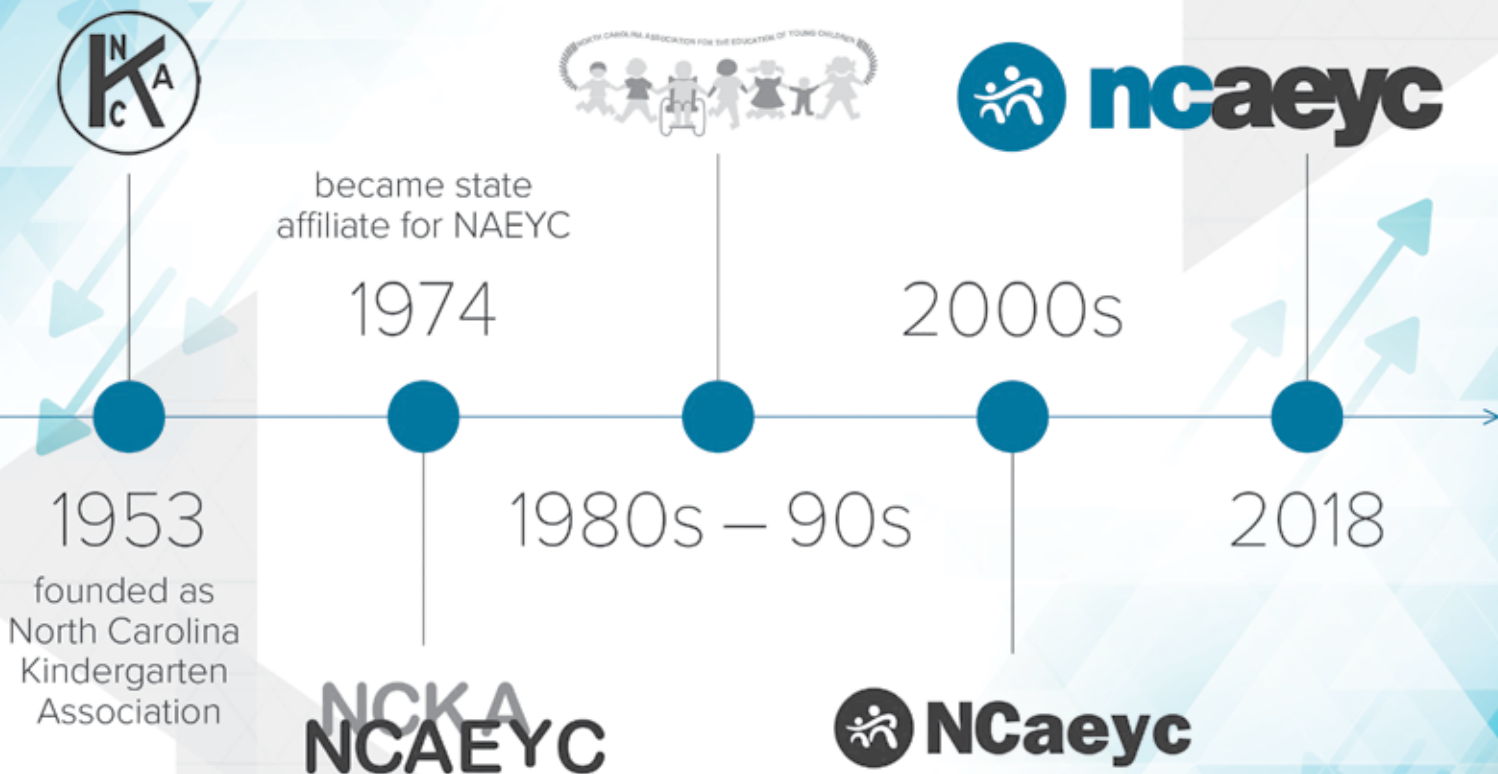


# 65<sup>th</sup> ANNIVERSARY

*Connecting our foundation to our future*



North Carolina Association for the Education of Young Children

***Annual Conference***  
September 13 – 15, 2018  
Raleigh Convention Center



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# NCAEYC's Annual Conference



The theme for NCAEYC’s 65th Anniversary Conference, “Connecting our foundation to our future” honors the legacy of the leaders and members who built and have belonged to this strong professional association. From our beginnings in 1953 as the North Carolina Kindergarten Association, then transforming into a state affiliate of NAEYC in 1974, we are connected by a commitment to high quality care and early learning for young children 0-8. Today’s leaders and members continue to live out this commitment by exemplifying professionalism and valuing our connections to each other and to the advocacy impact we have when we join together to make a difference for children, families and our field. Sixty five years later with a renewed mission, vision and priority initiatives, NCAEYC continues to adapt, transform, lead and innovate so we can promote and inspire purpose, passion and professionalism in early care and education.

Our great line-up of sessions reflect our Priority Initiatives:

- Developmentally Appropriate Practice across the 0-8 age spectrum
- Wellness and Resilience in Early Childhood Education
- Professionalism, Leadership and Advocacy

Our desire is to create space for you to be meaningfully connected to, actively engaged with, and uniquely inspired by other professionals committed to this valuable early childhood journey.

## A Legacy of Professional Development

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## Dear Conference Attendees:

### On behalf of NCAEYC's Board of Directors and staff, welcome to our 65<sup>th</sup> Anniversary Annual Conference!

It is our honor to be a part of the history and fabric of North Carolina's early care and education system by supporting our state's early childhood professionals in learning, growing, advocating, being connected, and being well. We strive to be intentional in designing a conference experience that promotes and inspires excellence in your practice and the practice of those you support.

NCAEYC's Annual Conference serves as an important touchpoint in the lives of early childhood professionals. Each year, hundreds gather to study, learn, share, and connect to people, information, and resources that positively impact the quality of early care and education experiences of North Carolina's young children, birth through age eight. By coming together each year as a profession, members of the field coalesce around standards, principles, practices, ideas, and innovations that make a difference for children, families and our field.

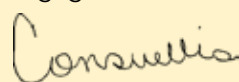
Each fall, NCAEYC's Annual Conference launches members into a year-long adventure of connected and purposeful professional development opportunities. It is a gathering that inspires and renews the hearts and minds of early childhood professionals. It connects and equips practitioners to be their best and to do their best. It strengthens and grows a network of diverse individuals serving in a wide variety of roles and settings. NCAEYC uniquely connects educators, administrators, and leaders across systems and across an important 0–8 age spectrum.

NCAEYC's 65th Anniversary Conference is about **Connecting our Foundation to our Future**, honoring the legacy of the leaders and members who built and have belonged to this strong professional association- and what better way to celebrate 65 years than having Dr. Becky Bailey of Conscious Discipline® as our Keynote Speaker? NCAEYC has enjoyed a special relationship with Dr. Bailey and her team of Conscious Discipline Certified Instructors. And that love is going to shine at this year's Conference.

Sixty five years into our mission and vision, NCAEYC continues to adapt, transform, lead and innovate so we can promote and inspire purpose, passion and professionalism in early care and education.

We look forward to celebrating our history and creating exciting new opportunities for meaningful impact. Please visit with our Board, staff, Local and Legacy Leaders at Connection Corner throughout Conference to learn about exciting opportunities to get engaged.

Thank you for joining us and for your ongoing support and engagement!



Consuellis Hawkins-Crudup  
President, NCAEYC Board of Directors

### NCAEYC Board of Directors

President	Consuellis Hawkins-Crudup
President-elect	Beth Moore
Vice President of Public Policy & Advocacy	Susan Butler-Staub
Vice President of Membership & Local Engagement	Myra Burrell
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North West	Lisa Pullis
South West	Dedee Goldsmith
West Central	Shawna Daniels
East Central	Adam Holland
North East	Sarah Prezioso
South East	Verena Howell
Sandhills	Krystal Yow
Local Leader Representative	Theresa Roedersheimer

### NCAEYC Staff

Lorie Barnes, *Executive Director*  
Christine Butler, *Coordinator of Operations and Conference*

*A big thank you to Paige Crist and Jennifer Austin for their incredible support!*

### 65th Anniversary Conference Workgroup

Gina Soceanu  
Amy Latta  
Theresa Roedersheimer  
Marilyn Agnew

### Thank you for your service as an NCAEYC Board Member!

Resha Washington  
Ashley Reid  
Stacie Lutz-Ovies

### NCAEYC Office

182 Wind Chime Court, Suite 104  
Raleigh, NC 27615  
919-510-5034  
www.ncaeyc.org



# NCAEYC is committed to being HPIO, a high-performing inclusion organization

## MISSION




NCAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

## VISION

All young children thrive and learn in a society dedicated to ensuring they reach their full potential.

