



Official Newsletter of the Illinois Subdivision of the Division for
Early Childhood of the Council for Exceptional Children

Volume 18, Issue 3

Message from the IDEC President...

Mojdeh Bayat

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Find us on the web at

[http://illinois-
dec.org/](http://illinois-dec.org/)

The *IDEC Newsletter* is a quarterly publication of the Illinois Division for Early Childhood. Please send inquiries, comments, and article submissions to:

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Dear IDEC Members,

We are pleased to bring you the spring issue of the IDEC Newsletter. Spring is a time of rebirth of nature, a sign of the circle of life. For me it is not only a time to reflect on the past, but also to look forward to the future with the new changes it may bring – hopefully for the better.

This is indeed a time for change. As education is an evolving field, it is not surprising to see new developments are taking place at the state level. The Illinois State Board of Education is redesigning criteria for certifications, their associated grade levels, and standards. Our Board members have been active in these endeavors. Dr. Robin Miller Young and Dr. Lynette Chandler, past presidents of IDEC, have been members of the Early Childhood Advisory Board, who have tirelessly advocated on behalf of early childhood education and special education professionals, as well as children and their families before the various stakeholders at the state and local level. As changes take place in our field, we will make sure to continue our work in making the voices of our professional community being heard, and bringing the latest news and

developments to our members via our listserv and newsletter.

In this issue (p. 2), you will find links to new documents available on the ISBE website, including the letter from the Director of the Office of Special Education Programs, written this February, clarifying the requirements for the Least Restrictive Environment (LRE) in Individuals with Disabilities Education Act (IDEA), and reiterating its importance for preschool children with disabilities. Also with this issue we are starting a new column, “IDEC Members Making A Difference...” We are featuring Amy Santos and have included a reprint of an article that appeared in University of Illinois’ alumni publication last Fall. We are pleased to have permission to make this article available to our readers. Amy’s commitment to our state and national organization is truly an inspiration to all of us.

As we move forward with changes in our field, I wish you a very happy and colorful spring.

Sincerely,

Mojdeh Bayat

New Documents Available through ISBE

~ Fourteen Day Memo- Preschool Initial Eligibility Guidance

The purpose of this memo dated March 1, 2012 is to *provide clarification regarding the role and responsibilities of local education agencies when receiving requests for initial special education evaluations for children three through five. Federal and state laws mandate procedures that ensure that all students who may be in need of special education services are identified, evaluated, and provided services in a timely manner.*

~ Office of Special Education Programs Preschool LRE Letter

This letter dated February 29, 2012 restates the requirements for least restrictive environment found in section 612 (a)(5) of the Individuals with Disabilities Education Act as they apply to placement of preschool children with disabilities.

~ Preschool Homeless Education Plan for District and ROE Programs

This document, released March 2012, defines “homeless;” lists students rights; and details what school district should do.

Full text of documents can be downloaded and printed from the
Early Childhood Education section of the ISBE website:

<http://www.isbe.net/earlychi/default.htm>

Save the Date

May 4, 2012

Planning for Inclusion in Early Childhood

Infinitec Southwest
Tinley Park, Illinois

Learn Strategies to Support Inclusive Practices in Early Childhood

Encouraged to Attend as Teams - Price Break for Teams of 4

Invited Panelists Include: Administrators, Practitioners, Family Members,
Curriculum Experts

Collaboration Between Project CHOICES and STARNET Region VI

www.projectchoices.org
www.swccase.org/StarNet/



Removing Praise: Moving Towards A More Respectful Dialogue

Carol Weisheit

Out of all the early childhood issues, praise and rewards are, perhaps, one of the most controversial. Many teachers struggle with the differences between praise/rewards and encouragement and struggle even more with trying to embed encouragement statements into their daily interactions with children. This article will address what the research says about praise/rewards; will include a discussion of what it looks like; and finally, will suggest encouragement statements to use in everyday interactions with children.

Two early research studies made it clear that the use of rewards did not promote the idea that “if you do this, you will get that” – something that educators, behavioral scientists and economists had long held to be true. Harry Harlow’s groundbreaking research in 1949, which was published in 1950, shattered these long-held beliefs. As he states, “The behavior obtained in this investigation poses some interesting questions for motivation theory, since significant learning was attained and efficient performance maintained without resort to special or extrinsic incentives” (Harlow, Harlow, & Meyer, 1950, p. 231). The only problem was that because his results were in direct contradiction to popularly held beliefs, he abandoned his newly termed phrase, “internal motivation,” and turned to research on rhesus monkeys and affection (remember the cloth covered mothers?).

