

McKinney



Early Childhood Summer Event

June 23, 24, 25, 2015

 **REGION 10**
EDUCATION SERVICE CENTER
experience the Power of 10



TABLE OF CONTENTS

Floor Map	3
A Word from Our Director	4
Handout Information	5
Practitioner Sessions	6-8
Keynote	9
Daily Schedule	10
DAY ONE Schedule	11
Day One Implementation Plan	12
DAY TWO Schedule	13
Day Two Implementation Plan	14
DAY THREE Schedule	15
Day Three Implementation Plan	16
About the Courses	17-18
About Our Speakers	19-21
Suggestions for Usage of Your Resources	22-23
Vendors	24
Area Restaurants	25-26
Important Information	27

REAR PARKING LOT

▲ = Restrooms

Refreshments

CAFETERIA

REGISTRATION

G119

F125

VENDOR AREA

LIBRARY

ENTER HERE

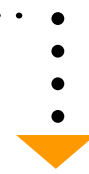
VISITOR
PARKING
(for your convenience
please park in the back
parking lot)

MCKINNEY NORTH HIGH SCHOOL 1st FLOOR

This area is under construction!
Please use the rear parking lot!



A Word from our Director



Now 4 Forever

It is fitting that we mashed up our Early Childhood Summer Institute and our Boot Camp this year into one event, *Now 4 Forever*, because it is a time of transition in Preschool Services. Rudy Rodriguez joined our team as the Disabilities Coordinator. He brings tremendous expertise in Special Education and he helped spark a new way of thinking about our summer events. We are all passionate and committed to working with our youngest learners, but sometimes we need to look at what we do through new eyes. *Now 4 Forever* gives us the opportunity to listen in a new way, to see from a new perspective and to develop new practices. The teaching and support that you will provide this next year to your pre-k students will last forever. I invite you to open your creative brain and heart this week so that you take back new ideas for your students. Listen for new ways to approach literacy, to encourage parental connections, to remove barriers for engagement, to teach physical education, to support exceptional learners and increase communication. See new methods of approaching positive interactions, offering bilingual support, improving the quality of Pre-k, helping students' self-regulate and providing sensory integration. Practice new ideas regarding physical and mental health, math, working with children on the spectrum and designing a Pre-k classroom by building a solid foundation. You are working with children at the beginning of their school careers and the enthusiasm, expertise and commitment that you bring to your classroom each day will truly set them on a course for being successful learners now and for forever.

I have made a transition myself this year to Director of Preschool Services. I will join you this week to listen, see and practice information in a new way too, and together with the Region 10 ESC staff, I will share in the wonderful community of early childhood education with teachers, instructional assistants and administrators who will impact the lives of the children **NOW4 FOREVER!**

Kelly Skwarek
Director of Preschool Services
Region 10 ESC





To access the handouts for this event,
please feel free to download
and/or print at:

www.region10.org/preschool-services/now-4-forever/.



Day One Practitioner Sessions

Tips and Tricks to Help Support Exceptional Learners in Today's Classroom (2 Hour Session)

Myranda Cope, Kelley Dively

This session will provide information regarding how to implement differentiated instruction in general education and in special education classroom settings. These strategies and techniques will be helpful in increasing student knowledge and in reducing behavior interruptions. All children learn differently and teachers need to have strategies in their "tool kit" to teach different types of learners.



Kelley Dively currently works in the Waxahachie Independent school District as a Pre-school Program for Children with Disabilities teacher. She graduated from Texas Tech University with a degree in Human Development and Family Studies. She has 14 years of experience as a special education teacher. Kelley has training in applied behavior analysis, Picture Exchange Communication System, love and logic, structured teaching, extensive training in explosive and defiant disorders, Autism Spectrum Disorders and sensory processing disorders. Kelley is a mother of a child diagnosed with ADHD.

Myranda Cope currently teaches P.P.C.D. (Preschool Program for Children with Disabilities) at Wedgeworth Elementary in Waxahachie. She works with students age 3-5. Myranda has had seven wonderful years of experience in Special Education at Waxahachie ISD. She began her career in education as a paraprofessional in a Life Skills class. In 2012, she graduated from Texas A&M University-Commerce with a Bachelor's in Interdisciplinary Studies and has been a Special Education teacher for 3 years. She has had the opportunity to attend many trainings on using visuals for children with special needs, autism spectrum disorders, educating diverse learners (ELLs, Special Education students, etc.), using assistive technology (AAC devices) for nonverbal students, crisis prevention & intervention strategies, educating diverse learners, adaptive P.E. and S.I.O.P.



