



24th Annual Bank Street College Infancy Institute

for caregivers, teachers, directors, trainers, and family child care providers

Tuesday, June 14 – Thursday, June 16, 2011

Infants, Toddlers, Families: Supporting Their Growth

- If you work with infants, toddlers, and families...
- If you want high-quality, individualized, professional development...

Then this institute is for you!



Bank Street College of Education
610 West 112th Street
New York, New York 10025-1898
www.bankstreet.edu

The Infant and Family Development and Early Intervention Program presents the

24th ANNUAL BANK STREET COLLEGE INFANCY INSTITUTE

INFANTS, TODDLERS, FAMILIES: SUPPORTING THEIR GROWTH

Tuesday, June 14 – Thursday, June 16, 2011

INSTITUTE HIGHLIGHTS

Keynote Speaker: J. Ronald Lally, Ed.D.

Early Infant Interactions Build the Foundation for Future Learning

This keynote will explore how the first building blocks of learning are laid down during the first two years of life through early social and emotional exchanges, and how future learning is built on this foundation. It will explore what babies need and what babies in the United States currently get. It will also include an analysis, with the audience, of DVD footage of infant functioning from the speaker's recently completed work: California Infant/Toddler Learning & Development Foundations: DVD Series.

J. Ronald Lally, Ed.D., is the Co-Director of the Center for Child and Family Studies at WestEd, an educational research and development laboratory in San Francisco, and one of the founders of Zero to Three: National Center for Infants, Toddlers & Families. For the past 25 years, Dr. Lally has directed the video-based Program for Infant/Toddler Care, the most widely distributed infant/toddler caregiver training program in the country. In 2011 he, his staff, and a faculty of national experts have been asked to conduct intensive child care and home visiting training and certifying events for the more than 700 Early Head Start and Migrant Head Start Programs in operation nationally. Dr. Lally is an advisor, trainer, and program consultant to social service, education, and health branches of government in the U.S., Australia, Germany, Italy, and New Zealand. One of his recent publications is "School Readiness Begins in Infancy," in Phi Delta Kappan, November 2010.

SPECIAL FEATURES

Thirty-eight small-group workshops | Four roundtable discussion groups | Graduate credit can be earned | Browsing/shopping in Bank Street Bookstore and Library

INSTITUTE COORDINATOR: Nancy McKeever with Nancy Balaban

Workshops fill up early. Register today!

Institute Schedule

Day One – Tuesday, June 14

11:00 AM – 1:00 PM / Registration

1:00 – 3:15 PM / Tuesday Afternoon Workshops / Choose ONE workshop

- 1 Rethinking Competency in Infants and Toddlers**
Sheila Hanna, Curriculum Chair, Early Childhood, Westchester Community College; Marjorie Goldsmith, Director, All Souls School; Claudia Sussman, Early Childhood Teacher, Sarah Lawrence College Early Childhood Center

We will view the film "Babies" and discuss how competency is culturally situated. We will compare and contrast cultural expectations and how they impact children's sense of agency.

- 2 Selecting and Evaluating Books for the Very Young Child**
Lisa Von Drasek, Children's Librarian, Bank Street College of Education

This workshop will focus on selecting and evaluating books to read aloud to infants and toddlers. Developmental age and techniques for one-on-one and group story time will be emphasized.

- 3 Negotiating Adult Relationships When You Have a Child with Special Needs**
Chad Kordt-Thomas, Child and Family Therapist; Dafna Finkler, Fellow, University of California, San Francisco

This workshop will explore potential barriers to talking with parents about difficult issues, especially related to children's behavior. Developmental strategies for becoming more comfortable broaching these topics will be discussed.

- 4 (Mental) Tools for Babies?**
Kirsten DeBear, Occupational Therapist Registered

This workshop will look at how teachers assist young children in developing organized action and thinking. The presenter will explore what we do to support the emergence of thinking: physically, visually, and verbally. The workshop will aim to provide the participants with concrete ways to develop mental tools for young children.

- 5 Home Visiting: A Critical Component of the Early Childhood Services Continuum**
Sarah E. Walzer, Executive Director, The Parent Child Home Program

Evidence-based home visiting can provide critical assistance to families in accessing center-based services prior to pre-K or kindergarten. We will highlight the array of services such as maternal and child health, abuse and neglect prevention, literacy, and school readiness. We will provide examples of integration with other early childhood services.