Edward Deci and his colleagues in 1969 experimented with paying students for their performance and found that for those students who were paid, their interest in the task (putting together puzzles) decreased. Deci commented, “The first two experiments suggest that when money is used as an external reward for some activity, the subjects lose intrinsic motivation for the activity” (Deci, 1971, p. 114).

Daniel Pink, author of *Drive*, comments in his book that external rewards (i.e. money) are great for simple, routine tasks and not so great for complicated, creative tasks. Pink has culled research from education, economics, psychology and health to make the case that internal motivation is what will help us become creative individuals. We’ve known about this research for a very long time. Let’s take a look at how we can apply this to the early childhood field.

When we engage in praising children’s behavior, we are missing an important part of their cognitive development. We miss opportunities for them to think critically, engage in self-reflection and understand how their actions impact others. So when we say, “Good job!” what are we really saying? When we say, “If you clean up your area, you will get a sticker,” we are manipulating a child’s behavior rather than tapping into the natural inclination of internal motivation that Harlow, Deci, and Pink have written about for over 60 years.

As we think about what we want for our children, do we want them to be rote learners or be blindly obedient? Or do we want them to be deep thinkers, problem solvers, and creative thinkers? I’m confident that we would want the latter.

So, as we think about how this impacts our children in the early childhood years, what would this look like in the classroom?

First, **the need to be present** is critical in helping children know that we understand them. When we are busy on the phone, on the computer, putting up a bulletin board, working on paperwork in children’s presence, we send the message that what they are saying, doing, or are engaged in is not important. We have all seen behavior that tries to get our attention when we aren’t fully engaged.

Here are some guidelines:

- Get on the child's level: If children are sitting on the floor, then sit on the floor next to them. If children are sitting in chairs, then kneeling next to them or sitting in a chair next to them sends the message that you are physically present.
- Provide culturally appropriate eye contact: Watching what children are doing/making/creating tells them you are interested in their actions. And, when we look a child in the eye, it tells him we are present and not engaged in other activities as stated above.
- Use the child's name: What better way to show a child you are paying attention than using his or her name! Some names are harder to pronounce than others so it may take some practicing until we get it right. Avoid cute nicknames like "honey, sweetie, or buddy" and opt to use the child's given name. Always check with parents to see about which name is preferred.

Second, **tap higher thinking skills** that are appropriate to the child's age during your interactions so that children begin thinking critically. When we only ask children close-ended questions, we know that we are primarily asking them to learn by rote. A question, such as "What color is that?" has only one answer. But, if we use a different approach, we will garner much more information. For instance, saying, "I'm wondering about all the colors you are using" opens up the child's opportunity to tell you about all the colors she know and provides us with more information about her cognitive skills. Here are guidelines:

- Utilize open-ended questions: Ask what, where and when questions to help children describe their actions. "What would you like to tell me about your building?" "Where did you get the idea to add string to your picture?" or "When do you think you might be finished with the ball?"
- Use "how" questions carefully: "How" questions require a level of abstract thinking for which many early childhood children are not yet ready. If we ask children how they know something, they will often say "I just did." Rather, using the above wh- words helps keep the focus on the here and now process and taps into a young child's concrete thinking.
- Avoid "why" questions: Again, why is a very abstract term and taps into a level of thinking that is not quite apparent in children 3-5 years old. And, the other difficulty with "why" is that we often use it in an accusatory way. How often have you heard teachers or parents say to a child, "Why did you hit Johnny?" The response we hear most often is, "I don't know." And, it's true! They don't know why yet, because they are not using their rational mind.

Third, **providing feedback through verbal dialogue** is very important for all children, but critical for our children with disabilities. Asking children to all sit the same, such as "criss-cross applesauce," does not allow individuality in how children may be comfortable. But, to say, "Find a way that you are comfortable to hear the story" helps children regulate themselves and it helps us to provide feedback if a child is sitting in another child's space. "Sarah, it looks like Demetri can't see the book if you sit there. Where else could you put your body so that you can see AND Demetri can see?" Time consuming? YES? Worthwhile? ABSOLUTELY! And, for our children with cognitive impairments we may need to provide the movement for them. For example, say to Sarah, "Let's move your body here so that Demetri can see too." This helps Sarah internalize your words by your movements, even though she can't respond verbally.

