



2024 *Early On*® Michigan Conference

Ripples to Waves: The Power of Early Intervention



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Disclaimer

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Agenda at a Glance

Tuesday, November 12, 2024

Pre-Conference Sessions

7:30AM - 8:30AM	Registration and Continental Breakfast
8:45AM - 10:15AM	Pre-conference Morning Sessions
10:15AM - 10:30AM	Break
10:30AM - 12:00PM	Pre-Conference Morning Sessions
12:00PM - 1:00PM	Lunch
1:15PM - 2:45PM	Pre-Conference Afternoon Sessions
2:45PM – 3:00PM	Break
3:00PM - 4:30PM	Pre-Conference Afternoon Sessions

Wednesday, November 13, 2024

Conference Schedule

7:00AM - 8:15AM	Registration and Continental Breakfast
7:15AM - 8:15AM	Poster Exhibition
7:45AM - 5:00PM	Vendors and Exhibitors
	<i>Early On Michigan Foundation Silent Auction is Open</i>
8:30AM - 9:00AM	Welcome Christine Callahan, <i>Director, CCRESA Office of Innovative Projects</i> Janet Timbs, <i>Manager/Birth to Five Early Childhood Special Education, Office of Early Childhood Development and Family Education, Office of Great Start</i>
9:00AM - 9:45AM	Making Waves in Early Intervention Jorri Novak, <i>M.A., CCC-SLP, Office of Innovative Projects Clinton County Regional Educational Service Agency</i>
9:45AM - 10:00AM	Break
10:00AM - 12:00PM	Conference Session 1
12:00PM - 1:00PM	Lunch
1:15PM - 3:15PM	Conference Session 2
3:15PM - 3:45PM	Break
3:45PM - 5:00PM	Conference Session 3

Thursday, November 14, 2024

Conference Schedule

7:00AM - 8:15AM	Continental Breakfast
7:00AM - 8:15AM	<i>Early On</i> Coordinator Breakfast (Invitation Only)
7:30AM – 10:30AM	<i>Early On</i> Michigan Foundation Silent Auction is Open
8:30AM - 9:30AM	Greetings and Update Dr. Beverly Walker-Griffea, Director Michigan Department of Lifelong Education, Advancement, and Potential
9:30AM - 10:00AM	Award Presentations
10:00AM - 10:30AM	Break
10:30AM	Conclusion of the <i>Early On</i> Michigan Foundation Silent Auction
10:30AM - 12:30PM	Conference Session 4
12:30PM - 1:30PM	Lunch
1:30PM - 3:30PM	Closing Session



Registration

Registration for the 2024 *Early On* Conference, *Ripples to Waves: The Power of Early Intervention* is open!

Pre-Conference: <https://eotta.ccrea.org/Event.php?id=4810>

Conference: <https://eotta.ccrea.org/Event.php?id=4811>

Poster Exhibition

The 2024 poster exhibition will be located in the pre-function area of the Governor's Hall. Poster presentations relevant to current research and practice in early intervention, parent and family involvement, leadership and other related areas will be featured. Posters are offered from 7:15 to 8:15 a.m., prior to the conference welcome, on Wednesday only. Each poster will be displayed on an easel with presenters available for discussion. Join this opportunity to talk to presenters informally about their topics and research!

Vendors and Exhibitors

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

Early On Michigan Foundation Silent Auction

Back by popular demand, *Early On* Training and Technical Assistance is hosting a silent auction to benefit the *Early On* Michigan Foundation! There will be amazing items for your bidding pleasure. Bidding will be open Wednesday at 7:45 AM through 10:30AM on Thursday. All funds raised will go to the *Early On* Michigan Foundation, which will match funds, up to \$10,000. The Foundation will award 100% of proceeds from the Silent Auction - plus matching funds - as mini-grants to the field. We will be using an online platform, 32Auction, for this year's silent auction. 32Auction will allow for online bidding and participants to pay via their credit or debit card. You can check out all of the wonderful items and begin bidding at [Early On Michigan Foundation Silent Auction](#).

Pre-Conference AM Session

Tuesday, 8:45 AM - 12:00 PM

P1A A Holistic Approach to *Early On* Transition: It's More Than Just Part B Services

Michelle Pogliano, Ed.S, Washtenaw Intermediate School District

Beverly Davidson, LMSW, IMH-E (III), Washtenaw Intermediate School District

Providing a family with what to expect at age 3 from special education services is not enough to truly support the transition out of *Early On*. When we utilize a process that values parent/caregiver voice, educates and informs, and defines action steps, then we can better support the empowerment of the parent/caregiver and the whole child.