- 6 Be a Songleader with Infants and Families**
Betsy Blachly, Music Specialist, Bank Street Family Center and School for Children, Certified Music Therapist

Increase your song repertoire and group music time strategies. Gain confidence in making up songs and using music to strengthen connections with children, families, and colleagues. Video and music materials will be utilized. Bring a guitar or tape recorder, if possible.

- 7 A Wellspring for Educators: Observing and Recording Children's Behavior**
Nancy Gropper, Interim Associate Dean for Academic Affairs, Bank Street Graduate School of Education

In a brief introduction, the longstanding early childhood practice of observing and recording children's behavior will be placed in a historical perspective. Participants will have the opportunity to write and discuss observations and share insights derived from this experience.

- 8 Bridging Professional Practice and Policy: Improving the Odds for Infants and Toddlers**
Susan Ochshorn, Consultant, ECE PolicyWorks

In this interactive session, we will explore the evolution of early care and education and the growing interest in it; why ECE professionals should be involved in policy; and opportunities for advocacy on behalf of infants, toddlers, and their families.

(Day One Workshops continued on next page)

Institute Schedule

9 The Impact of Domestic Violence on Young Children

Basia Kinglake, Program Coordinator, Westchester County Department of Community Mental Health; Donna Morrison, Director of Early Childhood, The Guidance Center; Fredericka Knight, Manager, Family Ties Resource Center in Yonkers

Learn about the impact of domestic violence on young children and their families and how you can help. The workshop will include small- and whole-group discussions and a PowerPoint presentation.

10 Why Sensory Materials are Important for Infants and Toddlers

Eileen Malone McCoy, Vermont Family Network, Early Intervention

Using sensory materials and videos, we will explore how sensory activities are linked to social/emotional, regulatory, cognitive, and preliteracy skills.

3:30 – 5:00 PM / Presentation / Open to all

Discovering the Power of Video Feedback Interventions

Martha Alvarez, L.C.S.W., Chances for Children Program at Highbridge Community Life Center, Bronx, NY

Through case presentations, this talk will illustrate the role that video and video feedback interventions play in the diagnosis and treatment of parent-infant relationship problems. In addition, participants will have the opportunity to explore a broader range of video techniques to use within their specialties

Day Two – Wednesday, June 15

8:30 – 10:00 AM / Registration / Complimentary Coffee & Bagels

10:00 – 11:30 AM / Welcome to Bank Street
Dr. Jon Snyder, Dean of Bank Street College

Keynote Address: J. Ronald Lally, Ed.D.
Early Infant Interactions Build the Foundation for Future Learning

11:30 AM – 12:45 PM / Lunch in the Bank Street cafeteria or neighborhood restaurants

1:00 – 3:15 PM / Wednesday Afternoon Workshops / Choose ONE workshop

11 Keynote Breakout

J. Ronald Lally, Ed.D., Co-Director of the Center for Child and Family Studies at WestEd, San Francisco

This session will provide an opportunity for a more focused dialogue with Dr. Lally. Participants will be able to explore early learning and development issues related to infants and toddlers in more depth.

12 Staff Development Strategies that Promote Collaborative Problem-Solving and Reflective Practice

Jean Mandelbaum, Adjunct Faculty, Bank Street Graduate School of Education, Early Childhood Consultant

The presenter will demonstrate the use of several observational tools and processes. Participants will explore strategies that use classroom observations as the basis for thoughtful analysis, mentoring relationships, and responsive teaching.

13 Including Children with Special Needs in Infant/Toddler Care: Moving from Theory to Practice

Susan Gellert, Private Consultant, Early Childhood/Special Education

In today's infant/toddler programs, more and more children with disabilities are being included with their typically developing peers. This session will cover the philosophy and principles of inclusion for very young children and their families. Then, using case scenarios, we will explore practical strategies for making inclusion work in the real world of day-to-day caregiving routines.



14 Supporting Attachment and Separation in Toddler Programs

Lesley Koplow, Director, Center for Emotionally Responsive Practice, Bank Street College of Education

This workshop focuses participants on the core developmental processes of toddlerhood and on practices in childcare programs that support these developments.

