

REFLECTING QUALITY DIVERSITY, INCLUSION, & EQUITY IN EARLY CHILDHOOD EDUCATION



64th Annual Conference
SEPTEMBER 14 - 16, 2017 · RALEIGH CONVENTION CENTER

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REFLECTING QUALITY: Diversity, Inclusion, & Equity in Early Childhood Education



There is no exact end point in diversity, inclusion and equity. Each new idea invites us to be mindful of the process of exploring, honoring, and understanding. NCAEYC's 64th Annual Conference is designed to reflect a renewed commitment to be what NAEYC calls a High Performing Inclusive Organization. We are delighted to welcome you on this journey as we strive to be a High Performing Inclusive Organization. Let's gather together to be meaningfully connected to, actively engaged with, and uniquely inspired by other professionals.

Keynote and Featured Speakers

Enrique Feldman of Global Learning Foundation is our Keynote this year. He will showcase his captivating Brain Games and Sam the Ant book series! Catch him at: Pre-Conference Session, Thursday, September 14; Conference Sessions presented in English and Spanish, Friday – Saturday, September 15–16; Keynote, Friday, September 15. Return to work loaded with fresh knowledge, resources, ideas, and energy you can integrate immediately.

We are excited to have Michael Bonner as a Featured Speaker. Mr. Bonner is a 2nd grade teacher at South Greenville Elementary School in NC, working hard to make an impact by teaching his students to become productive global citizens. He was honored earlier this year by Ellen DeGeneres in recognition of his positive and innovative approaches to education for children struggling with the challenges of poverty.



Pre-Conference Sessions*

Choose from 3 exciting options Thursday, September 14 from 8:45 am – 4:00 pm (with lunch break on your own). Each session offers 5 DCDEE Contact Hour Credits.

1 PRE-CONFERENCE OPTION 1—Diversity as Strength: Innovative Approaches to Thinking and Connecting, presented by Enrique Feldman. Active, joy-filled strategies designed to increase self-awareness and equip you to be more effective in the lives of children, families and colleagues from diverse backgrounds. Concrete, innovative approaches to teaching and learning, lower stress, increased inspiration.

2 PRE-CONFERENCE OPTION 2—You've Got the Power: The Importance of Early Childhood Mental Health and Well-being, presented by Kelli Rushing and Tanya Dennis. Mental health and well-being of adults in the lives of children has significant impact on their growth and development. Develop and implement a plan establishing a conscious culture and positive climate that acknowledges and supports these areas.

3 PRE-CONFERENCE OPTION 3—Playful Inclusion—Impactful play for kids of all abilities, all together, presented by Marbles Kids Museum and National Inclusion Project. Marbles Kids Museum is all about play! In this 5-hour Pre-Conference Session held at the Museum, Marbles staff will share how the power of play inspires imagination, deepens connections, and leads to new discoveries for kids of all abilities—and how children with special needs are no exception. Learn how prioritizing access in play experiences can have an amazing impact on families in our communities.

Featured Sessions

Because of the generous support from a talented team of Conscious Discipline® certified trainers, NCAEYC is again able to offer a full array of sessions based on the work of Dr. Becky Bailey so that attendees have the opportunity to fully immerse themselves in Conscious Discipline content for all or part of their NCAEYC Conference experience.



* SESSION OFFERINGS SUBJECT TO CHANGE. Check the conference program for final listing.

NCAEYC 2017 CONFERENCE SESSION OFFERINGS*

Turn Tattling into Teaching: Using Assertiveness in the Classroom

Heidi Condrey

In this Conscious Discipline session, participants will discover how to utilize tattling and the everyday conflict moments that happen in the classroom as opportunities to teach. Participants will discover three primary types of tattling, the motive behind each type of tattling, and strategies for responding to each type of tattling that empower both the victim and the aggressor. And finally, participants will explore classroom structures that support the skill of child assertiveness and how to use these structures to facilitate conflict resolution.

Classroom Jobs: Creating an Environment of Connection and Cooperation

Heidi Condrey

Many teachers have classroom jobs for some children that may or may not contribute to the success of the classroom. However, classroom jobs can meaningfully contribute to the overall success for the classroom, include a job for every child, and foster connection as well as cooperation in the classroom. In this Conscious Discipline session, discover the power of meaningful jobs for all children in the classroom. Learn how to create, structure, and manage meaningful jobs for all children to encourage unity and the optimal brain state for learning.

Do this.....or else! Using Choices to Increase Cooperation and Compliance.

Ashley Cooper

Offering children choices in a traditional discipline style often results in frustration, power struggles and manipulation. The Conscious Discipline Power of Free Will and Skill of Choices help to build a relationship of mutual respect and empowerment between adult and child. Utilizing these skills will improve goal achievement, facilitate self-regulation, increase compliance and focus attention.

Reboot the Brain to Reach Higher Levels of Thinking: Utilizing Connections, Energetic Activity, Movement, and Music to Boost Student Learning and Self-regulation

Kim Hughes

Teachers often despair about children's poor attention, increased distractibility & disconnected relationships. Come learn effective teaching strategies such as intentional greetings, interactive Morning Meetings, predictable transitions, purposeful play and powerful closing activities that meet the vital needs of the developing brain while boosting children's sense of safety, create secure attachments, and increase awareness of self and others as well as improve listening and lead to pro-social behavior as you create a compassionate and empowered learning environment.