Instructional level: Intermediate

P1B Sensory Safari: Navigating the World of Toddler Meltdowns and Other Sensory Needs

Alyssa Hugo, M.A./OTR, Occupational Therapist, Bay Arenac ISD

This session will focus on Neurodiversity affirming sensory strategies for home visitors. Review sensory basics and build on that information to feel more confident meeting the sensory and behavioral needs of little ones on your caseload. Learn how to identify what types of sensory input will benefit the kids you work with. Incorporate no to low equipment sensory strategies into daily routines to help all kids succeed in daily family routines and activities.

Instructional level: Introduction

P1C Importance of High-Quality Evaluations in Early Intervention

Dawn Koger, Ph.D., Director of Early Childhood Oakland Schools

Cheryl Granzo, M.A., CCC-SLP, *Early On* Coordinator/SPED Supervisor Ionia ISD

Eligibility determination opens or closes the early intervention door. We must have effective policies, procedures and practices so fewer children are left behind. This session will increase providers' understanding of evaluation and eligibility and an opportunity to examine local practices. Content will be shared via presentation and panel format and based on evidence-based practices, rules, regulations, and expertise from the field.

Instructional level: Intermediate

P1D Building Strong Foundations: Pyramid Model Practices for Infants, Toddlers, and Families

Noel Kelty, *Ph.D., Office of Innovative Projects, Clinton County Regional Educational Service Agency*

Join "Building Strong Foundations" for an interactive session and unlock the Pyramid Model for enhancing social-emotional development in infants and toddlers. Discover tiered strategies for universal promotion, secondary prevention, and tertiary interventions. Gain practical tools and insights to create nurturing and inclusive environments. Empower every child's growth and well-being through evidence-based practices and engaging discussions. Instructional level: Intermediate

P1E Insights from an Examination of the *Early On* System Through the Lens of Diversity, Equity, and Inclusion

Barb Schinderle, *BA, Michigan Department of Lifelong Education, Advancement and Potential*
Paul Elam, *Ph.D., Michigan Public Health Institute*

An Examination of the *Early On* System through a Lens of Diversity, Equity, and Inclusion was conducted by Wayne State University in partnership with Clinton County RESA, Office of Innovative Projects during 2022-2024. This interactive session will invite participants to discuss and react to findings, explore a range of strategies to address barriers, and help generate solutions at both a local and system level to address equity gaps in *Early On*. Instructional level: Intermediate

Pre-Conference PM Session

Tuesday, 1:15 PM - 4:30 PM

P2A The What, Why, and How of Identifying and Using Evidence-Based Practices in Early Intervention: Improving Outcomes through Implementation Science

Sondra Stegenga, *Ph.D., M.S., OTR/L, University of Utah*

Do you have a desire to make long lasting change with children, families, and communities? If so, join me for this session focused on the identification and implementation of evidence-based practices in Early Intervention! The session will discuss the research behind implementation science as well as tools for choosing, scaling-up, and using evidence-based practices in Part C Early Intervention settings. Instructional level: Introductory

P2B Branching Out and Growing Strong Roots: Nurturing and Supporting Families in Early Intervention

Diana Saum, *LMSW, University of Michigan*
Faith Eidson, *LMSW, IECMH-E®, University of Michigan*

This session will offer an overview of key Strong Roots™ concepts that can be used to promote responsive caregiving, address challenging behaviors, and nurture early relational health. Presenters will draw from the Strong Roots evidence-based programs, including Mom Power and Strong Roots Parent Cafés, to offer parent-friendly tools that attendees can use in work with families they serve. Instructional level: Introductory

P2C Creating an Inclusive Language Playground

Katie Butzu, *MSOT, OTRL, Bay Arenac Intermediate School District*
Suzy Ruskusky, *MS CCC-SLP, Kent Intermediate School District*

Experience the magic of language playgrounds with us, the Assistive Technology and AAC Consultants! Join our session to discover inclusive play environments. Learn to infuse play with language richness and adapt activities for all learners. Empower caregivers and professionals to foster communication and inclusion in early childhood settings!

Instructional level: Intermediate

P2D Parent Child Interaction Observation

Mary Mackrain, *Ph.D., IMH-E (P), Michigan Department of Health and Human Services*

This interactive session introduces participants to a new parent-child interaction observation guide and strategies to strengthen practice skills supporting critical relationship-based attunement between children and the adults who care for them. This training can benefit all levels of learners as they actively discuss and observe quality relationships and how to use the results through videos, peer dialogue, and case scenarios.