15 A Day with the Babies

Mary Briggs, Director, and Martina Proctor, Assistant Director, Basic Trust Infant and Toddler Center

In this workshop we will discuss how to plan for and implement a responsive day for infants in group care. Some of the issues we examine include primary caregiving, schedules and routines, and communication with parents and coworkers.

16 Block Building with Toddlers

Judi Gentry, Head Teacher, Interim Co-Director of the Bank Street Family Center's Home and Community Based Program

We will look at children's exploration of the material as well as the developmental stages through which children progress as they work toward representational structures. We will discuss the connectedness of block building to social, early language, early math, and problem-solving skills.

17 Stolen Childhoods: Supporting Infants, Toddlers, and Parents Who Have Experienced Early Trauma

Khadijah Muhammad, Director, Early Head Start, Health Federation of Philadelphia

The prevalence of children's exposure to trauma—and in particular, to violence—is extremely high, and the impact is severe particularly for children and families of color living in impoverished urban communities where multiple generations have been negatively affected by violence, abuse, and neglect. We will discuss both the impact of trauma and strategies to help young children “heal” within the classroom environment.

18 Understanding and Supporting Bilingual Language Development in Infants and Toddlers

Carmen Colon, Faculty, Bank Street Graduate School of Education

This presentation will explore key concepts in first- and second-language acquisition of infants and toddlers. Strategies to support second-language development and ways to help children and their families during this process will be discussed.

19 Defining Infant Mental Health and Exploring Its Importance to Early Childhood Programs

Bety Ann Ablon, Infant Mental Health-Endorsed Level IV Mentor

This workshop will explore what comprises infant mental health and how to make sure your program supports the early emotional development in very young children that is crucial to infant mental health.

20 Home Visiting: The Journey

Joyce A. Bennett and Dawn A. Dawson, Early Head Start, Monongalia County Schools, West Virginia

Join veteran home visitors on their journey through the unique challenges and successes of home visiting. Hands-on activities and valuable resources will be exchanged. The joy is in the journey!

3:30 – 4:30 PM / Presentation / Open to all

The Bank Street Family Center: A Model of a Community and of Inclusive Childhood Programs

Mary Ellen Markman, Interim Director, Bank Street Family Center, and Heather Prince-Clarke, Educational Coordinator, Bank Street Family Center

This presentation will include a video and slide presentation and discussion of the inclusive childcare, home, and community settings offered at Bank Street College.



Day Three – Thursday, June 16

8:00 – 9:00 AM / Complimentary Coffee & Bagels

9:00 – 11:15 AM / Choose ONE:

The All-Day Workshop

OR Center Visit (see “Description of Centers”) & PM Workshop

OR AM & PM Workshops

9:00-11:15 AM & 1:00-3:15 All-Day Workshop

Engaging Children with Challenging Developmental Pathways

Carla Poole, Child Development Specialist, Private Practice, Adjunct faculty, East Los Angeles College, and Gil Foley, Associate Professor of School-Clinical Child Psychology, Ferkauf Graduate School of Psychology, Yeshiva University

This all-day workshop will draw on multiple sources, including DIR (Developmental, Individual-Difference, Relationship-Based), sensory integration, and psychodynamic models to deepen our understanding of divergent behaviors, always placing them in a developmental and cultural context. Collective strategizing about potential interventions will be encouraged through discussion of careful observation of video clips of children with mild to pronounced behavior issues.

9:00 – 11:15 AM / Thursday Morning Workshops

21 Follow the Yellow Brick Road: Supporting Families as They Transition Their Child from Early Intervention to the Committee of Preschool Education

Troy Pinkney-Ragsdale, Director, Child Life Program, Bank Street Graduate School of Education

Have you ever wondered how you might better prepare and support your families who are moving from early intervention to preschool? For many families this is a daunting process that can be quite intimidating. This workshop will give you some concrete tools to help families navigate the road, moving them ever closer to being a confident advocate for themselves and their child.

22 Working with Parents in Community Settings

S. Gail Gordon, Adjunct Instructor, Hunter College School of Social Work and Bank Street Graduate School of Education

This workshop will focus on work with parents in childcare and early intervention settings. It will highlight parents’ strengths, their reflective functioning, and their capacity for relationships. We will discuss the challenges in this work.

