



## 2022 *Early On*<sup>®</sup> Michigan Conference

*The Music of Early Intervention: Rock, Rattle and Roll!*



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# Agenda at a Glance

## Tuesday, November 15, 2022

### Pre-Conference Sessions

7:30AM - 8:45AM	Registration and Continental Breakfast
9:00AM - 10:30AM	<a href="#">Pre-Conference Sessions Begin</a>
10:30AM - 10:45AM	Break
10:45AM - 12:00PM	Pre-Conference Sessions Continue
12:00PM - 1:00PM	Lunch
1:00PM - 2:15PM	Pre-Conference Sessions Resume
2:15PM - 2:30PM	Break
2:30PM - 3:30PM	Pre-Conference Sessions Conclude

## Wednesday, November 16, 2022

### Conference Schedule

7:00AM - 8:15AM	Registration & Continental Breakfast
7:15AM - 8:15AM	<a href="#">Poster Exhibition</a>
7:45AM - 5:00PM	<a href="#">Vendors and Exhibitors</a>
8:30AM - 9:15AM	Welcome Christine Callahan, <i>Director, CCRESA Office of Innovative Projects</i> Janet Timbs, <i>Manager, Birth to Five Early Childhood Special Education, Office of Great Start/Early Childhood Development and Family Education, Michigan Department of Education</i>
9:15AM - 9:45AM	Opening Elvis Tribute: Liam Doyle, <i>Artist</i>
9:45AM - 10:00AM	Break
10:00AM - 12:00PM	<a href="#">Conference Session 1</a>
12:00PM - 1:00PM	Lunch
1:15PM - 3:15PM	<a href="#">Conference Session 2</a>
3:15PM - 3:45PM	Break
3:45PM - 5:00PM	<a href="#">Conference Session 3</a>

## Thursday, November 17, 2022

### Conference Schedule

7:00AM - 8:15AM	Continental Breakfast
7:00AM - 8:15AM	<i>Early On</i> Coordinator Breakfast (Invitation Only)
8:30AM - 9:30AM	Welcome Dr. Scott Koenigsnecht, <i>Deputy Superintendent, Michigan Department of Education</i> Jonnie Taton, <i>Director, Office of Great Start/Early Childhood Development and Family Education, Michigan Department of Education</i>
9:30AM - 10:00AM	Award Presentations
10:00AM - 10:30AM	Break
10:30AM - 12:30PM	<a href="#">Conference Session 4</a>
12:30PM - 1:30PM	Lunch
1:30PM - 3:30PM	<a href="#">Conference Session 5</a>



## Registration

Registration for the 2022 *Early On* Conference, *The Music of Early Intervention: Rock, Rattle and Roll!* is open!

Pre-Conference: <https://eotta.ccesa.org/Event.php?id=4397>

Conference: <https://eotta.ccesa.org/Event.php?id=4398>

## Poster Exhibition

The 2022 poster exhibition will be located in the pre-function area of the Governors' Hall. Poster presentations relevant to current research and practice in early intervention, parent and family involvement, leadership and other related areas will be featured. Posters are offered from 7:15 to 8:15 a.m., prior to the conference welcome, on Wednesday only. Each poster will be displayed on an easel with presenters available for discussion. Join this opportunity to talk to presenters informally about their topics and research!

## Vendors and Exhibitors

This year's conference once again offers an opportunity for vendors and exhibitors to share their products and services. Come and enjoy the many offerings. The vendors and exhibitors are located in the Governors' Hall A-B and will display Wednesday only.

**2022 *Early On* Conference: *The Music of Early Intervention: Rock, Rattle and Roll!***

## PRE A The ABC's of Early Intervention

Cari Ebert, MS, CCC-SLP, Cari Ebert Seminars

Working with the birth-to-three population is a rewarding, yet often a challenging experience. Community-based services requires providers to move from a dyadic model of service delivery to a triadic model, which includes parents and caregivers as integral members of the early intervention team. In this seminar we will examine the ABCs of early intervention to empower providers with critical evidence regarding best practice guidelines when working with very young children and their families. Some of the topics we will explore: barriers to success in early intervention, coaching the caregiver, creating functional IFSP outcomes, embedding strategies into naturally occurring routines, and providing services in the childcare setting. If you are an early intervention professional or want to learn more about the framework of service delivery in early intervention, this seminar is for you. Instructional level: Intermediate