Here are some guidelines:

- Use “out loud” commentary: This is especially helpful for children with cognitive impairments so they can hear your words and pair it with an action.
- Give specific feedback to children: “Everyone has found a spot to hear the story today.” “Your face looks really excited about the picture you drew!” “Your voice sounds really angry with Teshon. Let’s calm down first, then we will talk to him.”

The above techniques all send the message to children that they are learners rather than empty vessels to be filled or manipulated. When we use praise statements as stated above, we take away children’s opportunities to regulate their own behavior, develop critical thinking skills and to engage in true dialogue with adults in their life. Making this change can be difficult, but with time and practice we can provide the necessary environment for ALL children to learn and grow.

References

Harlow, H. (1950). Learning Motivated by a Manipulation Drive. *Journal of Experimental Psychology*, 40, 228-234.

Deci, E. (1971). Effects of Externally Mediated Rewards on Intrinsic Motivation, *Journal of Personality and Social Psychology*, 18, 105-115.

Pink, D. (2009). *Drive: The surprising truth about what motivates us*. New York: Riverhead Books.

Carol Weisheit is a Resource Specialist for STARNET Regions I and III and is a HighScope certified teacher and trainer.

Plan to Attend

Illinois AEYC Statewide Growing Futures Conference

September 21-22, 2012

Abraham Lincoln Hotel & Convention Center
Springfield, Illinois

Keynote Speakers: Lilian Katz and Daniel Hodgins

<http://illinoisaeyc.org/conferences>



ILLINOIS AEYC
Illinois Association for the Education of Young Children



IDEC Member Making a Difference...

The first IDEC Member to be featured in this new column is Amy Santos. Amy has made tremendous contributions of time, energy, and expertise to DEC both nationally and at the state level. She served as President of IDEC in 2002-2003. She currently serves on the national DEC Executive Board as Past President and is the Editor of *Young Exceptional Children*. Amy is a special education professor at the University of Illinois.

Amy's impact on students and the field of early childhood and special education is summed up best in the words of Gregory Brown, a freelance writer and editor in Champaign. His article appeared in the *Illinois Alumni*, Fall 2011 issue, and is reprinted here with permission.



The Serendipitous Life:

Special education professor learns to take things as they come

It looks like the beginning of a typical college lecture.

The 100 or so seats are mostly filled, with a few latecomers settling in. Projected on the big screen over the stage is a section of the federal code.

But initial impressions vanish as the lecture, if that is the word, begins. The teacher, University of Illinois special education professor Rose Milagros Santos Gilbertz, is a bundle of kinetic energy. Dressed in a plain brown jacket, her trousers tucked into a pair of soft boots, she strides back and forth on the stage, gesturing continually as she talks. Students attempting to take a refreshing nap – perhaps presuming that the on-screen info on education rights might be a snooze – may find themselves frantically clearing away the cobwebs to answer a question aimed at them.

As Santos recaps last week's lesson on the history of federal laws regarding discrimination against people with disabilities, she boots up a 15-minute video on the subject, has the students divide themselves into small groups and hands out a questionnaire for post-film discussion.

The video itself reveals the vast expansion over several decades of the kinds of disabilities that are now recognized and dealt with in schools across the country, as well as efforts to help children with all types of disabilities learn in a regular classroom environment.

Addressing that widening scope – and what some critics may say of it – Santos emphasizes to the class, “It’s not about being politically correct; it’s about being respectful” to fellow human beings, which also means helping them realize their potential.

In this introductory course to special education, she drives that point home by using small glimmerings to illuminate that respect in her students. “She does a really good job of standing back and saying, ‘I can only share so much; you have to experience it,’” said UI freshman Peter Kuppler.

For one class project, a student could use a wheelchair or vision-impaired goggles to audit the effectiveness of the campus’s accessibility efforts. In other instances, guest speakers with disabilities addressed the class. Once, Santos turned the tables, so to speak, by having the main speaker, a deaf person, use sign language, while the interpreter sat in the front row, using a microphone to translate the lecture to the hearing audience.

So, not your typical class. But then, nothing is typical about Santos (the name she uses professionally) or Amy (pronounced “AH-mee”), as she is known to friends, colleagues, and students. Her present position at the College of Education’s Department of Special Education is the latest stop in an odyssey that began in her native Philippines – and she will tell you that not much of it was planned.

“For me, things have always been about serendipity,” she says.

A talent for teaching

Born and raised in Manila, Santos began studying political science at the University of the Philippines but didn’t really know what she wanted to do.

The spark came from a family friend, who in watching her play with the neighborhood children asked her, “Have you ever thought about teaching preschool kids? You should look into it because you seem to have a knack for it.”

That set off a chain reaction, a perfect storm of dedication, creativity, community involvement, research, publication and above all, teaching, that is still swirling through the College of Education. Replacing the uncertain young girl is a passionate professional whose research focuses on improving the early childhood education experiences of young people with disabilities. Her international background lends credence to her examination of how cultural issues impact that education; she also has developed technical assistance (such as training and educational models) aimed at handling young children who exhibit challenging behaviors. On the University of Illinois campus, Santos is even involved in teaching the teachers: Last fall, she secured a grant to jump-start a program in which a collective of faculty members mentors colleagues throughout their campus stay.

Her own teaching career started back in the Philippines, where she taught for several years after receiving a bachelor’s degree in family life and child development. The young woman then pulled up roots and ventured into what was for her alien cultural territory – attending Emporia State University in Kansas on a Fulbright Fellowship. Despite growing up with English in her native country, the new immigrant had to absorb an education in American humor and colloquialisms. “I watched (the television show) ‘Saturday Night Live,’ and I couldn’t get the jokes,” Santos said.

Changing outlooks

After earning master’s and doctoral degrees in the U.S. in special education, serendipity kicked in again. In 1997, while being recruited by the University of Texas, she was offered a job at the U of I as an academic professional to coordinate a federal grant for early childhood research. Santos took the position for the opportunities for growth that Illinois offered and for the chance “to be mentored by people in the field who are nationally known,” she said. She eventually became an associate professor in 2006.

In 2009 she received the Campus Award for Excellence in Undergraduate Teaching, partly due to letters from her students. One said, "In our class there were many students that were not education majors, yet they loved this class and fell in love with special education. Santos had such a way of making each lecture appealing to everyone. Her ability to catch everyone's attention and raise awareness about disabilities is incredible."

It was just one honor in an unbroken string that began in the Philippines and has marked every stop in her career as colleagues continue to recognize her skill and dedication.

All this from a chance remark by a neighbor to a fresh, young college student who wasn't quite sure what she wanted to do in life.

And the serendipity that Santos credits with steering her through life at crucial points also has an outreach component.

UI freshman Alyssa Toland, like so many students who enter college undecided about a career, was sampling different classes and happened to sign up for Santos' introductory course. The experience helped to sharpen the student's career focus. "I realized that I wanted to change the lives of people in a similar way that Dr. Santos has," Toland said, "and hopefully inspire them in whatever career I pick. This class just changed my outlook."

Gregory Brown, *Illinois Alumni*, Fall 2011

Interested in how to prepare teachers to work in blended early childhood programs?

Project Blend is a new leadership training program in the Department of Special Education at the University of Illinois. The program is funded by the Office of Special Education Programs of the US Department of Education and is designed to prepare doctoral students to become leaders in developing blended teacher preparation programs in early childhood education, early childhood special education, and early intervention.

Project Blend graduates will earn a PhD and be qualified to develop and sustain teacher preparation programs that prepare new teachers to meet the needs of children with diverse abilities including children identified with or at-risk for developmental delays, as well as those diagnosed with a specific disability.

Students will be immersed in rigorous research focused on issues that support the development and effective delivery of inclusive preschool programs and early intervention services.

For more information about *Project Blend*, please contact:

**Susan Fowler (safowler@illinois.edu) or
Amy Santos (rsantos@illinois.edu)**

**Department of Special Education
University of Illinois at Urbana-Champaign
288 Education Building * 1310 South Sixth Street
Champaign, IL 61820 ** 217-333-0260**

**For information about the admission process, visit
<http://education.illinois.edu/sped/AdmissionsDoctoral.html>**

NEW Position Statement from NAEYC

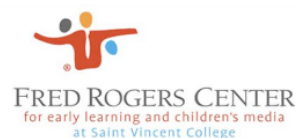
Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8

The January 2012 joint position statement was issued by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. Key points include:

- ✿ When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development.
- ✿ Intentional use requires early childhood teachers and administrators to have information and resources regarding the nature of these tools and the implications of their use with children.
- ✿ Limitations on the use of technology and media are important.
- ✿ Special considerations must be given to the use of technology with infants and toddlers.
- ✿ Attention to digital citizenship and equitable access is essential.
- ✿ Ongoing research and professional development are needed.