Communication 4 Forever: Strategies for Preschool Teachers to Increase Communication Skills with Students in Their Classrooms and Collaborate with Speech-Language Pathologists

Leslie Rainey (This course is not approved for LPC Credit)

8-12% of the preschool population across the United States will cope with a communication struggle at any given time! This means that every preschool classroom across the United States has children who can't speak so that others can understand them. Every preschool classroom across the United States has children who aren't able to clearly communicate their wants, needs and ideas. Every preschool classroom across the United States has children whose language skills are negatively impacting their ability to learn to read and write. This means that preschool teachers are the frontline of defense for identifying and helping to improve communication disorders! This poses a serious and important problem for preschool teachers to address. The specific question that this session will address is, "How can preschool teachers improve the communication skills of their students?"

Leslie Rainey earned her Bachelor's degree in Communication Sciences and Disorders from the University of Science and Arts of Oklahoma in 1999, her Master's degree in Communication Sciences and Disorders from University of Central Oklahoma in 2001 and completed coursework for Building Level Administration Certification from Ft. Hays State University in 2012. She has served families and students with a variety of special needs as a Speech-Language Pathologist since 2001. Nine of these years were exclusively dedicated to co-teaching in an integrated preschool classroom with general education and special education preschool teachers. Four of these years have included experience working with teachers in Head Start Programs in both Kansas and Texas. She has a passion for early childhood education and believes strongly that with the right tools and a lot of love, every student can learn!

Positive Preschools: Classroom Environment and Positive Interactions

Stacie Robbins

The classroom environment sets the tone for your class. A positive environment will lead to happier teachers and students and even more learning. Learn how to have responsive interactions with your students and maintain a positive climate in even the most challenging classes.



Stacie Robbins is the Head Start Teacher at Pottsboro Elementary School in Pottsboro, Texas. In the ten years she's been in education, she has taught PPCD (Preschool Program for Children with Disabilities), Kindergarten and Head Start.

Making an IMPACT (2 Hour Session)

Susie Towber

The staff at Lawson Early Childhood School understands the importance of early childhood education. This year, they have studied brain research, ways to engage students and high yield strategies. With this knowledge in mind, the Lawson teachers create engaging lessons so that students can achieve academically, socially, emotionally and physically. All staff understands that everyone has learning differences and strive to meet the needs of all children so they each have the foundation needed for future success in all areas. On a daily basis, our students are exposed to stories, poems, numbers, letters, science/social studies concepts, technology and songs. Science and social studies are integrated to ensure students are using academic vocabulary in reading, writing and play. Learning how to share, encourage others and how to give and receive praise are embedded into high interest learning. Lawson teachers collaborate with each other, with families and with district leaders. This session will explore the innovative ways that staff is making a difference with our young population. Administration will share strategies for engaging students, staff, families and the community to prepare our students for their future in education. Our goal is to ensure that our students are ready for their academic careers! Expectations are high and you can hear us chant... "Everything is Lawsome!"



Susie Towber has been in education for 28 years. She started as a kindergarten teacher in New York, taught 3rd grade and then became a Master Teacher in Texas. She has been an assistant principal and principal in a K-5 elementary school and is presently the Principal of Lawson Early Childhood School in McKinney, Texas. This is her dream job and she waited 5 years for this position! Susie is passionate about early childhood education.

This year, Lawson was accepted into the "No Excuse University" network of schools. Her students and staff believe in universal achievement for all. Her undergraduate degree is in Elementary Education from Adelphi University in NY. She holds a Master's Degree in Exercise Physiology and in Mid Level Management, both from Texas Women's University.

Keynote



Importance of Trauma Informed Schools in Early Childhood Education Presented by Dr. Richard Gaskill

Early childhood education programs have been shown to provide children with the cognitive, academic, social, and emotional skills needed to succeed in school. However, recent research demonstrates that providing early childhood educational is only part of the equation for success. Many of these children live in high risk environments and exhibit challenging behaviors that interfere with learning and increased rates of discipline problems even expulsions. Recent social-emotional trauma research clearly demonstrates such experiences can alter the normal developmental trajectory of the child's brain development. Improving the ability of schools, teachers, administrators, and counselors to understand, manage, and intervene in biologically informed and developmentally sensitive ways can dramatically improve their academic and social success.

Daily Schedule

A large, stylized sun graphic in yellow and orange, composed of scribbled lines, is positioned behind the 'Daily Schedule' title.

Day One

- **Registration**
11:30 a.m. - 12:30 p.m.
- **Practitioner Sessions**
12:30 p.m. - 1:30 p.m.
OR 12:30 p.m. - 2:45 p.m.
See next page for details
- **Break**
1:30 p.m. - 1:45 p.m.
- **Practitioner Sessions**
1:45 p.m. - 2:45 p.m.
- **Break**
2:45 p.m. - 3:00 p.m.
- **Keynote**
3:00 p.m. - 4:15 p.m.

Day Two

- **Registration**
7:30 a.m. - 8:30 a.m.
- **AM Breakouts**
8:30 a.m. - 11:15 a.m.
- **Lunch**
11:15 a.m. - 12:45 p.m.
- **PM Breakouts**
12:45 p.m. - 3:30 p.m.
- **Dismissal** - 3:30 p.m.

