

HALLIE E. FORD CENTER FOR HEALTHY CHILDREN AND FAMILIES
OREGON PARENTING EDUCATION COLLABORATIVE

OREGON PARENTING EDUCATORS CONFERENCE AND TRAINING INSTITUTE



May 21-22 | 8 a.m.-5 p.m.
LaSells Stewart Center | CH2M HILL Alumni Center



General registration info

Registration fee schedule

May 20	Welcome Reception	3:30-5 p.m.	\$10
May 21	Parenting Educators Conference	8 a.m.-5 p.m.	\$115 by May 7; \$135 after May 7
May 22	Training Institute	8 a.m.-4 p.m.	\$75 if by May 7; \$95 after May 7

The Welcome Reception registration fee includes light refreshments; alcoholic beverages are available for purchase.

Parenting Educators Conference and Training Institute registration fees include a light breakfast, lunch and an afternoon snack.

Special rates and scholarships

Limit one special rate or discount per registration. You must pre-register for Parenting Educators Conference workshops and Training Institute sessions. Space is limited.

STUDENT RATE: Full-time students pay \$65 before May 7.

GROUP RATE: Groups of 10 or more — from the same agency — pay \$105 per person before May 7.

HOME VISITOR RATE: Home visitors pay \$65 before May 7. Sponsored by Maternal Child Health - Maternal Infant and Early Childhood Home Visiting at Oregon Health Authority. To qualify, you must work at least part time each week for a home visiting program in Oregon serving prenatal to 5-year-old children and their families with the primary service delivery method being home visiting.

SCHOLARSHIP RATE: Scholarship recipients pay \$65. Scholarships are limited and on a first-come, first-served basis. They are sponsored by AllCare Health, Oregon Head Start Association, and Greater Oregon Behavioral Health Inc (GOBHI). You must register before May 7 and meet one of the following criteria:

- Be a first-time attendee to the Parenting Educators Conference.
- Work for a program — other than home visiting — that provides parenting education services for underrepresented populations.
- Work for a program — other than home visiting — that provides parenting education services in a rural community under 35,000 in population not adjacent to or part of a metropolitan area.



Questions?

- For more information and to register, visit health.oregonstate.edu/opec.
- For questions about the registration process, call OSU Conference Services at 541-737-9300.
- For all other inquiries, please call OSU Parenting Education at 541-737-1013.

Keynote speaker

ROSS A. THOMPSON is distinguished professor of psychology at the University of California, Davis, where he directs the Social and Emotional Development Lab.

Thompson studies the development of positive social motivation in young children, including prosocial behavior, conscience (moral) development, and emotion understanding. He also writes on the applications of developmental science to practice and policy, including children in poverty, early childhood mental health and early education. He is president of the ZERO TO THREE Board of Directors.



Of note ...

Please note on the following workshop sessions ...

Presenter biographical sketches are listed in order of appearance beginning on page 15. Workshop titles are color coded to denote one of three designations selected by the trainer indicating the learning experience participants can expect:

INTRODUCTORY/AWARENESS: Entry-level training or presenting information for public awareness

INTERMEDIATE: Training that requires application of existing professional knowledge and experience to enhance skills

ADVANCED: In-depth exploration on a topic and/or specialized training for highly skilled professionals

English-to-Spanish simultaneous interpretation service is available for the keynote and featured presentations, as well as select workshops, and is indicated by this icon.



Core knowledge areas

Workshop content is categorized by knowledge categories for both the Oregon Parenting Education Professional Development System and the Oregon Registry.

Parenting Education Core Knowledge Areas (PE CKA)

Core Area 1: Human Growth and Development

Core Area 2: Parent, Child, Family and Community Relationships

Core Area 3: Parenting Education Professional Practice

Oregon Registry Core Knowledge Categories (OR CKC)

Diversity | Health, Safety and Nutrition | Human Growth and Development | Learning Environment and Curriculum | Personal, Professional and Leadership Development | Program Management | Understanding and Guiding Behavior

Sunday, May 20: Reception

3:30-5 p.m. Sunday, May 20 | Hilton Garden Inn Corvallis, University Club Room | \$10

Network and find dinner companions at this casual meet-and-greet with conference guests and local ambassadors. Refreshments will be served. Alcoholic beverages will be available for purchase.

You must pre-register; space is limited.

Monday, May 21: Conference

CHECK-IN AND POSTER PRESENTATIONS

8-8:45 a.m. | LaSells Stewart Center lobby

Coffee, tea and light breakfast refreshments will be served.

Presenters will share posters focused on topics including parenting, parenting education, early childhood education, child development, families and related areas. Posters feature original research that enhances knowledge of the field of parenting education and child development or highlights development or evaluation of programs designed to support children or families. The presenting authors are in bold.

Promoting healthy growth and healthy eating choices among children and families in Oregon with the Food Hero social marketing campaign

The Oregon State University Extension Service Food Hero (FH) social marketing campaign aims to increase fruit and vegetable consumption of low-income Oregonians. FH recipes help families and foodservice sites access and prepare healthy recipes that promote healthy growth and development. FH successfully uses a Kids Tasting Assessment (n=41,607) to assess campaign recipes and broaden their use.

Lauren Tobey, MS; Maureen Quinn; Joyce Senior Angulo, PhD; Elaine Schrupf, MS, Oregon State University

The associations of behavioral engagement and academic self-efficacy in foster youth across time

Utilizing data from the Supporting Siblings in Foster Care (SIBS-FC) study, measures of academic achievement and behavioral engagement in the classroom were examined to further understand this ever present relationship. This study sought to answer the questions: (1) is academic self-efficacy affected by behavioral engagement across time? and (2) is behavioral engagement affected by academic self-efficacy across time?

Jessica Alonso, MS; Brianne H. Kothari, PhD; Lew Bank, PhD, Oregon State University

Developmental consequences of parents' messages about gender to their adolescents: What can parenting educators do?

This poster presents research on how parents transmit messages about gender to their adolescents. Quotes from parent's interviews illustrate how parents communicate and socialize emotion differently based on the parent-child gender constellation. Because this has a profound influence on parenting, we make recommendations to parenting educators on how to incorporate this topic into future workshops.