## PRIORITY INITIATIVES

Through professional development opportunities, resources, collaboration and advocacy, NCAEYC will positively and significantly impact:

-  Developmentally Appropriate Practice Across 0 – 8 Spectrum
-  Wellness and Well-being of Children and Adults
-  Professionalism and Professionalizing the Field

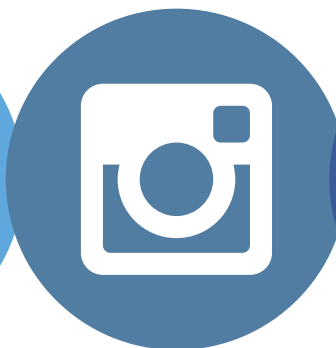


Purpose. Passion. Professionalism.

## Connect with NCAEYC during Conference and beyond!



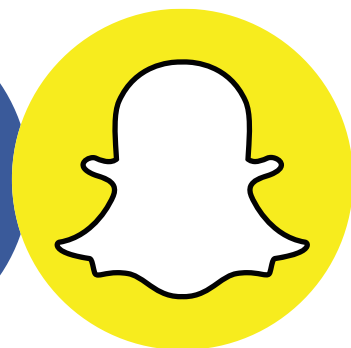
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ANNUAL CONFERENCE  
SATURDAY – MONDAY, DECEMBER 1 – 3, 2018

# 65<sup>th</sup> 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 <b>BALLROOM C UPPER LEVEL</b>
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](http://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.



### 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**

*Teresa 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!!!

## “Its 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.



# 65<sup>th</sup> ANNIVERSARY

*Connecting our foundation to our future*

Experience all that NCAEYC's Conference has to offer!

- ▶ **Get Plugged in at Connection Corner!**
  - ▶ **Over 80 Sessions to choose from—**  
**including Featured and Spotlight Sessions**
    - ▶ **Keynote: Dr. Becky Bailey**
      - ▶ **Photobooth**
      - ▶ **Wellness Way**
      - ▶ **DAP Showcase**
  - ▶ **"Have Your Voice Heard!" Advocacy Activities**
    - ▶ **NCAEYC Merchandise Booth**
      - ▶ **Meet the Authors**
    - ▶ **Table Talks Resource Fair**
      - ▶ **Vendor Spotlight**



**NCAEYC**



**NCAeyc**

**ncaeyc**

**A CONNECTED EXPERIENCE**

## NAME BADGE

Your name badge is your passport to Conference activities and sessions—be sure to wear it at all times.

## ACCREDITED CENTER OR COLLEGE NAME BADGE RIBBONS

If you are employed at an NAEYC Accredited Center or College, we want to recognize you! Come by the Registration Booth for a special name badge ribbon that recognizes your commitment to excellence.

## SESSION HANDOUTS

Check with your Presenters to see if their handouts will be posted on the NAEYC website ([www.ncaeyc.org](http://www.ncaeyc.org)) after the Conference.

## GLEANING TABLES—GLEAN MEANS GREEN & CLEAN

### **glean**

verb \ˈglēn\

1: to pick up after a harvester; to clear a field of the leavings of reapers

2: to gather information bit by bit; to pick over in search of relevant material

3: a Session Handout recycling activity designed for NCAEYC Conference located in the Main Lobby in front of Registration

In the spirit of caring for the resources of our world, we strive to reduce, reuse, and recycle our materials.

Each day of the Annual Conference, presenters are invited to leave any leftover session handouts or materials at the Gleaning Tables. Conference attendees are welcome to participate in the gleaning of these surplus handouts and materials. All leftover materials are available on a first-come first-serve basis so check back frequently throughout Conference to glean useful materials to extend your learning when you return home. Invest in a sustainable best practice and access materials and resources for your programs and classrooms.

Come check out available resources at the **Glean Means Green** table in the main Lobby of the Raleigh Convention Center from 10:30 am – 5:30 pm on Friday and from 8:30 am – 1:30 pm on Saturday.

## EVALUATIONS

Your feedback is valuable and assists NCAEYC with planning future Conferences and sessions to meet your needs. You will receive an email with an evaluation survey. Please take time to give your feedback!

## CONTACT HOUR CREDITS, CERTIFICATE OF ATTENDANCE

The North Carolina Division of Child Development and Early Education has approved contact hour credits for all Conference Sessions, including the Keynote Address. Use the form “Documentation of Professional Development Credit Hours” on page 43 and the Certificate of Attendance on page 42 to record your attendance at each session. Attendees complete the title, presenter name(s), and topic for each session attended and maintain this record (attendance is required in the entire session to receive credit). Licensed public school teachers should contact their district administrator to arrange for approval of sessions for Continuing Education Units. NCAEYC does not keep records of sessions attended.

## MESSAGE CENTER

Messages for Conference attendees will be posted at the Registration area (third floor/main level).

## CITY OF RALEIGH INFORMATION BOOTH

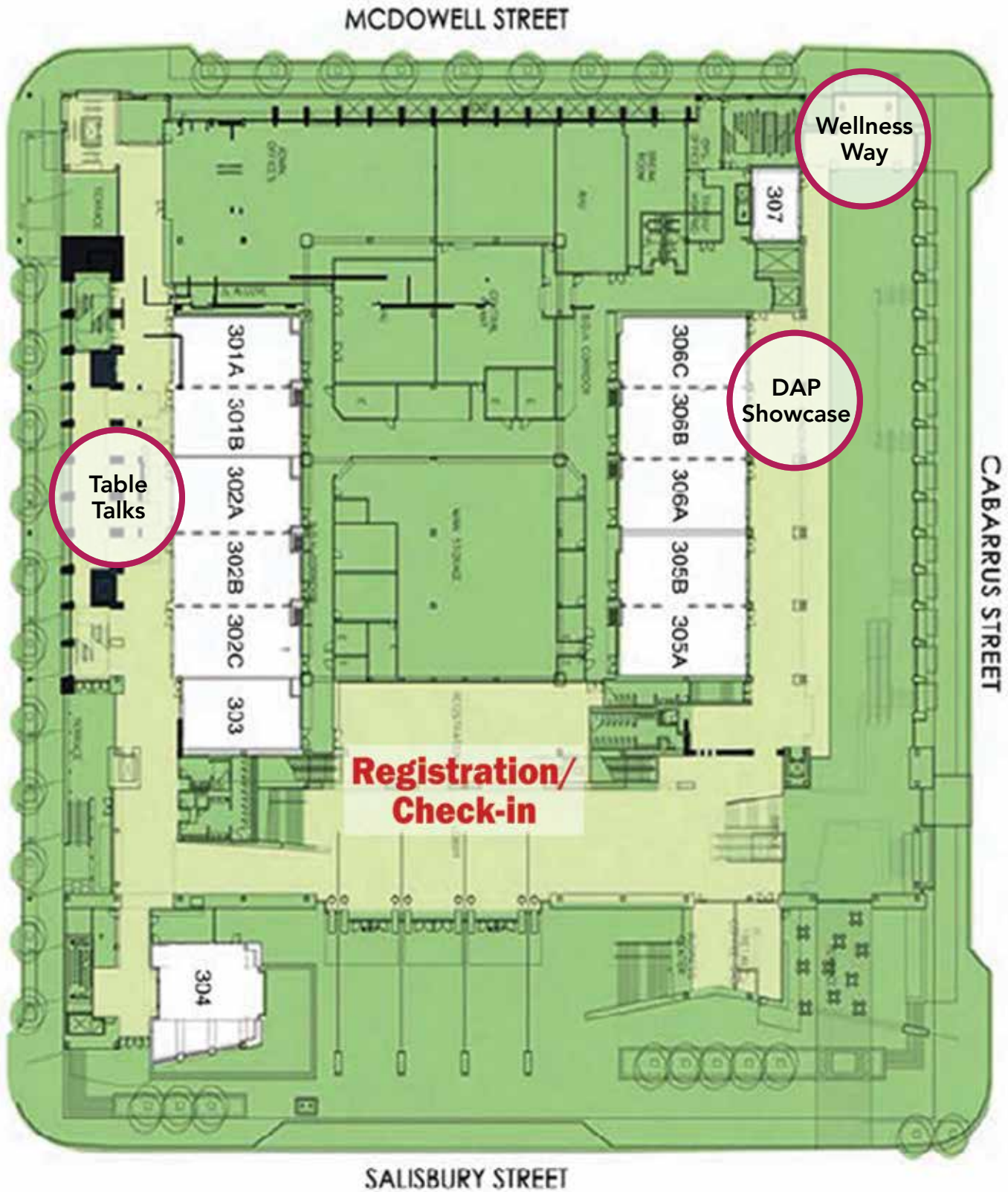
The Greater Raleigh Convention and Visitors Bureau Center Information Booth is adjacent to Registration. Helpful volunteers can answer questions and provide maps and brochures to enhance your stay in Raleigh.

## CONVENTION CENTER INFORMATION

- The Convention Center is accessible for persons with disabilities. Please inquire at Registration if assistance is needed.
- Temperatures throughout the Convention Center vary, so please dress in layers. T-shirts and sweatshirts are available for purchase at the NCAEYC Sales Booth near Registration.
- Lost and Found is located at Registration.
- The Convention Center and Hotels are smoke-free buildings.
- **For medical assistance, or any emergency, please alert a Convention Center employee, an NCAEYC Board or Staff member or come to Registration.**



# Map of Third Floor/Main Level Classrooms



MAP OF CLASSROOMS

200 level rooms are located one floor below the main lobby and the Keynote will be in Ballroom B one floor above the main lobby.

# In and Around Raleigh

## Transportation

When you have finished your last workshop of the day and want to explore downtown Raleigh and the restaurant district, you can hop on one of the eco-friendly transportation systems.

- R-Line: a free circulator bus service in downtown that will drop you off at various stops within downtown Raleigh. You can visit museums, shops, art galleries and restaurants.
- CAT buses: Raleigh provides bus service throughout the area, including many shopping malls
- Raleigh Rickshaws: Open air rickshaws pulled by bicyclists. The ride is free, but tips are encouraged.

Enjoy a leisurely ride to a restaurant or cruise around just taking in the sites.

NCAEYC  
Conference  
Attendees receive  
**complimentary admission to  
the Raleigh Home Show:**

Friday 5:30 – 9:00 pm  
Saturday 12 noon – 9:00 pm  
Sunday 10:00 am – 6:00 pm

DOWNTOWN  
RALEIGH  
**HOME  
SHOW**

<https://raleighfallshow.com/>

To receive your entrance ticket go  
to the box office and show  
your Conference Badge



**SPARKcon**

SPARKcon is Raleigh's annual Festival of Creativity that fills the downtown streets with activities, performances and displays of fun, music, imagination and innovation. Check it out Thursday 9/13 – Sunday 9/16. Learn more at [www.sparkcon.com](http://www.sparkcon.com).

## Greater Raleigh Convention and Visitors Bureau (GRCVB)

GRCVB is here to help you experience the wonderful sites and sounds of our Capital City. Look for their information booths in the Raleigh Convention Center and the Marriott Hotel. They can answer questions about food, parking, transportation, shopping, discounts and more! For things to do and deals on local restaurants please visit their website: <https://www.visitraleigh.com/>

## Food and Beverage

There are many great dining options within walking distance or located along the R-Line.

- For snacks and beverages on Friday from 7:00 – 11:00 am, visit Java Sweets on the Main Level (Third Floor) of the Convention Center; on Saturday, Starbucks is open at 7 am across the street from the Convention Center in the Marriott Hotel.
- Lots of great options abound for lunch! On Fayetteville Street, just steps away from the Convention Center on the other side of the hotels, options include: FireWok, Jimmy John's Subs, Shish Kabob, and Z Pizza. Jimmy V's Osteria & Bar is located in the Sheraton Hotel and Rye Bar & Southern Kitchen is located in the Marriott Hotel. Chick-fil-A is an easy walk just one block from the Convention Center on the corner of Fayetteville and Davie Streets.
- The hardest part about dinner will be deciding which of the fantastic options to select! Be sure to check the listing of local restaurants on page 9.

Looking for  
**coffee &  
snacks?**

Friday: 7 – 11 am  
Java Sweets on the Main Level  
(Third Floor)

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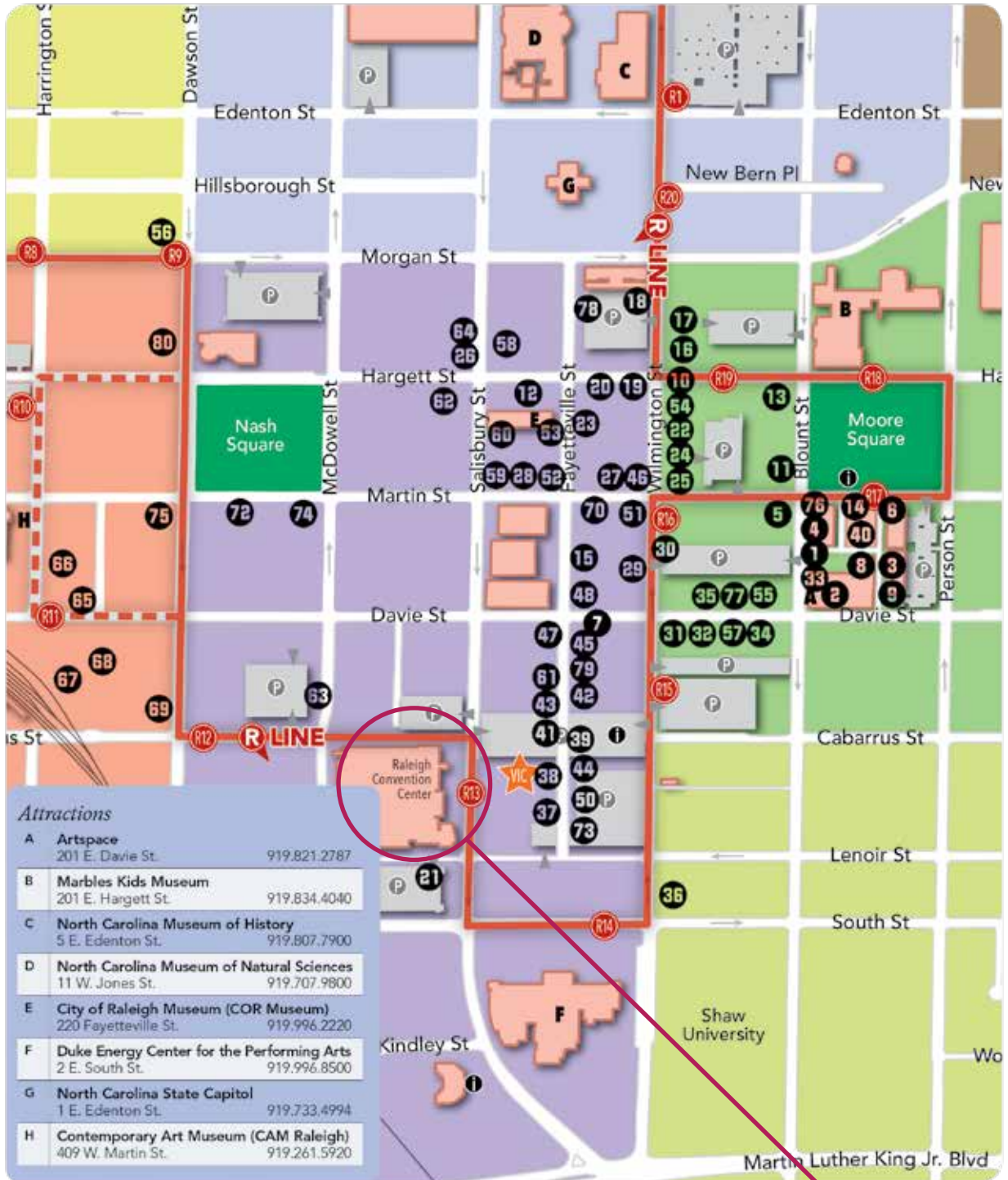
Thursday – Saturday:  
7 am – 7 pm  
Starbucks across the street  
from the Convention Center in  
the Marriott Hotel.



# Map of Downtown Raleigh Area

## Hanging Around Downtown

A guide to over 80 of downtown Raleigh's diverse eateries, all within walking distance of the Raleigh convention campus



### Attractions

A	Artspace	201 E. Davie St.	919.821.2787
B	Marbles Kids Museum	201 E. Hargett St.	919.834.4040
C	North Carolina Museum of History	5 E. Edenton St.	919.807.7900
D	North Carolina Museum of Natural Sciences	11 W. Jones St.	919.707.9800
E	City of Raleigh Museum (COR Museum)	220 Fayetteville St.	919.996.2220
F	Duke Energy Center for the Performing Arts	2 E. South St.	919.996.8500
G	North Carolina State Capitol	1 E. Edenton St.	919.733.4994
H	Contemporary Art Museum (CAM Raleigh)	409 W. Martin St.	919.261.5920

Ⓜ = Official Visitor Information Center

Ⓜ = Visitor Information

**R LINE** = Free downtown circulator bus; dotted line indicates R-LINE service after 6:30pm.

**Raleigh Convention Center at R-Line Stop**

**R13**

IN AND AROUND RALEIGH



# Downtown restaurants

## Downtown Restaurants

KEY: Price range: \$=meal for 2 people under \$20; \$\$=meal for 2 people \$20-\$40; \$\$\$=meal for 2 people more than \$40; Meals served: B=breakfast; L=lunch; D=dinner; Br=brunch; Ln=late night; \* = open daily; CS= closed Sundays; CM=closed Mondays; CTU=closed Tuesdays; CW=closed weekends.

