

This year's theme is *The Future Is in Our Hands! Celebrating Our Work with Infants, Toddlers and Families*

We are interested in presentation proposals that recognize and reinforce the importance of having effective Early Childhood Professionals in Early Head Start programs and child care programs that serve young children and families. The Early Head Start National Resource Center believes in providing knowledge and support to all EHS professionals in reaching their full potential by means of collaborative work, knowledge, and skills to adequately prepare them to improve their practices. Our 13th Annual Birth To Three Institute is about honoring our greatest asset: the Early Childhood Professionals to whom we entrust our greatest treasure, the children that come into their care.

Presentation proposals may:

- Highlight the critical nature of development in the first three years of life and how teachers and caregivers impact children's future development.
- Identify challenges the widely diverse early childhood workforce, including parents of Early Head Start programs, face serving diverse infants, toddlers and families.
- Detail innovative approaches to professional development, such as technical assistance, mentoring, coaching, consultation and how these fit into the overall professional development effort at the national, state and local levels.
- Highlight the need for professional competencies to improve professional practices and produce optimal infants and toddlers' outcomes.
- Address the need for a highly qualified early childhood workforce.

Finally, all presentations should highlight relevant research, Head Start Program Performance Standards, and State/Territory Child Care Regulations and Standards as appropriate. Presentations may be conducted in English, Spanish, or both.

CALL FOR PRESENTATION GUIDELINES (please save for future reference):

1. All selected proposals will be announced after final approval from the Office of Head Start.
2. Proposal submissions are invited for one and one-half (1 ½) hour presentations.
3. To ensure a blind review, no presenter names, agencies, or organizations should appear anywhere except where asked. Submissions on a particular program may not name the program, location, staff members, or affiliate organizations involved with the program.
4. Presentations should include no more than three presenters.
5. If more than one presenter, please identify the **Lead Presenter**. Lead Presenter will be:
 1. Main point of contact for all presenters and EHS NRC.
 2. Responsible for submitting handout materials.
 3. Responsible for submitting his/her résumé.
 4. **Note:** Only Lead Presenter receives a complimentary registration. Additional presenters will get a discounted registration fee.
6. Presenters should plan to prepare and deliver a session that employs a lively and varied format and uses audiovisual and other materials to enhance learning. Time for questions and answers is a must.
7. Handout material is expected for every selected presentation. Handouts will be included in a resource CD that is provided to all of the Institute participants.
8. Presenters are required to provide their own laptop. Standard audio-visual equipment provided includes LCD projector, screen, and a table microphone.
9. Presentations could hold 100-190 participants, depending on registration levels.

10. All presenters are required to register for the conference.
 11. EHS NRC may edit session titles and descriptions as needed, without changing the purpose and intent of the presentation.
 12. Using presentation time to sell or market products is strictly prohibited.
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SELECTION CRITERIA

EHS NRC uses a blind review process of presentation proposals to select the presentations to be featured at Birth To Three. Reviewers with specific expertise in each topic area read and score proposals based on the criteria outlined below:

- **Session Content:** The presentation proposal describes the value of the session for our audience, explores well-thought out solutions and implications for programs, highlights best practices, and offers insights and guidance. Proposed session content allows participants to gain practical applications.
- **Relevance to the Infant/Family field:** The proposed presentation responds to the Head Start Performance Standards, State Child Care Licensure regulations and/or Voluntary Accreditation.
- **Goals:** Align with the content of the presentation and with the target audience. Three **measurable** learning objectives are required.

Priority is given to presentations that:

- Demonstrate overall quality, value and relevance to the participating audience.
 - Are relevant to programs providing comprehensive services for low-income expectant families and families with children from birth to age 3; and/or relevant to programs providing integrated, comprehensive services for low-income expectant families and families with children from birth to age five.
 - Demonstrate understanding of adult learning principles and usage of interactive activities, discussion, audiovisuals and handouts to enhance learning.
 - Include parents. Parent involvement is critical to high-quality early care and education programs. Just as parents are experts on their children they are also experts on their experiences within programs.
 - Include community partners. Community partnerships are an important part of providing comprehensive and family-centered services. Communities share responsibility for the healthy development of children. We are particularly interested in strategies for the development and maintaining of partnerships.
 - Adhere to the guidelines outlined in this Call for Presentations. In order to be considered all required fields in the submission page need to be completed, including résumé/vitae as required by the Call.
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REQUIRED INFORMATION FOR PRESENTATION PROPOSAL COMPLETION

Before you start, have the following information readily available (for further details, see sample proposal [below](#)):

1. PRESENTATION INFORMATION

- **PRESENTATION TITLE** Subject to editing, maximum 15 words. Should adequately reflect session's topic/content.
- **PRESENTATION FORMAT** Dialogue, discussion, and interaction, as well as the use of media are the hallmarks of BTT presentations. Select the format type that best describes your session:
 1. **Lecture/Interaction:** Session is 50/50 split in time dedicated to presenter(s) lectures and audience interacting with the content.

2. Interactive: Limited content delivered by the presenter and a vast majority of time (75% or more) spent in a variety of interactive learning modes.
3. Conversation/Discussion: The agenda is built around a series of questions with the presenter serving primarily as facilitator.

- **PRESENTATION SUMMARY** Subject to editing, maximum 50 words; the summary will appear in registration materials and should briefly but adequately describe your topic and presentation method. The description should be written in a creative way that "sells" your topic to participants

- **PARTICIPANT LEARNING OBJECTIVES**

- At least three (3) and no more than six (6) goals or objectives written in measurable, behavioral terms - e.g. describe, discuss, list, demonstrate, state, explain, identify, etc.
- The objectives should state knowledge or skills that participants will be able to demonstrate: "The participant will be able to...." (See more under Learning Objectives [below](#))
- References: <http://www.nwlink.com/~donclark/hrd/bloom.html> or <http://officeport.com/edu/blooms.htm>

- **ADULT LEARNING PRINCIPLES** Describe the suitable adult learning strategies you will incorporate in the session; maximum 50 words

- **ACTIVITIES** Choose from the following (choose all that apply):

1. Small Group Discussion
2. Large Group Discussion
3. Case Scenarios
4. Role Play
5. Reflective Activity
6. Brief Lecture
7. Hands-on Activities
8. Demonstration
9. Goal Setting/Action Plan
10. Other

- **OUTLINE** Including content and format

- **TARGET AUDIENCE** BTT audiences will come from diverse fields of practice and will have diverse professional backgrounds, roles and affiliations (Early Head Start, Head Start, Migrant and Seasonal Head Start, child care). We strongly encourage presentation proposals to be understandable for all groups alike. All participants request a portion of each session be allotted for questions/answers and discussion (Choose all that apply)
 1. Direct service staff (teachers, home visitors, child care providers, parents employed by the EHS/HS programs) request hands-on, practical presentations that provide concrete ideas for them to use immediately within the program
 2. Managers/Administrators (directors, supervisors, policy makers & technical assistance staff) request presentations that explore the unique challenges related to infant and toddler programs, serving families, or research findings and implications for practice
 3. Parents

- **SESSION LEVEL** (See also Learning Objectives relevant to session level)

1. **Awareness:** Session provides basic information; designed for those who know little about the session topic.
2. **Skill Building:** Session provides opportunity to build and/or practice skills; designed for those who want to learn how to effectively use their basic knowledge or understanding of the topic.
3. **Changing Behavior:** Session provides high level content, with opportunities to problem solve and learn new perspectives; designed for those who are already knowledgeable about, or experienced in, the topic area.

- **REPEAT SESSION**

1. If your proposal is accepted for presentation, are you able and willing to :
 - Repeat your session? Yes ___ No ___
 - Present and provide materials in Spanish? Yes ___ No___ (Fluency in Spanish required)

- **REGULATIONS AND STANDARDS** Cite the relevance of your session to at least one of the following:

2. **Head Start Program Performance Standards** related to the presentation content. We suggest that you focus on section 1304. For more information about the Head Start Program Performance Standards, please see [http://eclkc.ohs.acf.hhs.gov/hslc/Program Design and Management/Head Start Requirements/Head Start Requirements](http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements). Or, call the Head Start Knowledge & Information Management Services at 1-866-763-6481.
3. **State/Territory Child Care Licensure Regulations** related to the presentation content. (For more information about the State/Territory Child Care Licensure Regulations, you may call the National Resource Center for Health and Safety in Child Care at 1-800-598-KIDS or go to <http://nrc.uchsc.edu/STATES/states.htm>.); **and/or**
4. **Voluntary Accreditation Standards** related to the presentation content. (For more information about Accreditation Standards, you may call the National Association for the Education of Young Children at 1-800-424-2460 or go to <http://naeyc.org> and the National Association for Family Child Care at 1-801-269-9338 or go to <http://www.nafcc.org/accreditation/accredstandards.asp>).

2. PRESENTER INFORMATION

Complete contact information will be required from presenter/s.

