

A DAY FOR EARLY CHILDHOOD PROFESSIONALS Conference



Saturday September 21, 2019

9:00 am - 3:30 pm (Registration Begins at 8:00am)

UNCW Watson College of Education
601 S College Rd Wilmington,
North Carolina

“ A vertical object that topples over in the wrong direction is in big trouble ”

GREG EGAN – Beyond the Tipping Point.

There are days YOU may feel YOU have moved beyond tipping to toppling. Each day greater expectations and demands are placed upon YOU. Each day our wills, policies, and mandates are imposed upon YOU. We may even lose sight of YOU in our quest to do and be all for children and families. What about YOU? It is time to reclaim YOU!



Rhodus Riggins, Jr

KEYNOTE SPEAKER

Rhodus Riggins, Jr. is Quality Enhancement Coordinator at the Education Quality Improvement and Professional Development Project at the University of North Carolina-Greensboro and Adjunct Faculty member at Alamance Community College. Rhodus has over 29 years of extensive experiences in research, technical assistance, professional development, evaluation, and higher education. His research and professional development interests include: quality supports for early care and education professionals, family engagement, social-emotional wellness, cultural competency, racial equity, and implicit bias. Rhodus is a grassroots advocate from the Low Country region of South Carolina. He holds an M.Ed. in Educational Leadership, Public Policy, & Advocacy in Early Childhood.

Session Details

SESSION 1 9.00am - 10.30am	A The Need for Risk In Young Children ROOM 214	B Milestones Birth to 36 Months ROOM 226	C Challenging Behaviors in Schoolage Care Room ROOM 232	D Project Approach: An Inclusive Method to Meet the Needs of All Young Children ROOM 162	E Developmentally Appropriate Practice: Why We Do What We Do ROOM 229
	In our attempt to protect our children, we sometimes don't consider if our protective actions are harmful to the development of children. This session will explore the importance of risk-taking and what can happen if children are not exposed to risk. We will also explore how you, the child care provider, can encourage risk-taking experiences during child care.	From infancy, children begin developing their social emotional skills. Supporting development during this period is crucial to an infant's overall well-being. This professional development event explores the developing social emotional skills of infants and toddlers. Participants will learn to define and describe social emotional development, identify key social emotional skills that contribute to future school readiness, and gain greater insight into how to support social emotional development for infants and toddlers.	Geared for after school professionals seeking to help students showcasing negative social behaviors. Training, participants will use the CSEFEL Pyramid Model to create practical strategies aimed at promoting positive behaviors in the after school classroom. Using hands-on activities and small group discussions, participants will be equipped with effective tools to maximize peer-to-teacher relationships and social-emotional success.	This session will explore how the Project Approach can be used as an inclusive method to meet the needs for all young children. A brief overview of the project approach followed by real classroom examples from early childhood settings that included children's unique needs and goals will be provided. This interactive session is ideal for early childhood professionals who work with children with unique and diverse needs who want to incorporate the Project Approach into their classrooms and daily schedules.	Developmentally appropriate practice (DAP) is an approach to working with young children, explained in the NAEYC positions statement, grounded in how young children learn and develop. We will review considerations, guidelines, and effective teaching strategies to use when engaging in DAP. Focusing on play, teachers can make classrooms more developmentally appropriate, and explaining developmentally appropriate practice to families, that is, why we do what we do.
	 Lynette Robbins NC Division of Child Development and Early Education	 Julie Clinkscale Infant Toddler Education Manger	 Jon Williams NC Statewide School-Age Coordinator	 Meredith Jones Assistant Professor Watson College of Education	 Shelly Anthony Early Childhood Instructor -Cape Fear Community College

