

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

2019 OREGON PARENTING EDUCATORS CONFERENCE AND TRAINING INSTITUTE



MAY 19-20 | 8 A.M.-5 P.M.

LaSells Stewart Center and CH2M HILL
Alumni Center, Oregon State University

THANK YOU TO OUR GENEREROUS SPONSORS



Health Share of Oregon



Maternal Child Health – Maternal Infant
and Early Childhood Home Visiting of
Oregon Health Authority

THIS YEAR'S SPEAKERS

KEYNOTE SPEAKER

Ann S. Masten, PhD, LP

Regents Professor and Irving B. Harris Professor of Child Development at the University of Minnesota, Twin Cities.

Ann studies resilience in human development, particularly in the context of poverty, homelessness, war, disaster and migration. Ann is a past president of the Society for Research in Child Development, recipient of numerous honors and author of more than 200 publications, including the 2014 book, "Ordinary Magic: Resilience in Development."



FEATURED SPEAKER

Charlene Alexander, PhD

Charlene came to Oregon State University from Ball State University, where she served as the Associate Provost for Diversity and Interim Associate Vice President for Community Engagement since 2013. She received her undergraduate degree in psychology from Creighton University, earned her master's degree in counseling and guidance from Creighton University, and completed her doctorate in counseling psychology from the University of Nebraska-Lincoln.

REGISTRATION FEE SCHEDULE

MAY 19	TRAINING INSTITUTE 8 A.M.-4 P.M. Up to 6 hours of training hours	\$75 if registered by May 6 \$95 if registered after May 6
MAY 19	WELCOME RECEPTION 4-5:30 P.M.	\$10
MAY 20	CONFERENCE 8 A.M.-5 P.M. Up to 6 hours of training hours	\$115 if registered by May 6 \$135 if registered after May 6

Welcome reception registration fee includes light refreshments; alcoholic beverages are available for purchase. Conference and Training Institute registration fees includes light breakfast, lunch and afternoon snack.

SPECIAL RATES AND SCHOLARSHIPS

Limit one discount code per registration.

Student rate

Full-time students pay \$65 before May 6

Group rate:

Groups of 10 or more pay \$105 per person before May 6

Home visitor rate

\$65 before May 6

Sponsored by Maternal Child Health – Maternal Infant and Early Childhood Home Visiting at Oregon Health Authority

- 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; a limited number is available on a first-come basis.

Sponsored by Yamhill Community Care, Umpqua Health, AllCare Health, Samaritan Health Services and Health Share of Oregon

Must register before May 6 and meet one of the following eligibility criteria:

- Individual is a first-time attendee to the Parenting Educators conference.
- Individual works for a program (other than home visiting) that provides parenting education services for underrepresented populations.
- Individual works 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.

For event information and to register, visit [**health.oregonstate.edu/opez**](http://health.oregonstate.edu/opez).

Must pre-register for conference workshop and Training Institute Sessions. Space is limited.

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.

OF NOTE...

CONFERENCE SCHEDULE	Training Institute	PG. 6-8
	Oregon Parenting Educators Conference	PG. 9-18
	Presenter biographical sketches (listed in alphabetical order by session)	PG. 19-26

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 indicated by this icon.

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
- Family and Community Systems
- Health, Safety and Nutrition
- Human Growth and Development
- Learning Environments and Curriculum
- Personal, Professional and Leadership Development
- Program Management
- Understanding and Guiding Behavior

SUNDAY MAY 19: TRAINING INSTITUTE

CHECK-IN AND WELCOME

**8-8:30 A.M. | LaSells Stewart Center,
Austin Auditorium**

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

ADVANCED FACILITATION FOR PARENTING GROUPS

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 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. Approved as a Set 2 training in the Oregon Registry. *This training is designed for parenting educators with prior experience facilitating at least two parenting education series.*

Participants will:

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

Level: **Advanced**

PE CKA: Parenting Education Professional Practice

OR CKC: Personal, Professional and Leadership Development

Leslie Finlay, Director of Early Childhood Programs, Relief Nursery Inc. and trainer and curriculum writer, Parenting Now!; and **Pamela Evanston**, Director of Training, Parenting Now!

EXPLORING REFLECTIVE PROCESS STANDARDS AND BENEFITS FOR HOME VISITORS AND SUPERVISORS

This interactive training will explore the benefits of the reflective process (RP) for both home visitors and home visiting supervisors. Participants will engage in small group discussion and review video clips of reflective supervision/consultation (RS/C) sessions to examine elements of reflective supervision. The training will provide guidance and tools for self-assessment and explore “readiness for change.” Participants will also have an opportunity to create a self-identified action plan. Approved as a Set 2 training in the Oregon Registry.

Participants will:

1. Deepen their understanding of important characteristics of the reflective process and reflective supervision.
2. Cultivate a deeper analytical perspective on what reflective supervision is and is not.
3. Build knowledge of the Reflective Supervision: A Guide from Region X to Enhance Reflective Practice among Home Visiting Programs.
4. Explore potential challenges and suggested problem-solving approaches to implementation of reflective supervision.
5. Explore the process of self-assessment and readiness for change, and formulate a professional action plan.

Level: **Intermediate**

PE CKA: Parenting Education Professional Practice

OR CKC: Personal, Professional and Leadership Development and Program Management

Sherri Alderman, MD, MPH, IMHM-E, FAAP developmental behavioral pediatrician, Alderman Boreal Consulting LLC, and **Grace Parson**, Counselor

PAUSING FOR RESILIENCE: STRENGTHENING THE CAPACITY TO THRIVE IN THE FAMILY SUPPORT FIELD



This workshop will explore the idea of strengthening resilience through free, quick and easy ways to build positive energy reserves throughout the work day, so the bumps in the road don't feel so big. We will explore research on change, what makes change difficult and how to successfully create new supportive habits. Through real-life examples, group discussions, experiential activities, research exploration and reflection, participants will walk away with increased motivation and practical tools to help prioritize and implement wellness strategies that increase resilience.

Participants will:

1. Practice research-based resilience strategies that can be done throughout the work day.
2. Understand the components involved in creating a new healthy lifestyle habit.
3. Develop an individualized, practical resilience plan.