Triggered and Terribly Tired...AHHH! How to Manage Emotional Mayhem

Kim Hughes

Self-regulation is more than just self-control or impulse control. It is the ability to manage your thoughts, emotions and actions to support healthy growth within yourself and others. Discover how Conscious Discipline® can help you stay calm in the worst situations as you experience the five steps to self-regulation and learn how to teach them to children.

Was It Something I Said?

Susan Kirby

The way we communicate with children and each other is so much more than the words we use. Ineffective communication styles send mixed messages to children and leave adults feeling frustrated. Using the Skill of Assertiveness is the beginning to effectively communicating with children.

The Motivation to Behave Comes from Being in Relationships

Susan Kirby

Children learn best when they feel safe and connected, building relationships with children helps to satisfy one of those needs. Understanding how to build relationships and the brain science that supports a healthy relationship will assist you in creating connections with all of the children you work with, even the difficult ones.

Preventing Power Struggles

Mandy Lloyd

Join this Conscious Discipline session to learn effective strategies to connect with children, communicate limits assertively, and offer choices that encourage compliance and reduce power struggles.

What's the Difference? An Introduction to Conscious Discipline

Mandy Lloyd

Feeling tired of chaos in the classroom? Have you tried everything, but nothing works? Join this session to learn about Conscious Discipline, a comprehensive self-regulation program that creates safe, connected classrooms and teaches essential conflict resolution skills.



Help Me! Notice Me! Using Empathy to Help Children Manage their Emotions

Kelli Rushing

Do you ever feel like "No hitting" and "Gentle touches" are worn out phrases that don't really work? In this Conscious Discipline workshop you can examine how mature empathy can help children accept boundaries and limits on behavior and understand their own feelings. Equip yourself with the language of Noticing D.N.A. to build brain connections that help you effectively teach and that help children learn and internalize self-regulation.

Baby Doll Circle Time with Young Children: Emotional Regulation through Social Play

Kelli Rushing

Come and play with us! Intentionally teaching young children strategies for emotional regulation and stress management is possible through attuned connections and social play that strengthens attachment. Experience Baby Doll Circle Time™ as an intentional strategy for supporting emotional intelligence in children and developing brains wired for cooperation and impulse control. This Conscious Discipline workshop focuses on using play with baby dolls in developmentally appropriate practice to bring your attuned presence to children in order to encourage, comfort, support discovery and provide the essential connection every child requires to thrive.

Feeling Buddies-Helping Children Learn to Manage Emotions

Emily Shields

Learn about the ultimate plan for self-regulation in your classroom the Conscious Discipline® way. From the perspective of a child therapist (Mental Health Specialist), Emily will demonstrate how to incorporate the Feeling Buddies and Safe Place to help children be successful with the crucial life skill of self-regulation. You will be amazed as even the most challenging children learn to regulate BIG emotions with the Buddies!

Artistic Storytelling

Enrique Feldman

Learn how to use music to go from reading to storytelling, and as a natural byproduct, creating an intense desire with children to want to read, and additionally to elevate how children create meaning. As a part of this workshop, you'll also experience how to use diverse perspective strategies to foster cultural competence, bilingual strategies, and elevated emotional intelligence. You'll experience how to use developmentally appropriate resources and practices to prepare the young learner for improved decision making, and enhance optimal learning with play-based breathing strategies. As an added bonus, you'll be guided through adult stress reduction techniques to help us enter our own optimal zone for guiding young learners.

The Road To Bonnerville

Michael Bonner

Teachers are constantly faced with hundreds of decisions that impact the lives of many children daily. But what happens with the teacher is dealing with a personal life crisis and still has the task of creating future leaders? Michael Bonner will discuss his personal experiences on how he arrived on a national stage by confronting the different curveballs life tossed. In this speech, he will cover how he used life circumstances to change his classroom culture in order to produce a better environment for high levels of learning to come into fruition.

Body Poems; Building Language with Movement and Thought

Enrique Feldman

Experience a very active session where you will be taught how to use the theatrical art form of embodiment. Learn the joy and relevance of using and re-directing children's energy! You'll be led by Enrique with physical body-based approaches which expand vocabulary, comprehension, critical thinking and creativity. From simple to complex, you'll take a journey that includes the creation of objects, actions, emotions and thoughts as individuals and as groups.

Innovation=Motivation (Transforming School Culture)

Michael Bonner

Creating new and innovative strategies within the classroom is an exciting task but can seem daunting to the teacher who is worn down by the profession. Due to many reasons (negative student behavior, poor scores, etc...), the school climate can become toxic and suffocate the life out of teachers. In order to shift the school culture, it begins with individual teachers making the decision to change their classroom into an engaging learning environment. Michael Bonner will share how he utilized the power of self-reflection to evaluate his qualities as a teacher, navigate negative criticism and stereotypes from working within a Title 1 school (100% FRL free and reduced lunch), to understanding the value of not discarding ideas.

Join educators from Demonstration Sites of NC DPI Office of Early Learning to learn about effective practices for teaching in inclusive preschool and kindergarten classrooms. *Sessions continue on next page.