## PRE B Individualized Positive Behavior Support Using PTR-F

Alissa Hofstee, EdS, Kent Intermediate School District

Recent data indicate that expulsions and suspensions regularly occur in early care and educational settings. This is a problematic issue given the well-established research indicating that these practices can influence a number of adverse outcomes across development, health, and education. Further, while many intervention programs are readily available for classroom programming, research-based practices focused on supporting families and caregivers is scarce. Prevent-Teach-Reinforce for Families (PTR-F) is a manualized intervention model that helps families prevent behavior problems in children ages 2–10, teach proactive communication and social skills, and reinforce positive behavior to meet families' unique needs. Instructional level: Intermediate

## PRE C Secondary Traumatic Stress: The Alchemy for Personal Transformation

Jim Henry, PhD, SW Michigan Children's Trauma Center

This workshop will outline the impact of Secondary Traumatic Stress (STS) to professionals and caregivers. Creating a new paradigm that embraces STS as a pathway to personal transformation through reframing traumatic pain as spiritual opportunity will be the focus of this workshop. Multiple examples will be provided that shift the conversation from managing STS to recognizing and embracing "sacred moments" between professionals and children/families. This workshop will explore what sacred moments are regardless of your particular religious or spiritual practice, identify how sacred moments occur, how to embrace sacred moments, and how sacred moments shift experiences of traumatic pain from the traditional paradigm of surviving secondary traumatic stress to personally thriving because of these intense encounters with pain. Activities will be provided for each participant to reflect on their own sacred moments, the personal impact, and how to continue to create opportunities to experience them. Instructional level: Intermediate

## PRE D Promoting Staff Well-Being in Early On

Nancy Surbrook Goins, MA, IMH-E, AnLar LLC

This session will focus on what we know about staff well-being and why it is important to work with families in *Early On*. Research from Zero to Three, Journal of Early Childhood, Head Start, and other relevant sources will be highlighted as we investigate well-being. We will highlight how individuals can implement well-being practices as well as how staff can support each other in wellness and supervisors can promote the wellness of the staff they supervise and support. Instructional level: Introductory

## **PRE E Managing Bias to Promote Equity in Early Interventions**

Paul Elam, *PhD, Michigan Public Health Institute*

This session will define the mindsets, skill sets, and toolsets to confront the reality of bias. The interactive experience, relevant examples, and practical tools equip people to surface and address bias in their everyday decisions and interactions. Managers benefit because they can make better choices about how to hire, delegate work, develop and promote talent, and build innovation, empathy, curiosity, and courage across the organization. Individual contributors benefit because they learn how to more fully respect, include, and value colleagues, customers, and other stakeholders through connection and courage. All participants build a robust set of skills around identifying and coping with bias, as well as the skills to be an ally and an advocate as circumstances allow.

Instructional level: Introductory

## **PRE F Parents Interacting with Infants (PIWI): Supporting Infant-Toddler Development Through Parent Child Interactions**

Kristin Tenney-Blackwell, *MA, LLP, IMH-E, Pyramid Model Consortium*

Research continues to show us how important the first three years of life are to a child's development and how important families are in this process. This session will share information on PIWI (Parents Interacting with Infants), which focuses on practices for enhancing the development of infants and toddlers by expanding on and strengthening parent-child interactions and relationships. Strategies for supporting parent-child interaction and engagement will be shared.

Instructional level: Introductory

# **Conference Session 1 Wednesday, 10:00 AM - 12:00 PM**

## **1A Autism Strategies for the Early Intervention Provider**

Cari Ebert, *MS, CCC-SLP, Cari Ebert Seminars*

To develop, learn, and have meaningful relationships with other people, young children need a core set of foundation skills on which to build. The five foundation skills addressed in this course include 1) nonverbal imitation, 2) joint attention, 3) sensory processing and self-regulation, 4) purposeful play (but not necessarily neurotypical play), and 5) early language development.

Instructional level: Intermediate

## **1B Using Yoga to Explore Attachment, Attachment Behaviors and Regulation Strategies**

Danielle Rice, *LMSW, IMH-E, Michigan Association for Infant Mental Health*

This interactive workshop will offer infant and early childhood professionals with an overview of attachment styles and how attachment impacts social and emotional development. Participants will learn how yoga can facilitate secure attachment patterns and help with managing challenging behaviors.

Instructional level: Introductory

## **1C Finding Balance in the Midst of Chaos**

Amy Wassmann, *MSW, Michigan Department of Education*

People are experiencing high levels of stress in their jobs. Finding a balance between work and personal responsibilities can send us into anxiety overload. How do we manage our work responsibilities, while honoring our personal time? This session will give participants practical strategies to address the many competing "needs" of our time, while also honoring the many roles we have.