RESTAURANT NAME	ADDRESS	PHONE	CUISINE STYLE	PRICE RANGE	MEALS SERVED	WEEKEND HOURS	
1	Treat	305 S. Blount St.	919.307.9390	Ice Cream	\$	L, D	CM
2	El Rodeo	329 S. Blount St.	919.829.0777	Mexican	\$	L, D	*
3	Cupcake Stop Shop	300 Blake St.	919.802.2726	Bakery	\$	L	*
4	Woody's at City Market	205 Wolfe St.	919.833.3000	American	\$	L, D, Ln	*
5	42 & Lawrence	134 E. Martin St.	919.828.1234	Coffeehouse	\$\$	B, L, D	*
6	Subway	220 E. Martin St.	919.828.9977	American	\$	B, L, D	*
7	Tama Tea	401 Fayetteville St.	919.828.9977	Tea House	\$\$	B, L, D	*
8	Big Ed's City Market Restaurant	220 Wolfe St., Ste. 103	910.465.2386	Southern	\$	B, L	*
9	Vic's Italian Restaurant	331 Blake St.	919.829.7090	Italian	\$\$	L, D	CS
10	Tonbo Ramen	221 S. Wilmington St.	919.977.3625	Pan-Asian	\$\$	L, D	*
11	Bida Manda	222 S. Blount St.	919.829.9999	Pan-Asian	\$\$	L, D, Ln	CS
12	Raleigh Raw	7 W. Hargett St.	919.439.5100	Smoothie	\$	B, L, D	*
13	Caffe Luna	136 E. Hargett St.	919.832.6090	Italian	\$\$	L (M-F), D (W-Sa)	CS
14	City Market Sushi	315 Blake St.	919.322.1987	Sushi	\$\$	L, D	CS
15	Wahlburgers	319 Fayetteville St.	919.703.0833	American	\$\$	L, D, Ln (Sa)	*
16	Sitti	137 S. Wilmington St.	919.239.4070	Middle Eastern	\$\$	L, D	*
17	Gravy	135 S. Wilmington St.	919.896.8513	Italian	\$\$	L (M-F), D	*
18	Centro	106 S. Wilmington St.	919.835.3593	Mexican	\$	L (M-Sa), D (W-Sa)	CS
19	Raleigh Times Bar	14 E. Hargett St.	919.833.0999	American	\$\$	L, D, Ln	*
20	Morning Times	8 E. Hargett St.	919.836.1204	American	\$	B, L, D	*
21	Overlook	616 S. Salisbury St.	919.856.0017	American	\$\$	B, D	*
22	Trophy Brewing Tap & Table	227 S. Wilmington St.	919.836.0034	American	\$\$	D, Ln	*
23	Pizza La Stella	219 Fayetteville St.	984.200.2441	Pizza	\$\$	L, D, Ln (T-Sa)	CS
24	Chuck's	237 S. Wilmington St.	919.322.0126	American	\$\$	L, D	*
25	Beasley's Chicken + Honey	237 S. Wilmington St.	919.322.0127	Southern	\$\$	L, D, Br	*
26	Virgil's Original Taqueria	126 S. Salisbury St.	919.833.3866	Mexican	\$\$	L, D, Ln	CS
27	Mecca Restaurant	13 E. Martin St.	919.832.5714	American	\$	B, L, D	CS
28	Garland	14 W. Martin St.	919.833.6886	Pan-Asian	\$	D	CM, CS
29	Manhattan Café	320 S. Wilmington St.	919.833.6105	Deli/Café	\$	B, L	CS
30	Clyde Cooper's BBQ	327 S. Wilmington St.	919.832.7614	Barbecue	\$	L, D	CS
31	Buku	110 E. Davie St.	919.834.6963	Pan-Asian	\$\$	L, D, Ln, Br	*
32	Sosta Café	130 E. Davie St.	919.833.1006	Deli/Café	\$	B, L	CW
33	MOFU Shoppe	321 S. Blount St.	919.301.8465	Pan-Asian	\$\$	L, D	CS
34	Oak City Meatball Shoppe	180 E. Davie St.	919.714.9014	Italian	\$	L, D, Ln	CS
35	Domino's Pizza	135 E. Davie St.	919.239.4219	Pizza	\$	L, D, Ln	*
36	McDonald's	105 E. South St.	919.833.7800	American	\$	B, L, D	*
37	Rye Bar & Southern Kitchen	500 Fayetteville St.	919.227.3370	Southern	\$\$\$	B, L, D	*
38	Starbucks	500 Fayetteville St.	919.334.9894	Coffeehouse	\$	B, L, D	*
39	Crema City Plaza	421 Fayetteville St., Ste. 101	919.834.7279	Deli/Café	\$	B, L, D	*
40	Lucarne	309 Blake St.	919.803.7475	Coffeehouse	\$\$	B, L, D	*
41	Fire Wok	442 Fayetteville St.	919.821.8089	Pan-Asian	\$	L, D	CS
42	Jimmy Johns	437 Fayetteville St.	919.754.0101	American	\$	L, D	*
43	Shish Kabob	438 Fayetteville St.	919.833.4005	Mediterranean	\$	L, D	*
44	Happy + Hale	443 Fayetteville St.	919.307.4148	Vegetarian/Vegan	\$\$	B, L, D	CS
45	Plaza Café	410 Fayetteville St., Ste. 109	919.758.8759	Deli/Café	\$	B, L	CW
46	Carroll's Kitchen	19 E. Martin St.	919.670.3622	American	\$	B, L	CW
47	Chick-Fil-A	400 Fayetteville St.	919.834.3875	American	\$	B, L, D	CS
48	Sono	319 Fayetteville St.	919.521.5328	Pan-Asian	\$\$\$	L (M-F), D	*
50	b.good	555 Fayetteville St.	919.803.3233	American	\$\$	L, D	*
51	Oro Restaurant	18 E. Martin St.	919.239.4010	New American	\$\$	L, D, Ln	*
52	Subway	234 Fayetteville St.	919.615.2670	Deli/Café	\$	B, L, D	*
53	The Big Easy	222 Fayetteville St.	919.832.6082	Cajun/Creole	\$\$	L, D, Ln	*
54	St. Roch Fine Oysters Bar	223 S. Wilmington St.	919.322.0359	Seafood	\$\$	D	CS, M, Tu
55	Sir Walter Coffee	145 E. Davie St.	919.720.7237	Coffeehouse	\$\$	B, L, D	*
56	The District	317 W. Morgan St.	919.977.5440	New American	\$\$	D, Ln	*
57	Kaiju Bowl and Bao	170 E. Davie St.	910.617.6260	Japanese	\$\$	L	CS
58	Subway	126 S. Salisbury St.	919.828.0009	American	\$	B, L, D	*
59	Capital Club 16	16 W. Martin St.	919.832.6866	New American	\$\$	L (Su-F), D (T-Sa)	*
60	lucettegrace	235 S. Salisbury St.	919.307.4950	Bakery	\$	B, L	*
61	Jimmy V's Osteria + Bar	420 Fayetteville St.	919.256.1451	Italian	\$\$	B, Br, L, D	*
62	Death & Taxes	105 W. Hargett St.	984.242.0218	Southern	\$\$\$	D (W-Sun)	CM, CTU
63	Poole's Diner	426 S. McDowell St.	919.832.4477	American	\$\$	D, Br, (Su)	*
64	Linus and Pepper's	126 S. Salisbury St.	919.833.3866	American	\$\$	L, D	CW
65	The Pit	328 W. Davie St.	919.890.4500	Barbecue	\$\$	L, D	*
66	Humble Pie	317 S. Harrington St.	919.829.9222	Spanish/Tapas	\$\$	D (T-Sa), Br (Su)	CM
67	Jose and Sons	327 W. Davie St., Ste. 102	919.755.0556	Mexican	\$\$	L, D, Br (Su)	CM
68	Tuscan Blu	327 W. Davie St.	919.834.5707	Italian	\$\$	L, D	*
69	Fiction Kitchen	428 S. Dawson St.	919.831.4177	Vegetarian/Vegan	\$\$	L (Su), D	CM
70	Bittersweet	16 E. Martin St.	919.977.3829	Bakery	\$	B, D	*
72	Berkeley Café	217 W. Martin St.	919.828.9190	American	\$	L, D, Ln	*
73	Living Kitchen	555 Fayetteville St.	919.324.3515	Vegetarian/Vegan	\$\$	B, L, D	CS
74	Whiskey Kitchen	201 W. Martin St.	919.803.3181	Southern	\$\$	D, Ln	*
75	Parkside	301 W. Martin St.	984.232.8969	American	\$\$	L, D	*
76	Royale	200 E. Martin St.	919.977.3043	French	\$\$\$	D	CS
77	Amorino	137 E. Davie St.	919.239.4411	Ice cream	\$\$\$	L, D	*
78	Benny's Capitale	121 Fayetteville St.	919.239.7143	Pizza	\$\$	L, D, Ln	*
79	Tulum Restaurante & Bar	411 Fayetteville St.	919.233.6303	Mexican	\$\$	L, D, Ln (F-Sa)	*
80	A Place at the Table	300 W. Hargett St.	919.307.8914	Deli/Café	\$	L, D	*

