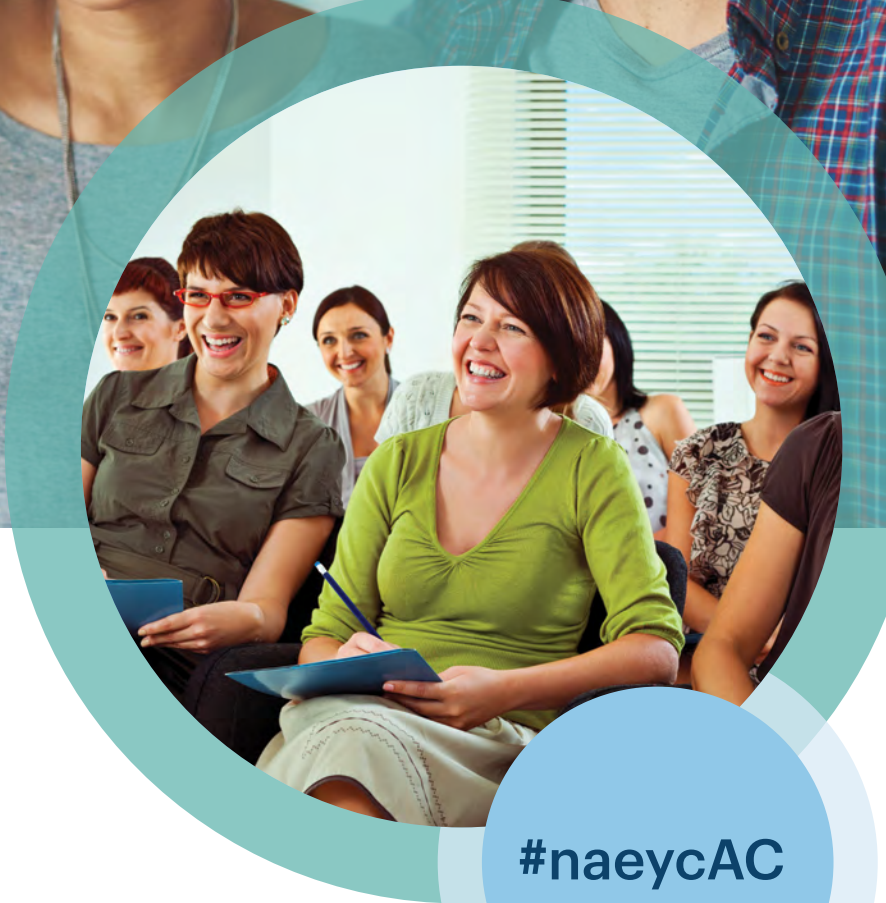


# 2017 NAEYC Annual Conference



## Conference Program

November 15–18  
Atlanta, Georgia

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**annual**conference

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Workshop: Listen Closely: Infants and  
Toddlers on the Road to Literacy

Presenter: Ginny Streckewald,  
M. Ed., Infant Development Specialist

Thursday, November 16th

3:00pm - 4:30pm

Room B207 | Georgia World Congress Center



For news on additional EVENTS, DOOR PRIZES, GIVEAWAYS and SPECIAL SHOW OFFERS  
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# Welcome, Early Childhood Professionals and Leaders!

## Welcome to NAEYC's 2017 Annual Conference!

On behalf of the National Association for the Education of Young Children (NAEYC)—Governing Board, staff, and volunteers—welcome to Atlanta! We are thrilled you have joined us at the largest conference for early childhood educators. The time you dedicate to attending this event truly demonstrates the commitment you have to young children, your ongoing professional development, and your community.

We know that the work you do as educators is inspired by the passion and commitment you have for the growth and development of young children. It is that passion and diligence that allows and inspires NAEYC to move forward every day, to advance a diverse and dynamic early childhood profession in support of **YOU**. We hope you will take full advantage of the amazing opportunities to deepen your knowledge, gain new ideas for your work, and find new ways to get more involved in NAEYC.

Throughout the past few years, NAEYC has undertaken a series of monumental projects to best serve you on your mission to ensure all children reach their full potential. We have launched a new set of membership categories in September of this year. These categories are designed to offer more benefits than ever before, at standardized price points, to meet you wherever you are in your career. *Now truly is the best time to be an NAEYC member.* Parallel to this launch, we have restructured our Affiliate network to ensure that you have membership in an Affiliate organization well-equipped to support your needs on a local level.

You have likely seen visual evidence of these changes through some great technology projects, including new member engagement technology to meet the industry best practices, an incredible refreshed brand image, a brand-new website with more accessible content, and new tech-based benefits like **Hello** for digital interest forums, and the Entertainment Savers Guide® for more savings than ever before!

As we tackle all of these projects, our focus is on **YOU**. We strive to bring our members and advocates closer together to continue advancing the early childhood education profession. With the momentum gained throughout the Power to the Profession initiative, we are collaborating to define the early childhood profession by establishing a unifying framework for career pathways, knowledge and competencies, qualifications, standards, and compensation. It is time we align all that we know about how young children learn with a policy that drives changes and growth for the early childhood education profession.

**Thank you** for letting us serve you as the unifying voice of the early learning profession. We cannot do it without you. The work we accomplish and the conversations we have at this year's Annual Conference will lay the groundwork for defining the profession in new and exciting ways.

We are so glad you're here.

Sincerely,



Tammy L. Mann  
Presidenta de la Junta Directiva de NAEYC



Rhian Evans Allvin  
NAEYC Chief Executive Officer



Rhian Evans Allvin



Tammy L. Mann

## ¡Bienvenidos a la Conferencia Anual NAEYC 2017!

En nombre de la Asociación Nacional de Educación Infantil (NAEYC) la Junta Directiva, el personal y los voluntarios— ¡les damos la bienvenida a Atlanta! Nos complace enormemente que nos acompañe en la conferencia más grande para los docentes de educación inicial. El tiempo que le dedica al asistir a este evento demuestra su verdadero compromiso con los niños pequeños, su desarrollo profesional continuo y su comunidad.

Sabemos que el trabajo que realizan como educadores está inspirado por la pasión y el compromiso que tienen con el crecimiento y el desarrollo de los niños. Es esa pasión y tenacidad que inspira a NAEYC a seguir adelante todos los días, a promover una profesión variada y dinámica de educadores de la primera infancia para apoyarlos a **USTEDES**. Esperamos que aprovechen a pleno las increíbles oportunidades de profundizar sus conocimientos, adquirir nuevas ideas para su trabajo y buscar nuevas formas de participar más con NAEYC.

Durante los últimos años, NAEYC ha llevado a cabo una serie de proyectos monumentales para asistirlo en su misión de lograr que todos los niños alcancen su pleno potencial. Hemos inaugurado una nueva serie de categorías de membresía en septiembre de este año. Estas categorías tienen como fin ofrecer más beneficios que nunca, con puntos estandarizados, para que pueda utilizarlos sin importar en qué punto de su carrera se encuentre. *Este es, sin duda, el mejor momento para ser miembro de NAEYC.* En paralelo con este lanzamiento, hemos reestructurado nuestra red de afiliados para asegurar que usted sea miembro de una organización afiliada bien equipada para brindarle la asistencia que necesita a nivel local.

Seguramente haya visto estos cambios con sus propios ojos plasmados en algunos fantásticos proyectos tecnológicos, como la nueva tecnología de participación de miembros para cumplir con las mejores prácticas del sector, una sensacional imagen de marca renovada, con contenidos más accesibles y nuevos beneficios tecnológicos, como el espacio **Hello** para los foros de interés, y los mejores descuentos de Entertainment Savers Guide®.

Mientras nos abocamos a todos estos proyectos, nuestro foco está en **USTEDES**. Trabajamos para acercar a nuestros miembros y promotores para seguir fomentando la profesión del docente de educación inicial. Con el impulso alcanzado mediante la iniciativa “Revalorizar la profesión”, estamos trabajando para definir la profesión del educador inicial delineando un marco unificado para la orientación profesional, el conocimiento y las competencias, las calificaciones, los estándares y la remuneración. Es hora de armonizar nuestros conocimientos sobre cómo aprenden los niños pequeños con una política que impulse cambios y crecimiento para la profesión del docente de educación inicial.

**Gracias** por dejarnos ser la voz unificada que representa a los educadores de la primera infancia. No seríamos nada sin ustedes. Las metas que alcancemos y los debates que iniciemos este año en la conferencia anual sentarán las bases para definir la profesión en aspectos nuevos e interesantes.

Nos alegra mucho su asistencia.

Atentamente.



Tammy L. Mann  
Presidenta de la Junta Directiva de NAEYC



Rhian Evans Allvin  
Directora Ejecutiva de NAEYC

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- Friday 10 a.m. to 12 p.m. & 2 p.m. to 4 p.m.



# NAEYC's 2017 Annual Conference

Sign up for event updates and news alerts at  
[NAEYC.org/conference](http://NAEYC.org/conference)



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NAEYC is a high-performing inclusive organization and we encourage the exchange of diverse opinions at the 2017 NAEYC Annual Conference. It is important for Annual Conference attendees to recognize that the ideas presented at the Annual Conference do not necessarily reflect NAEYC's official position and NAEYC assumes no responsibility for any statement of fact or opinion presented at the conference. NAEYC does not endorse the products or services of any Annual Conference advertiser, exhibitor, or sponsor.



# RAISING THE BAR, ONE TEACHER AT A TIME.

## We're celebrating those who help us learn and grow!

We see greatness. It's in the work we do each day. It's in the children we care for and educate. It's in every one of us. With more than 1,300 accredited early learning centers, KinderCare Education's community is comprised of hundreds of thousands of children and teachers across the nation, all of whom we call family.

As the nation's largest provider of early childhood care and education, we know we have a stake in the lives of future generations. That's why KinderCare Education is committed to celebrating and growing all teachers to be their best for the students and communities they serve—because, together, teachers are capable of a world of change.

**Come say hello! Join us at KinderCare Education's Garden to Grow and at the following sessions:**

**THURSDAY,  
NOVEMBER 16  
10:00 - 11:30 A.M.**

**Lifting Us Higher:** Elevating our profession through the transformative power of accreditation with with Dr. Elanna Yalow, Jamee Thrush, Christine Pieper & Cassandra Mason

**ROOM A411**

**FRIDAY,  
NOVEMBER 17  
10:00 - 11:30 A.M.**

**Simply the Best:** A journey to support teacher growth and success with Kate Jordan-Downs & Julie Barnett

**ROOM A405**

**FRIDAY,  
NOVEMBER 17  
1:00 - 2:30 P.M.**

**The Power of People:** What's behind teacher talent and how to hire for those qualities while creating great experiences for teachers with Lindsay Curley, Sarah Redgrave & Kim McDowell

**ROOM A405**



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## Tuesday, November 14

8:30 a.m.–4:00 p.m. .... Pre-Conference Workshops  
 1:00–7:00 p.m. .... Conference Registration

## Wednesday, November 15

7:00 a.m.–6:00 p.m. .... Conference Registration  
 8:15–11:15 a.m. .... Sessions  
 12:00–3:00 p.m. .... Sessions  
 3:30–5:00 p.m. .... Opening Keynote Address  
 5:00–7:00 p.m. .... Expo Grand Opening

## Thursday, November 16

7:00 a.m.–5:00 p.m. .... Conference Registration  
 8:00–9:30 a.m. .... Sessions  
 10:00 a.m.–6:00 p.m. .... Expo  
 10:00–11:30 a.m. .... Sessions  
 11:30 a.m.–1:00 p.m. .... Lunch Options (\$) in the Expo  
 1:00–2:30 p.m. .... Sessions  
 3:00–4:30 p.m. .... Sessions

## Friday, November 17

7:00 a.m.–5:00 p.m. .... Conference Registration  
 8:00–9:30 a.m. .... Sessions  
 10:00 a.m.–6:00 p.m. .... Expo (final day!)  
 10:00–11:30 a.m. .... Sessions  
 11:30 a.m.–1:00 p.m. .... Lunch Options (\$) in the Expo  
 12:00–12:45 p.m. .... NAEYC Meet the Candidates  
 1:00–2:30 p.m. .... NAEYC Annual Business Meeting and Town Hall  
 1:00–2:30 p.m. .... Sessions  
 3:00–4:30 p.m. .... Sessions  
 7:00–10:00 p.m. .... Under the Sea with NAEYC (ticket required)

## Saturday, November 18

7:00–11:00 a.m. .... Conference Registration  
 8:00–9:15 a.m. .... Sessions  
 9:30–10:45 a.m. .... Sessions  
 11:00 a.m.–12:15 p.m. .... Sessions  
 12:30–1:45 p.m. .... Closing Celebration

The events/sessions in the Annual Conference Final Program are arranged chronologically by date and time, then alphabetically by topic track.

Wednesday sessions are generally 3 hours, Thursday and Friday are 1.5 hours, and Saturday sessions are 1.25 hours. To search for sessions by track or other topic area, see pages 9 through 11.

Use the Annual Conference Final Program, Annual Conference website, or NAEYC Conference App to plan your schedule in advance. Select an alternate for each of your chosen sessions in the event that meeting rooms are filled to capacity or the session is cancelled.



### Grandes Comienzos

The shooting star indicates that a session is part of our Grandes Comienzos initiative. 19 sessions in

Spanish (and another 4 in English) will focus on topics including advocacy, dual-language learning, and family engagement.

### 良好開端 Good Start

NAEYC is thrilled to once again offer our language track for Chinese speakers! The 良好開端 Good Start track is a community experience that encourages participants to move through the conference as a cohort. This track includes translation of the Opening Plenary and features nine sessions delivered in Mandarin Chinese. To access the full details of this track in Chinese, please refer to the 良好開端 Good Start Conference Program or check out the NAEYC Conference App!



### Young Professionals

The Young Professionals Track is a curated selection of 15 sessions—including one featured session—that will

be of particular interest to young professionals in the early learning field. These sessions were handpicked by NAEYC's Young Professionals Advisory Council (YPAC) and cover a wide variety of topics. If you are a student, young professional, or beginner in the field of early learning, this track is an excellent introduction to your Annual Conference experience!

**Advocacy/Public Policy**

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**Arts (Performing and Visual Arts)**

3, 70, 117, 161, 204, 246, 249, 292, 418

**Assessment of Young Children**

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**Children with Disabilities/Early Intervention**

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**Cognitive Development**

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**Curriculum—Theories and Approaches**

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## **NAEYC Affiliates and Association Business**

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## **Young Professionals (YPAC)**

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## **Age groups (with session numbers)**

The following sessions were identified by the presenters as applying to specific age groups. All other sessions are relevant to educators of all children.

### **Infants and Toddlers**

23, 88, 118, 127, 149, 163, 167, 175, 186, 194, 199, 220, 238, 275, 285, 292, 301, 312, 353, 406, 462, 466, 477, 497

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### **Kindergartners**

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### **First- to Third-Graders**

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### **Young Professionals (YPAC)**

78, 86, 151, 164, 234, 255, 294, 296, 350, 356, 385, 398, 404, 475, 498

### **Adults**

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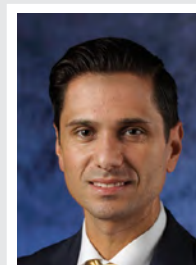
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Georgia Department of  
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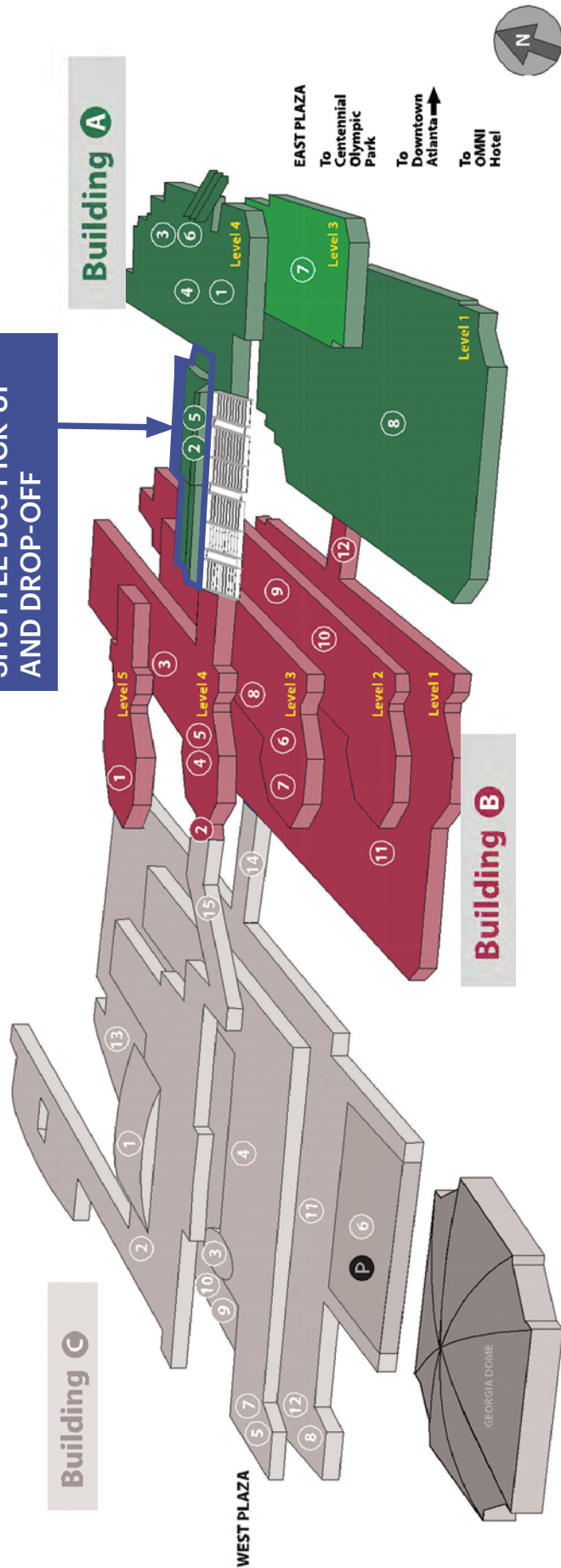
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Washington, DC  
(5/21)



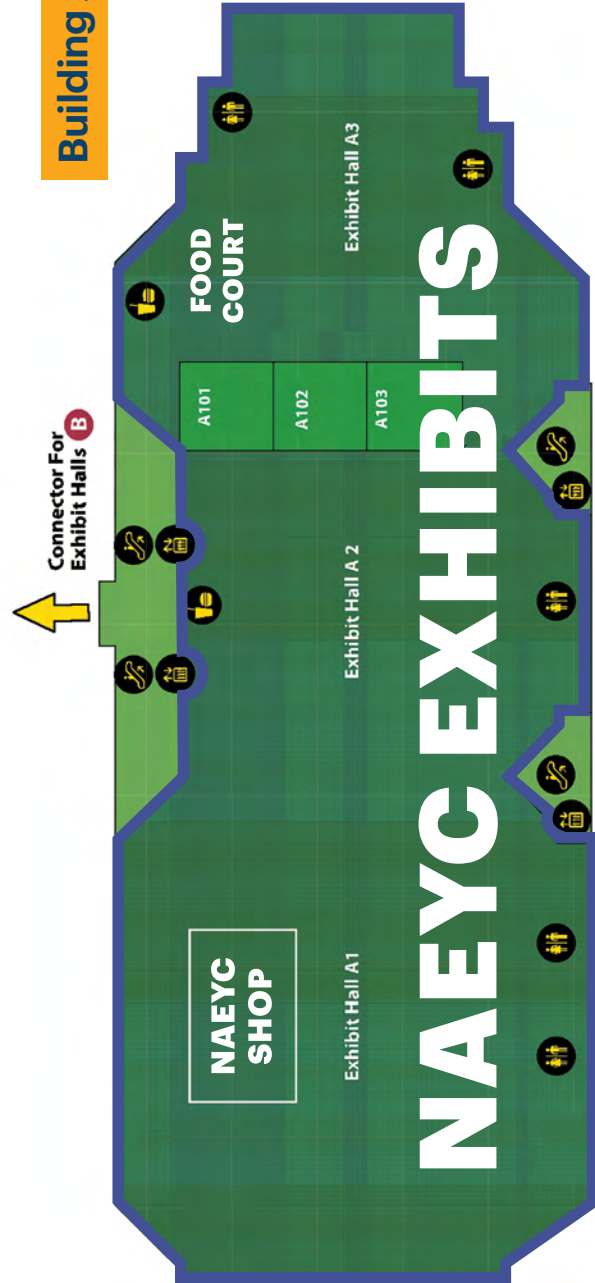
**Rhian Evans Allvin**

Chief Executive  
Officer  
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## All floors (overview)

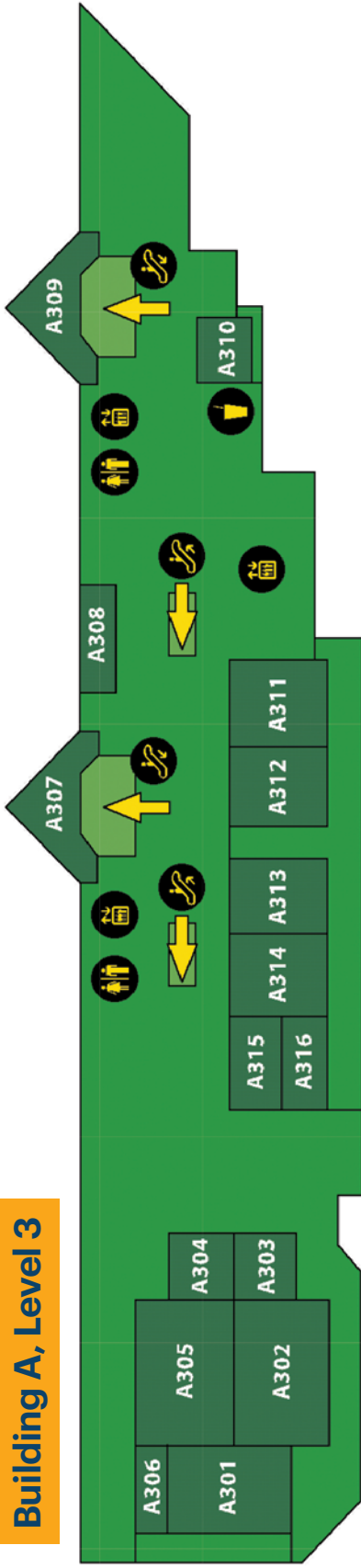


## Building A, Level 1

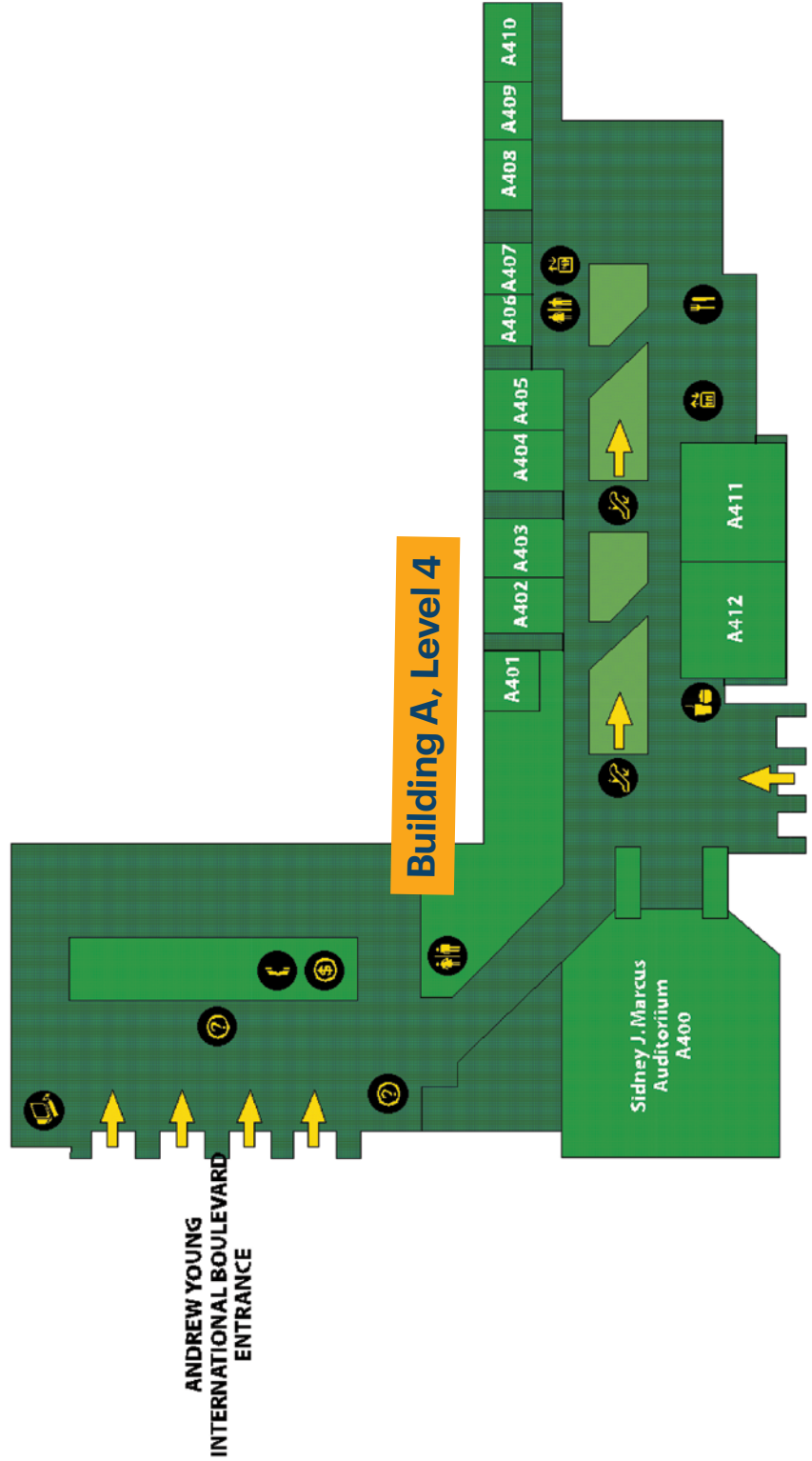


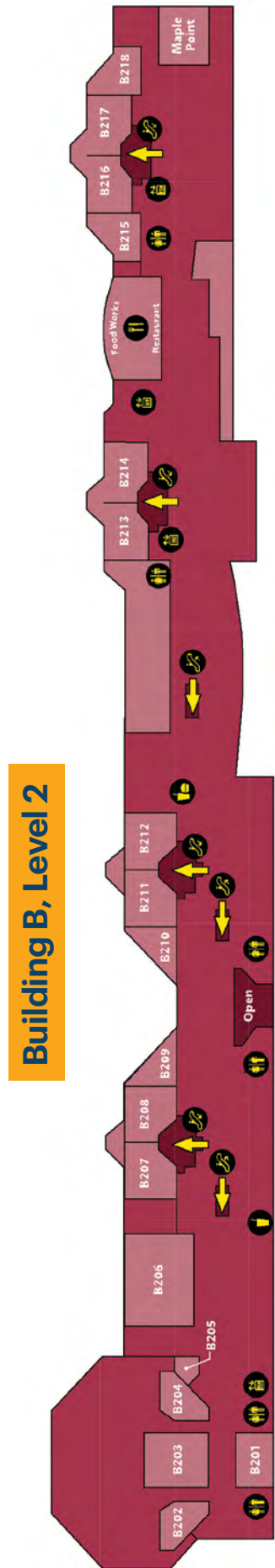
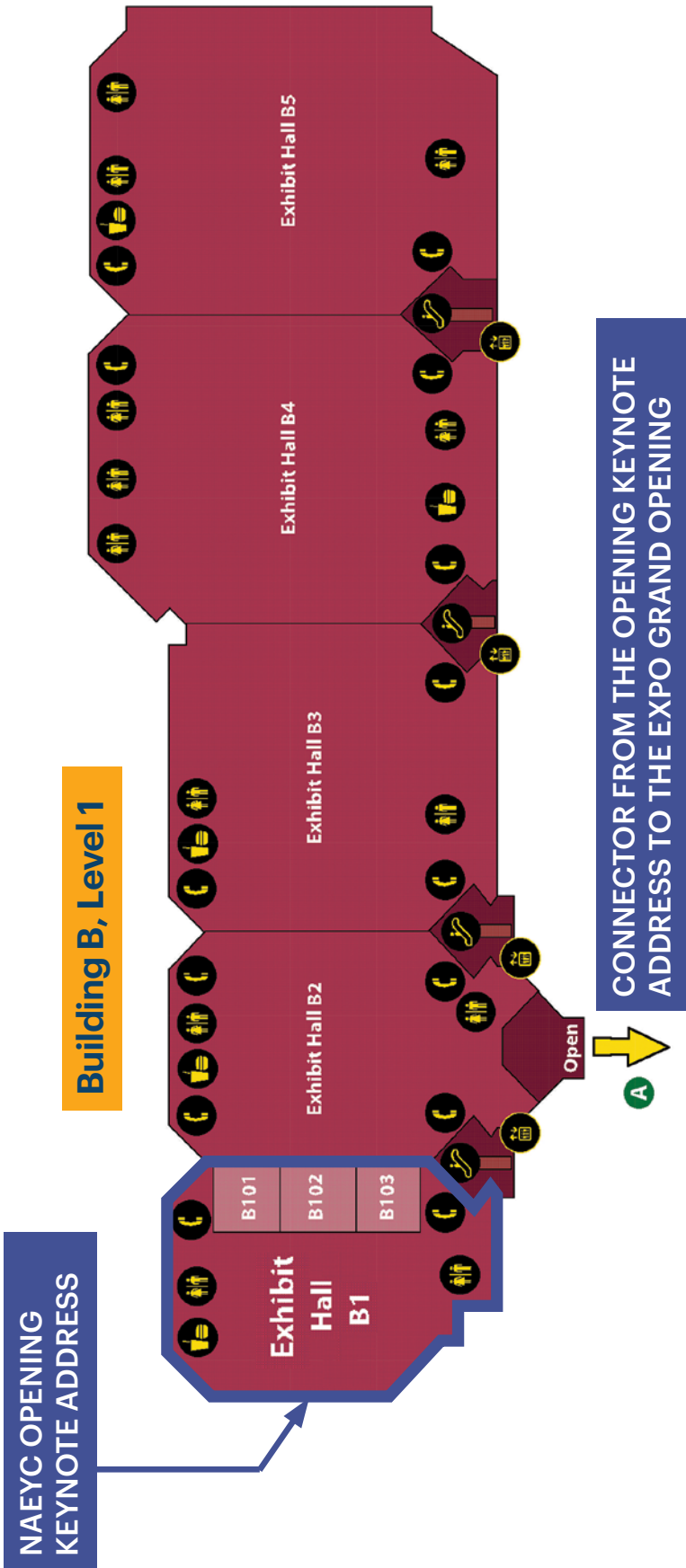


## Building A, Level 3

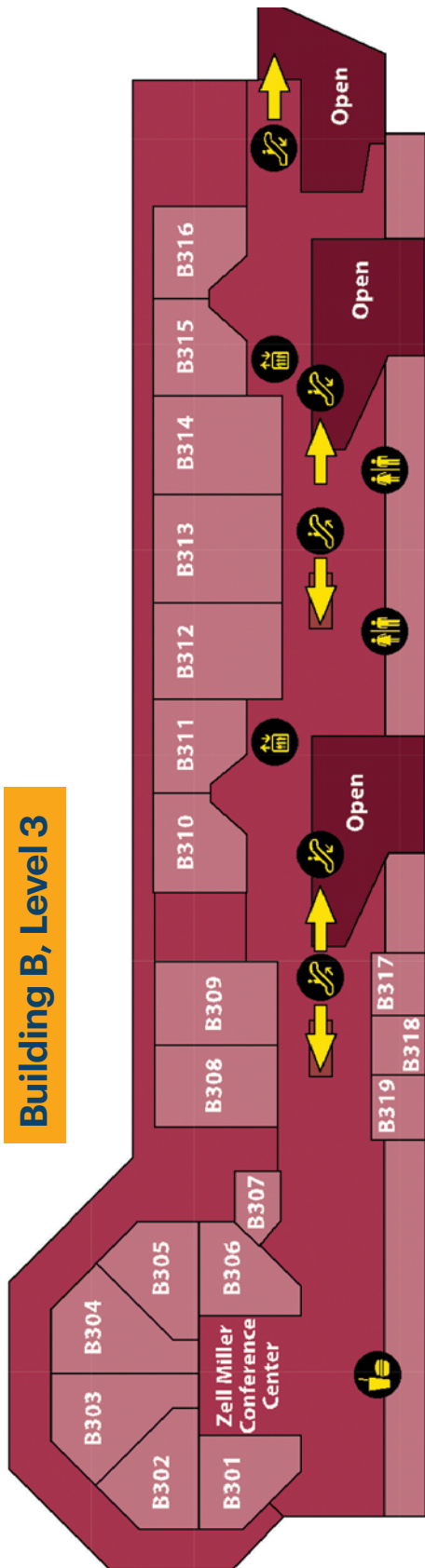


## Building A, Level 4

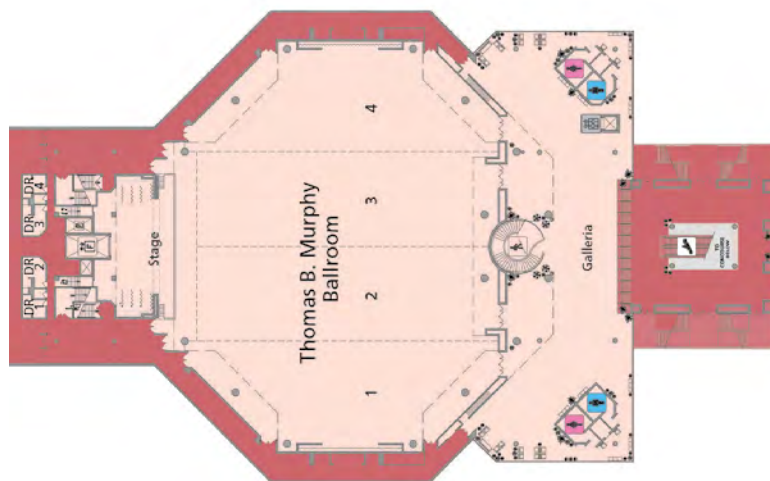




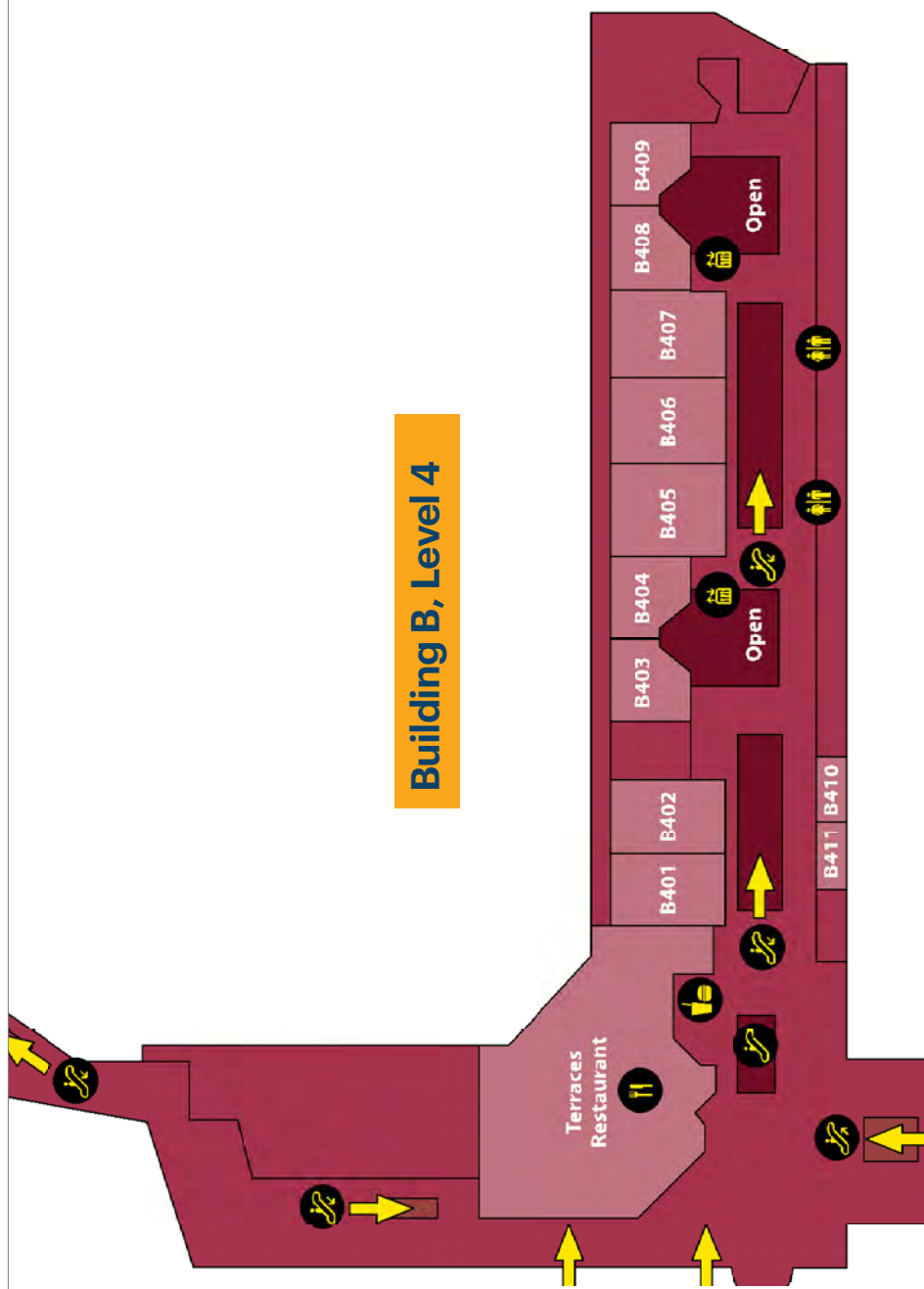
**Building B, Level 3**



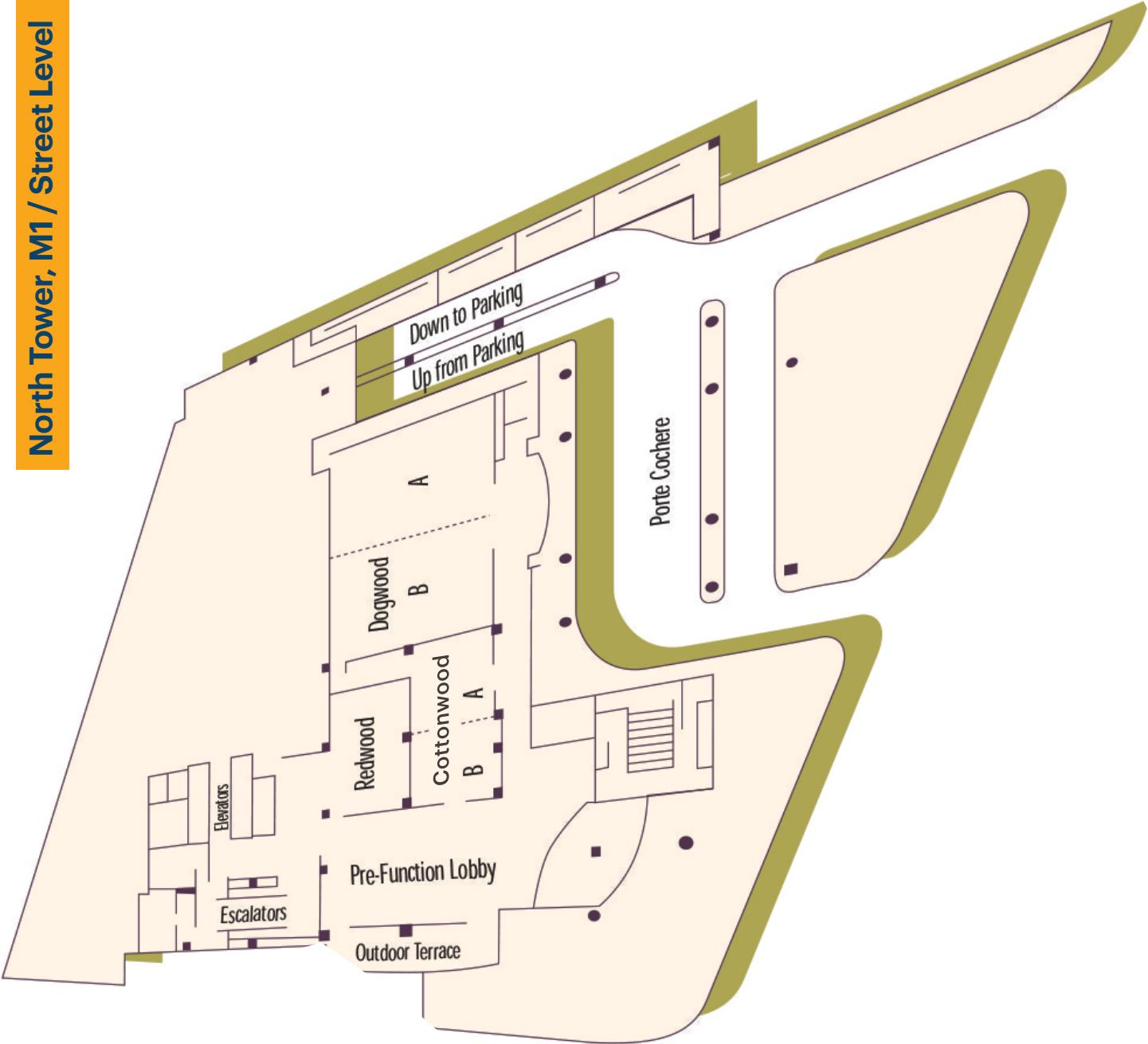
**Building B, Level 5**



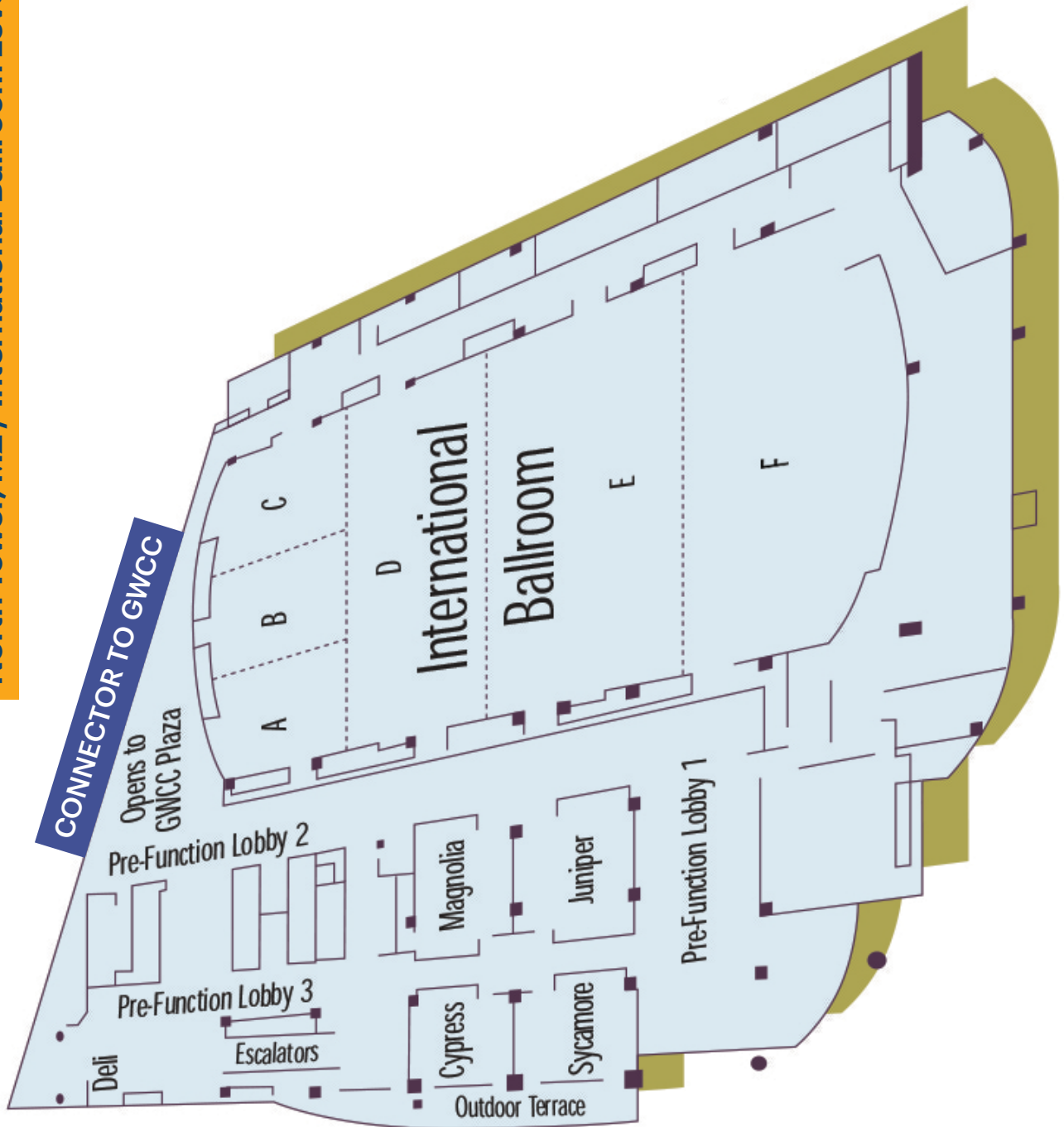
**Building B, Level 4**



North Tower, M1 / Street Level



North Tower, M2 / International Ballroom Level



# Conference hotels map



## Shuttle bus information

NAEYC will provide complimentary shuttle bus service among designated Conference hotels and the Georgia World Congress Center. No tickets are needed—your Conference badge is your bus pass.

As we go to press in October, the following arrangements have been confirmed. Please check the posters in your hotel lobby and at the Georgia World Congress Center for any changes.

To make arrangements for a wheelchair accessible shuttle, please call 310-425-2443.

NOTE: NAEYC Conference sessions will take place at the Georgia World Congress Center. Some meetings and networking events will take place at the Omni Hotel at CNN Center.

## Shuttle bus schedule

### Tuesday, November 14

8:00 a.m.–7:30 p.m.

### Wednesday, November 15

6:30–10:30 a.m.

1:30–7:30 p.m.

### Thursday, November 16

6:30–10:30 a.m.

1:30–6:30 p.m.

### Friday, November 17

6:30–10:30 a.m.

1:30–6:30 p.m.

### Saturday, November 18

7:00 a.m.–2:15 p.m.

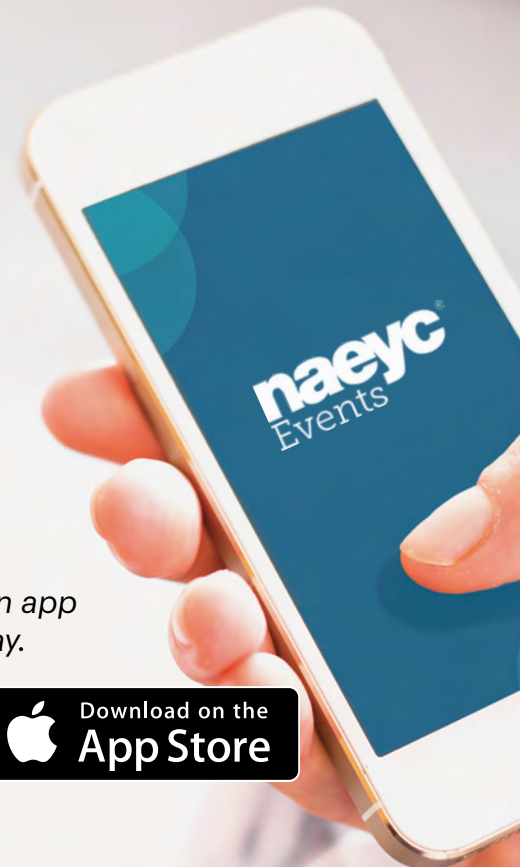
## Download the Conference Mobile App!

