

Course Title: Walk the Talk: Teaching Social and Emotional Skills with Intervention

Instructor: Renée Van Norman, PhD

4 day course

Course Description:

This course is designed to enhance the awareness, knowledge, and the intentional teaching skills of early childhood professionals as they create, implement, and evaluate healthy early care environments to strengthen the social and emotional competencies of young children. In this course we will extend participants' application of research-based strategies and practices supported by the EC PBIS/Pyramid Model framework from a foundation of educator awareness of self and well-being. Throughout the course, participants will develop a variety of educational tools to enhance their understanding and communication of EC PBIS to families and other community members.

Course Objectives:

Participants will:

- Explore the impact of one's own social and emotional competence on adult-child interactions
- Practice using Oregon's Early Learning and Kindergarten guidelines for intentional activity planning
- Identify components of friendship making, problem-solving and self-management skills for young children
- Describe and practice research-based strategies to support the strengthening of social and emotional competencies of young children
- Create intentional activity plans to support young children's social and emotional development
- Create educational tools to enhance partnerships with families and community members

Instructor Bio:

Renée Van Norman, PhD. is a member of the Early Intervention/Early Childhood Special Education (EI/ECSE) team at the Oregon Department of Education. Her primary responsibilities include the implementation and evaluation of the State Systemic Improvement Plan (SSIP) with an emphasis on Early Childhood Positive Behavioral Interventions and Supports (EC PBIS) implementation across the state. Previously, she served as Director of the nonprofit Pearl Buck Preschool in Eugene, OR where she led the implementation and evaluation of Program-Wide Early Childhood PBIS. Her previous years of experience include her five years as an Assistant Professor in Special Education at the University of Oregon and the University of Nevada, Las Vegas. Her areas of interest include social and emotional supports for young children, systems supporting Program-Wide EC PBIS/Pyramid Model, EI/ECSE, and teacher well-being. She did her

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graduate training in Special Education and Applied Behavior Analysis at the Ohio State University. When Renée isn't working she enjoys hiking, exploring National Parks and playing with her dogs.

Target Audience:

Early Intervention Specialists, Early Childcare Providers, Teachers, Administrators