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IN AND AROUND RALEIGH

# Connection Corner

Get plugged in



**Get energized by getting to know NCAEYC Board, staff, local leaders, and members!**

**FRIDAY, 8:00 am – 4:30 pm and SATURDAY, 8:30 am – 12:30 pm**  
**3<sup>rd</sup> Floor/Main Lobby**

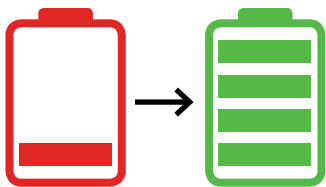
Visit with NCAEYC Board, staff, and members of our new Leadership League to get exciting details about NCAEYC's:

- Updated Mission, Vision and Priority Initiatives
- Membership experiences designed to be engaging, inspiring and impactful
- Innovative "DAPA" approach to year-round, connected professional development opportunities grounded in what NCAEYC is calling "Developmentally Appropriate Practice for Adults."

As a member of the field of early childhood education, connect to:

- NAEYC's Power to the Profession Initiative and HELLO Member Portal
- Resources to inform and impact your practice and professionalism
- A network of professionals committed to improving our practice and advancing our field
- Local, state and national networks, resources and professional development opportunities

Get engaged in professional development events and activities in your area. Connect to NCAEYC members who are committed to ensuring high-quality early care and education for all young children. Members join together face-to-face and virtually to network, access resources, improve their practice and encourage each other.



**Recharge your batteries at our charging station while you get connected!**

*Come learn about these early childhood initiatives.*

- **Power to the Profession (P2P)**
- **America for Early Ed (AFEE)**
- **NAEYC position paper revisions**
- **NCAEYC's updated mission, vision and priority initiatives**
- **Member engagement and leadership opportunities**



***YOU can be an advocate for children, families, and our profession!***

**FRIDAY, 8:00 am – 4:30 pm and SATURDAY, 8:30 am – 12:30 pm**  
**3<sup>rd</sup> Floor/Main Lobby**

Get connected to resources and advocacy networks that will empower you to share your perspective, insight, and expertise as an advocate. Engage in this year’s social media blitz to get the word out about the importance of early care and education. Help us spread the word about the significance of our roles as professionals and the impact of our field.

**NCAEYC supports**



***Get engaged as a member and advocate!***

- **Think Babies**
- **Pathways to Grade Level Reading**
- **NC Birth – 3rd Grade Interagency Council**
- **Power of K**
- **Get registered to vote**



# Wellness Way

*Take care of yourself so you can take care of others*

FRIDAY, 8:00 am – 4:30 pm and SATURDAY, 8:30 am – 12:30 pm

3<sup>rd</sup> Floor/307B Open Air Classroom (down hallway past 305/306/307 classrooms)

**While at conference**, visit Wellness Way to immerse yourself in a relaxing space and take part in wellness activities:

- Be intentional about your personal and professional well-being to deepen the positive impact of your work
- Tap into creativity as a stress-reliever by enjoying NCAEYC's Nature Mandala
- Conference Sessions in Wellness Way on Mindfulness and Yoga for Early Educators and Children:
  - SESSION 2 (Friday, 1:00 – 2:30 pm):  
**Peace, Love, and Preschool: Yoga in the Classroom**
  - SESSION 4 (Saturday, 9:00 – 10:20 am):  
**Essential Oils 101: Using essential oils in the childcare and home setting with Bari Koral**

**Once you are back home**, continue your journey to early educator wellness through NCAEYC's innovative Wellness Way initiative. Connect to resources and opportunities that help you be well so you can teach well.



take care  
of yourself  
so you can  
take care of  
others

**BE WELL**

 **ncaeyc** North Carolina Association for  
the Education of Young Children

**Come make  
your own  
Be Well bracelet.  
Get inspired to  
take care of yourself  
and be resilient.**



# NCAEYC Photobooth

*Reflect Quality through Pictures With a Purpose*

FRIDAY from 8:00 am – 4:30 pm and SATURDAY from 8:30 am – 12:30 pm  
Photobooth is located on the 3<sup>rd</sup> Floor near the Main Lobby

A picture is worth a thousand words. Join the fun at NCAEYC's Photobooth for group or individual pictures. Choose from a variety of fun props and powerful advocacy messages that convey your style, passion, and purpose. With your permission, pictures will be shared on our Facebook page and used in a variety of ways such as on our Facebook page, in *Milestones*, and in various advocacy activities.

**Because having fun is an important part of learning!**



CAROLINA PORTRAIT PROS  
LET THE MEMORIES BEGIN

NCAEYC's Photobooth is made possible by the generous support of Carolina Portrait Pros!



NCAEYC PHOTOBOOTH

**"Like" NCAEYC on Facebook to view, download, and tag your Photobooth pictures and all of the great pictures from this year's Conference!**

# DAP Showcase: Excellence in Action

Friday, 8:00 am – 4:30 pm and Saturday 8:30 am – 12:30 pm  
3<sup>rd</sup> Floor Main Level, near the 306 Classrooms

Learn more about what it means to apply *Developmentally Appropriate Practice* as you take an up-close look at high quality teacher-made materials, documentation panels, displays and portfolios. Items are on loan from Early Childhood Professionals from across North Carolina. Please feel free to take pictures and notes, but not the items on display!

- **DAP is about being intentional:** Thoughtful, considered approaches help you select strategies that best fit the learning situation and purpose of the experience.
- **DAP helps guide decision-making:** Decisions should be based upon and responsive to children's needs, interests, skill levels, and cultural context.
- **DAP supports excellence in care and education of young children:** Respectful, responsive care and education provides immediate and long-term positive benefits for children, families, professionals and our society.

## DAP Showcase NOTES

*Cool idea!*

*I can make that!*

*Inspired to be Intentional*

*Great idea to document children's learning:*

*Notes to self:*



## Get Geared Up!

NCAEYC Merchandise Booth  
on the 3<sup>rd</sup> Floor/Main Level

Get your NCAEYC gear—  
T-shirts, sweatshirts,  
beverage cups and more!

Stay hydrated during Conference with an NCAEYC insulated cup for only \$5! Hurry and get yours while supplies last! Keep it filled at the complimentary water coolers located throughout the Convention Center.



## Scholarship Recipients

*Congratulations to our 2018 scholarship recipients:*

- Lucinda Barnes
- Marcus Blackwell
- Misty Cotton
- Elena Escobar
- Heather Forster
- Alicia Grace
- Vianey Graham
- Myriam Gray
- Cassandra Hayes
- Stephanie Johnson
- Deeann Kidd
- Lashai Lightbourne
- Vania McNeill
- Katlyn Peedin
- Vickie Richardson
- Carla Swan
- Shinyu Tzeng
- Savanna Wyatt

# Table Talks Resource Fair

Friday, September 14, 9:00 am – 3:30 pm

3<sup>rd</sup> Floor/Main Level near the 301 Classrooms

Table Talks Resource Fair is designed to connect attendees with resources and representatives from NCAEYC’s partner agencies across the state. We hope this opportunity will increase understanding of and access to resources and services that will help promote excellence in early care and education.

Agency/Project	Website or contact
<b>Child Care Resources, Inc., Healthy Social Behaviors Project</b>	<a href="mailto:sbrawley@childcaresourcesinc.org">sbrawley@childcaresourcesinc.org</a>

The *Promoting Healthy Social Behaviors in Child Care Centers Project* (HSB) promotes the social, emotional, and behavioral health of children enrolled in licensed child care centers in NC through specialized professional development and technical assistance for the early care and education workforce. Utilizing CSEFEL’s Pyramid Model, the project is designed to modify adult behavior and early childhood environments to promote social-emotional competencies and prevent challenging behavior; partner with child care staff to address challenging child behaviors; assist staff and parents with referrals for children who require additional intervention and/or for the adults who care for those children; and increase access to information, resources, and professional development on the importance of social-emotional development. A multi-day Pyramid Model Institute trains higher education and early childhood professionals in the Pyramid Model.

