ann Kremer is the Director of Early CHOICES LRE, working to increase inclusive opportunities for preschool children with disabilities. Ann came to the field of inclusive practices as a parent of a child with Down Syndrome who wanted to include her son in regular preschool. Ann started out as an elementary school teacher but completed her Masters in early childhood. She also has experience as a Developmental Therapist in Early Intervention. Through her work, Ann has done presentations for many regional and national conferences as well as facilitated districts to plan for inclusion. Ann has participated on many state level committees, leading the Early Childhood LRE Stakeholders, and participating in the Stakeholders Committee for Early Childhood Outcomes, and the ISBE/DHS Transition Guidance Committee.

Peg Mazeika

Peg Mazeika has worked in the field of education for over 25 years, most of it working with children with ASD. She has worked in both regular and special education classrooms working with Early Childhood through High School students as an educator and as a behavior management specialist. Peg has served as a consultant to the IL Autism Project and to many school districts across the state of Illinois and Wisconsin as well as a member of the Professional Advisory Committee of the Illinois Autism Society.

Jac McBride

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

Linda Merry, OTR/L

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

Jill Molli

Jill Molli has the uncanny ability to help people laugh and learn at the same time. Her past position in a Title 1 elementary school offered her opportunities to apply Dr. Bailey's Conscious Discipline in a school setting and her family offers her constant real-life experiences to share with her audiences. Jill was selected as a Loving Guidance Associate because of her no-nonsense ability to get to the heart of a situation and her commitment to living Loving Guidance principles at school and at home. Jill began her teaching career in a behavior disabilities classroom, moved into a regular third grade classroom and then completed her requirements as a Guidance Counselor. She has a Bachelor of Arts in Elementary Education, a Master's in Counseling, and over 15 years' experience working with children who have behavior problems.

Gina Musielski

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

Emily Paine

Emily Paine has been a school based physical therapist since 2004 and has worked in the early childhood setting for 8 years. She earned her Master of Physical Therapy degree in 2000. She is also a mother to three active boys.

Emily Ropars

Emily Ropars has worked in the field of early childhood education for 20 years. Emily has a master of special education, focused on early intervention/early childhood special education. She worked as a developmental therapist and holds a type 04 with a special education endorsement. Emily has worked in all early childhood environments as a teacher, coach and administrator: lab preschool, child care, Head Start, and private schools. She currently is LRE Specialist for Early Choices.

Cristina Sanchez-Lopez

Cristina Sanchez-Lopez is an Education Specialist at the Illinois Resource Center (IRC). She collaborates with educators in the US and Canada on the ELL/LD interface; middle school mathematics; literacy across the content areas; parental engagement, and supporting Pre-K educators who serve Multilingual Learners (MLs). Prior to coming to the IRC, Cristina taught at the elementary, middle school and university levels in the US and Mexico. She is co-author of the book: *Special Education Considerations for English Language Learners: Delivering a Continuum of Services*. (Caslon Publishing, 2007), and a volume in the Oxford University Press Focus on the Language Classroom series: *Focus on Special Educational Needs* (October, 2018). Cristina and her husband have raised their daughter bilingually.

Celine Rosati Skertich, PT, MS, PCS

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

Pam Shaw

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

Keena Sims

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

Kathy Slattery

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

Carole Stephens

Dubbed "the Pied Piper of children's music", "Miss Carole" Stephens is a nationally renowned music specialist. Her cross-curricular music and guidance techniques instantly invite all audiences from the youngest child to the oldest adult to join in singing, dancing and rhythmic movement. Miss Carole focuses on the how, why, and what behind music and movement to teach classroom management techniques that really work, brain research that supports active music involvement, and developmentally appropriate music and movement activities children love!

Katie Suchy

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

Workshop Registration for STAR NET Region II

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

PERSONAL INFORMATION

Last Name	First Name (Formal)	Middle Initial	Maiden Name (if applicable)
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Home Address	City	State	Zip Code
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County	()	()	()
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REQUIRED	Home Telephone Number	AND/OR	Cell Phone Number
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Preferred Email Address	IEIN Educator ID (if applicable)	Gateways Member ID# (if applicable)
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EMPLOYMENT INFORMATION

School Name / District / Program Name

School / Work Address	City	State	Zip Code
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County	Work Phone Number
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Please check your position:

- | | |
|--|--|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Family Educator |
| <input type="checkbox"/> Service Coordinator | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Developmental Therapist | <input type="checkbox"/> Physical Therapist |
| <input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Other _____ |

Please check your program affiliation:

- | | |
|---|---|
| <input type="checkbox"/> Preschool Expansion | <input type="checkbox"/> Birth – 3 Early Intervention |
| <input type="checkbox"/> EC Special Education | <input type="checkbox"/> Child Care |
| <input type="checkbox"/> Kindergarten – 3 rd Grade | <input type="checkbox"/> Preschool For All |
| <input type="checkbox"/> State Prevention Initiative | <input type="checkbox"/> Head Start |
| <input type="checkbox"/> Community Preschool | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Blended EC Special Education/PFA | |

☐ Parent or Family Member: age of child: _____ My child has an: ____ IFSP ____ IEP

X	ID Number	Workshop Title	Date
	208803088	Introduction to ECERS-3	January 14
	208807089	The Dynamic Dozen: 12 Functional Words to Embed Throughout the Early Childhood Day	January 15 (ONLINE)
	208803090	Sensory Processing and Its Impact on Emotion and Behavior	January 24
	208803091	Using the Inclusive Classroom Profile for Self Reflection	January 30
	208803092	An Introduction to The Creative Curriculum© for Preschool: Implementation for Teachers	February 12 & 13
	208803093	ACTIVE MUSIC for ACTIVE LEARNERS: Brain Food, Body Fuel!	February 18
	208803094	Preschoolers and Technology: Supporting Your Child's Development in a Digital Age	February 20 (EVENING)
	208803095	The Pyramid Model Workshop Day 1	February 25
	208803096	The Pyramid Model Workshop Days 2 and 3	February 26 & March 3
	208803097	The Interplay Between Motor Control, Sensory Processing & Exercise to Support Readiness for Learning	March 6
	208803098	The Pyramid Model Workshop Day 4	March 13
	208807104	Bring Active Play Indoors: Facilitating Gross Motor Development in the Early Childhood Classroom	April 8 (ONLINE)
	208807144	Cracking the Code of EC Misbehaviors: Reflective Practice Related to Social-Emotional Contexts in our Classrooms	April 20 (ONLINE)
	208803107	Extending Children's Thinking: Using Bloom's Taxonomy to Support Higher Level Questions	May 7
	208803108	Introduction to ECERS-3	June 16
	208803109	Understanding Selective Mutism	June 22

Throughout the workshops there may be photos and/or videos taken for fun and promotion. Please be aware that your image and likeness may appear digitally on the STAR NET Region II website and Facebook page or on brochures and newsletters in the future.

STAR NET Code:

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Phone: 224-366-8579 Fax: 847-278-5434 Email: starnetregionii@cntrmail.org

Special accommodations needed?
Please specify: