

ANNUAL CONFERENCE
SATURDAY – MONDAY, DECEMBER 1 – 3, 2018

65th ANNIVERSARY

Connecting our foundation to our future

Updated Conference and Session Schedule

Saturday, December 1

| | | |
|-----------------------------------|-------------------|--------------------------|
| On-Site Registration and Check-In | 7:00 am – 5:00 pm | North Hallway, 3rd Level |
| Pre-Conference Session | 9:30 am – 4:30 pm | Ballroom C/Upper Level |

Sunday, December 2

| | | |
|-----------------------------------|---------------------|---|
| On-Site Registration and Check-In | 7:00 am – 4:30 pm | 305A – 306C BALLROOM C UPPER LEVEL |
| Self-Select Sessions | 8:00 am – 9:15 am | |
| Bari Koral | 9:30 am – 10:30 am | |
| Lillian Hubler | 11:00 am – 12:00 pm | |
| Lunch (on your own) | 12:00 pm – 1:30 pm | |
| Power to the Profession Panel | 1:30 pm – 2:30 pm | |
| Michael Bonner | 3:00 pm – 4:20 pm | |

VENDOR SPOTLIGHT 4:30 pm – 5:30 pm

Vendors help make our NCAEYC Conference possible! Connect with them throughout the day and be present during Sunday Afternoon Vendor Spotlight in Ballroom C/Upper Level to see the latest in early education products and services and to have a chance to win more amazing door prizes!

 **ncaeyc Gala**

7:00 pm – 10:00 pm

Marbles Kids Museum Gala tickets on sale through November 26 at ncaeyc.org

Monday, December 3

| | |
|-----------------------------------|---------------------|
| On-site Registration and Check-In | 7:00 am – 8:30 am |
| SESSION 1 | 8:00 am – 9:30 am |
| KEYNOTE | 10:00 am – 11:45 am |
| Lunch (on your own) | 11:45 am – 1:00 pm |
| SESSION 2 | 1:00 pm – 2:30 pm |
| SESSION 3 | 3:00 pm – 4:30 pm |

Experience all that NCAEYC's Conference has to offer!

NCAEYC Photobooth
Connection Corner/Advocacy Activities
Wellness Way
DAP Showcase: Excellence in Action
NCAEYC Merchandise Booth
Table Talks Resource Fair
Be Active Kids

3RD FLOOR/
MAIN LEVEL

**Dr. Becky Bailey
& Michael Bonner**
will be selling and
signing their books
on Monday!

*FYI- there is a separate event occurring in the Raleigh Convention Center on Saturday and Sunday, so watch for signs directing you to NCAEYC Registration, activities and sessions.

An in-depth Pre-Conference experience

Saturday, December 1, 9:30 am – 4:30 pm in Ballroom C/Upper Level



Dr. Becky Bailey

The Many Lenses of Conscious Discipline: Looking at Implementation, OOPs Moments, Successes and more through the Lens of Child, Educator and Administrator

We will spend the day exploring the many lenses of practical application, transformational change and intentional implementation through the reflective lens of child, adult and administrator. We will also touch on how implementation will be modified for those who have experienced trauma. Whether you are just starting out or have been practicing Conscious Discipline for years, you will find connections and inspiration to transform your practice as a teacher, administrator, mental health specialist or parent.

Presented by Dr. Bailey and Conscious Discipline (CD) Certified and Master Instructors as well as others touched by the power of CD.

Lunch break on your own. 5 DCDEE contact hour credits

Self-select opening sessions

Sunday, December 2, 8:00 am – 9:15 am

Social Emotional Strategies for Our Youngest Learners

Room 306A, Capacity: 116

Age Group: Infant - Grade 3

Target Audience: **Emerging, Established, Experienced**

Deanna Hibbard

There are a variety of materials in your classroom that can be used to promote social emotional competence. We will explore how these items can be used to help children recognize and express emotions, recognize and solve social problems, and learn to be friends.

Lakeshore®

Moving from a Traditional Classroom to a Conscious Discipline School Family: A place where everyone soars because everyone feels valued and accepted

Room 305A, Capacity: 116

Age Group: K - Grade 3

Target Audience: **Emerging, Established, Experienced**

Kim Hughes

Current research and common sense tell us that a positive school climate enhances the teacher's ability to teach and the children's ability to learn. School climate is such a powerful force that it impacts all achievement. It can foster bullying, blame, exclusionary cliques and struggle, or it can build cooperation, willingness, responsibility, and success.

The School Family is a metaphor for creating positive school cultures based on current research about healthy families and optimal brain development. Come explore three significant paradigm shifts that empower everyone and lead to a compassion classroom where every child and adult sees themselves as nurturing, helpful, kind, contributing, accepting, and accepted.



Take The BITE out of Biting

Room 305B, Capacity: 116

Age Group: Infant Toddler

Target Audience: **Emerging, Established, Experienced**

Kelli K. Rushing, Connect To Teach, LLC

YIKES! One in 10 toddlers bite! In this Conscious Discipline Workshop, you can explore the messages children are sending with their biting. Learn how we can respond to keep all children safe and to effectively teach children missing skills for communicating their needs safely. Equip yourself to respond to biting and to communicate policies with families.



Building Program Visibility and Accountability: The EESLPD Conceptual Framework and Reliability Project

Room 306C, Capacity: 116

Age Group: Preschool (3-5 yr. olds - Pre-K)

Target Audience: **Emerging, Established, Experienced**

Heather Taylor, EESLPD Office at UNC Charlotte

The Early Educator Support, Licensure, and Professional Development Office, the statewide education agency for licensed early childhood educators employed in nonpublic NC Pre-Kindergarten and NC Developmental Day classrooms, has developed a conceptual framework supporting our unique coaching model. The program is also wrapping up phase 1 of 3 in the development of a process that will measure and inform reliability among our mentors and evaluators. Join us as we introduce the conceptual framework, data that supports our model, our next steps in ensuring the reliability, and what this all means for the early childhood educators that we serve.



The Grand "SLAM": Infusing Science, Literacy, Art and Math through creative hands-on activities

Room 306B, Capacity: 116 | Age Group: Preschool (3-5 yr. olds - Pre-K)

Target Audience: **Emerging, Established, Experienced**

Shaun Rogers, Kaplan Early Learning

Young students learn best when they are playing and having fun. Bring your classroom to life with creative ideas that incorporate the critical components of Science, Literacy, Art and Math. These hands-on projects are simple, yet effective in promoting fun and learning.



Let's gather together in Ballroom C/Upper Level

Sunday, December 2, 9:30 am – 4:20 pm



9:30 – 10:30 am

Yogapalooza with Bari Koral: Incorporate yoga and mindfulness into your classroom with music, tips, tools and creative relaxation

Bari Koral, Yogapalooza

A trip to the moon? Yoga with a Dancing Bear?! Discover a wonderful world of beloved songs and activities that make it easy to teach yoga to children. Turn from seeds into apple trees, pop like popcorn and more! Kids Yoga expert and popular recording artist Bari Koral is at the forefront of introducing and re-enforcing the incredible benefits of yoga and mindfulness to thousands of early childhood educators and children. Her songs are widely used in classrooms around the world and she is considered one of the top experts in the field of yoga and mindfulness with children. Bari's info-packed training includes important background on the many physical and mental benefits of yoga. We will cover over a dozen key mindfulness tools that help children (and adults!) relax, focus and self regulate. Guaranteed to get you moving, this interactive presentation also includes a self-care portion for your own well being.



11:00 am – 12:00 pm

Motivating & Understanding Young Children & Communication Language - Bi-Lingual

Lillian Hubler, Time To Sign

Innovative and enriching workshop for educators/parents on how to help and enhance children's learning experience by understanding their brain's emotional inner-workings, and how it impacts their behavior, which results in giving our children a better day – everyday! Our children's early years are spent in their emotional brain where it is harder to self-regulate, retain information, and grow behaviorally and academically. During this workshop participants will learn how to use sign language and other techniques to bring our children out of their emotional brain into their logical brain, in time producing better self-regulation skills. Participants will learn fun and revolutionary practices on how to connect with children using their communication languages. This session will provide attendees with quick and easy strategies to implement that will help keep children in their logical brain; walking participants through a family/child-focused childcare environment from greeting to goodbye.

LUNCH (on your own) 12:00 pm – 1:30 pm



1:30 pm – 2:30 pm



Power to the Profession Panel Discussion

Karen Ponder, Katherine Kempe

Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation. Come learn how you can get engaged and lend your voice to this important work.



3:00 pm – 4:20 pm

Motivation Leads to Innovation – The Audacity to Get Up

Michael Bonner

Let us be honest. The turnover rate within education is a serious dilemma that we have yet to find the antidote for. A study conducted at UCLA showed only 4% of college freshmen were interested in following the path to become an educator. The profession of teaching is not an easy one and now the entire world is exposed to this truth. In schools all across the world, 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 which ultimately affects student performance. 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, navigating the tumultuous waves of working within a Title 1 school (100% FRL free and reduced lunch), to understanding the value of applying creativity!



Visit with Vendors | 10:30 am – 11:00 am, 1:00 pm – 1:30 pm, 2:30 pm – 3:00 pm

Check out the amazing products, resources and services on display. Get to know each of our valuable Vendors who help make our Conference possible. **Visit with vendors throughout the day to register to win fabulous door prizes!**

Vendor Spotlight | 4:30 pm – 5:30 pm

BALLROOM C/UPPER LEVEL

Vendors will be front and center to award their door prizes! (Must be present to win.)



Session 1

Monday, December 3, 8:00 am – 9:30 am

Inquiring Minds Want to Know more about NCRLAP

Room 201, Capacity: 68

Age Group: Infant – Grade 3

Target Audience: **Emerging, Established, Experienced**

Megan Porter, University of North Carolina at Greensboro

Tanya Covington, University of North Carolina at Greensboro

As the North Carolina Rated License Assessment Project nears its 20th year of conducting assessments across the state, there are still questions regarding the assessment process. During this session we will discuss and demonstrate how to most effectively use the NCRLAP website and resources to find answers to common questions, be aware of updates, and stay prepared for an Environment Rating Scale assessment. Additionally, specific topic areas and commonly asked questions related to the Environment Rating Scales that continue to be challenging and/or confusing will be clarified. This will be an interactive session with a focus on addressing questions from participants about various indicators, items, and/or assessment procedures for the ECERS-R, ITERS-R, FCCERS-R, and SACERS-U. So, come prepared with questions for any of the rating scales, NCRLAP's website, or about any assessment procedures.

Understanding Disabilities – Take a walk in my shoes

Room 202, Capacity: 32

Age Group: Infant – Grade 3

Target Audience: **Emerging, Established, Experienced**

Cassie Karriker, Partners in Learning

April Pearman, Partners in Learning

It's one thing to read about child with special needs. It's another thing to see them through the child's eyes. Experience firsthand how frustrating it is when your hand won't write what your brain is telling it to. Or how hard it is to complete a simple task when you have trouble focusing, walking, seeing, and processing.

Helping Our Children Overcome Their Fears, Anxiety and Trauma

Room 203, Capacity: 32

Age Group: Infant – Grade 3

Target Audience: **Emerging, Established, Experienced**

Donna Toler, The Partnership for Children of Wayne County

Alexandria Davis, Wayne County Child Health Care Consultant

What is all this NEWS and statistics relating to the ACE's, Stress, Anxiety, and Traumatic Experiences all about? And what can we do about it as Educators, Families, and Community? How can adults promote RESILIENCE and show support for the children or other adults who have experienced trauma sometime in their life? Come and Join us as we UNWOUND and learn some HEALING strategies to GIVE VOICE and FIND SECURITY, that will embrace Social/Emotional Development and Approaches to Play and Learning!

