

# 2012 Annual Conference & Expo

Developmentally Appropriate Practice  
in the 21st Century



November 7–10  
Atlanta, Georgia

national association for the education of young children

**naeyc**<sup>®</sup>

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KASIM REED  
MAYOR



## CITY OF ATLANTA

55 TRINITY AVE, S.W.  
ATLANTA, GEORGIA 30335-0300

TEL (404) 330-6100

November 7, 2012

Greetings:

As Mayor of Atlanta, it is my pleasure to welcome the National Association for the Education of Young Children (NAEYC), all guests and members as you host your *2012 Annual Conference & Expo*.

Since its inception in 1926, NAEYC has been dedicated to improving the well-being of our future generation by focusing on the worth of educational and developmental services for all children from infants to age 8. Known as the world's largest organization working on behalf of young children NAEYC is committed to becoming a high performing and wide-ranging organization. The City of Atlanta applauds NAEYC for their dedication to serve and act on behalf of the needs and rights of all young children. I wish you continued success as you continue to impact young lives and minds.

We encourage visitors to explore the many attractions Atlanta has to offer including the Martin L. King Jr. Center, the Apex Museum, Underground Atlanta, the Georgia Aquarium, the World of Coca-Cola, CNN Center, Centennial Olympic Park, Woodruff Arts Center, Atlanta Botanical Garden, Children's Museum of Atlanta and many more! We invite you to share in our Southern hospitality, sample cuisine at our many fine restaurants and enjoy the rich and diverse heritage of our city.

On behalf of the people of Atlanta, I extend best wishes to you for a memorable and remarkable event.

Sincerely,

A handwritten signature in black ink, appearing to read "Kasim Reed". The signature is fluid and cursive, written over a white background.

Kasim Reed

# Welcome to Atlanta and the 2012 NAEYC Annual Conference & Expo

**O**n behalf of the NAEYC Governing Board and staff, it is our pleasure to welcome you to Atlanta for the 2012 NAEYC Annual Conference & Expo. As the largest early childhood education conference in the world, the Annual Conference is a powerful opportunity for professional growth, and we are delighted that you are joining us.

Over the next four days you will be presented with an astounding array of choices. With hundreds of thought-provoking sessions, exciting exhibits, and one-of-a-kind networking opportunities with early childhood educators from all over the world, the Annual Conference has so much to offer. We hope that you will use this program to help you to navigate the Conference and craft a learning experience that best meets your professional needs.

Some of the many highlights of this year's conference include

- Sessions that focus on this year's Conference theme, "Developmentally Appropriate Practice in the 21st Century."
- Best-selling children's author and literacy advocate Mem Fox delivering the Opening Keynote Address.
- Musicians Ella Jenkins, Greg Scelsa and Steve Millang, Don Monopoli, Cathy Fink, and Al Rasso performing at the Closing Session.
- The NAEYC Live Learning Center, which provides up to 50 hours of recorded sessions from the Conference to registered users.



Gera Jacobs



Jerlean Daniel

Find out more about these unique opportunities and events in the following pages.

While you are in Atlanta, we encourage you to take some time to explore all that the city has to offer. From its vibrant art and cultural institutions to its exciting dining and nightlife, there's truly something for everyone.

We hope that you will make the most of this opportunity to step back from your day-to-day work, hear new ideas and best practices, and connect with other early childhood educators. We know the lengths that so many of you have gone through to be here today, and we appreciate your dedication and commitment to your professional development, children and families, and our profession. The NAEYC staff looks forward to ensuring you have an enjoyable and memorable conference experience.

Sincerely,



Gera Jacobs

*NAEYC Governing Board President*



Jerlean E. Daniel

*NAEYC Executive Director*

National Association for the Education of Young Children

# 2012 NAEYC Annual Conference & Expo

Atlanta, Georgia  
November 7–10



1313 L Street NW, Suite 500  
Washington, DC 20005-4101  
202-232-8777 800-424-2460

[www.naeyc.org](http://www.naeyc.org)

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The 2012 Annual Conference encourages the exchange of diverse opinions. 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 NAEYC. NAEYC urges conferees to contact individual exhibitors and/or presenters about concerns they may have about products, services, or practices. NAEYC also recommends that conferees extend their compliments to presenters and/or exhibitors whom they feel have provided a product or presentation of exceptional quality.

