

Region VIII Head Start Session Descriptions:

Leadership, Policy Council, Board, Community Partners

L1. The Future of Head Start: Overview of the New Performance Standards:

L2. Planned Language Approach: Join us for a look and in-depth discussion of the new Head Start Performance Standards regarding Dual Language Learners. This session will address what programs will want to do to support the diverse population of dual language learners and their families.

L3. & L4. Expulsion & Suspension: What to do Instead & (L4) Implementing Effective Behavior Plans (Part I and II). The new Head Start Performance Standards Section are more explicit than ever about the Suspension and expulsion (§1302.17) of children enrolled in EHS/HS. With these changes, it is more important than ever that EHS/HS programs have adequate systems in place to support children and adults when persistent challenging behavior occurs. Prevent-Teach-Reinforce for Young Children (PTR-YC) is a classroom based model of individualized positive behavior support for toddler and preschool aged children with persistent challenging behavior. PTR-YC is designed to enhance the fidelity of designing and implementing a function-based individualized intervention plan including data collection and progress monitoring. Content will be provided through a combination of multimedia presentation and participant activities in order to become familiar with the model.

Learning Objectives:

- Participants will be able to define persistent challenging behavior
- Participants will be able to identify and describe classroom practices essential to preventing challenging behavior
- Participants will be able to describe evidence-based practices in each of the three categories of PTR-YC interventions – Prevent, Teach, and Reinforce
- Participants will be able to use the PTR-YC assessment forms in order to complete classroom assessments and individualized functional behavioral assessments of children's challenging behavior

L5. Using an Inclusive Process in Developing and Implementing the Five Year Plans: Using the Office of Head Start Application Instructions for Five Year Grants, participants will have an opportunity to consider how to prepare and submit comprehensive grant applications. Presenters will lead the group through an interactive process that will highlight how data can be used to develop goals, objectives and outcomes linked to school readiness goals and measure progress once the grant is funded.

L6. & L7. Creating High Performing Workplaces: The Role of Leadership: The most important resources we have to succeed at our mission are the hearts and minds of those who work with the Head Start children and their families. This session will examine the foundational principles and practices that engage, retain, and tap into the potential of our people. We will look at the leader's role in creating a dynamic environment where people can't wait to come to work and make a difference.

L7. Creating High-performing Workplaces: Application Strategies (Part II of II): This session will build on the concepts and practices covered in Session I (See L6), and look at the specific application strategies to help you develop an effective action plan for your organization.

L8. Successful Fundraising and Strategic Partnerships-Innovative Practices: How do you diversify your funding through social enterprise, fundraising, and other innovative practices? This workshop will discuss strategies to fund the dreams that you have for your program.

L9. Understanding Intergenerational Poverty and How to Address It: The goal of this session is to provide attendees with an understanding of Utah's Intergenerational Poverty Mitigation Act. The session will utilize data to illustrate the barriers and challenges confronting children and their families experiencing intergenerational poverty. It will include a discussion of two-generational approaches to reduce its impact in Utah.

L10. Current Issues in Head Start: Slot Conversion and Reduction: As Head Start programs make strategic decisions about their future direction, one of the key areas they will consider is slot reduction/conversion. This session takes a management systems approach to reviewing key data that can be considered during the conversion/reduction of slots, including, but not limited to, community assessment findings.

L11. Leadership Challenges: Linking Data to Ongoing Monitoring, Self-Assessment, and Planning: With the advent of the 5-year project period, Head Start programs are dependent on effective program and strategic planning activities to outline how their programs make a difference with children, families and communities. This session will outline resources to support Head start grantees as they navigate the Program Planning Cycle.

L12. Succession Planning: A Systems Perspective: Effective succession planning can mean the difference in whether a program's forward progress stalls or moves ahead. This session gives an overview of succession planning through the management systems lens and includes strategies that support responding to succession challenges whether in an emergency or scheduled circumstances.

L13. Innovative Use of Technology to Engage Governing Bodies and Staff: Learn how to use current technology to improve communication, fine tune monitoring, encourage teamwork and increase the quality in your Head Start and Early Head Start program. Technology can bring face to face interactions up while bringing travel costs down, and can increase productivity overnight. Specifically, attend PC and Board meetings, conduct staff evaluations, monitor classrooms, hold trainings, conduct parent meetings and much more, all without getting in a car! Staff and parents alike will love the opportunity to be involved while balancing their busy lives.

L14. The Zen of Leadership: Thriving vs. Surviving: Being a leader can be a challenge, a stressor, or a way to learn the greatest lessons about yourself and others. Learn how to use your experiences as a leader in Head Start to overcome your stress response, recognize your control issues and see every instance as an opportunity for growth and renewal. Hear from other leaders about what they have learned about compassionate leadership, accountability and overcoming the ego in this interactive session. Bring your questions and your experiences and leave with a new way of looking at the stresses of your workplace.

L15. Engaging Fathers & Families FISH-Fathers Involved in Shaping Head Start Children: Come and learn how to “FISH”! A proven fatherhood program that has been engaging fathers in the lives of Head Start children for 14 years! You will walk away with engaging ideas and activities that are proven to bring the fathers and other positive male role models into your program. Learn how to bring community partners and their resources on-board in your “FISHing” efforts!

L16. Successful Early Head Start Child Care Partnerships: News from the Field: This session will focus on what worked and what we would have changed during our first year of implementing the Early Head Start Child Care Partnership. We will be answering questions and giving some examples to help other grantees become successful in current or future Early Head Start child care partnerships.

L17. Facilitating an Engaged and Active Policy Council: Parents engaged and invested in their Head Start program is something we all want for our program and more importantly, our children! It’s all about the relationships! Learn how a local program has focused on creating an environment where parents feel welcomed and valued. How can you have regular attendance at monthly meetings? How do you get parents to share in the governance of your program? In this session, Policy Council parents and staff will share many unique ideas and activities that have worked them. It can work for you too!

L18. Innovative Practices in Head Start Across the Nation:

L19. Regional Office Roundtable: Head Start Performance Standards Session I

L20. Regional Office Roundtable: Head Start Performance Standards Session II

L21. Regional Office Roundtable Head Start Performance Standards Session III

L22. Regional Office Roundtable Head Start Performance Standards Session IV

L.23. Data Driven Decision-Making: Tracking Your Head Start Program’s Success: A growing body of research identifies what program characteristics contribute to effective early childhood education and long-term positive outcomes. This workshop will focus on identifying what makes for successful program outcomes and ideas for collecting and using data to successfully meet Head Start program objectives.

L24. Brain Architecture: This tabletop board game experience was designed to engage policymakers, community and business leaders, health and education service providers, and government officials in understanding the science of early brain development—what promotes it, what derails it, and what are the consequences for society. Originally developed in 2009 through a partnership of the Center on the Developing Child and the University of Southern California’s School of Cinematic Arts, the game has been play-tested by more than 12,000 people in teams at small workshops and large conferences.

L25. Developing Effective Coordinated Responses when Instability Impacts your Program: How will you respond when a condition of instability, as in environmental, social or economic touches your program?

Programs can experience unfortunate events throughout the year that, if not quickly and thoroughly responded to, can negatively impact your program.

- What do you do if your building water tests positive for lead?
- What if there is an outbreak of whooping cough in your program?
- What if a child is critically injured while in your care?
- What do you do if you need to reduce services due to funding cuts?
- What do you do if you find negative press about your program?

Head Start programs across the country have been directly impacted by community violence, disease outbreaks, environmental issues, etc. As a program how do you respond in such a way as to maintain your program integrity and address the situation in the best possible manner?

L26. Using Content Marketing Techniques to Boost Your Program's Profile: How can you best market your program? This session will examine tips and techniques you can use to help promote your program through online channels. Participants will learn the ins and outs of content strategy, specific steps you can follow in creating engaging content, and best practices for delivering memorable content to your audiences – whether they're clients, donors, or community partners.

L27. Embedding Head Start in a Community Action Strategic Plan: Join Denise Harlow, CEO of Community Action Partnership to discuss agency-wide strategic planning and how Head Start can be incorporated. As local Community Action Agencies work to meet new CSBG Organizational Standards, incorporating Head Start in the required strategic planning efforts will be critical. This session will provide tools and resources to inform your process.

Pre-Kindergarten, Head Start, School Readiness

P1. High Quality Environments: Make your classroom work for you, NOT you work for your classroom:

What does it mean to have a high quality environment? Are the elements in place to promote engagement? This session will explore classroom environments that support *all* children. We will examine the physical design, schedules and routines, transitions, simple rules/expectations and ways to promote positive attention as the children learn to self-regulate through their environments. Participants will leave with an abundance of ideas that can be used in your classroom immediately. You will be amazed how small changes can lead to big changes! *"An ounce of prevention is worth a pound of Cure."*

P2. Managing Children's Challenging Behaviors: When young children have significant challenging behavior they are more likely to experience: peer rejection; punitive contacts with teachers; more conflict in their family interactions; and problems in school. Effectively addressing a child's challenging behavior requires an individualized approach to instruction based on a comprehensive assessment of their environment and behavior. In this session we will explore tools and tips for supporting young children with challenging behavior.

P3. Inquiry Based Hands-On Science in the Head Start Classroom: Science is often seen as a challenging topic for Head Start and Early Head Start teachers to integrate into their classrooms for a variety of reasons, including a lack of materials or lack of comfort with the subject matter. Join us as we explore tools and activities to incorporate inquiry-based science into curriculum and learn about ways to partner with your local science museum.

P4. Environmental Education for Little Learners: Join the Utah Society for Environmental Education (USEE) and Utah Community Action (UCA) to gain a deeper understanding of the importance of environment education (EE) in early childhood. Research shows children ages 8-18 spend an average of 44.5 hours per week in front of screens. During this workshop, participants will learn why EE is so important in the development of a well-rounded individual and why it is critical during the early childhood years. Participants will be introduced to ways for easily implementing EE into their curriculum through the use of internationally recognized Project Learning Tree and Project WILD. In 2012 USEE

formed a partnership with UCA to bring these curricula into all classrooms in the agency. Join us to learn how this partnership can be easily replicated with programs large and small.

P5. The Power of Dialogic Reading: Tools and Techniques for Deepening Children's Learning: Dialogic reading is a powerful evidence based practice that provides teachers with a framework for planning book reading experiences that engage children, while fostering language and emergent reading skills. Attendees will practice how to plan C.R.O.W.D. questions and use the P.E.E.R. sequence to scaffold children's ability to retell a story. We will also explore ways to use these skills to deepen concept development interaction in all areas of the classroom.

P6. Teaching with Magic! How to Teach Common Skills Using Simple Magic Tricks to Engage Children's Learning: Mr. Gray is known for his unique ability to use magic, comedy and personal experience to leave people inspired and in awe. From his humble beginnings in the state of Utah to stages across the world, he has the gift to entertain audiences everywhere. Whether he is speaking to large corporations, making Miss Utah disappear, performing for the New York Giants, or doing street magic just for fun, watching him perform will leave you entertained and spellbound. Mr. Gray has taken his gift of magic and used it to teach children all over the world. Like he always says..."When you have their attention, the teaching can begin."

P7. The Power of Observation in an Early Childhood Classroom: Explore how effective observation can help you individualize instruction, strengthen family connections, and effect positive child growth over time. Participants will be given multiple opportunities to practice conducting observations and define the qualities needed to make informative observations in the early childhood classroom.

P8. Optimizing Your Support of Teaching Using *GOLD* (same as PD4): Understanding how your teachers are using Teaching Strategies *GOLD*® will help you provide the right type and the right level of support as they implement this assessment solution in their classrooms. This session takes you on a guided tour of the administrator features in *GOLD*® and explains how to use them to determine the fidelity with which individual teachers are using *GOLD*®, identify any challenges they are facing, and determine which teachers in your group may need additional support.

P9. Get up and Move! This is an interactive class using a fun approach to help children develop large motor skills and build self-confidence. The movement activities will help you become familiar with *Nike Go*. This class will emphasize the importance of physical activity in the lives of young children and how it can lead to healthy habits for life. *Nike Go* movement activities support Head Start Child Outcomes.

P10. Kids Play Math! Early Math is important for school readiness. Sometimes instructional support in Math is neglected. Come to this exciting, interactive session to learn how to improve your children's early math skills. You will learn about children's early math development and walk away with engaging activities that you can use in your classroom next week!

P11. Open-Ended Creative Art Activities that Support Effective Teaching Practices: Come learn many, varied and unusual ways to provide creative art experiences that will support classroom teaching practices. Participants will learn ways to enhance creative learning opportunities that promote conversations, help children in problem solving and support executive thinking skills. Art is a natural way to engage children in all types of learning!

P13. Fully Including & Engaging Children with Special Needs in the Head Start Classroom: This training will build on the basic practices of the Pyramid Model strategies to improve the social-emotional outcomes for young children, children at risk, or children with delays or disabilities. This session will examine the importance of teaching peer mediated social for inclusion. Participants will examine what skills are important to teach as well as be given examples for planning and embedding social skills throughout the day. The presenter will provide content using multimedia to provide examples and activities for participants to implement in their own settings.

Learning Objectives:

- Creating a High Quality Early Childhood Setting
- General Classroom Modifications to Support Inclusion
- Individual Modifications to Support Inclusion

P18. Help! How can I Encourage Positive Behaviors in my Head Start Classroom? Before academic skills can be taught, children first need to know how to interact in a group. This session will examine effective strategies for teaching children explicit social and emotional skills that will help them positively engage with their peers and teachers. Join us as we discuss how to teach children the necessary social skills that will help them be successful in school and in life!

P19. Intentional Teaching Practices that Strengthen Language and Vocabulary Development: An in-depth look at how teachers can build their relationships with children through deep, meaningful conversations. Learn how to extend conversations to spark critical thinking, deepen understanding and provide an exposure to a variety of vocabulary and language. Participants will leave with ideas that can be incorporated into their classrooms immediately.

P20. Delving Deeper into Classroom Organization: Transitions, Productivity, Enhancing Engagement: A hands-on presentation that will help teachers look at ways to improve productivity in the classroom, effectively engage children in activities and provide quick transitions with learning opportunities imbedded throughout.

Early Head Start, Child Care Partners, Home Visitors

E1. Relaxation Techniques for Parents of Infants and Toddlers: Stress, tears and fears- the dark side of parenting. Participants of this course will learn about stress hormones and impact on child development and attachment. We will also explore and practice using practical ways to relax in the chaos of parenting young children.

E2. Listening to Babies-Understanding Behavioral States and Disengagement Cues: Do you wish you could read the mind of these little ones? Participants of this course will learn the different ways infants communicate and interact with the world around them. We will explore cultural attitudes about crying, and the impact these attitudes have on parental confidence. Participants will also learn about behavioral states of children and how to use this knowledge for finding optimal teaching and bonding opportunities.

E3. Supporting Executive Functioning and Self-Regulation in Infants and Toddlers: Executive function and self-regulation skills provide critical supports for learning and development, and while we are not born with these skills, we are born with the potential to develop them through interactions and practice.

This session will introduce participants to activities and ideas to provide the support that infants and toddlers need to build these skills at home, in early care and education programs, and other settings they experience.

E4. The Resilient Child: What Every Early Head Start Teacher Wants to Know: This interactive session will explore resilience theory and its link to the social and emotional well-being of infants and toddlers. Participants will learn about the importance of high-quality environments and will be introduced to strategies and resources that can help enhance the environments where young children spend their time.

E5. Responsive Caregiving: The Foundation of High Quality Infant Toddler Care: Infants and toddlers need nurturing relationships; positive, responsive interactions between adults and children; safe, comfortable physical and social environments; and individualized routines and schedules. This interactive session will focus on one of the responsive caregiving components, responsive interactions, and share strategies that adults can use to support ongoing development and learning.

E6. Young Explorers: Building STEAM Skills with Infants and Toddlers: Explore how all children use experiences in their early lives to build theories about the world and how it works. Participants will learn how to recognize children's natural interest in STEAM concepts – Science, Technology, Engineering, Arts, and Mathematics – and how to build upon that in developmentally appropriate ways to support children's exploration of those concepts. The session will provide playful strategies to build executive function and encourage spatial learning and exploration.

Professional Development, Coaches

PD1. Coaching: What New Research Tells Us: Why coaching? What should classroom coaching look like? How can you launch and sustain a coaching initiative that will effectively change adult behavior? We'll look through the lens of multiple research studies to examine and discuss these questions in a highly practical way.

PD2. Feedback vs. Advice: The Role of the Coach: In the field of early childhood, we use the word "Coach" to describe a wide range of people, activities, and roles. This leads to widely varying experiences and outcomes. In this session we'll talk about the similarities and differences between coaches, mentors, supervisors, and others. We'll also discuss the qualities and actions of effective coaches, as well as how to write job descriptions and establish coaching agreements.

PD3. Crucial Conversations when Coaching: How to effectively use collaborative dialogue to promote positive change in the classroom: Participants will learn how to set the stage for crucial conversations, approaches for engaging in collaborative dialogue and strategies for communicating in ways that promote sustained, positive change.

PD4. Optimizing Your Support of Teaching Using *GOLD*®: Understanding how your teachers are using Teaching Strategies *GOLD*® will help you provide the right type and the right level of support as they implement this assessment solution in their classrooms. This session takes you on a guided tour of

the administrator features in *GOLD*® and explains how to use them to determine the fidelity with which individual teachers are using *GOLD*®, identify any challenges they are facing, and determine which teachers in your group may need additional support.

PD5. Using Science to Boost CLASS Scores: This session will provide a model of successful professional development for Head Start and Early Head Start that engages and empowers teachers to integrate science activities into the classroom. We will share our successes and experience training Early Head Start and Head Start teachers on inquiry based science activities as well as provide some of our favorite science activities that can be implemented immediately into classrooms.

PD6. How Programs Enhanced Instructional Support using *Kids Play Math*! Coaches, Ed. Specialists, and Managers, come and learn about this exciting and effective integrated professional development model, which enhances instructional support in early math. *Kids Play Math*, is supported by the Office of Head Start, and helps teachers to integrate math into the daily routines, use engaging activities that are fun for the children, and to support school readiness. Extremely popular with teachers, this simple effective model can help move your programs' instructional support to new levels.

PD7. Practice Based Coaching in Infant/Toddler Settings: The Practice-Based Coaching model can be used in any early care setting. In this session, we will discuss what Practice-Based Coaching is and how it can be used to help adults who are working with infants and toddlers improve their interactions with young children. We will also discuss evidence-based practices that could be used as the focus of Practice-Based Coaching with infant/toddler caregivers.

Health, Safety and Mental Health

MH1. Assess Your Program for Healthy, Active Living Best Practices: This session will focus on building knowledge and skills to effectively conduct staff assessments, utilize program and community data, lead healthy active living staff development, engage family and staff in healthy active living, and develop action strategies that meet staff and family needs.