Jennifer Blodgett; Kelly Davis, PhD; Shauna Tominey, PhD; Susan McHale, Oregon State University

Adolescent immigrant and refugee experiences of translating for their families

More than 1 million immigrants and refugees — many of whom are children and youth — relocate to the U.S. each year. Upon relocation, such families often need translation assistance between their native language and English. Adolescents are regularly asked by their families to step into that role in a phenomenon that researchers call 'language brokering'. This poster shares results from a study of language brokering among immigrant and refugee adolescents in Portland, Oregon.

Svea Olsen; John Geldhof, PhD, Oregon State University

Parental behavior differences between parents of children with autism spectrum disorder and parents of typically developing children; a meta-analysis

This poster is about a meta-analysis examining parental behavior similarities and differences between parents of children with autism spectrum disorder and typically developing children. It will provide synthesized information on what type of parental behavior differs between them and what factors influence parental behaviors of parents of children with and without ASD.

Byungmo Ku, MS; Jodi Stinson; Megan MacDonald, PhD, Oregon State University

Cumulative family resources and children's self-regulation: Where does change occur?

We examined associations between family resources and children's self-regulation at the end of kindergarten. We identified seven cumulative family resources and compiled them into a "CFR index," examples of which include having more than one caregiver in the home, full or part-time employment, high school diploma or GED, and no residential moves during the past five years. Using the CFR index, results revealed the biggest difference in self-regulation scores were between children who had three and four CFRs. These results suggest that possessing at least four family resources may give children an advantage in self-regulation skills during a pivotal transition to schooling.

Alexis Mercurief; Isabella Sciuto; Jessica G. Alonso; Jennifer K. Finders; Megan M. McClelland, PhD, Oregon State University

Live and learn: Evaluating an interactive parent-child approach to parenting education

This project focuses on evaluating how parent-child interactions and child behavior changes as a result of participation in the Live and Learn series (Toddler or Twos age-group), a community based parenting education class. Our hypothesis is that as a result of this 10-week class, we will see an increase in sensitive and responsive parent-child interactions and higher social-emotional competences in young children, compared to the baseline data.

Kelly Longway; Kylee Probert; Anastasia Fitkin; Bridget Hatfield, PhD; Shauna Tominey, PhD, Oregon State University

A description of difficult to place foster youth and their caregivers: Implications for professionals working with foster families

This poster examines characteristics of caregivers of foster youth with behavioral challenges. Descriptive characteristics of caregivers (e.g., age, gender, education, race, relationship to youth, income, hours spent at work) are categorized by severity of child behavior. Characteristics of foster youth (e.g., age, race, gender, number of placements, type of behavior) are also considered.

Kylee Probert; Brianne Kothari, PhD; Shauna Tominey, PhD; Lew Bank, PhD, Oregon State University

A mixed methods approach to evaluating participant engagement and feasibility in an online professional development course

Children who experience trauma (abuse, neglect, exposure to violence, parental substance abuse, etc.) are at-risk for difficulties in school. The Roots of Resilience program aims to support teachers in early care and education programs in their work with children impacted by trauma through an online professional development program. This study examines feasibility and participant engagement in the online course using quantitative and qualitative data.

Hillary Lewis; Kelly Longway; Chad Bulosan; Shannon Lipscomb, PhD; Bridget Hatfield, PhD, Oregon State University

Family-teacher partnerships and child engagement in early care and education

Research suggests the interactions young children have with teachers, peers and tasks in early care and education (ECE) settings support development of social and academic skills. The degree to which families and teachers partner to support children's development may contribute to child engagement. The current study aims to expand our understanding of how families and teachers can work together to promote children's engagement in ECE.

Hillary Lewis; Shannon Lipscomb, PhD.; Bridget Hatfield, PhD; Beth Green, PhD; Roberta Weber, PhD, Oregon State University

OPENING AND WELCOME

8:45-9 a.m. | LaSells Stewart Center | Austin Auditorium



Rick Settersten, endowed director, Hallie E. Ford Center for Healthy Children and Families

Shauna Tominey, assistant professor of practice and parenting education specialist, Oregon State University

KEYNOTE ADDRESS

9-10 a.m. | LaSells Stewart Center | Austin Auditorium

How to think like a baby: Why it matters



Ross A. Thompson, PhD, University of California, Davis

Babies and toddlers do not think like adults do, and understanding how to think like a baby can help us make sense of their reactions and feelings. Guided by a developmental psychologist who is president of the ZERO TO THREE Board of Directors, the first part of this talk builds a bridge between knowledge of the brain's explosive development during the first two years and our everyday experience of babies and toddlers.

SESSION 1 WORKSHOPS

10:15-11:45 a.m. | LaSells Stewart Center and CH2M HILL Alumni Center

When they woke up, they were monkeys: Teaching young children self-regulation

Alexis Tracy, MS, research project coordinator, Oregon State University



In this workshop, participants will learn about research on best practices to promote self-regulation for young children. Participants will learn specific games and strategies to help children practice self-regulation in early childhood settings (classrooms, playgroups, parenting education settings).

PE CKA: Human Growth and Development | OR CKC: Human Growth and Development

Self-care for the caregiver: Creating balance while caring for young children

Aoife Rose Magee, PhD, Parenting Success Network OPEC Hub director, Linn-Benton Community College

Participants will examine common caregiver challenges that create stress and burnout and explore effective strategies to create balance and enjoy a sense of well-being while caring for young children as a parent or practitioner. Participants will learn how to build resilience and leave with a self-care plan. Approved as a Set 2 training in the Oregon Registry.

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Beyond the lecture: Applying the principles of adult learning to parenting groups

Pamela Evanston, program and training manager, Parenting Now!

We think to ourselves: If they just had more information, parents could be so much more effective! Yet, despite how many times we tell parents what to do, their behavior does not change! Why is that? Review the principles of adult learning theory and share your most effective group activities and facilitation strategies.