Day Three

- **Registration**
7:30 a.m. - 8:30 a.m.
- **AM Breakouts**
8:30 a.m. - 11:15 a.m.
- **Lunch**
11:15 a.m. - 12:45 p.m.
- **PM Breakouts**
12:45 p.m. - 3:30 p.m.
- **Dismissal** - 3:30 p.m.

Day One
June 23, 2015



11:30 a.m.—12:30 p.m. REGISTRATION
Coffee/Tea and refreshments are available in the Cafeteria

12:30 p.m.— 1:30 p.m.	Cope, Dively	*Tips and Tricks to Help Support Exceptional Learners in Today's Classroom (This is a 2-hour session. Participants will return to this session after the break)	F125
	Leslie Rainey	Communication 4 Forever: Strategies for Preschool Teachers to Increase Communication Skills with Students in Their Classrooms and Collaborate with Speech-Language Pathologists (This course is not approved for LPC Credit)	Library
	Stacie Robbins	Positive Preschools: Classroom Environment and Positive Interactions	Cafeteria
	Susie Towber and Team	* Making an IMPACT (This is a 2-hour session. Participants will return to this session after the break)	G119

1:30 p.m.—1:45 p.m. BREAK—Coffee/Tea and refreshments are available in the Cafeteria

1:45 p.m.— 2:45 p.m.	Cope, Dively	*Tips and Tricks to Help Support Exceptional Learners in Today's Classroom (continued)	F125
	Leslie Rainey	Communication 4 Forever: Strategies for Preschool Teachers to Increase Communication Skills with Students in Their Classrooms and Collaborate with Speech-Language Pathologists (This course is not approved for LPC Credit)	Library
	Stacie Robbins	Positive Preschools: Classroom Environment and Positive Interactions	Cafeteria
	Susie Towber and Team	* Making an IMPACT (continued)	G119

2:45 p.m.—3:00 p.m. BREAK Coffee/Tea and refreshments are available in the Cafeteria

3:00 p.m.—4:15 p.m.
KEYNOTE—Cafeteria

Dr. Rick Gaskill presents "Importance of Trauma Informed Schools in Early Childhood Education "

Implementation Plan Notes

Day One
June 23, 2015

MORNING SESSION TITLE		PRESENTER
-----------------------	--	-----------

What is my goal?		
What are my strategies to accomplish this goal?		
How will I measure progress?		

AFTERNOON SESSION TITLE:		PRESENTER:
--------------------------	--	------------

What is my goal?		
What are my strategies to accomplish this goal?		
How will I measure progress?		



Day Two
June 24, 2015

7:30 a.m.—8:30 a.m. REGISTRATION

8:30 a.m.—11:15 a.m. (Break times will be determined by session. Coffee/Tea and refreshments are available in the Cafeteria)	Alan Cohen	Improving the Quality of Public PreK – Dallas ISD’s theory of change (This course is not approved for LPC Credit)	Library
	Peggy Linguist	Addressing the Invisible So That They May Become Invincible: Physical and Mental Health and How They Impact Early Childhood Learning	Cafeteria
	Layne Pethick	It’s All About Behavior...Everyone’s Behavior	G119
	Angelia Turquette	Building Solid Foundations (This course is not approved for LPC Credit)	F125

11:15 a.m.—12:45 p.m. LUNCH on your own

12:45 p.m.—3:30 p.m. (Break times will be determined by session. Coffee/Tea and refreshments are available in the Cafeteria)	Alan Cohen	Improving the Quality of Public PreK – Dallas ISD’s theory of change (This course is not approved for LPC Credit)	Library
	Peggy Linguist	Addressing the Invisible So That They May Become Invincible: Physical and Mental Health and How They Impact Early Childhood Learning	Cafeteria
	Layne Pethick	It’s All About Behavior...Everyone’s Behavior	G119
	Angelia Turquette	Building Solid Foundations (This course is not approved for LPC Credit)	F125

Implementation Plan Notes

Day Two
June 24, 2015

MORNING SESSION TITLE		PRESENTER
What is my goal?		
What are my strategies to accomplish this goal?		
How will I measure progress?		
AFTERNOON SESSION TITLE:		PRESENTER:
What is my goal?		
What are my strategies to accomplish this goal?		
How will I measure progress?		