SESSION 2 10:45am - 12:15pm

<p>A Thinking Constructively ROOM 226</p>	<p>B Using the Project Approach with Children Ages 2 & Older ROOM 162</p>	<p>C How to Effectively Write Social Stories: Want my behavior to change? Write me a story! ROOM 246</p>	<p>D Stay and Play Outside All Day ROOM 229</p>	<p>E What Every Baby Needs ROOM 232</p>
<p>Providing students with a productive and engaging indoor environment is a core ideal of Reggio Emilia pedagogy. Strong indoor classrooms offer school age participants with a safe way to ask questions, problem solve, and develop new learning skills. Participants will leave with a stronger understanding of Reggio Emilia practices, and new ways to apply this philosophy to indoor environments.</p>	<p>The Project Approach, as defined by Lillian Katz and Sylvia Chard, is a form of Emergent Curriculum that involves the child, family and community in hands-on, relevant and developmentally appropriate learning opportunities. We will explore the three phases of The Project Approach and empower teachers and directors to engage in this wonderful alternative to repetitive thematic curriculum planning.</p>	<p>Struggling with a specific challenging behavior in your classroom? This training focuses on the creation and use of social stories in the early childhood classroom as a tool to support a child who is struggling with a challenging behavior.</p>	<p>An introduction to enhancing the outdoor learning environment and will discuss considerations for using natural learning materials outside. We will discuss increasing the use of outdoor environments through the lens of the quality assessment process, specifically, we will talk about meeting ECERS-R and ITERS-R requirements while children play outdoors.</p>	<p>This training will offer suggestions of what types of materials support learning at the different stages. You will gain insight on the benefits of providing babies with ample time and space to master a skill before moving on to start practicing a new one and will explore some of the drawbacks of intervening unnecessarily. Information will be provided that supports the ITERS-R subscales: Space and Furnishings, Activities and Program structure.</p>
<p> Jon Williams NC Statewide School-Age Coordinator</p>	<p> Marie Bergh-Cook Program Director, Early Childhood Education - Cape Fear Community College</p>	<p> Susan Deans Regional Healthy Social Behaviors Specialist</p>	<p> Tanya Covington/ Linda Rowell NCRLAP Reliability Checkers</p>	<p> Cassia Simms-Smith Anchor Infant Toddler Specialist - NC Infant Toddler Quality Enhancement Project</p>

SESSION 3 2:00pm - 3:30pm

<p>A Integrating Science into Early Childhood Room ROOM 226</p>	<p>B What's In Your Teaching Toolkit? ROOM 229</p>	<p>C Learning Math with Loose Parts ROOM 214</p>	<p>D Literacy Is More Than Reading ROOM 232</p>	<p>E Hustle for the Muscle ROOM 162</p>
<p>Discrepant Events are occurrences which allow us to examine misconceptions by presenting unexpected outcomes. Come learn about multiple discrepant events which can safely and easily be performed on a budget to engage young learners and introduce them to the exciting world of natural science. Handouts will be provided.</p>	<p>This training walks participants through The Teaching Tools for Young Children with Challenging Behavior resource (known as TTYC). This tool is packed with strategies based on Positive Behavior Support and the Pyramid Model. Participants will see tools for prevention of challenging behavior as well as tips, forms, guides and practical resources that promote problem solving skills, friendship development and social skill instruction, all of which are critical to the core development of school readiness.</p>	<p>This session provides insight into how loose part play can foster children's mathematical thinking. Through hands-on activities, participants will explore a wide array of natural, synthetic and recyclable loose materials and experience the possibilities inherent in loose parts for play and learning. The value of loose parts, as a medium to teach and practice math concepts with young children will be emphasized.</p>	<p>When many people think about early literacy, they think about reading. But promoting literacy includes so much more than learning to read in the early years. Let's explore how you as an early childhood educator can use literacy everyday.</p>	<p>Creative methods to get kids learning AND moving provide programs the opportunity to support the school day in a different, but meaningful way. Combining high energy K-5 skills-building activities across subject areas and physical activity, participants will walk away with implementation-ready ideas. This hands-on, on-your-feet workshop will empower participants to affect positive change in kids' behavior, social & emotional skills, and academic performance.</p>
<p> Cheston Saunders Biology/Chemistry Instructor - Bladen Community College</p>	<p> Jesse Norris Regional Health Social Behaviors Specialist - Region 4 Child Care Resource and Referral</p>	<p> Dr. Hengameh Kermani Professor - Watson College of Education</p>	<p> Dr. Natalie Rackley Early Childhood Instructor - Southeastern Community College</p>	<p> Amy Franks Book Harvest NC</p>



**An exciting training opportunity for Early
Childhood Professionals in Region 4**

Saturday Sep 21, 2019 | 9:00 am - 3:30 pm

*(Registration Begins at 8:00am) at the UNCW
Watson College of Education located on 601 S.
College Road in Wilmington, NC.*

Conference Schedule

Registration	8:00am - 8:45am
Session 1	9:00am - 10:30am
Break	10:30am - 10:45am
Session 2	10:45am - 12:15am
Lunch	12:15pm - 12:45pm
KeyNote Speaker	12:45pm - 1:45pm
Session 3	2:00pm - 3:30 pm

*For full details of each session, and notes on our KeyNote
Speaker, please see inside.*

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