Stay connected, share photos and status updates, and compete on the famous NAEYC Leaderboard! Download the Conference mobile app today to access great electronic features designed to enhance your experience, such as:

- **Mobile session planner**
- **Conference alerts and chances to win big prizes**
- **Maps and exhibitor information**
- **And more!**

Search **NAEYC Events** in app stores to download today.

See you on the Leaderboard!



# Shuttle bus information

## Shuttle bus routes

Hotel	Pick-up point
<b>Route 1</b>	
Atlanta Marriott Marquis.....	Curbside on Peachtree Center Avenue
Hilton Atlanta.....	At the Atlanta Marriott Marquis
Hyatt Regency Atlanta.....	Curbside on Baker Street
<b>Route 2</b>	
Sheraton Atlanta.....	On International Boulevard, across the street
The Westin Peachtree Plaza .....	Curbside on Ted Turner Drive

## Hotels in walking distance of the Georgia World Congress Center:

- Omni Hotel at CNN Center
- Embassy Suites by Hilton Atlanta at Centennial Olympic Park
- Hilton Garden Inn Atlanta Downtown

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**Stay up-to-date**  
on program changes/cancellations.

Please refer to the Program Change boards located throughout the Georgia World Congress Center, download the conference mobile app, or follow us on Twitter at @NAEYC!

**2017 naeyc annual conference**

Please remember to wear your NAEYC name badge!

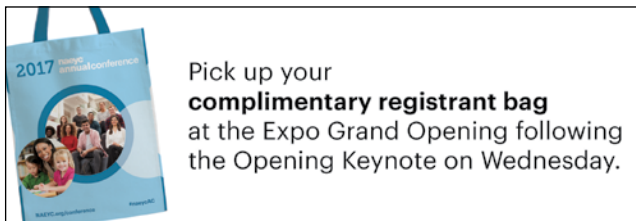


## Conference Registration and Conference Program pick-up

The Annual Conference badge—which permits admission to sessions and to the NAEYC Expo—was mailed in advance to those who registered by October 13. Those who registered after the regular deadline must bring their registration receipt to the Conference Registration area at the Georgia World Congress Center to pick up their badge. On-site registration will be available to those who do not preregister. If you did preregister, you can pick up your copy of the Conference Program and Expo Guide anytime during registration hours.

### Registration hours are

Tuesday, November 14	1:00–7:00 p.m.
Wednesday, November 15	7:00 a.m.–6:00 p.m.
Thursday, November 16	7:00 a.m.–5:00 p.m.
Friday, November 17	7:00 a.m.–5:00 p.m.
Saturday, November 18	7:00–11:00 a.m.



## Discover the benefits of seeking accreditation!

NAEYC Early Learning Program staff will be available in the NAEYC Shop (Booth #1207) during the Expo hours to answer questions and direct you to resources. Staff are also available for one-on-one assistance during a 20-minute consultation. Walk-in appointments are scheduled on a first-come, first-served basis.

## Conference CEUs and University Credit are available!

Portland State University will offer Continuing Education Units (CEUs) and University Credit for Conference attendees. Sign up online at [www.pdx.edu/ceed/naeyc](http://www.pdx.edu/ceed/naeyc). Registration will be available ONLY online. Details on the requirements for CEUs and university credit are available on the website.

### Continuing Education Units

Conference participants may earn up to two Continuing Education Units (CEUs) (\$35 fee). Please note that *prior to attending sessions*, participants will need to either download the documentation form online at [www.pdx.edu/ceed/naeyc](http://www.pdx.edu/ceed/naeyc) or pick up a form at the Registration counters in the Georgia World Congress Center. Please visit [www.pdx.edu/ceed/naeyc](http://www.pdx.edu/ceed/naeyc) for more information on CEUs and to sign up.

### University Credit

Conference participants may earn one or two quarter credits (undergraduate CI 410/or Graduate CI 510) (\$80 for one credit and \$140 for two credits). Participants must track attendance and complete a final assignment. Please visit [www.pdx.edu/ceed/naeyc](http://www.pdx.edu/ceed/naeyc) for more information on university credit and to sign up.

### General consent and release for use of image

Registration and attendance at, or participation in, NAEYC meetings and other activities constitutes an agreement for NAEYC, or anyone authorized by NAEYC, to record and use, as NAEYC may desire in its sole and absolute discretion, all recording and reproductions or depictions of such exhibitor's, or attendee's name, likeness, voice, persona, words, actions, and/or biography, which NAEYC may make, including without limitation, the right for NAEYC, or anyone authorized by NAEYC, to use such recordings, reproductions, or depictions in or in connection with any legitimate purposes, including for advertising, publicity, trade, and editorial purposes, at any time in the future in all media now known or hereafter developed, throughout the world.

### NAEYC Expo

Plan your daily visit to the Expo where there is always something new to discover. See [pages 175 to 185](#) for a list of exhibitors. Check the Expo Guide insert for exhibit booth map and activities. Remember to visit the NAEYC Shop, Booth #1207, during Expo hours.

### Expo hours are

Wednesday, November 15, 5:00–7:00 p.m.  
 Thursday, November 16, 10:00 a.m.–6:00 p.m.  
 Friday, November 17, 10:00 a.m.–6:00 p.m.  
 No Saturday hours.

### Members-Only Café

All NAEYC members are invited to relax in the exclusive members-only cafe for complimentary coffee\* and relaxation during Expo hours, booth #2107. Become a member now and join us!

*\*While supplies last"*

### Please remember...

...the Annual Conference is *about* children, not *for* children. For safety reasons, we cannot allow children or strollers into the Expo.

If you intend to bring your children to Atlanta, please be sure that you have arranged for their care in advance. Your hotel may be able to direct you to available services in the area.

## NAEYC Meet the Candidates

**Friday, November 17**

12:00 noon–12:45 p.m.

**Georgia World Congress Center**

**Room B313**

Vincent J. Costanza, Chair, NAEYC's 2017–18 Nominating Committee, will introduce the slate for the 2018 Governing Board election. Candidates will make brief statements and discuss issues facing the Association. This year's election includes candidates for Vice President, Secretary, one At-Large Governing Board member, and one Student Governing Board member.

**You can also meet the candidates in the Members Only Café on Thursday from 2:00 to 3:00 p.m. and in the NAEYC Annual Conference Shop on Friday from 3:00 to 4:00 p.m. And be sure to VOTE!**



*Vincent J. Costanza*

## NAEYC Annual Business Meeting and Town Hall

**Friday, November 17**

1:00–2:30 p.m.

**Georgia World Congress Center**

**Room B313**

Join NAEYC President **Tammy L. Mann**, Chief Executive Officer **Rhian Evans Allvin**, and members of the NAEYC Governing Board to discuss how NAEYC is moving forward to accomplish its strategic direction, with particular focus on:

- **Power to the Profession**—a national collaboration to define the early childhood profession
- Transition to a **revised Affiliate structure** and **new membership categories** now under way
- **America for Early Ed**—ramping up NAEYC's advocacy efforts
- **Interest Forums**—new opportunities for member engagement

Treasurer **Carl Hairston** will present the annual financial report.

**NAEYC's vision:** All young children thrive and learn in a society dedicated to ensuring they reach their full potential.

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

### NAEYC's 5 Strategic Priorities

1. High-Quality Early Learning
2. The Profession
3. Organizational Advancement
4. Organizational Excellence
5. Leadership and Innovation



*Tammy L. Mann*



*Rhian  
Evans Allvin*

## Tourist tips from Atlanta experts

There are so many things to do in Atlanta—world-class attractions and history, outdoor adventures, and award-winning arts and culture. If you have questions about the area, such as where to go for a wonderful meal or what entertainment is available, please stop by the Atlanta Information Booth in the Georgia World Congress Center. Also, please visit the NAEYC Atlanta website at <http://atlanta.net/attend/naeyc/>.

## Restrooms in the Georgia World Congress Center

Several men's restrooms in the Georgia World Congress Center will be designated as women's restrooms during the Conference to accommodate the high ratio of women to men. Please refer to signs for specific locations of restrooms.

## Lost and found

Please visit NAEYC Headquarters, Room A307, in the Georgia World Congress Center if you have lost an item while attending Conference sessions. Contact your hotel's front desk if you lost something at that property.

## Endorsement

NAEYC encourages the exchange of diverse opinions at the Annual Conference. It is important for conferees to recognize that the ideas presented do not necessarily reflect NAEYC's official position. Moreover, NAEYC assumes no responsibility for any statement of fact or opinion presented at the Annual Conference, nor does acceptance of advertising, exhibits, or sponsorships imply endorsements of any products or services by the Association. NAEYC urges conferees to contact individual exhibitors and/or presenters about concerns they may have about products, services, or practices. The Association also recommends that conferees extend their compliments to presenters and/or exhibitors whom they feel have provided a product or presentation of exceptional quality.

## Grab a bite to eat in the Expo Food Court!

Georgia World Congress Center, Building A,  
Level One Exhibit Hall A1/A2/A3

Featuring convenient, for-purchase snack and meal options on Wednesday from **5:00 p.m. to 7:00 p.m.**, and Thursday and Friday from **10:00 a.m. to 6:00 p.m.**



## Conference etiquette

A successful Annual Conference requires that we extend professionalism and courtesy to one another. The following tips will ensure a pleasant experience for all participants:

- Arrive early, but do not block other participants exiting a meeting room.
- Presenters are encouraged to have a sufficient number of handouts. Presenters are also encouraged to post handouts on NAEYC's website.
- Participants are encouraged to share materials and refrain from taking more than one copy of handouts.
- Bring business cards for networking and requesting materials from presenters.
- Silence cell phones.
- If it is necessary to leave a session early or arrive late, please make the interruption as nondisruptive as possible.

## Personal safety at the Conference

At any conference, losses, theft, and petty crimes may occur. Please exercise adequate caution by following these tips:

- As in any big city, be alert when walking around, especially at night. Travel with a companion or two, when possible, and use NAEYC's shuttle buses. Please refer to [page 21](#) for the shuttle bus schedule. Carry cash and valuables with you in a safe place, or use your hotel's safe. Note that hotels are not responsible for items lost in or stolen from guest rooms. Make note of the location of the emergency exits in the Georgia World Congress Center and hotels.
- If you receive an unexpected knock on your hotel guest room door from someone who says he or she is a hotel staff member, call the front desk to confirm.
- Exercise caution when providing your credit card information, particularly over the phone.

## Business Center at the Georgia World Congress Center

FedEx Office at the Georgia World Congress Center is located in Building B and C entrance lobbies.

### Hours of operation are

Monday–Friday from 8:00 a.m.–5:00 p.m.

## Business Center at the Omni at CNN Center

The Business Center at the Omni at CNN Center is located in the South Tower on the Lobby Level. It is open 24 hours daily for hotel guests and staffed from 7:00 a.m.–5:00 p.m., Monday through Friday.

# NAEYC Sponsorship Program

## About NAEYC Sponsorships

The NAEYC Corporate Strategic Alliance program is designed to build strong and lasting relationships with corporations and organizations that connect to the important work of the Association, and that share and support NAEYC's mission and vision for young children and their families.

- **Year-Round Sponsorships** offer the highest level of marketing opportunities as a NAEYC partner.

- **Event Sponsors** enjoy a specific affiliation with NAEYC by financially supporting the operating costs for key annual events such as the Annual Conference, Professional Learning Institute, Public Policy Forum and Week of the Young Child.

Funds raised through sponsorships support NAEYC's general programs and activities, or when designated, specific Association events and projects. Sponsorship is not an endorsement by NAEYC of the organization, product or service.

For more information contact Nicole Zuchetto at 202-350-8824, or [nzuchetto@NAEYC.org](mailto:nzuchetto@NAEYC.org).

## Year-Round Gold Sponsor



Since 1968, Kaplan Early Learning Company has provided quality products and services to enhance children's

learning. At Kaplan, we help teachers bring quality into their classrooms with innovative curricula, cutting edge assessments, teacher resource materials, and valuable professional development. We are proud to support NAEYC in our shared commitment to advancing the early childhood profession and promoting high-quality early learning for all children.

## Year-Round Silver Sponsor



The Richard W. Riley College of Education and Leadership at Walden

University, an NCATE-accredited institution, is dedicated to enhancing educator effectiveness. As a recognized leader in teacher and administrator education, the college is the choice of more than 56,000 students and alumni—including more than 100 state teachers of the year. Programs range from teacher preparation to doctoral degrees and connect students with nationally recognized education experts, policymakers, and scholar-practitioners.

## Lead Platinum Conference Sponsor

America's largest private provider of early childhood



education and care, KinderCare Education, is setting the industry standard – by doing

the right thing for children and families every single day.

- We're committed to accreditation: Today, nearly 100 percent of our eligible early learning centers are

accredited—an achievement that ensures all 170,000 of the children we care for receive the very best.

- We're committed to educators: We're finding, hiring and developing the very best educators in the business.
- We're committed to educational excellence: Grounded in the latest research and best practices, our proprietary Early Foundations® curriculum provides a strong foundation for the education of young children.

KinderCare Education's brands include KinderCare® Learning Centers, KinderCare Education at Work™, Champions® Before- and After-School Programs, Cambridge Schools™, Knowledge Beginnings® and The Grove School®. In 2017, KinderCare Education received a Gallup Great Workplace Award. KinderCare Education is one of only 37 companies worldwide—and the first and only in early childhood education—to receive the award.

## Advocacy Sponsors

NAEYC recognizes the sponsors of the Public Policy Forum that was held in Washington, DC last February.



NAEYC thanks the following sponsors for their generous support

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NAEYC Year-Round Silver Sponsor



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Platinum Sponsor



Gold Star Sponsors



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Spotlight Exhibitor Sessions are unique opportunities for NAEYC exhibitors and sponsors to gain additional exposure outside the Expo. These sessions encourage attendees to take a closer look at a product or service, hear about research in the field, learn more about innovative applications of classroom technology, and engage in discussions about career development.

Acceptance by NAEYC of Spotlight Exhibitor Sessions does not imply endorsements of any products or services.

**All Spotlight Exhibitor Sessions will take place in the Georgia World Congress Center, Room B405.**

## Thursday, November 16

**8:00-9:30 a.m.**

*Please note: this session will be repeated at 10:00 a.m.*

### Be Curious and Tinker with LEGO® Education

Join LEGO® Education and be the first to get your hands on a new early learning solution! On November 1, LEGO® Education announced a LEGO® DUPLO® set for ages 3-5, focusing on encouraging curiosity, tinkering, and teaching STEAM skills. The session gives attendees an opportunity to get hands-on with the new set. Attendees can enter to win one of the new sets. A drawing will be held at the end of the session.

*Mads Lemvigh Fog, LEGO® Education Master Trainer.*

*Presented by*

**LEGO® Education.**



**10:00-11:30 a.m.**

*Please note: this session is a repeat of the 8:00 a.m. session.*

### Be Curious and Tinker with LEGO® Education

Join LEGO® Education and be the first to get your hands on a new early learning solution! On November 1, LEGO® Education announced a LEGO® DUPLO® set for ages 3-5, focusing on encouraging curiosity, tinkering, and teaching STEAM skills. The session gives attendees an opportunity to get hands-on with the new set. Attendees can enter to win one of the new sets. A drawing will be held at the end of the session.

*Mads Lemvigh Fog, LEGO® Education Master Trainer.*

*Presented by*

**LEGO® Education.**



**1:00-2:30 p.m.**

### Playing Together: How System-Level Shared Services Make More Effective and Sustainable Early Learning

As early learning professionals, we understand the power of play, but too often our systems seem to be stuck in solitary, or at best parallel play, when what we really need to maximize benefit for children and families is cooperative efforts. Dr. Chris Swanson and Brian Siatkowski of Johns Hopkins University will speak to the benefits of cross-sector, cross-system, cross-outcome approaches for agencies and organizations responsible for governing and implementing early learning systems, while providing practical suggestions on how each of us as leaders and influencers can advocate for integrated early learning systems. This session will present a System-Level Shared Service approach that reduces operational costs while maximizing system goals around data collection and integration, workforce development, program coaching and rating, targeted quality improvement, public outreach on why quality early learning matters, and promotes a collective impact model.

**Chris Swanson**, Center for Technology in Education, Johns Hopkins University School of Education;

**Brian Siatkowski**, Center for Technology in Education, Johns Hopkins University School of Education.

*Presented by*

**Center for Technology  
in Education (CTE),  
Johns Hopkins University  
School of Education.**



## Friday, November 17

8:00–9:30 a.m.

### Accelerate Early Learning with Technology

True technology integration in the early childhood classroom doesn't have to be difficult! Join ABCmouse and Frog Street as they partner to bring you tangible examples of how to integrate digital resources with your curriculum program to engage young learners and accelerate academic growth. See how ABCmouse Learning Activities seamlessly align with Frog Street's research-based curriculum to give young students valuable opportunities for online practice with essential skills, creative problem solving, and self-guided instruction.

**Brandee Ramirez**, Tustin Unified School District  
**Pam Botts Ofe**, Frog Street.

Presented by **Age of Learning**.



10:00–11:30 a.m.

### High-Quality for Everyone in Our Programs, Not Just the Children: Innovations and Improvements for Adult Learning and Training in ECE

Did you know there is no valid evidence to support learning styles? Do you know enjoying a session/training does not correlate with learning? Did you know less than 25% of content is retained from an average training session? If you're surprised by these statements, join us for this interactive and invigorating session. Learn how Bright Horizons enhanced our learning culture by willingly evaluating our practices against standards in the adult learning industry, revamping our approach to employee learning and development, advancing our practices, incorporating technology in simple and cost-effective ways, and reshaping our orientation and development programs. We will share ideas and examples, dispel some common myths that are still pervasive practices, and help you advance your approach to employee training and development in easily achievable ways that will make your training more effective and enhance your learners' growth.

**Rachel Robertson**, Bright Horizons  
**Ruth Fidino**, Bright Horizons.

Presented by **Bright Horizons**.



1:00–2:30 p.m.

### Improved Behavior, Improved Learning with the Second Step Program

Help your preschool students harness their potential by teaching them to listen, pay attention, control their behavior, and get along with others. Our social-emotional learning program for early learning is easy for anyone to use and designed to keep children engaged.. When students enter kindergarten with the self-regulation and social-emotional skills taught in the evidence-based Second Step Program, they're set up for success.

**Jennifer Sanderlin**, Committee for Children.

Presented by **Committee for Children**.



3:00–4:30 p.m.

### The Power of Blocks

Blocks are more than just a center—they are a foundational cornerstone for engaged learning. The block area can be used to help teach math, literacy, science, art, social skills, and more. The tactile nature of blocks encourages neural firing in the brain. The visual-spatial aspect of blocks supports learning the alphabet and eventually reading. Physical involvement when working with blocks promotes motor skills. Socialization around block play promotes language and vocabulary development.

**Keith Pentz**, Kaplan Early Learning Company.

Presented by **Kaplan Early Learning Company**.



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- MS in Early Childhood Studies (*course-based and competency-based*)
- Education Specialist (EdS)
- BS in Elementary Education
- PhD in Education
- Graduate Certificates in Early Education

**LEARN MORE:** [www.WaldenU.edu/naeyc](http://www.WaldenU.edu/naeyc) • 1-855-591-7858



Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other P-12 school professionals, NCATE accreditation ensures that the institution has met rigorous national standards set by the profession and members of the public. However, the accreditation does not include individual education courses offered to P-12 educators for professional development, relicensure, or other purposes. \*All tuition reductions, grants, or scholarships are subject to specific eligibility requirements. Contact a Walden University enrollment advisor for details.



## JOIN US!

VISIT BOOTH #1539

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Refreshments and giveaways for all session attendees!



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# Featured Sessions

## Wednesday, November 15

12:00 noon–3:00 p.m.

### Power to the Profession: A Pulse Check

#### Georgia World Congress Center, Room B211/212

Rhian Evans Allvin, NAEYC; Marica Cox Mitchell, NAEYC; Karen Ponder, National Power to the Profession Taskforce; Valora Washington, Council for Professional Recognition; Shyrelle Eubanks, National Education Association; Bill Hudson, National Association for Family Child Care; Ruth Schmidt, Wisconsin Early Childhood Association; Debra Murphy, ACCESS and Cape Cod Community College; Aaliyah A. Samuel, National Governors Association Center for Best Practices; Sue Russell, T.E.A.C.H. Early Childhood National Center; Dianna Wallace, Indiana Association for the Education of Young Children; Stephanie V. Blank, Georgia Early Education Alliance for Ready Students (GEEARS).

Thank you to our sponsor of this Featured Session, HighScope Educational Research Foundation.



### Opening Keynote Address

3:30–5:00 p.m.

#### A Chance in the world

#### Georgia World Congress Center, Exhibit Hall B1



Steve Pemberton

Featuring Steve Pemberton, Walgreens Boots Alliance.

NAEYC appreciates the support of Pearson for sponsoring the session's simultaneous interpretation services.



## Thursday, November 16

8:00–9:30 a.m.

### Starting out right: Developmentally appropriate language and early literacy practices for dual language learners and children from families with low incomes

#### Georgia World Congress Center, Room A411

Susan Neuman, New York University.

10:00–11:30 a.m.

### Lifting us higher: Elevating our profession through the transformative power of accreditation

#### Georgia World Congress Center, Room A411

Elanna Yalow, KinderCare Education; Jamee Thrush, KinderCare Education; Christine Pieper, KinderCare Education; Cassandra Mason, KinderCare Education.

Thank you to our sponsor of this Featured Session, KinderCare Education.



# Featured Sessions

1:00–2:30 p.m.

**President’s Seminar: New roles and methods for assessment in the face of increased diversity and accountability and curricular alignment from birth through age 8**

**Georgia World Congress Center, Room A412**

Tammy Mann, The Campagna Center; Samuel Meisels, Buffett Early Childhood Institute at the University of Nebraska; Linda Espinosa, University of Missouri–Columbia; Vincent Costanza, Teaching Strategies, LLC.

Thank you to our sponsor of this Featured Session, **Council for Professional Recognition**.



3:00–4:30 p.m.

**Academic rigor and DAP: Implementing high-quality teaching practices in K–3**

**Georgia World Congress Center, Room A411**

Shannon Riley-Ayers, National Institute for Early Education Research; Sharon Ryan, Bank Street College of Education; Kaitlin Northey, Rutgers University; Vincent Costanza, Teaching Strategies, LLC.

Thank you to our sponsor of this Featured Session, **Walden University**.



## Friday, November 17

8:00–9:30 a.m.

**The NAEYC and Fred Rogers Center joint position statement on technology and interactive media as tools in early childhood programs turns 5: Guiding educators in the digital age**

**Georgia World Congress Center, Room A411**

Chip Donohue, Erikson Institute; Susan Friedman, NAEYC; Rick Fernandes, Fred Rogers Center; Kathleen Paciga, Columbia College Chicago.

10:00–11:30 a.m.

**Meet Caldecott-award winning authors and illustrators: Children’s literature at NAEYC**

**Georgia World Congress Center, Room A412**

Brian Selznick, author and illustrator; Molly Idle, author and illustrator; Steve Jenkins, author and illustrator; Robin Page, author and illustrator; Holly Seplocha, William Paterson University (moderator).

Thank you to our sponsor of this Featured Session, **Learning Care Group**.



1:00–2:30 p.m.

**Identifying and creating child-centered environments**

**Georgia World Congress Center, Room A412**

Lisa Murphy, Ooey Gooley, Inc.

3:00–4:30 p.m.

**Making, tinkering, and makerspaces: What you need to know and how teachers are using makerspaces in their classrooms**

**Georgia World Congress Center, Room A411**

Cate Heroman, Cate Heroman, LLC; Lisa Brahms, Children’s Museum of Pittsburgh; Ryan Moreno, REM Learning Center; Megan King, Passaic Public Schools.

## Saturday, November 18

8:00–9:15 a.m.

**Connecting with millennial parents: On demand, social, and personal**

**Georgia World Congress Center, Room A411**

Karen Deerwester, Family Time.

9:30–10:45 a.m.

**Kale salad, laundromats, and Obama: How cultural competency creates transformative learning experiences for students, staff, and parents**

**Georgia World Congress Center, Room A411**

Alvin Irby, Barbershop Books.

11:00 a.m.–12:15 p.m.

**Dialogue with water: Promoting and analyzing children's scientific inquiry at the sensory table**

**Georgia World Congress Center, Room A411**

Thomas Bedard, Saint Paul Public Schools.

Thank you to our sponsor of this  
Featured Session, **Community  
Playthings**.



## NAEYC, SEE YOU IN 2018 IN WASHINGTON, DC!

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## Closing Celebration

12:30–1:45 p.m.

**Early childhood educators are rock stars!**

**Thomas Murphy Ballroom 1**

Celebrate a successful Annual Conference with us! Enjoy live music and many more surprises at the Closing Celebration.

Sponsored by **Destination DC**.



## A national collaboration to define the early childhood profession

Power to the Profession is a national collaboration to define and elevate the early childhood profession. Because we know that qualified, well-prepared educators drive high-quality early learning experiences, we need your input in establishing a unified framework for career pathways, required knowledge and competencies, qualifications, standards, and compensation for all early learning professionals.

This is your movement. Join the conversation at [NAEYC.org/profession](http://NAEYC.org/profession).

These sessions—including a pre-Conference workshop—are part of a collective initiative to define and elevate the early childhood profession.

### Tuesday, November 14

12:00 noon–4:00 p.m.

**Power to the Profession Boot Camp: Explore Your Role in Advancing the Profession** (free of charge; pre-registration was required)

**Room A313**

Adults

*Professionalism, Leadership & Ethics*

**We need your voice!**

Join the conversation at  
[NAEYC.org/profession](http://NAEYC.org/profession).

### Wednesday, November 15

#### Featured Session

12:00 noon–3:00 p.m.

**Power to the Profession: A Pulse Check**

**Room B211/212**

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. Building on guidelines, frameworks, and standards that currently operate across programs, organizations, and states, this initiative aims to establish a *shared framework* of career pathways, knowledge and competencies, qualifications, standards,

and compensation that *unifies the entire profession*, which will lead to a comprehensive policy and financing strategy for their systemic adoption and implementation.

This workshop-style session will give participants an in-depth understanding of the background and context that led to the design of Power to the Profession and an interactive dialogue with two separate panels. The first panel will consist of members of the national Power to the Profession Task Force, moderated by the Chair of the Task Force, Karen Ponder. The second panel will delve into the perspective of our state-based partners and key stakeholders—as we probe the politics and policy that must be considered to realize our vision.

Rhian Evans Allvin, NAEYC; Marica Cox Mitchell, NAEYC; Karen Ponder, National Power to the Profession Taskforce; Valora Washington, Council for Professional Recognition; Shyrelle Eubanks, National Education Association; Bill Hudson, National Association for Family Child Care; Ruth Schmidt, Wisconsin Early Childhood Association; Debra Murphy, ACCESS and Cape Cod Community College; Aaliyah A. Samuel, National Governors Association Center for Best Practices; Sue Russell, T.E.A.C.H. Early Childhood National Center; Dianna Wallace, Indiana AEYC; Stephanie V. Blank, Georgia Early Education Alliance for Ready Students (GEEARS).

Adults

*Professionalism, Leadership & Ethics*

### Thursday, November 16

8:00–9:30 a.m.

**Preparing a powerful profession: Expectations for higher education**

Katherine Kempe, NAEYC; Marica Cox Mitchell, NAEYC; Carrie Nepstad, Harold Washington College; Ursula Thomas, Perimeter College/Georgia State University.

**Room A408**

Adults

*Professionalism, Leadership & Ethics*

### Friday, November 17

3:00–4:30 p.m.

**Power to the Profession: Contribute to advancing ECE as a unified profession**

Katherine Kempe, NAEYC; Marica Cox Mitchell, NAEYC.

**Room A311**

Adults

*Professionalism, Leadership & Ethics*

Session sponsored by

**Hightscope Educational Research Foundation.**

# Grandes Comienzos



## Georgia World Congress Center

**Grandes Comienzos, NAEYC's Spanish special language track is celebrating four years of diversity and culture at Annual Conference. In 2017 we're looking forward to greater beginnings than ever before!**



**Pearson**

*Support for this programming is provided by **Pearson**.*

The initiative will include:

- **There will be 19 Grandes Track sessions in Spanish** (and four in English) on topics such as social development, advocacy, dual language learning, and family engagement.
- **Spanish Simultaneous Interpretation of the Opening Plenary** to provide an inclusive conference experience. This year's keynote speaker is Steve Pemberton, Senior Executive at Walgreens Boots Alliance. This global businessman is an expert on diversity and inclusion and its importance to the sustainability of organizations and the communities they serve. NAEYC welcomes Pemberton's perspective on personal and professional achievement as it relates to the ECE profession and young children worldwide.
- **Research Oriented Sessions** that address ethnicity, equity, and inequality.
- **The posters session** (taking place in the exhibit hall), featuring several Grandes Comienzos presenters.

## Wednesday Session 8:15–11:15 a.m. Georgia World Congress Center

### **Festival de Bloques: Taller de Matemática y Ciencia Temprana**

**Mariel Rivera**, Early Learning Coalition of Orange County;  
**Rosa Gonzalez**, Early Learning Coalition of Orange County.

**Room B208**

*Grandes Comienzos—Spanish*

## Wednesday Session 12:00 noon–3:00 p.m. Georgia World Congress Center

### **A horizon of opportunities: Latino children and families on the road to success**

**Luis A. Hernandez**, TTAS/Western Kentucky University;  
**Jorge Saenz De Viteri**, STG International Inc.

**Room B306**

*Grandes Comienzos—English*

## Opening Keynote Address

### A chance in the world

3:30–5:00 p.m.

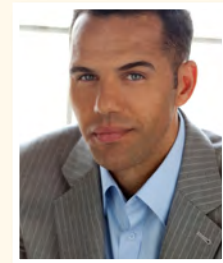
**Georgia World Congress Center, Exhibit Hall B1**

Join us as we welcome **Steve Pemberton**, this year's keynote speaker!

Steve Pemberton is Senior Executive at Walgreens Boots Alliance, the first global pharmacy-led, health and well-being enterprise in the world, employing 370,000 people in 25 countries. One of America's most inspiring executives, he brings a deep personal understanding of human differences and the human experience to his position.

This keynote address will be presented in English with simultaneous interpretation provided in Mandarin and Spanish. Please remember to **return your headsets** after the Opening session!

After the keynote, join us as the Atlanta Drumline leads us to the Expo Grand Opening!



Steve Pemberton

NAEYC appreciates the support of **Pearson** for sponsoring the session's simultaneous interpretation services.



Pearson

## Thursday Sessions 8:00–9:30 a.m. Georgia World Congress Center

### Meaning-making and language development through translanguaging practices in the dramatic play center

**Irasema Salinas-González**, University of Texas Rio Grande Valley; **Maria Arreguin-Anderson**, University of Texas at San Antonio; **Iliana Alanis**, University of Texas at San Antonio.

**Room B408**

Preschoolers

*Grandes Comienzos—English*

### Educa a Tu Hijo: La fachada de cuidado y educación temprana, comprensivo, en un país chico

**Elsa Weber**, Purdue University Northwest.

**Room B316**

Preschoolers

*Grandes Comienzos—Spanish*

## Thursday Sessions 10:00–11:30 a.m. Georgia World Congress Center

### “Efectos de la Implementación de un programa de Lenguaje y Literatura con Infantes y Parvulos de origen Hispano”

**Carmen Medrano**, Florida International University.

**Room B409**

Infants and Toddlers

*Grandes Comienzos—Spanish*

### Estrategias, actividades y experiencias socio-emocionales apropiadas para el nivel preescolar

**Nereida Rodríguez**, Universidad de Puerto Rico en Bayamón; **Mildred Falcón**, Universidad de Puerto Rico en Bayamón.

**Room B305**

Preschoolers

*Grandes Comienzos—Spanish*

## Thursday Session 1:00–2:30 p.m. Georgia World Congress Center

**Pedagogía con respeto: Un enfoque aditivo para apoyar el bilingüismo de hablantes del Español en el aprendizaje de dos idiomas.**

Lorena Mancilla, WIDA; Maya Martinez-Hart, WIDA.

**Room B210**

Preschoolers

*Grandes Comienzos—Spanish*

## Thursday Sessions 3:00–4:30 p.m. Georgia World Congress Center

**Canciones que puedes usar en la clase el lunes por la mañana: Enrich your classroom with an approach to music education that is accessible and enjoyable for both children and adults!**

Ana Trevino-Godfrey, Music Together Worldwide; Gerry Dignan, Music Together Worldwide.

**Room B310**

*Grandes Comienzos—Spanish*

**¿Reacciones comunes o respuestas conscientes? Comunícate con los niños en momentos de conflicto para que aprendan nueva conducta positiva**

Katja von Elbe, Conscious Discipline.

**Room B407**

*Grandes Comienzos—Spanish*

## Friday Sessions 8:00–9:30 a.m. Georgia World Congress Center

**Developmentally appropriate child guidance: Enhancing self-esteem while facilitating self-control**

William Mosier, Wright State University.

**Room B310**

Preschoolers

*Grandes Comienzos—English*

**¡Ayuda, quiero enseñar y la disciplina me lo impide! Desarrollando control de impulsos, disposición, y auto-regulación para ayudar a los niños a transformar su comportamiento**

Lety Valero, Loving Guidance.

**Room B210**

*Grandes Comienzos—Spanish*

**Autism PLAY Project®: Un modelo de aprendizaje mediado por los padres: una introducción a este modelo que es basado en evidencia, eficaz en cuanto a costo y mediado por padres para mejorar las vidas de niños con trastornos del espectro autista (ASD por sus siglas en inglés)**

Lori Sheerin, Autism Services of Southern Colorado, LLC; Malinda Cumbow Radloff, MCR Consulting, LLC; Karma Ansbacher, Lotus Therapies, LLC.

**Room B404**

*Grandes Comienzos—Spanish*

## Friday Session 10:00–11:30 a.m. Georgia World Congress Center

**Currículo y Cultura: Cómo incorporar el idioma y la cultura de todas las familias para optimizar el currículo.**

Clara Capiello, East Coast Migrant Head Start Project.

**Room B403**

*Grandes Comienzos—Spanish*

## Friday Sessions 1:00–2:30 p.m. Georgia World Congress Center

**El cuento y el canto que te gusta tanto: ideas para convertir la clase de Español en la más popular apoyados en música y literatura actual.**

Rita Ruesga, Scholastic Inc. and Zunzun Arts & Education; Eddy Diaz Souza, Artefactus Teatro; Ingeborg Portales, Zunzun Arts & Education Inc.; Enrique Filiu, Zunzun Arts & Education Inc.

**Room B213**

*Grandes Comienzos—Spanish*

**Liderazgo escolar que si funciona: Transformando el conflicto, los chismes, y la negatividad, en comunicación, compromiso y colaboración**

Lety Valero, Loving Guidance; Priscila Dávila, MaryMount School.

**Room B209**

Adults

*Grandes Comienzos—Spanish*

## Friday Sessions 3:00–4:30 p.m. Georgia World Congress Center

**Cultivando cerebros saludables a través del contacto visual, el contacto físico, la presencia y la interacción de juego en un mundo digital**

Leticia Valero, Loving Guidance.

**Room B209**

*Grandes Comienzos—Spanish*

**Ni de aquí, ni de allá: Como apoyar el desarrollo cultural, socio-emocional y intelectual con niños extranjeros**

Connie Espinoza, Child & Family Resources, Inc.

**Room B302**

*Grandes Comienzos—Spanish*

## Friday 4:30–6:00 p.m. Georgia World Congress Center

### NAEYC's Poster session

**NAEYC's Expo, Exhibit Hall A1/A2/A3**

**Aprendizaje de conceptos matemáticos a través de la música artística y actividades de movimiento**

Myriam Aguila, Texas State Technical College.

Kindergartners

*Grandes Comienzos—Spanish*

## Saturday Sessions 8:00–9:15 a.m. Georgia World Congress Center

**Connect your way to cooperation: How to help even hard-to-handle students move from willful to willing**

Lety Valero, Educando en Conciencia; Amy Zolessi, Connecting A to Z; Polly Beebe, Orange County Schools.

**Room B214**

*Grandes Comienzos—English*

**Promoviendo la diversidad en nuestra sala de clase al integrar literatura infantil**

Mayra Almodovar, Hartnell College; Marisel Torres-Crespo, Hood College.

**Room B305**

*Grandes Comienzos—Spanish*



Saturday Sessions 9:30–10:45 a.m. Georgia World Congress Center

¡Bienvenidos! Una invitación a conocer mi herencia y cultura: Apoyando la identidad cultural en el aula preescolar

Wilma Robles-Melendez, Nova Southeastern University.

Room B302

Preschoolers

Grandes Comienzos—Spanish

Enseñando con el corazón: Desarrollando al máximo las habilidades ejecutivas del cerebro a través de la seguridad, conexión, y resolución de problemas

Lety Valero, Loving Guidance; Bibi Herran, Loving Guidance.

Room B209

Grandes Comienzos—Spanish

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# Calling All Students!



**Calling All Students!** Join us on Friday, November 17, for **Spirit Friday**. Represent your college or university throughout the Conference. Win great prizes by participating in the following activities:

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## Rock Your College or University Shirts

NAEYC representatives will be roaming the Conference and handing out prizes to students spotted in their spirit gear.

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## Free Breakfast for Student Attendees (Members AND Nonmembers)

Stop by the Members-Only Café from 10:00 a.m. to 11:00 a.m. in the Expo, Booth #2107 for a complimentary breakfast of coffee and bagels\*. Our annual T-shirt swap will take place at this time so bring an extra college or university T-shirt to trade!

*\*While supplies last*

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## Spirit Friday Bingo

Bingo cards will be available in the NAEYC Shop starting on Wednesday for all student attendees. Return your completed card to the NAEYC Shop by Friday at 12:00 noon to be entered to win one of various prizes!



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## Engage on *Hello* and Win

Bring a screenshot of your comment or question posted on NAEYC's Hello platform to the NAEYC Shop and get a prize, while supplies last!

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## Network and Dine

Small group dinners for students are being organized for Friday evening. Sign up in the NAEYC Shop to go to dinner at a local restaurant with two NAEYC leaders and nine other students for a delicious meal and priceless networking opportunities. The cost of dinners will **not** be covered by NAEYC—the event is intended only as an informal networking and mentoring opportunity.

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## Boost Your Resume

On Thursday and Friday from 10:00 a.m.–6:00 p.m., stop by the NAEYC Career Center, located in booth #2117! Students can meet with professional recruiters and HR staff for resume advice, mock interviews, and to get a professional headshot taken (2:00-6:00 p.m. on Friday)!

## Interested in networking, exploring topics, and advocating for issues you are passionate about?

This spring, NAEYC launched Hello, a brand new platform for interest forums and online communities. NAEYC interest forums are self-organized groups of members that host face-to-face meetings at conferences and stay connected throughout the year to share best practices and champion forum members' passions in the field. NAEYC's interest forums are one of our most popular and valuable member benefits, offering discussion and dialogue around specific topics in early education. Learn about this exciting new platform by attending the session Welcome to Hello: Community, Content, and Collaboration with Interest Forums and Online Communities, on Thursday from 10:00–11:30 a.m. in Georgia World Congress Center, Room B306.

It is **free** for members to join an interest forum. Join as many groups as you like and stay connected throughout the year! Visit <http://hello.naeyc.org/welcomehello> to get started!

### Culture

- Asian Interest Forum
- Black Caucus Interest Forum
- Latino Interest Forum
- Lesbian, Gay, Bisexual, and Transgender (LGBT) Interest Forum
- Men in Education Network (M.E.N.) Interest Forum
- Tribal and Indigenous Early Childhood Network (TIECN)

### Health, Science, and Technology

- Early Childhood Science Interest Forum
- Health and Safety Interest Forum
- Technology and Young Children Interest Forum

### Play and Policy

- Play, Policy, and Practice Interest Forum
- Young Children and Nature Interest Forum

### Program Focus

- At Risk and Special Needs Interest Forum
- Family Child Care Interest Forum
- Infant Toddler Professionals Interest Forum
- Kindergarten Interest Forum
- Laboratory Schools Interest Forum

### Social Issues

- Children's Global Issues Community Interest Forum

- Children of Incarcerated Parents Interest Forum
- PEACE Educators Interest Forum
- Rural Children, Families, and Early Childhood Educators Interest Forum

### Spirituality

- Faith Based Interest Forum
- Young Children's Spirituality

### Student and Professional

- Career/Professional Development Systems Community
- Community Collaboration Interest Forum

- Diversity and Equity Education for Adults
- Early Childhood Consultants and Authors
- Ethics in Early Childhood Education
- Student Interest Forum (SIF) of NAEYC

### Recruiting Digital Facilitators

Are there topics that you are passionate about? Do you like starting conversations about these topics with friends and colleagues online? Take your Interest Forum involvement to the next level and learn about becoming an Interest Forum digital facilitator! Digital facilitators spark conversation on Hello to advance knowledge and excitement about the topics they care about. Please contact Michael Coventry, Director of Digital Strategy and the Interest Forum Program and Gilmar Rosas, Community Manager at [hello@naeyc.org](mailto:hello@naeyc.org).

## Thursday, November 16

The **Asian Interest Forum** is celebrating its 13-years of existence with its advisors and members. Dr. Ellen Junn, one of the AIF cofacilitators, will serve as the keynote speaker at the meeting. The AIF will honor Dr. Junn at the meeting for her inspiration and continuing support and contribution to the Asian American community and early childhood field. Please contact Sandy Baba at [sandybaba@ce@gmail.com](mailto:sandybaba@ce@gmail.com) or Shu-Chen Jenny Yen at [syen@fullerton.edu](mailto:syen@fullerton.edu) should you have any questions.

11:30 a.m.–1:00 p.m.

**Omni Hotel at CNN Center, International Ballroom E**

Please join the **Black Caucus Interest Forum** for a stimulating panel discussion, Power to the Profession: Implications for the Early Childhood Education African American Workforce. Explore questions such as ...“Are people of color marginalized and/or excluded when a field becomes professionalized?” “What can we learn from other disciplines about the pitfalls to be avoided in the professionalization process?” “How can we utilize this change process to enhance the learning outcomes for African American children and the professional outcomes for the early childhood education African American workforce?” Panelists include Megan Madison, Brandeis Doctoral Student; Toni Oliver, President, National Black Social Workers Association; Charlyn Harper Brown, Psychologist; and Harry Strothers, Physician. Valora Washington, CEO, Council for Professional Recognition and author of a new book, *Guiding Principles for the New Early Childhood Educator* will moderate. The Black Caucus can be reached at [blackcaucusif@gmail.com](mailto:blackcaucusif@gmail.com).

7:00–9:00 p.m.

**Omni Hotel at CNN Center, Cottonwood A/B**

The **Celebration of Diversity** Reception is presented by NAEYC’s interest forums to celebrate the diverse background and experiences of NAEYC members. Please join us for an evening of desserts featuring a selection of sweet treats, a cash bar, and an exciting program honoring diversity efforts across NAEYC’s interest forums. This event is sponsored by HITN and includes a song break by Sonia de los Santos. Please contact Gilmar Rosas at [hello@naeyc.org](mailto:hello@naeyc.org) with any questions.

8:30–10:00 pm.

**Omni Hotel at CNN Center, International Ballroom F**

NAEYC appreciates  
the support of **HITN**.



The **Children of Incarcerated Parents Interest Forum** annual meeting will feature member Quniana Futrell who will share insights from her time spent at Wells of Hope in Uganda. This program provides a home and education for children with parents in prison including those condemned to die. Bring resources from children’s books from organizations that address the needs of children with parents absent due to incarceration for discussion. Contact Fran Roznowski at [froznowski@cpsd.us](mailto:froznowski@cpsd.us) for more information.

7:00–8:30 p.m.

**Omni Hotel at CNN Center, Magnolia**

The **Diversity and Equity Education for Adults Interest Forum** provides a place where people can come together for mutual education, self-reflection, networking, and strategic planning for both our individual and our collective work surrounding anti-bias education. We welcome everyone in early childhood education who shares a commitment to teaching, training, and preparing adults to do diversity and equity education with children, their families, and their teachers. Our conversation this year will focus on anti-bias advocacy efforts both within and outside of NAEYC. We invite you to join us for this dialogue! Contact Meghan Gowin at [mlherron09@gmail.com](mailto:mlherron09@gmail.com) for more information. You can also find us on Facebook: [www.facebook.com/earlyequity/?ref=aymt\\_homepage\\_panel](https://www.facebook.com/earlyequity/?ref=aymt_homepage_panel).

1:30–3:00 p.m.

**Omni Hotel at CNN Center, International Ballroom C**

Join experienced, new, and potential authors and consultants as we share our stories and key resources from the field at the **Early Childhood Consultants and Authors Interest Forum**. Our lively discussions are designed to help each other grow professionally in order to bring the best information to the field. For more information, contact Karen Nemeth at [Karen@Languagecastle.com](mailto:Karen@Languagecastle.com).

3:30–4:30 p.m.

**Omni Hotel at CNN Center, Redwood**

Please come join us for the annual meeting of the **Early Childhood Science Interest Forum**. This meeting is open to everyone interested in promoting science and STEM learning for children in the early years. Contact Cindy Hoisington at [choisington@edc.org](mailto:choisington@edc.org) for more information.

11:30 a.m.–1:00 p.m.

**Omni Hotel at CNN Center, Juniper**

# Interest Forums

Join the **Kindergarten Interest Forum** for a discussion of issues we are facing today. How are you dealing with standards, with assessments? Share your successes. Get suggestions for your pressing issues. For further information or questions, contact Marie Kielty at [mariekielty@comcast.net](mailto:mariekielty@comcast.net).

5:30–7:00 p.m.

**Omni Hotel at CNN Center, International Ballroom A/B**

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Join the **Technology and Young Children Interest Forum** to discuss issues related to the developmentally appropriate use of technology with young children. This year's meeting will focus on ways to engage with interest forum members, as well as resources that are of interest to the early childhood education community. New members are always welcome! Contact Diane Bales at [dbales@uga.edu](mailto:dbales@uga.edu) for more information.

6:00–7:30 p.m.

**Omni Hotel at CNN Center, Juniper**

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The **Tribal and Indigenous Early Childhood Network** welcomes anyone working with, or with an interest in indigenous early childhood education, including policy, services, and curriculum. For further information, contact Cathy Gutierrez-Gomez, [cggomez@unm.edu](mailto:cggomez@unm.edu) or Tarajeon Yazzie-Mintz, [TYazzie-Mintz@collegefund.org](mailto:TYazzie-Mintz@collegefund.org).

5:00–7:00 p.m.

**Georgia World Congress Center, Room B403**

The **Young Children and Nature Interest Forum** welcomes you to share your interest in strengthening the bond between young children and nature. We will share information about our programs, resources, sessions related to children and nature, and make plans for improving the nature interest forum. Contact Patty Born Selly at [pebornselly@stcate.edu](mailto:pebornselly@stcate.edu) for more information.

9:00–10:00 a.m.

**Omni Hotel at CNN Center, International Ballroom D**

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The **Young Children's Spirituality Interest Forum** will hold its annual meeting immediately following its seminar, Ways to Honor Spirituality in the Early Childhood Classroom: Research to Practice, presented by Jennifer Mata-McMahon, Michael Haslip, and Deborah Schein, in the same room. We will complete discussions of the seminar's topic, explore the new opportunities that the HELLO website offers us for conversations in between NAEYC meetings, work on our program for the coming year (including our plans for the 2018 NAEYC Annual Conference), and entertain ideas for how we can work better together to enhance young children's spirituality. Contact John Surr for more information at [jvsurr@gmail.com](mailto:jvsurr@gmail.com).

5:00–6:30 p.m.