Day Three

June 25, 2015



7:30 a.m.—8:30 a.m. REGISTRATION

Coffee/Tea and refreshments are available in the Cafeteria

8:30 a.m.— 11:15 a.m. (Break times will be determined by session. Coffee/Tea and refreshments are available in the Cafeteria)	Dr Rossana Boyd	Effective Strategies for Bilingual and English Language Learners	G119
	Dr. Rick Gaskill	How Trauma Sensitive Schools Help Children Learn to Self-Regulate	Cafeteria
	Dr. Christy Isbell	Sensory Integration: Practical Tips for Meeting the Sensory Needs of Young Children	F125
	Brian Mowry	Engaging Young Children in Mathematical Inquiry Through Play (This course is not approved for LPC Credit)	Library

11:25 a.m.—12:45 p.m. LUNCH on you own

12:45 p.m.— 3:30 p.m. (Break times will be determined by session. Coffee/Tea and refreshments are available in the Cafeteria)	Dr Rossana Boyd	Effective Strategies for Bilingual and English Language Learners	G119
	Dr. Rick Gaskill	How Trauma Sensitive Schools Help Children Learn to Self-Regulate	Cafeteria
	Dr. Christy Isbell	Sensory Integration: Practical Tips for Meeting the Sensory Needs of Young Children	F125
	Brian Mowry	Engaging Young Children in Mathematical Inquiry Through Play (This course is not approved for LPC Credit)	Library

Implementation Plan Notes

Day Three
June 25, 2015

MORNING SESSION TITLE		PRESENTER
-----------------------	--	-----------

What is my goal?	
What are my strategies to accomplish this goal?	
How will I measure progress?	

AFTERNOON SESSION TITLE:		PRESENTER:
--------------------------	--	------------

What is my goal?	
What are my strategies to accomplish this goal?	
How will I measure progress?	



About the Courses...

Effective Strategies for Bilingual and English Language Learners

Dr. Rossana Boyd

During this workshop, the participants will become familiar with the process of first and second language acquisition, with linguistic and cultural consideration when educating bilingual and English language learners to age five and with effective strategies for developing language and content. The participants will have an opportunity to interact with one another by practicing some of the strategies.

Improving the Quality of Public PreK – Dallas ISD's theory of change

Alan Cohen

Participants will experience a view of quality early childhood programming through the lens of Dallas ISD. Hurdles to quality PK will be discussed. Strategies for providing professional development that meets the specific needs of early childhood educators will also be addressed. (This course is not approved for LPC Credit)

How Trauma Sensitive Schools Help Children Learn to Self-Regulate

Dr. Rick Gaskill

Historically, behavior management systems have been based on a unilateral contingency management of the desired or undesired behavior with little attention given to mediating the brain region involved. This typically resulted in mixed results as all problems were treated with the same methods. Research now informs us that effective trauma sensitive strategies rely on the creation of new, healthy learning. Such learning occurs in a warm, caring, safe, relational atmosphere with a sense of positive reward. It is through this attuned relationship that effective change strategies have been found to have their greatest impact. Such strategies must activate the specific brain regions mediating the problem behaviors and do so in repeated, repetitive patterns of sufficient duration in order to create new, more functional behavior.

Sensory Integration: Practical Tips for Meeting the Sensory Needs of Young Children

Christy Isbell

Learn about the brain process, sensory integration, and their relationship to young children's development. Red flags for the identification of young children (toddler to K) who have sensory processing problems and are "sensory seekers" or are "sensory avoiders" will be revealed. Sensory integration techniques for managing challenging behaviors, including over-activity, inattentiveness and physical aggression, will be presented. Gather developmentally appropriate sensory integration ideas that will improve the learning environment for all young children!



Addressing the Invisible So That They May Become Invincible: Physical and Mental Health and How They Impact Early Childhood Learning

Dr. Peggy Lindquist

What causes the discrepancies that we all see in our early childhood students and their learning? What makes one child “ready to learn” in the classroom while others start out behind? What might have happened in the early years, or even before birth, that could have influenced an ability to absorb and process information? What could families and teachers be doing right now to enhance learning and development? In this session, we will discuss physical and mental health in the early childhood years and their impact on learning. We will look at the latest medical and behavioral health research to identify areas of opportunity to engage families and ourselves in supporting the brain development and in the learning of our early childhood students.

Engaging Young Children in Mathematical Inquiry Through Play

Brian Mowry

Play provides a natural and engaging context for children to accomplish important cognitive and linguistic milestones at their developmental pace. As children play, they are meeting academic standards related to vocabulary, print recognition and counting and numerical fluency through 21st century desired skills, such as problem solving, communication, collaboration, imagination and creativity. This workshop reviews empirical research and theory about how children learn through play. Participants will make practical connections to theory by learning ways to scaffold and guide children in productive, self-selected, exploratory and pretend play scenarios through the lens of mathematics. (This course is not approved for LPC Credit)

It's All About Behavior...Everyone's Behavior

Layne Pethick

Parents, educators, medical professionals and the public are being inundated with information about Autism Spectrum Disorder. This wave of information has caused a flood of reactions that has been both beneficial and detrimental to the understanding of ASD. This session will look at what ASD is, how to analyze behaviors that may occur and how to intervene appropriately.

Building Solid Foundations

Angelia Turquette

In this session, participants will learn how to design a prekindergarten classroom. They will discover the importance of transitions and schedules. Participants will also have an opportunity to acquire strategies for infusing the Texas PK Guidelines into daily instruction. (This course is not approved for LPC Credit)

About our Speakers...