Special emphasis on content relevant for School Principals and System Administrators!

It's Bigger Than the Center...Block Center in Pre-K and K: Meeting Standards through Playful Learning

Amy Blessing, Susan Choplin, Michelle Gray

Join three NC Demonstration Classroom teachers to learn how effective content area instruction is embedded in play through the use of the Block Center in Pre-K and Kindergarten classrooms. Discover how play-based instruction can offer meaningful learning experiences that support students working both independently and collaboratively to meet individual goals. Through the use of appropriate materials, teacher scaffolding and probing questions, the blocks center allows children to grow within and across all developmental domains and content areas. Whether working on an in depth project or following a child's interest and lead, the blocks center is an invaluable tool for learning and development.

It's Bigger Than the Center... Integrating Mathematics Throughout the Day

Lisa Bruggeman, Emilie MacDonald

In this session, participants will hear how NC-OEL Demo Teachers integrate developmentally appropriate mathematics instruction throughout the day. Whether it is during Morning Meeting, center time, project work, or daily routines, mathematics happens all day long. Come find out how to enhance children's mathematical thinking throughout the day in meaningful, playful ways and learn how you can capture that learning through formative assessment!

It's Bigger Than the Center...Bugs, Rocks, Sharks and Shells-Fostering Young Minds with Science Inquiry

Sarah Hopkins, Shari Funkhouser, Gina Troball

Interested in the characteristics of a high-quality science program and understanding the science standards for Pre-K and K? Learn why science inquiry is so important to the development of young children and how to enhance your classroom environment in order to foster science inquiry. We will explore the world of science through the eyes of a young child!

Writing: It's Bigger Than the Center

Marylee Sease, Lee Messer, Karla Carpenter

The Cozy Writing Center is a powerful place in an early childhood classroom. There is an intimacy in a nook tucked away where a child can get lost in engaging and purposeful writing. This center-time writing is the catalyst and lays the foundation for the more formal writing that happens in Writing Workshop, Daily News and response to text. NC Demonstration teachers will share artifacts, photographs, videos and stories of children building their writing lives. Participants will learn how retelling their own personal stories motivates and scaffolds young writers.

It's Bigger Than the Center... Visual Arts & Creative Expression: Playful Learning at it's Finest

Gina Troball, Sarah Hopkins, Connie Wells

Interested in learning about the difference between process vs. product art? Understanding the Art standards for Pre-K and K? Why creative art is so important to the development of young children? This is the session for you! Join us as we explore the answers through a hands on approach and be prepared to let your imaginations and creativity run wild!

NC Foundations for Early Learning and Development: How to Support Early Educators in the Intentional Alignment of Their Instruction to the Early Learning Standards

Sharon Spigner, Amanda Vestal

Foundations is the essential guide to planning effective instruction that supports all domains of development for young children. Learn how to best support early educators in the practical and appropriate use of Foundations goals, objective and strategies. Through review of lessons, and discussion of inquiry-based questions to support reflection and action in practice, attendees will leave with strategies that can immediately be used in their support of educators.

Let's Get Real About DAP in Kindergarten

Eva Phillips, Amy Scrinzi

All kindergarten educators and administrators need to understand what developmentally appropriate practice looks like in the diverse kindergarten classrooms of today. If you are new or experienced, join us as we demystify the basics of DAP to help you improve the effectiveness of your work with kindergartners. Come ready to share, explore, discuss... and Get Real!

It's Bigger Than the Center...Bring on the DRAMA!
Planning and playing with intentionality in your dramatic play center

Katie Welch, Bonita Haywood-Daniels

From pizza parlors to pet stores, the possibilities are endless—come learn why dramatic play is such a necessary part of high-quality Pre-K and K classrooms! Learn how 3 NC Demonstration teachers use the dramatic play center to meet the goals and standards in both Foundations and the Common Core/Essential Standards and support young children in becoming 21st century learners. Discover the intentionality “behind the scenes” of dramatic play.

It's Bigger Than the Center...The Safe Place: Supporting Emotional/Social Development

Amy Harding, Jessica Hendley

Time out not working? This session will provide strategies to help children when they are in an emotional upset. Children need to be taught how to regulate their emotions. Participants will learn about use of the “safe place” as a meaningful classroom structure/center.

Pre-K – 3rd Grade: Why It Matters

Carla Garrett, Jami Graham

The session will underscore the tenets in the following statement: “Children’s experiences during the early years provide the foundation for later school success” (FirstSchool). As such, this session will investigate and discuss the needed emphasis on the Pre-K–3 continuum with a focus on: Research, Developmentally appropriate experiences and rigor, Formative assessment, Professional development, Family and community engagement. Information will be shared and a number of “turn and talk” opportunities will encourage participants to process information and share knowledge with others. Participants will have the opportunity to use information gained to create an individualized action plan for use as next steps.

Quality Feedback: Engaging Teachers in Meaningful Conversations

Juliana Harris, Dr. Norris Parker

What does an outstanding early childhood classroom look like in an elementary school? How do you, as a school administrator, move teachers forward in insuring their interactions and instructional delivery is optimal for the children they teach? Come learn how two demonstration site administrators implement strategies to engage teachers in meaningful conversations regarding developmentally appropriate practice, teacher-child interactions, and instructional delivery to improve the quality of the classrooms in their schools.