MH2: Movement and Physical Activity as a Learning Tool: Movement and nutrition play an integral role in early brain development. This session will discuss this link and strategies for incorporating movement and healthy foods into the early childhood classroom.

MH3: Trauma, Toxic Stress, and Resiliency in Early Childhood: Research shows that as many as 70% of children in EHS/HS have experienced at least one trauma in their lives. The ACE's study has demonstrated the prevalence of adverse experiences in childhood and the impact of these experiences in adulthood. This session will provide information about the impact of trauma on young children and identify strategies to support young children's resilience.

MH4. Trauma Informed Care: Major research studies have shown that 52% of the population have experienced trauma in their lifetime. Trauma informed care aims to help organizations recognize the impact of trauma on people's lives and create compassionate settings that provide a sense of safety and

security for families and children who have experienced traumatic events. This presentation will explore how organizations can change to insure and protect the well-being of families and young children.

MH5. Implementing a Mental Health Consultation Model in Your Program: This session will focus on how to effectively combine implementation of the Pyramid Model and a strong mental health consultation program. Participants will be introduced to the Georgetown model of mental health consultation and learn how to effectively use Pyramid Model coaching and consultation. Participants will learn through didactics and hands on exercises as well as develop an action plan for how to address this issue within their own programs.

Parent, Family & Community Engagement

FC1 Compassion Fatigue: *“If your compassion doesn’t include yourself, it is incomplete.”* Jack Kornfield. What are the signs and symptoms of compassion fatigue? How can I prevent it? This session will facilitate participants’ ability to identify and address compassion fatigue in the workplace. Problem solving solutions designed to achieve compassion satisfaction will be discussed. Participants will leave with knowledge of specific strategies that can address their own or their colleagues compassion fatigue in a meaningful way.

FC2. Embedding Head Start in a Community Action Strategic Plan:

Join Denise Harlow, CEO of Community Action Partnership, to discuss agency-wide strategic planning and how Head Start can be incorporated. As local Community Action Agencies work to meet new CSBG Organizational Standards, incorporating Head Start in the required strategic planning efforts will be critical. The session will provide tools and resources to inform your process.

FC3. Culture and Engagement-Exploring our Journey: Honoring culture and home language is key to building authentic relationships with families and achieve successful child and family outcomes. Explore resources and culturally responsive approaches that can influence perspective and decision-making within your program and facilitate the growth of a mutually respectful learning environment.

FC4. Thinking Outside the Box: Creative Strategies for Strengthening Community Partnerships: How do you bring “your” community into Head Start and Head Start into “your” community? Learn from a unique partnership that includes the Davis/Morgan/Summit Head Start and the recipient of the 2015 National Head Start Association’s “Sargent Shriver” Excellence in Community Service Award – Treehouse Museum in Ogden, Utah. A partnership focusing on their theme, “Step into a Story”, school readiness, and engaging parents in the early learning of their children.

FC5. Strengthening Family Engagement Through Organizational Leadership: Program leaders set the stage for the priorities, policies, and practices within the context of the five-year project period. We will explore strategies and planning resources to support leaders and inspire them to focus on family engagement throughout the systems and services structures in their programs.

Presenter BIO's (In alphabetical order)

Presenter: Emily Adams, Senior Subject Matter Expert, Child Development at the National Center on Early Childhood Development, Teaching and Learning (NCECDTL). Previously Ms. Adams served as Sr. Writer/Training Specialist for the Early Head Start National Resource Center (EHS NRC) where she provided training materials for Early Head Start and Migrant and Seasonal Head Start Programs. Ms. Adams has a talent for synthesizing information from multiple sources into practical strategies for those who work directly with young children and families. Her trainings are creative, interactive, and informative. She has a particular interest in nature-based learning and served as co-lead for the Office of Head Start's Nature-Based Learning and Development workgroup, a multiple National Center group with the goal of increasing nature learning and outdoor play opportunities. Over her career, Ms. Adams has worked with young children and their families in Early Head Start programs and has served as an Early Head Start education supervisor. She holds a Master's degree in early childhood education and was recognized with the "Outstanding Graduate" award of her program at the University of Colorado-Denver.

Presenter: Carolyn Adler-Bollwerk, Program Specialist, Utah Society for Environmental Education. Ms. Adler-Bollwerk studied Biology and Geology at Utah Valley University, University of Utah and Memorial University of Newfoundland. She has been teaching environmental education for the past 11 years, first as the Education Programs Manager at The Living Planet Aquarium and presently at Utah Society for Environmental Education. Ms. Adler-Bollwerk has been facilitating workshops for Project Learning Tree, Project WILD and Project WET for over eight years, and is currently a teaching assistant in the Utah Environmental Education Certification Program. Ms. Adler-Bollwerk is passionate about showing teachers how easy it is to implement environmental education into their curriculum.

Presenter: Keri Allred, Executive Director of Rural Utah Child Development Head Start. Ms. Allred serves as the executive director of a large, rural Head Start program in Southeastern Utah. Ms. Allred is currently the Director Tri-Chair for the Utah Head Start Association. Ms. Allred's love for children has been the focus of her career, in both higher education instruction and in Head Start. She believes education is the way to success and teaching with humor makes that journey even better!

Presenter: Sheila Anderson, Professor, Weber State University. Dr. Anderson is the assistant professor in the Department of Child and Family Studies. Her research focuses on using strengths based approaches to support positive adult interaction with young children. She received a Head Start Student Scholar award for her dissertation, and currently provides ongoing program consultation and evaluation to several Head Start programs.

Presenter: Alvaro Arias, Professor, University of Denver. Dr. Arias is a professor of mathematics at the University of Colorado Denver. He has participated in several outreach project involving mathematics and he has coordinated STEM initiatives. He coordinates the *Kids Play Math* project, funded by the Office of Head Start.

Presenter: Brandi Aubrey, Head Start Policy Council Chair, Davis/Morgan/Summit Head Start. Ms. Aubrey is stay at home mom to four amazing young daughters. Chloe, age 6, in first grade, twins Paisley and Molly, age 4, who attend Head Start, and Brynlee, age 3, who also attends Head Start. Her girls are her pride and joy! As a parent, Ms. Aubrey is committed to staying as involved in their education and schooling as possible. Her oldest daughter was able to attend Head Start two years ago and she loved

watching her blossom and grow, not only academically, but socially as well. Ms. Aubrey is seeing the same growth in her younger daughters. Ms. Aubrey has served as class chair the last two years and considered it an amazing experience. This year she was voted Policy Council Chair, stating, "I am beyond excited for this opportunity!"