Dr. Rossana Ramirez Boyd

Dr. Boyd is originally from Tegucigalpa, Honduras. She holds a B. A. in Educational Administration from the *Universidad Nacional Autónoma de Honduras*, a M.Ed. in Educational Supervision from Southeastern Louisiana University and a Ph. D. in Curriculum and Instruction from Louisiana State University. In Honduras, she worked as an elementary school teacher, as a principal, as a coordinator of the Master's program in Curriculum of the *Universidad Pedagógica Nacional* and as an educational consultant for the *Universidad Nacional Autónoma de Honduras*.

In the U. S., Dr. Boyd has worked as a teacher, state director, adjunct, lecturer, university coordinator of grants related to teacher preparation in ESL, bilingual education and alternative certification. She served as program specialist for the Southwest Educational Development Laboratory, providing technical assistance and professional development on issues related to Hispanic students, their families and English language learners in general.

Currently, Dr. Boyd is the director of the Bilingual/ESL Teacher Certification Program at the University of North Texas. She is also one of the past presidents of the National Association for Bilingual Education and an award winner of a variety of U. S. Department of Education funded Title III National Professional Development projects.



Alan Cohen

As Executive Director of Early Childhood Education & Community Partnerships for Dallas ISD, Alan is focused on providing children ages 0-5 years old the supports necessary to reach kindergarten developmentally on tract.

After working in the private sector, Alan dedicated his career to public education when he was awarded a fellowship by Education Pioneers to work with the Commit! Partnership, a regional collaborative dedicated to coordinating data-driven cooperation among the many educations, non-profits, foundations and community advocates working to support student achievement in Dallas County.

In addition to his work with Dallas ISD, Alan chairs the nonprofit selection committee for Carry the Load, a national charity dedicated to honoring and supporting frontline military, law enforcement, firefighters, rescue personnel and their families.

Alan received his MBA from the Kellogg School of Management at Northwestern University in 2012 and his BA in Sociology from Tulane University in 2005.



Dr. Rick Gaskill

Dr. Gaskill is the Clinical Director at Sumner Mental Health Center in Wellington, KS. He was also the Children's Services Coordinator for the Sumner Mental Health Center for over 20 years and has worked in community mental health for over 30 years. In his work with children, Dr. Gaskill has developed numerous programs for children and their parents including child development classes, parenting classes, child-parent relationship training, attachment enhancement treatment groups, therapeutic alternative schools, therapeutic preschools, after school programs, therapeutic preschool and juvenile offender programs.

In 1994, a grant from the Methodist Health Ministry Fund helped establish Sumner Mental Health Center as a regional training center for play therapy and Child-Parent Relationship Training. This training has focused on birth to age five populations through Early Head Start and Head Start programs as well as older populations of children through community mental health. Since 2000, Dr. Gaskill has been working with Dr. Perry and the CTA to develop a version of the Neurosequential Model of Therapeutics (NMT) in a therapeutic preschool. Dr. Gaskill is an adjunct faculty at Wichita State University where he teaches play therapy and child psychopathology classes and supervises play therapy practicums. He has presented numerous workshops on play therapy and attachment enhancement for various agencies and association conventions throughout the US, Canada and Australia.

Dr. Gaskill was the first Registered Play Therapist-Supervisor in Kansas and is endorsed as an infant mental health clinical mentor by the Kansas Association of Infant Mental Health. He was a member of the Kansas Play Therapy Association Board during its inception and now serves on the national APT Board of Directors. He also served on a number of national, state and local advisory committees regarding the delivery of educational and mental health issues for children.



Dr. Christy Isbell

Dr. Christy Isbell is a pediatric occupational therapist with more than twenty years of experience working with young children. She is professor of occupational therapy at Milligan College in Tennessee where she teaches graduate level child development and pediatric occupational therapy courses. Dr. Isbell continues in private practice and her specialty is the treatment of young children with autism, sensory processing disorders and neurological disorders. She has presented nationally and internationally on topics related to sensory integration, autism spectrum disorders, fine motor development and the design and implementation of inclusive early childhood environments. Dr. Christy Isbell's books were written to educate early childhood teachers and parents and include *Sensory Integration: A guide for preschool teachers* and *The Inclusive Learning Centers Book for Preschoolers with Special Needs*.



Dr. Peggy Linguist

Dr. Peggy Linguist is a wife, mom, and for the past 17 years, a practicing pediatrician in Waxahachie, Texas. She graduated from Baylor University and the University of Texas Health Science Center in San Antonio and completed her pediatric internship and residency in Memphis, Tennessee. She currently works at Hope Clinic in Waxahachie, a federally qualified health center that serves the underserved, where she has a special interest in treating medically complex special needs patients and their families. In addition, Dr. Linguist works as lead pediatric clinical investigator for ClinPoint trials, a private medical trials site in Waxahachie, and she serves as the oversight physician for Waxahachie ISD. Dr. Linguist and her husband, Dr. David Linguist, enjoy serving on international mission trips. In her spare time, Dr. Linguist drives her kids and friends around town, sits in the junior high carpool pick-up line, makes family dinners and multiple trips to the grocery store.