The full text of the position statement and a 21-minute webcast explaining the development process and key points can be found at

<http://www.naeyc.org/content/technology-and-young-children>



Selected Resources on Technology in Early Childhood Education

Links to articles, books, and websites organized according to Essential Resources, Reports, and Selected References and Resources from the 2009-2012 Position Statement Process are contained in a list compiled by Chip Donahue from Erikson Institute.

<http://www.naeyc.org/content/technology-and-young-children/resources>

Interested in getting paid while earning your master's degree?



***Preparing Relationship-based Early Intervention &
Early Childhood Special Education Personnel:
PREP II Project***

The Early Childhood Special Education (ECSE) program in the Department of Special Education at the University of Illinois at Urbana-Champaign has been awarded federal funding (PREP II Project) to support students interested in earning a **master's degree**, with an emphasis on working with young children, ages birth to six, with disabilities and their families. This is a 2 year full-time program of study on the Champaign-Urbana campus. There are no online courses at the present time.

Interested individuals should apply to the graduate program in the Department of Special Education. For more information about the application process and admission deadlines, visit: <http://education.illinois.edu/sped/AdmissionsMasters.html>. Applicants should indicate their interest in the PREP II project in the goal statement component of the application materials.

If accepted into the program, funding consists of a traineeship stipend, a tuition waiver, and waiver of some fees. Funding is limited and awarded on a competitive basis. Attached to this funding is a service obligation to be fulfilled after completion of the degree.

For more information contact:

Mary-alayne Hughes, Project Director
mahughes@illinois.edu

**Illinois Family Leaders 6th Annual Family Conference:
Resources and Inspiration for Adult Family Members and
Caregivers of Children with Disabilities**

April 28, 2012
Spalding Pastoral Center
Peoria, Illinois

Dr. Paula Kluth will conduct an all day workshop,
*Do You See Inclusion as a Place or a Process? And 6 Other Questions to Ask Your
Child's School*

For more information and registration, see STARNET Regions I and III website,
www.starnet.org



New Early Learning Webinar Series:

In early March the Office of Early Learning at the U.S. Department of Education began hosting a series of four webinars to support SIG schools using high-quality preschool and P-3 structures to improve outcomes for students. Led by Senior Advisor to the Secretary of Education Jacqueline Jones, this first webinar series will cover four topics: high-quality preschool programs, P-3rd grade structures, foundations in early literacy, and foundations in early mathematics learning.

Tuesday, March 27: Foundations in Early Learning: Mathematics

The final webinar of the series will focus on the building blocks of early mathematics, research-based mathematics curricula and assessment, and effective coaching models. Presenters:

- Douglas H. Clements, Ph.D., Professor, The State University of New York (SUNY)
- Julie Sarama, Ph.D., Professor and Department Chair, (SUNY)
- Jennifer S. McCray, Ph.D., Director, Early Mathematics Education Project, Erikson Institute Graduate School in Child Development
- Jie-Qi Chen, Ph.D., Principal Investigator, Early Mathematics Education Project, Erikson Institute Graduate School in Child Development

Webinar will begin at 3:30pm Eastern time/12:30pm Pacific and last for 90 minutes.

Registration: <http://www.schoolturnaroundsupport.org/user/register>

Early Childhood Investigations Free Webinars



Early Childhood Investigations is a **free** ongoing professional development series that is delivered online and produced by Engagement Strategies. These webinars are presented by many of the thought-leaders and experts in the field of early care and education. The presentations explore critical topics that offer new ideas and insights to ECE professionals, especially administrators. Upcoming webinars include:

April 4, 2012 Five Simple Steps for Progress Monitoring in Early Childhood Programs
Dr. Dale McManus, Research Director, Hatch Early Childhood

May 9, 2012 Teaching with Technology: Guidance from the NAEYC/FRC Position Statement - Chip Donahue and Roberta Shomburg, Fred Rogers Center

October 3, 2012 Engaging Children's Hearts and Minds: Teaching and Learning with the Project Approach - Dr. Sylvia Chard

Webinars are archived at the website; slides can be downloaded and recordings can be viewed.