Peace, Love, and Preschool: Yoga in the Classroom

Dollie Adcock, Lynda Turlington

Experience how children’s yoga encourages powerful connections to oneself and others. Yoga can be embedded throughout your day with the use of interactive games, kid friendly poses, music and movement. Integrating yoga into the classroom is easier than you think!

Transforming the Workforce for Children Birth through Age 8—What does that mean for us?

Marta Koesling, Anna Mercer-McLean

The NC Institute for Child Development Professionals has been engaging state and local early educators and policy makers in efforts to improve the education, compensation and professional development of child care teachers, administrators and support staff across the state. Add your voice and ideas to the critical conversations that need to happen to sustain higher pay and education for the early childhood workforce. Learn more about the Institute and how you can be part of the movement for professional recognition, opportunities and benefits.

Grow Your Program and Strengthen the EQuIPS Program Assessment Process: The EQuIPS Self-Assessment Survey

Sharon Mims, Mary Lee Porterfield

Ever wish your own assessment of your program could be documented and used? Do you see strengths in your program that aren’t documented in the current Quality Rating and Improvement System? Identify program policies and processes that are important for administering a high quality program, and learn how important aspects of program administration can be documented and evaluated. Your input on what is important and how to document program administration strengths will be used to guide the continuing refinement of a self-assessment component of the new Early Childhood Quality Improvement Pathway System (EQuIPS) measure that is currently being pilot tested. Participants will gain ideas for program self-assessment AND give input into a new program assessment process that uses programs’ self-assessment and focuses on program strengths.

Coaching and Mentoring with Power and Intention!

Deborah Saperstein, Carla Stafford

Teacher effectiveness is the number 1 predictor of student achievement. This session will provide coaches and mentors with tools to re-ignite their coaching ability in order to increase teacher effectiveness. Attendees will learn and practice how to have powerful, purposeful interactions that promote growth in teacher and student outcomes.

Introduction to the Revised Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children

Dr. Richard Lambert, Bobbie Rowland

Join the original authors of the Resource Manual for an introduction to the revised, 2016, version of this practical guide especially created for early childhood principals, administrators, teachers, and others directly involved in providing high-quality preschool and kindergarten programs for young children in public and nonpublic schools. Engage in discussion with cross-sector practitioners around the practical use of the Resource Manual in support of effective and intentional practices in early childhood classrooms.

Creating Meaningful Child Portfolios

Lorrie Looper, Martha Berry

Assessing children's growth and development is becoming an ever increasing role of early childhood classroom teachers. This session focuses on effective strategies for observing and documenting children's development from birth through age 5, as well as the how and why to do so. Participants will be provided information on collecting child data, documenting the developmental significance of the data collected, and recording data into a comprehensive child portfolio system. Aligning the system with curriculum objectives and Foundations will be highlighted during the presentation. Examples of quality documentation from actual classrooms will be shared. Participants will also be provided an opportunity to practice documenting development specific to the age group they serve.

Diversity and Equity Issues for Directors and Owners

Patricia Nan Anderson

You understand the importance of supporting diversity and equity, for your families and also to support your credibility in the community and the marketplace. But how can you work with staff whose ideas are limiting? How can you manage parents who find diversity uncomfortable? Get some ideas and the validation you need, right here.

Language Development and Communication in Infants and Toddlers: What Are They Talking About?

Jennifer Anderson, Priscilla Hayes

It starts with crying, cooing, and babbling, and then you finally hear it, their first words! Sharing those language milestone moments can be some of our best experiences as infant and toddler teachers. During this workshop you will learn more about the development of language and communication for children birth to three; the research that links relationships to language learning in the first three years; and strategies to support development in this domain for all infants and toddlers, including dual language learners. In addition, participants will have a chance to discuss and share their ideas about the importance of talking to, singing with, and reading to infants and toddlers to foster a life time love of language and learning. This training provides information that supports the ITERS-R subscales: Personal Care Routines, Listening and Talking and Interactions.

Readiness, Alignment and Transition to Kindergarten:

How NC's Kindergarten Entry Assessment Supports Best Practice in Preschool

Joe Appleton

Participants will learn about NC's KEA in a brief introduction. However, in the balance of the session participants will learn how the KEA can be used to show kindergarten teachers (and families and administrators) how what preschool teachers are already doing supports teachers administering the KEA and the children being assessed as they enter kindergarten, and how learning about the KEA can validate best practices for preschool teachers.

Positive Intentions: Reducing the Number of Expulsions in Early Childhood Programs.

Doreen Aristy, Krys Mason

The number of children being expelled and terminated from school programs is growing across the nation. The problem of young children (under 5 years old) in childcare programs is also growing at an alarming rate. Learn how to be a part of the solution to this problems. Learn new ideas how to support teachers in classrooms, involve families in partnerships, and implement social emotional teachings with positive intentions.

From the Head and Heart: An experiential journey of art, values, and reflection

Harriette Bailey, Nicole McCaskill

This session uses experiential learning through art to explore how values and teacher reflection have a powerful influence on what the child experiences every day in the classroom. The team from EQuIPD (Education, Quality Improvement, and Professional Development), Guilford County's technical assistance initiative uses an integrated approach for raising and sustaining quality and will share their process with the audience as a model for informing program and classroom practices.