Brian Mowry

Brian Mowry has worked in the Austin Independent School District for 23 years. He taught bilingual prekindergarten for nine years and bilingual kindergarten for two years. He has earned various awards, including Teacher of the Year for two consecutive years and the Austin Association for the Education of Young Children (AAEYC) Teacher Educator of the Year.

Brian has served as a K-5th grade mathematics support specialist in AISD, writing curriculum and providing teacher in-service training. He currently works as an AISD district level early childhood specialist. He is currently a doctoral candidate in curriculum and instruction (with an emphasis on early childhood education) at the University of Texas at Austin. He has also authored a national textbook curriculum in mathematics and has presented at several national and state conferences, including National Association for the Education of Young Children (NAEYC) and National Council of Teachers of Mathematics (NCTM). Brian Mowry is the author of the Frog Street Pre-K Math Program.



Layne Pethick

Layne Pethick is a Regional Consultant for autism and behavior. He holds a Master's degree in Special Education with a concentration in ASD and E/BD, along with degrees in Elementary Education, Early Childhood Education and Reading.

Mr. Pethick has experience as a general and special education teacher, district trainer, program director, and in higher education teaching special education, assessment, early childhood and teacher education. He has several articles published and has presented at local, state, national and international conferences.



Angelia Turquette

Angelia Turquette has over 20 years of experience in the field of education. She has taught toddlers, prekindergarten, second grade, third grade and the college level. She specializes in early childhood best practices and literacy development. She is currently a stay-at-home mom to three year old twins and a one year old.

Suggestions for Usage of Your Resources

The Preschool Classroom is not complete without various types of stringing beads. There are countless benefits to beading activities for young children and here are just a few:

- Stringing beads helps young learners recognize patterns and sequence, increase problem-solving skills, maintain attention to task and develop eye-hand coordination.
- Picking up and stringing beads of varying sizes serves as a pre-writing activity as it encourages different types of grasp and grip
- Manipulating beads develops fine motor coordination and strengthens the small muscles in the hands
- Planning, visual discrimination and visual memory skills are developed through stringing beads as the children select beads to fit a designated pattern or a pattern of their design
- Threading beads onto a string requires a child's eyes and hands to work cooperatively together
- Stringing beads facilitates problem-solving and math skills such as sorting, counting, adding, subtracting, and ordinal position
- When working in a group and sharing beads, children develop cooperative play, sharing, and communication skills
- The manipulation of beads helps develop skills related to self-help and dressing (buttoning, zipping, and snapping)
- Stringing beads leads helps develop small muscles in the hand necessary for pencil grasp and control
- Bead strings may be used in pretend play situations to represent objects such as a necklace, crown, bracelet, pet leash, etc.
- Beads on a string may also be used to explore sound while using as a musical instrument
- As a non-standard unit of measurement, beads (on or off of a string) may be used to measure objects or spaces
- Stringed beads might also be utilized to represent data such as amounts, incremental measurements, or the passage of time
- Children may compare and contrast the characteristics, uses, weights, etc. of the variations of different types of beads

Possible accommodations:

- Use larger beads or beads with larger holes
- Use beads of various size and shape
- Wrap tape around the end of the string to make it more stiff and easier to push through the beads
- Use a pipe cleaner instead of a string as the rigidity of the pipe cleaner makes the task easier
- Make the beads tactile by adhering glue dots, Velcro, etc. to the individual beads
- Have the children work collaboratively with a partner (i.e. one person to hold the string and the other person to place the beads on the string or one person directing the pattern of the beads to the other)





