

Joe DeBonis , MA, LPCC, IMH-E(IV) Education and Development Manager
9:00 am – 10:30 am, 10:45 am – 12:15 pm, Vaquero Ballroom, Room AB

Reflective Practice in Relationship-based Early Childhood Services

Presentation Description: The State of New Mexico recognizes the value of using reflective practice within a relationship-based approach to providing early childhood services to young children and families. The New Mexico Home Visiting Program, which is funded by the NM Children, Youth and Families Department, is one example of a service delivery model that utilizes a relationship-based, reflective approach to supporting young children and families. Reflection within the context of relationships is a key element of this approach that focuses on collaboration, the development of trust, and an emphasis on strengths. Reflective practice encourages growth and insight across relationships including supervisor/service provider, service provider/parent, and parent & their infants and toddlers. Reflection is an essential component to understanding how our thoughts, values and past experiences affect our interactions and relationships with others, as well as our emotional reactivity in certain situations. Reflective practice offers an opportunity for growth through exploration, collaboration and understanding. This presentation will explore the components of a relationship-based, reflective approach to service delivery that can be utilized in all early childhood service systems in order to increase efficacy, reduce burn-out, and enhance service delivery.

Andrea Montano, OTR/L, DSIII, Luanne Stordahl, MS, DSIII
9:00 am – 10:30 am, Vaquero Ballroom, Room C

Expanding the Core Curriculum: Helping Preschoolers with Visual Impairments Reach their Highest Potential

Presentation Description: The Expanded Core Curriculum (ECC) is an essential part of the visually impaired student's education. The ECC teaches expanded skills that are necessary for students with visual impairments to have success in school and throughout their lives. What does the ECC look like for our very youngest learners; children aged birth to three years old?

The nine areas of the Expanded Core Curriculum can, and should be taught to children from birth. Intervention provided in the home should include the education of caregivers on the ECC and what it encompasses. The ECC fits nicely within the everyday routines the child and caregiver already participate in. Skills such as concept development, literacy, movement, body awareness, cooperative play, the use of assistive technology, feeding and active learning are all ECC skills that can be incorporated into the child's everyday life. By teaching caregivers how the ECC fits into their daily lives, children can benefit from day one.

Kitty G. Edstrand, Ph.D

10:45 am – 12:15 pm, Vaquero Ballroom, Room C

Expanding the Core Curriculum: Helping Preschoolers with Visual Impairments Reach their Highest Potential

Presentation Description: This presentation will focus on providing instruction in various skill areas of the expanded core curriculum through play, daily routines, literacy activities, and thematic planning that are common in early childhood education. This presentation will focus on what the expanded core curriculum (ECC) looks like for preschool aged children who are blind or visually impaired and provide strategies and tools for how to teach and involve children in the development of ECC skills. Strategies for addressing the ECC through common preschool activities will be overviewed with a focus on providing hands-on, experiential learning opportunities. Participants will be shown example templates and planning forms that can be used to provide instruction in the ECC through existing routines, as well as an ECC thematic planning form.