
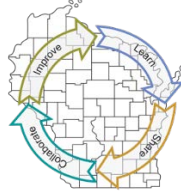
	<h2>Social and Emotional Learning</h2> <p>University of Wisconsin—Superior Yellow Jacket Union Belknap and Caitlin Ave Superior, Wisconsin September 6, 2018</p> 	
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Keynote: Books Build Better Brains: How Promoting Literacy is Key to Early Brain Development



Dr. Navsaria will discuss the critical importance of the first thousand days of life and the key role human relationships and interactions play in that time period, along with concepts of toxic stress and how early adversity leads to lifelong issues. The importance of early literacy, along with key concepts about literacy development will be reviewed. The structure and concept behind the Reach Out and Read program (which provides early literacy promotion) will be discussed in this context as a workable approach for busy primary-care medical settings.

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Sectional descriptions:

Title: Teach Me to Cope with My Strong Emotions - Supporting the Learning of Self-Regulation in Young Children

Description: Teacher ratings of Kindergartner's social and emotional skills are predictive of later achievement. Under the umbrella of the Pyramid Model, we'll examine how programs create the context for intentional teaching of social and emotional learning for 3 to 7 year old children. This session will focus on intentional strategies adults can employ to promote the learning of self-regulation in young children.

*Julie Betchkal, Wisconsin Pyramid Model Coordinator
Sectional #1 in the Great Room*

Title: Supporting Social Emotional Learning and Literacy through Home-School Collaboration



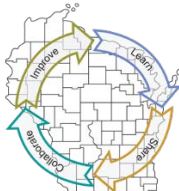
Description: Strong partnerships and high quality inclusion in the regular education setting can advance literacy skills and enhance social emotional learning. Through an examination of collaboratively developed IEP goals, we will explore how my son's IEP team helped facilitate success for a learner who needs a high level of academic and behavioral support.

*Rosalie Tocco, Parent
Sectional #1 in Room 204*

Title: Implementing Social Interventions for High School Students with Autism

Description: High school students with autism spectrum disorders (ASD) can struggle with social skills which are critical to their post-secondary success. This presentation provides an overview of three evidence based social interventions and shares access to free curriculum for implementing in schools. We will also discuss lessons learned implementing social interventions given the unique challenges of high school settings.

*Kate Szidon, Waisman Center, Working Together/Center on Secondary Education for Students with ASD.
Sectional #1 in Room 203*

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Title: Integrated Experience

Description: Behavior does not happen in a vacuum. Our behavior as educators, family members, caretakers and support personnel impacts the child. In this session participants will change the lens with which we view behavior, and walk away with techniques to change their own practice of supporting children's behavior utilizing proactive supports and environmental design.

Katie Berg, Supporting Neurodiverse Students Statewide Trainer

Sectional #1 in Room 202

(Repeated in Sectional #2 in Room 202)

Title: Every Child Healthy Outcomes (ECHO) coalition and CLTS of Douglas County and local resources

Description: The ECHO Coalition is an active group of community partners who over the past 4 years has been working together to help promote the importance of child development and consistent developmental screening in children. The goal of consistent screening is to identify concerns in a child's development early so that intervention can happen early for better health outcomes. Our mission is to "build positive collaborative relationships within Douglas County to promote and ensure healthy outcomes for children and their families" and our vision is "to provide the opportunity for all children in Douglas County to reach their full potential for learning, health and wellness throughout their life course".

The Children's Long-Term Support (CLTS) Waiver Program is a Home and Community-Based Service (HCBS) Waiver that provides Medicaid funding for children who have substantial limitations in their daily activities and need support to remain in their home or community. Eligible children include those with developmental disabilities, severe emotional disturbances, and physical disabilities. Funding can be used to support a range of services based on an assessment of the needs of the child and his or her family.

Cindy Freeberg, Public Health Nurse for the Douglas County Department of Health and Human Services

Samantha Roark, Social Worker for the CLTS Waiver Program for Douglas County

Sectional #2 in the Great Room

Title: Using Wisconsin's SEL Competencies to Support IEP Development

Description: Did you know social and emotional skills have a direct correlation with academic outcomes? This presentation will introduce the WI SEL Competencies and discover how they can assist IEP teams in understanding current levels of functional performance and disability-related SEL needs for students with IEPs.

Jess Nichols, Education Consultant Special Education Team Division of Learning Support WI DPI

Daniel Parker, Assistant Director Special Education Division of Learning Support WI DPI

Sectional #2 in Room 204

Title: Making Social and Emotional Connections to High School Literacy

Description: To be successful with literacy and reading comprehension in high school, students need to understand and connect with characters and content. This presentation will discuss the complexity of reading comprehension in high school, and discuss ways to improve our students' ability to make social and emotional connections and help improve communication skills.

Maxine Hengen, Program Support Teacher, Milwaukee Public Schools

Sectional #2 in Room 203