23 Whatcha Got Cookin’?

Debbie Silver, Director of Professional Development, Child Care Resources of Rockland County

We can, and should, cook with toddlers if we plan simply and in a developmentally appropriate way. Experience toddler cooking activities as you would set them up in your program.

24 Baby Watch

Marjorie Brickley, Faculty, Bank Street Graduate School of Education

While observing two infants (live!) we will discuss development, supporting exploration and play, and how to use our observations in our work with very young children.

25 Don’t Be Afraid of the “A” Word: Assessment as a Tool to Enhance Relationships with Families

Susan Linker, Coordinating Manager, Bellevue Hospital Center; Ruth Carter, Supervising Children’s Counselor, Bellevue Hospital Center

Participate in a discussion of different assessment tools, assessment as a first step toward intervention, and assuaging parents’ fears.

26 Speech and Language Development in Infants and Toddlers

Michelle A. Veyvoda, Speech Language Pathologist, St. Francis de Sales School for the Deaf; Adjunct Instructor, Columbia University Teachers College

This workshop will review typical speech and language development of infants and toddlers, with a focus on identifying signs of language delay. We will also discuss methods and techniques for stimulating speech and language development in the classroom and home environments.

27 Pushes and Pulls of Working with Toddlers

Rachel Theilheimer, Professor, Borough of Manhattan Community College, CUNY

Toddlerhood is a time of challenges and joys for toddlers and the adults who care for and about them. In this session we will consider those challenges and joys and discuss ways that care and education for toddlers can optimize their energy, while taking into account our perspectives as their caregivers.



28 Attachment in the Making: Research and Practical Implications of Attachment During the First Year of Life

Raquel Plotka, Adjunct Faculty, Bank Street Graduate School of Education

This workshop will describe the processes that contribute to the formation of long-lasting emotional relationships during infancy, and the implications these relations have for later development. Current research on the antecedents of attachment patterns, the effectiveness of attachment interventions, and practical considerations will be presented.

11:30 AM – 12:45 PM / Brown Bag Roundtable Peer Discussion Groups

1:00 – 3:15 PM / Thursday Afternoon Workshops

29 Reflective Supervision: What Is It and Why Do It – What It Can Bring to Your Program

Betty Ann Ablon, Infant Mental Health-Endorsed Level IV Mentor

In this interactive workshop, the differences between administrative, clinical, and reflective supervision will be explored. Workshop attendees will have the opportunity to participate in a short reflective activity.

30 Nutrition

Rigmor Spang, MD, Pediatrics Department, Manhattan’s Physician Group

We will discuss the importance of timing, choice, and modes of nutrition in infancy and early childhood to promote lifelong health.

31 Exploring Sensory Activities for Toddlers

Debbie Silver, Director of Professional Development, Child Care Resources of Rockland

Learn how to incorporate developmentally appropriate sensory and art activities into your program. Explore painting, tearing, scrunching, crumbling, squeezing, and sticking. Leave with recipes and lots of ideas to use in your program or when you do a home visit.

32 Mixed Ages and Primary Care

Heather Prince-Clarke, Educational Coordinator, Bank Street Family Center

The Bank Street Family Center has always supported mixed-age groups for infants and toddlers. This model provides a nurturing, caring, and educational environment focused on all children’s development in a setting reminiscent of home. Video and slide presentations demonstrate concrete strategies for making mixed-age groups successful.

33 Making Brain Connections

Michelle Barnea, RN, Early Childhood Consultant

A young child’s brain is primed for making connections. The experiences you provide can set the foundations for a lifetime. Don’t miss out on these critical opportunities! We will see video clips showing the importance of early experiences in the development of the brain.

34 Managing the “S” Word

Ritamarie Giosa, Assistant Dean, Division of Nursing and Allied Health, Gloucester County College

Nurturing children is hard work. Managing stress and taking good care of yourself can be difficult. If you find it challenging to reduce your stress and make time for yourself, join this humorous and interactive session to learn some serious strategies for building and maintaining your physical and emotional reserves.