SESSION CANCELLATION: We make every effort to avoid cancellation of sessions, but unexpected issues may arise. For canceled sessions, notices will be posted on the Convention Center reader boards, at the session room door (when possible) and at the Registration area. If a Presenter is not in a session, please check these notice areas.

Engaging Young Audiences and Families in Play-Based Nature Exploration

Room 204, Capacity: 32

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Billie Barefoot, Marbles Kids Museum

Shanette Swan, Marbles Kids Museum

You may have heard about the importance of playing outdoors, but what exactly is nature-based play? This session will dive into what constitutes as nature play, where it occurs, how to make it developmentally meaningful and how to evaluate for success. You don't have to be an outdoor expert to create engaging and lasting experiences outdoors. In addition to learning about successful models, we'll practice creating and analyzing nature activities as a group.

The Complexities of Developmentally Appropriate Practice: Creating and Assessing Cognitive Stimulation

Room 301A, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Dr. Rebecca Shore, UNC Charlotte

Dr. Richard Lambert, UNC Charlotte

Developmentally Appropriate Practice (DAP) is designed to promote young children's optimal learning and development. Optimal learning requires that a teacher not only be aware of and responsive to what is individually appropriate and what is culturally important, but to what excites, invigorates, and challenges children's thought processes and desire for new knowledge and skills. Join us for in-depth learning about the intricacy of creating environments, facilitating and assessing learning that empowers children to think critically, to engage in discover, exploration, and problem solving through enriched cognitive experiences.

Early Childhood Environmental Education: Designing and implementing programs that work!

Room 301B, Capacity: 116

Age Group: Infant – Grade 3

Target Audience: **Emerging, Established, Experienced**

Lauren Pyle, Environmental Educators of North Carolina

Beth Cranford, Museum of Natural Sciences

Building environmental literacy is a lifelong process, and it starts with building a solid foundation. In these early years, environmental education (EE) is rooted in play and inquiry and is focused on introducing children to nature and the environment in ways that are connected to the places where they live and foster positive feelings about the natural world. The NAAEE Guidelines for Excellence provide a road map to do just that, with recommendations for developing and implementing high quality early childhood EE programs for birth to age 8. Join us to learn how these guidelines provide a tool that can be used to ensure a firm foundation for new programs or to trigger improvements in existing ones, utilizing group discussion and hands-on activities.



The Importance of Implementing Early Childhood Children's Books Depicting Children/Families of Color in a Positive Light in The Classroom

Room 302A, Capacity: 116

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced**

Cymie Terry-Rawlins, Halifax Warren Smart Start Partnership for Children/ CCR&R

Some of the recent buzz words in the field of early childhood are diversity, acceptance, equality, tolerance and justice. It is imperative to the future literacy success of children of color and children from non-traditional families that when they open books in their classrooms they see positive reflections of children and families that they can relate to. This session will take a close look at 25 books that every early childhood classroom should have on their shelves, from the toddler room to the school-age classroom. We will also talk and come up with strategies for creating a welcoming classroom environment for all children and families, after all, if we want children and families to see our child care programs as an extension of their families we need to find positive ways to include them.

Math All Around Us: Using Ecology to Teach K-3 Math Concepts

Room 302B, Capacity: 116

Age Group: School Age (K-Grade 3)

Target Audience: **Emerging, Established, Experienced**

Irene Aiken, University of North Carolina at Pembroke

In this hands-on session, the presenter will engage participants in activities that build numeracy skills while encouraging students' sense of wonder about ecology and geography. Math lessons will focus on ecology topics ranging from wildlife populations and habitat to natural resource use and conservation. Formats include the creation of mathematical models and simple graphs, role-playing simulations and math games, all matched to NCSCoS.

Name It to Tame It: Teaching children to manage their emotions

Room 302C, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Kelli K. Rushing, Connect To Teach, LLC

The Feeling Buddies Curriculum has been designed to help children identify their feelings with the goal of self-regulation. Learn how to implement this comprehensive tool to empower children with new skills for managing emotions.



Challenging Behaviors? Focus Your Efforts on Solutions with a Behavior Plan

Room 303, Capacity: 116

Age Group: Infant – Grade 3

Target Audience: **Emerging, Established, Experienced**

Jane Plum, United Christian Parish Preschool

If aggressive, uncooperative, disruptive behavior is causing chaos in your classroom and taking the joy from teaching, utilize a Conscious Discipline inspired behavior plan. The plan process will closely examine what the child's behavior is communicating and guide the process of deciding which behaviors to focus your solutions on. Practice shifting your perspective on the behavior, and create a plan for teaching the child skills for success in school. Next steps are implementation, recording successes and creating a follow-up plan.



Making Standards Come Alive in Early Childhood Classrooms

Room 304, Capacity: 140

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging, Established, Experienced**

*Teressa Sumrall, Appalachian State University
Cassandra Steffan, Lucy Brock Child Development Lab School*

This session is an exciting opportunity for administrators and teachers to meet and reflect on ways to use the North Carolina Foundations for Early Learning and Development to make children's learning visible. We will explore ways standards can be used for observation and documentation, curriculum development, and communicating with families. Examples of the creative use of standards from toddler and preschool classrooms from a Reggio-inspired program will be shared.

Sing! Move! Play! Learn!

Room 305A, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Sue Joyce, CC&E: Creative Communication and Education, LLC

Participants tap into the joy of early learning by experiencing strategies for best practice and music-driven activities developed to facilitate the implementation of an integrated approach to early learning and literacy development. Join this session to practice ways to use music to improve Pre-K program quality; to grow teacher knowledge, skills, and effectiveness; to guide integrated lesson-planning and instruction; and to bridge classroom learning with the home.

Creating a Culture of Accountability

Room 305B, Capacity: 116

Age Group: Adult Learners

Target Audience: **Established**

Gretchen Cawley, Inspired by Development

Wouldn't our days be easier if everyone would just do their job? This is a banner cry from many early childhood administrators who desire to create a workplace that is rewarding and provides high quality programs to young children and their families. This workshop will address the barriers to having employees accept accountability for their contributions to the culture of the organization. Through discussion participants will be introduced to methods and techniques for creating change in the environment that supports developing a culture where all employees thrive and the program flourishes.