Instructional level: Intermediate

## **1D “Do You Hear What I Hear?” Language Development and Strategies for Improvement: A Refresher Course for Parents and Service Providers**

Sheryl J.S. Covington, *MPA, MA, CCC-SLP/L, Detroit Public Schools Community District*

Language development doesn't just happen. It is important that caregivers know what the world is like for a child learning their language. This workshop will provide an overview of typical language development, opportunities to “hear” what the child hears as language is being learned, strategies for language learning, and methods for turning daily activities into language learning moments. Instructional level: Introductory

## **1E The Growing Brain: Understanding Behavior**

Tierney Popp, *PhD, Central Michigan University*

This session focuses on how children's behavior (birth - 5) is influenced by the brain. In this training, you will learn about basic brain anatomy; connections between areas of the brain and how these connections are expressed through behavior; key factors that influence behavior; the root causes of challenging behavior and effective strategies for helping children with these difficulties. Instructional level: Introductory

## **1F Read with Me from Birth to Three: Emergent Literacy Skills**

Susan L. Wit, *MEd, OT, Oakland Schools*

Anne Wahr, *MA, CCC-SLP, Oakland Schools*

Lynn Legg, *PT, Oakland Schools*

Research says parents can have a lasting impact on children's early literacy skills. Our Emergent Literacy program provides families of children from birth to three with the knowledge and skills necessary to build a successful literacy foundation for their children. Learn how shared reading experiences and literacy activities embedded in daily routines can engage families and support literacy development. Instructional level: Intermediate

## **1G Understanding and Engaging Families Navigating the Child Welfare System**

Beth Jenkins, *MSW, Michigan Department of Health and Human Services*

Laura Goldthwait, *MEd, Michigan Department of Education*

This session will introduce the child welfare system and provide an understanding of CPS investigations and how trauma can impact family engagement with services. With a better understanding of the trauma of abuse and neglect, *Early On* service providers can utilize a trauma-focused approach in engaging and involving families in their child's growth and development. Instructional level: Introductory

## **1H Five Strategies for Being More Accepting and Inclusive: Reflections from an Early On Parent and Graduate**

Barb Schinderle, *BA, Michigan Department of Education*

Megan Brodie, *LMSW, Kennari Consulting*

When Megan was born with a craniofacial syndrome, mother Barb Schinderle learned how to navigate a new world of doctors and specialists. They were connected with *Early On* when Megan was six weeks old. In this presentation, Barb and Megan will share some of the lessons they learned from their time in *Early On*, focusing on advocacy, inclusion, and self-acceptance. Instructional level: Introductory

## 1I Discover the Michigan Personas: An Engaging and Effective Resource for Your Work

Danielle Savory-Seggerson, MA, Lansing Community College  
LaShorage Shaffer, PhD, University of Michigan Dearborn

Join this session to learn about where to access and how to use the full collection of Michigan personas, which are short stories about children and families in Michigan. This resource can support engagement, learning, and applications connected to a wide variety of topics, including supporting dual language learners, individualizing for the needs of each and every child and using culturally responsive practices. Participants will leave with access to the Michigan personas as well as the companion materials (evidence sources, sample questions and prompts) that were developed for each persona.

Instructional level: Intermediate

## Conference Session 2 Wednesday, 1:15 PM - 3:15 PM

### 2A Introduction to Using Reflective Practice in Work with Children and Families

Danielle Rice, LMSW, IMH-E, Michigan Association for Infant Mental Health

Reflective practice is the cycle of ongoing learning that occurs when early childhood professionals take the time to stop, think, challenge and change their practices in order to incorporate new understandings and advance children's learning and development. This presentation will provide an introduction to reflective practice and its usefulness in work with children and families.

Instructional level: Introductory

### 2B Using Routines as a Foundation for Assessment and Intervention

Jorri Novak, MA, CCC-SLP, Office of Innovation Projects, Clinton County Regional Educational Agency  
Sara Leggett, Ed.S., NCSP, Livingston Educational Service Agency

This session will focus on using the child's and family's routines as the foundation of early intervention. There are 3 distinct times in which routines can be targeted: 1) gathering information around daily routines, 2) formulating meaningful outcomes which are centered around routines, and 3) using intervention strategies which can be tied to a certain routine. Participants will leave this session feeling confident in understanding why it is important to use a routines-based model of assessment and intervention.