**Georgia World Congress Center, Room B305**

## Friday, November 17

Join leaders of Defending the Early Years (DEY), an organization that works to support and nurture the rights and needs of young children, and members of the **Community Collaboration Interest Forum**, to learn more about how you can work in your educational community and beyond to advocate for developmentally appropriate practices, curriculum, standards, and assessments for young children. Join DEY cofounder and NAEYC author Dr. Diane Levin and DEY codirector Blakely Bundy, as well as others educational leaders, to learn how Defending the Early Years can provide resources and support to help you and your community come together to better understand, advocate for, and create appropriate education for all young children. Light refreshments and cash bar will be provided. For more information, see [www.deyproject.org](http://www.deyproject.org), and contact Blakely Bundy at [deydirector@gmail.com](mailto:deydirector@gmail.com).

6:00–8:00 p.m.

**Omni Hotel at CNN Center, Dogwood A**

Please join the **LGBT Interest Forum** facilitators for our annual business meeting. During the business meeting we will discuss conference proposals for the 2018 NAEYC Annual Conference and the 2018 PLI. There will be a dinner after the business meeting with anyone who would like to join us. Contact Brian Silveria at [brian@paciifcprimary.org](mailto:brian@paciifcprimary.org) for more information.

5:00–6:30 p.m.

**Omni Hotel at CNN Center, Redwood**

## Men in Education (M.E.N.) Network Interest Forum

invites men AND women to its annual meeting on Friday, November 17, from 6:30 to 8:00 p.m. Take the time to learn and share information on a variety of activities for men, fathers, and others who have an impact on the lives of young children. Learn about what's happening in the United States and internationally. Find out how to recruit more men to your program, and how to support and retain the men you already have. Help set the future agenda for the Interest Forum, have fun, and make new friends! Contact Frances M. Carlson, 770-443-3611, Frances Carlson, [fcarlson@chattahoocheetech.edu](mailto:fcarlson@chattahoocheetech.edu); Rodney L. West Sr., 619-472-0283, [MwalimuRodney@cs.com](mailto:MwalimuRodney@cs.com); or Bryan G. Nelson, 612-724-3430, [BGNelson@MenTeach.org](mailto:BGNelson@MenTeach.org). 6:30–8:00 p.m.

**Omni Hotel at CNN Center, Juniper**

The **Peace Educators Interest Forum** annual meeting will take place in the same room immediately after our annual seminar, "That's Not Fair": Cultivating Children's Activism. We will complete discussions from the seminar, then present some of our annual P.E.A.C.E. Awards. We will consider how the Interest Forum will operate in the coming year in the context of our new capabilities with NAEYC's HELLO website and communications capabilities, and plan for our presentation at the 2018 NAEYC Annual Conference. We will explore how Interest Forum members can use the new website, [www.peaceeducators.org](http://www.peaceeducators.org), and our new publication about a peace education curriculum. For more information, contact presenter Marilyn Shelton at [marilynshelton@gmail.com](mailto:marilynshelton@gmail.com).

5:00–6:30 p.m.

**Georgia World Congress Center, Room B308**

Please join us for the annual meeting of the **Play, Policy and Practice Interest Forum (PPPIF)**. Our Interest Forum is actively involved in providing leadership, collaboration, and support in efforts for play advocacy. Join us in our annual meeting to network with other play advocates. Contact Marcia Nell at [marcia.nell@millersville.edu](mailto:marcia.nell@millersville.edu) for more information.

6:00–8:00 p.m.

**Omni Hotel at CNN Center, Cottonwood A/B**

## Rural Early Childhood Educators, Parents, and Support Staff

is new to the interest forum family. Specific areas of interest and concerns facing children and families and children in rural America will be highlighted with information and suggestions for working together to bring rural children and families to the forefront when decisions affecting their well-being are being made. For more information, contact Cathy Grace at [cwgrace@olemiss.edu](mailto:cwgrace@olemiss.edu).

4:00–5:30 p.m.

**Omni Hotel at CNN Center, Dogwood B**

The **Special Needs/Inclusive Practices Interest Forum** invites you to bring your experiences and talents to renew our efforts in helping teachers and programs support children with disabilities in their classrooms. Meet and network with other professionals to set the future agenda for this essential Interest Forum. For more information, contact Pam Brillante at [brillantep@wpunj.edu](mailto:brillantep@wpunj.edu).

8:00–9:00 a.m.

**Omni Hotel at CNN Center, Juniper**

Meet, mingle, and network with students, friends, and leaders at the annual **Student Interest Forum (SIF)** business meeting. During the meeting, we will set goals and discuss how the SIF can assist you as a future leader in the early childhood arena. Please bring a new school T-shirt for our annual T-shirt swap! For more information, contact Nancy Moretti at [Nancy.Moretti@PennFoster.edu](mailto:Nancy.Moretti@PennFoster.edu).

3:00–4:30 p.m.

**Omni Hotel at CNN Center, Cottonwood A/B**

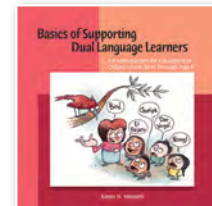
### Available at the NAEYC shop!

#### Basics of Supporting Dual Language Learners

An Introduction for Educators of Children From Birth Through Age 8

Information teachers need to meet the needs of diverse learners

**Item 366** | List \$22 | Conference Price \$17.60



### Available at the NAEYC Shop!

#### The Essentials

Supporting Young Children with Disabilities in the Classroom

A simple, straightforward introduction to the core concepts of teaching and supporting children with disabilities alongside their peers

**Item 1131** | List \$22 | Conference Price \$17.60



# Networking

## Tuesday, November 14

This fall board meeting is open to all conference attendees who are interested in learning more about the work of **OMEP-USA** and its programs. For additional information, contact Jean Simpson at [drjean15@yahoo.com](mailto:drjean15@yahoo.com).

9:00 a.m.–3:00 p.m.

**Omni Hotel at CNN Center, Redwood**

The **OMEP-USA** membership meeting allows current members to connect; new and prospective members are welcome to meet and greet. This is a time of information sharing and networking for all. Contact Jean Simpson at [drjean15@yahoo.com](mailto:drjean15@yahoo.com) for further information.

3:00–4:00 p.m.

**Omni Hotel at CNN Center, Cottonwood A/B**

## Thursday, November 16

The **Program for Infant/Toddler Care (PITC)** invites PITC graduates and other early childhood professionals interested in infant/toddler topics to meet with PITC staff and faculty for food, drinks, and sparking conversation. Information on PITC trainings and materials will be available. For additional information, visit the PITC Exhibit Booth #1725, or contact Elita Amini Virmani at 415-289-2328 or [evirman@wested.org](mailto:evirman@wested.org).

6:00–8:00 p.m.

**Omni Hotel at CNN Center, Redwood**

## The NAEYC Expo is the Place to Be!

Say Hello in the  
**NAEYC Shop!**  
Booth #1207

The NAEYC Shop in the Expo is your go-to spot for our newest resources and gifts. Stop by to stock up, network with other attendees, chat with NAEYC staff representatives, and more!



### 2017 NAEYC Shop Hours:

Wednesday, November 15

5:00–7:00 p.m. (Expo Grand Opening)

Thursday, November 16

10:00 a.m.–6:00 p.m.

Friday, November 17

10:00 a.m.–6:00 p.m.



## Tuesday, November 14

**Preregistration** —including a separate registration fee—was required in advance for NAEYC’s Pre-Conference Workshops (*unless noted otherwise below*). On-site registration is not available.

### **Making, Tinkering, and Engineering in Early Childhood**

8:30 a.m.–4:00 p.m.

Georgia World Congress Center

**Room A311**

### **Using Powerful Interactions with Adults to Promote Children’s Learning and Success**

8:30 a.m.–4:00 p.m.

Georgia World Congress Center

**Room A312**

### **Power to the Profession Boot Camp: Explore Your Role in Advancing the Profession** (free of charge)

12:00 noon–4:00 p.m.

Georgia World Congress Center

**Room A313**

### **Completing the NAEYC Higher Education Accreditation Process: A Workshop for Higher Education Faculty**

8:30 a.m.–4:00 p.m.

Georgia World Congress Center

**Room A315**

### **Cooking, Gardening and Exploring Food with Kids: Farm to Early Care and Education Train the Trainers Workshop**

Workshop presented by

Georgia AEYC



10:00 a.m.–4:00 p.m.

Georgia World Congress Center

**Room A316**

### **The New Streamlined Accreditation Model**

8:30 a.m.–4:00 p.m.

Georgia World Congress Center

**Room B309**

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The advertisement features a green background with several colorful LEGO DUPLO characters. One character is a yellow figure with a sad face, another is a blue figure with a happy face, and there are others in red, purple, and orange. A magnifying glass icon is positioned above the characters. The text "Let's build character" is in large white font at the top, and "Visit us at Booth #1415" is in a smaller white font below it. At the bottom, the LEGO logo and "education" are displayed, along with the website "LEGOeducation.com" and a small copyright notice.



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Visit us in the **NAEYC Career Center** on Thursday, November 16 — booth 2117!



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## 2017 CONFERENCE PRESENTATIONS

**WEDNESDAY, NOVEMBER 15**  
8:15 – 11:15AM / Room A412



**Dr. Becky Bailey**  
Author, Educator and Founder  
of Conscious Discipline



**Kim Jackson**  
Conscious Discipline  
Master Instructor

Presenting:

### From Name-calling to Hitting to Biting: Effective Consequences That Reduce Aggression

**WEDNESDAY, NOVEMBER 15**

12:00 – 3:00PM **How to Say What You Mean: Finding Your Assertive Voice, Even When You Just Want to Yell**  
Room B313  
*Presented by Karen Hickman and Amy Speidel*

6:00 – 6:30PM **Meet and Greet with Dr. Becky Bailey**  
**Booth #715**

**THURSDAY, NOVEMBER 16**

3:00 – 4:30PM **Common Reactions or Conscious Responses? Communicate to Coach New, Helpful Behavior**  
Room B407  
**IN SPANISH**  
¿Reacciones Comunes o Respuestas Conscientes? Comunicate Para que Aprendan Nueva Conducta Positiva  
*Presented by Katya von Elbe*

**FRIDAY, NOVEMBER 17**

8:00 – 9:30AM **Help, I Want to Teach and Discipline Makes It Difficult!**  
Room B210  
**IN SPANISH**  
¡Ayuda, Quiero Enseñar y la Disciplina me lo Impide!  
*Presented by Lety Valero*

8:00 – 9:30AM **Ready, But Not Revved: Sensory and Movement Strategies for Improved Attention, Learning and Behavior**  
Room B406  
*Presented by Kay Zastrow*

1:00 – 2:30PM **Connection-Based Practices: Strengthen Attachments and Boost Brain Processes Through Social Play**  
Room B211/212  
*Presented by Elizabeth Montero-Cefalo*

1:00 – 2:30PM **School Leadership That Works; Shifting from Conflict to Communication**  
Room B209  
**IN SPANISH**  
Liderazgo Escolar Que Si Funciona; Transformando el Conflicto en Cooperación  
*Presented by Lety Valero and Priscilla Davila*

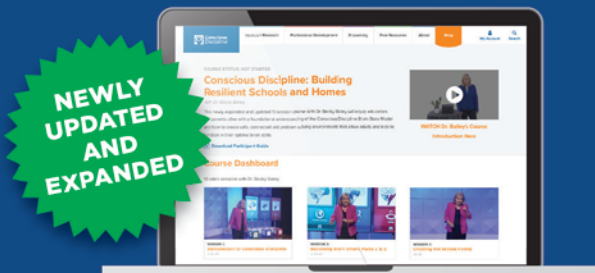
3:00 – 4:30PM **Cultivating Healthy Brains in a Digital World**  
Room B209  
**IN SPANISH**  
Cultivando Cerebros Saludables en un Mundo Digital  
*Presented by Lety Valero*

**SATURDAY, NOVEMBER 18**

8:00 – 9:15AM **Connect Your Way to Cooperation: How to Help Students Move from Willful to Willing**  
Room B214  
*Presented by Lety Valero, Amy Zolessi and Polly Beebe*

8:00 – 9:15AM **SEL – Who Has Time For That? Integrating Academic Standards with Social-Emotional Learning**  
Room A406  
*Presented by Nicole Mercer and Lindsey Merrick*

9:30 – 10:45AM **Teaching with Heart: Developing the Brain's Executive Skills**  
Room B209  
**IN SPANISH**  
Enseñando con el Corazón: Desarrollando al Máximo las Habilidades Ejecutivas del Cerebro  
*Presented by Lety Valero and Bibi Herran*



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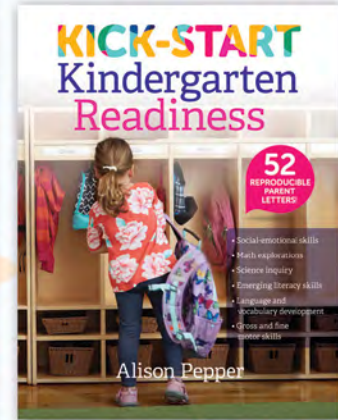
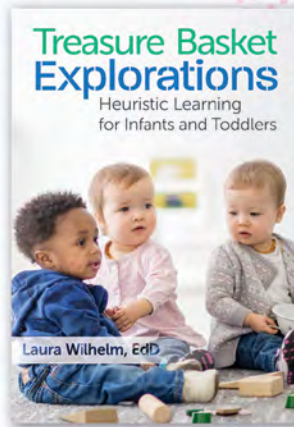
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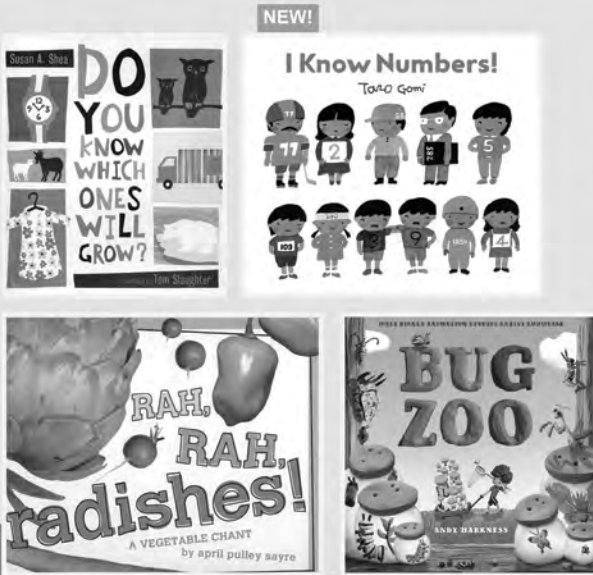
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Marilyn Peterson  
Early Childhood  
Consultant



Isabel Baker  
The Book Vine

Wednesday, November 15th  
Room A314, GWCC  
8:15-11:15 a.m.

## CHILDREN'S BOOKS THAT MATTER

Best New Titles... But Don't Forget the Classics!



Isabel Baker  
The Book Vine

Thursday, November 16th  
Room B401, GWCC  
8:00-9:30 a.m.





# Meet Caldecott *Award Winning* Authors and Illustrators!

Friday, November 17

Room A412, GWCC • 10:00–11:30 A.M.

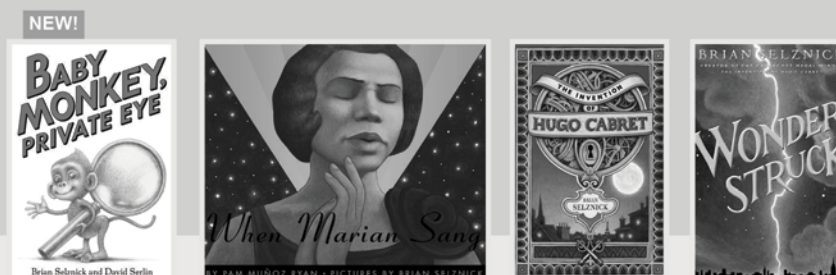
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# Wednesday sessions

## Featured Session

### #1 | Power to the Profession: A Pulse Check

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B211/212

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. Building on guidelines, frameworks, and standards that currently operate across programs, organizations, and states, this initiative aims to establish a *shared framework* of career pathways, knowledge and competencies, qualifications, standards, and compensation that *unifies the entire profession*, which will lead to a comprehensive policy and financing strategy for their systemic adoption and implementation. This workshop style session will give participants an in-depth understanding of the background and context that led to the design of Power to the Profession and an interactive dialogue with two separate panels. The first panel will consist of members of the national Power to the Profession Task Force, moderated by the Chair of the Task Force, Karen Ponder. The second panel will delve into the perspective of our state-based partners and key stakeholders—as we probe the politics and policy that must be considered to realize our vision.

Rhian Evans Allvin, NAEYC; Marica Cox Mitchell, NAEYC; Karen Ponder, National Power to the Profession Taskforce; Valora Washington, Council for Professional Recognition; Shyrelle Eubanks, National Education Association; Bill Hudson, National Association for Family Child Care; Ruth Schmidt, Wisconsin Early Childhood Association; Debra Murphy, ACCESS and Cape Cod Community College; Aaliyah A. Samuel, National Governors Association Center for Best Practices; Sue Russell, T.E.A.C.H. Early Childhood National Center; Dianna Wallace, Indiana AEYC; Stephanie V. Blank, Georgia Early Education Alliance for Ready Students (GEEARS).

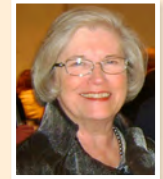
Thank you to our sponsor of this Featured Session,  
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### #2 | NAEYC Affiliate Leadership Day

8:00 a.m.–3:00 p.m.

#### Omni Hotel at CNN Center, International Ballroom D

Affiliate board members and staff are invited to register for Affiliate Leadership Day. Planned jointly by the NAEYC Affiliate Advisory Council and staff, this day is designed to inspire and build leadership throughout our Affiliate network. Advance registration is required through the Affiliate Relations Department. Seating is limited. For more information, please contact the Affiliate Relations team at [affiliate@naeyc.org](mailto:affiliate@naeyc.org).

NAEYC appreciates the support of  
**Pearson** for the Affiliate Leadership Day  
Luncheon.



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## Arts (Performing & Visual Arts)

### #3 | The art of learning

8:15–11:15 a.m.

#### Georgia World Congress Center, Room A311

Learn about tools to help you teach children about literacy, math, science, and social-emotional development through arts and crafts. Hands-on activities will encourage exploration and involvement. Resource material will be provided.

Cathy Crawford, Roylco; Peter Nosalik, Roylco.

Preschoolers

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## Assessment of Young Children

### #4 | Powerful observations: The link between observational assessment and Powerful Interactions

8:15–11:15 a.m.

#### Georgia World Congress Center, Room A410

Learning is best enhanced when it reflects a positive relationship between adult and child. This presentation will focus on the linkage between Powerful Interactions (PI), an approach to working with children in classrooms, and the Work Sampling System (WSS), an observational assessment. PI is a mindset about how to engage fully and intentionally with young children as you respond to them, extend their work, or decide how to approach a problem or challenge with them. WSS is an observational assessment that enables teachers to collect information from multiple sources. It relies on teachers to observe, record, and evaluate—while it organizes the comprehensive assessment process and makes it manageable for teachers and children. The approaches are complementary and focus on individual learning and behavior, and together they form a unit that can enhance both children's and teachers' experiences from preschool through grade 3.

Samuel Meisels, Buffett Early Childhood Institute at the University of Nebraska; Judy Jablon, Leading for Children.

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### #5 | Supporting Partnerships to Assure Ready Kids (SPARK): Lessons in evaluation and parental involvement to prepare children for kindergarten achievement

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room A405

Learn about the SPARK Ohio program, which focuses on increasing school readiness and addressing the needs of children who are at risk by engaging parents through a home visitation model. This presentation will describe SPARK Ohio's impact on the academic readiness of children entering kindergarten, while also demonstrating the methodology required for a large-scale outcome evaluation of academic achievement. SPARK Ohio serves as a catalyst to prepare children for school academically, physically, and socio-emotionally, as well as supporting and preparing school staff

and enhancing community systems of care to children age 3 to 6 who are at risk.

Deric Kenne, Kent State University; Kelsey Hamilton, Kent State University; Angela Moses, Early Childhood Resource Center; Mary Brady, Early Childhood Resource Center.

Preschoolers

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## Children with Disabilities/ Early Intervention

### #6 | Building and buttressing bridges: Collaboration between NAEYC and DEC (Division of Early Childhood, Council for Exceptional Children)

8:15–11:15 a.m.

#### Georgia World Congress Center, Room A408

This interactive session will provide participants with an opportunity to engage in some deep processing regarding children with exceptionalities who may or may not have been identified as eligible for special services. We will provide an overview of some recent changes in both NAEYC and DEC, such as the DEC Position Statement on Child Maltreatment, as well as the more established Joint Position Statement on Inclusion and the new DEC Recommended Practices. Specifically, there will be a focus on new initiatives and implications for policy and practice, as well as ongoing learning opportunities. Child maltreatment, cultural factors, tiered models, and violence prevention will also be discussed.

Ann Gruenberg, Eastern Connecticut State University; Mary Wonderlick, consultant.

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### #7 | Autism spectrum disorders: Science, strategies, success

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room A311

Young children with autism spectrum disorders present early childhood educators with challenges that are becoming more and more commonplace. Understanding the diagnostic criteria of ASD and having some basic supportive strategies in our repertoire goes a long way toward achieving success for all in the early learning environment. During this presentation, we will discuss often-noted issues involved with ASD and four types of evidence-based strategies to address those challenges.

Kimberly Norris, University of Arkansas for Medical Sciences Kids First; Brenda Alred, University of Arkansas for Medical Sciences Kids First.

Preschoolers

## Cognitive Development

### #8 | Teaching self-adjusting behaviors in preschool and kindergarten classrooms: Using strategies to develop vocabulary and broaden meaningful literacy and math skills

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B310

Being able to use self-regulation skills in a classroom is a developmental process that comes naturally for most children. But what about those who haven't mastered these necessary skills? Trying to teach the academics before children are cognitively and emotionally ready is a waste of time! Attendees will be shown examples of how to provide multiple exposures to new techniques across the classroom: during whole group, small group, differentiated instruction, and in centers. The hierarchy of executive functioning and the assessment of developmentally appropriate expectations based on the Connecticut Early Learning and Developmental Standards will be discussed.

*Kristine Keidel*, New Britain Public Schools.  
*Preschoolers*

### #9 | Teachers and parents as adult models for young children and how we impact brain development

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B406

There has been a tremendous amount of research in the last few decades on brain development. This workshop takes you through the major portions of the brain as it develops, and then continues with the kinds of teaching/parenting skills that make that development stronger and more resilient. The results are not only good for the child, but they help families see what they can do to promote brain development of their children throughout their lives. Understanding this kind of brain

development also helps adults—both parents and teachers—through looking at their own brain to see how they can better support our next generation. This will be a fun, informative, and interactive session.

*Joni Samples*, Family Friendly Schools.

### #10 | Scaffolding preschoolers' development of executive functions through planning, following through with plans, and recalling plans

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B310

Executive functions are crucial in children's early learning and development, as they are the foundation for higher-level thinking and learning needed to be successful in adulthood. Children who are engaged in planning and recalling activities and are able to carry out their plans develop key areas of executive functions, such as working memory, cognitive flexibility, and inhibitory control. In this session, participants will engage in large and small group activities focusing on learning executive functions and how that relates to children's planning, working, and recalling. They will apply their understanding through classroom scenarios and observing video segments. Participants will identify specific strategies for scaffolding children's learning during planning, working, and recalling.

*Shannon Lockhart*, HighScope Educational Research Foundation.

*Preschoolers*

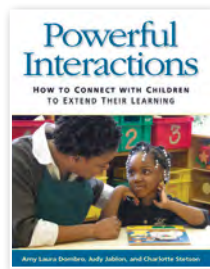
## Available at the NAEYC shop!

### Powerful Interactions

#### How To Connect With Children To Extend Their Learning

How to turn everyday interactions into intentional and purposeful Powerful Interactions

**Item 245** | List \$35 | Conference Price \$28



## Available at the NAEYC shop!

### Coaching with Powerful Interactions

#### A Guide for Partnering with Early Childhood Teachers



Filled with information, guidance, reflections, and insight about using Powerful Interactions to coach teachers

**Item 2451** | List \$35 | Conference Price \$28

## Community Partnerships

**#11 | The educational experience and citizenship: Living and learning in a democracy as articulated by Dewey, lived by the citizens of Reggio Emilia, Italy, and interpreted in the American context**

12:00 noon–3:00 p.m.

### **Georgia World Congress Center, Room B308**

In this session, we will examine an important (but not often discussed) role early education plays—that of nurturing the skills and dispositions that are foundational to maintaining our democracy. We are not referring to a simple educational pedagogy, but an act of democracy that by definition involves the active participation of all: children, parents, educators, and community members. To that end, we will revisit the visionary decision of the citizens of Reggio Emilia, Italy, who after World War II built a school, brick by brick, in recognition of “the need for a renewed early childhood education” to parallel Italy’s return to democracy. Looking to our own American context and paying tribute to the educational philosophy of John Dewey (who saw education and democracy as inextricably linked), we will share stories of children, parents, and teachers who are building learning communities in the Atlanta area that invite inquiry and exchange while nurturing mutual respect and regard. Finally, we will invite participants to share their own stories and strategies that promote inclusive and engaged learning communities. [Margie Cooper](#), North American Reggio Emilia Alliance (NAREA); [Lella Gandini](#), North American Reggio Emilia Alliance (NAREA); [Jeanne Goldhaber](#), University of Vermont; [Carol Bersani](#), Kent State University.

## Curriculum—Theories & Approaches

**#12 | Reclaiming joyful learning in the all-day kindergarten: Time matters**

8:15–11:15 a.m.

### **Georgia World Congress Center, Room A312**

There is no doubt that the landscape of early childhood education is changing in both positive and negative ways. One of the more negative outcomes is occurring in kindergarten, where in many situations the joy has been taken out of learning, due mainly to increasing demands for teaching subject area content, particularly literacy and mathematics. This is particularly true for children in half-day kindergarten, where time constraints are most prevalent. In this session, participants will learn and discuss the ways in which the added time inherent in the all-day kindergarten schedule structure can and should be used to rekindle joyful learning and, at the same time, address the academic and learning standards that must be met. We will discuss using time for thinking and reflecting, for engaging in project-based learning, and for increasing exposure to the arts. Specific strategies for fulfilling “mandated minutes” for instructional time will be discussed as they specifically pertain to all-day kindergarten.

[Dominic Gullo](#), Drexel University; [Gayle Mindes](#), DePaul University; [Michael Haslip](#), Drexel University; [Katie Benson](#), Ball State University; [Janet E. Thompson](#), University of California–Davis.

*Kindergartners*

**#13 | The “E” in STEM: Demystifying engineering**

8:15–11:15 a.m.

### **Georgia World Congress Center, Room A315**

In this workshop, we will help you become familiar with the core elements of engineering and identify how to build on your current practices to broaden and deepen engineering experiences for children through their play and investigations. Using common classroom materials and intriguing loose parts, participants will learn to “uncover” types of engineering and engineering principles in children’s explorations indoors and out. Participants will be introduced to the design process—the system engineers use to solve problems—and what this looks like in children’s behaviors. Participants will learn how to foster an engineering mindset in children by focusing on process, not just outcomes, when facilitating their play and investigations. Come tinker with materials, experience engineering firsthand, and enjoy the power of reflective practices!

[Diane Spahn](#), Kodo Kids.

*Preschoolers*



## #15 | **Creating Storybook Journeys to enhance your STEAM curriculum**

12:00 noon–3:00 p.m.

### **Georgia World Congress Center, Room A410**

Join us on a Storybook Journey as we use books as springboards for exploring STEAM, building on content and concept knowledge, and engaging a community of learners. In this interactive workshop, presenters will highlight concepts and ideas of the Storybook Journey and demonstrate techniques of creating one through the lens of STEAM. Storybook Journeys use an emergent curriculum approach to engaging children's inquiry, curiosity, and wonder through literature. While Storybook Journeys can be used for all domains of learning, this workshop will focus on STEAM and how using books can extend children's content and concept knowledge and inspire their imaginations and fuel their inquiry, experiments, and hypotheses. This will be a hands-on session where participants will learn about and create their own Storybook Journey using books highlighted in First Book's curated collection.

*Melissa Russell*, The Hundred Acre School at Heritage Museums & Gardens; *Kori Bardige*, Learning Circle Consulting; *Candace Radoski*, First Book.

*Preschoolers*

## **Diversity & Equity**

### #16 | **Using play to bridge the gap: Three strategies for creating learning experiences that are effective, meaningful, and fun for young children with dyslexia and other learning difficulties**

8:15–11:15 a.m.

#### **Georgia World Congress Center, Room B308**

Early childhood educators often struggle with children who are "difficult," such as the ones who lose attention quickly, who are fidgety during circle time, who have difficulty following instructions, who are constantly looking for attention, and who are disruptive during lessons. Sadly, these are the children who need the most help from us, because it is likely that they may have learning difficulties such as dyslexia (difficulty learning to read), dysgraphia (difficulty learning to write), dyspraxia (difficulty learning physical coordination), dyscalculia (difficulty with learning math concepts), ADHD (difficulty staying focused), and everything else that makes it hard for them to learn in a typical classroom environment. To cater to these children, it is important that educators understand that learning difficulties are merely learning "differences." It's not that these children can't learn, it's just that they learn differently from their peers. In this interactive workshop, participants will learn how they can easily integrate three play strategies for creating a classroom that is more inclusive for children with learning differences so that every child will have an equal chance to learn, develop, and reach their full potential to be happy, well-behaved, and enjoy learning with you.

*Queenie Foong Kwin Tan*, For the Children.

*Kindergartners*

### #17 | **Valuing diversity: Strategies that improve behavioral and learning outcomes through cultural and linguistic connections**

8:15–11:15 a.m.

#### **Georgia World Congress Center, Room B313**

Deeper, more authentic individualized understanding of each child's culture and language is the key to resolving behavior challenges and creating positive learning outcomes for all children. In this interactive session, participants will discuss their implicit biases and learn about the role culture plays in their expectations, effectiveness, and responses to children's behavior. We will discuss first and second language development, and gain a deeper understanding of strategies and resources that work best to support children with diverse language backgrounds. There will be time for self-assessment and reflection, and active processing of information about cultural and linguistic factors that impact teaching practice, child behavior, early learning, and student outcomes. Participants will develop plans for using what they've learned to make changes in their practice following the conference.

*Karen Nemeth*, Language Castle LLC; *Barbara Kaiser*, Kaiser Consulting.

### #18 | **The over-expulsion of African American boys in early childhood education and its impact on later academic success**

12:00 noon–3:00 p.m.

#### **Georgia World Congress Center, Room A313**

In order to develop a deeper understanding of African American male children's behavior, their historical and cultural influences must first be understood. This presentation will examine and discuss the historical context of African Americans in education, as well as identify best practices for meeting the needs of African American male students. We will also enhance educators' understanding of the importance of using culturally appropriate techniques and assessment tools with culturally diverse populations. Additionally, participants will learn best practices in effectively recruiting and retaining African American students in gifted education programs and addressing children's social-emotional needs to decrease rates of suspension and expulsion.

*Deidre Jones*, early childhood consultant; *Candyce Briggs*, Aspire Public Schools.

### **Stay up-to-date on program changes/cancellations.**

Please refer to the Program Change boards located throughout the Georgia World Congress Center, download the conference mobile app, or follow us on Twitter at **@NAEYC!**



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## #19 | A safe space for lesbian, gay, bisexual, and transgender educators and straight allies: “A Time for Ourselves”

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room A315

This session is for LGBT-identified educators and straight allies who wish to support each other in the field. There will be opportunities to share and to reflect on ways that LGBT educators are supported and to problem-solve the ways they are not supported. This will be a safe space for early childhood educators attending the NAEYC conference who identify as LGBT, and will provide a forum to share strategies that support educators who are LGBT.

Brian Silveira, Pacific Primary; Robin Fox, University of Wisconsin–Whitewater.

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## #20 | Best practices from indigenous early childhood education

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room A408

Building culturally responsive early childhood classrooms requires commitment, creativity, and consistency. In this session, participants will gain a wider understanding of issues facing those who work with indigenous children and families. Native American early childhood leaders and professionals from a diversity of programs serving indigenous communities across the Southwest will feature their best practices for addressing curriculum issues relative to preparing teachers to work with indigenous children and families. The emphasis is on building communities of learners through diverse mechanisms that help promote pedagogical and cultural understandings. The lessons shared can apply to any context where educators are trying to be culturally responsive and involve parents in the education of their children.

Tarajeen Yazzie-Mintz, American Indian College Fund; Danielle Lansing, Southwestern Indian Polytechnic Institute; Lisa Towery, Southwestern Indian Polytechnic Institute; Dahazhi Gomez, The Indigenous Institute of the Americas.

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## Environmental Education for Children

### #21 | Natural playscapes: Designing outdoor play environments for the soul

8:15–11:15 a.m.

### Georgia World Congress Center, Room B306

This session will introduce participants to the importance of connecting children with nature, discuss natural playscape design history and theory, inspire hands-on design and drawing, incorporate nature-based curriculum development and delivery, and lead the group through project implementation and planning of yard transformations at their own facilities. We will cover what a natural playscape is, why it is important, latest relevant data and research, and examples of natural playscapes from around the world. Most importantly, participants will be able to create their own natural playscape designs and discuss

curriculum ideas and implementation strategies in small and large groups. We will discuss the basic elements of playscape design: changing topography, creating pathways, adding boulders, sand, and water. Additional components will be introduced to create areas for art/creative play, dramatic play, science concepts, and areas that enhance social skills and collaboration. Participants will then be led through a playscape dreaming and designing exercise that helps them inventory their community resources to make their playscape designs a reality.

Rusty Keeler, EarthPlay.

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## Family Engagement & Support

### #22 | Understanding infant and child sleep through a developmental lens: How early childhood educators and families can work together to support the sleep and development of children birth through age 8

8:15–11:15 a.m.

### Georgia World Congress Center, Room B209

There's often miscommunication between early childhood educators and parents in understanding and meeting children's sleep needs. By establishing a collaborative model of partnership, together they can fulfill the goal of adequate sleep for children and also support children's development and learning. In this session, participants will gain a better understanding of young children's biological sleep needs and how sleep impacts development and health; learn creative strategies to optimize sleep in a group setting; and discover realistic approaches and tools to strengthen the communication between provider and parents so they can work as partners in helping young children sleep better, both at home and at childcare or school.

Teresa Stewart, Teresa Stewart: Family Solutions.

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### #23 | Vroom: Creating brain-building moments

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room A314

Grounded in sound and current brain research in children birth through age 5, Vroom respects and enriches the bond between the child, family, and caregiver; honors the diversity in children and families; and recognizes that children and adults achieve their full potential in the context of relationships in their family, culture, community, and society. Vroom was born out of a need for creative tools and materials that inspire families to turn everyday moments into brain-building moments. You already have what it takes to be a brain builder, so please come and experience Vroom with us to learn how you can easily use Vroom and its resources to support your work with children and families, as well as enrich professional development with your colleagues!

Mary LaMantia, Child Care Aware of America, Vroom Partnership Project; Patience K. Hill, Child Care Aware of America, Vroom Partnership Project.

*Infants and Toddlers*

## Grandes Comienzos—English

### #24 | A horizon of opportunities: Latino children and families on the road to success

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B306

This session will bring together an analysis of current research, innovative practices, policy ramifications, and the collective commitment for quality care and learning opportunities for all children. National and international experts will provide overviews of current research, trends, and practices being implemented across the country. They will highlight programs that positively impact Latino families and children in rural and urban America, examining current research on young Latino children and families and looking at new policies being adapted and implemented at the national and state level and their impact on Latinos across the nation. Participants will also network with individuals and organizations across the nation and learn about innovative methodology and practices as they relate to language development and learning.



Luis A. Hernandez, TTAS/Western Kentucky University; Jorge Saenz De Viteri, STG International Inc.

## Guidance/Discipline/ Challenging Behaviors

### #26 | From name-calling to hitting to biting: Effective consequences that reduce aggression

8:15–11:15 a.m.

#### Georgia World Congress Center, Room A412

This workshop will give educators the mindset, skill set, and cultural foundation to use consequences effectively so we can all take responsibility and learn from our mistakes. Learning from mistakes rather than repeating them is vital to academic and life success. There is no magic bullet in rewards and punishment—the threat of receiving a punishment or not obtaining a reward causes the brain to downgrade to the lower centers, blocking children's access to the higher centers necessary for behavioral changes. We've all made choices that yielded painful outcomes. Did those consequences motivate us to reflect and make life changes, or did they pound us down with guilt and regret, dooming us to repeat the same ineffective behaviors? "Motivate" is the key word here. Consequences do not teach new skills; they motivate us. The same is true for children. All too often the same children receive the same consequences with little or no behavior changes. Instead of motivating them to change, we are demoting them and creating classroom cultures that breed aggression. Learn to understand the difference between punishment and consequences and apply this information in transforming your classroom. We will specifically address the areas of name-calling, hitting (pushing, shoving, and grabbing) and biting.

Kim Jackson, Conscious Discipline; Becky Bailey, Conscious Discipline.

## Grandes Comienzos—Spanish

### #25 | Festival de Bloques: Taller de Matematica y Ciencia Temprana

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B208

Únase a nosotros para explorar el mundo de los bloques. El juego en bloque proporciona un entorno perfecto para explorar la ciencia y las matemáticas. Las investigaciones muestran que los niños construyen habilidades matemáticas y científicas desde los primeros años de vida. El jugar proporciona un laboratorio de aprendizaje natural para tal desarrollo. Así como el juego en bloques ofrece una rica oportunidad para el aprendizaje temprano de matemáticas y ciencias y el desarrollo de habilidades sociales, emocionales, lingüísticas, motoras y cognitivas. A través de la discusión de las estructuras de los niños, compartiendo con otros, de la resolución de problemas durante el proceso de construcción y de la diferentes estructuras. ¡Tes esperamos! en nuestro Festival de Bloques!



Mariel Rivera, ELC of Orange County, Rose Gonzalez, Early Learning Coalition.

### #27 | Getting ahead of challenging behavior: The importance of building a positive classroom climate

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B206

Research shows that creating a positive social climate and teaching children social and emotional skills are as important to school performance as academic readiness skills. Teachers can support all children—especially those with challenging behaviors—as they work to develop their internal controls, and at the same time direct them onto a more positive emotional and educational trajectory by teaching social and emotional skills: the behaviors, attitudes, and words that allow us to initiate and maintain positive social relationships. In this session, participants will learn how to establish and implement the elements required to create a positive social climate; recognize the role they play in the quality of the interactions they have with the children and that the children have with their peers; and develop skills to teach children social-emotional competence by being introduced to a variety of research-based, proven effective programs and strategies.

Barbara Kaiser, Kaiser Consulting; Joan Duffell, Committee for Children.  
Preschoolers

# Wednesday Sessions

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## #28 | How to say what you mean—Finding your assertive voice, even when you just want to yell: What we say is more than the words we speak

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room B313

This workshop will highlight the importance of the focus we choose and the words we use in communicating with children. As educators, we are challenged to find ways to support a child's ability to be cooperative and motivated. Much attention has been paid to nonverbal communication, and with good reason. Our intent, tone, and body language contribute to our messages. The objective of this workshop is to understand the importance of our choice of words as well, delivered with nonverbal cues in mind, and how they are able to provide clear expectations and powerful modeling for children. In addition, when words are given a proper direction, they empower children all the more. As a society, we tend to direct our attention to what we don't want, and we use words that support the negative instead of a shift to a desired direction. For instance, just shifting from "don't yell" to "match your voice to mine" can focus a child on what to do and provide a verbal example of what that sounds like. The goal of this workshop is for participants to understand the reasoning behind word choices and to experience the power of words through activities and examples. The workshop will be structured so that participants are able to experience the information on a personal level, give feedback to each other, and rehearse each new skill set as it is shared.

Karen Hickman, Independent educational consultant; Amy Speidel, Senders Pediatrics.

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## Health & Safety

### #29 | "Stop! Stop! No sugar on top!" Working together to raise healthy children

8:15–11:15 a.m.

### Georgia World Congress Center, Room B403

Current CDC data projects that 40–50% of Americans will develop diabetes in their lifetime. Childhood obesity has more than doubled in the past 30 years. We need to reverse these trends for our children's sake. The rationale for standard 5 (Health) of the NAEYC Early Learning Performance Standards reads: "Children depend on adults to make healthy choices for them and to teach them to make healthy choices for themselves." This is the story of how our individual passion and concern about children's health prompted us in our efforts to focus on this standard. We also bring you voices from the parents, student teachers, and of course children from preschool to third grade who show us their capability to process abstract information. Come join this important conversation. It takes a village to raise healthy children!

Pradnya Patet, Northwest Missouri State University; Meghan Sheil, Northwest Missouri State University; Debra Hull, SSM Health, St. Francis Hospital; Laura King, Horace Mann Lab School, Northwest Missouri State University; Andrea Mason, Horace Mann Lab School, Northwest Missouri State University.

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## #30 | Preschoolers, private parts, and playmates: Sexual behavior in young children and when to really worry!

8:15–11:15 a.m.

### Georgia World Congress Center, Room B404

Children do exhibit sexual behaviors, and some are developmentally typical and some are not. This presentation provides the audience with tools to identify truly concerning behaviors (including scripts for correcting behavior in a non-shaming manner) and will empower educators to create environments that allow children to be children, not mini-adults. Most importantly, attendees will learn to trust their gut and act on it when they see a child behaving in a way that is beyond their years. This will inspire their colleagues to do the same thing.

Amy Lang, Birds & Bees & Kids.  
Preschoolers

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## #31 | An afternoon with the American Academy of Pediatrics: Hot topics in health and safety, building bridges with the medical home, and supporting early childhood and caregiver mental health

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room B403

This interactive session will help participants identify best practices for policies and training staff, as well as resources to address hot topics in health and safety, including immunizations and safe sleep. Attendees will learn about tools and strategies that can be used to enhance communication between early childhood programs and health professionals, as well as strategies and resources that can be used to support early childhood and caregiver mental health.

Charlotte Zia, American Academy of Pediatrics; Marian Earls, Community Care of North Carolina; Jennifer Takagishi, University of South Florida; Terri McFadden, Emory at Grady Memorial Hospital/Emory University School of Medicine.

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## #32 | R-E-S-P-E-C-T (Right to Emotional Support, Positive self-image, Empathy, Caring, and Time) we happily give others, but what blocks us from RESPECT-ing ourselves? Learn strategies for turning pain into possibilities, mistakes into wisdom, and broken hearts into artful professionalism

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room B405

As early childhood educators, we often criticize ourselves harshly while giving others love and credit unconditionally. We deserve the same care and respect. Do you want to learn how to be generously gentle to yourself? Begin by asking yourself three RESPECT-fully liberating questions as soon as you begin to say "I can't" or "I'm not \_\_\_\_ enough." Children learn from our example—we are a child's curriculum. Let's model RESPECT.

Holly Elissa Bruno, Holly Elissa Bruno Keynotes & Team Building.  
Adults

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## Higher Education/Teacher Preparation

### #33 | National Association of Early Childhood Teacher Educators (NAECTE) Annual Conference and Meeting

8:15 a.m.–3:00 p.m.

#### Georgia World Congress Center, Room B303/304

The theme for our full-day meeting, *Voices and Identities: Places for Multiple Perspectives and Belonging in Early Childhood Teacher Education*, will emphasize the preparation of early childhood teacher candidates whose strength lies in their ability to fully embrace and address the needs of children and families. The focus of the keynote, as well as the scholarly work presented through roundtable sessions and poster presentations, will emphasize how effective teachers of young children are prepared to provide the conditions for academic learning, but more broadly, to teach toward justice and equity for all.

*Will Parnell*, Portland State University; *Kelly Baker*, University of Central Oklahoma; *Angela Baum*, University of South Carolina; *Rebecca Huss-Keeler*, University of Houston–Clear Lake; *Amy Wolf*, Park University; *Reginald Williams*, South Carolina State University; *Eun Kyeong Cho*, University of New Hampshire; *Miranda Lin*, Illinois State University.

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### #34 | ACCESS to Shared Knowledge: Best practices in early childhood teacher preparation

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B305

This session will feature roundtable discussions to share ideas on assignments, dual language learners, practicum, impact of the IOM report, STEM, CLAD, and how to incorporate new knowledge into teacher education coursework.

*Sharon Carter*, Davidson County Community College; *Debra Murphy*, Cape Cod Community College; *Gayle Dilling*, Olympic College; *Cheryl Bulat*, Morton College; *Nancy Gabriel*, Onondaga Community College; *Carrie Nepstad*, Harold Washington College; *D’Lee Babb*, Western Kentucky University; *Helen Thomas*, Davidson County Community College.  
*Adults*

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## Language & Literacy

### #35 | Still teaching a letter a week? It’s time for a tweak! Come learn how children can gain alphabet knowledge through instructional cycles and the use of hands-on multisensory manipulatives

8:15–11:15 a.m.

#### Georgia World Congress Center, Room A313

The word is out! Teaching one letter each week is a thing of the past. Alphabet knowledge is one of the most powerful predictors of early reading success. The important components of alphabet knowledge are letter order, letter names, letter sounds, and letter formation. While there is not one approach that is the best, current research does not support the instruction of these critical foundational skills in the widely

used letter-of-the-week approach. This interactive session will focus on a review of the evidence-based best practices and the research that supports an approach to teaching the alphabet that is doable and practical. A team of early childhood teachers from Calvert County Public Schools in Maryland will share their professional learning model that took them from research to practical application. Participants will walk away with practical knowledge and concrete tools to begin using an approach to alphabet instruction that is explicit and systematic. This instructional approach is based on alphabet immersion through the use of teaching cycles. The team will share their instructional scope and sequence that implements these cycles, as well as examples of instructional materials that are multisensory and hands-on to help students succeed.

*Kathleen Hogan*, Calvert County Public Schools; *Kristen Johnson*, Calvert County Public Schools; *Shannon Strain*, Calvert County Public Schools; *Donna Stover*, Calvert County Public Schools; *Nicole Simmons*, Calvert County Public Schools.  
*Kindergartners*

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### #36 | Imagine that! Enhance your read-aloud books with strategies for STEAM exploration

8:15–11:15 a.m.

#### Georgia World Congress Center, Room A314

Quality children’s books promote the lifelong joy of reading and being read to. They support literacy skills, social and emotional development, and cognitive growth. Learn about the newest books, revisit the classics that are too valuable to leave behind, and discover how they can all spark meaningful conversations and explorations of STEAM topics. Identify simple strategies that will help you to interact with children successfully!

*Marilyn Peterson*, Chicago Public Schools; *Isabel Baker*, The Book Vine for Children.  
*Preschoolers*

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### #37 | “Look, Mommy, I’m an author!” How to creatively incorporate bookmaking into your current curriculum

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B314

Join us as we journey into the world of bookmaking. We’ll discuss the power of bookmaking to young children. Together, we’ll see how a potato-chip can, a rolling pin, and a pizza box become developmentally appropriate books. Participants will be amazed at how simple bookmaking is for young children and how easy it is to include parents. In addition, participants will have the opportunity to interact with and design their own individual and class books. Totally interactive and fun learning!

*Lois Wachtel*, Creative Beginning Steps; *Gillian Aeppli*, Creative Beginning Steps; *Christopher Chambers*, Creative Beginning Steps.

## Learning Environment

### #38 | “Why can’t we go up the slide?” Addressing risk in children’s lives in America and China

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B301

Have you ever said “No building above your shoulder” or “Don’t climb up the slide” or “That’s too dangerous”? If so, then this workshop is for you! We will discuss the importance of risk-taking in young children’s development both in the United States and China. We will assess whether too much caution is creating children who are unable to calculate risk perception and develop other crucial skills, such as problem solving, friendship development, and learning their own strengths and limitations. Have we become so averse to lawsuits that we have stifled children’s development and ability to develop critical skills for success?