Presenter: Elissa Baldus, Education Coach, Utah Community Action Head Start.

Elissa has a bachelor degree of social work and family studies. She has worked in Head Start for over five years starting with family partnerships. She feels the most rewarding position she has held has been as an education coach where she is able to grow while also motivating others to do the same.

Presenter: Raona (Ranie) Barwick, DDI Vantage EHS. Ms. Barwick has always had a passion for working with children. She started her career at the Family Support Center in the crisis nursery. She also worked for Caring for Kids Inc., and taught career ladder courses as an intern at the Bridgerland Child Care Resource and Referral. She graduated from Utah State University with a Bachelor's degree in Family Consumer Human Development with an emphasis in Community Services. She works for DDI VANTAGE Early Head Start and has supervised ERSEA, Health Services, Disability Services and Early Childhood Education for Center Based Partnerships. During her time with DDI she completed training to become a Certified Educator of Infant Massage. In her spare time, she enjoys camping, fishing, cooking and traveling.

Presenter: Megan Bock, Region VIII Birth to Five Early Childhood Specialist. Ms. Bock provides training and technical assistance to Head Start grantees in Colorado and Wyoming. Prior to her current position, Ms. Bock taught in Head Start classrooms and worked on early childhood education systems in Illinois. While in Illinois, Ms. Bock supported the development and implementation of the *Quality Ratings and Improvement System* as a fellow in the Governor's Office of Early Childhood Development and as a systems coordinator at Illinois Action for Children. Megan received her bachelor of arts degree from Colorado College and a master's degree in early childhood education from Arizona State University.

Presenter: Will Bollwerk, Education Coach, Utah Community Action Head Start.

Mr. Bollwerk began his career in early childhood as an assistant teacher. Shortly thereafter, he became a mentor teacher and fell in love with mentoring adults. With this experience and his background in facilitating environmental education workshops, he was delighted to accept the position of Education Coach in 2015.

Presenter: Katy Callor, Region VIII Early Childhood Specialist, Utah. Ms. Callor spent many years as a preschool teacher before moving into leadership and training and technical assistance. She is a certified coach and holds a Master of Education in Curriculum and Instruction.

Presenter: Sharon Cook, Program Manager, Utah Division of Substance Abuse and Mental Health. Ms. Cook assists individuals with serious mental illness and co-occurring disorders to obtain and maintain employment. She has an extensive history overseeing grants and conducting mental health awareness and disability-related trainings for businesses and employers throughout Utah. She serves on numerous state level committees including the *Governor's Committee on Employment for People with Disabilities*. Ms. Cook holds a bachelor's degree in Family Studies and a master's degree in Mental Health Counseling. Ms. Cook is passionate about employment of people with disabilities! In her free time, she enjoys spending time with family and friends and is often found in the mountains or at live concerts.

Presenter: Rob Corso, Ph.D., Vanderbilt University. Dr. Corso is currently a Research Associate at Vanderbilt University and the Executive Director of the Pyramid Model Consortium. Previously, he served on the Leadership Team for the National Center on Quality Teaching and Learning (NCQTL) and was the Project Coordinator for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Dr. Corso's expertise includes the evaluation of professional development projects for programs serving young children and their families. He has conducted many large-scale evaluations of programs serving children and families and has developed outcomes frameworks for measuring the impact of in-service training for national efforts aimed at improving the capacity of Early Head Start, Migrant and Seasonal Head Start, and Child Care. In addition, Dr. Corso served as an administrator for Head Start, child care, and early intervention programs.

Presenter: Laurie Danahy, Teaching Strategies. Ms. Danahy is an early childhood care and education trainer and consultant with extensive experience working with Head Start and Early Head Start. Her classroom experience includes work as a volunteer, lead teacher, and special services liaison. She served as a T/TA Contractor for Region X Office of Head Start and a state specialist for the Oregon Department of Education's Head Start/Prekindergarten program. Laurie is a member of the Teaching Strategies Professional Development Network and is dedicated to providing front-line staff with tools and strategies that support the best possible outcomes for children and families.

Presenter: Haley Eckels, Communications Manager, Utah Community Action. Ms. Eckels is a graduate of McGill University in Montreal, Quebec, Canada. She began her career in print publishing with Pearson Education in Boston, Massachusetts, working to develop college textbooks for a number of fields. As the online content development field grew, she transitioned to web copy and content strategy, working for the last eight years at *Experticity*, a marketing agency focused on online eLearning content for consumer products. Ms. Eckels joined the Utah Community Action team in May 2016 as the Communications Manager.

Presenter: Michelle Fieschel, Mentor Coach, Davis/Morgan/Summit Head Start. Ms. Fieschel has worn many different hats during her 25+ year career in early childhood. Ms. Fieschel has been a behavior interventionist, Head Start teacher, and most recently a Head Start mentor/coach. Ms. Fieschel loves working with children that present challenging behaviors and has a passion to help them succeed in learning how to self-regulate. She believes every child can learn, it's up to us to help them find their way!

Presenter: Victoria Fiordalis, Sciencenter, Ithaca, New York. Ms. Fiordalis is the Early Explorer Educator at the Sciencenter, in Ithaca, NY. She leads teacher training for Head Start teachers in integrating science into the classroom. Before joining the Sciencenter, Victoria worked at the Oregon Museum of Science and Industry in Portland, with their early childhood programs.

Presenter: Cyndi Fischer, Education Specialist, Region VIII Training and Technical Assistance. Ms. Fischer received her MA in Education with an emphasis on language development. Ms. Fischer has worked with dual language learners in multilingual classrooms in California and overseas for ten years before joining the Head Start world in 2003. In Head Start Ms. Fischer has worked as an EHS teacher and home visitor, Head Start teacher in bilingual classrooms and as an Education Manager for a Dual Language program before joining the Region VIII training and technical assistance network in 2011.

Presenter: Renee Funk, Grantee Specialist, Montana. Ms. Funk has over twenty years of experience working for Head Start in various leadership positions including Executive Director for the last nine

years. Ms. Funk is an adjunct professor teaching early childhood coursework at the University of Montana Western. She has a B.S. degree in Early Childhood Education and a M.Ed. in Curriculum and Instruction with emphasis in Early Childhood Inclusion and Special Education.