Level: **Introductory/Awareness**

PE CKA: Parenting Education Professional Practice

OR CKC: Personal, Professional and Leadership Development

Satya Kline, Med, Consultant and Trainer, Cultivating Connection Inc.

UNDERSTANDING AND NURTURING RESILIENCE WITH CHILDREN AND FAMILIES

This training is presented in two, three-hour sessions.

Part I: Resilience: The Biology of Stress and The Science of Hope

In the first part of the training, we will screen the film “Resilience: The Biology of Stress and the Science of Hope” (60 minutes), then explore how childhood adversity affects health across a lifetime. Participants will engage in discussion and hands-on activities to consider how knowledge of ACEs and resilience can be used to support children, families and professionals.

Participants will:

1. Learn about the science of ACEs and resilience.
2. Reflect on the prevalence of ACEs, how ACEs impact health and behavior, and how knowledge of ACEs can be used to shape trauma-informed programs.
3. Gain ideas for activities they can use in parenting education, early learning and social service settings.

Level: **Introductory/Awareness**

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

Part II: Using a Trauma Lens to Nurture Resilience with Children and Families

In the second part, we will examine trauma, resilience and how trauma affects children and families. Learn practical strategies for reflection and application to nurture resilience in ourselves and in those we serve. Through large group and small group discussions, interactive activities and self-reflection, you will leave with knowledge, tools and perspectives to nurture resilience.

Participants will:

1. Examine sources of trauma and resilience

in human development.

2. Apply a trauma lens to interpret child and adult behavior.
3. Plan and practice nurturing our own resilience to foster resilience in others.

Level: **Intermediate**

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

Shauna Tominey, PhD, Assistant Professor of Practice and Parenting Education Specialist, Oregon State University; **Nadia King**, undergraduate student, Oregon State University; **Shannon Lipscomb**, PhD, Associate Professor and Program Lead for Human Development and Family Sciences, Oregon State University-Cascades; and **Hillary Lewis**, MS, doctoral student, Oregon State University

WELCOME RECEPTION

4-5:30 P.M., SUNDAY MAY 19

Hilton Garden Inn Corvallis, University Club Room, Cost: \$10

A casual meet-and-greet to connect conference guests with local ambassadors for the purpose of networking and finding dinner companions. Refreshments will be served; alcoholic beverages are available for purchase. Must pre-register; space is limited.

MONDAY MAY 20: OREGON PARENTING EDUCATORS 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.**

ACES AND PARENTING EDUCATION WITHIN OREGON'S HEALTH CARE SYSTEM

Adverse Childhood Experiences (ACEs) have been shown to impact health outcomes across a lifetime. If ACEs are identified, protective factors can be offered. This research focuses on how healthcare providers in Oregon are using ACEs science and the support of parenting education to inform their practice, educate parents and help connect families with resources to enhance their resilience.

Nadia King, *Shauna Tominey*, PhD, Oregon State University

CHILDHOOD EXPERIENCES AND FAMILY- TEACHER RELATIONSHIPS IN EARLY CARE AND EDUCATION

The adversity a child experiences can impact early developmental outcomes. Early care and education (ECE) programs are increasingly being looked to as a support for children and their families facing adversity. One way is through strong family-teacher relationships. This study examines correlations between child's adversity, family-teacher relationships and ECE type of care.

Hillary Lewis, MS, MAT; *Shannon Lipscomb*, PhD; *Bridget Hatfield*, PhD, Oregon State University

HOW HOUSING CAN MAKE A DIFFERENCE FOR CHILD AND FAMILY OUTCOMES

This poster provides an overview of the Oregon Family Impact Seminar Series and offers a synopsis of the most recent session, which identified how housing and housing policy can make a difference in children's outcomes. We present research that describes how four dimensions of housing: affordability, quality, location and stability are a foundation for child development and family well-being.

Brenda Barrett-Rivera, MS, and **Corine P. Tyler**, MS; *Richard Settersten*, PhD, Oregon State University

LANGUAGE BROKERING EXPERIENCES OF ADOLESCENT IMMIGRANTS AND REFUGEES

More than 1 million immigrants and refugees relocate to the United States each year. Upon relocation, families often need translation assistance between their native language and English. Adolescents are often asked to take on that role in what researchers call ‘language brokering.’ This poster shares results from a study exploring the prevalence, frequency and sentiments associated with language brokering among immigrant and refugee adolescents in Portland, Oregon.

Svea Olsen; John Geldhof, PhD, Oregon State University

QUALITY RATING AND IMPROVEMENT SYSTEMS: EXPLORING QRIS STRUCTURES FOR SUPPORT OF INCLUSION AND DIVERSITY IN HOME-BASED CHILD CARE SETTINGS

A majority of states have implemented Quality Rating and Improvement Systems (QRIS) designed to monitor and improve quality in child care environments. Of the estimated 25 percent of children under 5 in care, almost half are from ethnic backgrounds other than European American, and some speak a home language other than English. This poster looks at QRIS across the United States, including Oregon, and examines how supports for inclusion and diversity are structured within child care quality ratings.

Adrienne J.L. Henry, Oregon State University

RESEARCH IN THE FIELD OF HUMAN AND CHILD DEVELOPMENT: STUDENTS’ PERSPECTIVE

A description of the type of research that can be done within the field of child development. Observation of parent-child interactions and how a child conducts themselves when presented with surprising circumstances can give us insight into what a child is thinking and, when that information is

objectively coded and stored, can be utilized for developing methods and theories to encourage growth.

Anna Philips and Sarah Blum, Oregon State University

SEXUAL ORIENTATION, GENDER AND MENTAL HEALTH: WHAT ARE OREGON TEENS TELLING US?

As adults working to improve the well-being of youth, we want to know where to focus our attention and energy. One answer: sexual minority youth in Oregon, especially girls, are reporting much lower levels of emotional and mental health than their peers: 2 (“Fair”) on a 5-point scale where 5 is “Excellent.” This alarmingly low level of well-being may be related to the challenge of developing a positive, coherent identity — a key developmental task of adolescence.

Linda Fenske, Oregon State University

STRATEGIES FOR INCREASING MENTAL HEALTH LITERACY IN PARENTS AND EDUCATORS

With the rise in diagnosis of school-aged children with mental health disorders, it is increasingly important for parents and teachers to have access to specific and accurate information regarding mental health in this population. This presentation highlights research-based strategies designed to address mental health disorders in adolescents. By using these strategies it is possible to address gaps in knowledge and skill possessed by parents and educators with the hope of moving toward higher mental health awareness and literacy in schools and at home.

Colleen Walsh MS Ed, QMHP, CADC 1; *Maria Peterson-Ahmad* PhD; *Katrina Hovey* PhD, Oregon State University

UNDERSTANDING THE RISKS IN ORDER TO PROMOTE RESILIENCE FOR CHILDREN WITH INCARCERATED PARENTS

Research was completed on available literature on the topic of parent incarceration in order to more fully understand the possible risks children with incarcerated parents may face. Current interventions were also reviewed in order to draw conclusions regarding what types of programs may be more effective for these children and how communities, caregivers and practitioners may be of assistance.

Jessica A. Dahlgren, MS; *Ami Hawley*; and *Megan M. McClelland*, PhD, Oregon State University

USING MEDIA TO INCREASE PARENT PARTICIPATION BEHAVIOR IN PARENTING EDUCATION SESSIONS

Uses program planning processes to understand parent participation behavior and proposes potential campaign channels and messages that will help address barriers to participation and increase OPEC branding.

Andrea Lengel, Oregon State University *Melanie Landon-Hays* PhD, Western Oregon University



OPENING AND WELCOME

8:45-9 A.M., LaSells Stewart Center, Austin Auditorium

Megan McClelland, Katherine E. Smith Healthy Children and Families Professor, Hallie E. Ford Center for Healthy Children and Families Director, College of Public Health and Human Sciences, Oregon State University



Shauna Tominey, Assistant Professor of Practice and Parenting Education Specialist, Oregon State University

KEYNOTE ADDRESS

9-10 A.M., LaSells Stewart Center, Austin Auditorium

ORDINARY MAGIC: RESILIENCE IN DEVELOPMENT

Ann Masten PhD, Professor, University of Minnesota, Twin Cities



Ann will highlight findings from decades of development research on resilience illuminating how children adapt successfully to trauma and challenges, including studies of poverty, homelessness, disaster, war, violence and other adverse childhood experiences. Ann will define resilience from a developmental systems perspective, discussing the power of “ordinary magic,” the most important promote and protective processes implicated by this research. Links of child resilience to family, school and community resilience will be delineated, and she will describe new horizons of research on neurobiological and cultural processes in resilience.

SESSION 1 WORKSHOPS

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

A DISCUSSION ON CULTURAL COMPETENCE AND DEVELOPING RACIAL EQUITY

Tracy Collins, EdD, Advanced Early Learning Trainer, ESD 112; and *Alisa Gierloff*, Training Specialist, ESD 112

In this workshop, we will create a respectful space for participants to engage in self-reflection and small group discussion on topics of cultural competence and race equity. Participants will have the opportunity to heighten their own level of understanding of cultural influences and issues around race equity and to apply this understanding to their personal and professional work.

Level: [Introductory/Awareness](#)

PE CKA: Parenting Education Professional Practice

OR CKC: Diversity

BEYOND THE LECTURE: APPLYING THE PRINCIPLES OF ADULT LEARNING TO PARENTING GROUPS

Pamela Evanston, Director of Training, 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.

Level: [Intermediate](#)

PE CKA: Parenting Education Professional Practice

OR CKC: Personal, Professional and Leadership Development

CONVERSATIONS TO CREATE COMPASSIONATE KIDS



Shauna Tominey, PhD, Assistant Professor of Practice and Parenting Education Specialist, Oregon State University

Learn strategies for having compassionate conversations with children about what makes us who we are (race, gender), tackling challenges (peer pressure, divorce, stress), and showing compassion (recognizing privilege, being a helper). Hands-on activities highlight how adults can use conversations to foster self-esteem, resilience and empathy: the building blocks for a more compassionate world.

Level: [Introductory/Awareness](#)

PE CKA: Parent, Child, Family and Community Relationships

OR CKC: Families and Community Systems

ETAPAS DEL DESARROLLO INFANTIL - PRESENTADO EN ESPAÑOL

Stages of Child Development – presented in Spanish

Esther Horta, Bilingual ECE Consultant, CCR&R-SDA 2, Mt. Hood Community College

Los participantes examinarán los componentes y etapas del desarrollo infantil. Discutiremos cómo el desarrollo está influenciado por la herencia, el medio ambiente y la interacción entre los dos. Analizaremos y compartiremos cómo observar cada etapa para así poder examinar secuencias típicas de desarrollo infantil. Compartiremos sugerencias sobre cómo hablar con los padres sobre el desarrollo típico, inquietudes y como hacer una referencia si fuera necesario.

Aprobado como un “Set 2” capacitación en el Registro de Oregon.

Participants will examine principles and main beliefs of child development.

Discuss how development is influenced by heredity, environment and the interaction between the two. Analyze and discuss how

to observe milestones and examine typical sequences of child development.

Share suggestions on how to talk to parents about children's typical development or concerns and make a referral if necessary. Approved as a Set 2 training in the Oregon Registry.

Level: **Intermediate**

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

GENDER MATTERS: UNCOVERING HOW OUR GENDER BELIEFS SHAPE OUR WORK WITH FAMILIES

Jennifer Blodgett, Graduate Teaching Assistant, Oregon State University

This workshop will cover how implicit biases about gender differences shape how we parent and educate. Through discussions and hands-on activities, participants will increase their knowledge of gender and gender role socialization, awareness of the implications of gender stereotypes, and strategies to extend these conversations beyond this workshop to home, community and early learning centers.

Level: **Introductory/Awareness**

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

HOW TO USE A TRAUMA INFORMED LENS IN PARENTING EDUCATION AND HOME VISITING

Mandy Davis, PhD, LCSW, Director, Trauma Informed Oregon, Portland State University

This workshop will provide an overview of the fundamentals of trauma informed care (TIC), including a review of the impact of trauma and how trauma affects access to and engagement with services. The principles of TIC will help frame the discussion and be applied specifically to home visiting and parenting education services. Participants will work together to identify ways to implement

TIC into their work with participant examples and/or case scenarios.