If more than one presenter, contact information will be needed from all. In addition, **Lead Presenter** is required to submit his/her résumé, presentation handouts, and is the main contact between the Early Head Start National Resource Center (EHS NRC) and all other co-presenters.

- **CONTACT INFORMATION** Required for each presenter

- Job Title
- Highest Credentials/Degree Earned
- Program Name
- Organization Name
- Role in the organization
- Preferred mailing address
- Professional biography (150 words max.)
- Résumé for **Lead Presenter only**

3. AREA/KEYWORDS

- Please select one of the following content areas that most closely relates to your proposal:
 - Inclusive Child Development
 - Family & Community Partnerships

- Child Health & Pre-Natal Services
- Management & Professional Development

4. STATEMENT OF THE ISSUE (click [here](#) for a sample)




- Provide a succinct overview, emphasizing solutions explored and possible implications for programs, families, or the field; **250-300 words**

PRESENTATION TOPICS MAY INCLUDE (BUT ARE NOT LIMITED TO):

KEY SUBJECT AREAS

| | |
|---|---|
| <p>Professional Development, such as:</p> <ul style="list-style-type: none"> • Professional competencies • Professional development • Supporting staff for optimal outcomes | <p>Health and Nutrition, such as:</p> <ul style="list-style-type: none"> • Pre-natal, child, maternal, oral health • Movement • Childhood obesity • Sleep • Mental health |
| <p>Child Development, such as:</p> <ul style="list-style-type: none"> • Cognitive & language development • Social & Emotional development • Self-Regulation | <p>Infant and Toddler Care, such as:</p> <ul style="list-style-type: none"> • Curriculum • Inclusion & special needs • Teacher-child interactions • Mathematical knowledge |
| <p>Home Visiting, such as:</p> <ul style="list-style-type: none"> • Learning experiences & activities (child & adult) • Socialization experiences • Interactions during home visits • Reflective supervision | <p>Risk Management</p> |
| <p>Culture and Development, such as:</p> <ul style="list-style-type: none"> • Dual-language acquisition • Linguistic & cultural diversity | <p>Information Resources (EHS, HS), such as:</p> <ul style="list-style-type: none"> • ECLKC • PIR • Performance Standards • Innovation & Improvement Programs (IIP) involving EHS programs |
| <p>Working with Families, such as:</p> <ul style="list-style-type: none"> • Teen parents • Coordination of services • Parent involvement • Grandparents | |

LEARNING OBJECTIVES RELEVANT TO SESSION LEVELS

| | | |
|---|--|--|
| <p>AWARENESS: Session provides basic information; designed for those who know little about the session topic. Cognitive learning consists of knowledge.</p> <p style="text-align: center;"></p> | <p>SKILL BUILDING: Session provides opportunity to build and/or practice skills; designed for those who want to learn how to effectively use their basic knowledge or understanding of the topic. Cognitive learning consists of comprehension.</p> <p style="text-align: center;"></p> | <p>CHANGING BEHAVIOR: Session provides high level content, with opportunities to problem solve and learn new perspectives; designed for those who are already knowledgeable about, or experienced in, the topic area. Cognitive learning consists of application.</p> <p style="text-align: center;"></p> |
| <p>Specific learning behaviors (above) as well as descriptive verbs (below) that could be used for writing learning objectives pertinent to the three session levels include:</p> | | |
| <p><i>The participant will be able to :</i></p> <ul style="list-style-type: none"> • Arrange • Define • Duplicate • Label • List • Memorize • Name • Order • Recognize • Reproduce • State | <p><i>The participant will be able to :</i></p> <ul style="list-style-type: none"> • Classify • Describe • Discuss • Explain • Express • Identify • Indicate • Locate • Recognize • Retort • Restate • Review • Select • Translate | <p><i>The participant will be able to :</i></p> <ul style="list-style-type: none"> • Apply • Choose • Demonstrate • Dramatize • Employ • Illustrate • Interpret • Operate • Practice • Schedule • Sketch • Solve • Use • Write |
| <p>Adapted from: http://tip.psychology.org/taxonomy.html</p> | | |

SAMPLE PRESENTATION PROPOSAL

TITLE: Supporting Staff in Supporting Families with Infant Mental Health

SESSION FORMAT: Interactive

TARGET AUDIENCE LEVEL: Awareness

TARGET AUDIENCE: Family Support Staff

AREA/KEYWORD: Child Health and Pre-Natal Services

SESSION SUMMARY (maximum of 50 words): Program staff is the front-line for identifying infant mental health concerns and supporting parents. Many feel overwhelmed by the prospect of doing this work. This session will define infant mental health, identify symptoms, and share strategies for supporting staff in their work with parents regarding their child's mental health needs.