Instructional level: Intermediate



1A Meeting the Challenge of Coaching in Childcare Settings

Cheryl Granzo, M.A., CCC-SLP, *Early On* Coordinator/SPED Supervisor Ionia ISD
Marcie Moline, SLP, *Ionia Intermediate School District*

Childcare is the natural environment for many infants and toddlers with disabilities. However, supporting children in this setting can be challenging. This session will provide participants with insight in how to build collaborative relationships with childcare centers and apply evidence-based practices of coaching and relationship-based care in this unique setting. *Early On* providers will share their experiences, struggles, and tips!

Instructional level: Intermediate

1B Well-Being, Burnout, and Secondary Traumatic Stress – Understanding and Improving Wellness in Everyday Early Intervention Routines and Systems

Sondra Stegenga, Ph.D., MS. OTR/L, *University of Utah*

Professionals who work with young children and their families who have experienced trauma are at increased risk for secondary traumatic stress and burnout. This session explores the signs of compassion fatigue, current research, and offers practical tools to support and encourage wellness and mitigate burnout that is implementable in everyday routines and early intervention related settings.

Instructional level: Introductory

1C Building Augmentative and Alternative Communication Supports in *Early On* Programs

Nikki Mulder, CCC-SLP, *Kent Intermediate School District*

This session will focus on creating a space within your *Early On* Program to include Augmentative and Alternative Communication (AAC). It will help provide tips and strategies to think about how to include AAC into your team conversations, how to provide training supports and infrastructure to grow capacity in learning about AAC, as well as incorporating it into parent coaching and home visiting. This session will also touch on topics including why robust AAC can be used at an early age, and how to use strengths from other providers to enhance AAC within home visits. honoring the many roles we have.

Instructional level: Introductory

1D That's Yucky! Addressing Picky Eating Through *Early On* or Playgroups

Rosemarie Elles, OT-R, *Montcalm Area Intermediate School District*
Angela Porter, M.Ed., *Montcalm Area Intermediate School District*

Do you hear all the time "All they will eat is chicken nuggets and French fries!" Are you wondering if it is a sensory or oral motor issue? When is it time to talk with the family about moving towards medical intervention? We will discuss those questions and provide fun and unconventional ways to entice little ones to try new foods!

Instructional level: Introductory

1E What are You Lookin' At?

Sarah Stargardt, BA, MA, *Manistee Intermediate School District*

Have you ever wondered if a child has a vision impairment? Have you been told they don't, but still wished you had strategies that might help them? This session will explain what babies see at particular stages of development, signs that a child may have a VI, and considerations for designing your tools, materials, and environment in a way that is accessible to everyone.

Instructional level: Introductory

1F IFSP Development and Implementation: We Don't Do Paperwork. We Tell Stories.

Sara Leggett, *Ed.S., NCSP, Livingston Educational Service Agency*

Lori Waite, Executive Assistant to Executive Director of Early Childhood, Livingston Educational Service Agency

Writing high-quality Individualized Family Service Plans (IFSP) can be overwhelming. This session aims to support attendees by providing structured training examples, guidance document ideas, and organizational tips. Research-based tools for developing and assessing IFSPs and introducing engaging techniques to design effective IFSP development and implementation training will be shared. This session will help teams appreciate the value of documenting a family's and child's story, beyond just completing required paperwork.

Instructional level: Intermediate

1G Cultivating Culturally Responsive Practices to Support Emotional Development in Young Children

LaShorage Shaffer, *Ph.D., University of Michigan-Dearborn*

Developing emotional competence begins at birth. Infants can feel comfort or distress and those feelings become more refined and complicated as they grow. Emotional development encompasses regulation, attachment, temperament, identity formation, and emotional expression within the context of one's culture. In partnership with families, caregivers can nurture a child's emotional learning and development with warm, nurturing, culturally responsive practices during daily interactions.

Instructional level: Introductory

1H Talking about Autism with Parents in *Early On* - How to Have Difficult Conversations

Beverly Davidson, *LMSW, IMH-E (III), Washtenaw Intermediate School District*

Rebecca Espitia, *LMSW, IMH-E, Washtenaw Intermediate School District*

This session will guide *Early On* professionals on how to have the difficult conversation with parents when their child is showing symptoms of ASD, focusing on neurodiversity-affirming language. The target audience is geared towards *Early On* Part C service coordinators, MMSE providers and MMSE evaluators. Participants will learn how to explain early signs of autism to parents, the difference between a school-based eligibility of ASD vs. a medical diagnosis of ASD. Participants will learn methods, tools and processes on how to determine ASD eligibility in children 0-3 in *Early On* and as they transition to Part B services.