Instructional level: Introductory

### 2C Building Capacity, Connections, and Collaboration to Support Feeding Development in Early On

Meghan McGowan, OTR/L, IMH-E, Washtenaw Intermediate School District  
Leslie Stuber, MA, CCC-SLP, Washtenaw Intermediate School District

Mealtimes are an essential part of a family's life. As *Early On* providers, it is our responsibility to build team capacity, foster connections with the medical community, and collaborate with other providers to support a whole-child and family approach to feeding and swallowing. This session will discuss ideas for providing a team-based approach to support feeding in *Early On*.

Instructional level: Introductory

### 2D Music to My Ears

Kelly Dunham, TC-D/HH, Eaton Regional Education Service Agency  
Amy Miller Lowrie, MA, Eaton Regional Education Service Agency

*Early On* support for families of children with hearing loss is essential, but what does it look like? Service providers can use the 8 DEC recommended practices as a framework for how to provide effective services to families of children with hearing loss. This presentation will address how to include a hearing screening instrument as part of your *Early On* evaluation protocol, determine eligibility for children with hearing loss, and how to provide evidenced-based intervention services for families of children with hearing loss.

Instructional level: Introductory

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## 2E “MOVE”-ing at Home - Celebrating Big Dreams with Small Steps

Elizabeth Tanja, *MPT, Kent Intermediate School District*

MOVE (Mobility Opportunities via Education/Experience) is an activity-based program for individuals of any cognitive ability that are not yet sitting, standing, walking, or transitioning. For children with significant motor impairments, MOVE provides hope. This session will provide an overview of the MOVE program and principles while applying them to the birth to 3-year-old population. Instructional level: Introductory

## 2F Better Together: Family to Family Support Opportunities for Deaf & Hard of Hearing Children

Amanda Schneider, *MA, Michigan Department of Education, Low Incidence Outreach*

Victoria McIntosh, *PhD, Michigan Hands and Voices*

When a child is identified as Deaf or Hard of Hearing (DHH), there is potential for the family to experience feelings of isolation. Parent-to-parent support provides an opportunity for families to connect with trained parents and build a supportive community. This presentation will outline the evidence-based positive benefits of parent-to-parent support to the child, the family, and their professional team. Instructional level: Introductory

## 2G Everyday Actions to Create Strength and Stability in Families

Marsha Baird, *MA, Cheboygan-Otsego-Presque Isle Education Service District*

Rebecca Hicks, *MA, Cheboygan-Otsego-Presque Isle Education Service District*

Protective factors are characteristics that make families less likely to experience negative outcomes. Acquiring protective factors help families thrive despite the risk factors they face. Strengthening Families Protective Factors Framework is not a program, but rather a different approach to working with families. Participants will leave this introductory session with everyday actions that will improve outcomes for children and families. Instructional level: Introductory

## 2H Books, Books and More: Promoting Early Literacy

Ann Turner, *MEd, NBCT, IMH-E, Wayne Westland Community Schools*

Kristen P. Boucher, *MAT, IMH-E, Grosse Pointe Public School District*

We know children learn best when they are participating in natural learning opportunities that occur in everyday routines and activities. We also know that good literacy practices do not always just “come naturally.” This session focuses on sharing anecdotes and materials that have been used with Wayne County families in meeting Child Outcomes while promoting essential literacy practices at home. Instructional level: Introductory

## 2I Michigan Mandatory Special Education Birth to Three Eligibility

Janet Timbs, *EdS, Michigan Department of Education*

Nancy Rotarius, *EdS, Michigan Department of Education*

This session will provide an overview of the current Michigan Mandatory Special Education Birth to Three Eligibility Guidance documents developed by the Michigan Department of Education Offices of Special Education and Great Start/Early Childhood Development and Family Education with the assistance of stakeholder and field perspectives and input. Instructional level: Intermediate

### 3A Otoacoustic Emission Fundamentals

Louise Mann, MA, CCC-A, Trenton Oral Program for Deaf and Hard of Hearing  
Jennifer Dakers, MA, CCC-A, Michigan Department of Health and Human Services

This Introductory course will cover hearing anatomy, Otoacoustic Emissions, hearing screening protocols and the importance of early childhood screening. This session is targeted for participants who want to know more about hearing, Otoacoustic Emissions or want a refresher course. Please note, this is not a hands-on training session for using the hearing screener but questions regarding the screener are welcome. Instructional level: Introductory