Carol Weisheit, Lincoln Land Community College; Jessica Frederick, Mulberry School; YuHua Chen, HS Education, Inc.

### #39 | Learning how all environments affect children’s development: Promoting positive, developmentally appropriate environments that can assist in a child’s learning, behaviors, and healthy development

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B209

Every environment children come into contact with affects their development. Understanding the whole child will help you as an educator to provide for the different needs of each child in your classroom or center. This session will provide information to help you set up your classroom and outdoor environments to help promote healthy development for all children, no matter the community that you provide services in. A healthy environment is also beneficial for classroom management and challenging behaviors. When thinking of environment, you will not only be considering the setup, but schedules, routines, materials, curriculum, and time.

Maile Josiah-Juarez, Just Believe.

### #40 | A view from the swing sets—Play in the lives of children: Outdoor play spaces, designs, structure, and application

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B315

In this session, participants will learn perspectives that foster a deeper understanding of play in all its complexities, with a particular focus on the impact of outdoor play. We will look at the importance of play from observational, experiential, theoretical, and practical points of view. We know that play supports the developmental domains related to social, emotional, cognitive, and linguistic development, and outdoor play is the natural mode for children to develop their abilities to cooperate, overcome challenges, and negotiate with other children. Outdoor play speaks to children’s creativity, and it can

provide special time for parents to be playfully engaged with their children. Play builds resiliency! Come on, let’s play!

William Strader, New England Symposium on Play; Anna Yudina, Genius of Play, Toy Industry Association; David Reeves, Grounds for Play.

## Mathematics

### #41 | Oh, the math that they’ll know! Using differentiated math games as a teaching strategy for kindergarten through second grade

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B408

Come prepared to play math games that incorporate playing cards, dice, and dominoes to teach these early numeracy concepts: counting; comparing numbers; learning numbers to 10, 20, and beyond; place value to 100, to 1000; strategies for developing basic operation concepts; graphing; and more. Participants will learn how to create effective math stations and differentiate for small group instruction, incorporate math journals and math talk extensions into their math games, and use game-response activities for formative assessments. Game boards will be provided for participants to take back to their classrooms. After each game activity, student samples will be shared. Participants will review and be debriefed on how to assess the sample. Ideas for follow-up differentiation will be shown for each game so that participants leave the workshop with a wide variety of strategies to implement to meet the needs of all learners in their classrooms.

Jane Felling, Box Cars and One-Eyed Jacks.  
*Kindergartners*

### #42 | Mathematical thinking begins at the beginning: Supporting precursor mathematical concepts in children from birth to age 3 prepares the ground for robust number sense

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B409

This highly interactive session will use activities, discussion, and video analysis to consider the complexities of counting and number, as well as to explore current cognitive research that shows very young children have innate mathematical capacities that must be nurtured if they are to successfully make the conceptual changes required for foundational Big Ideas of Math. We will focus on the difference between the precursor mathematical concepts involved in subitizing and the conceptual changes involved in rational counting and number sense.

Mary Hynes-Berry, Erikson Institute; Jie-Qi Chen, Erikson Institute; Jennifer McCray, Erikson Institute; Barbara Abel, Educare School Ounce of Prevention; Lisa Ginot, Erikson Institute.

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## #43 | Math is child's play! Supporting preschool counting experiences through play

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room B408

In light of recent calls for more emphasis on mathematics education in early childhood, preschool educators are faced with decisions about how to implement a developmentally appropriate mathematics program. Through the use of videos collected from math play experiences in preschool, participants will explore ways children can engage in counting experiences through play. In this interactive session, participants will learn to foster counting through engaging in activities including building towers, hiding objects, jumping and clapping, and playing board games. Additionally, we will share ways that participants can mathematically enhance both dramatic and outside learning experiences. Together, we'll consider practical ways teachers can optimize mathematical play for young children.

Elizabeth Gamino, AIMS Center for Math & Science Education Center; Aileen Rizo, AIMS Center for Math & Science Education Center; Wilma Hashimoto, AIMS Center for Math & Science Education Center.

Preschoolers

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## Music

## #44 | Music learning supports all learning! How music and movement activities can naturally support children's development in key early learning domains

8:15–11:15 a.m.

### Georgia World Congress Center, Room B316

In today's standards- and assessment-driven education climate, having tools to support children's development in fun and holistic ways has become paramount, especially in early childhood. In this interactive session, participants will be introduced to ways to use enjoyable and developmentally appropriate music-and-movement activities to naturally support children's learning and development in key domains, regardless of musical ability. Presenters will break down the connections between music-making and early learning domains (physical, socio-emotional, language/pre-literacy, cognition, and approaches to learning), present recent research in the field, discuss the importance of the involvement of primary caregivers, analyze preschool classroom footage, and explore music-and-movement activity ideas and techniques that participants can use right away in their work with children. Attendees will come away from this session with a deeper understanding of how to use developmentally appropriate music experiences to holistically and naturally support children's development in the early learning domains found in states' early learning standards.

Lauren Guilmartin, Music Together Worldwide; Lili Levinowitz, Rowan University.

Preschoolers

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## Play

## #45 | Communicating the importance of play in a push-down culture: Tools for advocacy

8:15–11:15 a.m.

### Georgia World Congress Center, Room B309

The importance of play in the lives of children is perceived differently in various regions and cultures. Unfortunately, in many areas educators face a "push down" culture that devalues play. We will discuss the variations of play practices and provide information on how educators can push back and articulate the importance of play to stakeholders. Topics include disparities in play practices (including attitudes about recess and big body play), the importance of playgrounds, the effects of play on cognitive development, current issues for play advocates, play in other cultures, and the connections between play and joy.

Vivien Geneser, Texas A&M University–San Antonio; John Sutterby, University of Texas San Antonio; Marcy Guddemi, independent national consultant; LaDonna Atkins, University of Central Oklahoma; Deb Lawrence, Champlain College; Joanna Cemore Brigden, Missouri State University.

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## #46 | The play experience: Fulfilling the promise of play

8:15–11:15 a.m.

### Georgia World Congress Center, Room B407

In this interactive session, participants will engage in a series of unique and enjoyable hands-on play experiences using a variety of open-ended materials. Attendees will gain an awareness of how the promise of play is fulfilled by recognizing how it aids in focusing the mind, facilitates problem-solving, requires the use of higher levels of cognitive complexity, and develops an appreciation of the power of play as a meaning-making activity. Learn how to transform your professional practices to incorporate self-active play experiences with children in your classrooms, and identify ways to use play to stimulate creativity and imagination to promote more effective and enjoyable adult learning and the teaching of mathematics, science, literacy, art, and social studies, while also developing children's social-emotional well-being. Through reflection, journaling, and peer discussion of creativity and imagination, you will make connections between your own play experiences, executive function, and approaches to learning to improve holistic outcomes for young children.

Marcia Nell, Millersville University; Walter Drew, Institute for Self Active Education; James Johnson, Penn State University; Michael Patte, Bloomsburg University; Baji Rankin, New Mexico AEYC; Robin Ploof, Champlain College; Katherine Drew, Institute for Self Active Education; Sandra L. Little, Alabama Department of Early Childhood Education.

# Wednesday Sessions

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## #47 | Fostering meaningful investigation through play and provocation

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room B316

In this interactive session, we will explore the links between high-quality play and meaningful investigations. Participants will learn to differentiate between activities, explorations, and investigations, and we will discuss the benefits and value of using investigations to deepen children's play. Through hands-on activities and playing with loose parts, participants will experience the difference between an activity and a meaningful investigation. They will discover the importance of intentional adult facilitation, using provocations to promote meaningful investigations, as well as learn six provocation styles as instructional strategies to support and intentionally design an investigation-based learning experience for children.

Constant Hine, Kodo Kids.

Preschoolers

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## #48 | Exploring current trends in play research across multiple disciplines

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room B407

Play has been a constant in the lives of American children for generations. Engaging in outdoor play provides hours of unstructured fun to experience various colors, sights, and sounds that etch vivid memories and impressions. Such experiences stimulate the senses, invigorate the spirit, and enliven the soul. But are opportunities for play available for children today, or are they a fading memory from the nostalgic past? The dwindling amount of time devoted to self-directed play over the past 20 years is stark. During this period, children have lost 12 hours of free time a week, including eight hours of unstructured play and outdoor activities. In this session, prominent play scholars from around the world will present their current research across multiple disciplines examining various aspects and complexities associated with play, including societal factors promoting and inhibiting children from engaging in various forms of play.

Michael Patte, Bloomsburg University; James Johnson, Penn State University; Karen McChesney-Johnson, Penn State University; Marcia Nell, Millersville University; Doris Bergen, Miami University of Ohio; Myae Han, University of Delaware; Olga Jarrett, Georgia State University; Dorothy Sluss, James Madison University; Jeffrey Trawick-Smith, Eastern Connecticut State University; Stephanie Dominguez, Eastern Connecticut State University; Nicole Green, Eastern Connecticut State University; Dominique McClean, Eastern Connecticut State University; Amanda Terenzi, Eastern Connecticut State University; Poolip Dong, Penn State University; John Sutterby, University of Texas, San Antonio; Mary Mahoney-Ferester, Penn State University.

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## Professional Development—Training & Technical Assistance

### #49 | A CDA competency standards refresher for professional development specialists

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B302

Professional development (PD) specialists play a very important role in the assessment of Child Development Associate (CDA) candidates. Key to the assessment is an understanding of the CDA competency standards and functional areas. This practical, hands-on session is for PD specialists who want to hone their observational skills with a deeper knowledge of CDA competency standards and how to properly record this information in the Council's comprehensive scoring tool. Several observational techniques based on the competency standards will be discussed.

Camille Bryan, Council for Professional Recognition; Vilma Williams, Council for Professional Recognition.

Preschoolers

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### #50 | The Velcro effect: Developing trainings that stick

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B210

Creating a research- and evidence-based training requires thought and adequate preparation. This session will provide those tasked with training adults hands-on practice in developing training sessions. You will leave with resources and new ideas to use in developing your next training. You will (a) learn how to write concrete goals and objectives based on state core competencies, (b) identify and discuss components of effective training sessions, and (c) explore the six principles of adult learning.

Jackie Taylor, ICF; Karen Davis Platt, ICF.

Adults

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## Professionalism, Leadership & Ethics

### #51 | Growing teachers to be early childhood leaders: Using strengths-based coaching to provide meaningful and effective feedback and grow teachers into classroom leaders in the field of early childhood

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B402

Providing teachers with honest, effective feedback is the key to developing strong, competent teachers and engaging and enriching classrooms filled with active learning that meets each child's developmental needs. Teachers need feedback that is honest, supportive, and real, and that builds on each individual's strengths while also coaching them into becoming stronger teachers by holding them accountable for what they can do better. In this session, the presenters will share a variety of strategies and tools to observe teachers and provide feedback



that will improve their classroom management and strengthen their ability to create engaging learning environments that meet and challenge the developmental needs of each child in their care.

Elizabeth Powers, Bright Horizons; Brenda Hayes, Bright Horizons.

## #52 | Let's run up the hill and fall down together laughing: The power of play in building strong teams

8:15–11:15 a.m.

### Georgia World Congress Center, Room B401

In this workshop, we will discuss the importance of good communication in the workplace. We will explore simple and easy activities and motivators to use all year long to help build a cohesive workforce in your center through good communication and fun games. To bond as a group, people must have shared dreams and investment. Through this workshop, all participants will leave with something they can implement at their center. Come prepared to have fun, try new ideas, and expand possibilities for your center.

Johanna Booth-Miner, Live & Learn Early Learning Center; Sarah Miner, Live & Learn Early Learning Center; David Miner, Live & Learn Early Learning Center.

## #53 | Pedagogical master plan: Looking at pedagogy, family participation, classroom environment, and school ecosystem to implement a holistic plan for school redesign

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room B301

Schools around the world are facing the need to change, and many are embracing it. If an early childhood program is to hold itself accountable for the kind of results that fuel continued improvement, a comprehensive framework based on research must be employed to examine the existing practices and pedagogy to identify long-term achievable goals. Innovation is inevitable, and educators must be prepared to meet the challenges and demands with a vision and pedagogical plan and shared vision. Discover how one school used the research from the schools in Reggio Emilia and Project Zero as a catalyst for developing a comprehensive pedagogical master plan. The panel of presenters will guide participants through strategies to set this context within their own school culture. The session will also use the work of DuFour and Eaker on forming professional learning communities, which forms the foundation for the pedagogical master plan. This is radical rethinking and a system-based approach for how schools plan and organize for the future.

Jane Montgomery, Peachtree Presbyterian Preschool; Patty Randall, Peachtree Presbyterian Preschool.

## #54 | Dealing with difficult employees: Effectively dealing with absences, tardiness, and other issues of high-maintenance employees while increasing the tenure and longevity of the low-maintenance employees

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room B406

As a director/manager/leader, your success is directly linked to the success of your employees. This session will give proven strategies and ideas for overcoming the challenges associated with difficult employees. Topics will include dealing with tardiness and absences, creative methods for “de-hiring,” and doing negative things in a positive manner, such as using the concept of mutual resignation.

Bradley Smith, National Institute of Child Care Management (NICCM).

## Program Administration, Evaluation & Financial Management

### #55 | Circle of influence: Implementing shared decision making and participative management

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room B302

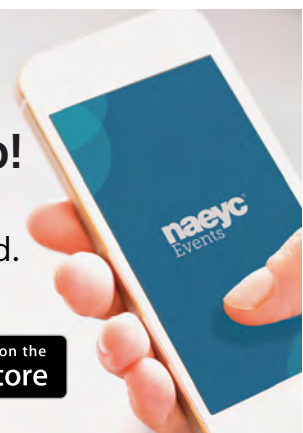
Building trust and a spirit of collaboration in early childhood programs is central to achieving high-performing work teams. Meaningful involvement in decision making is one way that trust and commitment to organizational goals can be achieved. This session presents a framework for analyzing different types of decisions in program management and how directors can move to a more participatory process in achieving organizational goals.

Jill Bella, McCormick Center for Early Childhood Leadership; Teri Talan, McCormick Center for Early Childhood Leadership.

Adults

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## Research

### #56 | How teacher behavior and classroom characteristics influence student behavior: An investigation of brain-based learning, the Classroom Assessment Scoring System (CLASS), and aggressive behavior in Head Start classrooms

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room A412

In order to gain a meaningful understanding of student behavior, there must first be a meaningful understanding of adult behavior and the context in which all of these behaviors occur. In this session, participants will learn about how teacher behavior influences student behavior, discover more about brain-based learning and the Classroom Assessment Scoring System (CLASS), and explore how behavior markers on the CLASS can be used as interventions for children with aggressive behaviors. [Angela Searcy](#), Simple Solutions Educational Service and Erikson Institute.

## Science

### #57 | Ramps and Pathways: A fun integration of science, technology, engineering, and mathematics

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B314

Ramps and Pathways is a physical science and engineering activity involving inclined planes and the movement of objects that is both developmentally appropriate and intellectually rigorous. An integration of science, technology, engineering, and mathematics, it appeals to children's interests and desires to figure out how the physical world works and to modify the physical world to make something interesting happen. Participants will use marbles, objects that roll and do not roll, and various materials that can be used as ramps to build ramp structures and investigate the movement of marbles and other objects on inclined planes. Participants will learn how to use Ramps and Pathways activities to promote children's development of practical understanding of force and motion, design, and engineering habits of mind. Videos of children using the materials in classrooms and teachers interacting with children will illustrate principles of teaching that will guide teachers in setting up the environment, intervening in ways that promote the higher-order thinking, and supporting children's active investigation.

[Beth Van Meeteren](#), University of Northern Iowa; [Sherri Peterson](#), University of Northern Iowa.

### #58 | Thinking deeper about science in the integrated curriculum

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B309

Children who learn to use evidence to support their claims in science can use their reasoning skills in other areas. Hands-on experiences will illustrate how science learning engages young children in meaningful activities that build into science inquiry, capturing all of STEM. Participants will get deep into the science of the lifecycle of beetles with the support of Early Childhood Science Interest Forum members, who will share ways to promote quality science teaching using the three dimensions of the Next Generation Science Standards (Disciplinary Core Ideas, Crosscutting Concepts, and Practices of Science and Engineering) integrated with technology use, engineering design, and mathematics learning. We will demonstrate how to design tools using classroom materials that involve mathematics skills and spatial awareness, share strategies for including STEM when time is limited, and help teachers implement science learning throughout the day and week rather than in one block of time.

[Mary Jo Pollman](#), Metropolitan State University; [Peggy Ashbrook](#), Preschool science teacher and the *Early Years* columnist, National Science Teachers Association; [Beth Dykstra Van Meeteren](#), Regents Center for Early Developmental Education, Schindler Education; [Cindy Hoisington](#), Education Development Center; [Victoria Roanhorse](#), Science Center and Children's Museum; [Sonia Yoshizawa](#), East Tennessee University; [Ann Marie Cornelison](#), East Tennessee State University; [Linda Froschauer](#), National Science Teachers Association.

## Social/Emotional Development

### #59 | When teachers face themselves: Learning what makes us tick emotionally when young children need our attention

8:15–11:15 a.m.

#### Georgia World Congress Center, Room A403

All teachers were children once, and how their parents responded to their emotional expressions affects how they respond to emotional expressions by children in their classrooms. This presentation examines the uncomfortable emotions early childhood educators feel (and the inappropriate ways they might respond) when children exhibit strong feelings. This presentation challenges teachers to reflect on their own emotional histories and find strategies for responding to children in ways that support their emotional health and development. It also examines how gender, culture, and societal roles have an impact on teachers' responses to children's emotional expressions.

[Tamar Jacobson](#), Rider University.

## #60 | “Is he a girl?” Welcoming children who are gender fluid into our early childhood spaces

8:15–11:15 a.m.

### Georgia World Congress Center, Room B405

Gender identity begins in early childhood. During this workshop, we will discuss gender identity with specific attention to young children who are gender fluid or transgender. We will discuss language to use, talk about statistics, and share stories of children. We will also share how we can change our language, curriculum, materials in the environment, songs we sing, and books we share with children to develop an inclusive environment for children whose gender is fluid. Finally, we will offer participants a number of scenarios related to gender, children who are transgender, how to work with other families and teachers on these issues, and changing policies. Resources will be shared with the participants (books, research, websites, support groups, etc.).

Robin Fox, University of Wisconsin–Whitewater; Erica Schepp, University of Wisconsin–Whitewater.

## #61 | Community, friendships, and fantasy: Envisioning resiliency and reciprocity in superhero play for young children

8:15–11:15 a.m.

### Georgia World Congress Center, Room A406

Superhero play is a specialized form of fantasy play that has considerable appeal to young children. During superhero play, children have opportunities to pretend and play different roles they know they will never be in their lifetime within a safe and caring environment. When guided appropriately in an early childhood classroom, superhero play gives young children opportunities to gain a sense of mastery and empowerment, as well as improving social skills, problem solving, and cooperation with peers. This workshop will explore the essence of superhero play along with its social and emotional benefits for young children. In addition, the workshop will discuss the challenges of superhero play by exploring teachers’ roles in play and strategies and ways teachers can increase resiliency, new friendships, and build classroom community among peers during play and classroom activities.

Kathleen Harris, Seton Hill University.

Preschoolers

## #62 | Understanding temperament: A window for creating nurturing relationships with infants and toddlers

12:00 noon–3:00 p.m.

### Georgia World Congress Center, Room A403

This session will show how the latest research on temperament is integrated into the Program for Infant/Toddler Care’s (PITC) approach to individualizing care for infants and toddlers. Of particular concern will be ways that infant/toddler teachers can individualize the care environment and be intentional in interactions with children to support the development of children’s emerging self-regulatory skills. We will explore how an understanding of temperaments can guide the adaptations that teachers make to help children feel secure and develop the ability to attend to the social and physical environment in a regulated state. For example, children with a flexible temperament need regular attentive interactions because they may seek contact less often than other children and can be easily overlooked in a group. Children who tend to be cautious need extra encouragement and support and time to take their “brakes” off in order to engage fully in interactions and learn self-control. And children who tend to be feisty may need additional guidance and environmental supports to focus their attention and learn to make an effort to regulate their behavior. Participants will have an opportunity to analyze video examples and explore how to make individual adaptations that contribute to mutually satisfying relationships and build a strong foundation for children’s learning and development.

Peter Mangione, WestEd; J. Ronald Lally, WestEd; Elita Amini Virmani, WestEd.

Attention: Ticket holders for **Under the Sea with NAEYC** at the Georgia Aquarium on Friday evening. **An event wristband is required to enter the party.**

Visit the NAEYC Shop, Booth #1207, **before 6:00 p.m. on Friday** in the NAEYC Expo at the Georgia World Congress Center, Building A, Level One Exhibit Hall A1/A2/A3, to pick up your wristband.

**The event is sold out. Wristbands are only available for those who have purchased tickets.**

## State Systems—Data, Financing, Professional Development, Standards, QRIS

### #63 | Transforming the early childhood workforce: A national dialogue on next steps in teacher professional development

8:15–11:15 a.m.

#### Georgia World Congress Center, Room A405

In 2015, the Institute of Medicine and the National Research Council (IOM/NRC) released “Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation.” One of the most important studies of early childhood workforce in our nation’s history, this report includes a blueprint for action that calls for significant and extensive change in the practice of early education. The general directions for change include moving the field toward greater coherence, consistency, and continuity. In response to the call from the IOM/NRC report, this highly interactive panel will discuss next steps in teacher professional development. We will focus on five questions: (1) What are the criteria for high-quality in-service professional development for practitioners working with children from birth through age 8? (2) What are some models for tailoring services to the diverse needs of staff? (3) How can we evaluate the effectiveness of training? (4) How do we plan for sustainability? (5) How can we engage teachers in using their own skills and knowledge to improve their practice?

Jie-Qi Chen, Erikson Institute; Barbara Bowman, Erikson Institute; Davia Franklyn, Bank Street College of Education; Aisha Ray, BUILD Initiative; Valora Washington, Council for Professional Recognition; Joel Zarrow, Children’s Literacy Initiative; Cheryl Polk, High Scope.

Adults

## Teaching & Instructional Practices

### #64 | Don’t be Charlie Brown’s teacher: Inspire their young minds!

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room A316

All children are smart and deserve to learn in a way that will capture their attentions and excite their minds for a lifetime of knowledge. Learn methods and strategies to reach the diverse group of learners in your preschool or primary classroom. Whether it is getting students out of their seats to vote with their feet or taking a whole new approach to storytelling (and no, this doesn’t have to do with reading!). Learn about the four pillars of engaging lessons, with specific examples for each as well as ways to bring all areas together to help create your most dynamic strategies and lessons yet. In addition to learning new methods, we will break down three specific activities and give participants time to develop their own storytelling, vote with your feet, and target-in-the-middle lessons to enhance their curriculum. Come learn ways to tap

into the intelligences you already have in your classroom and promote creativity, all while inspiring their young minds!

Laura Myers, Indian River State College.

## Technology & Young Children

### #65 | Computers/koding kids: Using tech to teach logic/problem-solving/independent-thinking skills

8:15–11:15 a.m.

#### Georgia World Congress Center, Room B213

This session is a dynamic and hands-on takeaway-packed introduction to the world of early childhood computer programming, which is one of the easiest methods to teach logic/problem-solving skills. Technology leaders have identified that the United States will need 1.7 million computer science majors to fill jobs in the next five to 10 years. As responsible educators, we must include this valuable addition to our school readiness toolboxes, as most elementary, middle, and secondary districts are moving to develop computer science programs in their curricula. Included in this offering will be entry into guided tech training from any experience level, delivery with a combination of discussion and hands-on activities, along with introductions to all-inclusive, age-appropriate resources. Subject matter to be covered: keyboarding, creative problem solving, CCS, STEM, school readiness, internet safety, coding, and the logic of programming. Come ready to have fun and laugh a lot! Tools for the class will be provided—including robots! Any tech background level will be welcome.

Cynthia Geyer-Fligel, Smart Starters, Inc.

### #66 | The T and M in STEM: Connecting the big ideas in math and technology in early childhood

12:00 noon–3:00 p.m.

#### Georgia World Congress Center, Room B409

Investigate integrating the T and M in STEM (science, technology, engineering, and math) into your program to support children’s exploration of the world around them. Experiences with problem solving and logical thinking will prepare young children for the 21st-century classroom. Join Erikson Institute’s Early Math Collaborative and TEC Center experts to learn how to design hands-on, play-based experiences that align with NAEYC, ECERS, Head Start, and Common Core standards using traditional classroom materials and screen-free technology tools to explore concepts in early coding and computational thinking. Tamara Kaldor, Erikson Institute; Jie-Qi Chen, Erikson Institute; Chip Donohue, Erikson Institute; Lauren Solarski, Erikson Institute.

Kindergartners

## Opening Keynote Address

#67 | **A chance in the world**

3:30–5:00 p.m

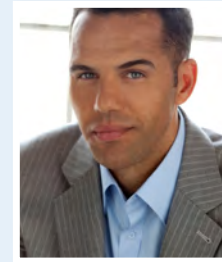
**Georgia World Congress Center, Exhibit Hall B1**

Join us as we welcome **Steve Pemberton**, this year's keynote speaker!

Steve Pemberton is Senior Executive at Walgreens Boots Alliance, the first global pharmacy-led, health and well-being enterprise in the world, employing 370,000 people in 25 countries. One of America's most inspiring executives, he brings a deep personal understanding of human differences and the human experience to his position.

This keynote address will be presented in English with simultaneous interpretation provided in Mandarin and Spanish. Please remember to **return your headsets** after the Opening session!

After the keynote, join us as the Atlanta Drumline leads us to the Expo Grand Opening!



Steve Pemberton

NAEYC appreciates the support of **Pearson** for sponsoring the session's simultaneous interpretation services.



After the Opening Keynote Address, be sure to join us at the **Expo Grand Opening**, from 5:00–7:00 p.m., in Exhibit Hall A1/A2/A3.



Don't forget to pick up your **complimentary registrant bag** at the Expo Grand Opening!



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Judy Harris Helm  
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Pam Scranton  
Director UPC Discovery

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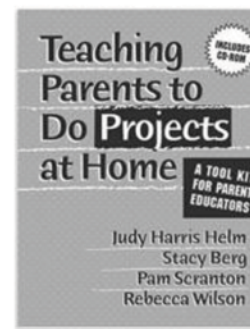


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## 2018 NAEYC Professional Learning Institute

June 10–13 | Austin, Texas

NAEYC's Institute in June will prepare you to make a difference in the early learning community. Join thousands of early childhood faculty, researchers, administrators, trainers, and teacher-educators as we gather at the premier professional development conference for early childhood professionals.



Learn more at [NAEYC.org/institute](http://NAEYC.org/institute) and sign up for news and event updates at [NAEYC.org/content/stay-connected](http://NAEYC.org/content/stay-connected)

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# The **NAEYC Expo** Is the Place to Be!

## Georgia World Congress Center, Building A, Level One Hall



Visit the NAEYC Expo and discover all the great things happening there. Located at the **Georgia World Congress Center, Building A, Level One Hall**, the Expo is a must do for every attendee! Make time to visit before the Expo closes on Friday evening—it won't reappear for another year.

**Browse the floor to meet the over 300 vendors** exhibiting this year. Explore the products and services that are just right for your needs.

**Stop by the Members-Only Cafe** for a cup of coffee to perk yourself up. There's no time for naps at Annual Conference!

**Say hello in the NAEYC Shop**—your go-to spot for our newest resources and gifts. Stop by to stock up, network with other attendees, chat with NAEYC staff representatives, and more. The NAEYC Shop is open during the Expo hours.

## Expo Hours:

### Wednesday, November 15

5:00–7:00 p.m. (Expo Hall Grand Opening)

### Thursday, November 16

10:00 a.m.–6:00 p.m.

### Friday, November 17

10:00 a.m.–6:00 p.m.

**No Saturday hours.**



# Thursday sessions

Thursday Sessions 8:00–9:30 a.m. Georgia World Congress Center

## Featured Session

### #68 | **Starting out right: Developmentally appropriate language and early literacy practices for dual language learners and children from families with low incomes**

In this session we will examine ways that teachers and parents can support children's early language and literacy skills. Highlighting key principles from research that demonstrate the importance and malleability of language and vocabulary development, we will describe easily implemented language and literacy practices to support DLLs and children from families with low incomes. We will also discuss ways that parents can support children's language and literacy activities through developmentally appropriate practices that are aligned with classroom practices.

Susan Neuman, New York University.



Susan Neuman

**Room A411**

### #69 | **What's new in Washington: A federal policy overview**

Lauren Hogan, NAEYC.

**Room A403**

*Advocacy/Public Policy*

### #70 | **Here we go—superheroes! Creative drama activities for pre-K through grade 4**

Tugce Arda Tuncdemir, Penn State University.

**Room A315**

Kindergartners

*Arts (Performing & Visual Arts)*

### #71 | **Student-centered assessment: Goal setting and young children**

Kateri Thunder, Charlottesville City Schools; Alisha Demchak, Charlottesville City Schools.

**Room B301**

Preschoolers

*Assessment of Young Children*

### #72 | **Feel that rhythm! Naturally support children's emerging math skills through active and enjoyable music experiences**

Michelle Jamail, Music Together Worldwide; Ellen Acuna, Music Together Worldwide.

**Room B210**

Preschoolers

*Cognitive Development*

### #73 | **A community-based model for preparing teachers to implement project-based learning in the early childhood classroom**

Lorraine DeJong, Furman University; Meredith Burton, Furman University Child Development Center; Kathy Stewart, First Baptist Church Kindergarten.

**Room B306**

Preschoolers

*Community Partnerships*

### #74 | **Do butterflies eat butter? Teaching content in kindergarten through meaningful inquiry that engages children's minds**

Breeyn Mack, Teaching Strategies, LLC; Kathy Loeffler, Teaching Strategies, LLC.

**Room B407**

Kindergartners

*Curriculum—Theories & Approaches*

### #75 | **Creating children who can think: Bridging research and practice**

Judy Harris Helm, Best Practices Inc.; Pam Scranton, UPC Discovery Early Learning Center.

**Room B313**

*Curriculum—Theories & Approaches*

# Thursday Sessions

Thursday Sessions 8:00–9:30 a.m. Georgia World Congress Center (continued)

## #76 | Diversity and equity in early childhood: Supporting young children and promoting the tenets of social justice

Alexis Wright, New City School; Heidi Kehle, New City School; Kyle Kranes-Rutz, New City School.

**Room A316**

Preschoolers

*Diversity & Equity*

## #77 | Engaging with nature

Lytha Roddy, Santa Monica College, Play 2 Create, Inc.; Judith Brunk, Play 2 Create, Inc.

**Room B310**

Preschoolers

*Environmental Education for Children*

## #78 | Don't shoot the messenger: Sharing worrisome information with parents of young children



Janice Friedman, Variety Child Learning Center; Stacey Ratner, Variety Child Learning Center.

**Room A402**

*Family Engagement & Support*

Sponsored by:



## #79 | Adopting a “Wonder-Discover-Learn” teaching approach: How to spur creativity by encouraging preschoolers in Singapore to be reflective learners

Melinda Wah Young Eng, MY World Preschool, Singapore; Bhoomija Kapur, MY World Preschool, Singapore; Debbie Ong, MY World Preschool, Singapore; Patricia Sock Yu Loh, MY World Preschool, Singapore.

**Room B311**

Preschoolers

*Global Perspectives*

## #80 | Practice and exploration of kindergarten museum course based on social and cultural perspective

Wendy Chen, HuBei Education University, College of Educational Science; Hong Ping Xin, Hongshan Zone Pioneer Kindergarten

**Room B309**

*Good Start—Chinese Language Track*

## #81 | Meaning-making and language development through translanguaging practices in the dramatic play center

Irasema Salinas-González, University of Texas Rio Grande Valley; Maria Arreguin-Anderson, University of Texas at San Antonio; Iliana Alanis, University of Texas at San Antonio.

**Room B408**

Preschoolers



*Grandes Comienzos—English*

## #82 | Educa a Tu Hijo: La fachada de cuidado y educación temprana, comprensivo, en un país chico

Elsa Weber, Purdue University Northwest.

**Room B316**

Preschoolers



*Grandes Comienzos—Spanish*

## #83 | Interrupting the cycle of stress in the classroom through trauma-informed approaches: Why traditional behavior supports don't always work

Meaghan Hartmann, Capitol Region Education Council; Mary Huth, Capitol Region Education Council.

**Room A312**

*Guidance/Discipline/Challenging Behaviors*

## #84 | Supporting grieving children: All caring adults have a role

Chelsea Prax, American Federation of Teachers; Belita Grassel, Florida Education Association.

**Room A313**

*Health & Safety*

## #85 | “I actually looked like a teacher!” How video reflectivity builds teacher confidence and prepares early childhood teacher candidates for success on the edTPA

Julie Henry, Buffalo State College; Sherri Weber, Buffalo State College.

**Room A314**

*Higher Education/Teacher Preparation*



#86 | **“What can I do with the knowledge earned through my studies?” Opportunities in the field**



Nancy Moretti, Penn Foster; Amber Tankersley, Pittsburg State University; Brittny Elmore, The University of Alabama at Birmingham; Christine Snyder, HighScope; Donna Blackburn, early childhood advocate and adjunct professor.

**Room A311**

Higher Education/Teacher Preparation

Sponsored by:



#87 | **Children’s books that matter: Best new titles, but don’t forget the classics!**

Isabel Baker, The Book Vine for Children.

**Room B401**

Preschoolers

Language & Literacy

#88 | **Functions of nonverbal language and how adults respond to this type of communication**

Stephanie Stephens, East Tennessee State University.

**Room B305**

Infants and Toddlers

Language & Literacy

#89 | **Student engagement through tinkering: How to make it happen!**

Joni Baldwin, University of Dayton; Lindsay Gold, University of Dayton; Tiffany Wall, Newton Local Schools.

**Room A410**

Learning Environment

#91 | **Boyhood to manhood: Effective strategies for closing the achievement gap for young African-American males**

Rodney West, San Diego Unified School District; Dedric Davis, Head Start.

**Room B308**

Preschoolers

Men in Early Childhood

#92 | **Accreditation of early learning programs: Preparing for a site visit—The assessor’s perspective**

Susan Hedges, NAEYC; Sharon Fatheree, NAEYC assessor.

**Room A404**

NAEYC Accreditation of Programs for Young Children

#93 | **NAEYC position statement update: Add your voice**

Elisa Huss-Hage, Owens Community College and other NAEYC Governing Board members.

**Room B206**

NAEYC Affiliates and Association Business

#94 | **Fine-motor fun! Developmentally appropriate ways to encourage fine-motor skills in preschoolers**

Christy Isbell, Milligan College.

**Room B211/212**

Preschoolers

Physical Development

#95 | **Adventure play and anarchy zones: Ten ways to safely bring risk back to the lives of children**

Rusty Keeler, EarthPlay.

**Room B406**

Play

#96 | **Introducing the Gold Standard certification for CDA training organizations: Everything you need to know about the certification process**

Edwan Fon, Council for Professional Recognition; Valora Washington, Council for Professional Recognition.

**Room B403**

Preschoolers

Professional Development—Training & Technical Assistance

#97 | **Learn, practice, share, and model: Supporting intentional teaching in the midst of instructional change**

Beth Menninga, Center for Early Education and Development; Sandra Heidemann, early childhood consultant; Claire Chang, Blue Cross and Blue Shield of Minnesota Foundation.

**Room B213**

Adults

Professional Development—Training & Technical Assistance



Session is part of the Young Professionals Track.

# Thursday Sessions

Thursday Sessions 8:00–9:30 a.m. Georgia World Congress Center (continued)

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## #98 | Succession planning: How to create sustainability in your organization by identifying ECE leaders and administrators according to a set of leadership competencies, increasing morale and creating growth opportunities

Melony Gibson, Bright Horizons Family Solutions.

**Room B402**

Adults

*Professionalism, Leadership & Ethics*

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## #99 | Maximizing Charlotte Danielson's Framework for Teaching in early childhood teacher evaluations (pre-K through grade 3): Using the results of the Danielson Framework for Teaching Validation Study to improve teacher evaluation practices

Lisa Hood, Illinois State University; Pamela Rosa, Rosa Educational Consulting.

**Room B409**

*Professionalism, Leadership & Ethics*

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## #100 | Growing professional engagement and leadership capacity: Exploring a grassroots effort to build professional connection and leadership action with implications for similar efforts in other regions

Christyn Dunderf, Early Learning Consultant Group; Sara Stearns, Oregon AEYC; Alli Bannan, Oregon AEYC.

**Room B404**

Adults

*Professionalism, Leadership & Ethics*

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## #101 | Preparing a powerful profession: Expectations for higher education

Katherine Kempe, NAEYC; Marica Cox Mitchell, NAEYC; Carrie Nepstad, Harold Washington College; Ursula Thomas, Perimeter College/Georgia State University.

**Room A408**

Adults

*Professionalism, Leadership & Ethics*

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## #102 | Funding for quality: How to find and write grants to support quality initiatives in early childhood programs

Pamela Ranelle Livingston, Resource Team Consulting; Jean Paulsel, Paulsel Consulting Services.

**Room B302**

*Program Administration, Evaluation & Financial Management*

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## #103 | Maximizing communication between management and staff: Understanding the dynamic process of communicating effectively

Debra Cannarella, High Performing Systems, Inc.; Curt Cisrow, High Performing Systems, Inc.

**Thomas Murphy Ballroom 4**

Adults

*Program Administration, Evaluation & Financial Management*

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## #104 | Playing the write way: Developmentally appropriate prekindergarten writing practices

Malinda Lindsey, Prekindergarten administrator and early childhood consultant.

**Room B207**

Preschoolers

*Research*

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## #105 | Enhancing science learning through children's media

Linda Simensky, PBS KIDS; Carol Greenwald, WGBH; Lawrence Mirkin, Portfolio Entertainment; Sara Sweetman, University of Rhode Island; Anne Lund, PBS KIDS.

**Room B214**

*Science*

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## #106 | Children create change: Defending voting rights

Tiffany Russell Thomas, University of Alabama at Birmingham School of Education; Lois McFadyen Christensen, University of Alabama at Birmingham School of Education.

**Room B208**

*Social Studies/History*

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## #107 | Starting the year right: Teaching routines, expectations, and conscious discipline concepts and rituals through a standards-based unit of instruction

Sharon Ward, Baltimore County Public Schools; Deb Mariner, Baltimore County Public Schools; Amy Smith, Baltimore County Public Schools.

**Room B209**

Kindergartners

*Social/Emotional Development*

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## #108 | "Where is my friend?" Explaining chronic illness in the classroom

Rachel Graves, University of Georgia; Chandler Townsend, University of Georgia; Michelle Eady, University of Georgia.

**Room B315**

First- to Third-Graders

*Social/Emotional Development*

**#109 | The pedagogy of poverty: A hidden impediment to learning**

Ellen Galinsky, Bezos Family Foundation; Deborah Leong, Tools of the Mind; Elena Bodrova, Tools of the Mind.

**Room B312**

Kindergartners

*Social/Emotional Development*

**#110 | Be Curious and Tinker with LEGO® Education**

Mads Lemvigh Fog, LEGO® Education.

**Room B405**

This session is repeated at 10:00 a.m.

*Spotlight Exhibitor Session*

Presented by **LEGO® Education**.

**#111 | Going local for success: Meeting program standards and building healthy communities with farm to early care and education**

Lacy Stephens, National Farm to School Network.

**Room B303**

Preschoolers

*Standards—Early Learning Standards, Program Standards*

**#112 | Moving beyond “who, what, when, where, and why”: Using Bloom’s Taxonomy to support high-level thinking in young children**

Janis Strasser, William Paterson University; Lisa Bresson, Grow NJ Kids.

**Room B314**

*Teaching & Instructional Practices*

**#113 | Great big visual world: Incorporating visual strategies and structure into your classroom**

Whitney Meade, University of Alabama in Huntsville.

**Room A406**

*Teaching & Instructional Practices*

**#114 | Purpose-driven technology integration: Combining intentional teaching with universal design for learning, scaffolding, apps, and center-based instruction to differentiate instruction for young children**

Craig Blum, Illinois State University.

**Room A407**

First- to Third-Graders

*Technology & Young Children*

**Community Connection – Give Back to Our Host City**

Primrose Schools is sponsoring the Community Connection activity of building student snack packs at Annual Conference to support the Westside Future Fund in Atlanta. Westside Future Fund is a non-profit organization led by community leaders who believe in the future of Atlanta’s historic neighborhoods and who are committed to helping restore their strength. Over 1,000 of Atlanta’s children will benefit from you volunteering less than fifteen minutes of your time.

Join in and support Atlanta’s children by visiting the NAEYC Expo during the scheduled lunch break from 11:00 a.m. to 12:45 p.m. on Thursday and Friday.

Primrose and the Westside Future Fund team members will have art supplies and paper lunch bags on the Expo Food Court tables. Decorate your bag with drawings or inspirational messages and bring it to the Community Connection table to add the snack items.

Local teachers receive the snack packs from Westside Future Fund as a way to send nourishing supplements home with children who may not have adequate food sources.

NAEYC appreciates **Primrose Schools** for sponsoring this Community Connection.



### Featured Session

#### #115 | **Lifting us higher: Elevating our profession through the transformative power of accreditation**

Nationally accredited programs aren't just a benefit to children and families—accreditation elevates the entire early learning and teaching profession. This panel session will shed light on the transformative impact of accreditation and why every early learning provider in America should make it their focus.

Elanna Yalow, KinderCare Education;  
Jamee Thrush, KinderCare Education;  
Christine Pieper, KinderCare Education;  
Kassandra Mason, KinderCare Education;  
Jessica Hooker, KinderCare Learning Center



Elanna Yalow



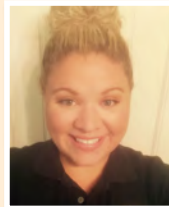
Jamee Thrush



Christine Pieper



Kassandra  
Mason



Jessica Hooker

**Room A411**

Thank you to our  
sponsor of this  
Featured Session,  
**KinderCare Education.**



#### #116 | **Let my people bring their kids to work**

Sheryl Shushan, Patagonia; Whitney Ellis, Patagonia; Thelma Aviles, Patagonia.

**Room B301**

*Advocacy/Public Policy*

#### #117 | **Reaching and teaching dual language learners through the arts**

Jennifer Cooper, Wolf Trap Institute for Early Learning Through the Arts; Kristen Buckley, Alliance Theatre; Kim Bowers-Rheay Baran, Alliance Theatre.

**Room A315**

Kindergartners

*Arts (Performing & Visual Arts)*

#### #118 | **Sensory integration! Tips, tools, and tidbits**

Paula Simpson, Bridges of Possibilities.

**Room A316**

Infants and Toddlers

*Children with Disabilities/Early Intervention*

#### #119 | **Is early childhood primarily a time of development or transformation? Let's debate and delight in some new perspectives on the cognitive growth of young children**

Kenneth Marquard, José María Vargas University.

**Room A407**

Preschoolers

*Cognitive Development*

#### #120 | **Beyond sitting still and listening: Meeting up with children's active bodies during circle time**

Nadia Jaboneta, Pacific Primary; Jamie Solomon, Pacific Primary; Deb Curtis, Harvest Resources.

**Room B407**

Preschoolers

*Curriculum—Theories & Approaches*

#### #121 | **Equity in Education Interest Forum panel: Addressing the achievement gap for young children of color**

Maurice Sykes, Black Caucus Interest Forum; Sandy Baba, Asian Interest Forum; Jorge Saenz de Viteri, Latino Interest Forum; Olivia Coriz, Tribal and Indigenous Early Childhood Network.

**Room B214**

*Diversity & Equity*

#### #122 | **Fostering an inclusive mindset: Learning to recognize the existence of invisible, negative bias that creates injustice, and that draws us out of alignment with our values of connection, equity, interdependence, and inclusion**

Nancy Michael, AMAZE.

**Room A403**

*Diversity & Equity*

**#123 | Integrating science, math, social studies, and literacy for earth's sake: Environmental education across the curriculum**

Irene Aiken, University of North Carolina, Pembroke.

**Room B315**

First- to Third-Graders

*Environmental Education for Children*

**#124 | Parent-teacher relationship: How to successfully onboard new families to your classroom**

Camille Williams, Bon Secours Family Center; Samantha Kennedy, Bon Secours Family Center.

**Room A311**

Preschoolers

*Family Engagement & Support*

**#125 | Are mindfulness and yoga religious practices? Developing culturally responsive approaches using contemplative pedagogy for all belief systems**

Ella Williams, Chill and Bliss, Colegio Interamericano de Guatemala.

**Room B316**

Kindergartners

*Global Perspectives*

**#126 | Cultivating children's scientific thinking: The best way to implement science and technology**

Jasmine Lok, Beijing Heart & Mind Montessori Educational Group.

**Room B309**

*Good Start—Chinese Language Track*

**#127 | Efectos de la Implementacion de un programa de Lenguaje y Literatura con Infantes y Parvulos de origen Hispano"**

Carmen Medrano, Florida International University.

**Room B409**

Infants and Toddlers



*Grandes Comienzos—Spanish*

**#128 | Estrategias, actividades y experiencias socio-emocionales apropiadas para el nivel preescolar**

Nereida Rodríguez, Universidad de Puerto Rico en Bayamón; Mildred Falcón, Universidad de Puerto Rico en Bayamón.

**Room B305**

Preschoolers



*Grandes Comienzos—Spanish*

**#129 | Who's got your back? How to protect yourself from allegations of child abuse**

Heidi Greenslade, Lutheran Services Florida; Marie Mason, Lutheran Services Florida.

**Room B404**

Adults

*Guidance/Discipline/Challenging Behaviors*

**#130 | Private parts and body talk: A CSA professional development for early childhood educators**

Amaris Tejada, Clemson University.

**Room A312**

*Health & Safety*

**#131 | A walk through the NAEYC SPA Recognition process for higher education programs participating in CAEP Accreditation**

Megan Woolston, NAEYC; Reginald Williams, South Carolina State University.

**Room B311**

Adults

*Higher Education/Teacher Preparation*

**#132 | Oral language in diverse learners: Implications for assessment and instruction in early childhood education**

Rihana Mason, Georgia State University; Lakeisha Johnson, Georgia State University; Meghan Dean, Department of Early Care and Learning; Sarah Hansen, Georgia State University.

**Room B314**

*Language & Literacy*

**#133 | The connection between language and literacy: Evidence from speech sound accuracy tasks and early language and literacy measures**

Kimberly McDowell, Wichita State University.

**Room B408**

First- to Third-Graders

*Language & Literacy*

# Thursday Sessions

Thursday Sessions 10:00–11:30 a.m. Georgia World Congress Center (continued)

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## #134 | Hello, Reggio, it's nice to meet you: How to begin the process of transforming your classroom into a Reggio-influenced space

Jana Dunlap, Muskogee Public Schools; Geri Bryant, Muskogee Public Schools.

**Room A313**

Preschoolers

*Learning Environment*

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## #135 | Power of puppets: Creative ways to use puppets in all areas of your classroom for infants, toddlers, and preschoolers

Tracy Trautner, Michigan State University Extension.

**Room B302**

*Learning Environment*

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## #136 | Using loose parts to create culturally sustainable environments

Lisa Daly, Folsom Lake College; Miriam Beloglovsky, Cosumnes River College.

**Room B313**

*Learning Environment*

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## #137 | Igniting and advancing effective mathematics learning: Developing beginning number sense, mathematics vocabulary, mathematical thinking, and other essential foundational math concepts

Donna Knoell, Educational Consulting.

**Room B210**

*Mathematics*

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## #138 | Music, moving, and learning with Greg & Steve: A way to reach the children

Steve Millang, Greg & Steve Productions; Greg Scelsa, Greg & Steve Productions.

**Sidney Marcus Auditorium**

*Music*

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## #139 | Accreditation of early learning programs: Continuous quality improvement through program portfolio creation

Meghann Hickey, NAEYC; Sharon Fatheree, NAEYC assessor.