PE CKA: Parenting Education Professional Practice | OR CKC: Personal, Professional and Leadership Development

Reflective practice techniques to spotlight implicit bias impacting relationship

Sherri Alderman, developmental behavioral pediatrician, Alderman Boreal Consulting LLC

Implicit bias (IB) is universal and ubiquitous. Implicit bias influences our behavior in ways that are often contrary to our declared beliefs and adversely impacts working relationships with others. Implicit biases are also malleable. This workshop will explore the range and mechanisms of IB and identify reflective process strategies that can unveil IB and promote right-left brain integration.

PE CKA: Parenting Education Professional Practice | OR CKC: Diversity

Science throughout your day

Annie Douglass, early childhood education assistant manager; Alison Lowrie, early childhood education coordinator; Ashley Lorentzen, assistant manager of classes and traveling programs; Ashley Jamison, outreach educator, Oregon Museum of Science and Industry

Nervous about science? Let OMSI help! In Science Throughout Your Day, participants will assess their own attitudes toward science and gain resources to identify what it really looks and sounds like when young children are being scientists. We will practice using some of these resources in fun hands-on activities rich in scientific thinking. The workshop will conclude with personal reflection.

PE CKA: Human Growth and Development | OR CKC: Learning Environments and Curriculum

Supporting children and youth impacted by trauma

Catherine Koch, LCSW, children's program manager, Clackamas Women's Services

This training will dive into the impact that trauma, specifically domestic violence and child abuse, has on children, youth and families within our communities. Attendees will learn common signs and symptoms of trauma across developmental stages and build skills to support hope and healing through the promotion of resiliency.

PE CKA: Human Growth and Development | OR CKC: Health, Safety and Nutrition

Marketing to Millennials

Chelsea Hamilton, parenting education coordinator, Clackamas Parenting Together, Clackamas County Children Youth and Families Division

Video games, computers, tablets, smartphones? Millennial parents find themselves more tech-savvy than any previous generation! We as program providers are learning that printing flyers and posting them at community centers isn't always an effective way to reach these families. But what is? This training will look at online as well as other social approaches to reaching the new generation of parents.

PE CKA: Parenting Education Professional Practice | OR CKC: Program Management

Creating Connections: A two-generation approach to improve outcomes

Melissa Gomsrud, family interventionist, licensed professional counselor (LPC), University of Oregon Brain Development Lab; Stephenie Kearney, early childhood education Coordinator, Head Start of Lane County Whiteaker Head Start

Creating Connections is a delivery model developed by Head Start and UO to integrate child self-regulation activities and selected parenting strategies into the classroom to increase consistency between the classroom and the home environment. Participants will learn parent and teacher strategies used to increase preschoolers' attention and self-regulation.

PE CKA: Parenting Education Professional Practice | OR CKC: Understanding and Guiding Behavior

Shifting your lens: Preparing to serve culturally diverse parents

Alonzo Chadwick, black family resource manager; Valarie Pearce, family resource specialist, Black Parent Initiative

This workshop will give you tools and resources on how to connect and engage with families in a more culturally responsive way. Learn how the Black Parent Initiative uses the core principles of the Pyramids of Power (an African centered approach to optimal health) in their parenting education classes to offer an experience that is built around cultural perspectives and needs.

PE CKA: Parenting Education Professional Practice | OR CKC: Diversity

OCDC PODER: Involucrando y empoderando a padres líderes — presentado en español

OCDC PODER: Engaging and empowering parent leaders — presented in Spanish

Lucy Beltran, regional family educator Trainer, Oregon Child Development Coalition; parent panelists Guadalupe Sánchez, Trinidad Peralta, Wendy Gómez, Viry Veladiz, Ana Victoria Plascencia and Casilda Ramirez

Aprender cómo el programa de alfabetización familiar PODER de OCDC, utiliza estrategias para educar, involucrar y empoderar a mujeres latinas y a sus familias. En esta presentación del panel, las mujeres participantes en PODER compartirán las historias de su experiencia de aprendizaje, de su crecimiento personal y de su desarrollo de liderazgo. Los participantes aprenderán estrategias y cultivarán ideas para promover la participación de los padres dentro de sus propias comunidades.

Learn how the OCDC PODER Family Literacy Program uses culturally responsive strategies to educate, engage and empower Latina women and their families. In this panel presentation, the women of PODER will share their stories of learning experiences, personal growth and leadership development. Participants will learn strategies and cultivate ideas to encourage parent engagement within their own communities.

PE CKA: Parent, Child, Family and Community Relationships | OR CKC: Families and Community Systems

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LUNCH, AWARDS CEREMONY AND RESOURCE FAIR

11:45 a.m.-12:45 p.m. | CH2M HILL Alumni Center, Ballroom

Join us for a ceremony during the lunch hour to award certificates to parenting education professionals who have successfully achieved the education, training and professional requirements to receive recognition within the OPEC Recognition System.

There will also be a drawing featuring prizes specifically chosen for professionals working with children and families. All participants are automatically entered but must be present to claim prizes.

The Resource Fair is an opportunity for representatives of statewide programs to share their expertise and answer your questions. Please plan to visit with them during the lunch hour and learn something new!

- **Sherri Alderman**, Act Early Developmental Resources for Parents
- **Ari Wubbold**, Vroom Program to Promote Parent Engagement
- **Annette Leong**, Dental Health Education Opportunities for Families
- **Sue Parrish**, Early Learning Division
- **Ashley Lorentzen and Ashley Jamison**, Oregon Museum of Science and Industry
- **Lauren Tobey and Maureen Quinn**, OSU Extension Food Hero Program

KEYNOTE ADDRESS

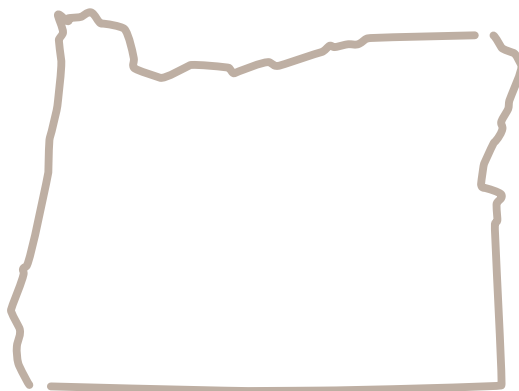
12:45-1:45 p.m. | LaSells Stewart Center, Austin Auditorium

How to think like a baby: Implications and practical strategies



Ross A. Thompson, PhD, University of California, Davis

Babies and toddlers do not think like adults do, and understanding how to think like a baby can help us make sense of their reactions and feelings. In the second part of this talk, we will explore the practical implications for those who work with children from birth to age 5 and their families.