TOP 40 Uses for a Digital Camera in the Early Childhood Classroom

1. Foster creative art talents in children by helping them learn proper use of the camera for classroom projects
2. Utilize photos to supplement and reinforce curriculum activities
3. Use real-life photos for a visual schedule
4. Take photos or videos for authentic assessment
5. Take photos of student work to include in a digital portfolio to share with parents
6. Use photos to create scripted stories to help the children be successful during transitions, various classroom activities, and in difficult social settings
7. Take photos and utilize them to illustrate vocabulary words by creating photo vocabulary cards
8. Use photos to demonstrate emotions
9. Take photos of learning centers for a choice chart
10. Utilize photos for the classroom helper chart
11. Tape a student's photo on nametag so that other students and substitutes learn names
12. Take photos to make photo story books about the children
13. Take photos of family members to create a family photo album, phone book, or contact log
14. Utilize photos for step-by-step directions, such as a task analysis for various activities
15. Use photos for sequencing
16. Take photos of objects to illustrate alliteration or use for an ABC book
17. Have children work cooperatively to utilize their bodies to create the shape of letters of the alphabet, numerals, and shapes, snap the bird's-eye view and create a book (this can be done standing or lying on ground)
18. Utilize photos to create a book about the school environment and workers
19. Use photos to illustrate a book about colors
20. Create a photo book to explain numbers and ordinal positions
21. Seek out object of various shapes and take photos for a book about shapes
22. Take photos or videos of nouns, verbs, adjectives, adverbs to illustrate the various parts of speech
23. Use photos to make rhyming books
24. Create a community worker photo book
25. Display student work in your classroom website by posting digital photos
26. Send a camera home with a student to take photos (or scan photos that students bring) of family events such as a vacation, use with Take-Home Bag, *Flat Stanley* (or similar) activity, or for a Traditions Book
27. Use photos or videos to create a slideshow or display for Open House and Parent Night Activities
28. Create a digital yearbook or class memory book
29. Take photos or videos to illustrate weather and seasons
30. Take photos of classroom events and utilize for student journaling
31. Make a "Five Senses" book with photos illustrating each sense
32. Take photos of environmental print for an emergent readers' book (i.e. stop sign, Target sign, exit sign, etc.)
33. Print two copies of photos to make a matching or concentration game
34. Show safety rules through photos or videos
35. Create a Letter Wall or Word Chart using real photos that begin with the same sound
36. Create videos of poetry, tongue twisters, or other phonemic awareness activities
37. Use photos or video to demonstrate conflict resolution and role playing
38. Document field trips and class activities through photos and video
39. Take photos or videos the classroom pet and make a book with the class pet as the main character
40. Take photos to prompt creative storytelling and/or writing



Vendors



BEEBOP BOOKS

Stories that inspire compassion, self-confidence, and creativity

bee bop books
2841 Old Hwy 6
Howe, TX 75459
Office: 903-532-6841
Cell: 803-968-5334
beebopbook@verizon.net
Debbie Reece



Reynolds Manufacturing

PO Box 6058
Abilene, TX 79608
325-660-0708
info@reynoldstx.com
vreynolds@nts-online.net
Hogan Allcorn; Vicki Reynolds



Center for Children and Families UT Dallas

800 W. Campbell Road
Richardson, TX 75080
972-883-4782
rachel.berglund@utdallas.edu
Rachel Berglund, Admin Project Coordinator



School Specialty

W6316 Design
Dr. Greenville, WI 54942
972-896-5452
Nicole.Gorges@schoolspecialty.com
Nicole Gorges



Kaplan
PO Box 609
Lewisville, NC 27023
800/334-2014
Cell: 817-202-5793
stiner@kaplanco.com
Shawna Tiner



Stacy's Sensory Solutions

3512 Fredmar lane
Plano, TX 75023
214-478-5390
info@stacysss.com
Stacy Wright



experience the Power of 10

Region 10 ESC
Preschool Services
904 Abrams Rd.
Richardson, TX
972-348-1542





Area Restaurants

Restaurant	Address
A&D Buffalo's	1601 S McDonald
Bahama Buck's	2783 Virginia Pkwy
Bakers Drive in	1001 S McDonald St
Benny's Bagels	5100 Eldorado Pkwy
Bien Salsa	119 West Virginia St
Big Tony's	1705 W University Dr
Blue Olive Grill	2414 W University Dr
Braum's Ice Cream & Dairy	1800 N Central Expressway
Brooklyn's Old Neighborhood Style Pizzeria	4900 Eldorado Pkwy
Brother's Pizza	6150 W. Eldorado #180
Buffalo Wild Wings	2035 N Central Expy
Cadillac Pizza Pub	112 South Kentucky Street
Cafe Malaga	107 S Church St
Cake Stand	110 W Virginia St
Cavalli Pizzeria	6851 Virginia Pky Ste 105
Chick-fil-A	2011 W University Dr
China Sun	1500 W University Dr
Chipotle Mexican Grill	2811 Craig Dr
Chipotle Mexican Grill	2014 W University Dr
Churchill's British Restaurant and Pub	100 North Tennessee St.
Culvers	4200 W. Eldorado Parkway, Suite #200
Dos Charros	4150 Eldorado Pkwy
Durkin's Pizza	2014 W. University Dr. #310
Durkin's Pizza	2014 W. University Dr. #310
Eclair Bistro	216 E Virginia St
El Fenix Mexican Restaurant	3450 S Central Expy
Emporium Pies	107 S Tennessee St
Ernesto's	1521 N Custer Rd #3000
Fuzzy's Taco Shop	3190 S. Central Expy, Suite 570
Genghis Grill	1920 Eldorado Pkwy
Goody Asian Cuisine & Grill	5100 Eldorado Pkwy
Gregory's Bistro	6840 Virginia Pkwy, Suite 125
Gregory's Bistro	111 W Virginia St
Happy Donuts	2741 Virginia Pkwy, #300
Harvest	112 East Louisiana Street
Hutchins BBQ	1301 N Tennessee St
Ichiban Asian Cuisine	210 N Custer Rd
Italian Garden	500 N Custer Rd, Suite 100
Jimmy John's	2014 W University Dr
Jim's Pizza	208 W University Dr
Johnny C's	1920 Eldorado Parkway Suite 850
Jungle Burger	318 S Central Expressway
La Misha	Italian 113 N. Kentucky St.