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  - 61 10:00–11:30 a.m.
  - 61 Featured Session—10:00–11:30 a.m.
  - 65 NAEYC Board Service—11:30 a.m.–12:30 p.m.
  - 65 1:00–2:30 p.m.
  - 65 Featured Session—1:00–2:30 p.m.
  - 70 3:00–4:30 p.m.
  - 70 Featured Session—3:00–4:30 p.m.
  
- 75 Friday sessions
  - 75 Global Alliance meeting—7:30–9:00 a.m.
  - 75 8:00–9:30 a.m.
  - 75 Featured Session—8:00–9:30 a.m.
  
- 80 History Seminar—8:30 a.m.– 4:30 p.m.
- 81 10:00–11:30 a.m.
- 81 Featured Sessions—10:00–11:30 a.m.
- 85 NAEYC Board service—11:30 a.m.–12:30 p.m.
- 85 NAEYC Meet the Candidates—12:00 noon–12:45 p.m.
- 86 1:00–2:30 p.m.
- 86 Featured Session—1:00–2:30 p.m.
- 86 NAEYC Annual Business Meeting and Town Hall—1:00–2:30 p.m.
- 90 2013 Public Policy Forum
- 91 3:00–4:30 p.m.
- 91 Featured Session—3:00–4:30 p.m.
- 95 Research Poster Session—3:30–5:00 p.m.
- 97 6:30–8:30 p.m.
  
- 98 Saturday sessions
  - 98 Affiliate Council Meeting—7:30 a.m.–12:00 noon
  - 98 8:00–9:30 a.m.
  - 98 Featured Session—8:00–9:30 a.m.
  - 102 10:00–11:30 a.m.
  - 102 Featured Session—10:00–11:30 a.m.
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  - 106 Featured Session—1:00–2:30 p.m.
  - 109 Closing General Session—3:00–4:30 p.m.
  
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## Schedule of events/Using this program

### Schedule of Events

#### Tuesday, November 6

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

#### Wednesday, November 7

7:00 a.m.–6:00 p.m. Conference Registration  
8:30–11:30 a.m. Sessions  
12:30–3:30 p.m. Sessions  
4:00–5:30 p.m. Opening Keynote Address  
5:30–7:30 p.m. Exhibit Hall Grand Opening

#### Thursday, November 8

7:00 a.m.–5:00 p.m. Conference Registration  
8:00–9:30 a.m. Sessions  
10:00–11:30 a.m. Sessions  
10:00 a.m.–5:00 p.m. Exhibit Hall  
11:30 a.m.–1:00 p.m. Munch & Mingle  
in Exhibit Hall  
1:00–2:30 p.m. Sessions  
3:00–4:30 p.m. Sessions

#### Friday, November 9

7:00 a.m.–5:00 p.m. Conference Registration  
8:00–9:30 a.m. Sessions  
10:00–11:30 a.m. Sessions  
10:00 a.m.–5:00 p.m. Exhibit Hall  
11:30 a.m.–1:00 p.m. Munch & Mingle  
in Exhibit Hall  
12:00 noon–  
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

#### Saturday, November 10

7:00 a.m.–12:00 noon Conference Registration  
8:00 a.m.–1:00 p.m. Exhibit Hall  
8:00–9:30 a.m. Sessions  
10:00–11:30 a.m. Sessions  
11:30 a.m.–1:00 p.m. Munch & Mingle  
in Exhibit Hall  
1:00–2:30 p.m. Sessions  
3:00–4:30 p.m. Closing General Session

### Using this program

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, and Thursday, Friday, and Saturday sessions are 1.5 hours. To search for sessions by track or other topic area, see pages 7 through 9.

Use the *Annual Conference Final Program* or Annual Conference Web site 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.

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



Please refer to the Program change boards located throughout the Convention Center or follow us on Twitter at [www.twitter.com/naeycAC](http://www.twitter.com/naeycAC) or search #naeycAC.

#### ★ Your Association at work

Look for the star—it identifies sessions that are planned and/or presented by NAEYC Staff or members of the NAEYC Governing Board. Sessions provide opportunities to participate in NAEYC governance activities; contribute to the development and implementation of NAEYC standards; and learn about NAEYC programs, Accreditation, and services. Join us as we work to improve the quality of early childhood education for all young children and their families.

#### Grab a bite to eat in NAEYC's Exhibit Hall!

Food stations will be open daily in NAEYC's Exhibit Hall, A1/A2/A3. Also, we have designated an unopposed time each day from 11:30 a.m. to 1:00 p.m. for Conference attendees to grab lunch inside the Exhibit Hall and visit with exhibitors.