### 3B Everything You Wanted to know about the New Birth-Kindergarten Certification

Gina Gardner, PhD, Michigan Department of Education

What do you know about the new Early Childhood General and Special Education (ZN) endorsement? This session will provide information about the requirements for the new ZN and how the state will phase out the ZS. Attendees will discuss what is important for early childhood teachers to know and be able to do. Ample time for questions will be provided. Instructional level: Introductory

### 3C Growing an Early On Feeding Team

Kelsey Pontbriand, MA, CCC-SLP, Dickinson -Iron Intermediate School District  
Connie Smith, OTR/L; USC/WPS Certified in Sensory Integration Practice, Dickinson -Iron Intermediate School District

Our area has made feeding a top priority in strengthening our services to families. At a 2022 Early On Coordinator Community of Practice, we talked about our universal experiences with feeding challenges and service area needs to pursue training and to develop a structure for helping families. Others may have experiences to share as well and are welcome to share. Open discussion and shared insights and resources will be the format with contacts and links to the trainers that have been helpful and applicable to our journey. This discussion will be an opportunity to think about how local areas can grow in the feeding arena and offer participants tangible options for learning and setting goals for systems that are prepared to support feeding challenges. Instructional level: Introductory

### 3D Creating Seating Options for Young Children

Jim Kauppila, BA, Muskegon Area Intermediate School District  
Julie Steketee, OT, Muskegon Area Intermediate School District

Young children in Early On programs sometimes don't have the physical ability to attend to books and toys independently. Adaptive seating systems are available commercially. Tri-Wall cardboard represents a low-cost material that can be used to create custom, child specific seating options when they may not be available commercially. This session will cover design and construction methods to begin this process. The creation team from Muskegon County has successfully created seating to support early intervention and instruction across a wide variety of home and classroom situations for the past five years. Participants will leave the presentation with resources and understanding of how to begin and create positive seating and instructional options. Instructional level: Introductory

### 3E Infant Safe Sleep Beyond the Brochure

Colleen Nelson, MSW, Michigan Department of Health and Human Services

Practicing Infant Safe Sleep is hard. This session will cover ways to provide support to families, including how to 1) have supportive conversations, 2) address common parent questions and barriers, 3) manage cords and tubes for babies with special medical needs, 4) create a bedtime routine, and more. Instructional level: Intermediate

### 3F Beyond the Hour: A Parent’s Perspective and a Teacher’s Reflection

Molly Kelsey Clayton, MA, *Teacher Consultant, Woodhaven-Brownstown School District*

This is an honest reflection of an *Early On* Teacher and her experience with her son’s cancer diagnosis and journey through chemotherapy. She will share the profound effect it had on her life and the services she provides to families. Through journal entries, pictures, and small group discussions, service providers will walk away with a deeper understanding of the families they are working with as she models for families that it’s OK to not be OK.

Instructional level: Introductory

### 3G CreATing Access at an Early Age

Katie Butzu, MSOT, OTRL, *Bay Arenac Intermediate School District*

For children with disabilities, pushing the toy’s default button may not be possible, but they may be able to activate other switches. Switches and access to switch adapted toys can be often a barrier due to the expensive cost attached. The accessibility of Do It Yourself (DIY) Switches and Assistive Technology have been steadily growing since the cost of 3D printers and microcontrollers have reduced. Participants will learn about open resources for toy hacking, DIY switches and DIY battery interrupters.

Instructional level: Intermediate

### 3H Roadmap to Resiliency

Chandra Jones, BA, *Early Childhood Comprehensive System grant, Michigan Department of Health and Human Services*  
Kristen Reese, BA, *Michigan Public Health Institute*

Resilience involves behaviors, thoughts, and actions that anyone can learn and develop. This presentation will focus on four core areas to help individuals withstand and learn from their experiences. Becoming more resilient will not only help them get through challenging times, but also empower them to grow and improve their life along the way.

Instructional level: Introductory

### 3I Let’s Play!! Community Playgroups in Mid-Michigan

Cindy DeYoung, MA, CCC-SLP, *Montcalm Area Intermediate School District*  
Katie Olson, MA, *Montcalm Area Intermediate School District*

Learn how a rural mid-Michigan county has created inclusive community playgroups for young children and their families. Topics of interest include Partnerships with Great Start Collaborative, Literacy focus with book giveaways, and home activities and our social media presence.