**Room A404**

*NAEYC Accreditation of Programs for Young Children*

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## #140 | Welcome to "Hello": Community, content, and collaboration with interest forums and online communities

Michael Coventry, NAEYC; Gilmar Rosas, NAEYC.

**Room B306**

Adults

*NAEYC Activities*

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## #141 | NAEYC shared leadership: How the Affiliate Advisory Council, the Affiliate Relations Committee, and NAEYC staff work together to support NAEYC Affiliates

Gwen Simmons, NAEYC; Jennifer Kalas, Affiliate Advisory Chair; Ida Rose Florez, NAEYC Governing Board Vice President and Affiliate Liaison.

**Room B209**

*NAEYC Affiliates and Association Business*

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## #142 | Provoke play, invite learning: How to execute play-based learning successfully in your classroom environments

Kathy Twiss, Bright Horizons Family Solutions; Taylor Graham, Bright Horizons Family Solutions.

**Room A314**

*Play*

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## #143 | PDS 101: Everything you need to know about the role of the CDA Professional Development Specialist

Camille Bryan, Council for Professional Recognition.

**Room B403**

Preschoolers

*Professional Development—Training & Technical Assistance*

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## #144 | "You can't make me!" Understanding what really motivates young children and staff

Zachary Mural, Minnieland Academy Family of Schools.

**Thomas Murphy Ballroom 4**

*Professional Development—Training & Technical Assistance*

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## #145 | Generations in the workplace! With up to five generations represented in our workforce, how do we find common ground that benefits children and their families?

Nancy Heathman, The Family Conservancy; Leanne Hilligas, The Family Conservancy.

**Room B211/212**

Adults

*Professionalism, Leadership & Ethics*

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## #146 | Are you hiring the right person for the center or the right person for the position? Ways to recruit, hire, train, and retain the right person

Thomasa Bond, child care licensing consultant.

**Room A410**

*Professionalism, Leadership & Ethics*

**#147 | “Don’t push me!”  
Coping through barriers  
and breakthroughs while  
meeting demands from upper  
management/regulations and  
lower management/staff/parents**

Rosalind Wesley, Wesley Consultant Services; LaFarris Risby, LaFarris, Inc.

**Room B213**

Adults

*Program Administration, Evaluation & Financial Management*

**#148 | Final report of the study on  
technology and interactive media  
for young children: A whole-child  
approach connecting the vision  
of Fred Rogers to research and  
practice**

Kathleen Paciga, Columbia College Chicago; Chip Donohue, Erikson Institute; Rick Fernandes, Saint Vincent College - Fred Rogers Center.

**Room A408**

*Research*

**#149 | Caring for babies: One  
state’s review of the quality and  
availability of infant/toddler care  
in licensed programs over the last  
decade**

Mary Martin, Child Care Services Association.

**Room B207**

Infants and Toddlers

*Research*

**#151 | “I want all the  
turns!” Involving  
children in the  
conflict-resolution  
process**



Kenneth Sherman, HighScope Educational Research Foundation.

**Room B303**

Preschoolers

*Social/Emotional Development*

Sponsored by:



**#152 | Childhood stress: What to  
expect, how to respond, and when  
to seek additional support**

Kimberlee Spencer, University of Georgia; Kate Wildman, University of Georgia; Ashley Johnson, University of Georgia; Carli Fischer, University of Georgia.

**Room B308**

*Social/Emotional Development*

**#153 | Be Curious and Tinker with  
LEGO® Education**

Mads Lemvigh Fog, LEGO® Education.

**Room B405**

This is a repeat of the 8:00 a.m. session.

*Spotlight Exhibitor Session*

Presented by **LEGO® Education**.

**#154 | Early childhood educators’  
professional capital and  
implementation of learning  
standards: Literacy beliefs and  
challenges in classroom practices**

Ya-Fang Cheng, University of Wisconsin-Madison.

**Room A406**

Adults

*Standards–Early Learning Standards, Program Standards*

**#155 | Using digital content to  
design meaningful and playful  
STEAM experiences**

John Sessler, PBS; Kristin Brooks, Woodstock Elementary School.

**Room B312**

First- to Third-Graders

*Teaching & Instructional Practices*

**#156 | Ditch the worksheets and  
grab a hammer! Woodworking  
with preschoolers: Addressing  
standards through integrated,  
engaging project work**

Emily Taylor Bounajma, University of South Florida; Joshua Castillo, University of South Florida.

**Room B402**

Preschoolers

*Teaching & Instructional Practices*

**#157 | Building and supporting  
kindergarten teacher-leaders: One  
district’s way through the “Power  
of K”**

Eva Phillips, Winston-Salem/Forsyth County Schools.

**Room A405**

Kindergartners

*Teaching & Instructional Practices*



Session is part of the  
Young Professionals Track.

# Thursday Sessions

## Thursday Sessions 11:45 a.m.–12:45 p.m. Georgia World Congress Center

### #158 | Leadership speed date: Learn how you can be an NAEYC leader

Speed date with NAEYC leaders to learn how you can get involved in different leadership opportunities throughout NAEYC. Come learn more about ways that you can help to shape the early childhood profession as an NAEYC leader.

Current and former members of the NAEYC Governing Board, Council for NAEYC Accreditation, Affiliate Advisory Council, Interest Forum Facilitators and Peer Reviewers.

**Room B310**

Adults

NAEYC Affiliates and Association Business

## Thursday Sessions 1:00–2:30 p.m. Georgia World Congress Center

### Featured Session

#### #159 | President's Seminar: New roles and methods for assessment in the face of increased diversity and accountability and curricular alignment from birth through age 8

The President's Seminar will explore recent research and policy about assessment by focusing on diversity, accountability, and curriculum alignment from birth through age 8. We will explore the progress states and programs are making in implementing assessment approaches that are research-based, reliable and valid for diverse populations, and developmentally appropriate. We will discuss multiple methods that states and programs can implement when few assessment tools have been normed on or are appropriate for the diversity of language groups represented among the expanding birth to age 8 population. We will also consider how assessment practices can be altered to correspond to the heightened interest in the full early childhood age range by examining contexts that support implementation of appropriate assessment practices in the primary years of schooling. Finally, we will ask about the challenges teacher educators are encountering as they attempt to respond to this changing professional and demographic environment. Join us as we think about how NAEYC can help shape future research and policy in this arena.

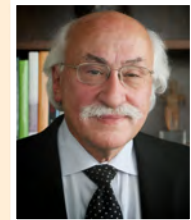
Tammy Mann, The Campagna Center; Samuel Meisels, Buffett Early Childhood Institute at the University of Nebraska; Linda Espinosa, University of Missouri–Columbia; Vincent Costanza, Teaching Strategies, LLC.

**Room A412**

Adults



Tammy Mann



Samuel Meisels



Linda Espinosa



Vincent Costanza

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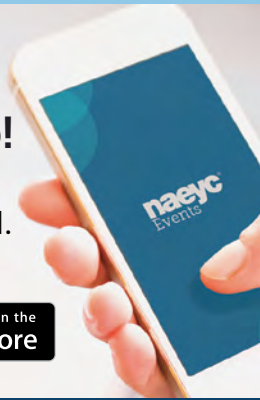
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**NAEYC Expo is located in the GWCC, Building A, Level One Exhibit Hall A1/A2/A3.**

## Career Center

Expo Hall Booth #2117

## Free Career Resources!

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- ★ Opportunities to participate in mock interviews and receive interview tips

NAEYC is pleased to recognize our sponsors who will have representatives in the center:

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*The Career Center, located within the NAEYC Expo Hall, was developed as a result of ongoing feedback for career advancement content and professional development support.*

Attention: Ticket holders for **Under the Sea with NAEYC** at the Georgia Aquarium on Friday evening. **An event wristband is required to enter the party.**

Visit the NAEYC Shop, Booth #1207, **before 6:00 p.m. on Friday** in the NAEYC Expo at the Georgia World Congress Center, Building A, Level One Exhibit Hall A1/A2/A3, to pick up your wristband.

**The event is sold out. Wristbands are only available for those who have purchased tickets.**

# Thursday Sessions

Thursday Sessions 1:00–2:30 p.m. Georgia World Congress Center (continued)

## #160 | Using a strengths-based family engagement lens to advance an equity agenda

Anna Lovejoy, Center for the Study of Social Policy; Cailin O'Connor, Center for the Study of Social Policy; Carla Taylor, Center for the Study of Social Policy.

**Room B301**

*Advocacy/Public Policy*

## #161 | Paint in our hair and paint in our toes: Twenty-five process art experiences designed to ignite creativity, encourage imaginative thinking, support global development, and excite the soul of the young child

Kristian Klebofski, Friends Preschool; Michelle Klebofski, Friends Preschool.

**Room B214**

*Arts (Performing & Visual Arts)*

## #162 | Talking with children vs. talking at children: How do quality conversations build school readiness skills?

Leanne Hilligas, The Family Conservancy; Nancy Heathman, The Family Conservancy.

**Room B314**

*Assessment of Young Children*

## #163 | Teaching infants, toddlers, and twos with special needs: Strategies that work!

Clarissa Willis, University of Southern Indiana.

**Room A316**

Infants and Toddlers

*Children with Disabilities/Early Intervention*

## #164 | Executive function skills: Building brains for success



Tonje Molyneux, Committee for Children; Pam Sale, Committee for Children.

**Room B308**

*Cognitive Development*

Sponsored by:



## #165 | Musical tennis, anyone? Music activities provide ideal “serve and return” and scaffolding opportunities

Beth Anspach, Kindermusik International; Kelly Green, Kindermusik International; Kathryn Henderson, Kindermusik International; Deborah Pool, Kindermusik International; Carol Stringham, Kindermusik International.

**Room B211/212**

*Cognitive Development*

## #166 | Vygotsky’s scientific and everyday concepts in an early childhood classroom: Building foundations for children’s mastery of Next Generation Science Standards, from preschool through grade 3

Deborah Leong, Tools of the Mind; Barbara Wilder-Smith, Tools of the Mind; Luis Gallego Villarreal, Tools of the Mind.

**Room A402**

*Curriculum—Theories & Approaches*

## #167 | Slow it down: Taking the rush out of our days with young children

Heather Blauer, Berkley School District.

**Room B305**

Infants

*Curriculum—Theories & Approaches*

## #168 | Raising children for a democratic world: How spiritual nurturing leads to compassion and social action

Deborah Schein, Champlain College.

**Room B313**

*Diversity & Equity*

## #169 | NAECTE Urban Education ResearchNet presentation on supporting teacher education in multicultural settings

Susan Catapano, University of North Carolina Wilmington; Elizabeth Anderson, State University of New York Binghamton; Regena Nelson, Western Michigan University; Sarah Huisman, Fontbonne University.

**Room B404**

Adults

*Diversity & Equity*

## #170 | Developmentally appropriate early childhood environmental education: Practices that engage children and foster a nurturing relationship with the natural world using the Early Childhood Environmental Education Guidelines for Excellence

Sheila Williams Ridge, University of Minnesota Laboratory School.

**Room B306**

Preschoolers

*Environmental Education for Children*



Session is part of the Young Professionals Track.

#171 | **Mama bear: Using parent narratives and knowledge to improve practice and engagement with young children with disabilities and their families**

El Brown, George Mason University.

**Room A312**

Adults

*Family Engagement & Support*

#172 | **A tale of collaboration in Africa: Lessons learned planning, delivering, and evaluating early childhood teacher training in Zimbabwe**

Lea Ann Christenson, Towson University.

**Room B209**

Adults

*Global Perspectives*

#173 | **A comparison of traditional values between China and America in preschool education**

Nili Luo, Southwestern College.

**Room B309**

*Good Start—Chinese Language Track*

#174 | **Pedagogía con respeto: Un enfoque aditivo para apoyar el bilingüismo de hablantes del Español en el aprendizaje de dos idiomas**

Lorena Mancilla, WIDA; Maya Martinez-Hart, WIDA.

**Room B210**

Preschoolers



*Grandes Comienzos—Spanish*

#175 | **Powerhouse positive guidance for toddlers: Maximize your influence with strengths-based strategies to turn around behavior struggles and activate success**

Marie Masterson, McCormick Center for Early Childhood Leadership.

**Room A403**

Toddlers

*Guidance/Discipline/Challenging Behaviors*

#176 | **Eco-Healthy Child Care®: Protecting children from environmental health hazards—A closer look at art supplies and unsafe plastics**

Robin Joseph, Children's Environmental Health Network; Susan Hedges, NAEYC.

**Room A408**

*Health & Safety*

#177 | **Conversations on rural early childhood teacher education: Considering education in, and for, diverse rural settings**

Devon Brenner, Mississippi State University; Kristin Javorsky, Mississippi State University; Julie Parker, Mississippi State University; Madhurima Musser, Mississippi State University.

**Room B409**

*Higher Education/Teacher Preparation*

#178 | **Designing higher education rubrics that align with the NAEYC Professional Preparation Standards**

Megan Woolston, NAEYC; Reginald Williams, South Carolina State University; Brenda Blackburn, Blue Ridge Community College.

**Room A315**

Adults

*Higher Education/Teacher Preparation*

#179 | **Rethinking writing instruction through the lens of identity: An inclusive approach to teaching writing to young dual language learners**

Christopher Wagner, Queens College, City University of New York.

**Room A311**

First- to Third-Graders

*Language & Literacy*

#180 | **Great recipe to create engaged preschoolers: Classroom climate, physical environment, teacher-child interaction, and children's self-control**

Carol Trivette, East Tennessee State University; Hongxia Zhao, East Tennessee State University.

**Room A313**

Preschoolers

*Learning Environment*

#181 | **Dishing up family-style meals: Best practices for implementing family-style meal service in group care settings**

Sherrie Gomez, Learning Care Group; Staci Larsen, Learning Care Group; Donna Pomerson, Learning Care Group.

**Room B408**

*Learning Environment*

#182 | **Enriching environments: Capitalizing on environmental print**

William Hooper IV, University of Alabama at Birmingham; Cora Causey, University of Alabama at Birmingham; Cailin Kerch, University of Alabama at Birmingham.

**Room B302**

Preschoolers

*Learning Environment*

# Thursday Sessions

Thursday Sessions 1:00–2:30 p.m. Georgia World Congress Center (continued)

## #183 | Nurturing the preschool mathematician

Pia Hansen, Math Learning Center; Lori Bluemel, Math Learning Center.

**Room B407**

Preschoolers

Mathematics

## #184 | Accreditation of early learning programs: Preparing to renew your NAEYC term of accreditation

Meghann Hickey, NAEYC; Lorraine Cooke, Egenolf Early Childhood Center.

**Room A404**

NAEYC Accreditation of Programs for Young Children

## #185 | Teacher research for a democratically engaged citizenry

Barbara Henderson, San Francisco State University; Frances Rust, University of Pennsylvania Graduate School of Education; Isaura Escamilla Calan, Las Americas Early Education School; Andrew Stremmel, South Dakota State University; Debra Murphy, Cape Cod Community College.

**Room B311**

Adults

NAEYC Activities

## #186 | The gift of play: Recognizing and respecting young children's amazing possibilities

Elsa Chahin, Pikler/Loczy USA; Peter Mangione, WestEd Center for Child and Family Studies.

**Room A410**

Infants and Toddlers

Play

## #187 | The CDA renewal process

Camille Bryan, Council for Professional Recognition; Abena Ocran-Jackson, Council for Professional Recognition.

**Room B403**

Preschoolers

Professional Development—Training & Technical Assistance

## #188 | Transforming difficult conversations into learning conversations in early childhood settings

Donna Jurich, University of Arizona; Diana Hill, University of Arizona.

**Room B213**

Adults

Professionalism, Leadership & Ethics

## #189 | Caring for those who care: Compassion fatigue and self-care for educators

Sara Whalen, National Association of Counsel for Children; Kaitlin Bush, consultant.

**Room B207**

Adults

Professionalism, Leadership & Ethics

## #190 | Restoring Dr. Mamie P. Clark's role in Brown v. Board of Education

Jennifer Kilgo, University of Alabama at Birmingham School of Education; Lois McFadyen Christensen, University of Alabama at Birmingham School of Education.

**Room B316**

Professionalism, Leadership & Ethics

## #191 | Creative leadership: Developmentally appropriate practice for directors

Anthony Durborow, NAEYC; Kara Myers, NAEYC.

**Room B402**

Professionalism, Leadership & Ethics

## #192 | Blueprint for a vibrant, high-performing early care and education organization: The financial management system and operations connection

Robert Gundling, Better Futures, LLC; Jahi Davis, Better Futures, LLC.

**Room A314**

Adults

Program Administration, Evaluation & Financial Management

## #193 | Seeds of STEM: A research-based STEM curriculum for preschool classrooms—Teaching preschoolers and their teachers how to solve problems

Mia Dubosarsky, The STEM Education Center at Worcester Polytechnic Institute (WPI); Florencia Anggoro, College of the Holy Cross; Colleen Bostwick, Worcester Head Start Program; Suchira Channoi, Worcester Head Start Program.

**Room B208**

Preschoolers

Science

## #194 | The emotional and social lives of infants and toddlers: Research secrets for teachers!

Donna Wittmer, University of Colorado Denver; Alice Honig, Syracuse University.

**Room A405**

Infants and Toddlers

Social/Emotional Development

## #196 | Playing Together: How System-Level Shared Services Make More Effective and Sustainable Early Learning

Chris Swanson, Center for Technology in Education, Johns Hopkins University School of Education; Brian Siatkowski, Center for Technology in Education, Johns Hopkins University School of Education.

**Room B405**

Spotlight Exhibitor Session

Presented by Center for Technology in Education, Johns Hopkins University School of Education.

## #197 | Curriculum and assessment practices in pre-K through grade 5 elementary education in southwestern Georgia

Chuchu Wu, Georgia Southwestern State University.

**Room A406**

First- to Third-Graders

*Standards--Early Learning Standards, Program Standards*

## #199 | Talk with me: Communication with baby social butterflies

Siobian Minish, University of Georgia Child Development Lab at the McPhaul Center; Rachel Bowen, University of Georgia Child Development Lab at the McPhaul Center.

**Room A407**

Infants

*Teaching & Instructional Practices*

## #201 | What to do with THAT: Lessons from research on developmentally appropriate use of computers, tablets, and interactive whiteboards to support learning in preschool

Claire Christensen, SRI Education; Danae Kamdar, SRI Education; Alexandra Adair, Educational Development Center; Marion Goldstein, Educational Development Center.

**Room B303**

Preschoolers

*Technology & Young Children*

## #198 | Expanding state solutions toward a fairly compensated early childhood workforce: Moving the needle on compensation policy, advocacy, and funding

Sue Russell, T.E.A.C.H. Early Childhood® National Center; Anna Carter, Child Care Services Association; Amy Schuster, Wisconsin Early Childhood Association.

**Room B315**

Adults

*State Systems--Data, Financing, Professional Development, Standards, QRIS*

## #200 | Dramatic digital storytelling: Children develop and share play and story ideas using tablets

Bonnie Blagojevic, Morningtown Consulting; Mary Ellin Logue, University of Maine; Loyann Worster, Veazie Community School; Juana Rodriguez-Vazquez, Mano en Mano/Hand in Hand.

**Room B310**

*Technology & Young Children*



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### Featured Session

#### #202 | Academic rigor and DAP: Implementing high-quality teaching practices in K–3

Learn how one state is making strides in improving the quality of education in the primary grades by providing professional learning opportunities for teachers and leaders. See high-quality classrooms in action, meeting standards with a developmentally appropriate approach. Discuss the supports needed for a shift to DAP in the primary grades and how data can help guide change. Formulate a plan for supporting this shift in your context.

Shannon Riley-Ayers, National Institute for Early Education Research; Sharon Ryan, Bank Street College of Education; Kaitlin Northey, Rutgers University; Vincent Costanza, Teaching Strategies, LLC.

#### Room A411

First- to Third-Graders



Shannon  
Riley-Ayers



Sharon Ryan



Kaitlin Northey



Vincent Costanza

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#### #203 | We're all in this together: Alignments and the power of collaboration

Amy Cubbage, Teachstone Training, LLC; Barb Wilder-Smith, Tools of the Mind.

#### Room B209

Preschoolers

*Advocacy/Public Policy*

#### #205 | Snack time is the new STEM time for the full range of young learners

Shelly Counsell, University of Memphis; Brian Wright, University of Memphis.

#### Room B315

Preschoolers

*Children with Disabilities/Early Intervention*

#### #207 | Reflecting on our practice: Distinguishing between classrooms that teach and classrooms where children learn

Debra Lawrence, Delaware County Community College.

#### Room B304

*Curriculum—Theories & Approaches*

#### #204 | Puppet play: Using a mascot puppet to connect children to all areas of the curriculum while extending their skills and challenging their imagination

Mary Jo Huff, Storytelling Time.

#### Room B406

*Arts (Performing & Visual Arts)*

#### #206 | Teaching young children in affluent communities: The Alliance for Early Childhood's response to the 21st century challenges of overscheduled children, too much media, and too little play

Blakely Bundy, The Alliance for Early Childhood; Liza Sullivan, The Alliance for Early Childhood.

#### Room B214

*Community Partnerships*

**#208 | “It’s not about the baskets”:  
Our journey from a traditional  
preschool setting to a Reggio-  
inspired, play-based learning  
philosophy focusing on children’s  
interests and inquiries**

Meghan Sheil, Northwest Missouri State University; Cindy Rouser, Northwest Missouri State University; Erica Buck, Northwest Missouri State University.

**Room A403**

Preschoolers

*Curriculum—Theories & Approaches*

**#209 | Beyond just dancing: Using  
hip-hop with intentionality and  
cultural relevance**

Anthony Broughton, Claflin University.

**Room A405**

Preschoolers

*Diversity & Equity*

**#210 | Exploring natural  
environments: Connecting ALL  
children to nature**

Amie Kusak, University of Central Florida, Creative School for Children; Amy Hesse, University of Central Florida, Creative School for Children.

**Room B210**

*Environmental Education for Children*

**#211 | Creating exceptional family  
experiences: How to develop  
systems that will consistently meet  
and exceed family expectations**

Linda Hall, Bright Horizons Family Solutions; Monica Miller, Bright Horizons Family Solutions.

**Room A402**

Adults

*Family Engagement & Support*

**#212 | The unspoken truth about  
children with parents in prison:  
Empowering teachers to support  
these children effectively**

Fran Roznowski, Cambridge School Dept.; Quniana Futrell, Early Childhood Education Firm, LLC; Dedric Davis, Mississippi County Arkansas Economic Opportunity Community Head Start.

**Room B409**

*Family Engagement & Support*

**#213 | The ABCs of global  
collaboration**

Stephanie Olmore, NAEYC.

**Room B301**

Adults

*Global Perspectives*

**#214 | The story of the child:  
The integration of disciplines  
with story courses to achieve  
meaningful learning**

Ma Rong, Ma Rong International Education Group.

**Room B309**

*Good Start—Chinese Language Track*

**#215 | Canciones que  
puedes usar en la clase  
el lunes por la mañana:  
Enrich your classroom  
with an approach to  
music education that is  
accessible and enjoyable  
for both children and  
adults!**

Ana Trevino-Godfrey, Music Together Worldwide; Gerry Dignan, Music Together Worldwide.

**Room B310**



Grandes Comienzos—Spanish

**#216 | ¿Reacciones  
comunes o respuestas  
conscientes?**

**Comunícate con los  
niños en momentos  
de conflicto para  
que aprendan nueva  
conducta positiva**

Katja von Elbe, Conscious Discipline.

**Room B407**



Grandes Comienzos—Spanish

**#217 | Mental health supports in  
a messy world: A workshop for  
early childhood mental health  
consultants, coaches, and leaders  
who are asked to intervene with  
children who are exhibiting  
challenging behaviors**

Rachel Wagner, Devereux Center for Resilient Children.

**Room B404**

Preschoolers

*Guidance/Discipline/Challenging Behaviors*

**#218 | Safety for children, staff,  
and families: How to make the  
environment safe for all ages**

Abida Ripley, Empowers.

**Room B314**

*Health & Safety*

**#219 | What’s new in NAEYC Higher  
Education Accreditation?**

Megan Woolston, NAEYC; Bridget Murray, Henderson Community College; Mary Harrill, NAEYC.

**Room A315**

Adults

*Higher Education/Teacher Preparation*

# Thursday Sessions

Thursday Sessions 3:00–4:30 p.m. Georgia World Congress Center (continued)

## #220 | Listen closely: Infants and toddlers on the road to literacy

Virginia Streckewald, CHILDCRAFT Education.

**Room B207**

Infants and Toddlers

Language & Literacy

## #221 | A picture is worth 1,000 words: Using visual support in the preschool classroom

Erica Hill, HighScope Educational Research Foundation.

**Room A316**

Language & Literacy

## #222 | Dramatic play center makeover: Simple, inexpensive additions to maximize learning through the dramatic play center

Amber Tankersley, Pittsburg State University.

**Room B313**

Preschoolers

Learning Environment

## #223 | The gift of thrift: Collecting and creating priceless play and learning materials

Shelley Nicholson, Nicholson Early Childhood Education Center; Jessica Martinez, The Goddard School of Austin.

**Room A312**

Preschoolers

Learning Environment

## #224 | Laying the foundation for success in math: How professional development can help early childhood educators prepare children and their families

Nancy Bunt, Nancy Bunt LLC.

**Room B408**

Preschoolers

Mathematics

## #225 | Thomas Moore sings about well child, well family, well nation

Thomas Moore, Thomas Moore Enterprises, Inc.

**Thomas Murphy Ballroom 4**

Music

## #226 | Writing for NAEYC publications and blogs

Susan Friedman, NAEYC; Kathy Charner, NAEYC; Lisa Hansel, NAEYC; Heather Collick, NAEYC; Michael Coventry, NAEYC; Holly Bohart, NAEYC.

**Room A311**

Adults

NAEYC Activities

## #227 | Innovative strategies to effectively use demographic data to enhance your Affiliate's member recruitment and retention plan

Gwen Simmons, NAEYC; Erin Daga, NAEYC; Robyn Lopez Melton, Chair Elect Affiliate Advisory Council.

**Room A408**

NAEYC Affiliates and Association Business

## #228 | The play-learning connection: Why it's more important now than ever

Diane Levin, Wheelock College.

**Room B306**

Play

## #229 | More than just materials: Extending learning through provocations

Lauren Forsyth, Webster Groves School District–Ambrose Family Center; Heather Nichols, Webster Groves School District–Ambrose Family Center.

**Room B311**

Play

## #230 | Stay and play outside all day: Increasing the use of outdoor learning environments through the lens of a quality assessment process

Megan Porter, NCRLAP; LaToya Hedgspeth, NCRLAP; Kellie Cook, NCRLAP; Linda Rowley, NCRLAP.

**Room B308**

Play

## #231 | The roles of the Professional Development Specialist and the Gold Standard Reviewer

Camille Bryan, Council for Professional Recognition; Edwan Fon, Council for Professional Recognition.

**Room B403**

Preschoolers

Professional Development—Training & Technical Assistance

## #232 | What makes you the expert? How consultants can attract clients through differentiation

Fran Simon, Engagement Strategies.

**Room B316**

Adults

Professionalism, Leadership & Ethics

## #233 | Rally NOW: Adequate wages and professional respect = high-quality education—So how do we get there? And how can I take part?

Lynn Hartle, Penn State University, Brandywine.

**Room B402**

Preschoolers

Professionalism, Leadership & Ethics



Session is part of the Young Professionals Track.



#234 | **Finding balance as an emerging leader**

YPAC

Cody Summerville, Pflugerville Independent School District; Zaina Cahill, Children's Village.

**Room A410**

Adults

*Professionalism, Leadership & Ethics*

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#235 | **Visioning: Learning from the past, preparing for the future**

Glenna Jones, St. Paul's Day School & Kindergarten; Brandy Phillips, St. Paul's Day School & Kindergarten.

**Room A406**

Adults

*Program Administration, Evaluation & Financial Management*

#236 | **Evaluating the effectiveness of a multidimensional collaborative outreach project to improve nutrition and physical activity in ECE: Results from the Healthy Child Care Georgia project**

Diane Bales, University of Georgia; Caree Cotwright, University of Georgia; Jung Sun Lee, University of Georgia.

**Room A313**

Preschoolers

*Research*

#237 | **Picture science in your classroom: Deepen those fun explorations by connecting with the practices of science and engineering**

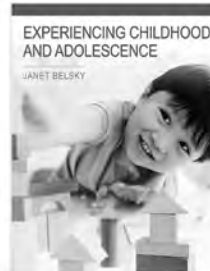
Peggy Ashbrook, NSTA columnist; Cindy Hoisington, Education Development Center (EDC); Sandy Chilton, Austin ISD.

**Room B213**

*Science*



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# Thursday Sessions

Thursday Sessions 3:00–4:30 p.m. Georgia World Congress Center (continued)

## #238 | Not everything that is important is measurable

Keith Pentz, Kaplan Early Learning Company.

**Room B401**

Infants and Toddlers

*Social/Emotional Development*

## #239 | Ways to honor spirituality in the early childhood classroom: Research to practice

Jennifer Mata-McMahon, DePaul University; Michael Haslip, Drexel University; Deborah Schein, Champlain College.

**Room B305**

*Social/Emotional Development*

## #240 | Incorporating cooking into an early childhood curriculum: How to include science, literacy, math, language, music, and so much more into a developmentally appropriate cooking curriculum

Regina Abraham, Summit School of Ahwatukee; Lisa Stearn-Hayes, Summit School of Ahwatukee.

**Room B208**

Preschoolers

*Teaching & Instructional Practices*

## #241 | The art of communication in pre-K through grade 3 classrooms

Gisele Crawford, University of North Carolina at Chapel Hill; Adam Holland, University of North Carolina at Chapel Hill; Sam Oertwig, University of North Carolina at Chapel Hill; Sharon Ritchie, University of North Carolina at Chapel Hill.

**Room B312**

*Teaching & Instructional Practices*

## #242 | “Why do babies cry? What else can they do?” Investigating babies with preschool children to build empathy and social knowledge

Heather Oski, Eastern Connecticut State University; Kaitlin Thibodeau, Eastern Connecticut State University.

**Room B303**

Preschoolers

*Teaching & Instructional Practices*

## #243 | Light table magic! An economical approach to safe, inexpensive, and incredible experiences and activities on light boxes

Cathy Crawford, Royslco.

**Room A314**

Kindergartners

*Technology & Young Children*

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# Thursday Research Poster Session

Thursday 4:30–6:00 p.m. Georgia World Congress Center

## #244 | NAEYC's Research Poster session

NAEYC Expo, Exhibit Hall A1/A2/A3, rear of Expo Hall near booth #1348

Take advantage of this opportunity to learn about cutting-edge research in the field of early childhood education by visiting the poster displays and speaking with researchers.

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**RS#1** "It started with a book and ended in a game": Selecting children's literature to engage families and promote in home play  
Kimberly Clay, Clemson University;  
Caroline Templeton, Clemson University.

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**RS#2** "Technology? It's a stretch, but a good stretch": Integrating iPads into curriculum in infant/toddler and preschool classrooms  
Boh Young Lee, Western Illinois University.

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**RS#3** "That was her last day": Parents living in three of Philadelphia's highest-poverty neighborhoods give insight as to why they took their children out of multiple childcare settings  
Kaitlin Moran, St. Joseph's University.

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**RS#4** Addressing the cradle-to-prison pipeline through early childhood education service learning projects  
Michelle Brunson, Northwestern State University; Katrina Jordan, Northwestern State University.

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**RS#5** Coteaching: Perceptions of preservice teachers from a university field experience  
Adam Akerson, Stephen F. Austin State University; Mark Montgomery, Stephen F. Austin State University.

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**RS#6** Comparative analysis on Chinese preschool education curriculum  
Xiaodan Jin, Korea National University of Education; Kyung-chul Kim, Korea National University of Education.

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**RS#7** Comparison of creativity between American and Chinese 5-year-old children  
Hongxia Zhao, East Tennessee State University; Carol Trivette, East Tennessee State University.

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**RS#8** Critical literacy approach using parody stories: A case study in a kindergarten classroom in Korea  
Su-Jeong Wee, Purdue University Northwest; Kyoung Jin Kim, Wheelock College.

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**RS#9** Homelessness in children's picture books published in the United States  
Jinhee Kim, Kennesaw State University; Su-Jeong Wee, Purdue University Northwest.

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**RS#10** Pursuit of Japanese cultural authenticity in young children's picture books published in the United States  
Su-Jeong Wee, Purdue University Northwest; Jinhee Kim, Vanguard University of Southern California.

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**RS#11** Early childhood teachers' lived experiences about compulsory inclusive education in Korea  
Kyoung Jin Kim, Wheelock College; Min Kyung Han, Daegu University; Hae Min Yu, independent researcher.

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**RS#12** The forgotten child: Identifying, understanding, and responding to the classroom bully  
Kyoung Jin Kim, Wheelock College; Beverly Boals-Gilbert, Arkansas State University.

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**RS#13** Cultivating leadership skills among young children using peer-led workshops  
Keerthi Jayaraman, EdGift Foundation; Adithi Jayaraman, EdGift Foundation; Saigeetha Jambunathan, New Jersey City University.

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**RS#14** Developing intrinsic student motivation: Applying job characteristic theory to first-grade writing  
Autumn Premen, Eastern Michigan University.

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**RS#15** Early literacy programming for families with babies in the NICU  
Betsy Diamant-Cohen, Mother Goose on the Loose LLC; Brenda Hussey-Gardner, University of Maryland School of Medicine; Susan Sonnenschein, University of Maryland, Baltimore County; Summer Rosswog, Port Discovery Children's Museum; Rebecca Dowling, University of Maryland, Baltimore County; Lisa Shanty, University of Maryland, Baltimore County.

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**RS#16** Early literacy support at home: Chinese parents' perceptions and pedagogical practices

Yajuan Xiang, University of Southern Indiana; Clarissa Willis, University of Southern Indiana; Jill Raisor, University of Southern Indiana.

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**RS#17** Effective group times

Amanda Key, Concord University; Andrea Campbell, Concord University.

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**RS#18** Effects of a prekindergarten math/science curriculum on the mathematics knowledge of children from families with low incomes

David Brown, Texas A&M University-Commerce; Kelly Dudley, Garland ISD/TAMUC; Jesus Camposeco, Jr., Dallas ISD/TAMUC.

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**RS#19** Environmental responsibility: An analysis of the perspectives, attitudes, values, and behaviors of young children

Cecile Carson, Keep America Beautiful; Linda Schertz, University of North Texas.

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**RS#20** Exploring diverse paternal practices: Building synergistic sustainability in early childhood education among schools, communities, and homes

Keun Kyu Kim, Delaware State University; Il Rang Lee, Bowling Green State University; Yeonsun Ellie Ro, Institute of Early Global Education.

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**RS#21** Exploring parents' and occupational therapists' views on facilitating social and emotional development

Salena Neuwar, Georgia Southern University; Katy Gregg, Georgia Southern University.

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**RS#22** HighScope's COR for Kindergarten: Results of the validation study

Jeffrey Beal, HighScope Educational Research Foundation.

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**RS#23** The iCS Project: An intersection of project-based learning and computational thinking

Meghan Welch, Georgia State University; Mia Obiwo, Georgia State University.

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**RS#24** Learning to code in the classroom

Sarah Pila, Northwestern University; Fashina Aladé, Northwestern University; Kinnari Atit, Northwestern University; Alexis Lauricella, Northwestern University; Ann Gadzikowski, Northwestern University; Ellen Wartella, Northwestern University; David Uttal, Northwestern University.

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**RS#25** Let them play: Using play as a vehicle for facilitating the attainment and use of academic skills in young children

Samantha Higgins, Concord University Early Childhood Special Education.

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**RS#26** Listening to children and their families' personal narratives: How to develop authentic writing experiences in prekindergarten classrooms

Raquel Cataldo, University of Texas at San Antonio; Iliana Alanis, University of Texas at San Antonio.

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**RS#27** Purposeful infusion of paired strategies during science instruction with young children: Developing oral language

Maria Arreguin-Anderson, University of Texas at San Antonio; Iliana Alanis, University of Texas at San Antonio.

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**RS#28** Mathematical interventions for children in pre-K and kindergarten: A meta-analysis

Michele Stites, University of Maryland Baltimore County; Christopher Rakes, University of Maryland Baltimore County.

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**RS#29** Morally autonomous adults: The power of preservice teacher candidates engaged in the teacher research process

Cora Causey, University of Alabama at Birmingham; Jennifer Summerlin, University of Alabama at Birmingham.

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**RS#30** Multiple perspectives: Voices join to approach initial conversations supporting young children with special needs

Holly Hoffman, Central Michigan University; Cheryl Geisthardt, Central Michigan University.

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**RS#31** On the scientific literacy of preschool teachers in China

Xiuying Ding, Korea National University of Education.

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**RS#32** Online early childhood education: Using bells and whistles to enhance the e-learning experience!

Nancy Moretti, Penn Foster.

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**RS#33** Sociocultural contexts of reading development in young dual language learners

Hsin-Hui Grace Lin, University of Houston-Victoria; Liping Wei, University of Houston-Victoria; Mei-Chih Wang, University of Houston-Downtown.

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# Thursday Research Poster Session

Thursday 4:30–6:00 p.m. Georgia World Congress Center (continued)

**RS#34** Standing up for developmentally appropriate practice: Stories of autonomous early childhood educators

Jill Davis, University of Central Oklahoma.

**RS#35** Supporting children's play: Using a playground checklist to evaluate local playgrounds

Michelle Ciminelli, Niagara University.

**RS#36** Supporting young children's multimodal communication and cultural learning through play in aboriginal Head Start classrooms

Shelley Stagg Peterson, University of Toronto; Nicole Beardy-MEEKIS, Aboriginal Head Start Program.

**RS#37** A sustainable professional development model that invigorates teachers' thinking: Teachers' journey of change

Karen Liu, Indiana State University.

**RS#38** Teaching global perspectives to young children: Integrating the sustainable development goals (SDGs) into early childhood classrooms

Yoonhee Lee, Florida Atlantic University.

**RS#39** Vroom-vroom! Beep-beep! The stories children tell in truck and car play: Implications for teachers to build on children's receptive content knowledge to extend language and play

Mary Ellin Logue, University of Maine; Amanda Travers, Duncan Public Schools.

**RS#40** What kindergarten teachers think is important about kindergarten readiness: The importance of social-emotional skills

Darlene DeMarie, University of South Florida; Roseanne Flores, Hunter College/CUNY.

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**Item 170** | List \$32 | Conference Price \$25.60

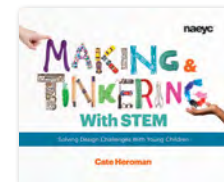
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### Making and Tinkering With STEM

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## Thursday Session 5:00–6:00 p.m. Georgia World Congress Center

#245 | **By invitation only: NAEYC Higher Education peer reviewer meet and greet**

**Room A315**

Currently trained NAEYC Higher Education Accreditation/Recognition Peer Reviewers join NAEYC staff and fellow reviewers for an opportunity to network, hear updates, and share thoughts about the peer review process.

**This meeting is by invitation only; preregistration required.**

Megan Woolston, NAEYC.

Adults

NAEYC Activities

## Thursday Session 7:00–9:00 p.m. Georgia World Congress Center

#246 | **The TA-DA! curriculum: Still teaching in the “key of life”**

**Georgia World Congress Center, Room B401**

Early childhood professionals experience so many instances of stressful requirements, directives, and pressures that it is easy to forget the countless opportunities for meaningful learning in numerous “ordinary” moments (“to see the world in a grain of sand”). Hopefully, this joyful session (with active participation) of extraordinary “ordinary” moments will encourage participants to see those important connections and how easy and natural are their gifts to the children and ourselves. Participants will leave feeling strengthened in confidence and creativity.

Mimi Brodsky Chenfeld, consultant.

Arts (Performing & Visual Arts)



### Conference Evaluation

**Your opinion is important to us!**

The NAEYC Annual Conference Evaluation will be emailed to all registrants at the end of the conference. We look forward to reviewing your feedback and comments.

### Stay up-to-date on program changes/cancellations.

Please refer to the Program Change boards located throughout the Georgia World Congress Center, download the conference mobile app, or follow us on Twitter at [@NAEYC!](https://twitter.com/NAEYC)

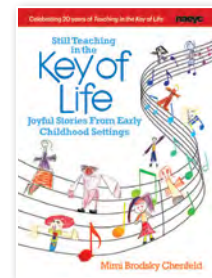


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#### Still Teaching in the Key of Life

##### Joyful Stories From Early Childhood Settings

Remember the joy of teaching by reading 20 inspirational stories about children and teaching. Each story is filled with laughter, love, and joy to remind teachers why everyday moments—things they do daily—are so important in the lives of children.



**Item 173** | List \$12 | Conference Price \$9.60

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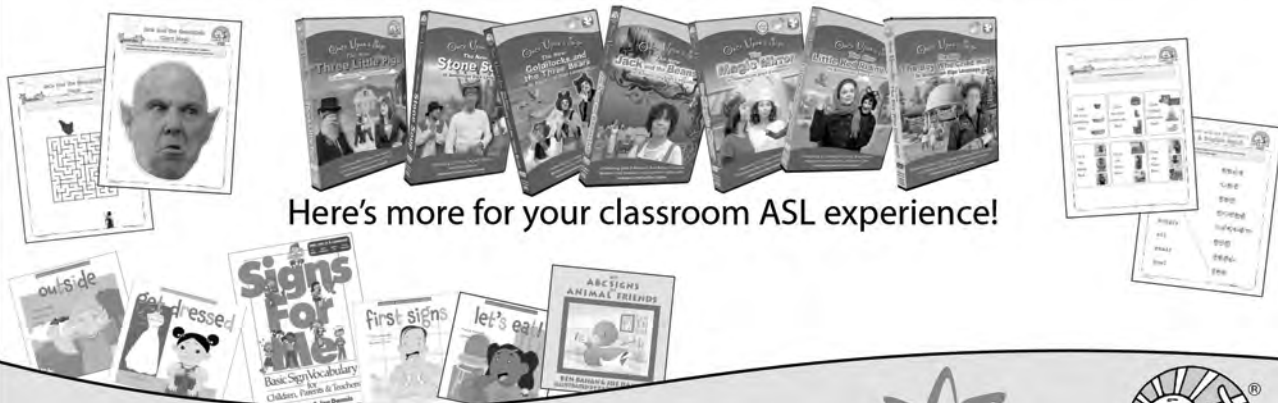
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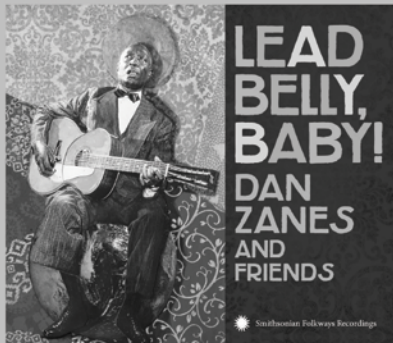
  
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Like eating, breathing, and sleeping, children sing because they must. Music, the universal language, is learned in the earliest years of life and remains vital thereafter. This rich collection invites listeners of all ages to revel and participate in the colorful world of Smithsonian Folkways' children's music collection, with both music created "for children," showcasing our most celebrated storytellers and songwriters, and "by children," featuring the unique ways children express and understand themselves and the world through song.

57 minutes, 36-page illustrated booklet.  
SFW-CD-45081 \$14.98



As a young boy, GRAMMY-winning children's artist Dan Zanes was drawn to the music of Lead Belly in all of its magic, imagination, and mystery. This discovery completely changed his view of the world and his place in it. Zanes now presents a fresh vision of Lead Belly's music for a new generation with a little help from his friends. Experience Lead Belly's songs through a new lens as Dan Zanes and Valerie June, Chuck D., Billy Bragg, Aloe Blacc, and many others celebrate an American musical icon.

45 minutes, 40-page booklet with lyrics  
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Renowned children's performer Ella Jenkins has vivid memories of singing at summer camps, and if you were a camper, you must too! She and her friends invite you to share those experiences and celebrate her 60 years as a Folkways artist with this recording. Ella assembled a group of children, parents, and teachers from the Old Town School of Folk Music in Chicago, along with Tony and Kate Seeger from Camp Killooleet, to sing these classic camp songs, rounds, silly songs, and campfire sing-alongs with you. Move along with them and make them your own! Most of all, have fun!

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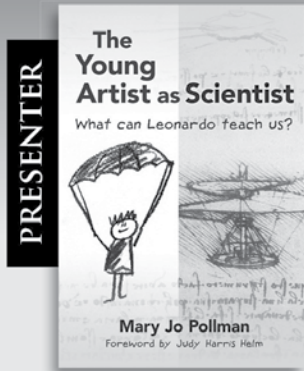
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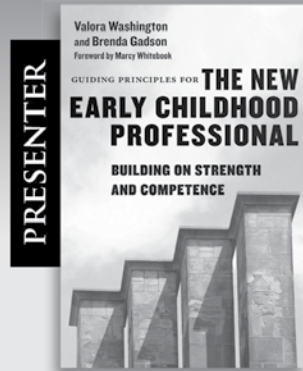
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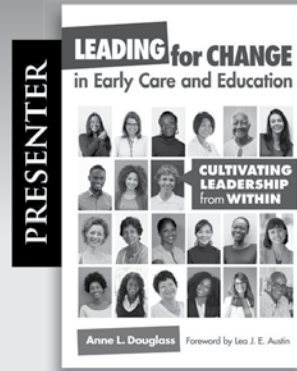
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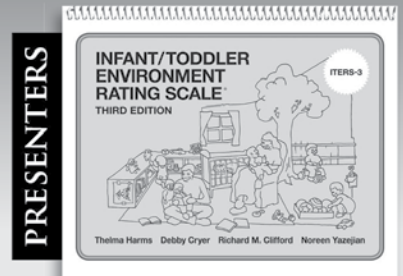
**THURS., 11/16, 11:30**  
Mary Jo Pollman



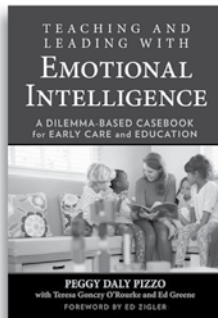
**FRIDAY, 11/17, 11:00**  
Valora Washington



**FRIDAY, 11/17, 11:30**  
Anne L. Douglass



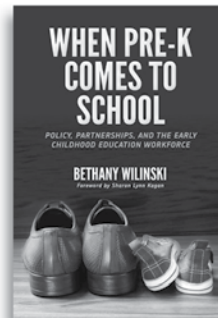
**FRIDAY, 11/17, 3:30**  
Debby Cryer and  
Richard M. Clifford



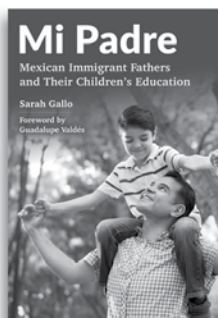
Peggy Daly Pizzo



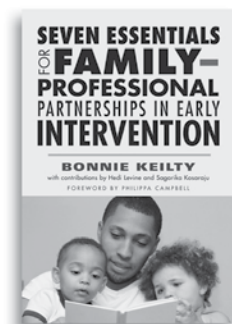
Judy Harris Helm



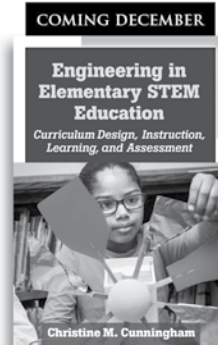
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Friday, Nov. 17 from 1:00-2:30 PM EST  
Room B 210: World Congress Center, Atlanta  
Debby Cryer and Richard M. Clifford



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Sunday, March 4–Tuesday, March 6 | Washington, DC

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At Public Policy Forum, you will:

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- Hear from and network with national and state policy leaders and fellow advocates
- Get the resources and experiences you need to be an informed and effective advocate
- Meet with members of Congress and build relationships

For more information, email

[advocacy@NAEYC.org](mailto:advocacy@NAEYC.org)

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 Friday, 1:00–2:30 p.m. | Room B405



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The Career Center, located within the NAEYC Expo Hall, was developed as a result of ongoing feedback for career advancement content and professional development support.