## Topic key (with session numbers)

### NAEYC Activities

1, 2, 105, 107, 108, 146, 147, 169, 206, 207, 210, 227, 229, 230, 267, 268, 280, 286, 292, 293, 331, 340, 351, 353, 354, 393, 394, 455, 456, 477, 478, 480, 481, 519, 541, 599, 602, 604, 638, 710

### Advocacy/Public Policy

3, 109, 170, 230, 231, 294, 355, 418, 482, 542, 605, 711

### After-School Care/Out-of-School Time

110, 171, 356, 606, 658

### Arts (Performing and Visual Arts)

4, 111, 172, 295, 357, 419, 483, 543, 607, 659, 712

### Assessment of Young Children

5, 6, 173, 232, 296, 358, 359, 484, 485, 544, 608, 660, 661, 713

### Child Abuse & Neglect

112, 233, 297, 360, 420, 609

### Child Development & Learning

7, 8, 9, 10, 113, 114, 174, 175, 176, 234, 235, 298, 299, 300, 361, 362, 363, 364, 421, 422, 423, 486, 487, 488, 545, 546, 547, 610, 662, 663, 664, 714, 715

### Children with Disabilities/Early Intervention

11, 12, 13, 14, 115, 116, 177, 178, 236, 237, 301, 302, 365, 424, 489, 548, 549, 611, 612, 665

### Cognitive Development

15, 117, 179, 180, 238, 366, 425, 490, 550, 613, 666, 716

### Community Partnerships

118, 181, 239, 240, 303, 367, 426, 427, 491, 551, 614, 667, 717, 718

### Council for Professional Recognition

75, 212, 274, 399, 524, 587

### Curriculum—Theories and Approaches

16, 17, 18, 19, 20, 21, 119, 120, 121, 122, 182, 183, 184, 185, 241, 242, 243, 304, 305, 306, 307, 368, 369, 370, 371, 428, 429, 430, 431, 432, 492, 493, 494, 495, 496, 552, 553, 554, 555, 556, 557, 615, 616, 617, 618, 619, 668, 669, 670, 671, 672, 719, 720, 721

### Diversity & Equity

22, 23, 24, 123, 244, 245, 308, 309, 372, 373, 433, 434, 497, 498, 620, 673, 722

### Dual Language Learners

25, 124, 186, 246, 310, 374, 499, 558, 621, 674, 723

### Environmental Education for Children

26, 27, 125, 126, 187, 247, 248, 311, 375, 435, 500, 501, 559, 622, 675, 724

### Faith-Based Early Childhood Education

28, 127, 188, 249, 312, 376, 436, 560, 623,

### Family Child Care

29, 128, 502

### Family Engagement & Support

30, 31, 32, 33, 129, 130, 189, 190, 250, 314, 315, 377, 437, 438, 503, 561, 562, 563, 624, 625, 676, 677, 726

### Family, Friend & Neighbor Care

251, 439

### Featured Sessions

104, 106, 169, 228, 291, 352, 417, 479, 540, 603, 656, 709, 750

### Film Festival

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### Global Perspectives

34, 168, 191, 252, 253, 316, 440, 564, 626, 678

### Guidance/Discipline/Challenging Behaviors

35, 36, 37, 38, 39, 40, 131, 132, 192, 193, 254, 317, 318, 379, 380, 441, 442, 504, 505, 565, 566, 627, 679, 727

## Topic key (with session numbers)

### Health and Safety

41, 42, 133, 194, 255, 319, 381, 443, 628, 680

### Higher Education Programs

43, 44, 45, 134, 195, 256, 320, 444, 506, 507, 567, 629, 681, 728

### History of ECE

416

### Language & Literacy

47, 48, 49, 50, 51, 52, 53, 135, 136, 196, 197, 257, 258, 259, 321, 322, 382, 383, 445, 446, 508, 509, 568, 569, 570, 630, 631, 632, 682, 683, 684, 729, 730

### Leadership Development

54, 55, 56, 57, 58, 59, 60, 137, 138, 198, 199, 227, 260, 261, 323, 384, 447, 477, 510, 511, 571, 633, 685, 686, 731

### Learning Environment

61, 62, 63, 64, 139, 140, 200, 201, 262, 263, 324, 325, 385, 386, 448, 449, 512, 513, 572, 573, 634, 687, 688, 732

### Mathematics

65, 65a, 141, 202, 264, 326, 327, 387, 450, 514, 515, 574, 635, 689, 733

### Men in Early Childhood

142, 203, 328, 388, 451, 636

### Music

66, 143, 144, 145, 204, 205, 265, 266, 329, 330, 389, 390, 391, 392, 452, 453, 454, 516, 517, 518, 575, 576, 637, 690, 691, 734