Daily Schedule in PreK and K: Making the Most of Our Time

Room 306A, Capacity: 116

Age Group: Preschool through Grade 3

Target Audience: **Established**

Susan Choplin, Winston Salem Forsyth County Schools

Amy Blessing, Pender County Schools

Karla Carpenter, Catawba County Schools

Meet with members of the NCDPI Demonstration Classroom Program to discuss elements of an effective daily schedule in PreK and K. Participants will consider their daily schedule and reflect on the following questions. How can we make the most of our time in PreK and K? How will what we do each day connect with our students future? How do we show what we value through our daily schedule? How can we make our entire day relevant to our students lives?

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

Room 306B, Capacity: 116

Age Group: Infant Toddler

Target Audience: **Emerging**

Julie Clinkscale, Child Care Services Association

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 lifetime love of language and learning.

Follow the Leader! Developing a pathway to COACHING and MENTORING

Room 306C, Capacity: 116

Age Group: Adult Learners

Target Audience: **Established**

Dr. Brenda Williamson, DCDEE

Kenneth Robinson, Durham Head Start

Rashad Pitts Rodas, Guilford Child Development

This session will enhance participants' skills, knowledge and commitment to professional development for their staff through increased leadership on evidence-based coaching and mentoring methodology. The training will provide administrators with hands-on opportunities to explore and implement coaching and mentoring techniques as the importance of their leadership along with meaningful dialogue and program reflection revealing the areas of opportunity for increased skills such as technical assistance, interpersonal communication and other essential qualities. Training will focus on improving best practices through supporting children's progress toward school readiness goals in conjunction with positive outcomes for children, their families and classroom at-large. A pre- and post-assessment will be given ranking prior knowledge on mentoring/coaching and implementation practices.



Sign Language Fundamentals: A Strong Foundation for Early Childhood Functional Communication

Room 402, Capacity: 184

Age Group: Infant – Grade 3

Target Audience: **Emerging, Established, Experienced**

Lillian Hubler, Time To Sign

In this session participants will learn: to teach basic signs and phrases to promote and enhance early childhood functional communication, which, in turn, creates the foundation of all learning – both academic and behavioral; to use sign words to compliment and reinforce new concepts for quicker learning and better recall fun and engaging songs, games, activities, and stories for immediate use in the classroom with your children how sign language benefits young children's learning and development; to add sign language to familiar nursery rhymes and early childhood favorites to reinforce concept learning and recall, providing a significant boost to young children learning to read over 175 basic words as follows: alphabet signs, new and classic children's nursery rhymes, stories, and songs.

Essential Oils 101: Using essential oils in the childcare & home setting with Bari Koral: Yoga, Music & Mindfulness Expert

Wellness Way, Capacity: 50

Age Group: Infant – Grade 3

Target Audience: **Emerging, Established, Experienced**

Bari Koral, Yogapalozza

The number of wellness practitioners, classroom teachers and parents who have discovered essential oils has grown dramatically. A wide range of the benefits of essential oils - from the emotional to physical - have become so effective that over 6 million people are now using pure therapeutic grade essential oils. In this interactive, hands on workshop we will discover what essential oils are, how they are made and experience many popular oils and blends from essential oils. Not only do they smell incredible, but you will learn how to set up a relaxation corner in a classroom or home with calming lavender, make a relaxing (or uplifting) playdough on a rainy day, calm anxious thoughts, promote a better nights sleep, help children (and adults) who have trouble focusing stay on task, how to replace unwanted odors with amazing smells and much more.



Keynote Session



Three Super Powers Every Teacher Needs: Cape Not Included

Dr. Becky Bailey

Monday, December 3

10:00 am – 11:45 am

Ballroom C/Upper Level

We have within each of us—super powers! These are powers and strategies we can draw upon at any time. They are free and powerful ways of managing ourselves and managing the children we serve. Join me to learn three strategies that will transform even our most difficult relationship and in turn foster permanent behavior changes.

Session 2

Monday, December 3, 1:00 pm – 2:30 pm

Child Care Health Consultation: Training and Support for Child Care Providers

Room 201, Capacity: 68

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging, Established, Experienced**

Jacqueline Simmons, UNC Chapel Hill

Mary Cleary, UNC Chapel Hill



The goal of this session is for early educators to learn about and gain an in-depth understanding of child care health consultation. They will learn:

- what services are provided by local child care health consultants (CCHC)
- what health and safety expertise is available
- about the existing and new health and safety trainings developed and administered by the NC Resource Center including
 - recent training requirement updates based current on NC Child Care Rules

The Digital World is Here: Appropriate Technologies for Young Children!

Room 202, Capacity: 32

Age Group: Preschool through Grade 3

Target Audience: **Established**

Anne-Marie de Kort-Young

Technology is all around us and here to stay! Early Childhood Professionals must know what the research on use of technology with young children is telling us. Teachers must apply Developmentally Appropriate Practices (DAP) when identifying opportunities and creating learning experiences, using technology with young children. This session will provide “established” and “experienced” educators with an overview of this powerful research and offer opportunities to identify appropriate practices with technology. Bring a Tablet or Laptop so we can (individually or in small groups) apply DAP to explore the use of FlipSnack, a free program, for creating digital flip books with children.

Psychometric Properties of the NC Teacher Evaluation Process Rubric: Teacher Quality

Room 203, Capacity: 32

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Heather Taylor, UNC Charlotte



The Early Educator Support, Licensure, and Professional Development (EESLPD) Offices at East Carolina University and UNC Charlotte serve as statewide LEAs for early childhood educators who work in the NC Pre-K and NC Developmental Day programs. EESLPD mentors and evaluators support teachers through the licensure process by using the NC Teacher Evaluation Process (NC TEP). Psychometric properties of the NC Teacher Evaluation Process rubric will be discussed as a rating scale of teacher quality. Results will include an examination of sections of the rubric and identified elements teachers may or may not show growth or perceive as being easier/harder to meet.