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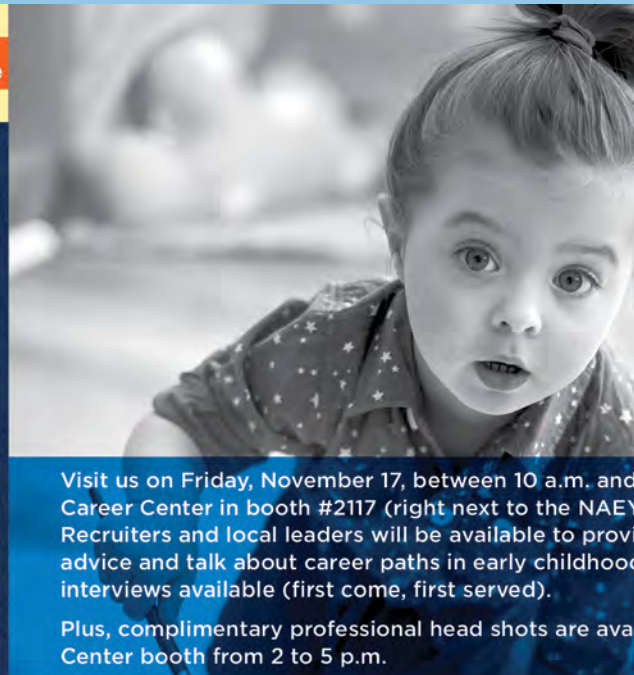
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Learning Care Group, a leading provider of early education and child care, is proud to sponsor this featured session:

### Meet Caldecott-Award Winning Authors and Illustrators: Children's Literature at NAEYC

November 17 • 10:00 a.m. - 11:30 a.m.  
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Visit us on Friday, November 17, between 10 a.m. and 6 p.m. at the NAEYC Career Center in booth #2117 (right next to the NAEYC Member Café). Recruiters and local leaders will be available to provide résumé and interview advice and talk about career paths in early childhood education. Immediate interviews available (first come, first served).

Plus, complimentary professional head shots are available at the Career Center booth from 2 to 5 p.m.



[learningcaregroup.com/careers](http://learningcaregroup.com/careers)

# Friday sessions

Friday Sessions 8:00–9:30 a.m. Georgia World Congress Center

## Featured Session

### #247 | The NAEYC and Fred Rogers Center joint position statement on technology and interactive media as tools in early childhood programs turns 5: Guiding educators in the digital age

Panelists reflect on lessons learned during the three-year process of developing the joint position statement and consider how well the statement and key messages have aged since 2012. We will review what we know now that we didn't know in 2012, and explore the big ideas, key messages, and best practices described in the position statement and how they impact young children, parents, families, and early childhood educators in 2017. Learn about the perspectives of other organizations that have written position statements and guidelines on this topic since 2012, and consider how to effectively synthesize and use them to help us connect the dots between child development, early learning, best teaching practices, and digital media.

Chip Donohue, Erikson Institute; Susan Friedman, NAEYC; Rick Fernandes, Fred Rogers Center; Kathleen Paciga, Columbia College Chicago.

**Room A411**



Chip Donohue



Susan Friedman



Rick Fernandes



Kathleen Paciga

### #248 | America for Early Ed: How you can help grow the demand for high-quality early childhood education

Lauren Hogan, NAEYC.

**Room A403**

*Advocacy/Public Policy*

### #249 | Listening to colors and dancing with words: Integrating arts across the mandated curriculum for ALL children

Mary Elizabeth Ambery, Southeast Missouri State University; Sara Garner, Southeast Missouri State University; Rebecca Ann Moore, Southeast Missouri State University.

**Room B301**

*First- to Third-Graders*

*Arts (Performing & Visual Arts)*

### #250 | Appropriate assessment of young dual language learners: Using observation and play to understand what they know

Douglas Bell, Kennesaw State University.

**Room B311**

*Preschoolers*

*Assessment of Young Children*

**#251 | Ready, but not revved: Sensory and movement strategies for improved attention, learning, and behavior**

Kay Zastrow, Teaching Loving Discipline.

**Room B406**

*Children with Disabilities/Early Intervention*

**#252 | The impact of trauma on play and learning: How to create early learning environments that support healing and recovery**

Barbara Sorrels, The Institute for Childhood Education.

**Room B314**

*Children with Disabilities/Early Intervention*

**#253 | Meaningful intergenerational activities in early childhood classrooms**

Jinhee Kim, Kennesaw State University; Seon Chun-Burbank, Vanguard University of Southern California.

**Room B306**

Preschoolers

*Community Partnerships*

**#254 | Weaving the 4 C's into your program: The essential skills needed to inspire young creative thinkers and confident innovators ready for future challenges!**

Rebecca Isbell, East Tennessee State University; Sonia Yoshizawa, East Tennessee State University.

**Room B214**

*Curriculum—Theories & Approaches*

**#255 | Let's start talking about skin color: Having conversations with children about skin color identity and differences**



Katie Kissinger, Portland State University and Threads of Justice Collective.

**Room B302**

Preschoolers

*Diversity & Equity*

Sponsored by:



**#257 | Growing together: Fostering sustainability, community, and a healthy approach to food by bringing agriculture into the classroom**

Ryan Bower, Bright Horizons; Charlotte Monaghan, Bright Horizons.

**Room B315**

*Environmental Education for Children*

**#258 | Supporting mathematical thinking through increased family engagement: Strategies for increasing home-based play**

Sandra Linder, Clemson University; Andrea Emerson, Clemson University.

**Room B316**

*Family Engagement & Support*

**#259 | Building capacity in a changing world: Saudi Arabian policy and professional efforts to develop a literate and democratically educated populace**

Shirley Morgenthaler, Concordia University Chicago; Safa Alneel, Concordia University Chicago; Sarah Alneel, Concordia University Chicago; Wael Alahmadi, Concordia University Chicago.

**Room A316**

Adults

*Global Perspectives*

**#260 | Building Blocks and their influence on the development of geometric spatial ability in children aged 4-5**

Zhang Xiaoxia, University of Massachusetts Boston.

**Room B309**

*Good Start—Chinese Language Track*

**#261 | Developmentally appropriate child guidance: Enhancing self-esteem while facilitating self-control**

William Mosier, Wright State University.

**Room B310**

Preschoolers



*Grandes Comienzos—English*



Session is part of the Young Professionals Track.

#262 | ¡Ayuda, quiero enseñar y la disciplina me lo impide! Desarrollando control de impulsos, disposición, y auto-regulación para ayudar a los niños a transformar su comportamiento

Lety Valero, Loving Guidance.

**Room B210**



Grandes Comienzos—  
Spanish

#263 | **Autism PLAY Project® - Un modelo de aprendizaje mediado por los padres: una introducción a este modelo que es basado en evidencia, eficaz en cuanto a costo y mediado por padres para mejorar las vidas de niños con trastornos del espectro autista (ASD por sus siglas en inglés)**

Lori Sheerin, Autism Services of Southern Colorado, LLC; Malinda Cumbow Radloff, MCR Consulting, LLC; Karma Ansbacher, Lotus Therapies, LLC.

**Room B404**



Grandes Comienzos—  
Spanish

#264 | **Exploring emotions and self-identity through children's literature**

Angie Durand, Houston Baptist University; John Spoede, Houston Baptist University.

**Room B403**

*Guidance/Discipline/Challenging Behaviors*

#265 | **Literacy learning, birth to grade 3: Developmental continuum, red flags, Response to Intervention, and strategies for teaching**

Brian Kingrey, Iowa AEEYC.

**Room A313**

*Language & Literacy*

#266 | **Going beyond the A-B-C song: Fun and engaging music activities that naturally support children's developing language and literacy skills**

Lili Levinowitz, Rowan University; Lauren Guilmartin, Music Together Worldwide.

**Room B209**

Preschoolers

*Language & Literacy*

#267 | **Glowing and flowing: Explorations in a light-and-shadow room**

Nicholl Cruz, University of South Florida.

**Room B408**

Preschoolers

*Learning Environment*

#268 | **Take it apart: Creating an environment of authentic inquiry and learning across all domains through providing an engaging take-apart center in the classroom**

Amy Weaver, Amy E. Weaver-Educational Consulting.

**Room B313**

Preschoolers

*Learning Environment*

#269 | **Beyond counting: Math all day, every day for young children**

Nuria Jaumot-Pascual, TERC; Marlene Kliman, TERC.

**Room A314**

Preschoolers

*Mathematics*

#270 | **Music project ideas for Reggio-inspired classrooms**

Wendell Hanna, San Francisco State University.

**Room B207**

Preschoolers

*Music*

#271 | **Accreditation of early learning programs: Accreditation 101—Understanding the accreditation process and expectations**

Meghann Hickey, NAEYC; Sharon Fatheree, NAEYC assessor.

**Room A404**

*NAEYC Accreditation of Programs for Young Children*

#272 | **Teaching early learners STEAM in a collaborative, playful way**

Mads Lemvigh Fog, LEGO Education.

**Room B407**

Preschoolers

*Play*

#273 | **Disparities in play opportunities: Issues of social justice**

Olga Jarrett, Georgia State University; Darlene DeMarie, University of South Florida; Michael Patte, Bloomsburg University; Vera Stenhouse, independent contractor, Georgia State University; John Sutterby, University of Texas San Antonio.

**Room B402**

*Play*

# Friday Sessions

Friday Sessions 8:00–9:30 a.m. Georgia World Congress Center (continued)

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## #274 | Brain-based adult learning: Tips and strategies for trainers

Patricia Minish, ECE Training Network.

**Room A311**

Adults

*Professional Development—Training & Technical Assistance*

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## #275 | Explore “Watch Me! Celebrating Milestones and Sharing Concerns,” a professional development training, and other free resources from CDC’s “Learn the Signs. Act Early.” program to promote early identification of children with developmental delays and disabilities

Julia Abercrombie, Centers for Disease Control and Prevention; Camille Smith, Centers for Disease Control and Prevention.

**Room B305**

Infants and Toddlers

*Professional Development—Training & Technical Assistance*

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## #276 | Improving leadership through smarter hiring

Mary Brown, Brown + Gibney; Terry Gibney, Brown + Gibney.

**Room A410**

Adults

*Professionalism, Leadership & Ethics*

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## #277 | Leaps and bounds in professional growth: The values in taking risks

Luis A. Hernandez, TTAS/Western Kentucky University; Holly Elissa Bruno, Holly Elissa Bruno Keynotes; Debra Sullivan, Seattle Black Child Development Institute.

**Room B312**

Adults

*Professionalism, Leadership & Ethics*

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## #278 | TriCollaboration: Building community through relationship-focused leadership

Maree Bredhauer, Early Childhood Australia Northern Territory Branch; Coleen Davidge, TriCollaboration.

**Room A312**

Adults

*Professionalism, Leadership & Ethics*

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## #279 | Emotional intelligence: It’s not just for children—Understanding why emotional intelligence matters for adults, and how to help team members increase skills in key dimensions that impact success

Curt Cisrow, High Performing Systems, Inc.; Debra Cannarella, High Performing Systems, Inc.

**Room B211/212**

Adults

*Program Administration, Evaluation & Financial Management*

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## #280 | Characteristics of the early childhood workforce for children from birth through grade 3

Susan Sarver, Buffett Early Childhood Institute at the University of Nebraska; Samuel Meisels, Buffett Early Childhood Institute at the University of Nebraska; Catherine Huddleston-Casas, Buffett Early Childhood Institute at the University of Nebraska; Amy Roberts, Buffett Early Childhood Institute at the University of Nebraska.

**Room B208**

Adults

*Research*

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## #281 | Garden tools, ramps, and wind socks: Promoting engineering in preschool for all learners

Alissa Lange, East Tennessee State University; Barbara Sack, Passaic Public Schools; Hagit Mano, NIEER/Rutgers University.

**Room B213**

Preschoolers

*Science*

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## #282 | Young children understanding issues of poverty: Transformational learning experiences for students in early elementary social studies

Erin Casey, Louisiana State University; Hillary Eisworth, Louisiana State University.

**Room A406**

First- to Third-Graders

*Social Studies/History*

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## #283 | Creative toolbox for resiliency: Art-making, children’s literacy, and mindfulness activities to help children and families cope with loss or grief

Julie Ugalde, Anna Maria College.

**Room B303**

Kindergartners

*Social/Emotional Development*

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## #284 | Accelerate Early Learning with Technology

Brandee Ramirez, Tustin Unified School District; Pam Botts Ofe, Frog Street.

**Room B405**

*Spotlight Exhibitor Session*

.....  
Presented by **Age of Learning**.

**#285 | From the mountains to the seashore: Connecting themes with early learning standards**

Mary Shell, Telamon Tennessee Head Start Programs.

**Room A407**

Toddlers

*Standards—Early Learning Standards, Program Standards*

**#286 | QRIS from pilot to scale to sustainability: Lessons learned from two QRIS in Rhode Island and Oregon**

Lisa Hildebrand, Rhode Island AIEYC; Chris Amirault, consultant; Robyn Lopez Melton, Research Institute at Western Oregon University.

**Room B409**

Adults

*State Systems—Data, Financing, Professional Development, Standards, QRIS*

**#288 | Blogging in a pre-K classroom: Home-school relationships and digital portfolios**

Shannon Sciulli, Shady Side Academy; Alexis Randall, Shady Side Academy; Nicholas Hammon, Shady Side Academy.

**Room B308**

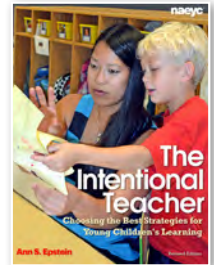
Preschoolers

*Technology & Young Children*

**Available at the NAEYC Shop!**

**The Intentional Teacher**

**Choosing the Best Strategies for Young Children's Learning (Rev. ed.)**



This revised and greatly expanded edition provides specific ideas and strategies for interacting with children in key subject areas using both child-guided and adult-guided learning experiences. This edition includes new chapters on science, social studies, and approaches to learning; updated, expanded information on social and emotional development, physical development and health, language and literacy, math, and the creative arts; and practical teaching strategies that are illustrated with classroom-based anecdotes.

**Item 1120** | List \$38- | Conference Price \$30.40

**Grab a bite!**

**Wake up with a delicious cappuccino!**

Pick-me-ups available in the Expo Food Court.



Snacks and lunch available for purchase from 10:00 a.m. to 6:00 p.m.

**NAEYC Expo is located in the GWCC, Building A, Level One Exhibit Hall A1/A2/A3.**

### #289 | OMEP-USA's global perspectives and early childhood history topics

This session offers a group of presentations reflecting various historical periods in early childhood care and education (ECCE). Four reports will include the OMEP-USA Global Perspectives on the Oxford Round Table seminar on Childhood Education, including ECCE; the 1950s kindergarten experience using visual representation to document children's learning; a report on over 100 reports since the late 1950s addressing the disconnect in ECCE; and stories from the life of the author of the *The Lord of the Rings*.

- Thirteen years later: A legacy facilitating 43 Oxford Round Tables in England, OMEP-USA president Jean Simpson, Trinity University DC, & president-elect Judith McConnell-Farmer, Washburn University.
- Constructing knowledge, literally: What we can learn from a 1950s kindergarten teacher about children's abilities to use visual representation to document their learning, Elizabeth Sherwood, Southern Illinois University at Edwardsville.
- Finding the disconnect between early childhood quality and public policies that address programs, Part 2, Edna Runnels Ranck, District of Columbia Early Learning Collaborative.
- J. R. R. Tolkien's life at Oxford University and his writings (*The Hobbit* and *The Lord of the Rings*), Judith McConnell-Farmer, Washburn University.

Edna Runnels Ranck, District of Columbia Early Learning Collaborative; Elizabeth Sherwood, Southern Illinois University Edwardsville; Jean Simpson, World Organization of Early Childhood Education OMEP; Judith Lynne McConnell-Farmer, Washburn University.

### Room A408

Professionalism, Leadership & Ethics



### Visit the Expo

between 10:00 a.m. and 6:00 p.m. to pick up your **complimentary registrant bag** while supplies last!

NAEYC appreciates the sponsorship of the registrant bag by **Teaching Strategies, LLC.**

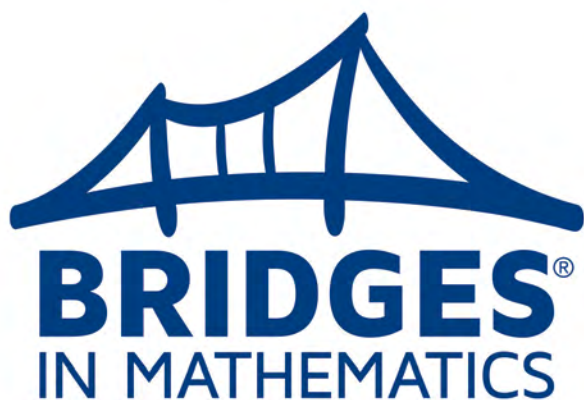




# Bridges in Mathematics Now for Pre-K



## Building Mathematical Thinkers<sup>SM</sup>



Bridges Pre-K is playful and play-based, designed to engage children through the use of contextual themes, games, stories, mysteries, intriguing problems, manipulatives, and visual models. The program is logically sequenced around well-researched developmental progressions to allow for depth and focus as children progress in knowledge and skills.

Stop by booth 1543 to learn more.

[mathlearningcenter.org/PreK](http://mathlearningcenter.org/PreK)

### Featured Session

#### #290 | Meet Caldecott-award winning authors and illustrators: Children's literature at NAEYC

Be your child's best teacher using children's literature. This annual well-attended featured session brings award-winning children's authors and illustrators to NAEYC to share their experiences and expertise with teachers. The authors and illustrators, all leaders in the field, will discuss how they create their books, what children have said and asked about their books, and share strategies to use their books with children. Additionally, they will share their own journey as writers, writing for publication, and experiences in working with children in school.

Brian Selznick, author and illustrator; Molly Idle, author and illustrator; Steve Jenkins, author and illustrator; Robin Page, author and illustrator; Holly Seplocha, William Paterson University (moderator).

#### Room A412

Thank you to our sponsor of this Featured Session, *Learning Care Group*.



Brian Selznick



Molly Idle



Steve Jenkins



Robin Page



Holly Seplocha



#### #291 | Out of the church basement to the top of the hill

JaneAnn Benson, Grand Rapids Community College; Kathleen Neumann, Grand Rapids Community College.

#### Room B306

Adults

*Advocacy/Public Policy*



Session is part of the Young Professionals Track.

#### #292 | See, play, read! Bringing picture books to life through the arts

Ruthie Miltenberger, Atlanta Symphony Orchestra–Woodruff Arts Center; Nicole Cromartie, High Museum of Art, Atlanta, Georgia–Woodruff Arts Center; Olivia Aston Bosworth, Alliance Theatre–Woodruff Arts Center–Atlanta, Georgia.

#### Room B310

Infants and Toddlers

*Arts (Performing & Visual Arts)*

#294 | **When families complain about the challenging behaviors of someone else's child: Developing and communicating an inclusive philosophy**



Deborah Abelman, Family Service of Greater Boston.

**Room B308**

Adults

*Children with Disabilities/ Early Intervention*

Sponsored by:



#296 | **The power of intention: Reconsidering everyday early childhood practices**



Iris Ponte, The Henry Frost Children's Program; Lisa Kuh, Somerville Public Schools.

**Room B402**

Preschoolers

*Curriculum—Theories & Approaches*

Sponsored by:



#298 | **Measuring diversity proficiency in an early childhood classroom**

Michelle Robertson, Santa Barbara Unified School District.

**Room B316**

Adults

*Diversity & Equity*

#299 | **Childcare deserts: Addressing the gaps in quality childcare and the qualified workforce**

Brandi King, Child Care Aware of America; Dionne Dobbins, Child Care Aware of America.

**Room B305**

Adults

*Diversity & Equity*

#295 | **From sounds to symbols: Using music-and-movement activities to build foundational math, language, and literacy skills**

Kelly Green, Kindermusik International; Beth Anspach, Kindermusik International; Carol Stringham, Kindermusik International; Kathryn Henderson, Kindermusik International; Deborah Pool, Kindermusik International.

**Room B211/212**

Preschoolers

*Cognitive Development*

#297 | **How to use documentation for curriculum development, assessment, and advocacy**

Andrea Sisbarro, Boulder Journey School; Alison Maher, Boulder Journey School.

**Room A406**

*Curriculum—Theories & Approaches*

#300 | **Community engagement, empowerment, and advocacy: Si se puede!**

Donna Escalante, LAUP.

**Room B315**

Adults

*Family Engagement & Support*

Attention: Ticket holders for **Under the Sea with NAEYC** at the Georgia Aquarium on Friday evening. **An event wristband is required to enter the party.**

Visit the NAEYC Shop, Booth #1207, **before 6:00 p.m. on Friday** in the NAEYC Expo at the Georgia World Congress Center, Building A, Level One Exhibit Hall A1/A2/A3, to pick up your wristband.

**The event is sold out. Wristbands are only available for those who have purchased tickets.**

**#301 | Home visits can be challenging or inspiring for parents: Inspire parents by building their confidence and competence to promote child learning**

Carol Trivette, East Tennessee State Univ; Hongxia Zhao, East Tennessee State Univ.

**Room B408**

Infants and Toddlers

*Family Engagement & Support*

**#302 | Developing effective teachers through mentoring: Strategies for success**

Cheng Qian, Stanford University; Nili Luo, Southwestern College.

**Room B309**

*Good Start—Chinese Language Track*

**#303 | Currículo y Cultura: Cómo incorporar el idioma y la cultura de todas las familias para optimizar el currículo.**

Clara Cappiello, East Coast Migrant Head Start Project.

**Room B403**



*Grandes Comienzos—Spanish*

**#304 | Traumatic stress in early childhood: Implications for teachers and school counselors**

Sadiqa Long, Cedar Tree Academy; Aminah Johnson, Cedar Tree Academy.

**Room B404**

Preschoolers

*Guidance/Discipline/Challenging Behaviors*

**#305 | Children in care: A risky business**

Cheryl Carey, Safe Care Consulting.

**Room A313**

Preschoolers

*Health & Safety*

**#306 | Online bachelor's degree in early childhood education for a mobile society: Providing teachers access to quality education in their own communities**

Hope Gerde, Michigan State University; Linda Sheeran, Oklahoma State University; Sooyoung Hong, University of Nebraska; Mitzi Zigner, Texas Tech University.

**Room B409**

*Higher Education/Teacher Preparation*

**#307 | An overview of the NAEYC Higher Education Accreditation process**

Megan Woolston, NAEYC; Nancy Barbour, James Madison University.

**Room B301**

Adults

*Higher Education/Teacher Preparation*

**#308 | Poetry in the peaceful classroom: Teaching social skills through the joy of rhythm and rhyme**

Judy Lalli, PLS 3rd Learning.

**Room A314**

*Language & Literacy*

**#309 | American Sign Language: It's for all babies and children!**

Julie Rems-Smario, DawnSignPress; Becky Ryan, DawnSignPress.

**Room B407**

*Language & Literacy*

**#310 | Tell me a math story: Learning to use picture books in primary grades math instruction**

Jessica Stone, Western Washington University.

**Room B311**

First- to Third-Graders

*Mathematics*

**#311 | Illuminating the role of men in early education: Exploring the implications and perspectives of men who work with very young children**

Teresa Cole, The Willow School; Robert Boyd, The Willow School; Jermaine Taylor, The Willow School; Jahi Trotter, The Willow School.

**Room A402**

Preschoolers

*Men in Early Childhood*

**#312 | Feed that brain some music! Developmentally appropriate adult-child music activities that support infant and toddler brain development**

Lili Levinowitz, Rowan University; Ellen Acuna, Music Together Worldwide.

**Room A403**

Infants and Toddlers

*Music*

**#313 | Accreditation of early learning program: A new approach to Standard 6**

Susan Hedges, NAEYC; Meghann Hickey, NAEYC.

**Room A404**

*NAEYC Accreditation of Programs for Young Children*

**#314 | NAEYC Affiliates and Interest Forums: Powerful partners for NAEYC members**

Gwen Simmons, NAEYC; Karen Nemeth, NAEYC Affiliate Advisory Council Member and Interest Forum Facilitator; Michael Coventry, NAEYC.

**Room A316**

*NAEYC Activities*

**#315 | Free play events for children and adults in your community: Pat Rumbaugh, The Play Lady, will educate, inspire, and invite you to play in this exciting presentation that has something for everyone**

Pat Rumbaugh, Let's Play America Ltd.; Jackie Retzer, The Genius of Play™ The Toy Association™.

**Room B210**

*Play*

**#316 | Teachers become the experts: A professional development model for using technology in early childhood settings**

Kathryn Lake MacKay, Brigham Young University; Kendra Hall-Kenyon, Brigham Young University; Shavon Mousser, Brigham Young University.

**Room A311**

Adults

*Professional Development—  
Training & Technical Assistance*

**#317 | Put your mask on first: Exploring the four attributes of EQ to manage emotions positively and relieve stress**

Regina Folks, The Early Childhood Education Director's Network; Holly Elissa Bruno, Holly Elissa Bruno Keynotes & Team Building.

**Room A410**

Adults

*Professionalism, Leadership & Ethics*

**#318 | Heart-centered leadership: Creating a balanced and inspired work environment with a people-centered approach focused on lifelong learning, celebration, reflection, and nature-rich living**

Tina Reeble, Dimensions Educational Research Foundation/ Exchange Press; Heather Fox, Dimensions Educational Research Foundation/ Exchange Press.

**Room B312**

Adults

*Professionalism, Leadership & Ethics*

**#319 | Beyond the workshop: Simple tools for implementing great ideas**

Diana Courson, Arkansas State University; Susan Lindblom, Gadsden State Community College; Jill Gunderman, Arkansas State University.

**Room A312**

*Professionalism, Leadership & Ethics*

**#320 | Tackling turnover: Praising and rewarding staff for little or no cost**

Vernon Mason, Directors Leadership Solutions.

**Room B401**

Adults

*Program Administration, Evaluation & Financial Management*

**#321 | Exploring the making approach and loose parts' impact on the ECE classroom environment: Engaging innovation through an interdisciplinary collaboration between an interior design program, an industry partner, and an on-campus laboratory school**

Kay Cutler, South Dakota State University; Angela McKillip, South Dakota State University; Chris Hume, Kodo Kids.

**Room B207**

Preschoolers

*Research*

**#322 | Contraptions and confidence: Transforming science learning with engineering design**

Christine McGrail, University of Massachusetts.

**Room B208**

First- to Third-Graders

*Science*

**#323 | Supporting children's social, emotional, and behavioral health needs: Using a multi-tiered framework to integrate early identification, proactive behavioral support, and social-emotional learning**

Chris Huzinec, Review360 Pearson Clinical Assessment; Andre Banks, Pearson Clinical Assessment.

**Room A407**

Preschoolers

*Social/Emotional Development*

**#324 | Death, dying, and bereavement: Helping children cope in the classroom**

Shelley McDaniel, University of Georgia; Lauren Brooks, University of Georgia; Kimberlee Spencer, University of Georgia.

**Room B213**

*Social/Emotional Development*

**#325 | High-Quality for Everyone in Our Programs, Not Just the Children: Innovations and Improvements for Adult Learning and Training in ECE**

Rachel Robertson, Bright Horizons; Ruth Fidino, Bright Horizons.

**Room B405**

*Spotlight Exhibitor Session*

Presented by **Bright Horizons**.

**#326 | Simply the best: A journey to support teacher growth and success**

Kate Jordan-Downs, KinderCare Education; Kim McDowell, KinderCare Education.

**Room A405**

*Standards—Early Learning Standards, Program Standards*

**#327 | Fostering children’s learning as they move from discovery through experimenting to application of understandings in a content-rich curriculum that meets the spirit of the standards**

Sherry Copeland, New York City Department of Education, Queens College CUNY; Sydney Schwartz, Queens College, CUNY; Nancy Calabrese, New York City Department of Education.

**Room B314**

Kindergartners

*Teaching & Instructional Practices*

**#328 | Essentials of developmentally appropriate practice: For preschool teachers**

Anthony Durborow, NAEYC; Kara Myers, NAEYC.

**Room B304**

Preschoolers

*Teaching & Instructional Practices*

**#329 | Immersive, interdisciplinary, and blended learning in early childhood: How these components work in harmony**

Kelly Bryant, Indian Creek School; Emma Moran, Indian Creek School; Barbara Oglesbee, Indian Creek School.

**Room B303**

*Technology & Young Children*

## Available at the NAEYC Shop!

### The What, Why, and How Booklets

The What, Why, and How of High-Quality Programs for Infants—**Item 2100**

The What, Why, and How of High-Quality Programs for Toddlers—**Item 2101**

The What, Why, and How of High-Quality Programs for Preschoolers—**Item 2102**

The What, Why, and How of High-Quality Schools for Kindergartners—**Item 2103**

The What, Why, and How of High-Quality Schools for Children in First, Second, and Third Grades—**Item 2104**



List \$2 (each) | Conference Price \$1.60 (each)



## Conference Evaluation

**Your opinion is important to us!**

The NAEYC Annual Conference Evaluation will be emailed to all registrants at the end of the conference. We look forward to reviewing your feedback and comments.

## Stay up-to-date on program changes/cancellations.

Please refer to the Program Change boards located throughout the Georgia World Congress Center, download the conference mobile app, or follow us on Twitter at @NAEYC!



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See what *Hello* has to offer at **hello.NAEYC.org**

NAEYC's Interest Forums are for members only. If you are not a member, visit **NAEYC.org/membership** to become a member today.



## #330 | NAEYC Meet the Candidates

Vincent J. Costanza, Chair, NAEYC's 2017–18 Nominating Committee, will introduce the slate for the 2018 Governing Board election. Candidates will make brief statements and discuss issues facing the Association. This year's election includes candidates for Vice President, Secretary, one At-Large Governing Board member, and one Student Governing Board member.



Vincent J. Costanza

**You can also meet the candidates in the Members Only Café on Thursday from 2:00 to 3:00 p.m. and in the NAEYC Annual Conference Shop on Friday from 3:00 to 4:00 p.m. And be sure to VOTE!**

**Room B313**

Adults

*NAEYC Affiliates and Association Business*

**NAEYC Annual Business Meeting and Town Hall (1:00-2:30 p.m.)**

*Please see page 133 for details.*

# Let's get social!

Connect with NAEYC online.

Want to receive the latest in early childhood education news and content, along with breaking announcements from NAEYC? Be sure to follow our social media accounts on the following channels and keep the conversations started at Annual Conference going!

*Don't forget to follow **#naeycAC** while you're here in Atlanta!*

**naeyc**



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[twitter.com/naeyc](https://twitter.com/naeyc)



[pinterest.com/naeyc](https://pinterest.com/naeyc)

### Featured Session

#### #331 | Identifying and creating child-centered environments

Lisa Murphy, Ooey Gooley, Inc.

In this workshop we will discuss nine things you will see in a hands-on, play-based early childhood environment. Via interactive lecture, true-to-life examples, anecdotes, and “learning and laughing,” discover what it really means to be a child-centered program. Compare and assess your program against the nine points, and identify areas you to might want to change.



Lisa Murphy

#### Room A412

Preschoolers

#### #332 | Let's start at the beginning! Writing strong, observation-based anecdotes to assess children's development

Erica Hill, HighScope Educational Research Foundation.

#### Room B315

*Assessment of Young Children*

#### #333 | Engaging culturally diverse families to enhance educational outcomes for children with special needs: A collaborative approach

Kamna Seth, The Source For Learning; Gauri Shirali-Deo, The Source For Learning.

#### Room B311

*Children with Disabilities/Early Intervention*

#### #334 | Obstacles and opportunities in high-poverty, rural early childhood education: The best tools are free

Meghan Tooke, Tallahatchie River Foundation; Jessica Benson, Tallahatchie River Foundation.

#### Room B304

*Community Partnerships*

#### #335 | Meeting STEM goals through project work: An ideal match for meaningful learning

Yvonne Kogan, Eton School; Carmen Castillo, Mexican Social Security Institute; Sylvia Chard, University of Alberta, Canada.

#### Room B408

*Curriculum—Theories & Approaches*

#### #336 | Overview of the Cycle of Inquiry system for planning and implementation of emergent curriculum and a related study

Jane Tingle Broderick, East Tennessee State University; Seong Bock Hong, University of Michigan–Dearborn; Gina Wohlford, Norton School District.

#### Room A315

Preschoolers

*Curriculum—Theories & Approaches*

#### #337 | Parent-child relationships and cultural dissonance in Chinese immigrant families

Shu-Chen Jenny Yen, California State University, Fullerton; Chunxia Wu, California State University, Fullerton; Sandy Baba, California Institute of Integral Studies; Angela Lee, Stanford University.

#### Room B306

*Diversity & Equity*

## #338 | A model mentoring program helping teachers learn about family engagement

Tivy Whitlock, University of Texas at San Antonio; Raquel Cataldo, University of Texas at San Antonio; Mari Cortez, University of Texas at San Antonio.

**Room A311**

*Family Engagement & Support*

## #339 | Creative use of surrounding natural materials

Me Dan Yan, early childhood consultant.

**Room B309**

*Good Start—Chinese Language Track*

## #340 | Liderazgo escolar que si funciona: Transformando el conflicto, los chismes, y la negatividad, en comunicación, compromiso y colaboración

Lety Valero, Loving Guidance; Priscila Dávila, MaryMount School.

**Room B209**

Adults



Grandes Comienzos—Spanish

## #341 | El cuento y el canto que te gusta tanto: ideas para convertir la clase de Español en la mas popular apoyados en música y literatura actual.

Rita Ruesga, Scholastic Inc. and Zunzun Arts & Education; Eddy Diaz Souza, Artefactus Teatro; Ingeborg Portales, Zunzun Arts & Education Inc.; Enrique Filiu, Zunzun Arts & Education Inc.

**Room B213**



Grandes Comienzos—Spanish

## #342 | Schedules, prompts, choices, and more: Using visuals to support all children in the classroom

Katy Gregg, Georgia Southern University.

**Room B316**

Preschoolers

*Guidance/Discipline/Challenging Behaviors*

## #343 | Using edTPA as a leveraging tool for teacher development, induction, and retention

Jan Burcham, Columbus State University; Pam Wetherington, Columbus State University; Lyndall Muschell, Georgia College & State University; Holley Roberts, Georgia College & State University.

**Room B403**

Adults

*Higher Education/Teacher Preparation*

## Available at the NAEYC Shop!

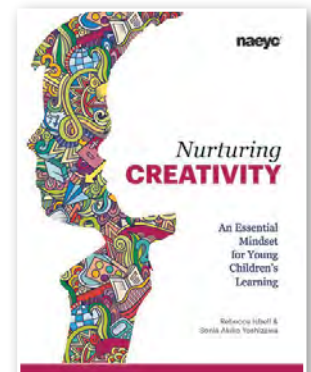
### Nurturing Creativity

#### An Essential Mindset for Young Children's Learning

Discover how to support and nurture children's creativity by arranging your classroom and interacting with children in ways that spark their creativity and challenge their thinking.

**Item 1129** | List \$30

Conference Price \$24



## #344 | **Completing the NAEYC Higher Education Accreditation Self-Study Report**

Megan Woolston, NAEYC; Bridget Murray, Henderson Community College.

**Room B301**

Adults

Higher Education/Teacher Preparation

## #345 | **Creating meaningful writing opportunities within daily routines and transitions**

Hope Gerde, Michigan State University; Gary Bingham, Georgia State University; Kyla McRoy, Michigan State University; Margaret Quinn, Georgia State University.

**Room A403**

Preschoolers

Language & Literacy

## #346 | **You gotta be the word: Using hands-on strategies to build word-conscious classrooms**

Lesley Fields, Abrams Learning Trends, Inc.

**Room A316**

Language & Literacy

## #347 | **Teachers' pets: The inclusion of animals in early childhood programs—What's the good and why we should**

Neil Mecham, Berea College.

**Room A313**

Learning Environment

## #348 | **Assessing learning environments for children from birth to age 3 using the new Infant/Toddler Environment Rating Scale, 3rd Edition**

Richard Clifford, University of North Carolina at Chapel Hill, retired.

**Room B210**

Learning Environment

## #349 | **Using technology to support young children's mathematics learning: How to use technology purposefully and developmentally appropriately**

Myoungwhon Jung, Northern Illinois University; Greg Conderman, Northern Illinois University; Robin Young, Northern Illinois University.

**Room B302**

Preschoolers

Mathematics

## #350 | **Music for playing and for calming: A guide for educators—even if you don't feel musical**

YPAC

H. Ellie Falter, University of Colorado Boulder.

**Room A314**

Preschoolers

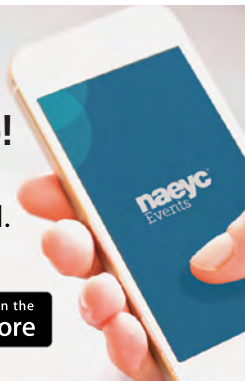
Music

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Don't forget to download the Conference App!

Search "NAEYC Events" in app stores to download.



Follow the conversation on Facebook and Twitter using #naeycAC.

## #351 | NAEYC Annual Business Meeting and Town Hall

### Room B313

Adults

*NAEYC Affiliates and Association Business*

Join NAEYC President **Tammy L. Mann**, Chief Executive Officer **Rhian Evans Allvin**, and members of the NAEYC Governing Board to discuss how NAEYC is moving forward to accomplish its strategic direction, with particular focus on:

- **Power to the Profession**—a national collaboration to define the early childhood profession
- Transition to a **revised Affiliate structure** and **new membership categories** now under way
- **America for Early Ed**—ramping up NAEYC’s advocacy efforts
- **Interest Forums**—new opportunities for member engagement

Treasurer **Carl Hairston** will present the annual financial report.

**NAEYC’s vision:** All young children thrive and learn in a society dedicated to ensuring they reach their full potential.

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

### NAEYC’s 5 Strategic Priorities

1. High-Quality Early Learning
2. The Profession
3. Organizational Advancement
4. Organizational Excellence
5. Leadership and Innovation



Tammy L. Mann



Rhian Evans Allvin

## #352 | Yogapalooza: Incorporate yoga into your classroom with music, tips, tools, and creative relaxation

**Bari Koral**, Bari Koral: Kids Yoga, Music + Movement.

### Thomas Murphy Ballroom 4

Preschoolers

*Physical Development*

## #353 | Connection-based practices: Working smarter, not harder, to strengthen attachments and boost brain processes through social play

**Elizabeth Montero-Cefalo**, Conscious Discipline.

### Room B211/212

Infants and Toddlers

*Play*

## #354 | Watch out for “play impostors”! How to effectively scaffold make-believe play and playful learning using theories of Lev Vygotsky and Daniel Elkonin

**Elena Bodrova**, Tools of the Mind; **Aisha O’Donnell**, Tools of the Mind; **Kim Wilson**, Tools of the Mind; **Megan Siebert**, Tools of the Mind.

### Room A404

Preschoolers

*Play*



Session is part of the Young Professionals Track.

### #355 | **Coaching: A professional development tool for enhancing curriculum, instruction, and assessment practices in early childhood programs**

Karrie Snider, University of Central Missouri; Ayesha Usman, independent consultant; Maggie Holley, independent consultant; Rachel Davidson, United Inner City Services.

**Room B310**

Adults

*Professional Development—Training & Technical Assistance*

### #356 | **Using video recordings to promote self-reflection for early childhood professionals**



Tiffany Hamlett, American College of Education; Marsha Moore, American College of Education.

**Room B404**

Adults

*Professional Development—Training & Technical Assistance*

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### #357 | **Doing the history of early childhood education**

Blythe Hinitz, The College of New Jersey; Betty Liebovich, Goldsmiths University of London; Kimberly Pfaff, The College of New Jersey (TCNJ).

**Room A408**

Adults

*Professionalism, Leadership & Ethics*

### #358 | **Professionalism, leadership, and ethics: How (and why) it looks different from a family childcare perspective**

Barbara Sawyer, Child Care Consulting & Training Services; Elaine Piper, Child Care Consulting & Training Services.

**Room B305**

Adults

*Professionalism, Leadership & Ethics*

### #359 | **Are leaders born or made? Unraveling the myth of what it takes to create and achieve your leadership vision**

Joannie Busillo-Aguayo, California State University, Northridge.

**Room A410**

Adults

*Professionalism, Leadership & Ethics*

### #360 | **The what, why, and how of optimistic leadership in early learning**

Judy Jablon, Leading for Children.

**Room B312**

*Professionalism, Leadership & Ethics*

### #361 | **Organized chaos: Tips and tactics for leaders in ECE to create simple systems to stay ahead of the changing trends**

Erica Watson-Grier, Bright Horizons Family Solutions; Barbara Clay, Bright Horizons Family Solutions.

**Room A312**

Adults

*Program Administration, Evaluation & Financial Management*

### #362 | **The power of people: What it means to be a talented teacher, how to hire for those qualities, and hold on to your talent**

Lindsay Curley, KinderCare Education; Sarah Redgrave, KinderCare Education.

**Room A405**

*Program Administration, Evaluation, and Financial Management*

### #363 | **It's more than ABCs: The importance of knowing and analyzing the business side of ECE programs**

Lisa Henkel, Celebree Learning Centers.

**Room B208**

Adults

*Program Administration, Evaluation & Financial Management*

### #364 | **Beyond counting and naming shapes: Research on math conversations in play that support mathematical thinking in preschool**

Jeffrey Trawick-Smith, Eastern Connecticut State University; Stefanie Dominguez, Eastern Connecticut State University; Samantha Normington, Eastern Connecticut State University; Daphne Botteron, Eastern Connecticut State University.

**Room A402**

Preschoolers

*Research*



Session is part of the Young Professionals Track.

**#365 | Young engineers in the woods: Bringing engineering design challenge to the outdoor classroom**

Erica Green, Bellows Free Academy Fairfax.

**Room B207**  
Kindergartners

Science

**#366 | Science inquiry: Unlocking the scientist in EVERY child!**

Stephanie Lester, Antelope Valley College; Linda Brown, Lancaster School District; Linda Froschauer, National Science Teachers Association; Victoria Roanhorse, Explora! Science Center and Children's Museum.

**Room B402**

Science

**#367 | Get your game on! Using cooperative short-path games to enhance development and learning**

Lenny Grozier, SUNY Broome Community College.

**Room A406**

Preschoolers

Social/Emotional Development

**#368 | "You think differently than I do?" Supporting children's development of perspective-taking**

Jaime Dice, Dice Writing.

**Room A407**

Social/Emotional Development

**#369 | Giving the boot to baffling behaviors: Reducing and managing challenging behaviors through music-and-movement rituals**

Beth Anspach, Kindermusik International; Kelly Green, Kindermusik International; Kathryn Henderson, Kindermusik International; Carol Stringham, Kindermusik International; Deborah Pool, Kindermusik International.

**Room B407**

Preschoolers

Social/Emotional Development

**#370 | Improved Behavior, Improved Learning with the Second Step Program**

Jennifer Sanderlin, Committee for Children

**Room B405**

Spotlight Exhibitor Session

Presented by **Second Step**.

**#371 | Once upon a strategy: Using teacher-created stories to individualize instruction and promote engagement**

Maureen Wikete Lee, Saint Louis University.

**Room B314**

Preschoolers

Teaching & Instructional Practices

**#372 | Creative block play: Rethinking possibilities for supporting 21st-century skills in your budding engineers, architects, scientists, artists, readers, and writers**

Rosanne Regan Hansel, New Jersey Department of Education; Cindy Gennarelli, William Paterson University.

**Room B303**

Teaching & Instructional Practices

**#373 | Using technology across subjects to share and support learning**

Brian Puerling, Catherine Cook School; Luisa Cotto, United Way of Miami-Dade.

**Room B308**

Technology & Young Children

**Please remember!**

The **NAEYC Expo and Shop** will close for the Conference on **Friday at 6:00 p.m.**

There are no Saturday hours this year.

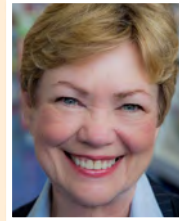
### Featured Session

#### #374 | **Making, tinkering, and makerspaces: What you need to know and how teachers are using makerspaces in their classrooms**

STEM starts early! Learn about making, tinkering, and engineering in early childhood from this panel of experts, teachers, and practitioners.

Cate Heroman, Cate Heroman, LLC; Lisa Brahms, Children's Museum of Pittsburgh; Ryan Moreno, REM Learning Center; Megan King, Passaic Public Schools.

**Room A411**



Cate Heroman



Lisa Brahms



Ryan Moreno



Megan King

#### #375 | **Play IS therapy: Embedding special education goals in an inclusive, active learning environment**

Holly Delgado, HighScope Educational Research Foundation.

**Room B314**

Preschoolers

*Children with Disabilities/Early Intervention*

#### #376 | **Meaningful experiences for every child: Enhancing teaching and learning for teachers and their students with special needs**

Jennifer Copeland, Metropolitan Community College Kansas City–Penn Valley; Karrie Snider, University of Central Missouri; Lacy Butler, Children's Therapeutic Learning Center; Kimberly Brooks, Children's Therapeutic Learning Center.

**Room B315**

Preschoolers

*Children with Disabilities/Early Intervention*

#### #377 | **STEM curriculum (science, technology, engineering, and mathematics): Stories and experiences of a new teacher merged with a seasoned administrator's perspective!**

JoAnn Nalley, Arkansas State University; Amanda Foster, Childhood Services Child Development and Research Center.

**Room B210**

Preschoolers

*Curriculum—Theories & Approaches*



Session is part of the  
Young Professionals Track.



**#378 | The Empowered Playground: A curriculum designed to support safe rough-and-tumble play while building a cohesive and empathetic classroom community**

Rose Coffield, The Empowered Playground/Peter's Place Nursery School; Michael Weiner, The Empowered Playground.

**Room A315**

*Curriculum—Theories & Approaches*

**#379 | Respect looks like this: Viewing respectful caregiving through a lens of cultural context**

Lisa Godwin, Central Piedmont Community College; Susan Butler-Staub, Central Piedmont Community College; Carla Brown, Central Piedmont Community College.

**Room B311**

*Diversity & Equity*

**#380 | Leading conversations for change: Conversations about race at an early age**

Sarah Creason, Northwest Missouri State University.

**Room B305**

*Diversity & Equity*

**#381 | Worms and compost and butterflies—oh, my! How to incorporate environmental education into the classroom, from building an indoor compost bin to creating an outdoor classroom**

Maris Miles, Clara Barton Center for Children; April Cappeluti, Clara Barton Center for Children.

**Room B403**

Preschoolers

*Environmental Education for Children*

**#382 | Working sensitively with homeless families**

Nakennia President, The Salvation Army.

**Room B306**

*Family Engagement & Support*

**#383 | The importance of reading to guide the development of children's language: The creation of children's reading environment**

Fang Wang, Kids Power.

**Room B309**

*Good Start—Chinese Language Track*

**#384 | Cultivando cerebros saludables a través del contacto visual, el contacto físico, la presencia y la interacción de juego en un mundo digital**

Leticia Valero, Loving Guidance.

**Room B209**



*Grandes Comienzos—Spanish*

**#385 | Ni de aquí, ni de allá: Como apoyar el desarrollo cultural, socio-emocional y intelectual con niños extranjeros**



Connie Espinoza, Child & Family Resources, Inc.

**Room B302**



*Grandes Comienzos—Spanish*

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**#386 | Preserving your sanity and sense of humor while 2- to 6-year-olds do their best to challenge them daily! Discipline strategies that really work at school and at home (WARNING: Be prepared to laugh!)**

Gail Reichlin, The Parents Resource Network.