### NAEYC Accreditation of Higher Education Programs

146, 206, 393

### NAEYC Accreditation of Programs for Young Children

107, 147, 207, 267, 331, 353, 394, 455, 519, 577, 604, 638, 692

### NAEYC Affiliates and Association Business

1, 268, 351, 456, 478, 480, 602

### Physical Development

332, 395, 457, 520, 578, 579, 639, 693

### Play

67, 68, 69, 148, 149, 208, 209, 269, 333, 334, 396, 458, 459, 521, 580, 581, 601, 694, 695, 735

### Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)

70, 71, 72, 73, 150, 210, 270, 271, 272, 335, 397, 460, 461, 522, 582, 583, 584, 640, 696, 697, 736, 737

### Professional Development—Training

74, 75, 76, 77, 78, 79, 151, 211, 212, 273, 274, 336, 337, 398, 399, 462, 463, 523, 524, 585, 586, 587, 641, 642, 698, 699, 738, 739

### Professionalism & Ethics

80, 152, 213, 400, 525, 588

### Program Administration & Financial Management

81, 82, 153, 214, 275, 276, 338, 401, 464, 526, 740

### Program Evaluation & Accountability

83, 154, 215, 277, 339, 465, 527

### Reggio Emilia

51, 85, 103, 121, 185, 236, 242, 321, 305, 358, 370, 430, 653, 669, 733

### Relationships Among Children & Adults

84, 85, 86, 155, 216, 278, 279, 466, 528, 589, 643

### Research

217, 280, 340, 402, 467, 468, 529, 644, 700, 741

### Research Poster Session

600

### Science

87, 88, 89, 90, 156, 157, 218, 281, 282, 341, 342, 403, 404, 469, 530, 531, 532, 590, 591, 645, 646, 701, 702, 742

## Topic key (with session numbers)

### Social/Emotional Development

91, 92, 93, 94, 95, 96, 159, 160, 219, 220, 283, 284, 343, 344, 406, 407, 408, 470, 471, 533, 534, 535, 592, 648, 649, 703, 743, 744, 745

### Social Studies/History

158, 405, 647

### Standards—Early Learning Standards, Program Standards

161, 285, 345, 409, 472, 536, 593, 650

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

162, 222, 286, 346, 410, 473, 651

### Students

See page 29 for special sessions and activities.

### Teaching and Instructional Practices

97, 99, 100, 101, 102, 163, 164, 223, 224, 287, 288, 347, 348, 411, 412, 474, 537, 538, 594, 595, 652, 653, 704, 705, 746, 747, 748

### Technology and Professional Development/Management

165, 289, 349, 413, 475, 596, 597, 654, 706, 749

### Technology and Young Children

103, 166, 167, 225, 226, 290, 350, 414, 415, 476, 539, 598, 599, 655, 707, 708

## Age groups (with session numbers)

Most NAEYC conference sessions are relevant to educators of all children. The following sessions were identified by the presenters as applying to children in specific age groups.

### Infants

69, 160, 422

### Infants and Toddlers

3, 17, 20, 36, 38, 62, 96, 114, 117, 122, 139, 161, 178, 180, 208, 222, 225, 257, 263, 271, 279, 311, 325, 382, 396, 434, 453, 465, 471, 486, 494, 500, 513, 528, 530, 545, 557, 572, 592, 593, 610, 625, 643, 659, 664, 665, 674, 696, 736

### Toddlers

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### Preschoolers

4, 5, 7, 11, 19, 25, 28, 35, 40, 41, 49, 54, 65, 65a, 66, 67, 87, 88, 90, 93, 94, 97, 100, 102, 113, 118, 124, 125, 127, 129, 130, 135, 136, 144, 145, 149, 154, 157, 158, 166, 167, 172, 177, 182, 183, 184, 185, 194, 196, 199, 202, 203, 209, 211, 217, 219, 223, 234, 241, 243, 248, 249, 250, 251, 252, 256, 258, 259, 264, 266, 273, 277, 278, 291, 295, 304, 305, 308, 309, 310, 318, 321, 327, 329, 332, 335, 340, 341, 343, 347, 348, 349, 350, 352, 363, 364, 366, 374, 375, 378, 379, 380, 381, 387, 390, 391, 392, 395, 403, 404, 405, 407, 409, 427, 429, 431, 435, 440, 441, 446, 448, 450, 452, 457, 459, 462, 466, 468, 470, 474, 476, 479, 492, 501, 502, 504, 506, 514, 520, 521, 522, 525, 526, 527, 531, 535, 537, 539, 544, 548,