Level: **Introductory/Awareness**

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

KEEPING CHILDREN SAFE IN THE DIGITAL AGE

Melissa Whiteman, Community Prevention Coordinator, ABC House

This presentation equips and empowers adults to keep children and teens safe in the digital age. Digital trends and online risks to young people are explored, in addition to helpful resources for parents and proactive and tangible steps that can be taken to protect children and teens online. Additional topics include: cyber bullying, screen time, internet addiction, video games, social media and parental controls.

Level: **Introductory/Awareness**

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



POSITIVE STRATEGIES TO ADDRESS THE CAUSES OF CHALLENGING BEHAVIOR IN YOUNG CHILDREN

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

Participants will examine the common causes of challenging behavior in early childhood and explore positive guidance strategies to address challenging behavior. We will examine behavior in the context of personal factors that cause behavioral challenges, including: developmental stages, temperament, and other issues such as trauma or disability. Attendees will practice linking probable causes of behavior with appropriate guidance strategies. Approved as a Set 2 training in the Oregon Registry.

Level: **Intermediate**

PE CKA: Parent, Child, Family and Community Relationships

OR CKC: Understanding and Guiding Behavior

SERVICES AND SYSTEMS COLLABORATION FOR SUPPORTING DOMESTIC VIOLENCE SURVIVORS

Amber Harchuk, Policy Analyst, Oregon Department of Human Services

Survivors of domestic violence exist in all facets of life. Accessing services and navigating systems can be challenging for survivors and community partners. Through this interactive workshop, professionals working with families will gain a better understanding of support services. Learn about the services Oregon Department of Human Services has for survivors, how to access supports, and how to engage in collaboration with systems and advocacy.

Level: **Introductory/Awareness**

PE CKA: Parent, Child, Family and Community Relationships

OR CKC: Families and Community Systems

UNPACKING THE MYSTERY OF SERVING TEEN FATHERS

Shanne Sowards, Program Coordinator, Squires

Shanne shares his personal stories as a teen father to provide insight about ways to establish a better connection with the young men you serve in your program. As a leader in his community and the founder of a nonprofit that empowers teen dads, he invites you to look beyond the circumstances and gain a better understanding of what teen fathers are thinking and feeling.

Level: **Introductory/Awareness**

PE CKA: Parenting Education Professional Practice

OR CKC: Families and Community Systems

LUNCH, BOOK SIGNING AND RESOURCE FAIR

11:45 A.M.-12:45 P.M., CH2M HILL Alumni Center, Lobby

Ann Masten, author of “Ordinary Magic: Resilience in Development,” and **Shauna Tominey**, author of “Creating Compassionate Kids: Essential Conversations to Have with Young Children,” will sign books during a meet and greet.

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!

- **Lauren Tobey and Maureen Quinn**, OSU Extension Food Hero Program, FoodHero.org
- **Lori A. McGraw**, PhD, OSU Program of Human Development and Family Sciences
- **Annette Leong**, Dental Health Education Opportunities for Families
- **Lee Ann Phillips**, Trauma Informed Oregon
- **Cassandra Ferder**, Vroom Program to Promote Parent Engagement
- **Amber Harchuk**, Department of Human Services, Supportive Programs for Domestic Violence Survivors

- **Rebeca Márquez**, Familias en Acción, Abuela Mama y Yo (AMY) Nutrition and Food Equity project

RECOGNITION AWARD CEREMONY AND RAFFLE DRAWING

12:45 A.M.-1 P.M., LaSells Stewart Center, Austin Auditorium

Join us for a ceremony 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. The raffle drawing features prizes specifically chosen for professionals working with children and families. Must be present to claim prizes.

KEYNOTE ADDRESS

1-2 P.M., LaSells Stewart Center, Austin Auditorium

ORDINARY MAGIC IN ACTION: PROMOTING RESILIENCE IN PRACTICE AND POLICY



Ann Masten PhD, Professor, University of Minnesota, Twin Cities

Ann will describe the transformative influence of resilience science on practice and policy aiming to promote positive development in young people at risk due to childhood adversities. She will present a resilience framework for action, taking a positive and integrative approach to the mission, models of change, measures of progress, methods of intervention, and multiple levels of connected systems. Strategies for promoting resilience include reducing risk, boosting resources and mobilizing the power of “ordinary magic.” The importance of strategic timing and targeting will be discussed, including high returns on investing in early child development and later windows of opportunity.

SESSION 2 WORKSHOPS

2:15-3:45 P.M., LaSells Stewart Center and CH2M HILL Alumni Center

CREATIVE OUTREACH TO ENGAGE FAMILIES AND NORMALIZE PARENTING EDUCATION

Stephanie Gilbert, Early Learning and Family Engagement Supervisor; **Brent Paul DeMoe**, Director, Polk County Family and Community Outreach (Mid-Valley Parenting)

In this workshop, participants will learn about creative and fun outreach strategies that can be used to engage parents in parenting education or other programs to normalize parenting education through the use of social media, parent trivia night and family fun events. With very little cost, you can create touch points in your community and make a big impact!

Level: [Introductory/Awareness](#)

PE CKA: Parenting Education Professional Practice

OR CKC: Families and Community Systems

IMPLEMENTING TRAUMA INFORMED CARE IN ORGANIZATIONS

Mandy Davis, PhD, LCSW Director, Trauma Informed Oregon, Portland State University

This workshop is designed for supervisors and leaders as they think about a trauma informed approach in their organizations. Participants will learn about the benefits of a trauma informed system and steps to implement trauma informed care (TIC). Attention will be paid to staff wellness and the importance of creating a trauma informed culture. A road map for implementation and the TIC screening tool will be shared.

Level: [Intermediate](#)

PE CKA: Parenting Education Professional Practice

OR CKC: Health, Safety and Nutrition

LET'S TALK ABOUT IT: GENDER, RACE AND IDENTITY

Maria Quijano, Program Coordinator – Ready, Set, Go! Bilquist, Metropolitan Family Service; **Siobhan O'Malley**, Program Coordinator – Ready, Set, Go! Powell Butte, Metropolitan Family Service; **Zoe Rand**, student, Oregon State University

We will be creating a safe space for people of color, LGBTQ+ and allies to have an open dialogue around topics related to race, culture, gender, equity and inclusion. Come explore biases and how our identities have shaped the way we view the world. By better understanding ourselves, we can better engage with the families with whom we work.