Presenter: Pam Gardiol, Gardiol & Associates Consulting, Utah. President of Gardiol & Associates and an associate at Demarche Consulting Group, Seattle, Washington. Ms. Gardiol has worked in the organizational management field for over twenty-five years consulting with non-profit, public, and private sectors to design specific, hands-on, methods to align organization's performance with its mission. Ms. Gardiol has authored articles and courses on topics such as optimizing people's performance in the workplace, diversity management, ethics, organizational development, meeting facilitation, strategic planning and team development.

Presenter: September Gerety, Educational Consultant, Pyramid Consortium. Ms. Gerety has a BA in Elementary Education and Master's Degree in Educational Leadership. She worked for the University of Washington as the Practice-Based Coaching Coordinator at the National Center on Quality Teaching and Learning. September currently provides training in coaching, parent education, implementing research-based teaching practices, and preventing challenging behavior for early childhood programs.

Presenter: Kris Gibson, Head Start Teacher, Davis/Morgan/Summit Head Start. Ms. Gibson has worked in Head Start for 22 years and taught power tumbling for 16 years. In her work as a lead teacher, Ms. Gibson incorporates large motor skills throughout the day. Ms. Gibson loves to see children getting up and being active and finds many, varied, and interesting ways to get children moving and learning!

Presenter: Camille Gilbert, Education Coach, Utah Community Action Head Start: Ms. Gilbert received her Master's degree from Utah State University in Human Development. As a lab teacher, she mentored early childhood educators on quality teaching and learning in the preschool classroom. She then transitioned to Head Start where she fulfilled her role as a Single Session Lead Teacher, supporting both children and families in reaching their goals. Camille is passionate about teaching young children and enjoys working with teachers to help them see their progress and growth through the coaching process.

Presenter: Lynne Goodwin, Executive Director of the Treehouse Children's Museum, Utah. Ms. Goodwin is the founding director of the Treehouse Children's Museum in Ogden, Utah established in 1992. In 2006, Ms. Goodwin oversaw the design and building of a permanent home for the museum. Visited by over 160,000 children and families, the museum is frequently on the list of the top 13 children's museum nationally. The Treehouse museum integrates language and literacy, art education, and experiential learning in their many exhibits. Ms. Goodwin is especially proud the Treehouse Museum received the state and national Sargent Shriver Excellence in Community Service Award from Head Start.

Presenter: Doug Goldsmith, PhD., Executive Director of the Children's Center, Utah. Dr. Goldsmith has worked with the preschool population in a clinical setting for more than 25 years. Dr. Goldsmith has lectured widely throughout Utah and participated with many organizations to develop strategies for providing a variety of services to young children and their families. He has published several articles on the application of attachment theory to clinical practice and a book titled, Attachment Theory in Clinical Work with Children: Bridging the Gap between Research and Practice. Dr. Goldsmith holds faculty

appointments at the University of Utah in the Departments of Educational Psychology, Psychology, and Psychiatry.

Presenter: Zane Gray, Professional Magician. Mr. Gray started doing magic at the age of eight years and turned professional at the ripe old age of sixteen. Mr. Gray has presented for large corporations, The New York Giants, and educators. He combines his unique magic abilities, comedy, and experiences to inspire and awe audiences throughout the world.

Presenter: Tracy Gruber, JD., Director of the Utah Office of Child Care and Senior Advisor for the Intergenerational Poverty Initiative. Ms. Gruber's professional career has focused on achieving positive results for vulnerable families. Prior to working for Utah's Department of Workforce Services, Ms. Gruber worked at Voices for Utah Children, as a Senior Policy Analyst and Director of State Fiscal Policy. In that capacity, she researched issues related to poverty, fiscal policy and strategies to reduce poverty including two-generation approaches for families in poverty. Her work experience also includes serving as a budget analyst in the Illinois Senate, overseeing a public employee retiree organization and administering the Utah State Bar's New Lawyer Training Program.

Presenter: Heidi Hagenson, Infant Toddler Specialist, Region VIII Training & Technical Assistance network. Ms. Hagenson has worked with diverse populations in early childhood throughout the last 12 years and has served in varied positions and settings including public, private and Head Start in Colorado. She joined the Region VIII T&TA team as an Infant Toddler Early Childhood Specialist in July 2016. Ms. Hagenson believes that innovative adult education, when applied appropriately in the early childhood classroom, will have the greatest impact on young children's educational experiences.

Presenter: Denise Harlow, CEO, Community Action Partnership. Ms. Harlow, CCAP was named the Chief Executive Officer of the Community Action Partnership in December 2014. She has been with the Partnership since 2011 and served as Senior Director of Training and Technical Assistance and Interim Chief Operating Officer. Prior to her tenure at the Partnership, she was the CEO of the New York State Community Action Association and Sr. Vice President for Capacity Building for the New York Council of Nonprofits. Ms. Harlow has more than 25 years of experience in the nonprofit sector and has served on several nonprofit boards, including the New York State Head Start Association and was an appointee to the Governor's Early Childhood Advisory Council in New York State. Ms. Harlow holds both a BS and Masters in Social Work and served as a Fellow on Women and Public Policy at the Center for Women in Government and Civil Society.

Presenter: Lorine Horvath, Early Childhood Specialist, Region VIII Training & Technical Assistance network. Ms. Horvath is from North Dakota and currently works for the Region VIII Training and Technical Assistance network. Ms. Horvath has experience as a Head Start teacher, coach, mentor, and has worked in childcare and family childcare over the last 30 years.

Presenter: Jane Hu, Ph.D., Outreach and Educational Specialist at the Institute for Learning & Brain Sciences (I-LABS), University of Washington. As an Outreach Specialist, Dr. Hu disseminates scientific research for parents, practitioners, and early childcare providers. She has given dozens of conference presentations, public talks, and workshops to members of the early learning community, including plenary addresses at the Early Head Start – Child Care Partnerships orientations, and workshops at the annual Washington Association for the Education of Young Children's conference and the Infant and

Early Childhood Conference. Before joining the I-LABS Outreach team, she earned a B.A. in psychology at Yale University and a Ph.D. in developmental psychology at the University of California, Berkeley. Dr. Hu has published several papers on preschoolers' social learning and has taught numerous psychology courses at University of California at Berkeley, Stanford, and in Santiago, Chile.