Literacy Without Walls

Room 204, Capacity: 32

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging, Established, Experienced**

Mary Andrews

Lisa Bobst, Orange Literacy

Recognized as Toyota Family Teacher of the Year, 2017, Mary Andrews will share success in implementing a nationally recognized initiative that brings literacy opportunities to families with children from birth through elementary school age. The populations served include adolescent parents, mothers in recovery, refugees, public housing residents, health department clients, and Title I families. The facilitators look to the family as a unit, modeling interactions through exploration of books together. Literacy Without Walls provides examples of how Family Reading Partners took hold in a community and grew from one partnership to many, from one locality to diverse settings, from two people to a pool of volunteers and an agency to oversee them. Though easily replicated, Family Reading Partners will fuel your own ideas on how to make an impact in your community. There will be examples, stories, handouts, and opportunities for questions.

Autism, My Art, Making the World a Better Place

Room 301A, Capacity: 116

Age Group: Across Levels

Target Audience: **Emerging, Established, Experienced**

DJ Svoboda, The Imagifriends

Cindi Svoboda, The Imagifriends

Our goal is that everyone leaves our session with hope, encouragement, and the motivation to help spread Autism Awareness and Acceptance for all those with Autism. They are very special individuals who can accomplish great things such as “Making the World a Better Place”. Come meet DJ and visit The Imagifriends of Imagiville. They welcome you!!!

“It’s My Story Day!” Making Connections with Literacy Through Storytelling Story Acting

Room 301B, Capacity: 116

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced**

Pat Tuttle, Retired Educator from Warren Wilson College

Tara Effingham, Asheville City Schools

Build literacy foundations within your classroom through storytelling/story acting, a research based curriculum built on the iconic work of Vivian Paley, where children dictate stories which are then recorded and acted out by their classmates. Through their stories, children bring words to life and we are reminded of how pretend play is supported by good children’s literature and foundational in early childhood curriculum. Children’s enthusiasm for “their story day” provides a unique and powerful connection for their emerging literacy skills in vocabulary, comprehension, print awareness, narrative development, and creative thinking as they give voice to their imaginations, see their words written, and then bring that story to life on the “stage” with their friends.

PLEASE NOTE: Although we make every effort to ensure that the sessions offered at the NCAEYC Conference are aligned with NCAEYC/NAEYC’s standards of practice, we cannot always guarantee this to be true. Therefore the views expressed within the Conference sessions do not necessarily represent those of NCAEYC and NAEYC. Likewise, the presence of advertising or exhibits by vendors does not imply an endorsement of these products or services by NCAEYC or NAEYC

Creating Culturally Responsive Family Engagement Opportunities from the Start

Room 302A, Capacity: 116

Age Group: Across Levels

Target Audience: **Emerging, Established, Experienced**

Danielle Johnson, Durham's Partnership for Children

Cheryl Brown, Self-Employed

Culturally Responsive Family Engagement, what is it and why should it be incorporated in all early childhood program settings? This session will define Culturally Responsive Family Engagement and identify essential components needed to successfully implement in the early childhood program. This will be done through a local Pre-K lens. Through this session we will explore a Pre-Kindergarten program in Durham, North Carolina as it showcases elements of high quality, developmentally appropriate practices, and culturally responsive family engagement strategies. Participants will gain skills, strategies, techniques, and an opportunity to view real time Culturally Responsive Family Engagement through a local level lens.



Think Babies! Policies and Programs to Help Babies and Families Thrive

Room 302B, Capacity: 116

Age Group: Infant Toddler

Target Audience: **Emerging, Established, Experienced**

Michele Rivest, NC Early Education Coalition

Elaine Zukerman, NC Early Education Coalition

The science is clear: the earliest years from birth to age three are the most critical time in a child's development but their potential is not always our highest priority. Come ready to learn about the core policies and programs that help babies thrive with healthy beginnings, supported families, and early care and learning. Participants will hear about North Carolina's infant toddler policy agenda and discover new ways to become effective early childhood advocates.



Is It a Strategy or Belief? You have the POWER to decide!

Room 302C, Capacity: 116

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**

Susan M. Kirby, Building Bridges with Conscious Discipline, LLC

Have you "tried" Conscious Discipline? Ever felt frustrated that it "didn't work?" Increase your knowledge of the Seven Powers for Conscious Adults and deepen your internalization! An adult-first model implies that we are able to calm and regulate ourselves enough in order to see misbehavior as a cry for help and teach that missing skill. Learn how we need all the Powers of Conscious Discipline so that we can teach those missing skills and shift from using strategies to embracing a new belief system.



When Play Therapy and Conscious Discipline Collide in Preschool

Room 303, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Emily Shields, Connections Builders

Mental health problems affect about 1 in 10 young children and are often a direct response to what is happening in their lives. However, 70% young children who experience a mental health problem do not receive appropriate interventions at a sufficiently early age. How can we as teachers redefine "Play Therapy" and turn teachable moments into every moment. In this Conscious Discipline session, you can explore all the opportunities to reach these challenging children within the context of their play. Learn how we can respond to keep all children safe and to effectively teach children missing skills.



JUST STOP IT! Let's Get Real

Room 304, Capacity: 140

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced**

Eva Phillips, Eva C Phillips Educational Consultant

Amy Scrinzi, Amy Scrinzi Educational Consultant

Marylee Sease, Touchstone Educational Consultants

Lee Messer, Touchstone Educational Consultants

Do you want to JUST STOP using worksheets in your teaching and get real with the learning experiences you provide children in your classroom? This session can help build your capacity to evaluate the effectiveness and appropriateness of the use of worksheets in early childhood classrooms. Takeaways include authentic, meaningful and engaging activities to replace any worksheet and research-based talking points on why we need to JUST STOP IT!