Instructional level: Introductory

1I Navigating the Determination of Michigan Mandate Special Education for Infants and Toddlers, Birth to Age Three

Nancy Rotarius, *MSW, Michigan Department of Education, Office of Special Education*

Janet Timbs, *Ed.S., Michigan Department of Lifelong Education, Advancement, and Potential*

Kelly Dunham, *B.A., Michigan Department of Education: Low Incidence Outreach*

Johanna Brutvan, *M.A., Michigan Department of Education: Low Incidence Outreach*

Jorri Novak, *M.A., CCC-SLP, Office of Innovative Projects Clinton County Regional Educational Service Agency*

This session will provide an overview of the current Michigan Mandatory Special Education Birth to Three Eligibility Guidance documents developed by the Michigan Department of Education Offices of Special Education and Great Start (now MiLEAP) with the assistance of stakeholder/field perspectives and input.

Instructional level: Intermediate

2A Caregiver Coaching 101

Micki Kollman, *M.A., CCC-SLP, Washtenaw Intermediate School District*

Leslie Ford, *M.A. CCC-SLP, Washtenaw Intermediate School District*

Julie Hartley, *M.S., CCC-SLP, Saginaw Intermediate School District*

Are you new to early intervention and don't know what caregiver coaching is? Are you familiar with caregiver coaching, but need a refresher? Join us for an introductory session on the characteristics of caregiver coaching and how these evidence based coaching practices can build the capacity of caregivers and promote child learning within the context of daily routines and activities. Instructional level: Introductory

2B Providing *Early On* Services in the Child Care Setting: The who, what, where and how of it all

Teri Melchert, *B.S., OTR/L, South Lyon Community Schools*

Danya Stump, *M.A., Oakland Schools*

Attendees will gain insights into the procedures and steps involved in service implementation within the childcare setting. Drawing from South Lyon Community School's experience over the past year, participants will delve into the implementation and refinement of resources. They will leave with resources to distribute to childcare providers, materials for the *Early On* team, and strategies for communicating with parents and maintaining their critical involvement in the IFSP process. Instructional level: Intermediate

2C Starting Strong: AAC Essentials for Early Intervention

Katie Butzu, *M.S. OTR/L, Bay Arenac Intermediate School District*

Katie Fitzgerald, *M.A., SLP-CCC, Bay Arenac Intermediate School District*

Natalie Kremer, *M.A., SLP-CCC, Bay Arenac Intermediate School District*

Discover the basics of Augmentative and Alternative Communication (AAC) in early intervention. Learn modeling strategies, explore AAC systems, and gain practical tips for home use. Engage in hands-on exploration to enhance your skills in supporting children's communication needs. Join us to unlock communication potential in early intervention! Instructional level: Introductory

2D Understanding Feeding Problems: Identification, Referral, and Understanding Intervention in Natural Environments with Infants and Toddlers and Their Families

Sondra Stegenga, *Ph.D., M.S. OTR/L, University of Utah*

As an early intervention provider, it is critical you are able to identify feeding difficulties to optimally support children's engagement in meaningful routines. This session will discuss the red flags of eating and feeding difficulties in infants and toddlers, key team members for supporting specialized feeding needs, as well as simple strategies for promoting positive eating routines and relationships. Instructional level: Introductory

2E Practical and Personal Discipline: Using Cultural Humility and Curiosity to Honor Family Values in Developing Strategies and Solutions in Early Intervention

Kristie Brzezina, *LMSW, Kalamazoo Regional Educational Service Agency*

Elizabeth Hart-Walker, *LMSW, Kalamazoo Regional Educational Service Agency*

Erika Hinga, *M.A., Ed.S., TLLP, Kalamazoo Regional Educational Service Agency*

Discipline is a deeply personal decision for all families. This session will explore multiple ways to approach conversations about values, attitudes, and strategies families are using and their effectiveness. Through discussing the intersectionality of race, class, privilege, and identity in conversations about discipline, participants will leave with practical surveys, handouts, scripts, videos, and resources to strengthen their professional toolkits.

Instructional level: Intermediate

2F Play Is Like a Box of Chocolates, You Never Know What You'll Get

Brianna Pike Vokoviak, *M.Ed., Montcalm Area Intermediate School District*

Doris Demorest, *M.Ed., Montcalm Area Intermediate School District*

Marnie Wittenbach, *MPT, Montcalm Area Intermediate School District*

Angela Porter, *M.Ed., Montcalm Area Intermediate School District*

Daily, we encourage our parents to set aside their phones and play with their children, but sometimes they need help with new ideas on how to play with them. Some parents also need the "why we need to sit and play with them". This session will cover all of that AND provide strategies to use immediately at your next home visit!