Further information can be found at www.earlychildhoodwebinars.org



Functional Hearing and Vision Screening A Free HVEIO Training Opportunity

April 25, 2012 - 9:00 am - 3:00 pm
Springfield

Description:

In vision, participants will learn how and who to screen as well as who is at risk of vision impairments, warning signs, types of screening tools, and when/how to refer for further assessment/services. In hearing, participants will learn the types and causes of hearing loss, its impact on development, communication and language use of a screening questionnaire, when/how to screen, and when/how to refer for further assessments and services. CPDU 5 credit hours; EI 5 credit hours Assessment

Please register online at www.morgan.k12.il.us/isd/hveio

Conference for Parents of Children with Hearing Loss

South of Seventy
April 14, 2012
Mt. Vernon, Illinois

Topics will include Acronyms in Special Education; Socialization; Advocacy; Audiology; and Growing Up Deaf

For information about opportunities for financial assistance for families to attend the conference, contact: Sheri Kraus at 618-825-3969 or email skraus@stclair.k12.il.us

The Statewide August Conference

August 6, 2012

Where: Illinois School for the Deaf, Jacksonville, Illinois
Who Should Attend: General, Special and Deaf Educators, Educational and Community Interpreters, School Nurses and other Educational Professionals

Cost: FREE!

Topics: Code of Ethics for Interpreters, Q&A Session with ISBE/IDHHC, Assistive Technology update, Assessments, Behavior Management, Sports Signs, Differentiated Instruction

RID CEUs and CPDUs will be provided

Register on line at: http://morgan.k12.il.us/isd/outreach_events.html

Conference for Parents of Children with Vision Loss

Northern Illinois Vision Conference - April 21, 2012

Center for Sight and Hearing, 8038 MacIntosh Lane, Rockford, IL 61107

Parents of children ages birth through twenty-one are encouraged to join us for in-depth discussions of useful topics, including:

- **Kids Under Construction-** Learn strategies to build up your child's independence by encouraging age appropriate responsibilities and continuing school learning at home.
- **Got Friends?** Learn how to support your child's friendships and social growth by understanding the social challenges of vision impairment.
- **Camp: More than S'Mores!** There's more to camp than s'mores and campfire songs. Parents of children with vision loss share their children's camp experiences.
- **iPads for Eye Students** - Learn how iPads can be used to benefit students with vision loss and test drive a few apps in this hands-on session.
- **Resource Swap Shop** - In this small group discussion, we'll share experiences and information about helpful national, state and local resources.

For more information, contact:
Michele Westmaas
217-479-4324
michele.westmaas@illinois.gov

29th Annual Opening Doors to Parents and Their Young Children with Vision Loss

Parent/Infant Institute
sponsored by Illinois Department of Human Services

June 6-9, 2012

at the

Illinois School for the Visually Impaired
Jacksonville, Illinois

For more information, visit their website,

www.isvi.net

Institute for Parents of Preschool Children Who Are Deaf or Hard of Hearing

June 11-15, 2012

Illinois School for the Deaf
Jacksonville, Illinois

For more information, contact University of Illinois at Chicago, Division of
Specialized Care for Children

800-322-3722

www.uic.edu/dscc

Illinois Early Childhood Summit

April 19, 2012



Heartland Community College Normal, Illinois

Two Options for Participation:

1. All Day Workshop for Practitioners:

Engagement Classroom Model: Individualizing Preschool Inclusion

by Dr. Robin McWilliam

Director, Center for Child and Family Research
Siskin Children's Institute

This presentation will include practical, evidence-based strategies for promoting active engagement and preventing behavioral problems caused by restlessness and boredom in preschoolers. Detailed, concrete strategies designed to make the most of natural learning opportunities, maximize classroom efficiency and engagement, assess child functioning, and integrate therapy into classroom routines will be presented.

2. Three Sessions for Faculty:

Practices Supporting Access and Full Participation Based on the Research Points in Quality Inclusive Practice

by Camille Catlett

Frank Porter Graham Child Development Institute, University of North Carolina

Promoting Difficult and Deep Dialogues to Address Issues of Equity and Social Justice – Dilemmas and Opportunities

by Eva Thorp

George Mason University

Teaching Response to Intervention and Problem Solving in Early Childhood Courses

by Lynette Chandler - Northern Illinois University
and Robin Miller Young - Prairie Children Preschool

There is no cost to participate in the Illinois Summit.

For information on registration, contact Johnna Darragh at Heartland Community College,
Johnna.Darragh@heartland.edu.

Collaboratively sponsored by the Heartland Equity and Inclusion Project
and Illinois STARNET