PLAY OUTSIDE NC-PHASE III: Play Like a Child...

Think Like an Engineer!"

Room 305A, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Carroll Worrell-Barnes, Beaufort-Hyde Partnership for Children

Debra Torrence, Arts of the Pamlico

Christine Somerville, Beaufort-Hyde Partnership for Children

"Technology and Engineering for preschoolers? Whom ever heard of such a thing? Well, PNC Grow Up Great (PNC) has definitely heard of it! Once again PNC has collaborated with The Beaufort-Hyde Partnership for Children and the Arts of the Pamlico on PLAY OUTSIDE NC (PONC); an ongoing quest to bring purposeful S.T.R.E.A.M. professional development training to teachers and parents of children ages 3-5. S.T.R.E.A.M. stands for Science, Technology, Reading, Engineering, The Arts, and Math. In the past 3 years, PNC Grow Up Great has supported this ongoing venture to offer pre-school level, intensive, high quality, S.T.R.E.A.M. professional development workshops and technical assistance. This session, "Play Like a Child...Think Like an Engineer!" further addresses this mission and focuses primarily on the "T" and the "E" of S.T.R.E.A.M. learning using the outdoor environment.

Children learn through play! "Play Like a Child...Think Like an Engineer!" sparks the ingenuities of teachers and parents to promote children's intellectual progression through purposeful, hands-on outdoor play strategies proven to advance children's innate curiosities. Giving young children permission to use technology tools with the freedom to ponder and investigate under few restrictions can address evolving critical thinking skills like creativity, problem-solving, constructing, engineering, designing, exploration, & discovery of the world---as they play. Early access to these skill-building techniques produce life-long learners and are sure to be an asset to children's success for many years to come."

Unstoppable Leadership Success

Room 305B, Capacity: 116

Age Group: Adult Learners

Target Audience: **Experienced**

Payal Nanjiani, Insightful Learning

Today's leaders are fast movers. Everything around us is changing rapidly and the childcare industry isn't any exception. The leadership world today demands both, skill set and mindset. The qualification, degrees, and experience ensure a good skill set. But how to develop a productive mindset for a game-changing performance? How can you ensure consistent results regardless of your circumstance? Leadership Through Mind session will help you redefine your leadership to achieve maximum results. This session helps you fill the gaps regardless of your circumstance with real work examples, inspirational stories, games and templates to takeaway.

The Power of Choice and Play in Pre-K and K

Room 306A, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Gina Troball, Carteret County Public Schools

Lisa Kittrell, Carteret County Public Schools

Jenny Bell, Carteret County Schools

In this session, the attendees will be given valuable and insightful research on why both play and choice time are important. They will be shown what is needed in order to implement choice time during teacher supported, play-based, learning centers. The participants will learn about the management of choice within each center-Blocks, Science, Reading, Dramatic Play, Math and Art. We will give a breakdown of centers and how to embed choice into each one.

Social/Emotional Milestones-Birth to 36 Months: Building Blocks for Future Learning

Room 306B, Capacity: 116

Age Group: Infant Toddler

Target Audience: **Emerging, Established, Experienced**

Jennifer Anderson, Guilford Child Development

Priscilla Hayes

First everything is "mine", then children learn to take turns, and eventually they learn to share. For infants and toddlers this learning happens through relationships and includes developing a sense of self, a sense of self with others, and learning about feelings. All children need an emotionally secure environment that supports healthy development in this learning domain. This workshop examines social/emotional competence as a vital component of later school readiness. Participants will learn how a responsive caregiver can help the youngest of our children form secure attachments, learn to navigate feelings and emotions, and begin to develop self-regulation and social skills, the building blocks for future learning. This training provides information that supports the ITERS-R subscales: Listening and Talking and Interactions. (DCDEE 3,7)

Peace, Love, and Preschool: Yoga in the Classroom

Wellness Way, Capacity: 50

Age Group: Across Levels

Target Audience: **Emerging, Established, Experienced**

Dollie Adcock, Harnett County Partnership for Children

Melanie Jacobson, Harnett County Partnership for Children

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. Fully participate to learn how children's yoga is different from adult yoga. Integrating yoga into the classroom is easier than you think!

Ways to build resiliency in young children now that we know about ACES (Adverse Childhood Experiences)

Room 306C, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Established**

Doreen Aristy, Thompson

This presentation helps to understand the concept of resilience and the social emotional characteristics that lead to life success. It includes specific guidance on the qualities of nurturing interactions and relationships that promote early brain development, particularly the integration of the emotional and thinking centers of the brain.

The objectives of this module address:

1. Definition of resilience and how it develops
2. How early caregiving relationships are central to resilience
3. Specific caregiver behaviors and interactions that build resilience-promoting relationships.

You Want to Be a Teacher?!

Room 402, Capacity: 184

Age Group: Across Levels

Target Audience: **Emerging, Established, Experienced**

Michael Bonner

Michael Bonner will discuss his personal juxtapositional experiences on how he arrived on a national stage by confronting the different curveballs that are pitched in the field of education. 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? What happens when social issues leak into the classroom and affect student learning? In this speech, he will create a unique interactive discussion with educators in the room to discuss 6 statistics that are plaguing education and through collaboration create solutions to take back to our classrooms so the focus can return to student success. 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.

NCAEYC congratulates our good friend Michael Bonner on his second publication, a children's book!

Watch for NCAEYC opportunities to connect around Michael Bonner's new book for children.



Session 3

Monday, December 3, 3:00 pm – 4:30 pm

21st Century Skills-It's so much more than Technology!

Room 201, Capacity: 68

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging**

Teresa Petty, ECU EESLPD

Angela Jahr, ECU EESLPD



Everyone is talking about 21st Century Skills, or 21st Century student success. Many times teachers equate that to technology, but it is so much more! Participants will learn what that truly encompasses as Early Educators. Discussion will include an overview of the 21st Century Early Learning Framework and how 21st Century Skills are represented throughout the NC Teaching Rubric and ways they can include these practices in the classroom. Not only do 21st Century skills include information, media and technology skills, but in addition, Learning and Innovations Skills (4C's) as well as Life and Career Skills. Attendees will participate in hands on activities and will leave with a wholistic view of 21st Century Learning in Early Childhood.