Instructional level: Introductory

2G Early On and Home Visiting - Working Together to Support Infants and Toddlers

Kate Rood, *BSN, RN, Michigan Department of Health and Human Services*

Laura Goldthwait, *M.ED, Michigan Department of Lifelong Education, Advancement and Potential*

In this session you will learn about Michigan's Early Childhood Home Visiting system. Participants will learn how *Early On* works collaboratively with Home Visiting to ensure that all children are accepted, included and have a sense of belonging across all natural environments. We will share insights and suggestions from parents who have experienced both home visiting and *Early On* services.

Instructional level: Introductory

2H Enhancing Early Intervention: Objective Testing for Hearing Loss and Language Outcomes

Michelle Garcia, *Au.D., CCC-A, Michigan Department of Health and Human Services, Early Hearing Detection and Intervention*

Jennifer Dakers, *M.A. CCC-A, Michigan Department of Health and Human Services, School-Based Hearing Screening Program*

Kelly Dunham, *B.A., Michigan Department of Education: Low Incidence Outreach*

This session explores evidence-based hearing testing and early intervention practices for children birth to three. Topics include objective screening importance, equipment troubleshooting, and EHDl program effectiveness. Participants will gain practical tools to enhance clinical practice and improve language outcomes for children with hearing loss.

Instructional level: Introductory

2I Leveraging the Power of Father Engagement in Early Childhood Programs: When, Why, and How?

Carolyn Dayton, MSW, Ph.D., *Wayne State University*

This presentation will review existing research on the influence of father involvement on the health and well-being of young children and families. Research on the where, when, why, and how to include fathers in early childhood spaces will be described. We will reflect on barriers to father engagement and discuss concrete ways to include fathers in early childhood spaces. Instructional level: Introduction

2J The Why's and How's of Writing Functional IFSP Outcomes

Melanie Leavitt Palmeri, *M.Ed., Royal Oak Schools*

Lynn Legg, *B.S., Royal Oak Schools*

Children, families, and their daily routines are the focus of an IFSP. Outcomes that are participation-based, family driven, and functional with supportive intervention strategies that can be implemented by families and caregivers are the fundamental backbone of *Early On* and early intervention. This workshop will guide *Early On* providers to create functional outcomes that are meaningful and relevant to families. Instructional level: Intermediate



3A Literacy, Language and Labs, Oh My!: How a Team of Professionals and a Therapy Dog are Promoting Early Literacy and Language Skills with Families.

Michelle Rice, *M.Ed., Clarkston Community Schools*

Amy Cook, *M.A., CCC-SLP, Clarkston Community Schools*

The ability of parents/caregivers to spend time with their children and provide them with tools that support their literacy and language development can depend on the resources available. Families with fewer resources may face barriers to accessing early literacy materials. This session will discuss how our team is providing literacy libraries and correlating activities to encourage literacy and language development.

Instructional level: Introductory

3B Whose Journey Is It Anyway? One Student - Different Perspectives

Taryn Francis, *B.A., Special Education Mediation Services*

Take a journey with SEMS to explore how family/school/agency relationships begin from differing points of view and how those points of view, interests, priorities, and communication styles can impact relationships and the steps needed to prevent or resolve conflict. Participants will practice viewing situations from a team perspective remaining focused on the student and how to address concerns by reframing them.

Instructional level: Introductory

3C Giving Molly a Voice: An Early AAC Introduction Success Story

Kristin Hollingsworth, *Parent, Livingston County*

A mother's firsthand experience of the successes of early introduction of Augmentative and Alternative Communication (AAC) devices with the help of *Early On* advocates. From meltdowns and removal from daycare to asking for hugs and regulating her own emotions; an explosion of growth occurred with continued use of AAC including word approximations, receptive language and overall happiness.

Instructional level: Introductory

3D See It Early! The Power of Effective Vision Screeners

Johanna Brutvan, *M.A., Michigan Department of Education: Low Incidence Outreach*

Jessica Klenk, *TCVI, COMS, Washtenaw Intermediate School District*

Cerebral/Cortical Visual Impairment (CVI) is the leading cause of visual impairment in children therefore early detection is critical. Learn about the role of the teachers of students with visual impairments and orientation and mobility specialists play in this process. Gather information about vision screening tools that are available to early intervention specialists and how to quickly and effectively use them during this hands-on session.