Parent-Implemented Infant Signing Intervention in the Natural Environment

Fain Barker

This OSEP funded study investigated the effects of using infant signs on the expressive language skills of young children with language delays, as indicated on their IFSPs. Results suggest an increase in communication attempts via spoken and manual signed words after a parent-implemented infant signing intervention. Attendees will learn via hands-on experience and role-playing how to implement these new skills.

Full STEAM Ahead: Incorporating the NC Kindergarten Entry Assessment (KEA) into a STEAM K Classroom

Kim Books, Erika Beattie

As teachers implement the NC Kindergarten Entry Assessment (KEA), it is beneficial to recognize that many Kindergarten teachers have all the skills they need to begin the process in their classrooms. This is also true when using STEAM activities in the Kindergarten classroom. The session will empower teachers to carefully consider their weekly STEAM lesson plans with specific focus on the whole child using the NC KEA. Participants will learn how a practicing Kindergarten teacher develops STEAM activities in her classroom and uses these activities to provide opportunities for observing what students know and are able to do. The session will also endow teachers with strategies that capture evidences of learning during the STEAM lessons. As the presenters describe using anecdotal notes, taking photos, and/or making videos, clear and practical examples of methods used during STEAM activities that are used in the K classroom to capture students' evidences of learning for the KEA will be described.

Nurturing Young Citizens of the World

Erin Brassell, Robin Pollard

As children grow and develop, they need to be equipped to interact effectively with many people in the world. This workshop is designed to help participants understand how to promote the acceptance of diversity as we work with young children in practical ways. We will discuss how to implement an anti-biased approach through self-awareness activities, environmental analyses, direct/indirect instructional methods and collaborative home-school partnerships. The goal of this workshop is to learn how to integrate this approach into your classroom and to create a climate that is welcoming of everyone.

Developing Math Concepts Using Digital and Non-Digital Technology

Karen Lounsbury

iPads, tablets, smartphones, laptops. Technology is everywhere, but is it always the best way to get the job done? Experience a session where math concepts are developed using digital and non-digital technology. Using iPad apps and hands-on materials, participants will discover how math concepts can be developed in the classroom, while keeping their students engaged.

Updates from the Division of Child Development and Early Education

Alison Keisler, Justin Berrier

Please join us for important updates about the early care and education landscape in North Carolina! Participants will have an opportunity to ask questions about changes and initiatives related to the Division, and share ideas about how our early childhood system can continue to strengthen and grow.

Temperament of Infants and Toddlers—Understanding and Supporting Individual Temperaments

Bonnie Gould, Susan Deans

Temperament of Infants and Toddlers: Understanding and Supporting Individual Differences. We all have our own way of adapting and responding to the world around us. Are you distracted or persistent, sensitive or easy going? These characteristics describe temperament. During this workshop, we'll learn about 9 temperament traits and 3 large categories used to describe most infants and toddlers. Strategies on how to care for children based on their temperament type will be shared. We will also discuss the "goodness of fit" between your own temperament and the infants and toddlers in your care and explore the role of culture as it relates to temperament. By understanding temperament, caregivers can provide the supports needed to help every infant and toddler feel safe and secure in the child care setting. This training provides information that supports the ITERS-R Subscales: Space and Furnishings, Listening and Talking and Interactions and Program Structure.

When I See Me

Glenda Clare

Is the intellectual, social and emotional development of a child impacted when he/she rarely, if ever, sees positive depictions of people they resemble in the learning environment and educational materials? Video clips, case studies and experiential exercises will be used to examine the experiences of multi-cultural children in the classroom.

Teaching children HOW to think rather than WHAT TO think Developing Critical Thinking Skills to Promote School Readiness

Karen Davis Platt

One of the most important jobs we have as teachers is to help children learn how to think. It may sound like an easy task, but in reality teaching critical thinking skills is complex and takes a focused effort and practice. Critical thinking is the ability to analyze, create, reason and reflect to "connect the dots." Often teachers report they struggle with making critical thinking come to life in their classrooms. Critical thinking is strengthened by engaging children in developmentally appropriate activities and meaningful, engaging conversations. This sessions will discuss the aspects of critical thinking and how this skill contributes to school readiness and lifelong learning. We will practice supportive strategies to use in the classroom to encourage preschoolers to think for themselves, problem solve and make sense of the world around them in THEIR terms.

Caterpillars and Butterflies: Developing Leadership Skills

Kim Mitcham

Designed for emerging leaders, session participants will gain insight into 5 key leadership traits needed to be successful in the profession. Participants will engage in large and small group discussions designed to support their understanding of the 5 key leadership traits. Practical tips will be shared on how to build those key traits.

Screen Time 101: Navigating the Use of Technology in Today's World**Tisha Duncan**

Televisions became a part of the lives of many living in the United States during the 20th century. With this invention came the debate about the impact of screen time on both adults and children. While it may seem to be a hot topic today, it has been examined, questioned, and researched for decades. The American Academy of Pediatrics has recommended guidelines to limit screen time for children to 1-2 hours per day, but recent surveys indicate that American children live in homes with unprecedented access to media, not just limited to television. It is evident that screen time is a common pastime for many children today. Join the presenter in this session to discuss and explore the relevant factors of technological advancements and the impacts on early care and education, as well as, identify ways to manage screen time at home and school.