Level: **Introductory/Awareness**

PE CKA: Parenting Education Professional Practice

OR CKC: Diversity

LOS EFECTOS DE LA VIOLENCIA DOMESTICA EN LOS NIÑOS – PRESENTADO EN ESPAÑOL

The effects of domestic violence on children – Presented in Spanish

Lucy Beltran Regional Family Educator Trainer and **Mayra Polanco**, Parent Engagement Assistant, Oregon Child Development Coalition

En este taller los participantes lograran identificar los diferentes tipos de abuso domestico y como afecta directamente en las areas de desarrollo en los ninos que son expuestos a este tipo de ambiente. El objetivo principal es identificar como la violencia domestica afecta a corto y largo plazo las areas de desarrollo de los ninos y adolescentes y como podemos como proveedores de servicios mirar mas alla de un comportamiento. Empezaremos el taller viendo un cortometraje para despues en pequenos grupos compartir lo que mas les impacto del video. Finalizaremos con una reflexion de como siendo proveedores de servicios podemos ofrecer recursos a las familias que servimos.

In this workshop, participants will learn how to identify the different types of domestic abuse and how they directly affect different developmental areas in children that are exposed to this kind of environment. The principal objective is to identify how domestic violence affects in short and long term the development of children and adolescents and how we as service providers can look beyond behaviors. We will begin the workshop by watching a short clip so that we can discuss in small groups and share what most impacted us in the video. We will finish with a reflection of how we as providers can offer resources to the families we serve.

Level: **Intermediate**

PE CKA: Human Growth and Development

OR CKC: Health, Safety and Nutrition

NETKIDS: THE IMPACT OF DIGITAL MEDIA ON THE DEVELOPMENT OF YOUNG CHILDREN

Chelsea Hamilton, Early Learning Program Planner, Clackamas Parenting Together

Smart phones, tablets, computers and TVs! Digital media is everywhere we look! What is the impact all this increased screen usage is having on our developing baby, toddler or young child's brains? Participants will be presented research showing concerning impacts, as well as healthy limit setting strategies for changing screen habits that may have already been established in a household.

Level: **Introductory/Awareness**

PE CKA: Human Growth and Development

OR CKC: Human Growth and Development

POWER OF PARENTING GROUPS

Sarah Lame, Program Manager, Parenting Now!

This dynamic, interactive workshop will focus on the power groups bring to parenting education. Participants will experience practical activities to use in the parenting groups they facilitate and understand the critical components of successful groups.

Level: [Introductory/Awareness](#)
PE CKA: Parenting Education Professional Practice
OR CKC: Families and Community Systems

RELATIONSHIP BUILDING STRATEGIES FOR EFFECTIVE PARENT SUPPORT AND ENGAGEMENT

MaryEtta Callier-Wells, Teacher/Educator, Self Enhancement Inc.

In this workshop, engage in stories and discussion with parenting educator MaryEtta Callier-Wells. Drawing from her experiences working as a parenting educator in culturally specific settings, MaryEtta will model relationship-building strategies while discussing what effective parent engagement means. Participants will discuss the importance of listening to parent voice; establishing and maintaining healthy relationships between home, school and community programs; and using parent cafe-style groups to facilitate intimate conversations.

Level: [Intermediate](#)
PE CKA: Parent, Child, Family and Community Relationships
OR CKC: Families and Community Systems

SHAKING THINGS UP: STRATEGIES FOR BRINGING EARLY LEARNING INTO EVERYDAY MOMENTS



Megan Pratt, PhD, Assistant Professor of Practice, Oregon State University

In this session you will learn three simple activities that you can bring back to parents and caregivers in your community to enhance what they are already doing to support early learning in everyday moments, while also helping make the connections to early literacy and math. We will also discuss barriers families face when first trying new learning activities with their children.

Level: [Introductory/Awareness](#)
PE CKA: Human Growth and Development
OR CKC: Learning Environments and Curriculum

SUPPORTING PARENTS WITH COGNITIVE LIMITATIONS

Lise Schellman, Director of Preschool and Family Supports Programs; **Linzy Jones**, Assistant Director of Preschool and Family Supports Programs; **Renae Attebury**, Parent Navigator; **Sara Baker**, Parent Navigator; **Rachael Carter**, Family Support Coordinator; **Alma Ramos**, Family Support Coordinator, Pearl Buck Center Preschool and Family Supports Program

Come and explore how erratic appointment keeping, problems managing money, confusion over routine demands, trouble filling out forms, retaining important information, and excessive difficulty managing children could all be indications that a parent is living with a cognitive limitation. We will share how to recognize and support the needs of this high-risk, vulnerable and under-served population.

Level: [Intermediate](#)
PE CKA: Parent, Child, Family and Community Relationships
OR CKC: Families and Community Systems

TOTS CAN LEARN LOTS: INTEGRATING PHYSICAL ACTIVITY INTO A TODDLER'S DAILY ACTIVITY

Jodi Stinson, **Ming-Chih Sung**, M.Ed., A. **Chloe Simpson**, MS, Oregon State University, Children and Youth with Disabilities Lab

Physical activity in early childhood has benefits in all domains of child development and sets children up to be physically active for life. Learn how to incorporate motor skill activities into all children's daily play, including children with disabilities. Attendees will gain hands-on experience, including how to integrate physical activity into daily activities of children by incorporating visuals and adapting and utilizing play.

Level: [Introductory/Awareness](#)
PE CKA: Human Growth and Development
OR CKC: Learning Environments and Curriculum

USING MINDFULNESS TO HELP CHILDREN MANAGE STRESS AND IMPROVE BEHAVIOR

Lisa Wittorff, Director of Services for Students with Children, Portland State University

Mindfulness skills can improve children's ability to cope with stress and help adults manage the demands of life, work and family. This presentation will explore how teaching and using mindfulness techniques in the classroom and at home can help reduce tantrums, meltdowns, aggression, shouting matches, battles over chores and more.