Area Restaurants

Restaurant	Address
Little Taste of India	1925 North Central Expressway Ste 430
Louisiana St Grill	350 E Louisiana St
Market Street	6100 Eldorado Pkwy
McAlister's Deli	2107 Eldorado Pkwy
Mellow Mushroom	218 East Louisiana St
Mooyah	1411 N Custer Rd Ste 100
Nom Noms Mexican Grill & Chill	6840 Virginia Pkwy, Suite 125
Noodle Wave	2775 Central Expressway #180
Okada Japanese Steakhouse	2750 S Central Expy
Olive Garden	1700 N Central Expressway
On the Border Mexican Grill	8930 State Hwy 121
Paciugo Gelato Caffè	107 N. Kentucky #200
Palio's Pizza Cafe	2821 Craig Dr
Palio's Pizza Cafe	6405 W. Eldorado Pkwy #200
Panera Bread	3050 S Central Expy
Patina Green Home & Market	116 N Tennessee St Ste 102
Pei Wei Asian Diner	3000 S Central Expy
Petra Fresh Mexican Bistro	1751 Eldorado Parkway Ste 300
Pho Bistro	1751 N Central Expy Ste 300
Pho Que Huong	1720 Eldorado Parkway
Pride Burger	103 W University dr.
Raising Cane's	1902 N Central Expressway
Rick's Chophouse	107 N Kentucky St
Rockfish Seafood Grill	2780 S Central Expy
Saltgrass Steak House	2801 Craig Dr
San Miguel Grill	506 W University Dr
Scotty P's Hamburgers	2950 Craig Dr #304
Sicily's	1502 W University Dr
Silk Road Thai Cuisine	6851 Virginia Parkway
Snug on the Square	109 N. Kentucky St.
Sonic Drive-in	6481 Eldorado Pkwy
Spoons Cafe	100 E Louisiana St
Square Burger	115 N. Kentucky St.
Square Sushi	101 N McDonald St
Tai Sushi House	8408 Stacy Rd Ste 100
Texas Roadhouse	3101 S. Central Expressway
The Great Outdoors Sub Shop	1751 W Eldorado Pkwy, Suite 318
The One and Only Burgers and Fries	1330 N McDonald St
The Pub	204 W Virginia
Wasabi Sushi & Grill	2110 Eldorado Pkwy
Wingstop	4900 Eldorado Pkwy
Zen Sushi and Grill	3751 S. Stonebridge Dr., Suite 500
Zen Sushi and Grill	3751 S. Stonebridge Dr., Suite 500

Important Information

In Case of Emergency Call 911

Cell Phone Use

As a courtesy to others, please silence your cell phones during each session.

Certificate of Attendance

Participants will receive an email confirmation of their attendance. A printable certificate of attendance will generate upon completion of a short evaluation.

Continuing Education Credit

Any participant who needs continuing education credit for the summer institute must sign-in at the CEU tables. Credits are available for speech-language pathologists, occupational therapists, physical therapists, social workers, ECI providers, licensed professional counselors, and childcare workers.

Dress Code

Region 10 provides a professional learning environment. Please abide by your district dress code when attending training.

Food and Refreshments

Please bring your own drinks, snacks and lunch if desired. Break times will be determined by session. Coffee/Tea and refreshments are served in the Cafeteria.

Tobacco Products and Alcoholic Beverages

McKinney ISD is a smoke and tobacco free institution. The use of tobacco products is strictly prohibited anywhere in campus buildings. The use of alcohol and intoxicating beverages shall be prohibited in classroom buildings; laboratories; auditoriums; library buildings; faculty and administrative offices; athletic facilities; and all other public campus areas. State law shall be strictly enforced at all times on all property in regard to the possession and consumption of alcoholic beverages.

Minors

We love children, but for safety concerns, infants, young children and K-12 students are not allowed in the registration, training or vendor areas before, during, or after the Institute.

Thank you!



For more information about
Region 10 Preschool Services,
please visit our website
[www.region10.org/
preschool-services](http://www.region10.org/preschool-services)

PRESCHOOL TRAINING OPPORTUNITIES
ARE OFFERED ON THIS WEBSITE.

Please scroll to the bottom of the page and click on
Preschool Training Opportunities by area or date.



Check out our blog at
<http://blogs.region10.org/preschool>

Follow us on twitter at
<http://twitter.com/#!/R10preschool>

Eye on Preschool @ 10 