<b>Child Care Services Association</b>	<a href="http://www.childcareservices.org">www.childcareservices.org</a>
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Child Care Services Association (CCSA) is a nonprofit agency located in Chapel Hill, NC dedicated to ensuring affordable, accessible, high quality child care for all young children and families. CCSA is the home of the T.E.A.C.H. Early Childhood® Scholarship project and the Child Care WAGES® project.

<b>Child Care Services Association - NC CCR&amp;R Council</b>	<a href="http://www.childcareservices.org">www.childcareservices.org</a>
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The NC CCR&R Council (CCSA, CCRI & SWCDD) provides management and oversight of the Regional Lead Agencies to ensure the delivery of high quality CCR&R Core Services and access to special initiatives statewide (Infant/Toddler, Healthy Social Behaviors and School Age).

<b>Child Care Services Association – NC Statewide Infant Toddler Quality Enhancement Project</b>	<a href="http://www.childcareservices.org">www.childcareservices.org</a>
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The priority of the NC Infant Toddler Quality Enhancement Project is to increase the availability of high quality infant/toddler care for families across North Carolina. The NC IT QEP funds regional Infant Toddler Specialists to provide intense technical assistance and professional development to infant and toddler teachers and administrators in child care centers across the state.

<b>Go NAP SACC</b>	<a href="http://www.gonapsacc.org">www.gonapsacc.org</a>
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Go NAP SACC is an online tool to help ECE programs meet their goals to support children’s healthy eating, physical activity, and oral health.

<b>Made4Me, Inc.</b>	<a href="mailto:jmcagy@Made4Me.org">jmcagy@Made4Me.org</a>
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Made4Me builds adaptations out of Tri-Wall Cardboard for Children. Recommendations from the child’s physical therapist and parents are considered in constructing the adaptation. The child is then measured in 20 different dimensions. The equipment or furniture is “dry fit” to the child before the end product is completed. At this point, the child’s preference relating to favorite color, favorite characters, etc. are considered so it is Made4Them. The adaptation is completed and delivered 2 weeks after the fitting. At the time of delivery, a time card is given to the parents detailing the materials included and a charge of \$15.00 per hour so they have an idea of what it took to build the custom equipment for their child. All that is asked is a donation. If for some reason parents cannot afford a donation then we were glad to help that family live a little better that day and every day then on.

<b>Marbles Kids Museum</b>	<a href="http://www.marbleskidsmuseum.org">www.marbleskidsmuseum.org</a>
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Marbles Kids Museum is a vibrant destination for hands-on, minds-on learning for children and families. Located in the heart of downtown Raleigh, Marbles serves a diverse population of families, school groups and community organizations with dozens of themed exhibits, daily programs, summer camps, IMAX educational and feature films and special events year-round.

<b>NC Child</b>	<a href="http://www.ncchild.org">www.ncchild.org</a>
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NC Child is a non-profit organization whose mission is to build a strong North Carolina by advancing public policies to ensure all children – regardless of race, ethnicity, or place of birth – have the opportunity to achieve their full potential. To achieve this mission NC Child produces data driven publications, works with allies to create an annual legislative agenda, and engages the public through our Child Advocacy Network. To learn more about NC Child visit [www.ncchild.org](http://www.ncchild.org).

Agency/Project	Website or contact
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<b>NC Child Care Health and Safety Resource Center</b>	<a href="https://healthychildcarenc.org/">https://healthychildcarenc.org/</a>
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The mission of the NC Child Care Health and Safety Resources Center, a project of the Department of Maternal and Child Health, UNC Gillings School of Global Public Health, is to promote healthy and safe indoor and outdoor environments for children in early care and education settings through child care health consultation. The NC Resource Center promotes health and safety in child care by providing technical assistance, resources, and on-going support to child care health consultants and child care programs across the state.

<b>NC Department of Public Instruction – Office of Early Learning-PreK/K Demonstration Program</b>	<a href="http://www.ncpublicschools.org/earlylearning">http://www.ncpublicschools.org/earlylearning</a>
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The North Carolina Department of Public Instruction’s Office of Early Learning believes a strongly aligned, high-quality early learning experience increases success for all children in school and life. Therefore, this office exists to collaboratively reform and support a more coherent and aligned approach to teaching and learning from early care and education to the primary grades and beyond. The Demonstration Program offers the opportunity to see best practice in action and have meaningful time for reflection and discussion. The programs lead by modeling, sharing, promoting, and articulating best practices around effective learning environments, curricula, and instructional practices to ensure optimal learning and development of all children. **For more information please visit the Office of Early Learning Demonstration Program table located outside of Rooms 306A**

<b>NC Division of Child Development and Early Education</b>	<a href="http://www.ncchildcare.nc.gov">www.ncchildcare.nc.gov</a>
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North Carolina’s child care licensing system establishes education standards for the early child care workforce. Staff in all child care positions must meet minimum education requirements. Staff within the Early Education Branch, Workforce Education Unit of the North Carolina Division of Child Development and Early Education (DCDEE) assess the education of individuals working in child care to determine their qualifications.

DCDEE has implemented the Workforce Online Reporting and Knowledge System (WORKS), a public portal through which Workforce Education Unit staff can collaborate with the child care workforce to manage education qualifications. DCDEE WORKS is designed to streamline education evaluations, using a web-based process designed to increase efficiency with which staff can process child care provider applications. DCDEE WORKS includes a self-service component known as the applicant portal which is used by individual applicants to register and maintain their workforce information to support education requirements.

<b>NC Division of Child Development and Early Education/ Workforce Education Unit</b>	<a href="http://www.ncchildcare.nc.gov/general/mb_dcdeeworks.asp">www.ncchildcare.nc.gov/general/mb_dcdeeworks.asp</a>
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DCDEE has implemented the Workforce Online Reporting and Knowledge System (WORKS), a public portal through which Workforce Education Unit staff can collaborate with the child care workforce to manage education qualifications. DCDEE WORKS is designed to streamline education evaluations, using a web-based process designed to increase efficiency with which staff can process child care provider applications. DCDEE WORKS includes a self-service component known as the applicant portal which is used by individual applicants to register and maintain their workforce information to support education requirements.

<b>NC Division of Public Health – Children and Youth Branch</b>	
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The primary purpose of the NC Children and Youth Branch is to develop and promote programs and services that protect and enhance the health and wellbeing of children and families. The Branch supports a wide array of program services and initiatives offering preventive, genetic and specialized services throughout the state.

<b>NC Early Education Coalition</b>	<a href="http://www.ncearlychildhoodassoc.com">www.ncearlychildhoodassoc.com</a>
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The NC Child Care Coalition is a statewide association of early childhood education advocates promoting high quality early care and education in North Carolina since 1990. Our mission is to educate and motivate our state policymakers to improve policies and funding for high quality early care and education for North Carolina’s young children and families. We accomplish our work by creating an informed, inspired and engaged statewide network of early education advocates working on common early education issues.

<b>NC Project Learning Tree</b>	<a href="mailto:renee_strnad@ncsu.edu">renee_strnad@ncsu.edu</a>
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Project Learning Tree is an environmental education program that provides professional development opportunities and a curriculum guide that provides young children (and their teachers!) with learning experiences that encourage exploration, discovery, and play – all while learning about the natural world around us.

<b>UNC-TV Public Media</b>	<a href="http://www.unctv.org">www.unctv.org</a>
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As North Carolina’s only statewide public media network, education is at our core! Through collaboration and support of partners who have shared goals, we deliver powerful resources designed to support effective teaching and meaningful learning for North Carolinians from birth to adult. All sessions are aligned to standards and follow 21st century best practices. UNC-TV strives to be the driving force for creating a positive change for our students. We educate, engage and inspire face-to-face, online and on-air!

UNC-TV’s 12 stations provide all 100 counties with four full-time, unique broadcast program channels: UNC-TV PBS & More, North Carolina Channel Stories with a Local Accent, Rootle UNC-TV-s 24/7 PBS KIDS Channel, and the Explorer Channel.

Educational materials made available are: Sesame Street in Communities, Bright by Text, PBS Learning Media and PBS Teacherline, UNC-TV educational information, door prizes and interviews, etc.



# NC Foundations of Early Learning and Development

NCAEYC is committed to supporting standards and practices that promote quality in early care and education. One very important document for all early childhood professionals to incorporate into their practice is the North Carolina Foundations of Early Learning and Development (referred to as “Foundations” or “NC FELD”).

## Excerpts from NC FELD:

In 2011, the North Carolina Early Childhood Advisory Council (ECAC) launched and funded the important project of revising the Infant-Toddler Foundations and Preschool Foundations to create the North Carolina

Foundations for Early Learning and Development—a single document that describes children’s development and learning from birth to age five. Leaders from the Division of Child Development and Early Education as well as the Office of Early Learning in the Department of Public Instruction provided critical advice, oversight, and vision on the Foundations and its implementation. Many individuals from across the state devoted their time and expertise to this task force.