Teaching Art Even If You Can't Draw A Stick Figure.

Room 202, Capacity: 32

Age Group: Infant – Grade 3

Target Audience: **Emerging**

Elspeth McClanahan, North Raleigh United Methodist Preschool

Becky Sterling, North Raleigh United Methodist Preschool

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.

Toxic Stress & Its Impact on Children

Room 203, Capacity: 32

Age Group: Infant Toddler through Pre-K

Target Audience: **Established**

Karen Walker, Partnership for Children

Stress is a fact of life, no matter your age. Some stress is good for us – it keeps us attentive, sharp, productive, learning. But toxic stress affects brain development and learning in young children, and can have long-lasting effects. This session will help participants define stress responses and understand the difference between "tolerable" and "toxic" stress. We'll look at the long term effects of toxic stress and investigate practices for mitigating those effects and promoting resilience in young children.

Collaboration to Support Inclusion:

Solving Dilemmas with DEC

Recommended Practices

Room 204, Capacity: 32

Age Group: Infant – Grade 3

Target Audience: **Emerging, Established, Experienced**

Allison Murray-Nikkel, University of North Carolina at Chapel Hill

Harriet Able, University of North Carolina at Chapel Hill



A strategy for supporting early childhood practitioners as they implement inclusion will be described. Information regarding professionals' practice dilemmas in a critical friends group format will be highlighted in reference to current evidence based practices. Problems of practice related to inclusion will be targeted, particularly in collaboration with families and other professionals. Strategies for improving these collaborations with a focus on DEC Recommended Practices will be described for enhancing the quality of inclusive environments. Participants will engage in practice dilemma activities focusing on inclusion, linking dilemmas with recommended practices for family and teaming and collaboration. Though cultural and other differences often present barriers to collaboration, the CFG® format provides a safe space for practitioners to discuss and better understand those barriers and problem-solve to overcome them.

Igniting Life Long Learning with PBS Resources!

Room 301A, Capacity: 116

Age Group: Across Levels

Target Audience: **Emerging, Established, Experienced**

Mallory Mbalia, UNC-TV

Pamela Orr, UNC-TV

Come learn about the resources that UNC-TV/ PBS KIDS offers to support learning domains. We will explore resources such as PBS LearningMedia, as well as others and walk through "Foundations" with beloved characters and supporting content. Participants will walk away with resources and a model for technology and hands-on integration that they can implement right away. We will explore everything from social emotional skills to art integration. Through the engaging resources and trusted characters, kids and adults naturally connect to educational content. Come spend the morning with all of PBS Kids friends and meet some of the newest ones and learn how they can help to ignite life long learning!

Fueling the STEAM Engine with Music

Room 301B, Capacity: 116

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging, Established, Experienced**

Cindy Bousman, Kindermusik International

Deanne Kells, Kindermusik International

STEM has been a buzz word in education for years, but the importance of Science, Technology, Engineering, and Math should not overshadow the importance of the Arts. This awareness is producing growing momentum around STEAM education. The Arts area that most naturally fits into STEAM is Music! Research shows music's positive impact on children's math and science learning...setting the pathway to science, technology, engineering, and math skills. This session presents the convincing argument for regularly including music in the daily life of babies and toddlers to fuel STEAM learning.

Creating Amazing Outdoor Play and Learning Environments

Room 302A, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Elizabeth Gilleland, The Raleigh School

Stephanie Parker, The Raleigh School

Teachers who create thoughtful indoor spaces in which young children can grow and learn will often overlook the marvelous potential of outdoor spaces. Extension of the classroom onto outdoor decks, porches, gardens, and yards provides a myriad of opportunities to expand the physical activity, creative expression, exploration, learning, friendships, and joy of the young child at school. In this session, participants will learn about the importance of outdoor preschool spaces and get ideas for how to convert porches, side yards, and entire playgrounds into dynamic and engaging natural play and learning environments that challenge, develop, and delight young children.

Fun With Flannel Boards and So Much More

Room 302B, Capacity: 116

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging**

Jennifer Rannow, Precious Lambs Early Learning Center, Raleigh, NC

Leslie Edwards, Precious Lambs Early Learning Center, Raleigh, NC

The beginning years of birth through preschool should be filled with opportunities for children to learn about sounds of language through exposure to linguistic awareness games, nursery rhymes, and rhythmic activities. Phonological awareness has been shown to be strongly related to later reading achievement. Flannel board rhymes and stories expand the language and literacy learning, as well as other areas of development, in an Early Childhood classroom. Flannel boards often hold the interest and the attention of the children, especially toddlers and early pre-k children. We will explore many other hands-on language and literacy activities which can develop young language learners. Come ready to see examples of flannel board stories and other hands-on materials which can reinforce these skills and even make one to take home.

Where Do I Start? One School's Journey with Conscious Discipline

Room 302C, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Jessica Hendley, Cabarrus County Schools

Amy Harding, Cabarrus County Schools

Are you interested in implementing Conscious Discipline, but don't know where to start? Learn how one school shifted their mindset and outlook on behavior and hear about their journey with Conscious Discipline. Amy Harding and Jessy Hendley have been preschool demonstration teachers at the Mary Frances Wall Center supported by the North Carolina Department of Public Instruction. They will share strategies from the classroom and how Conscious Discipline has changed their view on behavior. You may be asking "but what does this look like?". Pictures and strategies will be shared supporting how Conscious Discipline is implemented in the classroom, school-wide, and how to extend Conscious Discipline into the home. Participants will be supported in thinking about what is "next" in their journey with Conscious Discipline.