Instructional level: Introductory

3E Embracing Inclusivity: Advancing *Early On* Family Services through Reflective Practice and Supervision: A workshop for Supervisors and Direct Services Professionals

Chy Johnson, M.A., LPC IMH-E®, Michigan Association for Infant Mental Health
Kristina Figaro, MSW, IMH-E®, Michigan Association for Infant Mental Health

This session provides participants with practical inclusive strategies to enhance their early intervention supervisory relationship. This training aims to provide both supervisors and direct service professionals with real-world supervisory examples. Additionally, it delves into the dynamics of power and relationships within reflective supervision through the RIOS model and the Guiding Principles for Diversity informed Reflective Supervision.

Instructional level: Introductory

3F Supporting Inclusive Practices Through PreK for All

Sophia Lafayette-Lause, Ed.D., Michigan Department of Lifelong Education, Advancement, and Potential

In 2023, Governor Whitmer launched PreK for All, a bold initiative to expand access to free PreK for four-year-old's across Michigan by 2027. Join us as Dr. Lafayette-Lause, MiLEAP's Project Director for PreK for All, navigates us through the recommendations of the PreK for All Action Team's Roadmap regarding the inclusion of preschoolers with disabilities alongside their typically developing peers.

Instructional level: Introductory

3G Mindfulness Matters: A Focus on Early Intervention

Holly Hoffman, Ph.D., Central Michigan University

This presentation highlights opportunities for learning and research gained through the 2022 *Early On* Center for Higher Education Faculty Grant. The purpose of this project is to build knowledge and experiences utilizing mindfulness practices to develop sustainable and research-based programming for young children in early intervention, as well as their families and professional support teams. Highlights of interventions used with children by professionals and family members are provided, as well as a summary of data collected of the impact of mindfulness interventions as reported by professionals and families.

Instructional level: Introductory

3H Language Equality and Acquisition for Deaf Kids - PA256

Roxanne Balfour, M.S., Michigan Department of Education: Low Incidence Outreach

Language Equality and Acquisition for Deaf Kids (LEAD-K) is a national effort to provide language acquisition resources for parents of children 0-5 who are Deaf or Hard of Hearing (DHH). Michigan passed its LEAD-K bill into law as Public Act 256. This session will provide information on the requirements of this law and how Michigan will implement it.

Instructional level: Introductory

3I Splash into Tummy Time, It can be rough... Just Keep Swimming!!

Kris Bellingar, Initial Service Coordinator, Early On Early Childhood Special Education Instructor, Eaton Regional Educational Service Agency
Julie May, Early Childhood Special Education Instructor

Come learn the importance of healthy Tummy Time in relationship to an infant's overall development. Tummy Time can be difficult for some infants; it's hard work! This workshop will focus on making it more enjoyable for infants as well as for their caregivers. Participants will learn strategies that they can share with families as they support motor and sensory development.

Instructional level: Introductory

3J Let's talk Feeding: What More Should We Be Doing?

Barbara D. McAdams, *DrOT, OTRL, Newaygo County Regional Educational Service Agency*
Susan M. Cleghorn, *DrOT, OTRL, TRS, CAPS, FNAP, Grand Valley State University*

This session will inform coaching teams, administrators, and parents/caregivers through an interactive discussion of a research process that can be used to identify barriers, supports, and potential actions when addressing eating, feeding, and swallowing needs in *Early On*. Participants will learn a process that can be used to identify gaps in service, existing strengths, potential resources, and actions. Instructional level: Intermediate

Conference Session 4

Thursday, 10:30 AM - 12:30 PM

4A Importance of Inclusive Collaboration from Part C and Beyond

Jennifer Beaudette, *M.A., Ed., IMH-E®, Copper Country Intermediate School District*

Inclusive classroom practices are essential to students' growth and achievement. This session explores strategies and approaches for fostering an inclusive atmosphere where children from diverse backgrounds and skill levels can grow and learn alongside peers. By guaranteeing a thorough approach to inclusion, the significance of creating a sense of belonging, and collaboration, working with families and other professionals is highlighted.