SESSION 2 WORKSHOPS

2-3:30 p.m. | LaSells Stewart Center and CH2M HILL Alumni Center



Self-care for the caregiver: Creating balance while caring for young children

Aoife Rose Magee, PhD, Parenting Success Network OPEC Hub director, Linn-Benton Community College

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PE CKA: Human Growth and Development | OR CKC: Human Growth and Development

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PE CKA: Human Growth and Development | OR CKC: Learning Environments and Curriculum

Engaging with American Indian/Alaska Native students and families for success

Ramona Halcomb, Indian education specialist, Oregon Department of Education

Have you ever wondered how to interact with American Indian/Alaska Native (AI/AN) families without being “offensive?” Are you worried about saying the wrong thing? This interactive workshop will provide guidance on working with AI/AN families from a strength based perspective. Learn how historical and current circumstances may disengage AI/AN families from their child’s school or other community settings.

PE CKA: Parenting Education Professional Practice | OR CKC: Diversity

Sugar shockers: Integrating dental health education into parenting classes

Annette Leong, oral health educator, The Oregon Community Foundation; David Smith PhD, PMP, president and chief strategy and development officer, Influents Innovations

Parenting educators will participate in a sugar-shocker demonstration, learn about the opportunity to integrate a dental health education session into their class series, and screen a recently developed behaviorally based video (30 min.) and smart phone app that demonstrates hands-on parenting techniques for improving children's dental health — and yes, dinosaurs can talk!

PE CKA: Human Growth and Development | OR CKC: Health, Safety and Nutrition

Brain development in infants and toddlers

Tara Gray, education supervisor, Oregon Child Development Coalition

This session outlines key aspects of early brain development and presents major findings from recent research. Topics addressed include the effect of stress on early brain development; the importance of appropriate stimulation; the benefits of nurturing, responsive care in development; and the potential long-term consequences to the child of inappropriate, neglectful or unresponsive care.

PE CKA: Human Growth and Development | OR CKC: Human Growth and Development

Supporting diverse families using emotional intelligence

Svea Olsen, graduate student, Oregon State University

There are more immigrants and refugees in the United States today than ever before. Many are families with children, and all could benefit from additional support. Emotional intelligence can help to foster connections with diverse families such as immigrants and refugees. This workshop provides concrete tools for incorporating emotional intelligence into family workshops and parenting education.

PE CKA: Parenting Education Professional Practice | OR CKC: Human Growth and Development

¡Relaciones y guía de disciplina trabajando juntas! — presentado en español

Relationships and guidance working together! — presented in Spanish

Esther Horta, early childhood education consultant, CCR&R of Multnomah County

En esta capacitación, los participantes podrán analizar cómo las relaciones y la orientación de conducta podrían funcionar juntas cuando se maneja un comportamiento difícil. Compartiremos la importancia de cómo construir relaciones positivas y usarlas como una herramienta para guiar el comportamiento difícil. Exploraremos diferentes maneras de comunicarnos eficazmente con los niños y compartiremos sugerencias sobre cómo hablar con las familias sobre el comportamiento de los niños.

Participants will be able to analyze how relationships and guidance could work together when dealing with difficult behavior. Learn how to build positive relationships and use them as tools when guiding children's behavior. We will explore different ways to communicate effectively with children, how to talk to families about children's behavior and how to support and appreciate individual needs.

PE CKA: Parent, Child, Family and Community Relationships | OR CKC: Understanding and Guiding Behaviors

FEATURED PRESENTATION

3:45-4:45 p.m. | LaSells Stewart Center, Austin Auditorium

Creating compassionate kids: Activities that promote emotional intelligence



Shauna Tominey, PhD, assistant professor of practice and parenting education specialist, Oregon State University

At birth, children only have a handful of ways to express emotions. As children get older, adults play a critical role in teaching children how to express their feelings effectively and recognize feelings in others. Through interactive games, learn about research connecting early relationships and compassion and learn hands-on strategies for teaching children and families emotional intelligence.

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Tuesday, May 22: Training Institute

CHECK-IN AND WELCOME

8-8:30 a.m. | LaSells Stewart Center

Coffee, tea and light breakfast refreshments will be served.

You must pre-register for one of the following in-depth and focused sessions.

Sessions are SIX hours in length, and space is limited. Lunch will be served from 11:45 a.m.-12:45 p.m.

TRAINING SESSIONS

8:30 a.m.-4 p.m. | LaSells Stewart Center



Emotions matter! Applying emotional intelligence to working with children and families

Shauna Tominey, PhD, assistant professor of practice and parenting education specialist, Oregon State University

From anger to joy, sadness to excitement: emotions matter! Children and adults have many emotions. Emotions affect behavior, learning and relationships and serve as a connection across culture, race, gender and class. In this hands-on workshop, learn tools for applying emotional intelligence in culturally responsive ways in community/school/home settings to support families and staff and to foster children's resilience.

Participants will:

1. Learn about research supporting connections between emotions, emotional intelligence and resilience for children and adults.
2. Engage with culturally responsive tools developed to help children and adults practice emotional intelligence through hands-on activities.
3. Discuss how to apply emotional intelligence tools and strategies in professional settings to support staff, families and children.

PE CKA: Human Growth and Development | OR CKC: Human Growth and Development

Introduction to motivational interviewing

Janese Olalde, trainer and child and family therapist, self-employed

This training focuses on the facilitation and implementation of Motivational Interviewing (MI) strategies. This model applies for anyone involved in helping others with positive behavioral changes. The MI process elicits and effects positive change in the lives of people struggling with life choices and personal behavior, affecting their overall health and well-being.

Participants will:

1. Learn about the role of the professional in the process of change.
2. Demonstrate an attitude of respect, warmth, non-judgment, and optimism that change is possible.
3. Complete practice as MI facilitators.