Instructional level: Introductory



## Conference Session 4 Thursday, 10:30 AM - 12:30 PM

### 4A Use of Pyramid Model to Improve Feeding Outcomes in the Young Child

Laurie Bahlke, MA, CCC-SLP, Central Michigan University

Young children with feeding challenges may have behaviors that impact their oral intake, social-emotional connections made at mealtime with family and peers, and their confidence in trying new foods. This workshop will help early childhood providers understand developmental milestones in feeding, how to identify triggers and setting events that impact successful feeding and how to use positive support strategies, along with parent coaching to increase a child's acceptance of foods. Instructional level: Intermediate

### 4B I'm Not Getting Anywhere: Expanding your Capacity to Increase ALL Families Participation in Services Using Motivational Interviewing

Liz Hart-Walker, LMSW, MAT, Kalamazoo Regional Educational Service Area  
Kristie Brzezniak, LMSW, Kalamazoo Regional Educational Service Area

Do you ever get stuck with your families and feel like you're not making any progress? Participants in this session will walk away with handouts, scripts, tools, surveys, and strategies to implement motivational interviewing techniques in their daily practice. By centering each family's unique motivation for change, motivational interviewing provides a pathway for individualized service delivery that meets families where they are. Instructional level: Intermediate

### 4C Supporting Language Development Using Core Vocabulary

Laura Begley, MA CCC-SLP, Wayne Regional Educational Service Agency  
Emily Barc, MA, CCC-SLP, Grosse Pointe Public Schools

This session will focus on giving *Early On* providers the tools to empower families to be their child's best teacher and communication partner. We will review what core vocabulary is and how to easily implement it with our youngest learners throughout their day to increase communication. Instructional level: Introductory

### 4D IFSP and Medicaid Plan of Care: Finding Common Ground for Medicaid Billing

Dana Billings, MA, Michigan Department of Education  
Kevin Bauer, PhD, Michigan Department of Health and Human Services

Providers, consultants and administrators often struggle with the gap between what is required for a Medicaid plan of care and what is required for the child's IFSP. This session will explore some of the reasons for the gap and possibilities for bridging it. Instructional level: Intermediate

### 4E Parent Child Interaction Observation: Watch, See and Do!

Mary Ann Mackrain, MEd, PhD Candidate, Michigan Department of Health and Human Services

As the early intervention field sees an increase of families with elevated stressors and young children experiencing heightened challenges with social emotional well-being, home based programs provide an opportunity to promote maternal and child wellbeing with upstream promotion of healthy relationships to offset biopsychological adversity. This session will bring a specific discussion of the science of perinatal stress and trauma, and the impact healthy parent child interactions can have on the disruption of negative outcomes. This session will share new tips and tools participants can use to engage in quality parent child observation, evaluating the quality of observations, and strategies for sharing and using results with families to celebrate strengths and areas for growth. Instructional level: Introductory

#### **4F Connections and Implementation of Positive Behavioral Intervention and Supports (PBIS) in *Early On***

Melina Stone, *LMSW, Genesee Intermediate School District*  
Bethany Butler, *BS, Genesee Intermediate School District*

Social-emotional learning and responsive and sensitive parenting go hand in hand in supporting young children's development. As a home visitor, pairing this with other child-specific developmental strategies provides a strong social-emotional foundation. This session includes information to support social-emotional learning in the home, providing PBIS training to staff and families, receiving evidence-based resources, and gaining perspective from family outcomes. Instructional level: Intermediate

#### **4G Coaching Adult Caregivers on How to Use High Tech AAC Devices**

Allison Bartlette, *MA, CCC-SLP, Bay Arenac Intermediate School District*

This presentation will provide practical tips for trialing and using high tech AAC devices in the home environment. It will include coaching strategies as well as language targets and ideas for supporting adult caregivers who will be trialing the devices with children. Instructional level: Intermediate

#### **4H Childhood Lead Exposure Prevention, Identification and Management: It Takes a Team**

Melissa Steiner, *MSA, Michigan Department of Health and Human Services*  
Aimee Surma, *MS, Michigan Department of Health and Human Services*

We all have a role to play in prevention, identification and management of childhood lead exposure. This session will cover common lead exposure sources, health effects of exposure, and interventions for lead exposed children, including early intervention services. Additionally, the session will prepare attendees to be more aware of potential lead exposure sources in children's environments and resources that can help remove or reduce risk of exposure. Instructional level: Introductory