Instructional level: Intermediate

4B Supporting Ongoing Fidelity with Caregiver Coaching: Reflections from Michigan's Master Mentor Coaches

Julie Hartley, *M.S., CCC-SLP, Saginaw Intermediate School District*
Micki Kollman, *M.A., CCC-SLP, Washtenaw Intermediate School District*
Leslie Ford, *M.A., CCC-SLP, Washtenaw Intermediate School District*

Engage with a panel of three of Michigan's Master Mentor Coaches as they share their reflections on supporting early intervention staff in using a caregiver coaching interaction style through the use of master mentor coaching sessions, book studies, coaching logs, and more. The presenters will also discuss ideas to support team implementation and monitor the fidelity of caregiver coaching practices. Instructional level: Intermediate

4C Giving a Voice to Our Youngest Learners: Providing Access to High-Tech AAC in *Early On*

Ashley Diener, *M.A., CCC-SLP, Ingham Intermediate School District*
Lori Gill, *M.S., CCC-SLP - Ingham Intermediate School District*

After identifying gaps in access to high-tech Augmentative and Alternative Communication (AAC) for *Early On* families, we provided AAC devices throughout Ingham County during the 2023-24 school year. Nearly 50 children were supported in gaining access to AAC as well as providing coaching to families on implementation. This presentation will discuss identification and support of these children through their AAC journey and transition into school-based services.

Instructional level: Intermediate

4D Riding the Pages; Educator's Guide to Accessible Literacy

Beth Kennedy, *Ph.D., Deaf Blind Central: Michigan's Training and Resource Project*
Sara Cruchelow, *M.A., Michigan Department of Education: Low Incidence Outreach*
Kelly Dunham, *B.A., Michigan Department of Education: Low Incidence Outreach*

Authentic communication is a human right for all. Figuring out how to implement communication and literacy supports when a student has a difference in hearing and/or vision status can be difficult. This session will focus on growing your skill set of inclusive practices and family engagement to support literacy.

Instructional level: Intermediate

4E Early On and the Child Welfare System

Beth Jenkins, *MSW, Michigan Department of Health and Human Services*
Laura Goldthwait, *M.ED, Michigan Department of Lifelong Education, Advancement and Potential*

This session will introduce the child welfare system and support an understanding of Child Protective Services (CPS) investigations and how *Early On* can best engage with families. We will cover topics including Child Abuse Prevention and Treatment Act (CAPTA), Individuals with Disabilities Education Act (IDEA), who is referred to *Early On*, barriers to working with families involved in the child welfare system, and the Uninterrupted Scholars Act. The session will offer tips and opportunities for group discussions on best practices for engaging families who are navigating the child welfare system. The session will utilize PowerPoint, video clips, and interactive activities.

Instructional level: Introductory

4F The Influences of Early Relationships: Recognizing and Nurturing Parent/Caregiver-Child Relationships to Support Early Development

Kristina Figaro, *MSW, IMH-E®, Michigan Association for Infant Mental Health*
Chy Johnson, *M.A., LPC IMH-E®, Michigan Association for Infant Mental Health*

This workshop will explore the impact of early interactions on shaping a child's future functioning. This training will discuss attachment theory, intersection of culture, relationships, and early development. Participants will gain insights into how secure attachments create resilience, empathy, and self-regulation in children. This workshop supports participants with tools to cultivate nurturing connections that promote thriving in children and families.

Instructional level: Introductory

4G Supporting Caregivers' Understanding of Child Behavior

Meagan Guindon, *M.A., IMH-E, Great Start to Quality UP Resource Center*
Brooke Javurek, *M.A., IMH-E, Great Start to Quality UP Resource Center*

Working with infants and toddlers is rewarding, but it can also sometimes be challenging. This session will use Pyramid Model strategies to discuss how caregivers can use reflection to better understand child behavior. We will look at the many influences affecting behavior and explore how to support caregivers in reframing thoughts to better respond to challenging situations.

Instructional level: Introductory

4H Balancing Simplicity and Complexity in the Language Models Provided to Young Children with Language Delays

Courtney Venker, *Ph.D., CCC-SLP, Michigan State University*

Jenny Johnson, *M.S., CCC-SLP, Michigan State University*

Kendra Peffers, *M.A., CCC-SLP, Michigan State University*

This session will discuss how to balance simplicity and complexity in adult language models. We will present research from our lab, including a study focused on how caregivers of children in *Early On* feel about simplified language input. This information will help early interventionists make evidence-based decisions when coaching caregivers in how best to support their children's language development. Instructional level: Introductory

4I The Art of Healthy Attachment

Jana Curtis, *M.A., Kalamazoo Regional Educational Service Agency*

This session explores attachment styles' impact on development, emphasizing the importance of fostering healthy relationships with young children. Tailored for early interventionists, it equips participants with practical tools and insights. Through diverse methods including discussion and reflection, attendees will learn to recognize secure attachments and address challenges. Drawing from reputable sources, this session facilitates a deeper understanding of attachment dynamics and their role in early childhood settings. Instructional level: Introductory