Ready, Set, School! Playing Your Way to School Readiness**Hardin Engelhardt**

What does school readiness mean? How can teachers and parents intentionally foster literacy, numeracy, and social and emotional development through play? Join us to learn more about what kids need to know and be able to do to be successful in Kindergarten and participate in hands-on play that gets them ready. Find out how to coach staff to play in ways that encourage school readiness. Plenty of reading, writing, math, and science fun!

Teach Them Their World! Inspiring, Motivating, and Diversifying with the Power of Science and Nature!**Samantha Chauncey, Susan Styons**

Liven up your classroom, diversify your instruction, and promote the development of high level literacy in all learners with the power of science and nature! Science instruction is naturally diversified. When we use science and nature as the foundation of our instruction and weave science throughout our centers and curriculum, we teach in the way the brain learns and promote independence and individuality. Using quality models, labels, specimens, research, and outdoor exploration, we create a science-based classroom that allows students to flow seamlessly from one subject to the next, explore their own interests, and build essential literacy skills. Research shows that when we combine science and literacy instruction, comprehension significantly and quickly improves in both. You can give your students the WORLD and we will show you how.

20 Sanity-Saving Tips for Running a Nurturing and Engaging Classroom**John Funk**

This workshop focuses on good classroom management/guidance strategies for running an efficient and nurturing environment. 20 sanity-saving tips will be given to help a teacher build a positive classroom atmosphere.

Messy STEM/STEAM: Making a Mess with Science and Math**John Funk**

This workshop focuses on using messy art activities to support math and science concepts for early childhood. Hands-on activities are the best way to learn!

Fine Motor Skills...Write Out of the Box!**Marianne Gibbs**

Occupational therapist and NAEYC presenter shares activities and rationale for the WHATs, HOWs, and WHYs of fine motor skill development as it relates to children 3-6 years old. Gross and fine motor activities and strategies are discussed and demonstrated with supporting rationale for improving students' future handwriting efficiency and scissor skills...Write Out of the Box!

Dedicating time to Reflect**Bethany Schaefer**

Teachers are busy. Supporting the development of young children can be chaotic and overwhelming at times throughout the daily routines. Teachers need to make time to reflect on their practices and interactions with children in order to grow as professionals.

Inquiring Minds Want to Know How to Travel Down A Road Project Approach Utilizing Creative Curriculum**Gloria Jackson**

This workshop will offer educators an overview of the Project Approach and guide them through the process of developing and implementing a project in the classroom. They will learn how an NC-Pre-K teacher adopted a road project learning approach in her classroom. The project approach was utilized in order to energize the curriculum with a real world relevance in order to spark children's desire to explore, investigate and understand their world.

Gardening with Children when you don't have a Green Thumb**Jennifer Jones**

In this session you will learn how to incorporate gardening into your early childhood classroom. No matter how much space you have or how much gardening experience you have, everyone can include gardening activities into their curriculum. Gardening provides a way to connect children with the natural world, gets children active and outside, and encourages them to eat new and healthy food. In addition, gardening provides opportunities to integrate art, math, science, literacy, social studies and technology into your classroom.

Smart Moves: Why Motor Skills Matter

Robin Prothro

More than ever before, typically developing children are entering school with underdeveloped motor systems. Research has shown Motor Skills are a robust predictor of academic success, and children with delayed motor skills have a much greater chance of struggling with academics. In this session you will discover which motor skills children need for school, how to screen for motor delays, and practical suggestions to improve motor skills for all students in all classrooms.

Children at Play: Culture and Diversity Reflected Through Child-Directed Art

Curtis King, Alisha King

Children are naturally curious! They love learning about how the world around them aligns with their home environment. The home-school connection is critical during the preschool years and should be reflected in all areas of learning, including art. Art is an activity in which children should be encouraged to express themselves while making connections between what is familiar and what they are learning. The creations made by children can be vehicles by which they make sense of the world around them. This learning session will provide hands-on experiences that reflect how children can gain acceptance of their culture and the culture of others while learning to respect diversity within the classroom. When art is integrated into the learning environment, language development, reasoning, and social interactions can be facilitated.

We All Belong...Just What Is Inclusion Anyway?

Jennifer Griffith, Joyce Capps

All children belong together. Every child deserves the opportunity to learn and grow with their friends regardless of their developmental abilities. The need to meet IEP goals and objectives should not alter how we interact with children. We will discuss ways to support the development of each child, regardless of their learning styles and abilities. Learn about inclusion, why it is beneficial and engaging strategies for overcoming challenges while planning for all children to succeed together.

Using Technology for Content Creation

Amy Latta

Don't know ROM from RAM? That's ok! You don't have to know everything about computers in order to make content that will engage your students. Children learn through visuals and hands-on materials that cater to their interests. In this session, you'll learn how to create visual schedules, social stories, classroom labels, games, and more that will help you and your students succeed. You'll also learn how to share what you've created online when you feel confident enough.