#### **4I Taming Our Inner Critic: What it Takes!**

Janice Fialka, *LMSW, Consultant and Author*

How does our own "inner critic" interfere with our ability to build relationships with families and prevent us from feeling confident and competent? What can we do to manage and even "tame" our inner critic so that our work feels more fulfilling and joyful? This interactive workshop will support our awareness and understanding of our own inner critic and explore how grief or sadness can feed the critic. We will identify ways to acknowledge and "tame" our inner critic, using humor, brief journaling and optional small group sharing. Additionally, we will identify strategies to manage and tame the "inner critic" with compassion, care and even joy! Instructional level: Intermediate

#### **4J Wiggles, Worries and Tantrums of Fury: Behavioral Health Needs of Substance Exposed Infants and Strategies to Promote Resilience Through Early Relational Health**

Prachi Shah, *MD, MS, University of Michigan, Department of Pediatrics and Psychiatry*  
Jessica Riggs, *PhD, University of Michigan, Department of Psychiatry*

In Michigan, there is an increased prevalence of substance-exposed infants, highlighting the need for promotive strategies to optimize outcomes for prenatally-exposed infants and their families. This presentation will discuss how to implement Early Relational Health (ERH) supports in home-visiting work with substance-exposed infants and toddlers, as a strategy to mitigate the effects of toxic stress and foster resilience. Instructional level: Intermediate

## Conference Session 5

Thursday, 1:30 PM - 3:30 PM

**Registration Note:** Please register for this post-conference session under 5A.

### 5A Holding Hope for the Family and Yourself

Stephanie Grant, *PhD, LPC, IMH-E, Developmental Enhancement Behavioral Health*

In the closing session, Dr. Stephanie Grant will talk about hope. As early childhood professionals, we are often the "holders of hope" for the families and children we work with, but it can be difficult at times to hold onto hope for ourselves and our work. Join Dr. Grant as she reflects on the short- and long-term impacts of the early childhood team and how to find hope for those we work with and for ourselves even in the most difficult times.

Instructional level: Introductory

## Conference Registration Information

### Pre-Conference rates:

By October 7:	\$100.00
Student/LICC Parent:	\$50.00
After October 7:	\$130.00
Student/LICC Parent:	\$50.00

### Conference rates:

By October 7:	\$175.00
Student/LICC Parent:	\$80.00
After October 7:	\$200.00
Student/LICC Parent:	\$80.00

### Conference 1 day attendance rates:

By October 7:	\$115.00
Student/LICC Parent:	\$50.00
After October 7:	\$135.00
Student/LICC Parent:	\$50.00

## Applying for Discounted Rates:

Full-time Students who wish to attend and receive the discounted rate must provide documentation on university letterhead indicating their enrollment at the college or university.

Local Interagency Coordinating Council (LICC) parents who wish to attend and receive the discounted rate must provide documentation on ISD/agency letterhead indicating their current involvement as an LICC parent.

Attendees traveling more than 300 miles, one-way, to attend the pre-conference and/or conference are eligible for the discounted rate of half off the pre-conference and/or conference rates.

Please email requests for discounted rates and documentation to Tina Schmidt at [cschmidt@ccresa.org](mailto:cschmidt@ccresa.org) or fax it to (517) 668-0446.

## Registration Procedures:

Please register online at <http://www.eotta.ccreesa.org>.

Please remit payment online by credit card, check, or purchase order within seven days to:  
CCRESA OIP, 240 S. Bridge St., Suite 250, DeWitt, MI 48820.

Please make checks payable to **Clinton County RESA**.

Please direct registration questions to [eotweb@edzone.net](mailto:eotweb@edzone.net) or call (866) 334-5437.

## Cancellation Policy

Cancellation requests must be submitted via email to [cschmidt@ccresa.org](mailto:cschmidt@ccresa.org) on or before October 21, 2022. A \$15.00 processing fee is charged for each cancellation. The full conference fee is due for cancellations after October 21, 2022. Substitutions may be made up to the start of the conference.

## Accessibility Accommodations

Persons needing accommodations for effective participation in the conference should contact CCRESA OIP at (866) 334-5437 at least two (2) weeks in advance to request mobility, visual, hearing, and other assistance. Individuals may also indicate these needs in their online registration form.

## Safety Precautions

CCRESA OIP will follow CDC Guidelines at the time of the conference. Grand Traverse Resort has a statement which can be found under [Updates and Information on their website](#).