Advanced facilitation for parenting groups

Pamela Evanston, program/training manager, Parenting Now! Leslie Finlay, director of early childhood programs, Relief Nursery Inc.; trainer and curriculum writer, Parenting Now!

When it comes to facilitating parenting groups, it is not enough to have a willing heart, a great curriculum and fun activities. That is just a start! Discover what else it takes to move your groups from good to great. In the process, you may discover that what it takes has been inside of you all along. Join Leslie Finlay and Pamela Evanston in a day of self-reflection, self-assessment, skill development and practice. You will gain renewed enthusiasm for your work and confidence in serving families with diverse needs and backgrounds.

Participants will:

1. Engage in self-reflection and assessment of their foundational knowledge, skills and abilities to gain a deeper sense of their role.
2. Gain confidence in maintaining fidelity while adapting to curriculum and to be responsive to the needs of families being served.
3. Practice facilitating challenging group situations to help restore balance, make meaningful connections and keep groups focused on parenting topics.


PE CKA: Parenting Education Professional Practice | OR CKC: Families and Community Systems



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PRESENTER BIOGRAPHICAL SKETCHES

Poster presenters

Lauren Tobey is an assistant professor of practice and the statewide Food Hero Social Marketing Program coordinator for Oregon State University's Extension Service. Lauren holds an M.S. in Human Nutrition and a B.S. in Dietetics from the University of Illinois at Urbana - Champaign. Her experience includes several years as a nutrition and lactation educator and manager at WIC clinics in San Diego, working as a registered dietitian for the University of Illinois, as an AmeriCorps VISTA for the Oregon Food Bank, and cooking for scientists in Antarctica and athletes and coaches at the Atlanta Olympics.

Jessica Alonso received her Master of Science degree in Human Development and Family Studies in spring 2017 and is currently working on her PhD in the same program at Oregon State University's College of Public Health and Human Sciences. She enjoys working with children through the Kindergarten Readiness Study and Red Light, Purple Light self-regulation intervention while she is being mentored by Professor Megan McClelland. Her research interests include understanding the mechanisms behind the relationship between having a parent who is incarcerated and their child's subsequent academic achievement.

Jennifer Blodgett is a PhD student in the Human Development and Family Studies program at Oregon State University's College of Public Health and Human Sciences. Her research interests focus on family processes, specifically as they relate to parental gender socialization and the development of adolescents' gender role attitudes. She has several years of hands-on experience working with diverse families and children as a crisis advocate. Building on that experience, she is now devoted to conducting research to understand the ways in which all families are impacted by beliefs about gender stereotypes.

Svea Olsen earned her B.A. in psychology from Lewis & Clark College and is a certified ESL teacher. Svea is currently a graduate student in the Human Development and Family Sciences program in Oregon State University's College of Public Health and Human Sciences, where her work explores youth who serve as cultural and linguistic translators for their families. Svea's previous work included developing and teaching ESL classes to immigrants and refugees in Oregon and working at the Yale Center for Emotional Intelligence on a project that promotes social and emotional development in early childhood.

Byungmo Ku is a PhD candidate in Kinesiology focused on adapted physical activity. He received his master's degree from University of Texas at Austin and bachelor's degree from university of Seoul, South Korea. His research interest includes families of children with disabilities and motor skill development in individuals with disabilities.

Alexis Merculief graduated with her B.A. in Psychology from Seattle Pacific University, where she researched self-regulation in children with autism. She is a current graduate research and teaching assistant in the Human Development and Family Studies PhD program in Oregon State University's College of Public Health and Human Sciences, where she studies links between self-regulation and kindergarten readiness under the mentorship of Professor Megan McClelland. She is an Aleut tribal member and previously worked to promote health and well-being in American Indian/Alaska Native children through youth program development and implementation at the Seattle Indian Health Board. Alexis is interested in how social-emotional learning interventions help young children succeed in school. She is especially interested in topics of race, ethnicity and culture and their influence on social-emotional learning in early childhood.

Kelly Longway is a second year master's student in the HDFS PhD program in Oregon State University's College of Public Health and Human Sciences. She is a member of the SEARCH lab and participates in projects about children and families.

Kylee Probert is in her second year of the HDFS M.S. graduate program in Oregon State University's College of Public Health and Human Sciences. She is an active member of the SEARCH lab and SIBS project, both of which pertain to interventions for children and families.

Hillary Lewis is a student on the PhD track in Human Development and Family Studies at Oregon State University's College of Public Health and Human Sciences. She has a master's degree in Counseling and Development, as well as a Master of Arts in Teaching. Before returning to school, Hillary was an elementary school teacher. These experiences shaped her research interests, which include a trauma-informed approach to teaching, emotional intelligence and empathy development, as well as teacher-child relationships and family-teacher partnerships, and their associations with learning and student engagement.

Conference workshop presenters (Session 1)

Alexis Tracy is a research project coordinator at Oregon State University. She received a bachelor's degree in child development from California State University, Chico and a master's degree in Human Development and Family Science from Oregon State University's College of Public Health and Human Sciences. She is interested in how childcare contexts can support the successful development of self-regulatory skills in children with elevated levels of problem behaviors. Additionally, she is interested in working to bridge the parent-home connection gap between early childhood education/educators and parents/parent educators.

Aoife Rose Magee, PhD, earned a doctoral degree in Special Education from the University of Oregon Early Intervention Program. Her research and professional interests have been largely focused on the social-emotional development of young children and how positive parenting and teaching practices may contribute to healthy development, promote resiliency and mediate risk factors. Aoife is an instructor, supervisor, consultant and professional development specialist for students and practitioners.

Pamela Evanston holds a BA in Liberal Arts with an emphasis in Education and Psychology. She has held various positions with Parenting Now! over the last 18 years, including parenting educator, children's program coordinator and project coordinator of the Spanish Adaptation of Make Parenting A Pleasure curriculum. Currently she is the training manager, trainer and program manager for the First Three Years Program. She has been involved in the field of parenting education for more than 20 years.