Level: *Intermediate*

PE CKA: Parent, Child, Family and Community Relationships

OR CKC: Understanding and Guiding Behavior

FEATURED PRESENTATION

4-5 P.M., LaSells Stewart Center, Austin Auditorium

SUPPORTING FAMILY ENGAGEMENT FOR THE SUCCESS OF ALL CHILDREN



Charlene Alexander, PhD,
Oregon State University

This presentation will identify ways educators and professionals working with children and families can create a welcoming environment for parents of diverse backgrounds, one that supports the cultural identity of parents and an approach to success for all children in early learning settings.

PRESENTER BIOGRAPHICAL SKETCHES

POSTER PRESENTERS

Brenda Barrett-Rivera is a doctoral student in the human development and family studies program at Oregon State University. She earned a B.Ed. in family and human services from the University of Oregon and an M.S. in human development and family studies from OSU. She is interested in family resilience, with a focus on low-income families' survival strategies and their implications for health and family relationships. Currently, she is examining how low-income, rural families develop and implement strategies to maintain housing.

Sarah Blum is a first-year transfer student at Oregon State University from Roseburg, Oregon. She is double majoring in liberal studies and education, and minoring in psychology. She plans to become an elementary school educator, preferably working in fourth-grade classrooms.

Jessica Dahlgren 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.

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 children's academic and behavioral outcomes when they have a parent who is incarcerated.

This line of work has exposed her to working with datasets not collected at Oregon State, such as the Supporting Siblings in Foster Care (SIBS-FC) and the Fragile Families and Child Wellbeing Study. Once Jessica graduates from her doctoral program she hopes to continue

her research and also work in the community to use her skills to assist groups that are actively impacting at-risk children.

Linda Fenske is a master's degree student studying human development and family studies at Oregon State University. Her academic interests include adolescent development and parenting education. Before returning to academia, Linda oversaw operations at the Corvallis House of Jackson Street Youth Shelter, a shelter serving runaway and homeless youth ages 10-17. Jackson Street works to ensure safety and stability for the youth it serves, working to reunify families where it is safe and possible.

Adrienne Henry is a graduate student in human development and family studies at Oregon State University. Formerly an early care and education teacher and parent educator, her research interests center on the ways in which child care provider's perceptions of well-being and motivation affect their work quality, including their participation in professional development activities. Adrienne is interested in facilitating the translation of research findings between researchers and community.

Nadia King is an undergraduate student studying biology with hopes to attend medical school. In summer 2018, she worked on research involving how ACEs science and parenting education are incorporated into Oregon's health care systems. This research was made possible through funding of the SURE grant. She currently works with the OPEC team as an assistant to the program and enjoys learning more about public health and childhood development.

Andrea Lengel is an MPH student in health promotion and health behavior. She has a dual bachelor's degree in biology-health sciences and population health management from the Oregon Institute of Technology. She is interested in promoting equitable access to health and wellness programs for families across Oregon. She is currently working as an intern at Oregon State University to create a media campaign plan for the Oregon Parenting Education Collaborative.

Hillary Lewis is in the doctoral program in human development and family studies (HDFS) at Oregon State University. She has master's degrees in HDFS and Counseling and Development, as well a master of arts degree in teaching. She has experience as an elementary school teacher and working with adolescents. These experiences shape her research interests, which include supporting child outcomes through a trauma-informed approach to teaching, positive teacher-child relationships, and family-teacher partnerships.

Svea Olsen earned her B.A. in psychology from Lewis and Clark College and is a certified ESL teacher. Svea is currently a graduate student in the human development and family studies program at Oregon State University, where her work explores youth who serve as cultural and linguistic translators and interpreters for their families. Svea's previous work includes developing and teaching ESL classes to immigrants and refugees in Oregon and working at the Center for Emotional Intelligence at Yale University promoting social and emotional development in early childhood.

Anna Philips is a first-year student from Napa, Calif., majoring in human development and family sciences and elementary education with a minor in studio art. She is planning on pursuing a career in teaching either elementary or preschool students, and possibly opening her own preschool one day.

Corine Tyler is a doctoral student in human

development and family studies at Oregon State University. She has a B.A. in psychology from Clemson University and an M.S. in human development and family studies from Oregon State University. Her research interests are in positive youth development and sociopolitical development during adolescence, specifically considering youth's social positioning along the dimensions of race/ethnicity, gender and sexual orientation. She is currently exploring how youth form critical consciousness and the developmental implications of this process.

Colleen Walsh has focused her academic work on students with mental health and behavioral disorders, with specific interest in adolescents qualifying for emotional disturbance. She is currently working as a research clinician at Oregon Social Learning Center in Eugene, Oregon. Colleen works as a school-based mental health provider and family therapist for adolescents with substance use disorders on ongoing National Institute of Health research projects. These projects address the multitude of challenges faced by families and individual adolescents who suffer mental health disorders and substance use disorders and/or have undergone trauma and juvenile justice involvement.

CONFERENCE WORKSHOP PRESENTERS (SESSION 1)

Jennifer Blodgett is a PhD student in human development and family studies at Oregon State University. Her research focuses on family processes, specifically as they relate to parental gender role socialization and adolescents' gender role attitudes. She has worked with diverse families and children for several years as a crisis advocate. Building on that experience, she has devoted her research to understanding how families are impacted by gender stereotypes.

Tracy Collins has more than 30 years of

experience in early childhood education. She attended graduate school, in Boston and Cambridge, Mass., earning master's degrees in early childhood education/child development and a doctorate degree in education. During her graduate work, Tracy participated in the national evaluation of Early Head Start, followed by teaching in university early childhood programs in Massachusetts, Texas and Maine.

Mandy Davis is director of Trauma Informed Oregon, a program primarily funded by the Oregon Health Authority, to advance trauma informed care (TIC) throughout organizations and systems through training, consultation and implementation resources. Mandy lectures on implementing TIC and trauma-specific services. Her interests include measuring change due to TIC implementation, the impact of toxic stress on the workforce, intersectionality with equity work, and the impact of systemic oppression.

Pamela Evanston earned a bachelor's degree 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 the Make Parenting A Pleasure curriculum, and program manager. Currently she is the director of training and trainer for Parenting Now!. She has been involved in the field of parenting education for more than 20 years. She and her husband have raised two children.

Alisa Gierloff worked professionally with young learners in international settings before becoming an early learning trainer at ESD 112 in Washington state. In Japan, Alisa used art while teaching English to young students, while in England, Alisa directed multiple nursery schools, including a Montessori program. Alisa added the love of outdoor environments to her early learning work, and she attended

Forest School training in Scotland.