4J Filling the Gaps in Higher Education: Exploring Early Intervention Specialists' Sense of Self-Efficacy and Preparedness

Jessica Grimone-Hopkins, *Ph.D., Eastern Michigan University*

Christina Mirtes, *Ph.D., Eastern Michigan University*

Audrey Farrugia, *Ph.D., CCC-SLP, Eastern Michigan University*

The purpose of this session is to share the findings from a recent study funded by *Early On* which explored early intervention specialists' self-efficacy and their perceived level of preparedness working in the field with infants and toddlers, birth to three, with disabilities and their families. Instructional level: Intermediate

Closing Session

Thursday, 1:30 PM - 3:30 PM

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

5A Exploring the Relationship Between Individual Work and Collective Action to Drive Authentic Equity and Inclusion

Megan Brodie, *LMSW, ClimateWorks Foundation*

Through a combination of current research and personal storytelling from the perspective of an *Early On* program alumnus, this session will discuss the importance of doing our "individual work" as well as joining together in collective action to make our world a safer, more equitable and inclusive place for all. Instructional level: Introductory

Conference Registration Information

Pre-Conference rates:

By October 4:	\$180.00
Student/LICC Parent:	\$50.00
After October 4:	\$230.00
Student/LICC Parent:	\$50.00

Conference rates:

By October 4:	\$300.00
Student/LICC Parent:	\$80.00
After October 4:	\$350.00
Student/LICC Parent:	\$80.00

Conference 1 day attendance rates:

By October 4:	\$150.00
Student/LICC Parent:	\$50.00
After October 4:	\$200.00
Student/LICC Parent:	\$50.00

Applying for Discounted Rates:

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

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

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

Please email requests for discounted rates and documentation to eoconference@ccresa.org or fax it to (517) 668-0446.

Registration Procedures:

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

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

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

Please direct registration questions to eoconference@ccresa.org or call (866) 334-5437.

Cancellation Policy

Cancellation requests must be submitted via email to eoconference@ccresa.org on or before October 25, 2024. A \$15.00 processing fee is charged for each cancellation. The full conference fee is due for cancellations after October 25, 2024. Substitutions may be made up to the start of the conference.

Accessibility Accommodations

Persons needing accommodations for effective participation in the conference should contact CCRESA OIP at (866) 334-5437 at least four (4) weeks in advance to request mobility, visual, hearing, and other assistance. Individuals may also indicate these needs in their online registration form.

Safety Precautions

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

Grand Traverse Resort

100 Grand Traverse Resort Village Blvd, Acme, MI 49610

For conference participants, a block of rooms is reserved at the Grand Traverse Resort at the rate of \$85.00 for hotel guest rooms, applicable Sunday, November 10, through Thursday, November 14. Additional adults in the guest's room are \$15.00 per person. An assessment tax of 5% for local lodging applies. A daily resort fee of \$18.95 will be added to the guest room charge, which includes high-speed internet access in hotel and tower guest rooms, daily newspaper upon request, and use of safe deposit box, free parking, unlimited use of resort fitness center including cardiovascular and strength training equipment, whirlpools, saunas and indoor pools, and on-property shuttle service to Cherry Capital Airport and Turtle Creek Casino. Rooms are equipped with coffee makers, hair dryers, and irons.

The Grand Traverse Resort is happy to honor the *Early On* discounted group rate for our block of rooms until October 21, 2024, subject to availability. Please remember to bring your tax-exempt ID information with you to supply to hotel staff upon check-in. An individual's deposit is refundable to that individual minus a \$25.00 cancellation fee if the GTR receives notice of the cancellation at least 72 hours prior to scheduled arrival.

Registration can be made by either:

- Calling the hotel directly at (800)-968-7352 or (231)-543-6001 and mention group code **ERO1124** and the *Early On* Conference 2024
- Using the online system and book direct, [Hotel Link for Reservations](#)



Directions

From Grand Rapids:

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

From Detroit:

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

From Lansing:

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

From Mackinaw City:

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

Things to do in Traverse City

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



Continuing Education Credits

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

State Continuing Education Clock Hours

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

American Speech-Language-Hearing Association

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



ASHA CE
APPROVED PROVIDER

Central Michigan University
Department of Communication
Sciences and Disorders

Various Level
up to 1.5 ASHA CEUs

Social Work Contact Hours

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

Michigan Physical Therapy Association

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

Michigan Occupational Therapy Association

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