**Room B406**

Preschoolers

*Guidance/Discipline/Challenging Behaviors*

**#387 | The role of the mentor in the retention and academic success of at-risk college students in early childhood teacher development**

Liz Kearney, Peru State College.

**Room B404**

Adults

*Higher Education/Teacher Preparation*

# Friday Sessions

Friday Sessions 3:00–4:30 p.m. Georgia World Congress Center (continued)

## #388 | Untying teachers' hands

Jerlean Daniel, early childhood consultant; Jim Young, Clark Atlanta University; Alexandra Patterson, Public Health Management Corporation; Vincent Costanza, Teaching Strategies, LLC; Emmanuel Little, Georgia College; Antoinette Mitchell, District of Columbia Office of the State Superintendent of Education.

**Room A410**

Higher Education/Teacher Preparation

## #389 | "My favorite subject is gym!" Physically active literacy instruction

Brenda Rosler, Ashland University.

**Room A313**

First- to Third-Graders

Language & Literacy

## #390 | So you want to write a children's book?

Michele Lucia, Walden University.

**Room B211/212**

Language & Literacy

## #391 | Academic language, vocabulary, and meaning-making in the early years: Strategies to support comprehension

L. Kathryn Sharp, East Tennessee State University.

**Room B408**

First- to Third-Graders

Language & Literacy

## #392 | Project Playground: From plastic to purposeful—How one school transformed its outdoor learning space in easy and affordable ways

Sara McFall, Second Set Educational Consulting.

**Room A402**

Preschoolers

Learning Environment

## #393 | Transitions to enhance the learning environment: How to create and use effective transitions throughout the day

Ron Mohl, Lakeshore Learning Materials.

**Room A405**

Preschoolers

Learning Environment

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## #394 | Using research in math development to plan for diverse classrooms

Jennifer Woodruff, Bank Street College of Education; Milenas Gonzalez, Bank Street College of Education.

**Room B313**

Mathematics

## #395 | The food of love: Music engagement to promote equity, community, and culture

Diana Dansereau, Boston University; Alison Reynolds, Temple University.

**Room A314**

Preschoolers

Music

## #396 | Learning to use “Hello,” NAEYC’s online communities’ platform

Michael Coventry, NAEYC; Gilmar Rosas, NAEYC.

**Room B207**

Adults

NAEYC Activities

## #397 | NAEYC Affiliate showcase: Success stories from across the country!

Gwen Simmons, NAEYC.

**Room A316**

NAEYC Affiliates and Association Business

## #398 | Boys: Changing the classroom, not the child



Daniel Hodgins, Mott Community College.

**Room A412**

Preschoolers

Play

Sponsored by:



## #399 | Assistant teachers/ paraprofessionals are vital to the success of early childhood programs, and new approaches to orientation and professional development are vital to THEIR success!

Karen Nemeth, Language Castle LLC.

**Room B310**

Adults

Professional Development—Training & Technical Assistance

## #400 | Meeting teachers where they are: An adaptive professional development framework

Anna Paula da Silva, Valencia College.

**Room B409**

Adults

Professional Development—Training & Technical Assistance

## #401 | The neuroscience of quality interactions: Engaging in conversations to facilitate behavior change

Antoinette Douglas, District of Columbia Public Schools.

**Room A312**

Adults

Professionalism, Leadership & Ethics

## #402 | What does it mean to be an early education leader at the state level?

Kaitlin Northey, Rutgers University.

**Room B316**

Adults

Professionalism, Leadership & Ethics

## #403 | Confronting difficult employee behavior effectively across generations

Kenneth Shackelford, Bright Horizons Family Solutions.

**Room B214**

Adults

Professionalism, Leadership & Ethics

## #404 | Power to the Profession: Contribute to advancing ECE as a unified profession



Katherine Kempe, NAEYC; Marica Cox Mitchell, NAEYC.

**Room A311**

Adults

Professionalism, Leadership & Ethics

Sponsored by:



## #405 | Staff evaluations: Preplanning, staff engagement, and ongoing documentation is the recipe for comprehensive, fair, and pain-free staff evaluations

Christine Schmidt, 2 CR Solutions, Ltd.

**Room B208**

Adults

Program Administration, Evaluation & Financial Management



Session is part of the Young Professionals Track.

# Friday Sessions

Friday Sessions 3:00–4:30 p.m. Georgia World Congress Center (continued)

## #406 | Infant and toddler problem-solving with “Chutes and Silos”

Sherri Peterson, University of Northern Iowa; Beth Van Meeteren, University of Northern Iowa.

**Room B213**

Infants and Toddlers

Science

## #407 | Promoting kindness and empathy by developing skills that benefit all children: From classroom rituals and traditions to everyday practical ideas

Jacky Howell, azspire, llc; Natalie LaRoche-Eades, CentroNia; Makai Kellogg, School for Friends; Sabina Zeffler, School for Friends.

**Room B407**

Social/Emotional Development

## #408 | Mindfulness with young children: Helping children recognize and communicate states of awareness through multisensory engagements

Laura Gloege, South Dakota State University; Jesse Foss, South Dakota State University.

**Room A407**

Kindergartners

Social/Emotional Development

## #409 | “That’s not fair!” Cultivating children’s activism

Patrick Romero, Peace Educators Allied for Children Everywhere; Pam Bonneville, Peace Educators Allied for Children Everywhere; Pat Dorman, Peace Educators Allied for Children Everywhere; Irene Lipshin, Peace Educators Allied for Children Everywhere.

**Room B308**

Social/Emotional Development

## #410 | The Power of Blocks

Keith Pentz, Kaplan Early Learning Company.

**Room B405**

Spotlight Exhibitor Session

Presented by Kaplan Early Learning Company.

## #411 | Architects and engineers: Designing positive learning environments

Janice Friedman, Variety Child Learning Center; Stacey Ratner, Variety Child Learning Center.

**Room B303**

Teaching & Instructional Practices

## #412 | Making interactive informational book read-alouds a cornerstone of early childhood classrooms

Crystal Kaczor, The University of Alabama; Dana Evans, The University of Alabama.

**Room A406**

Kindergartners

Teaching & Instructional Practices

## #414 | Using assistive technology to support performance and participation of children with challenging behaviors

Douglene Jackson, Mailman Center for Child Development.

**Room A404**

Technology & Young Children

## #415 | Inspiring and empowering young children: Exploring innovative uses of exciting new digital tools

Mark Bailey, Pacific University College of Education; Bonnie Blagojevic, Morningtown Consulting; Warren Buckleitner, Children’s Technology Review; Diane Bales, University of Georgia.

**Room A403**

Technology & Young Children

### Grab a bite!

**We think you’ve earned yourself a cookie!**

Treats, snacks, food and drinks are available for purchase in the Expo Food Court until 6:00 p.m.

**NAEYC Expo is located in the GWCC, Building A, Level One Exhibit Hall A1/A2/A3.**



# America FOR Early Ed™ naeyc®



Every day, in every corner of America, you rise to the task of helping our youngest learners reach their potential.

**You are dedicated to children** and families and know firsthand the impact of high-quality early childhood education. You are driven by passion and fueled by the lives you have touched. **Yet now, more than ever, you must be unwavering in translating your passion and commitment into advocacy.**

Maximize your time at this year's Annual Conference and become a more informed and effective advocate by attending NAEYC advocacy sessions and sharing the skills and knowledge you learn with others via social media. Then, use the pictures you take of our time together to amplify your call for family, colleagues, and friends to **join America for Early Ed™**. Together you will form part of a community of advocates, working alongside NAEYC, to improve access to high-quality, affordable early childhood education for all children and families across America.

**Together we can ensure that when #ECEwins, children, families, and our economy do too!**

### #416 | NAEYC's Poster session

NAEYC's Expo, Exhibit Hall A1/A2/A3, rear of Expo Hall near booth #1348

Visit NAEYC's Poster session for poster displays where you can meet and exchange ideas with presenters and attendees! The Poster Session will have simultaneous presentations on various topics inside NAEYC's Exhibit Hall.

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#### **PS#1** Arts integration in early childcare: Building bridges through the creative process

Crystasany Turner, University of Wisconsin- Platteville/Roberson's Kiddie Lane Day Care.

Arts (Performing & Visual Arts)

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#### **PS#2** From "Swan Lake" to Shakespeare: Sparking and sustaining arts-focused projects for toddlers to third graders

Derrick Toups, Hoffman Early Learning Center (New Orleans College Prep).

Arts (Performing & Visual Arts)

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#### **PS#3** Hammer, saw, drill: How to safely and effectively introduce the joy of woodworking to children

Jennie Harriman, Art with Jennie.

Arts (Performing & Visual Arts)

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#### **PS#4** Look, move, and make: Engaging young children with the visual arts

Nicole Cromartie, High Museum of Art; Nicole Livieratos, High Museum of Art; Deirdra Alexander, High Museum of Art.

Arts (Performing & Visual Arts)

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#### **PS#5** Open-ended art: Looking at challenges and finding solutions

Mary Ellen Bardsley, Niagara University; Tracy Galuski, Empire State College.

Arts (Performing & Visual Arts)

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#### **PS#6** Continuity of practice: Using kindergarten entry assessments as the bridge

Jeffrey Beal, HighScope Educational Research Foundation.

Assessment of Young Children

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#### **PS#7** A triangulated approach to meeting the needs of all young learners

Julie Culhane, Pearson; Gloria Maccow, Pearson.

Children with Disabilities/Early Intervention

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#### **PS#8** Would you like to hear a story? Empowering families through the use of photo-elicitation

Kimberly Hile, University of Alabama in Huntsville.

Children with Disabilities/Early Intervention

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#### **PS#9** The Brain Game: Using brain-development knowledge to enhance your practice with young children

Debra Huestis, Family Connections MT.

Cognitive Development

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#### **PS#10** Building bright brains in the beginning years: Explore brain research and activities that support cognitive development and optimize learning in the early years

Dolores Tovar, University of Texas at Austin-Institute for Public School Initiatives; Margaret Birk, University of Texas at Austin-Institute for Public School Initiatives.

Cognitive Development

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#### **PS#11** Write S.M.A.R.T. lesson plans for SMART children

Beverly Ashley, A+ Center for Education, LLC.

Cognitive Development

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#### **PS#12** Community partnerships: Collaboration to provide summer and after-school STEM and literacy programs in pre-K through third grade

Beverly Boals-Gilbert, Arkansas State University; Janice Griffin, Craighead County Department of Human Services; Diane Roush, Jonesboro Public Schools; Denise Snider, City Youth Ministries.

Community Partnerships

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#### **PS#13** Growing educators through community partnerships

Cathy Woodruff, Athens State University; Elizabeth Pruett, Athens State University; Darlene Turner-White, Athens State University.

Community Partnerships

**PS#14** Beyond following today's lesson plan: Understanding and developing an emergent curriculum in your early childhood setting

Melissa Pinkham, Pacific Oaks College; Bianca Elsensohn, Sunnyside Preschool; Madlen Sarkisyan, Sunnyside Preschool.

*Curriculum—Theories & Approaches*

**PS#15** Spend a day in Italy: Culture's influence on curriculum for young children

Karen Lindeman, Edinboro University; Julie Bernatowicz, Edinboro University; Autumn Richards, Graduate Assistant, Edinboro University.

*Curriculum—Theories & Approaches*

**PS#16** Starting strong and staying strong: Infusing character education into the prekindergarten curriculum

Malinda Lindsey, Muskogee Early Childhood Center.

*Curriculum—Theories & Approaches*

**PS#17** Growing up in an "-ist" society: How does oppression impact child development?

Megan Madison, Brandeis University.

*Diversity & Equity*

**PS#18** The importance of fostering a positive self-image in young African American males through literature and imagery

Petrea Hicks, XYZ...the end result! LLC.

*Diversity & Equity*

**PS#19** Thinking deeply about culture in our classroom: Discovering the role of our own culture in creating bias in our teaching practice

Brandi Grays, early learning partner.

*Diversity & Equity*

**PS#20** Analysis of the effects of environmental education intervention models in cross-cultural contexts

Patsy Robles-Goodwin, Texas Wesleyan University; Cecile Carson, Keep America Beautiful.

*Environmental Education for Children*

**PS#21** Children in nature: Horticultural education for environment, children, and community through the cotton project

Kyoung Jin Kim, Wheelock College; Min Kyung Han, Daegu University; Eunyong Jung, independent researcher.

*Environmental Education for Children*

**PS#22** The power of immersive field-based experiences for preservice teachers

Linda Taylor, Ball State University; Kyoung Jin Kim, Wheelock College.

*Research*

**PS#23** Digging to learn: Nature and environmental experiences while gardening with preschool children

Robbie Roberts, Harris Early Learning Center/Auburn University; Lucinda Hauer, Harris Early Learning Center/Auburn University; Melissa Taylor, Harris Early Learning Center/Auburn University; Sarah Kelsey, Harris Early Learning Center/Auburn University.

*Environmental Education for Children*

**PS#24** From dinosaur to bird to citizen science: Developing curriculum that inspires stewardship

Loyan Beausoleil, University Plaza Nursery School.

*Environmental Education for Children*

**PS#25** Nurturing with nature: Creating opportunities for young children to explore and learn in natural environments

Pamela Langlie-Willers, Wayne State College.

*Environmental Education for Children*

**PS#26** Pictures of the heart: Seeking wonder and capturing nature through contemplative photography and the Mosaic Approach

Kathleen Harris, Seton Hill University.

*Environmental Education for Children*

**PS#27** Building a STEAM team: Connecting home and school through STEAM family events

Susan Davis, Southeast Missouri State University; Chloe Dunaway, Southeast Missouri State University.

*Family Engagement & Support*

**PS#28** Engaging reluctant parents: Bridging the gap

Christine Noonan, Leicester Central School; Nancy McGill, Rutland Central Supervisory Union.

*Family Engagement & Support*

**PS#29** Family partnerships: New resources to support family partnerships and cultural competence

Melinda Brookshire, WestEd.

*Family Engagement & Support*

**PS#30** STEAM early learning and family engagement: How to incorporate culture and arts into a STEM early learning delivery system that engages the family and empowers caregivers to be their child's first and most influential educator

Daniel Goya, Partners in Development Foundation; June Tandal, Partners in Development Foundation.

*Family Engagement & Support*

# Friday Poster Session

Friday 4:30–6:00 p.m. Georgia World Congress Center (continued)

**PS#31** The current situation and future development of international early education in China

Mu Xin, Tomo Academy for Children Potential.

Good Start—Chinese Language Track

**PS#32** The story of the child into the real situation of learning

Wen Ma, Ma Rong International Education Group; Ma Rong Education Research Institute.

Good Start—Chinese Language Track



**PS#33** Aprendizaje de conceptos matemáticos a través de la música artística y actividades de movimiento

Myriam Aguila, Texas State Technical College.

Grandes Comienzos—Spanish

**PS#34** “Ahhhhh! This child is driving me nuts!” Strategies for dealing with challenging behaviors in the classroom

Marcy Binger, Owosso Public Schools.

Guidance/Discipline/Challenging Behaviors

**PS#35** Challenging the chaos in a classroom: How to take a closer look into a classroom full of challenging behaviors

Stephanie Jensen, Utah State University.

Guidance/Discipline/Challenging Behaviors

**PS#36** How to effectively handle children with no “off” button

Tracy Cheney, private consultant.

Guidance/Discipline/Challenging Behaviors

**PS#37** More than just recycling paper and taking nature walks: Impacting the health of young children through eco-healthy practices

Cindy McConnell, First Discoveries.

Health & Safety

**PS#38** Prop boxes for the primary grades: Working through health and safety issues using play

Janette Wetsel, University of Central Oklahoma.

Health & Safety

**PS#39** Supporting healthy communities by targeting early care and education providers

Louise Davis, Mississippi State University; Jamila Taylor, Mississippi State University.

Health & Safety

**PS#40** Using Extension Online to meet CCDBG health and safety training requirements and more

Jodi Nerren, Texas A&M AgriLife Extension.

Health & Safety

**PS#41** Early Childhood Education Teachers 2.0: Philadelphia’s teacher-preparation transformation initiative

Natalie Renew, Public Health Management Corporation; Alexandra Patterson, Public Health Management Corporation.

Higher Education/Teacher Preparation

**PS#42** Supporting preservice teachers’ emerging understanding of advocacy and mathematics through the development of community activities for The Week of the Young Child

Elisabeth Johnston, Plymouth State University; Patricia Cantor, Plymouth State University.

Higher Education / Teacher Preparation

**PS#43** Using the cycle of inquiry to deepen student reflection as a basis for child-directed, emergent curriculum in field experiences

Cindy McGaha, Berea College.

Higher Education / Teacher Preparation

**PS#44** Bilingual programs in preschools: A change of paradigms in Brazilian education

Leandra Maria da Silva Dias, Federal University of Pernambuco Brasil/Pearson Brazil.

Language & Literacy

**PS#45** Books and mirrors in children’s self-identity

Socorro Garcia-Alvarado, University of Texas at San Antonio.

Language & Literacy

**PS#46** Creating high-quality early literacy opportunities for all students using universal design for learning

Michelle Gonzalez, William Paterson University.

Language & Literacy

**PS#47** Learn, explore, and reflect: One strategy to teach writing in diverse settings

Leah Carruth, Angelo State University.

Language & Literacy

**PS#48** Turning STEAM into STREAM: Integrating reading/literacy in science, technology, engineering, art, and math education for preschoolers

Ashley Gettinger, Southeast Missouri State University; Abby Eisenhart, Southeast Missouri State University.

Language & Literacy

**PS#49** Using proposed evidence-based checklists to teach and evaluate reading comprehension: A guide for K–5 teachers and administrators

Neal Nghia Nguyen, Florida Atlantic University.

Language & Literacy



**PS#50** Writing to learn: Using children's thoughts to promote literacy

Sharon Dees, Southeast Missouri State University; Brooke Uchtman, Southeast Missouri State University.

*Language & Literacy*

**PS#51** "I am in preschool—I am not built to sit down. Let me PLAY. I promise I'm learning": The importance of play in preschool years

Kanisha Blake, BEST Early Head Start-Child Care Partnership- Auburn University.

*Play*

**PS#52** An imaginative offering to taste: A Reggio-inspired look at the connections between food, imaginary play, and human relationships

Louis Amodio, The Willow School.

*Play*

**PS#53** Let superheroes play!

Michael Ruzza, MRuzza Consulting.

*Play*

**PS#54** Preschool balancing act: Maintaining accountability to standards while valuing the importance of play throughout the curriculum

Meredith Schilling, Ohio State University.

*Play*

**PS#55** Promoting preschoolers' approaches to learning through play: Intentional toy and task selection for early childhood classrooms

Andrea Emerson, Clemson University; Sandra Linder, Clemson University; Taylor Gerland, Clemson University; Kimberly Clay, Clemson University.

*Play*

**PS#56** Using loose parts to promote STEAM

Carrie Becker, Transforming Early Childhood Education LLC.

*Play*

**PS#57** Increasing culturally responsive practices among early childhood professionals through the use of real-time coaching and reflective practice

Carrie Gottschalk, University of Nebraska-Extension; Holly Hatton-Bowers, University of Nebraska-Lincoln.

*Professional Development—Training & Technical Assistance*

**PS#58** Leadership in rural america: Planting the seeds of change

Jessica Castleberry, Little Nest Preschool.

*Professionalism, Leadership & Ethics*

**PS#59** Nurturing the leadership of early educators: Strategies for developing as leaders for change and innovation

Anne Douglass, University of Massachusetts Boston.

*Professionalism, Leadership & Ethics*

**PS#60** Professionalism in the workplace

Jacqueline Radcliffe, Bright Horizons Family Solutions; Tulli Norris, Bright Horizons Family Solutions.

*Professionalism, Leadership & Ethics*

**PS#61** Transforming early childhood programs: Five elements of collective leadership for early childhood professionals

Cassandra O'Neill, Leadership Alchemy LLC; Monica Brinkerhoff, Child-Parent Centers, Inc.

*Professionalism, Leadership & Ethics*

**PS#62** What is my exit strategy? Preparing to sell your childcare business

Elizabeth Sedlak, Early Education, Inc.

*Program Administration, Evaluation & Financial Management*

**PS#63** Who has the right stuff? Finding and keeping a quality faculty

Patti Fleig, Thompson Child and Family Focus.

*Program Administration, Evaluation & Financial Management*

**PS#64** Why should anyone listen to you? How to establish yourself as an expert: Self-publish, support the community, join networking groups, and more

Mary Ann Shallcross Smith, Dr. Day Care; Rebecca Compton, Dr. Day Care.

*Program Administration, Evaluation & Financial Management*

**PS#65** Children's perspectives on public prekindergarten

Sharon Ryan, Bank Street College of Education; Beth Graue, University of Wisconsin Madison.

*Research*

**PS#66** Defining readiness: How has the standards movement impacted perspectives of kindergarten readiness?

Jeff Leffler, Mississippi State University-Meridian.

*Research*

# Friday Poster Session

Friday 4:30–6:00 p.m. Georgia World Congress Center (continued)

**PS#68** "I got a letter from Notty!" How an imaginary woodland elf connects preschoolers to their community

Shauna Winburn, Pinnacle Presbyterian Preschool; Susanne Kenworthy, Pinnacle Presbyterian Preschool.

*Social Studies/History*

**PS#69** "We're not friends, I'm not sharing, and no, you can't play with me"

Dina Treff, University of Georgia; Codi Parham, University of Georgia.

*Social/Emotional Development*

**PS#70** Extended-day transitions, a.k.a. after-school programs: What does creating an EQ culture in an environment that is in a consistent state of transition mean to children's development?

Regina Folks, The Early Childhood Education Director's Network; J. Sebastian Anderson, The Early Childhood Education Director's Network.

*Social/Emotional Development*

**PS#71** Importance of the preschool years: Nurturing social-emotional wellness and building resiliency

Jill Raisor, University of Southern Indiana; Yajuan Xiang, University of Southern Indiana; Clarissa Willis, University of Southern Indiana.

*Social/Emotional Development*

**PS#72** Social interactions: Fostering positive relationships between infants and toddlers

Kim Swart, Ohio University Child Development Center.

*Social/Emotional Development*

**PS#73** Drive full STEAM ahead! Realistic and developmentally appropriate ways to teach science, technology, engineering, arts, and math (STEAM) to infants and toddlers during daily routines and experiences

Angela Searcy, Simple Solutions Educational Services and Erikson Institute.

*Teaching & Instructional Practices*

**PS#74** The image of the child among early childhood educators in China and its relation to teaching practices

Ya-Fang Cheng, University of Wisconsin-Madison; Lien-An Hsu, National Chengchi University.

*Teaching & Instructional Practices*

**PS#75** Passport to the arts: Exploring creative ways to connect literacy and multiple art forms with global cultures

Linda Golson Bradley, Georgia College.

*Teaching & Instructional Practices*

**PS#76** Research-based multisensory STEM-L curriculum, with guidelines aligned to the preschool/kindergarten Common Core standards: Or, "Why do I do what I do?"

Michelle Greenidge Joiner, speech language pathologist in private practice; Cagney Joiner, private tutor; Mia Johnson Joiner, actor/student; Jessica Hawkins Greenidge, attorney.

*Teaching & Instructional Practices*

**PS#77** Behind the scenes of atypical learners and technology: How to find resourceful apps for atypical children

Chloe Martin, Southeast Missouri State University; Priscilla Beffa, Southeast Missouri State University; Lexi Divin, Southeast Missouri State University; Emily Wilkinson, Southeast Missouri State University.

*Technology & Young Children*

**PS#78** Giving our quietest children a voice: Assistive technology in the early childhood classroom

Gretchen Cole-Lade, Oklahoma State University.

*Technology & Young Children*

**PS#79** Intentionality: Maintaining best practice while incorporating technology in play-based preschool environments

Christina Mirtes, Eastern Michigan University.

*Technology & Young Children*

Friday 7:00–10:00 p.m Georgia Aquarium.

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# Saturday sessions

**Saturday Sessions 8:00 a.m.–9:15 a.m.** Georgia World Congress Center

## Featured Session

**#417 | Connecting with millennial parents: On demand, social, and personal**

The rules of family engagement have changed and continue to change as early childhood educators adapt to the needs and preferences of millennial parents. Early childhood educators are adept at problem-solving models that lead without controlling and compromise without surrendering core values. We can use those same skills to collaborate with a new generation of parents. In this session, we will discover the freedom and the creativity of true collaboration based on the best recommendations from generational research on millennial parents. Join us as we identify the changing needs of parents and families, find ways to let go of rules and practices that are no longer meaningful or effective, and harness the power of relationship-building and technology to meet parents where they are and create the best possible programs for children.

Karen Deerwester, Family Time.  
**Room A411**



Karen Deerwester

**#418 | Interactive storytelling: It's not just a workshop—it's an adventure!**

Don Dougherty, Classroom Adventure Stories, LLC; Katie Bartschi, Play & Learn Child Care Centers.

**Room B210**

Preschoolers

*Arts (Performing & Visual Arts)*

**#419 | Building teachers' capacities for collecting and using student data**

Amber Cartwright, Brooklyn Kindergarten Society; Anusha Subramanyam, Brooklyn Kindergarten Society.

**Room B306**

Preschoolers

*Assessment of Young Children*

**#420 | Touch it, feel it, know it: Creating tactile books to enhance student engagement**

Marquetta Johnson, High Museum of Art-Atlanta.

**Room A315**

*Children with Disabilities/Early Intervention*

**#421 | Cross-sector partnerships for preschool through grade 3 in Metro Atlanta**

Nicole Patton-Terry, Georgia State University; Mindy Binderman, Georgia Early Education Alliance for Ready Students (GEEARS); Blythe Robinson, Sheltering Arms Early Education and Family Centers; Atiba Mbiwan, Zeist Foundation.

**Room B311**

*Community Partnerships*

**#422 | The essential need for practical life: Using Montessori skills in the play-based classroom**

Sarah Vanover, Bright Horizons.

**Room B315**

Preschoolers

*Curriculum—Theories & Approaches*

**#423 | Rethinking culturally responsive teaching in early childhood classrooms: Through the eyes of immigrant early childhood teacher educators**

Jinhee Kim, Kennesaw State University; Su-Jeong Wee, Purdue University Northwest; Kyoung Jin Kim, Wheelock College.

**Room B404**

Preschoolers

*Diversity & Equity*

**#424 | Can technology actually INCREASE high-quality interaction between parents and children?**

Emily Roden, ReadyRosie; Colleen Anderson, consultant, ReadyTogether.

**Room B407**

*Family Engagement & Support*

**#425 | Providing services and support to kinship care family members: The unique role of early childhood professionals**

Andrea Smith, Western Michigan University.

**Room A408**

*Family Engagement & Support*

**#426 | A nation's quest for high-quality early childhood education: Showcasing the lived experience of Australia's National Quality Standard**

Catharine Hydon, Hydon Consulting; Lennie Barblett, Edith Cowan University; Sandra Cheeseman, Macquarie University.

**Room B308**

Adults

*Global Perspectives*

**#427 | Using children's behavior data to achieve goal of developmental linkage**

Gene Shi, Learning Genie.

**Room B309**

*Good Start—Chinese Language Track*

**#428 | Connect your way to cooperation: How to help even hard-to-handle students move from willful to willing**

Lety Valero, Educando en Conciencia; Amy Zolessi, Connecting A to Z; Polly Beebe, Orange County Schools.

**Room B214**



*Grandes Comienzos—English*

**#429 | Promoviendo la diversidad en nuestra sala de clase al integrar literatura infantil**

Mayra Almodovar, Hartnell College; Marisel Torres-Crespo, Hood College.

**Room B305**



*Grandes Comienzos—Spanish*

**#430 | A fighting chance: Supporting young children experiencing disruptive change**

Jane Humphries, Creative Educational Strategies & Services; Kari Rains, Creative Educational Strategies & Services.

**Room A404**

*Guidance/Discipline/Challenging Behaviors*

**#431 | Creating a healthier melting pot: Cultural influences on diet**

Casey Craft, YWCA Metropolitan Chicago.

**Room A312**

*Health & Safety*

**#432 | Early childhood teacher educators in Mississippi find a voice and each other through a professional learning community**

Cathy Grace, University of Mississippi.

**Room A311**

Adults

*Higher Education/Teacher Preparation*

**#433 | Developmentally appropriate practice and early literacy: Understanding readiness and child-centered approaches to encouraging the development of literacy skills**

Cindy Terebush, Helping Kids Achieve with Cindy Terebush.

**Room B403**

Preschoolers

*Language & Literacy*

**#434 | Developing concept of word and orthographic mapping: A critical and often forgotten component of emergent literacy**

Kelly Padilla, Virginia Beach City Public Schools; Karen Drosinos, Virginia Beach City Public Schools.

**Room B409**

Kindergartners

*Language & Literacy*

**#435 | Pedagogical practices that support creative investigations in early mathematics**

Angela Eckhoff, Old Dominion University.

**Room A313**

Preschoolers

*Mathematics*

**#436 | The importance of male role models in early childhood: Research to practice in pre-K and kindergarten classrooms**

Brycial Williams, Forrest City School District.

**Room A403**

*Men in Early Childhood*

**#437 | Talking the language of math through meaningful music-and-movement experiences**

Aisha Thurman-Cosby, Kuumba Partners for Preschoolers™.

**Room A314**

Preschoolers

*Music*

**#438 | Mindful movement in the preschool classroom**

Carrie Cutler, University of Houston; Adrienne Johnson, Providence Day School.

**Room A402**

Preschoolers

*Physical Development*

**#439 | Let's talk play: Bringing play back to the heart of early childhood education**

Robin Ploof, Champlain College.

**Room B302**

*Play*

**#440 | Using data for effective preschool practice: Child progress monitoring, teacher observation and goal-setting, and instructional planning**

April Crawford, Children's Learning Institute at UTHealth.

**Room A316**

Preschoolers

*Professional Development—Training & Technical Assistance*

**#441 | Inspired leadership: How to build and maintain an effective team**

Erin Ramsey, Living Inspired.

**Room B211/212**

Adults

*Professionalism, Leadership & Ethics*

**#442 | Balancing leadership: Using the Whole Leadership Framework to help program administrators manage their time and priorities**

Michael Abel, National Louis University.

**Room B312**

Adults

*Professionalism, Leadership & Ethics*

**#443 | Quality staff starts with you: A supervisor's role in engaging and managing staff of all levels**

Lacey Tsonis, Raising Munchkin, LLC; Bunny Egerton, Raising Munchkin, LLC.

**Room B213**

Adults

*Program Administration, Evaluation & Financial Management*

**#444 | Emulating Einstein: Using science notebooks in kindergarten through grade 2 to support children's scientific observations and writing skills**

Emily Lemonds, Parkway School District.

**Room B208**

First- to Third-Graders

*Science*

**#445 | A qualitative investigation of the impacts of yoga on children's self-regulation, emotional regulation, and classroom engagement**

Roxanne Rashedi, University of California, Davis.

**Room B304**

Kindergartners

*Social/Emotional Development*

**#446 | Good grief: Sad is not bad**

Johanna Booth-Miner, Live & Learn Early Learning Center; Sarah Miner, Live & Learn Early Learning Center; David Miner, Live & Learn Early Learning Center.

**Room A405**

*Social/Emotional Development*

**#447 | SEL—who has time for that? Integrating academic standards with social-emotional learning**

Lindsey Merrick, The School of Arts and Sciences Centre; Nicole Mercer, Peaceful Classrooms, LLC.

**Room A406**

Kindergartners

*Standards—Early Learning Standards, Program Standards*

**#448 | Great expectations: Engaging and empowering family childcare providers in QRIS**

Sarah Neville-Morgan, California Department of Education; Camille Maben, First 5 California.

**Room B310**

Adults

*State Systems—Data, Financing, Professional Development, Standards, QRIS*

# Saturday Sessions

Saturday Sessions 8:00 a.m.–9:15 a.m. Georgia World Congress Center (continued)

#449 | **“Don’t call us kinders; we’re engineers!” Engineering education for young children**

Emily Poster, Science Museum of Minnesota; Maija Sedzielarz, Science Museum of Minnesota.

**Room B303**

Kindergartners

*Teaching & Instructional Practices*

#450 | **Making connections: Using earth materials across the curriculum**

Karen Capraro, Rhode Island College; Lorraine Downes, Rhode Island College.

**Room A407**

First- to Third-Graders

*Teaching & Instructional Practices*

#451 | **STREAMS: An early childhood approach to STEM**

Kindetta Thompson, Kingsport City Schools; Lacy Hughes, Kingsport City Schools.

**Room B314**

Preschoolers

*Teaching & Instructional Practices*

#452 | **ECE iTech! Integrating technology and digital media appropriately in the classroom**

Sharon Hirschy, Collin College.

**Room B405**

*Technology & Young Children*

Saturday Sessions 9:30–10:45 a.m. Georgia World Congress Center

## Featured Session

#453 | **Kale salad, laundromats, and Obama: How cultural competency creates transformative learning experiences for students, staff, and parents**

In this session, attendees will define cultural competency and investigate common barriers to transformative communication, curriculum design, instruction, and professional development, as well as learn and apply effective cultural competency strategies to real-world challenges from a variety of early childhood educational settings. Attendees will be invited to reflect on their own cultural background (i.e., age, geographic region, ethnicity, race, school history, socio-economic status) and think about how it manifests itself in their pedagogy, trainings, or communication with parents. In small groups, attendees will consider what barriers to cultural competency are present in their schools, classrooms, programs, or staff trainings, and they will share how they would apply cultural competency strategies to a challenge they have identified.

Alvin Irby, Barbershop Books.

**Room A411**



Alvin Irby



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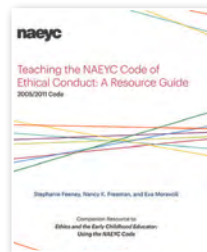
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#### 2005/2011 Code

Information and guidance to help you teach new and experienced educators about professional ethics and the NAEYC Code of Ethical Conduct

**Item 1181** | List \$20 |  
Conference Price \$16



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# Saturday Sessions

Saturday Sessions 9:30–10:45 a.m. Georgia World Congress Center (continued)

## #454 | **Come one, come all: The universally designed preschool classroom**

Pamela Brillante, William Paterson University.

**Room B311**

Preschoolers

*Children with Disabilities/Early Intervention*

## #455 | **Courageous conversations and critical curriculum: Creating and nurturing cultural awareness in the classroom**

Amanda Burns, Catherine Cook School; Rachel Hill, Catherine Cook School.

**Room B409**

Kindergartners

*Curriculum—Theories & Approaches*

## #456 | **Reflective practice to support playful inquiry and emergent curriculum**

Sarah Felstiner, Hilltop Children's Center.

**Room B301**

Preschoolers

*Curriculum—Theories & Approaches*

## #457 | **Northern Canadian Aboriginal Head Start: Culturally and developmentally appropriate practices for indigenous children—The future of our children**

Eugema Ings, Shkoday Abinoojiiwak Obimiwedoan; Tina Gardner, Shkoday Aboriginal Headstart; Kayla Vecchio, Shkoday Aboriginal Headstart.

**Room B306**

*Diversity & Equity*

## #458 | **Special needs, special rights, disability: Conversations with young children**

Sue Mankiw, William Paterson University.

**Room B403**

*Diversity & Equity*

## #459 | **The LGBT experience: All the questions you were too afraid to ask and all of the answers you need to empower early childhood educators**

Kara Maul, Bright Horizons; Jill Petty, Bright Horizons.

**Room B210**

Adults

*Diversity & Equity*

## #460 | **Enseñando con el corazón: Desarrollando al máximo las habilidades ejecutivas del cerebro a través de la seguridad, conexión, y resolución de problemas**

Lety Valero, Loving Guidance; Bibi Herran, Loving Guidance.

**Room B209**



Grandes Comienzos—Spanish

## #461 | **¡Bienvenidos! Una invitación a conocer mi herencia y cultura: Apoyando la identidad cultural en el aula preescolar**

Wilma Robles-Melendez, Nova Southeastern University.

**Room B302**

Preschoolers



Grandes Comienzos—Spanish

## #462 | **Mirror, mirror: Adult projections reflected on the child's behavior**

Tiffany Simon, Child and Family Resources, Inc.

**Room B315**

Infants and Toddlers

*Guidance/Discipline/Challenging Behaviors*

## #463 | **Free evidence-based professional development resources to support children with disabilities: Recommended practices modules**

Chih Ing Lim, University of North Carolina at Chapel Hill; Megan Vinh, University of North Carolina at Chapel Hill; Toni Miguel, University of North Carolina at Chapel Hill; Tracie Dickson, US Department of Education.

**Room A312**

Adults

*Higher Education/Teacher Preparation*

## #464 | **Teacher talent untapped: Multilingual paraprofessionals speak about the barriers to entering the profession**

Amaya Garcia, New America; Shayna Cook, New America.

**Room B404**

Adults

*Higher Education/Teacher Preparation*

## #465 | **Ready teachers + ready learning environments = ready-to-read children**

Darlene Estes-Del Re, Tennessee State Department of Education; Misty Moody, Tennessee Department of Education.

**Room A313**

*Language & Literacy*

**#466 | Strong beginnings for babies: Families fostering early language development**

Mary Knight-McKenna, Elon University; Heidi Hollingsworth, Elon University.

**Room A314**

Infants

*Language & Literacy*

**#467 | Rethinking the Environment Rating Scales' (ECERS and ITERS) definition of quality: What changed and why? Implications for assessment and program improvement**

Debby Cryer, Environment Rating Scales Institute.

**Room B405**

*Learning Environment*

**#468 | The outdoor classroom on a shoestring budget: How to enhance your outdoor environment with little or no money**

Lisa Cain-Chang, Child Educational Center; Ellen Veselack, Child Educational Center.

**Room A402**

*Learning Environment*

**#469 | Let's say it in song! Adding rhythm to your routine**

Chuck Hage, Just Kiddin' Around ....

**Room A403**

*Music*

**#470 | Driving change through professional development: Improving teacher-child interactions for infant, toddler, and pre-K teachers**

Sedra Spano, Teachstone; Faith Duncan, GA DECAL.

**Room B310**

*Professional Development—Training & Technical Assistance*

**#471 | Building healthy professional development plans that include webinars and asynchronous online learning**

Kara Lehnhardt, North Carolina Partnership for Children/Smart Start; Fran Simon, Engagement Strategies.

**Room B305**

Adults

*Professional Development—Training & Technical Assistance*

**#472 | Family child care: An essential piece of the puzzle**

Ellaine Miller, Auburn University.

**Room B408**

Adults

*Professional Development—Training & Technical Assistance*

**#473 | Teacher retention: How teachers' perception of their work environment relates to their job satisfaction and work commitment**

Karen Appel-Drazin, Northeastern Illinois University and Olivet Nazarene University; Bina Habibi, The Children's Center of Cicero Berwyn.

**Room B213**

Adults

*Professionalism, Leadership & Ethics*

**#474 | Stuck at the kids' table? Growing leaders in your organization**

Dianna Saelens, NAEYC Affiliate Advisory Council; Lydia Bowers, NAEYC Affiliate Advisory Council; Robyn Lopez Melton, NAEYC Affiliate Advisory Council; Ben Planton, NAEYC Affiliate Advisory Council.

**Room B312**

Adults

*Professionalism, Leadership & Ethics*

**#475 | Dealing with difficult coworkers: Effective conflict management and negotiation strategies to minimize conflict and facilitate harmony in the workplace, including strategies for dealing with a difficult boss**



Bradley Smith, National Institute of Child Care Management (NICCM).

**Room A412**

*Professionalism, Leadership & Ethics*

Sponsored by:



**#476 | Accounting for childcare centers: Understanding the business aspect of running a childcare facility**

Denis Morozov, Child Care Cooperative.

**Room A405**

Adults

*Program Administration, Evaluation & Financial Management*

**#477 | Creating a "sound" curriculum: Science and sound for toddlers**

Sonia Yoshizawa, East Tennessee State University; Ann Marie Cornelison, Child Study Center, East Tennessee State University.

**Room B207**

Toddlers

*Science*



Session is part of the Young Professionals Track.

#478 | **Healthy, positive body image: How both positive and negative comments about children's appearance can reinforce sexism, racism, and homophobia**

Meg Thomas, AMAZE.

**Room B313**

*Social/Emotional Development*

#479 | **Defeating the dragon of family substance use disorder: How to use fairytales and protective play to promote resilience in all children**

Stephanie Goloway, Community College of Allegheny County.

**Room A406**

*Social/Emotional Development*

#480 | **Climbing the social-emotional ladder to empathy**

Shulamit Ritblatt, San Diego State University.

**Room A404**

*Social/Emotional Development*

#481 | **The art of asking questions to facilitate inquiry learning**

Kori Bardige, Learning Circle Consulting; Melissa Russell, The Hundred Acre School at Heritage Museums & Gardens.

**Room B214**

Preschoolers

*Teaching & Instructional Practices*

#482 | **Little scientists: Sparking scientific thinking through drama**

Marielle Martinez, The Alliance Theatre; Andrea Washington, The Alliance Theatre.

**Room B303**

Preschoolers

*Teaching & Instructional Practices*

#483 | **There's an app for that: Using mobile technology to support learning through play in the early childhood classroom**

Amy Beard, Arkansas State University; Beverly Boals-Gilbert, Arkansas State University.

**Room B401**

Preschoolers

*Technology & Young Children*

## Learn about NAEYC's Global Engagement Efforts

By proactively engaging with early childhood professionals worldwide, we learn more about innovative approaches in early education, deepen our knowledge, broaden our perspective, and share resources.

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Contact us at [groupmembership@NAEYC.org](mailto:groupmembership@NAEYC.org), to learn  
more about the benefits of a group membership purchase.

### Featured Session

#### #484 | **Dialogue with water: Promoting and analyzing children's scientific inquiry at the sensory table**

Through inspiring videos, photos, and anecdotes of children exploring easy-to-build constructions in and around the water table, participants are invited to see children engage in a dynamic interplay between space and materials as they take charge of their own scientific inquiry. Children's explorations include experiments with water in different states: water (liquid), ice and snow (solid), and suds and bubbles (gas). Learn concrete ideas for turning the water table into a hands-on science table for children to author their own experiments. Reflect on your attitude in relation to planning intentional activities at the water table. Participants will be offered a framework of dimensions and elements to consider when building that is easily adapted to fit any classroom. Examples will also include ways to adapt the constructions for toddlers.

Thomas Bedard, Saint Paul Public Schools.

**Room A411**  
Preschoolers



Thomas Bedard

Thank you to our sponsor  
of this Featured Session,  
**Community Playthings.**



#### #485 | **Changing hearts, changing minds: Teaching to all parts of the whole in an inclusive classroom**

Erika Yocom, Northwest Missouri State University; Beth Goudge, Northwest Missouri State University; Michelle Vaught, Northwest Missouri State University.

**Room A315**

*Children with Disabilities/Early Intervention*

#### #486 | **Look who's hatching: Exploring oviparous (egg laying) animals with young children using an emergent curriculum**

Katie Krause, University of Nebraska-Lincoln, Nebraska Extension; Jaci Foged, University of Nebraska-Lincoln, Nebraska Extension.

**Room B316**

Preschoolers

*Curriculum—Theories & Approaches*

#### #487 | **STEAM- and play-embedded curriculum: Addressing core science and art standards**

John Holanda, purpleiam.com.

**Room B403**

Kindergartners

*Curriculum—Theories & Approaches*

#### #488 | **Legos and literacy and loose parts—oh, my!**

Sarah Brooks, Evansville Day School; Katie Bockting, Evansville Day School.

**Room B301**

*Curriculum—Theories & Approaches*

#### #489 | **Supporting multiracial children and families**

Ijumaa Jordan, IJ Consulting/Harvest Resource Associates; Megan Madison, Brandeis University.

**Room B311**

*Diversity & Equity*

#### #490 | **Welcoming children who were adopted and their families through our language, actions, and understanding**

Robin Fox, University of Wisconsin-Whitewater.

**Room B306**

*Family Engagement & Support*

#492 | **“Nothing I try with this child is working!” Get the tools you need to tackle and transform challenging behavior today**

Barb O’Neill, Barb O’Neill Consulting.

**Room B401**

Preschoolers

*Guidance/Discipline/Challenging Behaviors*

#493 | **Addressing bias and stereotypes with preservice teachers: Strategies to include in your current practices**

Jennifer Strickland-Poole, University of South Carolina.

**Room A311**

Adults

*Higher Education/Teacher Preparation*

#494 | **Talk it out! Writing partnerships in the kindergarten classroom**

Erica Rutherford, University of Alabama.

**Room A312**

Kindergartners

*Language & Literacy*

#495 | **Once “aoponsa” time: Strategies that support preschoolers in literature-based story retelling**

M. Susan McWilliams, University of Nebraska at Omaha.

**Room A313**

Preschoolers

*Language & Literacy*

#496 | **Preschoolers as activists: Using picture books as a springboard for action**

Phillip Baumgarner, The Child Development Lab, University of Georgia.

**Room B404**

Preschoolers

*Language & Literacy*

#497 | **Literacy in unexpected places: Helping families support children’s early literacy development**

Jennifer Geringer, University of Wyoming.

**Room B408**

Infants and Toddlers

*Language & Literacy*



## This is BIG.

Share NAEYC’s new family membership!

Share with your families and friends.

Is your child ready for kindergarten? What is DAP? Is play really that important?

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#498 | **“Sit still?” What children are telling us when they just won’t sit still**



Mike Huber, Seward Childcare Center.

**Room B211/212**

Preschoolers

*Learning Environment*

Sponsored by:



#499 | **Student voice and student choice: Makerspaces and alternative seating in the elementary school—Designing an engaging classroom environment with eyes on the future**

Allen Clement, Wobble Seat; Debbie Clement, Rainbows Within Reach.

**Room A402**

First- to Third-Graders

*Learning Environment*

#500 | **Growth mindset and pedagogical leadership: Helping teachers revise, reimagine, and redefine their practices in a climate of innovation and change**

Robyn Brookshire, University of Tennessee Knoxville; Kathy Kidd, University of Tennessee Knoxville.

**Room B310**

Adults

*Professional Development—  
Training & Technical Assistance*

#501 | **In pursuit of optimal fidelity: Bringing your coaching “A” game**

Breeyn Mack, Teaching Strategies, LLC.

**Room B314**

Preschoolers

*Professional Development—  
Training & Technical Assistance*

#502 | **Beginning, building, and succeeding: Being an effective consultant in early childhood education**

Michelle Barnea, Innovations in Early Learning; Sharon Hirschy, Collin College; Elaine Zweig, Collin College; Robert Gundling, Better Futures, LLC.

**Room B315**

Adults

*Professional Development—  
Training & Technical Assistance*

#503 | **Exploring the ECE achievement gap: The courage to lead**

Maurice Sykes, Early Childhood Leadership Institute.

**Room A403**

*Professionalism, Leadership &  
Ethics*

#504 | **You’ve recently been promoted to program director: Now what?**

Noelle McCullough, Department of Early Education and Care, MA.

**Room B208**

Adults

*Program Administration, Evaluation  
& Financial Management*

#505 | **Promoting children’s success: Pyramid Model overview and Tier 1 strategies and resources**

Cassa Andrews, Georgia Department of Early Care and Learning.

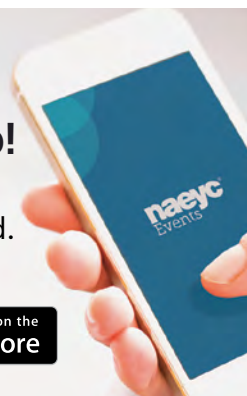
**Room A406**

Preschoolers

*Social/Emotional Development*

**Don’t forget to download the Conference App!**

Search “NAEYC Events” in app stores to download.



Session is part of the Young Professionals Track.



Follow the conversation on Facebook and Twitter using #naeycAC.



**Saturday 12:30–1:45 p.m.** Georgia World Congress Center



## Closing Celebration

### #506 | **Early Childhood Educators are Rock Stars!**

Join us Saturday at a party planned just for you! This ECE rock star themed event is to celebrate YOU, the rock stars, and the hard work you put in here at Conference and every day in the field.