Sherri Alderman is a developmental behavioral pediatrician, CDC Act Early Ambassador to Oregon, Oregon Help Me Grow Physician Champion, and president of the Oregon Infant Mental Health Association. She is endorsed as Infant Mental Health Mentor, Clinical and Policy and has a master's degree in Public Health. Her special interests include early childhood development, systems of care and reflective supervision. She has made more than 100 presentations and serves on advisory committees, work groups and boards.

Annie Douglass has more than 10 years' experience in informal early education and deeply values science as a tool to empower parents and children. Annie was a co-principal investigator of the NSF-funded National Living Laboratory project, which brings developmental researchers into public spaces to engage families in cutting-edge scientific studies. She now leads all early childhood exhibits and programs at OMSI with a focus on engaging adults with the science of their own children.

Alison Lowrie is an expert at connecting playful science with parents. As OMSI's early childhood education coordinator, Alison is responsible for the ongoing experiment that is the Science Playground, the museum's area for children ages 0-6 and their families. She iterates activities until they work, collaborates with visitors young and old in individualized inquiry, and trains our onsite researchers about working in a museum setting. Through it all she showcases the FUN of science!

Ashley Lorentzen has been working in the informal science education field for more than 10 years. In her current position, Ashley manages OMSI outreach throughout the Northwest and oversees summer day-camp programming. She has been in her role at OMSI for three years and previously spent six years in the education division at the Museum of Science, Boston. Ashley is passionate about making science fun!

Ashley Jamison is an informal science educator extraordinaire, otherwise known as an outreach educator for the Oregon Museum of Science and Industry. Before arriving at her current role, she showed small humans the wonders of the Pacific Northwest as an environmental science educator and also had a stint as a space science educator in the OMSI Planetarium! Ashley loves all kinds of science and is excited about sharing that love with others.

Catherine Koch is an LCSW with 12 years of experience working with children, youth and families in individual and group settings. Her career has focused on serving those impacted by trauma and this has allowed her to work in a variety of settings ranging from schools, residential facilities to community organizations and most recently Camp HOPE Oregon. She is trained in EMDR, Mindfulness, ACEs and TREM and uses these tools within her work to support survivors of trauma.

Chelsea Hamilton has been providing parenting education in Clackamas County since 2007 and has been involved in early learning systems work since 2014. She believes strongly that families and children are constantly changing, providing parents with the perfect opportunity to continually be learning. Chelsea is a graduate of the University of Oregon with a degree in Sociology. She is trained in a variety of parenting curricula, including PIO, Incredible Years and MPAP.

Melissa Gomsrud, MA, LPC, NCC, supports Head Start of Lane County families and teachers using a curriculum that offers evidence-based strategies designed to establish consistent and predictable home and school environments for preschoolers and increase children's attention and focus. The parenting and classroom curriculums mirror one another and focus on age-appropriate communication, effective discipline and an overall reduction in family stress. Melissa also maintains a private practice.

Stephenie Kearney earned her B.A. from Southern Oregon University. She currently works as an early childhood education coordinator with Head Start of Lane County. Stephenie has been both a Head Start parent and teacher. She brings the gift of personal experience to her role supporting Head Start teachers, students and families through coaching, mentoring and technical assistance.

Alonzo Chadwick started out as an outreach specialist/family advocate at the Black Parent Initiative. He is now the Black Family Resource Center manager. He has worked with families, schools, other community organizations and staff to create safe and culturally relevant and specific spaces for families. Alonzo has worked closely with families helping them navigate through systems and structures to help them achieve success. BPI's Motto is "Successful Parents means Successful Children."

Valarie Pearce is an author and educational activist with a passion to impact/change the educational landscape of literacy, advocacy and the social well-being of families. She serves as the family resource specialist for Black Parent Initiative, where she develops course curriculum and training materials for Parent University's black parents. She develops and facilitates district educator and administrator workshops dealing with Parent Educational Philosophies, Parenting Models.

Nacida en la Ciudad de México, **Lucy Beltrán** se ha desempeñado como educadora de padres por más de 18 años con la comunidad Latina de Oregón, donde ha vivido por más de 20 años. En los últimos 15 años se ha desempeñado como facilitadora y entrenadora regional del currículo Abriendo Puertas en OCDC y ha impartido talleres en conferencias a nivel Nacional e Internacional para Head Start y otras organizaciones. Cuenta con amplia experiencia facilitando grupos de apoyo para víctimas de VD.

Born in Mexico City, **Lucy Beltrán** has served as a parent educator for more than 18 years with the Latino community in Oregon, where she has lived for more than 20 years. In the last 15 years, she has served as a facilitator and regional coach of the Abriendo Puertas curriculum at OCDC and has given workshops at national and international conferences for Head Start and other organizations. She has extensive experience facilitating support groups for victims of domestic violence.



Panelistas del grupo de padres

Parent panelists

Mi nombre es **Guadalupe Sánchez** y nací en Morelia Michoacán, México. Mis padres me trajeron al estado de Oregón cuando tenía 16 años. Asistí a Forest Grove H.S. y tuve la oportunidad de asistir a PCC por 1 año. En el año 2008 me casé y soy madre de 4. El ser madre ha sido uno de mis más grandes logros y desafíos al mismo tiempo, mi deseo de ser una buena madre me ha hecho que cada día quiera aprender más, en el año 2012 me uní al grupo de OCDC/PODER y creo que ha sido una de las mejores decisiones que pude tomar, en el transcurso de estos 6 años me ha dado la oportunidad de asistir y tomar entrenamientos como Abriendo Puertas, Salud mental en los adolescentes y en los adultos por mencionar algunos. Además he participado en otros talleres para padres para aprender diferentes tipos de cómo dar una disciplina positiva en casa y reconocer la importancia de involucrarme en las actividades escolares de nuestros hijos.

My name is **Guadalupe Sánchez**, and I was born in Morelia Michoacán, Mexico. My parents brought me to Oregon when I was 16 years old. I attended Forest Grove high school and had the opportunity to attend PCC for one year. In 2008, I got married and I am a mother of four. Being a mother has been one of my greatest achievements and challenges. At the same time, my desire to be a good mother has made me want to learn more every day. In 2012, I joined the OCDC/PODER group, and I think it has been one of the best decisions I've made. In the course of these six years, I had the opportunity to attend and take trainings such as Abriendo Puertas, Mental Health for adolescents and adults to name a few. I have also participated in other workshops for parents to learn different types of positive discipline at home and recognize the importance of getting involved in our children's school activities.