Beyond Crafts, Teaching Art to Preschoolers

Elsbeth McClanahan, Becky Sterling

Roll up your sleeves, prepare to get a little messy and put on that creative hat you didn't know you had. In this session you will learn why we teach art, simple basic techniques to help you start children drawing, and easy fun ways to introduce the Great Masters. All this in a way that is easy for you, the children enjoy, and enhances process art. Easy techniques any teacher can apply to their classrooms. So you can't draw? No problem. You don't know Monet from Picasso? You will.

Sesame Street in the Communities

Lauren McDowell, Nanette Ausby

Research tells us that during the first few years of life, more than 1 million new neural connections form every second in the brain. So, how can teachers provide intentional learning opportunities to engage and support the rapid developing brain? Experiences! It is the experiences in a child's life that shapes their developing brain. Join UNC-TV staff and fellow educators to explore 21st Century bilingual multimedia learning opportunities through the groundbreaking Sesame Street in the Communities hands-on multi-sensory resources for teachers and families. Participants will make intentional connections in diverse subject areas, integrate content with diverse learners, and link the content to multiple standards and will be provided with classroom resources.

From Expel to Excel: Supporting Children's Healthy Social/Emotional Development

Ebonyse Mead, Diane Umstead

Explore ECE educators' impact on children's social/emotional development and how policy and innovative professional development can support their efforts. Revisit research indicating specific groups of children's likelihood of suspension/expulsion from preschool and understand long-term impacts. Learn about North Carolina's policy statement on suspension/expulsion in ECE and dialog with other states regarding efforts. Identify resources, online CEUs, and other PD opportunities for educators. Consider how your state/region might rev up efforts to prevent suspension/expulsion in early education.

Promoting Inclusion in Early Childhood Settings: How can it work?

Toni Miguel, Lisa Erwin-Davidson

Two experienced early childhood practitioners, turned researchers, will share their perspectives on how inclusion can work in a school and classroom. We adopt a positionality that is child-centered and that sees educators as models for developing a respectful and civil society. We will outline the building blocks of inclusive practices as defined by policy, then we will provide practical examples of how inclusion can work with a diverse group of children and their families. Participants will have an opportunity to engage in a dialogue with the intent of co-developing an action plan to take away and use right away.

Professional Legacy

Amy Edge

We'll ask more than "What do you want your professional legacy to be?" Through hands on demonstrations, discussions, and worksheets designed to help you connect who you are with what you do, learn how to translate core values into core behaviors.

Shaping Infant Minds

Keith Pentz

The physical and tangible aspects of the body and brain and how they interconnect have been and continue to be researched and studied. While not everyone agrees, understands, or believes in a separate influence on the body and brain, the mind appears to actually be a regulating "force" that changes the brain, how we think, what we choose to do, what we experience, and therefore, who we are. This session will examine the research and notable applications of specific practices and interactions that appear to promote the development of mind through the mechanism of the brain. In particular, interpersonal connections, language/communication use and patterns, emotional support and development, attachment and nurture will all be addressed as they relate to the establishment of mind.

Freshest Bite—Farm to Child Care

Lynn Policastro

Close your eyes and think about picking that fresh strawberry right off the bush. Can't you just taste that juicy sweetness in your mouth? Through Farm to Child Care every day can be a wonderful memory like that. In this session we will discuss ways to procure fresh local foods and how to add gardening to your outdoor learning environments so every day can be a Farm to Tummy experience.

Embedding Cultural Competence in NC's Early Childhood System

Mary Lee Porterfield

Join us for an interactive discussion about the challenges and opportunities around embedding cultural competence in the state's early childhood system. You will learn the results of a recent qualitative study on the topic, then add your voice through a facilitated discussion as we compile thoughts and ideas to share with state leaders.

Making Them Visible: Identifying, Supporting, and Advocating for Children of Incarcerated Parents

Melissa Radcliff

On any given day, there are an estimated 2.7 million children in the United States with at least one incarcerated parent. In North Carolina the best estimate is more than 27,000. Last spring, the Annie E. Casey Foundation released a report showing that more than 5 million children (179,000 in North Carolina) have experienced parental incarceration at some point in their lives. This workshop will focus on what we know and do not know about these children (often an invisible group dealing with shame, stigma, and a sense of isolation) and the impact of parental incarceration, what strategies could be developed and implemented to identify and serve these children, how to engage advocates in a conversation about advancing policies supporting the children (including policies that directly impact incarcerated and returning parents and indirectly impact their children), current gaps in resources and data collection, and new ways to partner and collaborate to better meet the needs of the children. The presenter will discuss the need to gather information and insight from these children themselves to ensure that their voices are heard. Participants will be encouraged to take what they learn back to their own professional settings to continue the conversation there and determine appropriate next steps. Participants will leave the workshop with an increased knowledge of what the needs are of children of incarcerated parents, increased knowledge of what services and programs exist and do not exist for these children, and tools to advocate for these children and to improve responses, programs, and services.

Ask the NCRLAP Anchors: Bring your ECERS-R, ITERS-R, SACERS-U, and FCCERS-R questions

Lia Rucker, Megan Porter

In this session the NCRLAP State Anchors will address questions from participants about various indicators, items, and/or assessment procedures for the ECERS-R, ITERS-R, SACERS-U, and FCCERS-R. This session will also review resources from the NCRLAP website that may be used to support everyday high quality practices.