North Carolina Foundations for Early Learning and Development, serves as a shared vision for what we want for our state’s children and answers the question “What should we be helping children learn before kindergarten?” By providing a common set of Goals and Developmental Indicators for children from birth through kindergarten entry, our hope is that parents, educators, administrators, and policy makers can together do the best job possible to provide experiences that help children be well prepared for success in school and life.

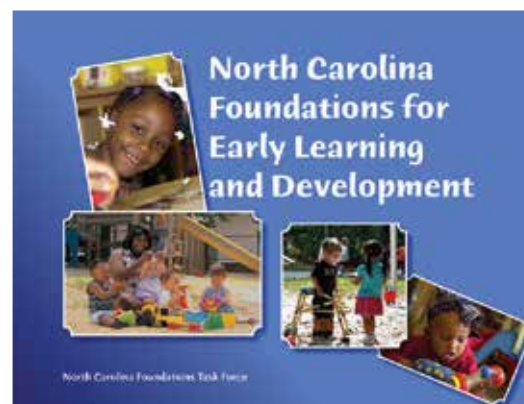
Foundations can be used to:

- Improve teachers’ knowledge of child development;
- Guide teachers’ plans for implementing curricula;
- Establish goals for children’s development and learning that are shared across programs and services; and
- Inform parents and other family members on age-appropriate expectations for children’s development and learning.

Foundations is also intended to be a guide for teaching—not a curriculum or checklist that is used to assess children’s development and learning, but a resource to define the skills and abilities we want to support in the learning experiences we provide for children.

The Goals and Developmental Indicators are divided into five domains:

- Approaches to Play and Learning (APL)
- Emotional and Social Development (ESD)
- Health and Physical Development (HPD)
- Language Development and Communication (LDC)
- Cognitive Development (CD)



Goals and Developmental Indicators SHOULD Be Used To
<ul style="list-style-type: none"> <li>• Promote development of the whole child, including physical, emotional-social, language, cognitive development, and learning characteristics.</li> <li>• Provide a common set of expectations for children’s development and, at the same time, validate the individual differences that should be expected in children.</li> <li>• Promote shared responsibility for children’s early care and education.</li> <li>• Emphasize the importance of play as an instructional strategy that promotes learning in early childhood programs.</li> <li>• Support safe, clean, caring, and effective learning environments for young children.</li> <li>• Support appropriate teaching practices and provide a guide for gauging children’s progress.</li> <li>• Encourage and value family and community involvement in promoting children’s success.</li> <li>• Reflect and value the diversity that exists among children and families served in early care and education programs across the state.</li> </ul>

Goals and Developmental Indicators Should NOT Be Used To
<ul style="list-style-type: none"> <li>• Stand in isolation from what we know and believe about children’s development and about quality early education programs.</li> <li>• Serve as an assessment checklist or evaluation tool to make high-stakes decisions about children’s program placement or entry into kindergarten.</li> <li>• Limit a child’s experiences or exclude children from learning opportunities for any reason.</li> <li>• Set up conflicting expectations and requirements for programs.</li> <li>• Decide that any child has “failed” in any way.</li> <li>• Emphasize child outcomes over program requirements.</li> </ul>

**Teachers and caregivers can turn to Foundations to learn about child development because the document provides age-appropriate Goals and Developmental Indicators for each age level—infant, toddler, and preschooler.**

The Role of Teachers and Caregivers
<p>Teachers and caregivers are responsible for the day-to-day implementation of Foundations. To use the document effectively, teachers and caregivers may need additional professional development in order to learn about the content of Foundations and improve their teaching skills. Foundations does not tell educators how to teach, but defines what children should know and be able to do. As a result, teachers and caregivers must be able to design appropriate experiences to support children’s learning.</p>

The Role of Administrators
<p>Program directors and principals are the instructional leaders of their early childhood programs. As such, they play a vital role in ensuring the successful implementation and use of Foundations. Administrators influence the resources that are available, as well as the attitudes and practices of the persons working directly with young children. Administrators should use Foundations for staff development and look for opportunities to share the document with families.</p>

**Excerpts from North Carolina Foundations Task Force (2013)  
North Carolina Foundations for Early Learning and Development**

Access or download the NC FELD document at:  
[http://ncchildcare.nc.gov/PDF\\_forms/NC\\_Foundations.pdf](http://ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf)

**Thanks to DCDEE for providing copies of NC FELD for all NCAEYC Conference attendees!**

# Office of Early Learning Demonstration Program

The North Carolina Department of Public Instruction provides the Demonstration Program as a professional development opportunity. This program offers visits to inclusive preschool and kindergarten classrooms to see best practice in action and have meaningful opportunities for reflection and discussion. Scheduled guided observations are available for anyone working with young children.

## Demonstration programs:

- Provide guided observations focused on evidence-based practices with meaningful opportunities for reflection and discussion with teachers and administrators
- May offer additional professional development, technical assistance, and/or resources
- Model the use of Foundations, North Carolina’s Early Learning Standards for pre-kindergarten or North Carolina’s Standard Course of Study for Kindergarten
- Model the intentional implementation of an approved pre-kindergarten curriculum or a balanced approach to instruction in kindergarten as described in *The Power of K North Carolina Position Statement on Kindergartens of the 21st Century*

You’re invited to visit the 2018 – 19 Demo Sites throughout this school year:

SITE	CONTACT	CLASSROOM TEACHER(S)
Asheville City Schools • Asheville City Preschool (Buncombe County)	Susanna Smith Susanna.smith@asheville.k12.nc.us (828) 350-2924	Preschool: Lisa Bruggeman
Beaufort County Schools • Eastern Elementary	Juliana Harris harris@beaufort.k12.nc.us (252) 946-1611	Kindergarten: Katie Welch
Carteret County Schools • Bogue Sound Elementary	Lisa Kittrell Lisa.kittrell@carteretk12.org (252) 728-4583	Kindergarten: Gina Troball
Currituck County Schools • Jarvisburg Elementary	Emilie MacDonald emacdonald@currituck.k12.nc.us (252) 491-2050	Kindergarten: Emilie MacDonald
Winston-Salem/Forsyth County Schools • Walkertown Elementary	Susan Choplin schoplin@wsfcs.k12.nc.us (336) 595-2311	Kindergarten: Susan Choplin
Martin County Schools • East End Elementary	Bonita Haywood-Daniels Bhaywood-daniels@martin.k12.nc.us (252) 795-4775	Preschool: Bonita Haywood-Daniels
Pender County Schools • Malpass Corner Elementary	Michelle Gray – Preschool michelle_gray@pender.k12.nc.us (910) 283-5889  Amy Blessing - Kindergarten amy_blessing@pender.k12.nc.us (910) 283-5889	Preschool: Michelle Gray  Kindergarten: Amy Blessing

For additional information, please contact Carla Garrett at [carla.garrett@dpi.nc.gov](mailto:carla.garrett@dpi.nc.gov)  
[www.ncpublicschools.org/earlylearning/demo](http://www.ncpublicschools.org/earlylearning/demo)



## Target Audience: Which Sessions are Right for You?

NCAEYC is committed to promoting and inspiring excellence in the early care and education of young children, birth through age eight. This Conference has been designed with intentionality to meet the diverse and growing needs of early childhood professionals in North Carolina.

NCAEYC Conference attendees serve in a wide variety of roles and across a spectrum of experience levels. To meet the diverse needs of NCAEYC Conference Attendees, sessions cover many different aspects of early childhood education for professionals who work with or on behalf of young children. This year, a system for identifying sessions that are targeted specifically to the “developmental levels” of professionals will be implemented. Look for the following codes listed for each session starting on the following pages so that you can self-select sessions tailored to meet your unique needs:

- **Emerging:** Students and Professionals new to the field whose needs center on building foundations of skills and knowledge of early childhood education
- **Established:** Professionals who have been in the field for a number of years and would benefit from sessions designed to build upon a strong early childhood education foundation and address a growing need for additional resources that promote the application of evidence-based practices
- **Experienced:** Professionals with extensive experience in the field will benefit from these sessions designed to challenge, motivate and increase skills and knowledge about research, evidence-based practice and supporting other professionals in learning and applying early childhood education skills and knowledge

## All sessions align with one or more of the following content areas:

### Division of Child Development and Early Education (DCDEE) Content Areas

- Planning a Safe, Healthy Learning Environment
- Children’s Physical and Intellectual Development
- Children’s Social and Emotional Development
- Productive Relationships with Families
- Inclusion of Children with Special Needs
- Program Management
- Professionalism
- Observing and Recording Children’s Behavior
- Child Growth Development

### Department of Public Instruction Areas of Professional Development

- Standard 1: Teachers demonstrate Leadership
- Standard 2: Teachers establish a respectful environment for a diverse population
- Standard 3: Teachers know the content they teach
- Standard 4: Teachers facilitate learning for the students
- Standard 5: Teachers reflect on their own practice

## CENTER DIRECTORS, SCHOOL PRINCIPALS, SUPERINTENDENTS, AND PROGRAM ADMINISTRATORS:

NCAEYC has designed sessions with your unique leadership roles in mind. Look for the red schoolhouse icon on the following pages.