Resistance to Relationship: Strategies for Reaching the Most Challenging Children

Room 303, Capacity: 116

Age Group: Infant – Grade 3

Target Audience: **Emerging, Established, Experienced**

Kelli K. Rushing, Connect To Teach, LLC

Transforming behavior for permanent change is possible, even with the most challenging children. When we create willingness through relationship building and teach the skills needed for interacting with others, we can be successful at transforming their behavior. In this session, you will learn: How to increase willingness and impulse control through relationship building; How School Family jobs create opportunities for success and service; How to make the most of "teachable moments" to teach social skills.



Playful Leadership

Room 304, Capacity: 140

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**

Jordan Pearce, Marbles Kids Museum

Kelly Rusher, Marbles Kids Museum

Is your staff able to clearly articulate their purpose? Do your colleagues have a clear understanding of how they contribute to your organizational culture? Learn how Marbles Kids Museum encourages playful leadership and promotes a culture where staff regularly reflect on what matters most to them. Learn practical tools that empower staff to identify their values, lead with a clearly defined set of standards, and live your organization's mission through action.

STOP! Collaborate and Listen!

Room 305A, Capacity: 116

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced**

Jennifer Neathery, Roanoke Rapids Graded School District

Rose Pait, A Joyful Journey, PLLC (speech therapy), contracting with RRGSD preschool

STOP trying to do it all by yourself.

COLLABORATE with your speech therapist.

LISTEN to what your children are interested in and let them be your guide!

Join us for an interactive, hands-on, intervention-focused presentation specifically created to meet the unique challenge of creating innovative language opportunities in the classroom to ensure a language rich environment. Presented from the collaborative perspective of a preschool teacher and a speech therapist, with a combined 30 plus years of experience. It's true! Two minds are better than one!

Building a Team by Carefully Exploring Five Dysfunctions

Room 305B, Capacity: 116

Age Group: Infant – Grade 3

Target Audience: **Established**

Cara McKeown, Smart Start of Forsyth County, Inc.

"The advantages of being a true team are enormous, but they can't be achieved without a willingness to invest considerable time and emotional energy into the process. Taking shortcuts and half-measures not only prevents teams from making progress, but actually leads to a decrease in the team's performance. As difficult as teamwork can be to achieve, it is not complicated. The true measure of a team is that it accomplishes the results for their programs, children, and families that it sets out to achieve. To do that on a consistent, ongoing basis, a team must overcome the five dysfunctions listed by embodying the behaviors that will be highlighted during this session for each one: Dysfunction #1: Absence of Trust; Dysfunction #2: Fear of Conflict; Dysfunction #3: Lack of Commitment; Dysfunction #4: Avoidance of Accountability; and Dysfunction #5: Inattention to Results (Lencioni, 2013).

Lencioni, P. (2013). *Overcoming the five dysfunctions of a team* (1st ed., p. 7). San Francisco, Calif.: Jossey-Bass."

Let's Play: Welcoming Pre-K and K Families to Play

Room 306A, Capacity: 116

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced**

Michelle Gray, Pender County Schools

Bonita Haywood-Daniels, Martin County Schools

Amy Blessing, Pender County Schools

All families are unique but families with young children share a common factor: having an essential role in building a foundation for their child to learn and grow! This session will highlight the importance of families playing together and coaching families in high-quality play in and out of Pre-K and Kindergarten classrooms. Come collaborate with other professionals to discover simple ways to motivate and empower families to be present in their child's play!

Teaching with Heart: Making every moment count

Room 306B, Capacity: 116

Age Group: Infant Toddler

Target Audience: **Emerging, Established, Experienced**

Emilie Scharf, Partners In Learning

Kay Hunter, Partners In Learning

Learn about tools to help teach toddlers literacy, math, science, and social emotional development through engaging interactions. Hands on activities will encourage exploration and involvement.

Culturally Responsive Family Engagement in Early Childhood Programs

Room 306C, Capacity: 116

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**

Ebonyse Mead, North Carolina Partnership for Children

Niambi Ivery, North Carolina State University

Family engagement in early childhood programs is paramount to the educational success of young children, especially children of diverse cultural, linguistic, and lower socioeconomic backgrounds. Despite good intentions, many early childhood programs continue to struggle to successfully engage culturally, linguistically, and socioeconomically diverse families. Many programs attempt to engage diverse families with traditional methods of parental involvement such as parent-teacher conferences or back to school nights. Research shows that traditional methods of parental involvement are often school centered and fail to take into consideration minority parents' beliefs, goals, interests, and life circumstances (Gillanders, McKinney, and Ritchie, 2012). Early childhood programs serve varying types of families Emerging, Established, Experienced different ethnic and socioeconomic backgrounds, for this reason, programs must be intentional about effectively engaging culturally, linguistically, and socioeconomically diverse families. By including the culture and considering the socioeconomic backgrounds of families when developing family engagement activities and events, families are more likely to engage because they feel welcomed, respected, and valued (Marschal, 2006). Because families are uniquely diverse, both culturally and linguistically, and have varying needs, preferences, and lifestyles, early childhood programs must engage diverse families through intentional and strategic efforts.

The Abecedarian Approach: Getting to Know One of Our Most Influential Early Childhood Programs

Room 402, Capacity: 184

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging, Established, Experienced**

Adam Holland, University of North Carolina at Chapel Hill

Kimberly Meunier, Abecedarian Global

In this session, we will review the history and research behind the Abecedarian Approach, one of the most cited programs in US history. Then, we will delve into the techniques and parts of the approach that have made it such a success at boosting children's language skills and IQs. Participants will have the opportunity to try out and role play various techniques and discuss how the approach could supplement their own practices.

Let's Get Moving

Wellness Way, Capacity: 50

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging**

Jamaica Stevens, JAMaROO Kids

Learn 20 Different Yoga, Dance and Movement Activities for your classroom! These activities will encourage self expression, cultural awareness, problem solving, team work and creative thinking while working on balance, coordination, listening skills, concentration, breathing techniques, spatial awareness, basic science, math and early literacy skills. We'll also talk about mindfulness, emotional regulation methods and ways to help children master crossing the midline / bilateral coordination.