Let's Play! Cultivating the Curiosity, Exploration, and Imagination of Young Children

Theresa Sanders

This session is designed to assist early educators, parents, and others to provide an environment and experiences that will foster children's curiosity and promote a positive attitude and interest in learning. Participants will receive an overview of the Approaches to Play and Learning domain of the North Carolina Foundations of Early Learning and Development (NCFELD), and how it guides the development of best practices in the classroom environment.

Creating Outdoor Learning Environments for Infants and Toddlers: It's Not Called a "Playground" Anymore

Alicia Shell, Gail Mattingly

"Going Outside" is not just about what's out there but what you do when you're out there. It's in the news almost weekly; America's children are not getting enough exercise. The First Lady has taken on this cause because it has become a serious issue for our children today. This training will help participants understand the benefits of taking children outside daily and provide suggestions on how to create spaces for infants and toddlers outside that support all areas of learning and introduce them to the natural environment. Finally, participants will be given ideas on what activities can be included in their outdoor spaces. This training provides information that supports ITERS-R subscales: Space and Furnishings, Personal Care Routines, Activities and Interactions.

Wonderful World of Sign Language

Stradley Smith, Meredith Highfill

In this session participants will learn how using sign language in a diverse classroom creates an inclusive environment. Participants will be engaged in learning by receiving a handout with main points to take back to the classroom as well as a booklet for hands-on learning. Participants who want a unique way to bring together all children in their classroom for the best learning experience possible will be able to implement sign language.

Embracing Project Work in Toddler and Preschool Classrooms: Lessons Learned from a Reggio-Inspired Program

Teresa Sumrall, Dionne Sills Busio

This session is an exciting opportunity for administrators and teachers to meet and reflect on ways project work can provide engaged intentional integration of curriculum and standards in a developmentally appropriate way. The presentation begins with the case for project-based learning and there will be opportunities to explore toddler and preschool projects completed at a Reggio-inspired program.

Autism, Our Journey Together, A Message of Hope

DJ Svoboda, Cindi Svoboda

Please join us to learn more about Autism. DJ and I share our Autism journey with you. Come to be encouraged and visit Imagiville. Imagiville is a place where everyone is "Special Just the Way They Are". See you there!

The Great Outdoors: Meeting the Diverse Needs of All Learners Through Authentic Outdoor Experiences

Sylvan Taylor, Jennifer Crowell

There is a great deal of research supporting the value of child-led play in natural outdoor environments. The current body of research indicates that outdoor play and exploration benefit children in a multitude of ways, physically, emotionally, socially and cognitively. Additionally, these benefits are shown to be even greater for children with disabilities or underprivileged backgrounds. Children with sensory processing disorders, autism spectrum diagnoses and attention deficits are particularly benefited by time spent outdoors. According to a piece on the NAEYC website, "there remains a need for every child to feel the sun and wind on his cheek and engage in self-paced play. Ignoring the developmental functions of unstructured outdoor play denies children the opportunity to expand their imaginations beyond the constraints of the classroom.

More than Just Routine: Turn Everyday Infant Toddler Moments into Extraordinary!

Ginger Thomas, Teresa Boykin

This workshop will open your eyes to a new way of thinking about infant-toddler curriculum. Infant and toddler teachers spend a large part of the day engaged in routine caregiving responsibilities—key learning times! Understand why routines are essential to curriculum for infants and toddlers. Learn how responsive and respectful one-on-one caregiving routines are opportunities for building relationships and learning, and how these routines are connected to culture and family values. This training provides information that supports the ITERS-R subscales: Personal Care Routines, Listening and Talking, Interactions and Program Structure.

Everyone Has a Story: Building Literacy and Classroom Community with Vivian Paley's Story Acting Curriculum

Pat Tuttle, Shenika McDaniels

Building classroom community through the joys of story telling story acting, a proven literacy curriculum built on the iconic work of Vivian Paley, is an additional bonus as teachers work to strengthen emerging literacy skills. Children dictate stories which are then acted out by their classmates providing for their emerging literacy skills in vocabulary, comprehension, print awareness, narrative development, and creative thinking. Participants learn strategies for authentically bringing children's words to life, engaging their enthusiasm for their story as well as adding to their feelings of inclusion and social emotional development when they say, "I like my story. It's great." Standards for Foundations and Common Core are supported through this developmentally appropriate practice and research indicates that children's language gap is narrowed and narrative skills enhanced.

Leading for Equity—One Data Point at a Time!

Diane Umstead, Jean Squier

Leading for equity to make a measurable difference for children requires effective use of data to leverage the collaborative efforts of diverse individuals at a community level. This experiential workshop will explore: (1) how organizations can focus on collective results, and (2) explore equity strategies to address disparities through by aligning the work across organizations and communities.

Language & Literacy for Infants & Toddlers: Setting the Foundation

Patti Jo Wilson

The foundation of language and literacy are acquired before children actually begin to talk or read. This session will take a look at how language and literacy skills are developed in infants and toddlers. We will engage in hands-on activities that highlight how to differentiate the learning activities for all children.

Art Outside: Play Outside NC Phase II

Carroll Worrell Barnes, Debra Torrence, Christine Somerville

This Play Outside NC session will provide trainers, professional development and technical assistance providers who are interested in supporting teachers and families in supporting young children creating art outside.