Thank you for ensuring high quality, developmentally appropriate practices in the early years.

# Session Planning Form

Self-assessment and self-reflection are integral parts of professional development. Consider your strengths, interests and needs to help guide your session selections.

We encourage you to spend time throughout Conference reflecting on your learning experience. Make notes of the skills and knowledge you will commit to immediately putting into action. Share your ideas and inspirations with others and seek ways to apply your learning as you continue on your professional development path. Since session capacity varies and seats are on a first-come basis, list options just in case your first choice is full.

## Friday, September 14

### SESSION 1 (8:00 am – 9:30 am)

First Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Second Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Third Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_

### SESSION 2 (1:00 pm – 2:30 pm)

First Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Second Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Third Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_

### SESSION 3 (3:00 pm – 4:30 pm)

First Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Second Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Third Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_

## Saturday, September 15

### SESSION 4 (9:00 am – 10:20 am)

First Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Second Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Third Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_

### SESSION 5 (10:40 am – 12:00 pm)

First Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Second Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Third Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_

### SESSION 6 (12:20 pm – 1:40 pm)

First Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Second Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_  
Third Choice Title: \_\_\_\_\_ Room: \_\_\_\_\_

## Notes:

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Take a moment and tell us what you think!

Click here or watch for an email.

# My 2018 Conference Experience



**ncaeyc**

North Carolina Association for the Education of Young Children

## Conference Evaluation

Help us plan for future Conferences!

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A
<b>Your Professional Development Experience</b>						
1. Information to plan your Conference experience (email blasts, website information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Registration process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conference Program guiding your Conference experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conference Center facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Hotel options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Quality of Sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Session topics relevant to your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Overall flow and organization of the Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Access to information and assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Special Events</b>						
10. Friday Keynote Session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Connection Corner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Advocacy Mosaic Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Author Book Signing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. DAP Showcase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Wellness Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Table Talks Resource Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. NCAEYC Photobooth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Vendor Spotlight and Vendor Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Staff, Volunteers, Presenters and Sessions</b>						
19. Helpfulness of staff and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Professionalism of presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. How did you find out about this year's Conference?	<input type="checkbox"/> Received email <input type="checkbox"/> My employer <input type="checkbox"/> From NAEYC/NCAEYC website <input type="checkbox"/> From attending the 2017 Conference <input type="checkbox"/> Other _____					
22. Who paid your Conference registration?	<input type="checkbox"/> Self <input type="checkbox"/> Employer <input type="checkbox"/> Other _____					
23. How important were the following factors in your decision to attend the Conference? (Please rank the factors in order of priority from #1-5, with #1 being the most important to you.)	<input type="checkbox"/> Networking with other early care and education professionals <input type="checkbox"/> Requirements for contact hours <input type="checkbox"/> Learning new practices/methods to use in my position <input type="checkbox"/> Location of Conference <input type="checkbox"/> Dates of Conference					
24. Are you a member of NCAEYC?	<input type="checkbox"/> Yes <input type="checkbox"/> No					
25. How likely are you to attend the 2019 NCAEYC Conference?	<input type="checkbox"/> Very likely <input type="checkbox"/> Maybe <input type="checkbox"/> Not very likely					
<b>Which session title, topic, and/or presenter was most meaningful to you?</b>						
_____						
_____						
_____						

# Come and play with **BE ACTIVE KIDS**<sup>®</sup>

**BE ACTIVE KIDS** will be “playing” at the  
**NCAEYC 65th Anniversary Conference**  
all day Friday, September 14th.  
Stop by to engage and see  
what you can make-and-take!

Using multiple sponges and a rubber band, you can create a small ball that can help kids work on throwing and catching. These sponge balls are inexpensive, soft and can be used indoors or out. (*Manipulative*)

## SPONGE BALLS



## SWAT THE FLY

With a plate, tape and twine, this fun and exciting chasing and fleeing activity can get kids up and moving inside or out. (*Locomotor*)

Using empty plastic bottles to provide visual and auditory feedback to engage and encourage young children in movement. (*Manipulative & Non-locomotor/Non-manipulative*)

## PLASTIC SENSORY BOTTLES



**BE ACTIVE KIDS** is an award winning, signature program of the Blue Cross and Blue Shield of North Carolina Foundation. This innovative, interactive health program for children ages birth to five is available to adults working in child care centers, child care homes, and schools across North Carolina.

Materials donated by:



Blue Cross and Blue Shield of North Carolina (BCBSNC) and Blue Cross and Blue Shield of North Carolina Foundation are independent licensees of the Blue Cross and Blue Shield Association (BCBSA).<sup>®</sup> Registered Marks of the BCBSA. Be Active Kids is a registered mark of Blue Cross and Blue Shield of North Carolina.

[www.beactivekids.org](http://www.beactivekids.org)  
[facebook.com/beactivekids](https://facebook.com/beactivekids)  
[pinterest.com/beactivekidsnc](https://pinterest.com/beactivekidsnc)





# NCAEYC thanks our valued Sponsors

NCAEYC's Board of Directors and staff thank our sponsors for their contributions. Please let them know how much their support means to NC's children, families and professionals.

The logo for Lakeshore, featuring the word "Lakeshore" in a white, serif font with a registered trademark symbol, set against a red rectangular background with a slightly distressed, hand-painted edge.

Lakeshore®



EARLY LEARNING COMPANY™  
1-800-334-2014 • [www.kaplanco.com](http://www.kaplanco.com)

The logo for Grow Up Great, featuring a stylized orange figure of a person jumping or running, with a circular head and two curved lines for arms and legs.

Grow Up Great®



# NCAEYC appreciates our committed partners

NCAEYC's Board of Directors and staff thank our committed partners. Please let them know how much their dedication means to NC's children, families and professionals.



CAROLINA PORTRAIT PROS  
LET THE MEMORIES BEGIN



PARTNERS

# Vendors

For easy access between sessions, vendors are located in the **hallways of the 3<sup>rd</sup> Floor Main Level**. Vendors help make our NCAEYC Conference possible! Connect with them throughout the day and thank our vendors for their support.

**Friday, September 14, 8:00 am – 5:30 pm**

**Saturday, September 15, 8:00 am – Noon**

## AIR Child Care Training Solutions

6614 Cobblefield Dr.  
Medina OH 44256  
330-441-8561  
airchildcare.com  
*Online Training*

## Becker's School Supplies

1500 Melrose Hwy  
Pennsauken NJ 08110  
800-523-1490 x101  
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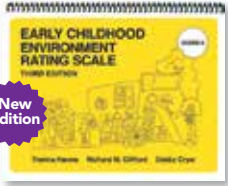
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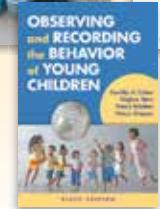
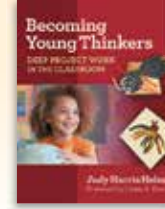
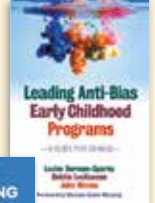


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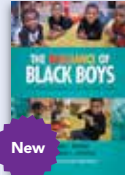
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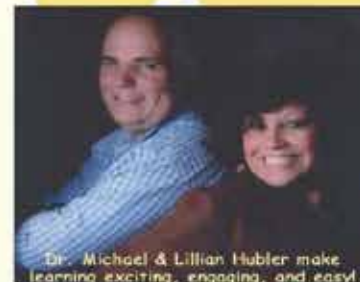


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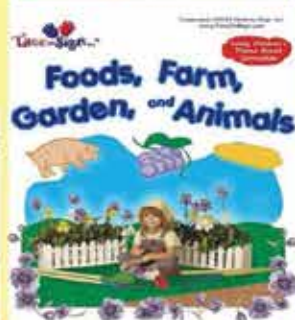
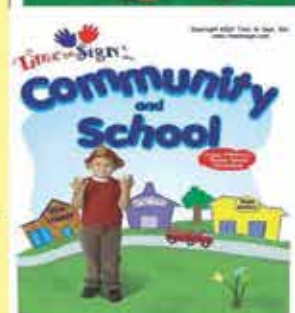


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