35 Play with Infants and Toddlers

Marjorie Brickley, Faculty, Bank Street Graduate School of Education

A hands-on look at how and why play is so critical in promoting development, this workshop will include video and play opportunities to facilitate an understanding of materials and play experiences.

36 Moving with Infants and Toddlers Throughout the Child’s Day and Year

Roberta Altman, Faculty, Bank Street Graduate School of Education

This workshop will introduce participants to the basics of movement, how it benefits young children, and how to incorporate a variety of exercises and activities into a program. Participants will come away with a repertoire of movement activities and ideas and how and when to use them throughout the child’s day and year. Please dress comfortably.

37 Exploring the Impact of Loss: How to Support Young Children and Their Families

Sharon Granville, Inpatient Supervisor, The Child Life and Creative Arts Therapy Department, The Mount Sinai Kravis Children’s Hospital

Come explore and learn how loss impacts you and the families in your care. A variety of topics will be included: impact of your own losses, understanding loss from a developmental perspective, ways to support, and the experience of parental illness.

Institute Schedule at a Glance

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1:00 – 3:15 PM Workshops
3:30 – 5:00 PM Presentation:
Martha Alvarez, L.C.S.W.
*Discovering the Power
of Video Feedback
Interventions*

Day Two – Wednesday, June 15

8:30 – 10:00 AM Registration
Complimentary
Coffee & Bagels
10:00 – 11:30 AM Keynote Address:
J. Ronald Lally, Ed.D.
*Early Infant Interactions
Build the Foundation for
Future Learning*
11:30 AM – 12:45 PM Lunch on your own
1:00 – 3:15 PM Workshops
3:30 – 4:30 PM Presentation:
*The Bank Street Family
Center: A Model of a
Community and of
Inclusive Early Childhood
Programs*

Day Three – Thursday, June 16

8:00 – 9:00 AM Complimentary
Coffee & Bagels
9:00 – 11:15 AM All-Day Workshop
OR
AM Workshop
OR
Center Visit
11:30 AM – 12:45 PM Lunch on your own
OR
Brown Bag Roundtable
Peer Discussion Groups
1:00 – 3:15 PM Continuation of
All-Day Workshop
OR
PM Workshop

Housing

Due to the vast number of hotels in New York City, we suggest that you make hotel reservations through the many Internet options available. Feel free to contact Helen Muscato at 732-329-0033 if you have any questions.

Description of the Centers

ONE visit per person on Thursday morning only. Space for visits is limited, so sign up early! We may not be able to accommodate everyone. Groups will be accompanied.

New York Public Library: Children's Center at 42nd Street Come visit the New York Public Library Children's Center at 42nd Street. While there, view one of the Senior Children's Librarians conduct a toddler time for children ages 18-36 months. Limit: 15 visitors.

Bank Street Family Center is an inclusionary center serving diverse families who live or work on the Upper West Side of New York City as well as those who work at Bank Street College. The groups are mixed in age and include children with disabilities. Limit: 8 visitors.

Basic Trust Infant/Toddler Center provides year-round full- and part-time programs with an emphasis on enriched, developmental care and a whole-family focus. Limit: 4 visitors.

Rockefeller University Child and Family Center provides year-round, responsive, full-time care to children 3 months to 4.9 years. The center serves the multinational Rockefeller University community. Limit: 6 visitors.

Rita Gold Early Childhood Center at Teachers College serves children aged 6 weeks to 3 years in the Columbia University affiliated community. It provides supportive early care and education, transdisciplinary training of teachers, and ongoing research. Limit: 6 visitors.



ENHANCE YOUR PROFESSIONAL CAREER / OBTAIN A MASTER'S DEGREE

in the **Infant and Family Development and Early Intervention Program** at Bank Street Graduate School of Education
Program Focus:

- Understanding human growth and development: birth to age three
- Creating a responsive human environment for infants and toddlers
- Valuing diversity
- Forming partnerships with parents and families

Advisement/Field Work: Each student works closely with an advisor in integrating knowledge, goals, insights, and experiences.

The focus is the personal/professional development of each student.

Earn NY State Early Childhood General and Special Education Certification.

For more information contact Sue Carbary, Director, at 212-875-4509 or scarbary@bankstreet.edu