Amber Harchuk is the temporary assistance to domestic violence survivor's (TA-DVS) policy analyst and DHS domestic violence co-located advocates program coordinator. Amber has worked in various roles with DHS for more than five years. Prior to DHS, Amber gained experience in training and program coordination through community involvement and employment opportunities, working with ages from junior high youth through college age students and collaborating with adults in communities.

Esther Horta tiene siete años de experiencia entrenando como maestro de entrenamiento, ocho años trabajando en aulas preescolares y de infantes y niños pequeños. Actualmente trabaja para MHCC como consultor de la primera infancia. Ella ganó un título de Desarrollo Humano en Warner Pacific. Una de sus pasiones es entrenar cuidadores de niños pequeños, maestros y padres sobre el desarrollo de los niños. Su combinación entre la cultura de las familias y las teorías infantiles hace que sus entrenamientos sean más interesantes para la participación.

Esther Horta has seven years of experience training as a master trainer, eight years working in preschool and infant and toddler classrooms. Currently working for MHCC as a bilingual early childhood consultant. She earned a bachelor's degree in human development from Warner Pacific. One of her passions is teaching childcare providers, teachers and parents about child development. Her combination between families' culture and child theories makes her trainings more interesting for participation.

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.

Shanne Sowards earned most of his education from his own life experience. He is seen as a leader in his community when it comes to investing in fathers and youth. Shane is the founder and program coordinator of Squires, a nonprofit mentoring program for teen fathers, Dads Group lead facilitator and early childhood fathering project specialist at Impact NW. He's also a board member of the Oregon Teen Parent Force and the Teen Father Mentor for Portland Public Schools Teen Parent Services Program.

Shauna Tominey is 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.

Melissa Whiteman is the community prevention coordinator at ABC House. ABC House is a child abuse intervention center that serves Linn and Benton counties and offers high-quality child abuse assessments for local children. Melissa professionally trains adults on child abuse prevention and technology safety. Melissa has a bachelors' degree in criminal justice, is an authorized aacilitator of Darkness to Light training programs and is a certified Girls Circle facilitator.

CONFERENCE WORKSHOP PRESENTERS (SESSION 2)

Renaë Attebury is a parent navigator at the Pearl Buck Preschool and Family Supports program and has a background in human services with extensive experience in case management for adjudicated youth.

Sara Baker is a parent navigator at the Pearl Buck Preschool and Family Supports program and has been working with families who experience poverty across Lane County for the last 13 years. She has an extensive knowledge of positive behavior interventions and supports and specializes in parent-child bonding. Spanish translation for Lucy Beltran is forthcoming

Lucy Beltran Entrenadora Regional de Educadores para Familias/ Oregon Child Development Coalition. Nació en la ciudad de México, ha estado viviendo en Oregon durante 22 años, y ha servido como educadora de padres y madres por más de 19 años en la comunidad Latina. En OCDC, ha servido como facilitadora regional y capacitadora del currículo para Abriendo Puertas y ha impartido talleres en congresos nacionales e internacionales para Head Start y otras organizaciones.

Lucy Beltran is a regional family educator trainer with the Oregon Child Development Coalition. Born in Mexico City, she has been living in Oregon for 22 years and has served as a parent educator for more than 19 years with the Latino community. At the Oregon Child Development Coalition, she has served as regional facilitator and trainer of the curriculum for Abriendo Puertas and has given workshops at national and international conferences for Head Start and other organizations.

MaryEtta Callier- Wells, BSEdu is teacher/educator of Self-enhancement Inc., PCDS Program, 20 week Nurturing Parents Programs, and Parent Support group. She

studied elementary development, the history of early education and particularly in the context of effects of culturally specific enrichment experiences and relationships that increases student and family success. MaryEtta has been in the early education field for many years and is a mother of two wonderful children.

Rachael Carter is a family support coordinator at the Pearl Buck Preschool and Family Supports program and has three of experience providing parent and community based education and more than five years of experience working with children who have experienced sexual assault trauma. She specializes in self-regulation strategies through mindfulness and yoga.

Mandy Davis is director of Trauma Informed Oregon, a program primarily funded by the Oregon Health Authority to advance trauma informed care (TIC) throughout organizations and systems through training, consultation and implementation resources. Mandy lectures on implementing TIC and trauma specific services. Her interests include measuring change due to TIC implementation, the impact of toxic stress on the workforce, intersectionality with equity work and the impact of systemic oppression.

Brent Paul DeMoe has served as the Polk County Family and Community Outreach Director since 2008. His professional experience includes working for the city of Salem in prevention programs; the state of Oregon, Child Care Division as a special projects coordinator; the Oregon Child Care Resource and Referral Network as the statewide training coordinator; Salem-Keizer Public Schools in the Community Relations Department; and the YMCA of Marion and Polk Counties as a child care director. Brent is an avid outdoorsman and enjoys fly-fishing in the West with his wife, Lisa.

Stephanie Gilbert is the early learning and family engagement supervisor in Polk County. In her role, Stephanie coordinates the efforts of Mid-Valley Parenting across Polk and Yamhill Counties.

Chelsea Hamilton is a graduate of the University of Oregon with a degree in family sociology. She is trained in a variety of parenting curricula including Parenting Inside Out, Nurturing Parenting, MPAP and IY. She has more than 12 years of experience as a parenting educator and has been coordinating parenting programs in Clackamas County since 2015. She believes strongly that families and children are constantly changing, providing parents with the perfect opportunity to continually learning.

Linzy Jones is the assistant director of Pearl Buck Preschool and Family Supports program. Linzy has provided reflective supervision for two years and provided direct service to families of young children from diverse homes for 18 years, including home visiting, parent education and crisis intervention supports.

Sarah Lame holds a BA in elementary education. She spent seven years teaching grades K-4. Sarah joined Parenting Now! in 2014 as a parenting educator facilitating parenting groups. Currently, she is the program manager for the First Three Years Program. Sarah is the mom of two wonderful daughters.

Siobhan O'Malley attended University of Southern California where she earned a dual degree in communication and psychology. As program coordinator at Metropolitan Family Service (MFS), she is in charge of daily classroom activities for children ages 3-5 and concurrent parent education using the Make Parenting a Pleasure curriculum. Siobhan has attended multiple OPEC conferences and is thrilled to be presenting this year with her coworkers.