#### **Thomas Murphy Ballroom 1**

We'll have a band to get the party started as well as other surprises such as freebies, snacks, and more!

This can't-miss party to close out Conference is sure to be a highlight of the week—we hope to celebrate with you!

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Visit our staff in the NAEYC Shop in the Expo Hall for more information or to schedule a consultation.



Early Learning Programs

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# Submit Your Conference Proposal!

**2018 NAEYC Annual Conference**  
November 14–17, 2018  
Washington, DC

Submit a proposal to share your knowledge and expertise with the early childhood education community at next year's conference!

**Submission Deadline: January 12, 2018**

If you are selected to present, you also receive a discount on conference registration! For proposal criteria and more information, visit [www.NAEYC.org/conference](http://www.NAEYC.org/conference).

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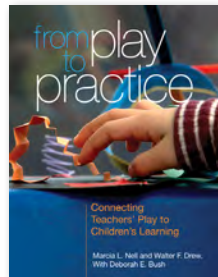
## Available at the NAEYC Shop!

### From Play to Practice

#### Connecting Teachers' Play to Children's Learning

Become more knowledgeable about purposeful use of materials and intentional teaching strategies to help children engage in open-ended play

**Item 180** | List \$28 |  
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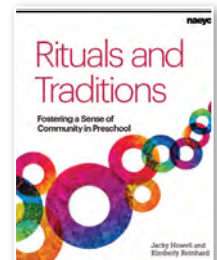
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### Rituals and Traditions

#### Fostering a Sense of Community in Preschool

Teachers foster a sense of belonging and create positive learning environments by using rituals and traditions to connect children, families, and staff. This book explores why rituals and traditions are important and how teachers can incorporate them into their plans to create a caring community that supports children's learning.

**Item 183** | List \$18 | Conference Price \$14.40





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more about the benefits of a group membership purchase.

## Help shape the future of the early childhood profession

Looking for ways to strengthen your connection to NAEYC and the field? By lending your leadership to the programs below, you can shape NAEYC's future, gain new insights, and expand your professional horizons. NAEYC is looking for members to get involved and volunteer their services in these national leadership opportunities:

### Conference Proposal Reviewers

(Three-year term; selection approved by NAEYC staff)  
Members review proposal submissions online and make recommendations for potential sessions at NAEYC conferences.

### Council for NAEYC Accreditation of Programs for Young Children

*(Three-year term; selection determined by the Council Nominating Committee and approved by the Governing Board)*

The Council for NAEYC Accreditation of Programs for Young Children was established by the Governing Board to ensure quality, integrity, and accountability for NAEYC's Accreditation system. We seek individuals who are experienced with all aspects of NAEYC Accreditation, are strategic thinkers with strong interpersonal skills, and can commit significant time to supporting the continuous improvements of NAEYC's early childhood program accreditation system.

### Early Childhood Higher Education Peer Reviewers

(Ongoing online application acceptance; applicants approved by NAEYC staff)

Peer Reviewers support the accreditation process for associate, baccalaureate, and master's degree programs by participating in document reviews and site visits, and/or support the recognition process for baccalaureate, master's and doctoral programs as part of the CAEP accreditation process by participating in online document reviews.

### NAEYC Affiliates

NAEYC's network of Affiliates offers many leadership opportunities: Board service, committee work, or as a one-time volunteer. To contact the Affiliate in your area, visit: <http://www.naeyc.org/affiliates/offices>.

### NAEYC's Affiliate Advisory Council

(Three-year term; selection approved by the Council)  
Members advise the Governing Board and national staff on all issues related to Affiliates and members, organizational health and wellness, nonprofit best practices, and developing strong, inclusive leadership throughout NAEYC.

### NAEYC Governing Board

(Four-year term; slate developed by the Nominating Committee and approved by the Governing Board for election by the membership)

Former Board members consider their service on the NAEYC Governing Board as one of their most rewarding professional experiences. We seek individuals who will contribute high-quality leadership, broad knowledge of issues facing the field and NAEYC, strong interpersonal skills, and a commitment to increasing our effectiveness as a high performing, inclusive organization working on behalf of young children and the early childhood profession.

### NAEYC Interest Forums

NAEYC's Interest Forums are exclusive, member-only communities of professionals who share a common interest in specific topics in early learning. To learn more, visit: <http://www.naeyc.org/community/interest-forums/>.

### Teaching Young Children Editorial Advisory Panel

(Three-year term; selection approved by NAEYC staff)  
Members recommend topics and potential authors, provide feedback, and participate in reader discussions.

### Young Children and NAEYC Publications Consulting Editors

(Three-year term; selection approved by NAEYC staff)  
Members review and recommend *Young Children* and book manuscripts or videos for potential publication/distribution.

For more details and to submit an application, visit [www.naeyc.org/getinvolved](http://www.naeyc.org/getinvolved).

Learn how you can become an NAEYC leader at the **Leadership speed date, SESSION #158**, Thursday, from 11:45 a.m.-12:45 p.m., in Georgia World Congress Center, room B310.

# NAEYC Governance Participants & Advisory Groups

NAEYC thanks these members for their service to our Association. For more information about leadership opportunities, please see [page 171](#).

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## Explore the wonders of the 2017 NAEYC Expo!

### Georgia World Congress Center, NAEYC Expo, Building A, Lower Level A1/A2/A3

The Expo—always one of the most popular parts of the Annual Conference—will open this year at 5:00 p.m. on Wednesday, November 15. The Expo is an exciting gathering of more than 300 companies, many with a long history of providing resources and solutions to the early childhood education community. Others are first-time exhibitors with innovative approaches created from their own experiences as educators or as parents. Make sure you visit the Expo as many times as possible to meet new people, demo the latest products, take home samples, and learn how to win great prizes.

The Expo features snack options throughout the day and meals from the Expo Food Court on Wednesday evening, and during the scheduled lunch breaks on Thursday and Friday.

#### Food Court options:

Grab n' Go (salads and wraps)  
Chick Fil-A  
Papa John's  
Pita Hut (Mediterranean flavors)  
Burrito Bowl  
Taste of Asia  
Jim and Nick's (BBQ)  
Subway  
Taqueria (tacos)

#### Snack carts near the main entrance:

Cappuccino Express  
Nuts about Georgia  
Gelato and ice cream

#### Snack carts near the Poster Avenue:

Great American Cookie  
King of Pops

### 2017 Expo Hours

<b>Wednesday, November 15</b>	5:00 – 7:00 p.m.	Snack carts and select food stations are open.
<b>Thursday, November 16</b>	10:00 a.m. – 6:00 p.m.	Snack carts open all day. Food Court open during lunch break.
<b>Friday, November 17</b>	10:00 a.m. – 6:00 p.m.	Snack carts open all day. Food Court open during lunch break.
<b>Saturday, November 18</b>	No Expo hours.	

#### Community Connection – Give Back to Our Host City

Visit the Expo during the scheduled lunch period on Thursday and Friday to help stuff 1,000 snack packs for Atlanta's children. Primrose Schools® is sponsoring the outreach activity to support the Westside Future Fund, an Atlanta non-profit organization led by community leaders who believe in the future of Atlanta's historic neighborhoods and are committed to helping restore their strength. Projects by the Westside Future Fund will impact the area near the Georgia World Congress Center, including the transformation of an old YMCA into a vibrant youth center complete with state-of-the-art early learning center in an area in desperate need of help.

Learn more about how to participate in the Community Connection during your time at Annual Conference on [page 89](#).

# Index of exhibitors

## Exhibitors as of October 6, 2017

Expo Floor Plan is found on the Expo Guide insert.

### **2WayRadioPlus.com/Motorola**

[www.2wayradioplus.com](http://www.2wayradioplus.com)

Anti-violence; Health and safety; Supervision

**Booth #2227**

### **A Child's Cup Full Association**

[www.childscupfull.org](http://www.childscupfull.org)

Early learning materials

**Booth #2231**

### **Abrams Learning Trends**

[www.abramslearningtrend.com](http://www.abramslearningtrend.com)

Curriculum resources/materials; Early literacy resources; Language arts/reading

**Booth #1129**

### **Active Parenting Publishers**

[www.activeparenting.com](http://www.activeparenting.com)

Books/videos

**Booth #2009**

### **Aleaf Insurance Agency**

[www.aleafinsurance.com](http://www.aleafinsurance.com)

Health and safety; Insurance/financial services; Management/consultant services

**Booth#1842**

### **Alive Studios**

[www.alivestudiosco.com](http://www.alivestudiosco.com)

Early Literacy Resources; Kindergarten/primary; Language arts/reading

**Booth #745**

### **alphaTUB Corp.**

[www.alphatub.com](http://www.alphatub.com)

**Booth #725**

### **AMAZE**

[www.amazeworks.org](http://www.amazeworks.org)

Curriculum resources/materials; Diversity in education/multicultural education; Professional development

**Booth #1822**

### **Amazing Athletes**

[www.amazingathletes.com](http://www.amazingathletes.com)

Health and Safety; Multi-Age; Physical Education

**Booth #2240**

### **Amber Way Jewelry**

[www.amberwayjewelry.com](http://www.amberwayjewelry.com)

Jewelry/accessories

**Booth #1246**

### **Anderson's Alphabet U**

[www.alphabetu.com](http://www.alphabetu.com)

Awards/recognition gifts; Graduation;

**Booth #823**

### **Angeles Corporation**

[www.angelesstore.com](http://www.angelesstore.com)

Classroom equipment/furniture/supplies; Infants and toddlers; Playground equipment/supplies

**Booth #1917**

### **Aquafacial, Inc.**

[www.aquafacial.com](http://www.aquafacial.com)

Classroom equipment/furniture

**Booths #514 and #1645**

### **Atlanta Speech School, Rollins Center**

[www.readrightfromthestart.org/](http://www.readrightfromthestart.org/)

Early literacy resources; Infants and toddlers; Teaching resources

**Booth #1449**

### **Ball State University**

[www.bsu.edu/online](http://www.bsu.edu/online)

Distance education; Higher education; Undergraduate/graduate schools

**Booth #2233**

### **Barefoot Books**

[www.barefootbooks.com](http://www.barefootbooks.com)

Bilingual education; Books/videos; Multi-age

**Booth #711**

### **Becker's School Supplies**

[www.shopbecker.com](http://www.shopbecker.com)

Classroom equipment/furniture/supplies; Early literacy resources; Educational toys/games

**Booth #929**

### **Benchmark Education/Newmark Learning**

[www.benchmarkeducation.com](http://www.benchmarkeducation.com)

Books/videos; Curriculum resources/materials; Early literacy resources

**Booth #847**

### **Big Ideas in Early Learning at Erikson Institute**

[www.erikson.edu/SummerInstitute](http://www.erikson.edu/SummerInstitute)

Professional development

**Booth #1033**

### **Big Red Truck Learning Systems**

Educational toys/games; Special-needs resources; Teaching resources

**Booth #1249**

### **Bilingual Birdies**

[www.QBSCompanies.com](http://www.QBSCompanies.com)

Bilingual education; Curriculum resources/materials; Diversity in education/multicultural education

**Booth #1040**

### **Blick Art Materials**

[www.dickblick.com](http://www.dickblick.com)

Arts in education/art materials; Classroom equipment/furniture/supplies

**Booth #625**

### **Book Vine for Children**

[www.bookvine.com](http://www.bookvine.com)

Books/videos; Infants and toddlers; Language arts/reading

**Booth #1514**

### **Boost Promotions**

[www.boostpromotions.com](http://www.boostpromotions.com)

Promotional materials/products

**Booth #1848**

### **Box Cars and One-Eyed Jacks**

[www.boxcarsandoneeyedjacks.com](http://www.boxcarsandoneeyedjacks.com)

Books/videos; Early literacy resources

**Booth #1947**

### **Brackitz**

[www.brackitz.com](http://www.brackitz.com)

Educational toys/games; Infants and toddlers; Kindergarten/primary

**Booth #2013**

**Bright Horizons**

[www.brighthorizons.com](http://www.brighthorizons.com)

Career opportunities; Child care center management; Infants and toddlers

**Booth #1729**

**brightwheel**

[www.mybrightwheel.com](http://www.mybrightwheel.com)

Assessment/portfolios/observation; Child care center management; Photographic services

**Booth #1824**

**Brookes Publishing**

[www.brookespublishing.com](http://www.brookespublishing.com)

Books/videos; Inclusion; Teaching resources

**Booth #1425**

**Call Alert Center LLC**

[www.callalertcenter.com](http://www.callalertcenter.com)

**Booth #2228**

**Carpets for Kids**

[www.carpetsforkids.com](http://www.carpetsforkids.com)

Classroom equipment/furniture/supplies; Infant and toddlers; Kindergarten/primary

**Booth #1429**

**Carriage House Promotions**

[www.carriagehousepromos.com](http://www.carriagehousepromos.com)

Promotional materials/products

**Booth #2108**

**CDA Council for Professional Recognition**

[www.cdacouncil.com](http://www.cdacouncil.com)

Early literacy resources; Infants and toddlers; Leadership

**Booth #747**

**CDC's "Learn the Signs. Act Early." Program**

[www.cdc.gov/ncbddd/actearly/index.html](http://www.cdc.gov/ncbddd/actearly/index.html)

**Booth #2317**

**CedarWorks Playsets**

[www.cedarworks.com](http://www.cedarworks.com)

Classroom equipment/furniture/supplies; Playground equipment/supplies

**Booth #1015**

**Center Enterprises, Inc.**

[www.centerenterprises.com](http://www.centerenterprises.com)

Arts in education/art materials; Educational toys/games

**Booth #1245**

**Champlain College**

[www.champlain.edu/online-masters-programs/med-early-childhood-education](http://www.champlain.edu/online-masters-programs/med-early-childhood-education)

Child care center management; Higher education; Undergraduate/graduate schools

**Booth #2230**

**Channie's Visual Handwriting & Math Workbooks**

[www.channies.com](http://www.channies.com)

Mathematics; Multi-age

**Booth #545**

**Chess At Three**

[www.chessat3.com](http://www.chessat3.com)

Curriculum resources/materials; Educational toys/games

**Booth #2031**

**Child360**

[www.laup.net](http://www.laup.net)

Professional development; Assessment/observations; Management/consultant services

**Booth #1840**

**Child Care Cooperative**

[www.childcarecooperative.net](http://www.childcarecooperative.net)

Administrative/staffing; Child care center management; Management/consultant services

**Booth #1644**

**Child Care CRM**

[www.childcarecm.com](http://www.childcarecm.com)

Child care center management; Computer software; Technology/information

**Booth #2025**

**ChildCare Careers, LLC**

[www.childcarecareers.net](http://www.childcarecareers.net)

Child care options; Infants and toddlers; School-age care/after-school care

**Booth #620**

**ChildCare Education Institute**

[www.cceionline.edu](http://www.cceionline.edu)

Distance education; Professional development; School-age care/after-school care

**Booth #1839**

**Childcraft**

[www.childcraft.com](http://www.childcraft.com)

Classroom equipment/furniture/supplies; Early literacy resources; Learning settings/equipment/materials

**Booth #907**

**ChildPlus Software**

[www.childplus.com](http://www.childplus.com)

Child care center management; Computer software (administrative)

**Booth #616**

**Children's Factory**

[www.childrensfactory.com](http://www.childrensfactory.com)

Infants and toddlers; Kindergarten/primary; Educational toys/games

**Booth #1913**



## Conference Evaluation

**Your opinion is important to us!**

The NAEYC Annual Conference Evaluation will be emailed to all registrants at the end of the conference. We look forward to reviewing your feedback and comments.

# Index of exhibitors

**Christopher and Banks**

[www.christopherandbanks.com](http://www.christopherandbanks.com)

Clothing/accessories

Booth #1247

**Circle of Education-Delibrainy**

[www.circleofeducation.com](http://www.circleofeducation.com)

Curriculum resources/materials;  
Family support/resources; Teaching  
resources

Booth #806

**Cirrus Group, LLC**

[www.CirrusGroup.com](http://www.CirrusGroup.com)

Booth #1939

**Claire Lynn Designs**

[www.clairelynn.com](http://www.clairelynn.com)

Custom teacher tees; Kindergarten/  
primary; Language arts/reading

Booth #2139

**Collegis Professional representing  
Rasmussen College**

[www.collegisprofessional.com](http://www.collegisprofessional.com)

Higher education

Booth #2342

**Committee for Children**

[www.cfchildren.org](http://www.cfchildren.org)

Anti-violence; Curriculum resources/  
materials; Discipline/challenging  
behaviors

Booth #839

**Community Playthings**

[www.communityplaythings.com](http://www.communityplaythings.com)

Classroom equipment/furniture/  
supplies; Multi-age; Playground  
equipment/supplies

Booths #1529 and #1524

**Concordia University**

[www.online.csp.edu](http://www.online.csp.edu)

Higher education; Professional  
development

Booth #709

**Connect4Learning**

[www.kaplanco.com](http://www.kaplanco.com)

Curriculum resources/materials;  
Professional development

Booth #1716

**Conscious Discipline**

[www.consciousdiscipline.com](http://www.consciousdiscipline.com)

Curriculum resources/materials;  
Discipline/challenging behaviors;  
Professional development

Booth #715

**Constructive Playthings**

[www.constructiveplaythings.com](http://www.constructiveplaythings.com)

Educational toys/games; Infants and  
toddlers; Playground equipment/  
supplies

Booth #1409

**Constructivist Childhood Materials**

[www.patternblockpuzzles.com](http://www.patternblockpuzzles.com)

Mathematics; Science/environment;  
Curriculum resources/materials

Booth #2116

**Crayola, LLC**

[www.crayola.com/educators](http://www.crayola.com/educators)

Arts in education/art materials;  
Infants and toddlers; Professional  
development

Booth #1719

**Creative Artworks**

[www.mkt.com/shirtsandbooks](http://www.mkt.com/shirtsandbooks)

Awards/recognition gifts; Curriculum  
resources/materials; Arts in  
education/art materials

Booth #1222

**Cubby Spaces, LLC**

[www.cubbyspaces.com](http://www.cubbyspaces.com)

Child care center management;  
Computer software (administrative);  
Technology/information

Booth #2331

**Curriculum Associates**

[www.curriculumassociates.com](http://www.curriculumassociates.com)

Assessment/portfolios/observation;  
Curriculum resources/materials;  
Infants and toddlers

Booth #2110

**DawnSignPress**

[www.dawnsign.com](http://www.dawnsign.com)

Books/videos; Infants and toddlers;  
Kindergarten/primary

Booth #2047

**Debbie Clement/Rainbows within  
Reach**

[www.rainbowswithinreach.com](http://www.rainbowswithinreach.com)

Books/videos; Music curriculum;  
Alternative seating

Booth #1447

**Dexter Educational Play**

[www.dexterplay.com](http://www.dexterplay.com)

Diversity in education/multicultural  
education; Educational toys/games

Booth #1845

**Discount School Supply**

[www.discountschoolsupply.com](http://www.discountschoolsupply.com)

Classroom equipment/furniture/  
supplies; Educational toys/games;  
Infants and toddlers

Booth #1225

**Discovery Toys - Atlanta**

[www.discoverytoys.com](http://www.discoverytoys.com)

Career opportunities; Educational  
toys/games; Special-needs resources

Booth #2241

**Dodge Learning Resources**

[www.schoolmaterials.net](http://www.schoolmaterials.net)

Books/videos; Early literacy resources;  
Language arts/reading

Booth #2330

**Dr. Day Care**

[www.drdaycare.com](http://www.drdaycare.com)

Books/videos; Professional  
development; Teaching resources

Booth #1244

**Dragon Flies and Dreams**

Jewelry/accessories

Booth #2146

**Early Education, Inc.**

[www.educationinc.us](http://www.educationinc.us)

Booth #2040

**EcoPlay Playgrounds**

[www.ecoplayplaygrounds.com](http://www.ecoplayplaygrounds.com)

Playground equipment

Booth #2143

**ECR4Kids**

[www.ecr4kids.com](http://www.ecr4kids.com)

Classroom equipment/furniture/  
supplies; Educational toys/games;  
Playground equipment/supplies

Booth #510

## **Eddie Eagle**

[www.eddieeagle.com](http://www.eddieeagle.com)

Anti-violence; Curriculum resources/materials; Multi-age

**Booth #2245**

## **Enovative Technologies**

[www.epulsemassage.com](http://www.epulsemassage.com)

**Booth #621**

## **Everlast Climbing**

[www.everlastclimbing.com](http://www.everlastclimbing.com)

**Booth #530**

## **Exchange Magazine**

[www.childcareexchange.com](http://www.childcareexchange.com)

Books/videos; Child care center management; Professional development

**Booth #1742**

## **Explearn Toys - Explore. Play. Learn**

[www.explearntoys.com](http://www.explearntoys.com)

Early learning toys

**Booth #845**

## **EZ-Care**

[www.ezcaresoftware.com](http://www.ezcaresoftware.com)

Child care center management; Computer software (administrative); Technology/information

**Booth #707**

## **Felt Lady**

[www.feltlady.com](http://www.feltlady.com)

Educational kits

**Booth #542**

## **Fielding Graduate University**

[www.fielding.edu](http://www.fielding.edu)

Distance education; Higher education; Undergraduate/graduate schools

**Booth #1646**

## **Flagship Carpets**

[www.sensoryedge.com](http://www.sensoryedge.com)

Classroom furniture/supplies

**Booth #524**

## **Flowerpot Press**

[www.flowerpotpress.com](http://www.flowerpotpress.com)

Books/videos; Kindergarten/primary; Music curriculum

**Booth #1344**

## **Follett**

[www.folletlearning.com](http://www.folletlearning.com)

Books/videos; Early literacy resources; Educational toys/games

**Booth #1031**

## **Forrest T. Jones & Co**

[www.ftj.com](http://www.ftj.com)

Insurance

**Booth #1448**

## **Frog Street Press**

[www.frogstreet.com](http://www.frogstreet.com)

Bilingual education; Curriculum resources/materials; Infants and toddlers

**Booth #917**

## **Fun Science**

Science materials/products

**Booth #1649**

## **Funnydaffer**

[www.funnydaffer.com](http://www.funnydaffer.com)

Curriculum resources/materials; Teaching resources; Technology/information

**Booth #2339**

## **FunShine Express Early Learning Curricula**

[www.funshineexpress.com](http://www.funshineexpress.com)

Assessment/portfolios/observation; Curriculum resources/materials; Technology/information

**Booth #2017**

## **GEICO**

[www.geico.com](http://www.geico.com)

Insurance

**Booth #1346**

## **Genius Plaza**

[www.geniusplaza.com/en](http://www.geniusplaza.com/en)

Bilingual products/services

**Booth #1943**

## **Georgia Department of Education**

[www.gadoe.org](http://www.gadoe.org)

**Booth #2340**

## **Gesell Institute of Child Development**

[www.gesellinstitute.org](http://www.gesellinstitute.org)

**Booth #618**

## **Grand Canyon University**

[www.gcu.edu](http://www.gcu.edu)

Higher education

**Booth #940**

## **Greg & Steve Productions**

[www.gregandsteve.com](http://www.gregandsteve.com)

Kindergarten/primary; Music curriculum; Special-needs resources

**Booth #1520**

## **Grounds for Play**

[www.groundsforplay.com](http://www.groundsforplay.com)

Infants and toddlers; Playground equipment/supplies; School-age care/after-school care

**Booth #1239**

## **Growth Chart**

<http://www.growthchart.me>

Assessment/portfolios/observation; Child care center management; Computer software (administrative)

**Booth #1847**

## **Gryphon House**

[www.gryphonhouse.com](http://www.gryphonhouse.com)

Books/videos; Curriculum resources/materials; Early literacy resources

**Booth #1517**

## **Handi Things LLC**

[www.handithings.com](http://www.handithings.com)

**Booth #2132**

## **HandPrint/NICCM**

[www.handprint.niccm.com](http://www.handprint.niccm.com)

Professional Training

**Booth #1047**

## **Happy Child Products**

[www.happychildproducts.com](http://www.happychildproducts.com)

Classroom equipment/furniture/supplies; Health and safety; Playground equipment/supplies

**Booth #1929**

## **Harrison & Company**

[www.harrisonandcompany.com](http://www.harrisonandcompany.com)

Classroom equipment/furniture/supplies; Educational toys/games; Infants and toddlers

**Booth #1813**

# Index of exhibitors

## Hatch Early Learning

[www.hatachearlylearning.com](http://www.hatachearlylearning.com)

Assessment/portfolios/observation; Computer hardware; Classroom equipment/furniture/supplies

**Booth #1709**

## Heritage Treasures

<http://www.htprintables.com/>

Promotional products

**Booth #1642**

## Heutink USA / Tout About Toys

[www.heutink-usa.com](http://www.heutink-usa.com)

Arts in education/art materials; Classroom equipment/furniture/supplies; Educational toys/games

**Booth #629**

## Highlights

[www.highlights.com/groupsales](http://www.highlights.com/groupsales)

Bilingual education; Early literacy resources; Infants and toddlers

**Booth #2007**

## HighScope Educational Research Foundation

[www.highscope.org](http://www.highscope.org)

Assessment/portfolios/observation; Curriculum resources/materials; Professional development

**Booth #1107**

## HiMama

[www.himama.com](http://www.himama.com)

Assessment/portfolios/observation; Child care center management; Computer software (administrative); Parent involvement; Technology/information

**Booth #647**

## Honqo

[www.honqo.com](http://www.honqo.com)

Carpool management

**Booth #2343**

## iActive Learning

[www.iactivelearning.com](http://www.iactivelearning.com)

Digital solutions

**Booth #1827**

## IM4U

[www.im4ulearning.com](http://www.im4ulearning.com)

Music curriculum; Teaching resources; Social emotional learning

**Booth #1143**

## Imagination Playground

[www.imaginationplayground.com](http://www.imaginationplayground.com)

Playground equipment/supplies; Classroom equipment/furniture/supplies; Educational toys/games

**Booth #1038**

## In Safe Hands

[www.insafehands.net.au](http://www.insafehands.net.au)

Family support/resources; Health and safety; Professional development

**Booth #2039**

## Insect Lore

[www.insectlore.com](http://www.insectlore.com)

Educational toys/games; Kids science; Kindergarten/primary; Science/environment

**Booth #922**



## Institute for Behavioral Training

[www.ibehavioraltraining.com/IBT/Default.aspx](http://www.ibehavioraltraining.com/IBT/Default.aspx)

Discipline/challenging behaviors; Professional development; Special-needs resources

**Booth #2046**

## Institute of Child Nutrition

[www.theicn.org](http://www.theicn.org)

Professional development

**Booth #2142**

## Interdisciplinary Council on Development and Learning

[www.icdl.com](http://www.icdl.com)

Training resources

**Booth #1643**

## International Schools Consortium

[www.ldiglobal.org](http://www.ldiglobal.org)

Administrative/staffing; Kindergarten/primary

**Booth #2122**

## Invention Playground

[www.inventionplayground.org](http://www.inventionplayground.org)

Kindergarten/primary; Professional development; STEM

**Booth #1547**

## Irwin Siegel Agency, Inc.

[www.siegelagency.com](http://www.siegelagency.com)

Insurance programs; Risk management

**Booth #2329**

## Jack Richeson & Co. Inc

[www.richesonart.com](http://www.richesonart.com)

Art supplies/materials

**Booth #521**

## Japan Math

[www.japan-math.com](http://www.japan-math.com)

Mathematics

**Booth #2140**



## JBL Investments

**Booth #1548**

## Jonti-Craft, Inc.

[www.jonti-craft.com](http://www.jonti-craft.com)

Classroom equipment/furniture/supplies; Infants and toddlers; Kindergarten/primary

**Booth #1023**

## Jurassic Sands

[www.jurassicsand.com](http://www.jurassicsand.com)

Curriculum resources/materials; Sand & water play; Sensory materials

**Booth #2128**

## Kalle Art Gallery

[www.kalleart.com](http://www.kalleart.com)

Handmade artwork

**Booth #2243**

## Kangarootime

[www.kangarootime.com](http://www.kangarootime.com)

Child care center management; Computer software (administrative); Parent involvement

**Booth #1831**

## Kaplan Early Learning Company

[www.kaplanco.com](http://www.kaplanco.com)

Classroom equipment/furniture/supplies; Infants and toddlers; Professional development

**Booth #1507**



**Keep America Beautiful**

[www.kab.org](http://www.kab.org)

Professional development; Science/ environment; Teaching resources

**Booth #1348**

**Kid Start Supply**

[www.kidstartsupply.com](http://www.kidstartsupply.com)

Classroom furniture/supplies

**Booth #2232**

**Kidokinetics**

[www.kidokinetics.com](http://www.kidokinetics.com)

Infants and toddlers; Kindergarten/ primary; Physical education

**Booth #1846**

**Kids 'R' Kids Learning Academies**

[www.kidsrkids.com](http://www.kidsrkids.com)

Accredited programs

**Booth #946**

**Kidstuff Playsystems, Inc.**

[www.kidstuffplaysystems.com](http://www.kidstuffplaysystems.com)

Playground equipment

**Booth #645**

**Kinderdance International**

[www.kinderdance.com](http://www.kinderdance.com)

Fitness; Motor development

**Booth #1641**

**KinderJam, LLC**

[www.kinderjam.com](http://www.kinderjam.com)

Curriculum resources/materials; Music curriculum; Professional development

**Booth #525**

**KinderLab Robotics**

[www.kinderlabrobotics.com](http://www.kinderlabrobotics.com)

Early literacy resources; Educational toys/ games

**Booth #1841**

**Kindyhub**

[www.kindyhub.com.au](http://www.kindyhub.com.au)

Documentation software

**Booth #2041**

**Kodo Kids**

[www.KodoKids.com](http://www.KodoKids.com)

Classroom equipment/furniture/ supplies; Learning settings/ equipment/materials; Professional development

**Booth #829**

**Kohburg, Inc.**

[www.kohburg.com](http://www.kohburg.com)

Classroom equipment/furniture/ supplies

**Booth #1819**

**Korkat, Inc.**

[www.korkat.com](http://www.korkat.com)

Playground equipment/supplies

**Booth #2332**

**Kumon Publishing North America, Inc.**

[www.kumonbooks.com](http://www.kumonbooks.com)

Books; Early literacy resources

**Booth #746**

**Lakeshore Learning Materials**

[www.lakeshoreLearning.com](http://www.lakeshoreLearning.com)

Classroom equipment/furniture/ supplies; Educational toys/games; Infants and toddlers

**Booth #607**

**Leader Joy Montessori USA**

[www.leaderjoyusa.com](http://www.leaderjoyusa.com)

Educational toys/games; Infant and toddlers; Classroom equipment/ furniture/supplies

**Booth #2333**

**Learning Genie**

[www.learning-genie.com](http://www.learning-genie.com)

Assessment; Family Engagement

**Booth #1042**

**Learning Without Tears**

[www.LWTears.com](http://www.LWTears.com)

Curriculum resources/materials; Early literacy resources; Mathematics

**Booth #1439**

**LEGO Education**

[www.education.lego.com](http://www.education.lego.com)

Early literacy resources; Teaching resources; Curriculum resource materials; Social emotional development

**Booth #1415**

**Lifecubby**

[www.lifecubby.me](http://www.lifecubby.me)

Assessment/portfolios/observation; Computer software (administrative); Parent involvement

**Booth #2021**

**Lil' Angels Photography**

[www.lilangelsphoto.com](http://www.lilangelsphoto.com)

Photography services

**Booth #1132**

**Little Songbird: Songs for Learning**

[www.LittleSongbird.com](http://www.LittleSongbird.com)

Curriculum resources/materials;

Teaching resources

**Booth #1546**

**Little Sponges**

[www.little-sponges.com](http://www.little-sponges.com)

Bilingual education; Curriculum resources/materials; Early literacy resources

**Booth #1145**

**Los Niños Services**

[www.losninos.com](http://www.losninos.com)

Home care services; Special-needs resources

**Booth #2147**

**Luke's Toy Factory**

[www.lukestoyfactory.com](http://www.lukestoyfactory.com)

Educational toys/games; Kindergarten/primary

**Booth #644**

**Lysol**

[www.lysol.com](http://www.lysol.com)

Classroom/household cleaning products

**Booth #2319**

**M.A.T. Industries**

[www.matindustriesinc.com](http://www.matindustriesinc.com)

Classroom furniture; Sleep mats

**Booth #822**

**Mabel's Labels**

[mabelslabels.com/fundraising](http://mabelslabels.com/fundraising)

Fundraising/incentives; Kindergarten/ primary

**Booth #2130**

**Manimo**

[www.manimo.ca](http://www.manimo.ca)

Educational toys/games; Special-needs resources

**Booth #1147**

**Museum of Science, Engineering is Elementary**

[www.eie.org](http://www.eie.org)

Curriculum; Professional development

**Booth #1130**

**Music Together, LLC**

[www.musictogether.com](http://www.musictogether.com)

Curriculum resources/materials; Infants and toddlers; Music curriculum

**Booth #617**

**My Children's Treasures, Inc.**

[www.mychildrenstresures.com](http://www.mychildrenstresures.com)

Naptime products

**Booth #522**

**MyFamilyBuilders**

[www.MyFamilyBuilders.com](http://www.MyFamilyBuilders.com)

Diversity in education/multicultural education; Educational toys/games; Inclusion

**Booth #1639**

**NASCO**

[www.enasco.com/earlylearning/](http://www.enasco.com/earlylearning/)

Educational toys/games; Kindergarten/primary; Teaching resources

**Booth #539**

**National Center on Early Childhood Development, Teaching, and Learning**

[www.eclkc.ohs.acf.hhs.gov](http://www.eclkc.ohs.acf.hhs.gov)

**Booth #1744**

**National Center for Civil and Human Rights**

[www.civilandhumanrights.org](http://www.civilandhumanrights.org)

**Booth #1946**

**National Program for Playground Safety**

[www.playgroundsafety.org](http://www.playgroundsafety.org)

Health and safety; Supervision; Planning in the Outdoor Environment

**Booth #1828**

**Natural Playgrounds Company, LLC**

[www.naturalplaygrounds.com](http://www.naturalplaygrounds.com)

Playground equipment/supplies; Design of playscape; Installation of elements

**Booth #1238**

**Nature Explore**

[www.natureexplore.org](http://www.natureexplore.org)

Playground equipment/supplies; Professional development; Outdoor classroom design/support

**Booth #1738**

**Nature of Early Play, Inc.**

[www.natureofearlyplay.com](http://www.natureofearlyplay.com)

Learning settings/equipment/materials; Physical education; Playground equipment/supplies

**Booth #738**

**Navajo Jewelry & Crafts**

Navajo Indian Silver Jewelry

**Booth #1139**

**Oh Pear! Studio**

[www.ohpearstudio.com](http://www.ohpearstudio.com)

Fundraising/incentives; Infants and toddlers; Personalized name labels

**Booth #646**

**Origo Education**

[www.origoeducation.com](http://www.origoeducation.com)

Curriculum resources/materials; Mathematics; Professional development

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**Ozark River Portable Sinks**

[www.ozarkriver.com](http://www.ozarkriver.com)

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[www.pacon.com](http://www.pacon.com)

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[www.panelcraft.com](http://www.panelcraft.com)

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[www.peachtree-online.com](http://www.peachtree-online.com)

Books/videos; Social studies curriculum; Teaching resources

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[www.pearsoned.com](http://www.pearsoned.com)

Assessment/portfolios/observation

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**Play With a Purpose**

[www.pwap.com](http://www.pwap.com)

Classroom equipment/furniture/supplies; Physical education; Playground equipment/supplies

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**Playaway Pre-Loaded Products**

[www.shop.playaway.com/](http://www.shop.playaway.com/)

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**Playing Unlimited**

[www.playingunlimited.com](http://www.playingunlimited.com)

Arts in education/art materials; Educational toys/games; School-age care/after-school care

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**Positive Discipline**

[www.positivediscipline.com](http://www.positivediscipline.com)

**Booth #2106**

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[www.prosolutionstraining.com](http://www.prosolutionstraining.com)

Professional development; Distance education; Technology/information

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[www.publisherspotlight.com](http://www.publisherspotlight.com)

Books/videos; Early literacy resources;

**Booth #720**

**QBS, Inc.**

[www.qbscompanies.com](http://www.qbscompanies.com)

Behavioral Solutions

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[www.rahabsrope.com](http://www.rahabsrope.com)

**Booth #947**

**Ready Rosie**

[www.readyrosie.com](http://www.readyrosie.com)

Curriculum resources/materials; books/videos; parent resources

**Booth #2239**



## Reasoning Mind

[www.reasoningmind.org](http://www.reasoningmind.org)

Mathematics; Curriculum resources/  
materials;  
Technology/  
information

Booth #1940



## Redleaf Press

[www.redleafpress.org](http://www.redleafpress.org)

Books/videos; Child care center  
management; Curriculum resources/  
materials

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[www.reflectionsciences.com](http://www.reflectionsciences.com)

Assessment/portfolios/observation;  
Professional development

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[www.reflective-perspectives.com](http://www.reflective-perspectives.com)

Booth #1349

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[www.relevantplay.com](http://www.relevantplay.com)

Educational products/toys

Booth #2129

## Rhyme University

[www.rhymeuniversity.com](http://www.rhymeuniversity.com)

Awards/recognition gifts;  
Kindergarten/primary; Pre-K/  
kindergarten graduation

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## Rockin' Feet by Unique 4 U, LLC

[www.rockinfeet.com](http://www.rockinfeet.com)

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## S & S Worldwide

[www.swww.com](http://www.swww.com)

Classroom equipment/furniture/  
supplies; Educational toys/games;  
Physical education

Booth #923

## SafeSpace Concepts, Inc.

[www.safespaceconcepts.com](http://www.safespaceconcepts.com)

Infants and toddlers; Learning  
settings/equipment/materials;  
Playground equipment/supplies

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[www.sameercore.com](http://www.sameercore.com)

Booth #2120

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[www.runsandbox.com](http://www.runsandbox.com)

Computer software (administrative);  
Parent involvement; Technology/  
information

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[www.sassybaby.com](http://www.sassybaby.com)

Educational toys/games; Infants and  
toddlers;

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## Scholastic Inc.

[www.scholastic.com](http://www.scholastic.com)

Books/videos; Curriculum resources/  
materials; Professional development

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[www.schoolhousepictures.com](http://www.schoolhousepictures.com)

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[www.shelteringarmsforkids.com](http://www.shelteringarmsforkids.com)

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[www2.tulane.edu/liberal-arts/slam.m.cfm](http://www2.tulane.edu/liberal-arts/slam.m.cfm)

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Booth #547

## Smart Horizons

[www.smarthorizons.org/childcare](http://www.smarthorizons.org/childcare)

Child care options; Distance  
education; Infants and toddlers

Booth #1826

## Southern Wesleyan University

[www.swu.edu/academics/school-of-education/online-bachelors-in-early-childhood-and-family-studies/](http://www.swu.edu/academics/school-of-education/online-bachelors-in-early-childhood-and-family-studies/)

Higher education

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[www.spiritlala.com](http://www.spiritlala.com)

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Booth #2324

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[www.square1art.com](http://www.square1art.com)

Fundraising products

Booth #2138

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[www.staplesadvantage.com](http://www.staplesadvantage.com)

Classroom equipment/furniture/  
supplies; Learning settings/  
equipment/materials Technology/  
information

Booth #723

## Star Bright Books

[www.starbrightbooks.com](http://www.starbrightbooks.com)

Books; Early literacy products

Booth #1933

## Starfall Education Foundation

[www.starfall.com](http://www.starfall.com)

Curriculum resources/materials;  
Early literacy resources; Technology/  
information

Booth #622

## Steffy Wood Products, Inc.

[www.steffywood.com](http://www.steffywood.com)

Classroom furniture; Learning  
equipment;

Booth #1925

## Steve Spangler Science

[www.stevespanglerscience.com](http://www.stevespanglerscience.com)

Educational toys/games; Science/  
environment; Teaching resources

Booth #2038

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[www.studentsenroute.com](http://www.studentsenroute.com)

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solutions

Booth #2029

## Syracuse Cultural Workers

[www.syracuseculturalworkers.com](http://www.syracuseculturalworkers.com)

Diversity education/multicultural  
education; Inclusion; Social studies  
curriculum

Booth #1818

## Taylor & Francis Group

[www.routledge.com](http://www.routledge.com)

Books/videos

Booth #1838

**Teach 4 Mastery, Inc.**

[www.teach4mastery.com](http://www.teach4mastery.com)

Curriculum resources/materials;  
Mathematics; Professional  
development

**Booth #2042**

**Teacher's Pet**

[www.shopteacherspet.com](http://www.shopteacherspet.com)

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Assessment; Books; Curriculum  
resources

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[www.teachingstrategies.com](http://www.teachingstrategies.com)

Assessment/portfolios/observation;  
Curriculum resources/materials

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**Tend.ly**

[www.tend.ly](http://www.tend.ly)

Computer software (administrative);  
Technology/information

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**The Book Box Buddy Show**

[www.mybookboxbuddy.com](http://www.mybookboxbuddy.com)

Early literacy resources; Educational  
toys/games; Language arts/reading

**Booth #519**

**The Children's Learning Institute**

[www.childrenslearninginstitute.org](http://www.childrenslearninginstitute.org)

Assessment/portfolios/observation;  
Curriculum resources/materials; Early  
literacy resources

**Booth #1747**

**The Genius of Play**

[www.thegeniusofplay.org](http://www.thegeniusofplay.org)

Educational toys/games; Family  
support/resources; Teaching  
resources

**Booth #1844**

**The Graduation Place**

[www.graduationplace.com](http://www.graduationplace.com)

Awards/recognition gifts;  
Kindergarten/primary; Teaching  
resources

**Booth #2133**

**The Math Learning Center**

[www.mathlearningcenter.org](http://www.mathlearningcenter.org)

Curriculum resources

**Booth #1543**

**The OrganWise Guys, Inc.**

[www.organwiseguys.com](http://www.organwiseguys.com)

Curriculum resources/materials;  
Health and safety; Physical education

**Booth #2131**

**The Pin Man/PositivePins.com**

[www.positivepins.com](http://www.positivepins.com)

Awards/recognition gifts; Classroom  
equipment/furniture/supplies;  
Fundraising/incentives

**Booth #1123**

**The Preschool App**

[www.thepreschoolapp.com](http://www.thepreschoolapp.com)

Digital Solutions

**Booth#824**

**The Program for Infant/Toddler Care**

[www.pitc.org](http://www.pitc.org)

Books/videos; Curriculum resources/  
materials; Infants and toddlers

**Booth #1725**

**The Reading Corner Early Childhood  
Education**

[www.thereadingcorner.org](http://www.thereadingcorner.org)

Early literacy resources

**Booth #2124**

**The Simplay3 Company**

[www.simplay3.com](http://www.simplay3.com)

Classroom equipment/furniture/  
supplies; Infants and toddlers;  
Playground equipment/supplies

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**The TV Teacher**

[www.tvteachervideos.com](http://www.tvteachervideos.com)

Books/videos; Early literacy  
resources; Kindergarten/primary;  
Special-needs resources

**Booth #1932**

**The Wright Stuff Chics**

[www.thewrightstuffchics.com](http://www.thewrightstuffchics.com)

Graphic teacher tees

**Booth #518**

**Thomas Moore Enterprises, Inc.**

[www.drthomasmoore.com](http://www.drthomasmoore.com)

Arts in education/art materials;  
Curriculum resources/materials;  
Teaching resources

**Booth #1141**

**Ticks and Tots**

[www.ticksandtots.com](http://www.ticksandtots.com)

Preschool mobile communication app

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**Time Timer LLC**

[www.timetimer.com](http://www.timetimer.com)

Classroom equipment/furniture/  
supplies; Infants and toddlers;  
Kindergarten/primary; Special-needs  
resources

**Booth #1224**

**Trendy Teacherz Boutique**

[www.trendyteacherz.com](http://www.trendyteacherz.com)

Clothing and accessories

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**Trussart Designs**

[www.trussartdesigns.com](http://www.trussartdesigns.com)

**Arts in education/art materials;  
Kindergarten/primary; School-age  
care/after-school care**

**Booth #744**

**UltraPlay & BigToys**

[www.UltraPlay.com](http://www.UltraPlay.com)

Multi-age; Playground equipment/  
supplies

**Booth #529**

**University of Tennessee Early  
Learning Center**

[www.elc.utk.edu](http://www.elc.utk.edu)

Higher Education

**Booth #2032**

**Urban Infant, Inc.**

[www.urbaninfant.com](http://www.urbaninfant.com)

Classroom equipment/furniture/  
supplies; Infants and toddlers

**Booth # 2011**

**Valtech LLC**

[www.magnatiles.com](http://www.magnatiles.com)

Educational toys/games; Mathematics; Special-needs resources

**Booth #1941**

**Velcro USA Inc.**

[www.velcro.com](http://www.velcro.com)

Classroom materials; Organizational products

**Booth #2238**

**VersaMe**

[www.versame.com](http://www.versame.com)

Language education products

**Booth #2229**

**Viggi Kids, Corp.**

[www.viggikids.com](http://www.viggikids.com)

Classroom equipment/furniture/supplies; Mathematics; Special-needs resources

**Booth #941**

**Walden University**

[www.waldenu.edu/naeyc](http://www.waldenu.edu/naeyc)

Higher education; Professional development; Undergraduate/graduate schools

**Booth #1539**



**WatchMeGrow**

[www.watchmegrow.com](http://www.watchmegrow.com)

Childcare streaming video services

**Booth #520**

**Whitney Bros. Co.**

[www.whitneybros.com](http://www.whitneybros.com)

Classroom equipment/furniture/supplies; Educational toys/games; Infants and toddlers

**Booth #938**

**WIDA**

[www.wida.us](http://www.wida.us)

Bilingual education; Diversity in education/multicultural education; Professional development

**Booth #2325**

**Wikki Stix Co.**

[www.wikkistix.com](http://www.wikkistix.com)

Educational toys/games; Kindergarten/primary; Special-needs resources

**Booth #1046**

**Zeager Bros, Inc.**

[www.zeager.com](http://www.zeager.com)

Health and safety; Playground equipment/supplies; Playground safety surfacing

**Booth #1542**

**ZONO Services**

[www.zonoservices.com](http://www.zonoservices.com)

Sanitizing equipment/products

**Booth #1746**

**Zoo-Phonics Inc**

[www.zoo-phonics.com](http://www.zoo-phonics.com)

Curriculum resources/materials; Early literacy resources; Multi-age

**Booth #517**

**Zyrobotics, LLC**

[www.zyrobotics.com](http://www.zyrobotics.com)

Books/videos; Educational toys/games

**Booth #544**

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**Rhian Evans Allvin**  
*NAEYC Chief Executive Officer*

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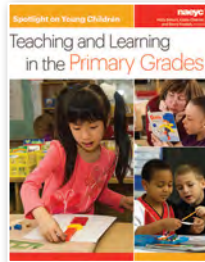
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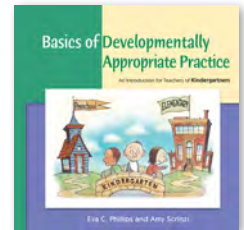
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“ It sparked my interest that this was a program designed for child care professionals who work full time. And the professors who are teaching the online classes are the same faculty who are teaching classes on campus. ”

— Iva Sumwalt, graduate of the bachelor's degree in early childhood education and teacher at TRC Head Start in Muncie, Indiana

## Early Childhood Education Options for You

### Online Programs

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- Master's in Elementary Education with Focus on Early Childhood Education
- Graduate Certificate in Early Childhood Program Administration

### On-campus programs

- Bachelor's Degree in Early Childhood Education (Birth through third grade)

### Blend of online and on-campus

- EdD in Elementary Education with Specialization in Early Childhood
- PhD in Elementary Education with a Specialization in Early Childhood

Ranked 16<sup>th</sup> by *U.S. News & World Report* for best online graduate education programs.

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and helping them to develop  
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