Presenter: Tina Hunter, Education Coach, Utah Community Action Head Start:

Ms. Hunter has a degree in education, with an emphasis in early childhood and psychology, and a coaching certification. With over twenty-five years of experience in early childhood classrooms, Ms. Hunter has officially been coaching for the last six years. Coaching allows adults to reflect on their practice and to make meaningful changes in order to be the most effective teacher for their children.

Presenter: Melisa Jaen, Infant Toddler Specialist, Region VIII Training & Technical Assistance network.

Ms. Jaen is currently working as a Region VIII Infant Toddler Specialist in Colorado. Ms. Jaen has extensive experience working in a variety of different roles in Head Start. Ms. Jaen has worked with families of Dual Language Learners and is excited to share her love of learning with others.

Presenter: Michelle Kortenaar, Director of Education and Program at the Sciencenter Ithaca, New York.

Ms. Kortenaar has worked in both formal science education as a middle and high school teacher for 20+ years in Canada and the US, and in experiential science education in informal settings like camps and museums. Michelle is the lead of the Collaborative for Early Science Learning - a group of museums partnering to provide professional development in science for Head Start teachers.

Presenter: Megan Larson, Infant Toddler Early Childhood Specialist Region VIII Training & Technical Assistance network. Ms. Larson has a BS in Speech and Hearing Science and a M.Ed. in Early Childhood Education. Ms. Larson has worked for over twenty years in varying capacities directly with children birth to five, their families, school districts, and community partners. Ms. Larson specializes in providing support to teachers, home visitors, child care providers, and managers to address parent-child interactions and relationship-based competencies for infants, toddlers, and their families.

Presenter: Janet Lewis, Teacher, Davis/Morgan/Summit Head Start. Ms. Janet Lewis has been a Head Start teacher for 16 years in the Davis School District. She has opened her room and provided mentoring for many new teachers to observe her in implementing *Nike Go* in her classroom. *Nike Go* is a fun, easy curriculum to teach children ways to stretch, move, and build large and small muscles as well as develop self-soothing techniques to assist with stress.

Presenter: Rachel Levine, Health and Nutrition Supervisor, Jefferson County Head Start, Colorado: Ms. Levine holds a master's degree in Public Health and oversees the Health and Nutrition of over 400 Head Start children. Ms. Levine is part of a dynamic management team that focuses on a trauma informed approach to facilitating effective and efficient programming for staff, children and families.

Presenter: Jared Lisonbee, PhD, Research Analyst, Utah Community Action Head Start:

Mr. Lisonbee previously worked as a coach and a program specialist for Head Start. Prior to joining Head Start, Mr. Lisonbee was a faculty member at Weber State and Washington State Universities where he taught teacher preparation courses for early childhood educators. Mr. Lisonbee holds a doctorate degree from Auburn University where his training focused on early childhood education and research methods.

Presenter: Brett Lund, Davis/Morgan/Summit Head Start, Utah. Mr. Lund is the family, fatherhood, & volunteer specialist with the Davis School District Head Start / Early Head Start program. During his fourteen years with Head Start, he has facilitated and coordinated father and family services for hundreds of Head Start parents. The fatherhood program that Brett oversees named F.I.S.H. (**F**athers **I**nvolvement **S**haping **H**ead Start children) provides opportunities for fathers and father-figures to be involved in the early educational development of their child. Getting fathers off the sideline and into the game is his top priority!

Presenter: Leslie Maxfield, Parent, Family & Community Engagement National Center. Ms. Maxfield has over 30 years of experience in Head Start, Migrant Head Start, Child Care, and Training and Technical Assistance. She earned a BS in Early Childhood Education and an MS in Administration from Wheelock College. She has experience working with diverse children and families in both urban and rural communities. She lives in Klamath Falls, Oregon and is happy to be only a mile away from her oldest daughter and three grandchildren!

Presenter: Jennifer Olson Ph.D., Parent, Family & Community Engagement National Center. Ms. Olson has worked with Early Education and Care professionals, including Migrant and Seasonal and American Indian and Alaska Native grantees for 30 years. She served as an Advisor to the National Center on EHS-Child Care Partnership and is currently a Consultant to the National Center on Parent Family and Community Engagement.

Presenter: Sara Perry, DDI Vantage EHS, Utah. From a young age, Sara has always had a strong desire to help and work with children and their families. She worked at the Family Support Center in the Crisis Nursery before obtaining her bachelor's degree in Family Consumer and Human Development with an emphasis in Community Services from Utah State University. She started working for DDI VANTAGE Early Head Start first, as a Family Specialist and after DDI received ARRA expansion funds she moved into the Disabilities and Education manager for their Home Based program option. During her time with DDI she completed training to become a Certified Educator of Infant Massage. In her spare time, she enjoys cooking, traveling, and playing with her puppy.

Presenter: Gayle Perryman, Head Start Director, Jefferson County Head Start, Colorado. Ms. Perryman has a master's degree in education and numerous years of experience as the Head Start Director of Jefferson County in Arvada, Colorado. Jefferson County Head Start serves over 400 children and is operated under the Department of Human Services. Ms. Perryman has facilitated her staff in using a trauma informed approach to facilitating effective and efficient programming for staff, children and families.

Presenter: Sarah Piercy, Lead Education Coach, Utah Community Action Head Start: Ms. Piercy is passionate about teaching and learning. Prior to working for Head Start, she worked with children in a variety of settings as a music therapist and piano teacher. She began her career with Utah Community Action in August 2008 as a lead teacher and for the past six years has worked as an Education Coach. She holds a Coaching Certificate and feels that a strong coaching program is essential for sustained growth and change.

Presenter: Ron Roybal, Educational Consultant. Colorado. Mr. Ron Roybal has been working at the University of Colorado Denver since 2003. His responsibilities have included the LEAP USA and LEAP Outreach projects, the Professional Development in Autism project, the Colorado Autism Project, TACSEI and CSEFEL. He presents at national conferences on challenging behavior, as well as

Professional/staff development. Prior to being an educational consultant, Ron was a teacher in an early childhood inclusive classroom for students diagnosed with Autism Spectrum Disorder and typically developing students.

Presenter: Andrea Savage, Lead Clinician, AWARE Program, Montana: Ms. Savage has worked for 25 years in the field of early childhood. She started out as a Disability Coordinator followed by being the Family and Community Partnership Deputy Director and finally Head Start's Program Deputy Director for 18 years. In 2009, she decided that she wanted to return to providing direct services to families and became the Lead Clinician for AWARE's *Successful Starts* program. Ms. Savage is a licensed Professional Counselor, Licensed Marriage and Family Therapist and a certified Trauma Focused Cognitive Behavioral Therapist. Ms. Savage has presented the Pyramid Model around the state of Montana and is currently a recognized CSEFEL trainer by the state of Montana. She used the Pyramid Model in her mental health consultation work around early childhood programs in Montana.