Mayra Polanco, Asistente de Desarrollo Profesional/OCDC. Nació en Los Ángeles, California, pero educada por una cultura que es de Colima, México. Ha vivido en Oregon durante 20 años y ha trabajado para OCDC 8 de esos años. Ella ha estado involucrada con el Consejo de Políticas y tuvo grandes oportunidades de ser una capacitadora del currículo que están orientados hacia las mejores prácticas de crianza.

Mayra Polanco, professional development assistant – OCDC, was born in Los Angeles, Calif., but was raised with a culture that is from Colima, Mexico. She has lived in Oregon for 20 years and has worked for OCDC eight of those years. She has been involved with the Policy Council and had great opportunities of being a trainer in curriculums that are geared toward best parenting practices.

Megan Pratt is an assistant professor of practice at Oregon State University. She leads the Oregon Child Care Research Partnership, which conducts policy driven research and data projects on early learning. Her research focuses on supporting early learning at local, state and national levels, with an emphasis on vulnerable populations. She teaches practical strategies that can be used by caregivers of young children in both formal (ex. childcare) and informal (ex. libraries) spaces.

Maria Quijano has worked for Metropolitan Family Service for five years in her role as program coordinator. Maria oversees the daily activities in her preschool classroom and provides home visiting along with parent education using the Make Parenting a Pleasure curriculum. Currently, she is earning her degree in Child, Youth and Family Studies at Portland State University. Maria specializes in working with diverse populations, specifically refugee and immigrant communities.

Alma Ramos is a family support coordinator at the Pearl Buck Preschool and Family Supports program and has extensive experience

providing diversity and inclusion education to at-risk families. She continues to work as an advocate for children and adult survivors of assault. She has four years of experience working with parent engagement and has presented parent education for three years.

Zoe Rand is a graduate of Mount Holyoke College, where she earned a degree in Latin American studies. She is currently pursuing a Post Bacc at OSU in fisheries and wildlife science. She is a vocal advocate on behalf of the LGBTQ+ community, especially in the realm of early childhood education.

Lise Schellman is director of the Pearl Buck Preschool and Family Supports Program, offering therapeutic preschool, parenting education and supports to families with a parent with a cognitive limitation. Lise has worked with at-risk families providing direct service, supervision and leadership for 13 years. She is a certified Home Visitor Trainer with a BA in early education. She was a Head Start regional manager for five years and has been a program director for non-profits for 11 years.

Amelia (Chloe) Simpson is a first year doctoral student in kinesiology with an option in adapted physical activity. She completed her master's degree at Oregon State University and taught adapted physical education to all grade levels in the Lebanon Community School District. Continuing onto her Ph.D. at OSU, Chloe's research interests include physical activity and motor skill development for individuals with autism and behavior management and lesson implementation in the general physical education and adapted physical education setting.

Jodi Stinson is a second year master's degree student in kinesiology with an option in adapted physical activity at Oregon State University. She earned a bachelor of kinesiology with nutrition at Acadia University in Canada. Currently, her research focuses on

how motor skills relate to challenging behaviors in preschool aged kids with developmental disabilities. Jodi is a group leader for the toddler group at IMPACT, where she teaches fundamental motor skills to young kids with disabilities.

Ming-Chih Sung is a first-year doctoral student in kinesiology with the option in adapted physical activity. He obtained his bachelor's degree and master's degree in physical education from National Kaohsiung Normal University, Taiwan. His research interests primarily focus on the effects of physical activity and exercise intervention on physical fitness, motor skill and executive function in children with and without disabilities.

Lisa Wittorff is currently director of Services for Students with Children at Portland State University. She is also a licensed clinical social worker, child and family therapist and parent coach in private practice. Her expertise is in the areas of adoption, special needs parenting and gender diverse children. She developed and presents an annual parenting workshop series entitled "Mindful Parenting" at Portland State University. She is also the single parent of three young adult children.

TRAINING INSTITUTE PRESENTERS

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 an MPH. Sherri is also a certified master trainer with Oregon Center for Career Development. 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.

Pamela Evanston has a bachelor's degree 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, and Program Manager. Currently, she is the director of training and trainer for Parenting Now!. She has been involved in the field of parenting education for more than 20 years. She and her husband have raised two children.

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 is the author of "Make Parenting A Pleasure, Second Edition." Currently the director of early childhood programs at Relief Nursery Inc., Leslie is the mother of two delightful daughters.

Nadia King is a third-year Oregon State University undergraduate student who is majoring in biology with plans to attend medical school. She has been involved with OPEC for the past 11 months, working on research on ACEs in summer 2018 and continuing as an assistant to the OPEC team.

Satya Kline has 20 years of experience in the family strengthening field. She currently enjoys working as a consultant and trainer for programs that serve parents of children 0-5. Satya has a master's degree in family and human services and brings a background in early childhood home visiting, adoption counseling, systems coordination and reflective consultation. Making learning fun, engaging and nurturing is the goal of her work and is rooted in the conviction that deepening connections with ourselves and one another reduces stress, builds resilience and motivates in powerful ways.

Hillary Lewis is a doctoral student in human

development and family studies at Oregon State University. She has masters' degrees in human development and family studies and counseling and development, as well as a master's degree 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.

Shannon Lipscomb studies how children's resilience is nurtured within early learning environments, families and communities. She is the lead developer of the Roots of Resilience program, which supports early childhood professionals in nurturing resilience with children impacted by trauma. Shannon collaborates with a wide array of partners, including academics, community members, college students and professionals serving children and families in Oregon and across the United States. She is an associate professor at Oregon State University-Cascades.

Grace Parson is a licensed school counselor in Hood River. While living in Mexico for eight years, she became a mother, suffering severely from postpartum depression. This experience, and a lack of support, motivated her to help struggling mothers. She has volunteered with Postpartum Support International for nine years in the areas of peer support and awareness. Upon moving to Oregon, Grace worked for the Healthy Families Program for three years as a bilingual Welcome Baby Visitor, supervisor and manager.

Shauna Tominey is 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.



Oregon State University
College of Public Health
and Human Sciences