STATEMENT OF ISSUES (maximum of 300 words):

Many early care and education programs do not provide mental health treatment; instead, they refer families to community providers who do. But Early Head Start programs are uniquely positioned to offer supports to families that can directly impact the mental health of infants and toddlers. Teachers and home visitors are often the ones who can identify needs and provide support; however, many do not feel qualified to do so. Our staff felt the same and wondered: how do we recognize when a concern is warranted? What are the signs and symptoms young children present with when their mental health is in jeopardy? And how do we work with parents around such issues?

Three years ago, in partnership with our local mental health provider, our program designed and implemented ongoing monthly trainings for teachers and home visitors to understand infant mental health, recognize the signs and symptoms associated with mental health concerns in young children, involve Early Intervention, and work with families. These trainings also include time for case studies, staff support, and role plays.

Additionally, our Infant Mental Health (IMH) Consultant spends 10 hours weekly with our program developing strategies and support systems for staff to talk with parents about concerns and guide them throughout the identification and intervention process. The IMH Consultant provides quarterly meetings with staff to help with specific concerns of children, and assist staff in understanding when to refer an infant for services. Staff has been better equipped to encourage parents to take advantage of IMH services. The IMH Consultant offers monthly parent support groups. These groups are designed to provide opportunities for parents to ask questions, discuss any issues or concerns related to their infants. Any EHS parent is welcomed to attend these groups. Staff, parents, and most importantly children have benefited from this work.

LEARNING OBJECTIVES: As a result of this session, participants will be able to:

1. Define infant mental health and infant mental health disorders
2. Recognize signs and symptoms of mental health concerns in young children
3. Discuss ways of talking to parents about mental health concerns

ACTIVITIES: Small group discussion, large group discussion, case scenarios, brief lecture

OUTLINE:

- I. Explore Definitions of Infant Mental Health and Infant Mental Health Disorders
 - a. Interactive discussion
 - b. Defined by Mental Health Consultant
- II. Learn about Signs and Symptoms
 - a. Small group work: observe/identify using video scenarios
- III. Talking with Parents about Concerns
 - a. Hurdles and strategies by staff & parents
 - b. Small group work: respond to scenarios
 - c. Small group: role play
- IV. Conversation/Question and Answer with Participants

STRATEGIES SUPPORTING ADULT LEARNING PRINCIPLES (no more than 50 words): Presenters will provide brief overviews, approximately 10 minutes in length, for each concept. Presenters will then facilitate opportunities for participants to process and apply the concepts via small group discussions, scenario work, and role play.

RELEVANT REGULATIONS AND STANDARDS: Key Head Start Program Performance Standards:

1304.24(a)(1)(i & iv) & (a)(2) Child Mental Health

Grantee and delegate agencies must:

(1) work collaboratively with parents by:

- i. Soliciting parental information, observations, and concerns about their child's mental health
- iv. Helping parents to better understand mental health issues

(2) secure the services of mental health professionals on a schedule of sufficient frequency to enable timely and effective identification of and intervention in family and staff concerns about a child's mental health

State/Territory Child Care Licensure and Regulations: **If your state designates specific topics for required trainings, and this session meets one of those, please include the specific topic this session addresses. Also indicate whether this requirement is specific to infant and toddler caregivers or if it applies to all child care staff (e.g. that care for children of any age). If your state does not have staff training requirements in the licensing regulations, please identify relevant Head Start Program Performance Standards, NAEYC or NAFCC Standards, as appropriate.*

In my state, this session counts toward the 12 hours of annual in-service training required for all child care staff. This session meets the requirement for required training in infant mental health.

Voluntary Accreditation Standards:

The information presented relates to the professional development criteria for both the NAEYC and NAFCCA accreditation.

Repeat Session:

Repeat your session? Yes ___ No ___

Present and provide materials in Spanish? Yes ___ No ___ (Fluency in Spanish required)

Presenter Information

Contact Presenter:

Jane Doe, MSW
Program Support Staff
HS/TA System
ABC HS/EHS- West
1000 Kids Way
Washington, DC 20000
P- 202-222-2222
F- 101-111-1111
E- JD@nothing.com

- 150 word professional biography
- Resume

Co-Presenter

Jane Doe, MSW
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- 150 word professional biography