



Let's Work Together: Building Relationships with Families to Support Positive Behavior

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EVENT PAGE

<https://militaryfamilieslearningnetwork.org/event/61149/>

CONTINUING EDUCATION CREDIT

This FD Early Intervention webinar offers CE credits through the Early Intervention Training Program (EITP) at the University of Illinois for providers in Illinois.

The following states have agreed to recognize the EI CE credits we offer: Arizona, Florida, Georgia, North Carolina, Texas, Virginia, and service coordinators in Washington

For providers in Alabama, this webinar offers 1.5 State Continuing Education Clock Hours which may be applied to Alabama's Early Intervention System for individuals with no certification or licensure requirement for continuing education.

This webinar provides annual professional development hours for providers in: Kansas, and West Virginia (Birth to Three program)

Approved for 1.5 Continuing Education Credits for the Certified Family Life Educator (CFLE) program through the National Council on Family Relations

This is a Gateways to Opportunity Registry-approved Training for early care and education professionals in Illinois.

A certificate of completion is available.

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ABOUT THIS WEBINAR:

Building a positive relationship with a child's family that affirms their culture and identity is an important part of an early childhood practitioner's job. This webinar addresses ways practitioners can connect with and include families of young children with disabilities in identifying and implementing strategies to support positive behavior at school, childcare, and home. Presenters share tips for navigating difficult conversations with families regarding challenging behavior.

PRESENTERS:

Jessica Hardy received her Ph.D. in early childhood special education from Vanderbilt University and her M.Ed. and B.A. from the University of Florida. She taught in Portland, OR as a Head Start teacher and an early childhood special education teacher. Jessica's primary research interests are supporting social-emotional development; evidence-based instructional practices, particularly for teaching early math and science; and early childhood coaching and professional development.

Alana Schnitz received her Ph.D. in early childhood special education from Vanderbilt University and her M.Ed. and B.S. also from Vanderbilt. Alana was a family counselor, behavior specialist, and has coached teachers in infant toddler and preschool classrooms. Alana's research interests are supporting teachers and families to implement evidence-based practices around promoting social-emotional development and early language and literacy.

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