Presenter: Kate Shreeve, Grantee Specialist, Region VIII Training & Technical Assistance. Ms. Shreeve worked as an Early Head Start and a Birth to Five Director from 1995 to 2008. During that time, Kate was active in the South Dakota Head Start Association, Region VIII Head Start Association and the federal monitoring system. In 2009, she joined the Training and Technical Assistance (TTA) team as manager of the South Dakota State Based TTA Team and transitioned to the Grantee Specialist for Region VIII TTA in 2010. In her current role, Ms. Shreeve works with programs throughout the region strengthening systems and supporting new directors.

Presenter: Linda Smith, Program Director for Salt Lake County Parks & Recreation. Ms. Smith has been active in the field of early childhood training and educational development for thirty years, focusing on teaching early childhood development, preparing new staff to work in the field, and promoting volunteerism in Utah. Ms. Smith has conducted programs for institutions such as the Rainbows Grief Support, Utah Girl Scout Association, Utah Work & Family Life Baby Steps Coaching & Mentor program, Head Start and Early Head Start, as well as training and coaching early childhood professionals in private & public childcare. In addition, she has twelve years of experience as a director in private child care. She is currently working with three EHS child care partnership classrooms throughout Salt Lake County.

Presenter: Maria Soter, Education Coach, Utah Community Action Head Start: Ms. Soter has had a life-long passion for assisting people in need, particularly children and their families. She has been an Education Coach for Utah Community Action Head Start for five years and holds a Coaching Certification. Ms. Soter feels that coaching is the perfect avenue for her to perform the work she loves.

Presenter: Kristen Tenney-Blackwell, National Pyramid Consortium. Ms. Kristin Tenney-Blackwell, M.A., LLP, IMH-E, has been working with children, families and educators for over seventeen years and is passionate about promoting young children's social and emotional well-being in an effort to support resiliency and readiness for school. Her portfolio includes work in national- and state-level early childhood education and mental health initiatives, in addition to coaching, training, resource development, research, and evaluation of early childhood projects. Kristin has supported national Pyramid Model efforts, as well, including co-authoring the Infant and Toddler modules.

Presenter: Jake Timmins, Education Coach, Utah Community Action Head Start: Mr. Timmins has been in early childhood education for sixteen years, the past six of which he's worked for Head Start. He has a Master's degree in Marriage and Family Therapy and has enjoyed using those skills with families, and now, as an Education Coach for Utah Community Action. Building positive relationships with teachers,

supporting their professional development and working with an amazing team of coaches has been the most rewarding aspect of being a coach.

Presenter: Christy Toala, Early Head Start Childcare Partnership Coordinator. Ms. Toala currently works for the Utah Community Action Program (UCA) partnering with nine partnership classrooms. Additionally, Ms. Toala oversees two family advocates working with partnership families. Ms. Toala has extensive experience in early childhood. She has worked in Head Start for 14 years in a variety of rolls such as, Early Head Start teacher, Head Start teacher, Education Specialist, Program Manager, and Early Head Start Director. Ms. Toala holds a Bachelor of Science in Family Studies and Child Development and a Master degree in Educational Leadership from Northern Arizona University.

Presenter: Erin Trenbeath-Murray, Chief Executive Director, Utah Community Action. Ms. Murray has extensive experience as a Head Start Director serving approximately 2,000 children and families in the Salt Lake area. More recently, in addition to operating a large, urban Head Start/Early Head Start Program, Ms. Trenbeath-Murray became the director of the Utah Community Action, program providing an array of critical services for children and families.

Presenter: Trista Vonda, Lead Clinician & Mental Health Coordinator, AWARE program, Montana: Ms. Vonda is currently working for AWARE, Inc. as a Lead Clinician and Mental Health Coordinator for Early Head Start CCP. She started in early childhood services as a direct care staff and then spent 3 years working as a case manager for children and their families. After recognizing the need for quality care in early childhood, and the prevention opportunities she obtained her MSW. After graduate school she began working for AWARE's Successful Starts program in collaboration with Head Start. Trista is now a Licensed Clinical Social Worker who is recognized by the state of Montana as a CSEFEL trainer and is currently using Practice Based Coaching within her Early Head Start Role. She is certified in Parent-Child Interaction Therapy and a level 1 trainer within this practice. She stays connected to her community by being a board member of the Early Childhood Coalition and other task forces directed to school readiness.

Presenter: Stacie Walton, Lead Coach Davis/Morgan/Summit Head Start: Ms. Walton is the Lead Coach for Davis Head Start program. She has a bachelor of science in early childhood education with a double emphasis on marriage therapy. Ms. Walton is certified in CLASS, TPOT and ECERS tools and has been working in the early childhood field for over 25 years. Ms. Walton has worked as a program director at two different community colleges and at a government based early childhood program. Additionally, Ms. Walton owned and operated her own private childcare business for 14 years. Most recently, Ms. Walton has set up multiple environments based on the ECERS and Creative Curriculum. She loves the field of early childhood and the constant evolving of the field. She is married and has 7 children of own and one very smart and beautiful grandbaby.

Presenter: Brandi Woodard, Assistant Head Start Director, Jefferson County Head Start. Ms. Woodward holds a Master's of Social Work and is part of a dynamic management team overseeing over 400 Head Start children in and around Arvada, Colorado. This management team focuses on a trauma informed approach to facilitating effective and efficient programming for staff, children and families.

Presenter: Elizabeth (Beth) Zack, Ph.D., Outreach and Education Specialist at the Institute for Learning & Brain Sciences (I-LABS), University of Washington. As an Outreach Specialist, Dr. Zack shares scientific research with early care providers, educators, and parents. She has written and designed online training modules for the I-LABS library, which take an in-depth look at different child development topics. Dr.

Zack was previously a Postdoctoral Fellow at I-LABS working under the supervision of Dr. Andrew Meltzoff. She earned a B.A. in Psychology from Gettysburg College and a Ph.D. in Developmental Science from Georgetown University, where Dr. Rachel Barr was her mentor. Before joining I-LABS Outreach, she conducted research on infant imitation from television and touch screens and parent-child interactions during screen media use.