Mi nombre es **Trinidad Peralta**, Mexicana de la ciudad de las palmeras Colima, tengo 14 años en USA. Mi pequeña familia se compone de mi esposo y mis dos hermosas hijas, nos encanta hacer actividades al aire libre compartiendo el amor por la naturaleza. Trabajo casi todo el año en una escuelita de educación temprana. Tengo 11 años en el programa de OCDC/PODER, pensarán que son muchos años pero para mí es muy importante. Antes de pertenecer PODER yo me sentía sola y desorientada en este país, no sabía por dónde empezar. PODER me dio un espacio en donde me podía sentir en familia, una red de apoyo entre compañeras, información de diferentes temas de la comunidad, me oriento en el desarrollo de mi hijas, también en la familia, recetas saludables, clases de inglés, liderazgo con la oportunidad de hacer actividades en la comunidad. Cada año aprendo cosas nuevas, mis niñas han crecido en PODER mi esposo aprende por lo que le comparto, y yo como madre, esposa y mujer me siento segura y con más iniciativa.

My name is **Trinidad Peralta**, and I'm Mexican from the city of Palmeras Colima. I have lived for the past 14 years in the USA. My little family consists of my husband and my two beautiful daughters, and we love doing outdoor activities sharing the love of nature. For the past year, I have been working in an early childhood school. I have attended the OCDC/PODER program for the last 11 years. Many of you think this is many years, but for me it is very important. Before belonging to PODER I felt lonely and disoriented in this country, and I did not know where to start. PODER gave me a space where I could feel I belong to a family, a network of support among my peers, and receive information on different topics of the community. I am guided in the development of my daughters, also in the family, healthy recipes, English classes and leadership with the opportunity to do activities in the community. Every year I learn new things, my girls have grown up in PODER, my husband learns from what I share with him, and I as a mother, wife and woman I feel secure and with more initiative.

Hola mi nombre es **Wendy Gómez** soy nacida en Santa Clara California pero criada en Guadalajara Jalisco estoy casada tengo 2 niños que son mi motor para continuar día con día tengo 5 años en Oregón y tengo 4 años en OCDC/PODER para mí es como mi familia. Al ingresar a este excelente grupo mi vida cambio al poder tener liderazgo en la comunidad, tener un mejor trabajo y aprender lo más importante que es apoyar a mis hijos en su crecimiento. Yo trabajaba en un vivero y con el apoyo y motivación que encontré en el grupo de PODER, me anime a estudiar y el día de hoy tomo clases de inglés, termine mi CDA para trabajar con niños de 0 a 3 años y estoy por a completar el CDA para preescolares. Trabajo de maestra en un salón de preescolar. Cuando descubrí PODER ya no tuve miedo a estar sola con mi pequeña familia en este país ya que al estar con mis compañeras en las diferentes clases que nos ofrece PODER me siento como en casa.

Hello my name is **Wendy Gómez**, and I was born in Santa Clara, California, but raised in Guadalajara Jalisco. I am married and I have two children who are my motor to continue day to day. For the past five years I have lived in Oregon, and I have four years in OCDC/PODER. For me, they are like family. When I joined this excellent group, my life changed to being able to have leadership in my community, to have a better job and to learn the most important thing that is to support my children in their growth. I used to work in a nursery, and with the support and motivation of the PODER group I was encouraged to study and today take English classes. I finished with my CDA to work with children from 0-3 years, and I am about to complete the CDA for preschoolers. I work as a teacher in a preschool classroom. When I discovered PODER, I was not afraid to be alone with my little family in this country because being with my classmates in the different classes offered by PODER makes me feel at home.

Hola mi nombre es **Viry Veladiz**, nací en Orange County, California. Soy hija de padres migrantes. Tengo tres hijos, dos niños y una niña. Me encanta pasar tiempo con mi esposo e hijos. En mi tiempo libre cuando mis hijos están en escuela, me gusta estar de voluntaria en las escuela donde van ellos para ayudar a los niños y a las maestras en lo que necesiten. Me gusta aprender cosas nuevas. Tengo dos años en el programa OCDC/PODER y mi experiencia en el grupo ha sido única porque he aprendido muchas cosas, por ejemplo, como trabajar con mis niños en diferentes temas. Durante estos dos años que estado en PODER he aprendido a socializar, me ha ayudado a ser una mejor mamá. Espero seguir en el programa por mucho tiempo para seguir aprendiendo de las oportunidades que nos ofrece.

Hi my name is **Viry Veladiz**, and I was born in Orange County, California. I am the daughter of migrant parents. I have three children, two boys and a girl. I love spending time with my husband and children. In my free time when my children are in school, I like to volunteer in my children's school to help other children and the teachers in whatever they need. I like to learn new things. I have two years in the OCDC/PODER program, and my experience in the group has been unique because I have learned many things, for example, how to work with my children on different topics. During these two years that I have been in PODER I have learned to socialize, and it has helped me to be a better mom. I hope to continue in the program for a long time to continue learning from all the different opportunities it offers us.

Mi nombre es **Ana Victoria Plascencia**. Nací en Guadalajara Jalisco, México y pertenezco a una familia de 10 hermanos. Tengo un hijo de nueve años. Soy ama de casa y me encanta hacer pasteles y postres. Me gusta ver videos de comidas, pasteles y postres para obtener más ideas sobre cómo prepararlos. También me gusta pasar tiempo con mi hijo haciendo diferentes actividades y en mi tiempo libre me gusta ser voluntaria en la escuela de mi hijo para ayudar a maestros y niños que lo necesiten. He estado en el programa de OCDC/PODER por 7 años. Es un programa muy bueno, me encanta y especialmente la convivencia que existe entre todas. La parte que más me gusta del programa es ILA (Interacción entre padres e hijo) donde he aprendido a seguir el interés de mi hijo.