## Grand Traverse Resort

100 Grand Traverse Resort Village Blvd, Acme, MI 49610

For conference participants, a block of rooms is reserved at the Grand Traverse Resort at the rate of \$85.00 for hotel guest rooms, applicable Sunday, November 13, through Thursday, November 17. An assessment tax of 5% for local lodging applies. A daily resort fee of \$18.95 will be added to the guest room charge, which includes high-speed internet access in hotel and tower guest rooms, daily newspaper upon request, and use of safe deposit box, free parking, unlimited use of resort fitness center including cardiovascular and strength training equipment, whirlpools, saunas and indoor pools, and on-property shuttle service to Cherry Capital Airport and Turtle Creek Casino. Rooms are equipped with coffee makers, hair dryers, and irons.

The Grand Traverse Resort is happy to honor the *Early On* discounted group rate for our block of rooms until October 21, 2022, subject to availability. Please remember to bring your tax-exempt ID information with you to supply to hotel staff upon check-in. An individual's deposit is refundable to that individual minus a \$25.00 cancellation fee if the GTR receives notice of the cancellation at least 72 hours prior to scheduled arrival.

## Sleep Inn

There are still some condominiums available at the Grand Traverse Resort. We have arranged special pricing with Sleep Inn at \$79.00 single or double. Using their online system to book directly <https://www.choicehotels.com/reservations/groups/HD13S2> or call (231)938-7000 and mention the *Early On* Conference.

## Holiday Inn Express & Suites

3536 Mt Hope Rd. Williamsburg, MI 49690  
\$116.06, please call (231)938-2600.

## Directions

### From Grand Rapids:

Go north on US-131 until you reach M-72 in Kalkaska. Go west on M-72 approximately 15 miles to Acme. Go north (right) on US-31 about ½ mile. Resort will be on the east (right) side of the road.

### From Detroit:

Take I-75 north through Saginaw until you reach exit 254 (M-72/Grayling). Go west on M-72 approximately 35-40 miles through Kalkaska into Acme. Go north (right) on US-31 about ½ mile. Resort will be on the east (right) side of the road.

### From Lansing:

Take US-127 north to merge with I-75. After the merge, continue to exit 254 (M-72/Grayling). Go west on M-72 approximately 35-40 miles through Kalkaska into Acme. Go north (right) on US-31 about ½ mile. Resort will be on the east (right) side of the road.

### From Mackinaw:

Take I-75 south until you reach exit 254 (M-72/Grayling). Go west on M-72 approximately 35-40 miles through Kalkaska into Acme. Go north (right) on US-31 about ½ mile. Resort will be on the east (right) side of the road.

## Things to do in Traverse City

Front Street is the main shopping thoroughfare. It is a bustling place with more than 150 boutiques, galleries, restaurants, and coffee shops. It has a small town flavor. Just around the corner, on Union Street, is the small but captivating Old Town district, and a few blocks to the west is the Grand Traverse Commons where the rambling Victorian - Italianate buildings are being redeveloped into an elegant new retail district. For a complete listing of Traverse City experiences visit [www.traversecity.com](http://www.traversecity.com).



## Continuing Education Credits

CCRESA OIP has submitted applications to award professional learning credit through a variety of professional learning providers and associations. We are pleased to provide these opportunities for our conference participants, pending approval.

### State Continuing Education Clock Hours

An application has been submitted for State Continuing Education Clock Hours (SCECHs). Credit will be offered for all workshop sessions, (excluding poster sessions).

### American Speech-Language-Hearing Association

An application has been submitted for American Speech-Language-Hearing Association Continuing Education Units, through a cooperative agreement with Central Michigan University. Credit will be offered for all workshops (excluding poster exhibition). [Click here to view all presenters' disclosure information.](#) Presenters' disclosure information will also be available and will be presented at the beginning of each session.



**ASHA CE**  
**APPROVED PROVIDER**

Central Michigan University  
Department of Communication  
Sciences and Disorders

Various Levels  
up to 1.4 ASHA CEUs

### Social Work Contact Hours

An application has been submitted for Social Work Contact Hours. Credit will be offered for all workshops (excluding poster exhibition), pending approval. Course approval information will be available at the conference.

### Michigan Physical Therapy Association

An application has been submitted to The Michigan Physical Therapy Association for professional development requirement credits. Credit will be offered for all workshops (excluding poster exhibition). Course approval information will be available at the conference.

### Michigan Occupational Therapy Association

An application has been submitted to the American Occupational Therapy Association for professional development requirement credits. Credit will be offered for all workshops (excluding poster exhibition). Course approval information will be available at the conference.