My name is **Ana Victoria Plascencia**. I was born in Guadalajara Jalisco, Mexico, and I belong to a family of 10 brothers. I have a 9-year-old son. I am a housewife and I love making cakes and desserts. I like to watch videos on how to make meals, cakes and desserts to get more ideas on how to prepare them. I also enjoy spending time with my son doing different activities, and in my free time I like to volunteer at my son's school to help teachers and children who need it. I have been in the OCDC/PODER program for seven years. It is a very good program; I love it and especially the coexistence that exists between all of us in the group. The part I like most about the program is ILA (Interaction between parent and child), where I have learned to follow my son's interests.

Mi nombre es **Casilda Ramirez**, y soy del estado de Oaxaca, México. En mi familia somos un total de ocho. Seis hermanos y dos mujeres incluyéndome a mí. Tengo tres hijos, mi hija de dieciséis años, mi hijo de nueve años y mi pequeña de siete años. En mi tiempo libre me gusta leer, caminar después de trabajar o simplemente ir a Zumba con mi hija la mayor. Yo empecé en el programa de OCDC/PODER en el año 2002, por causas personales me tuve que ausentar un tiempo y regresé hace dos años. El asistir al programa me da la oportunidad de encontrar un espacio para mí y aprender estrategias para poder apoyar a mis hijos en su educación entre muchas otras cosas.

My name is **Casilda Ramirez**, and I am from the state of Oaxaca, Mexico. In my family we are a total of eight, six brothers and two women. I have three children, my 16-year-old daughter, my 9-year-old son and my 7-year-old daughter. In my spare time I like to read, walk after work or just go to Zumba classes with my oldest daughter. I started in the OCDC/PODER program in 2002. For personal reasons I had to leave the program for some time, and I returned two years ago. Attending the program has given me the opportunity to find a space for me and to learn strategies to support my children in their education among many other things.

Conference workshop presenters (Session 2)

See bios under Session 1

Aoife Rose Magee, PhD

Alexis Tracy

Pamela Evanston, BA

Sherri Alderman

Annie Douglass

Alison Lowrie

Ashley Lorentzen

Ashley Jamison

Ramona Halcomb is an enrolled citizen of the Confederated Tribes of the Umatilla Indian Reservation. She has 25 years of experience in education and a master's degree from the University of Washington. She's currently serving as the Oregon Department of Education Indian education specialist. She works closely with state education agencies, Oregon's nine federally recognized tribes and native communities and organizations in an effort to close the opportunity gap for American Indian/Alaska Native students.

Annette Leong has provided oral health education sessions through OPEC parenting classes for the past three years. She partnered with researchers at The Oregon Research Institute and Influents Innovations to develop a recently funded NIH feasibility SBIR grant, which will make available behaviorally based media to parenting education classes across the state.

David Smith is president and chief strategy and development officer at Influents Innovations. He is a cognitive scientist with interests in digital health, data literacy and innovation. He has more than 20 years of experience as a strategist working at the intersection of technology, human behavior and business innovation at HP, Philips and several small businesses. At Influents Innovations, one of his goals is to ensure that behavioral health innovations become an integral part of the emerging digital health ecosystem.

Tara Gray has worked in Head Start for the past three and one-half years and has a total of eight years of work experience in Early Childhood Education. Tara has a Master of Arts in Education degree. Additionally, Tara served as a staff representative on the Oregon Head Start Association Executive Leadership Board for one year, as well as the Region X Head Start Association Board. She is a community trainer with ORO and a Program for Infant/Toddler Care certified trainer.

Svea Olsen (see bio under poster presenters)

Esther Horta es la coordinadora de la red española para el programa SPARK en el CCR & C del Condado de Multnomah y consultora de educación infantil temprana-español bilingüe. Se graduó de Warner Pacific College, donde recibió un BA en Desarrollo humano. Antes de trabajar para CCR & R, trabajó en Head Start y Early Head Start durante ocho años. La mayor parte de su experiencia profesional se basa en trabajar en el aula. Actualmente es un entrenador maestro y presentador profesional.

Esther Horta is the Spanish Network Coordinator for the SPARK program at the CCR&C of Multnomah County and Early Childhood Education Consultant-Bilingual Spanish. She is a graduate of Warner Pacific College, where she received a BA in Human Development. Before working for the CCR&R, she worked in Head Start and Early Head Start for eight years. Most of her professional experience lays on the foundations of working in classroom settings. She is currently a master trainer and professional presenter.

Training Institute presenters

Shauna Tominey, PhD, is an assistant professor of practice and parenting education specialist at Oregon State University. She is the principal investigator for the Oregon Parenting Education Collaborative and the former director of early childhood programming/teacher education at the Yale Center for Emotional Intelligence. As a former practitioner, Shauna blends research and practice to develop and test programs that promote self-regulation and social and emotional skills for children and adults.

Janese Olalde, M.Ed, MAC, CADC II, CGAC II, has more than 25 years of experience in the addiction and education fields. Previously Janese taught at community colleges in Salem, Roseburg and Eugene. Currently, she is the coordinator for the Latino Advisory Committee for Oregon's Problem Gambling Services. She has provided trainings for addiction counselors, and therapy to individuals and their families at Relief Nursery in Eugene and in her private practice. She has been providing motivational interviewing trainings for the last 10 years.

Leslie Finlay holds a master's degree in Early Intervention and has more than 20 years of experience in prevention, intervention, curriculum development and training. At Parenting Now! Leslie has functioned as a parenting educator, grant coordinator, program manager, writer and trainer. She has recently been the interventionist and curriculum writer for two NIH randomized control trial studies investigating the effectiveness of parenting education programs for incarcerated mothers and parents of preschoolers with developmental delay. She is currently the director of early childhood programs at Relief Nursery Inc. and is the mother of two delightful daughters.

Pamela Evanston holds a BA in Liberal Arts with an emphasis in Education and Psychology. She has held various positions with Parenting Now! over the last 18 years, including parenting educator, children's program coordinator and project coordinator of the Spanish Adaptation of Make Parenting A Pleasure curriculum. She is currently the training manager, trainer and program manager for the First Three Years Program. She has been involved in the field of parenting education for more than 20 years.





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