### Preschoolers cont.

551, 552, 554, 555, 556, 559, 563, 567, 568, 571, 573, 576, 578, 579, 581, 597, 603, 607, 611, 613, 615, 616, 619, 620, 627, 628, 631, 635, 636, 639, 644, 645, 646, 647, 648, 650, 653, 655, 660, 662, 667, 668, 671, 675, 678, 679, 683, 684, 689, 690, 698, 700, 701, 702, 703, 704, 706, 708, 712, 715, 717, 719, 720, 724, 726, 727, 730, 732, 733, 735, 739, 741, 743, 745, 748

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### First- to Third-Graders

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### Sessions in Spanish/Presentaciones en español (with session numbers)

The following sessions will be presented in Spanish or English/Spanish:

Esta presentaciones presentaran en espanol o en ingles/espanol: 315, 407, 561, 659, 744

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*(Dates indicate end of term.)*



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Early Education for All Campaign  
Strategies for Children  
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(5/15)



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**Jerlean Daniel**  
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NAEYC Executive Director

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**Nancy Griswold**, Assistant General Counsel  
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**Matthew Seiler**, Manager, Affiliate and Member Relations  
**Sahrah Zarei**, Affiliate and Member Relations Associate

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**Gareth Rees**, Senior Meeting Planner  
**Jessica Martin**, Conference Program Coordinator  
**Donna Wormley**, Conference Administrative Coordinator

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**Anthony Durborow**, Professional Development Solutions Specialist

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**Billie Young**, Senior Early Childhood Workforce Systems Advisor  
**Kayleigh Rogers-Torres**, Public Policy Associate

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**Amy Floryan**, Communications and Information Manager  
**Martha Graves**, Enrollment Manager  
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**Darcie Vugrinovich**, System Integrity Manager  
**Carolyn Whitton**, Project Coordination Manager  
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**Cassie Chapman**, Senior Administrative Assistant  
**Kathleen Elijah**, Administrative Assistant  
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**Dezerie Martinez**, Reliability Specialist  
**Young Rhee**, Records Coordinator  
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**LeTarshia Shorter**, Program Assistant  
**Margaret Smith**, Communications & Information Specialist  
**Katherine Stenner**, Reliability Specialist

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**Marica Mitchell**, Acting Director, Higher Education Accreditation and Program Support  
**Pamela Ehrenberg**, Accreditation Manager  
**Megan Grosart**, Communication and Project Manager  
**Renee Garnett**, Higher Education Operations Coordinator

#### Center for Applied Research

**Kyle Snow**, Senior Scholar and Director  
**Susan Hedges**, Senior Research Associate  
**Darcie Vugrinovich**, Research Associate

#### Center on Child Care Professional Development Systems and Workforce Initiatives

**Elisabeth Lighty**, Writer/Editor  
**Katie Schmitz Scott**, Information Specialist  
**Sandi Collins**, Editor

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#### Books and Related Resources

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**Mary Jaffe**, Managing Editor

**Holly Bohart**, Senior Editor

**Elizabeth Wegner**, Associate Editor

**Ryan Smith**, Editorial Assistant

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**Melanie Rose White**, Manager, Special Projects

**Patrick Cavanagh**, Assistant Production Coordinator

**Malini Dominey**, Associate Production Coordinator

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**Amryl Prince**, Assistant Director, Association Services

**Cassandra McCain**, Association Services Associate

**Debra Sharpe**, Association Services Associate

**Michelle Mathis**, Mail and Office Services Coordinator

**Danny McRae**, Mail and Office Services Clerk

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**Beverly Ruffin**, Senior Customer Care Associate

**James Wagner**, Senior Customer Care Associate

**Marlon Deang**, Customer Care Associate

**Tammie McNeil**, Customer Care Associate

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**James Carter, III**, Chief Engineer

**Reginald Carter**, Senior Maintenance Clerk

**Jenelle Jones**, Security Guard

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**Brenda Osuch**, Director, Business Planning and Analysis

**Michael Slavin**, Accounting Manager

**Sabrina Folkes**, Staff Accountant

**Woinshet Hussien**, Staff Accountant

**Marcy Porter**, Staff Accountant

**Terrence Ford**, Program Assistant

**Leilani Avelino**, Program Assistant

#### Human Resources

**Terri Carter**, Senior Director, Human Resources

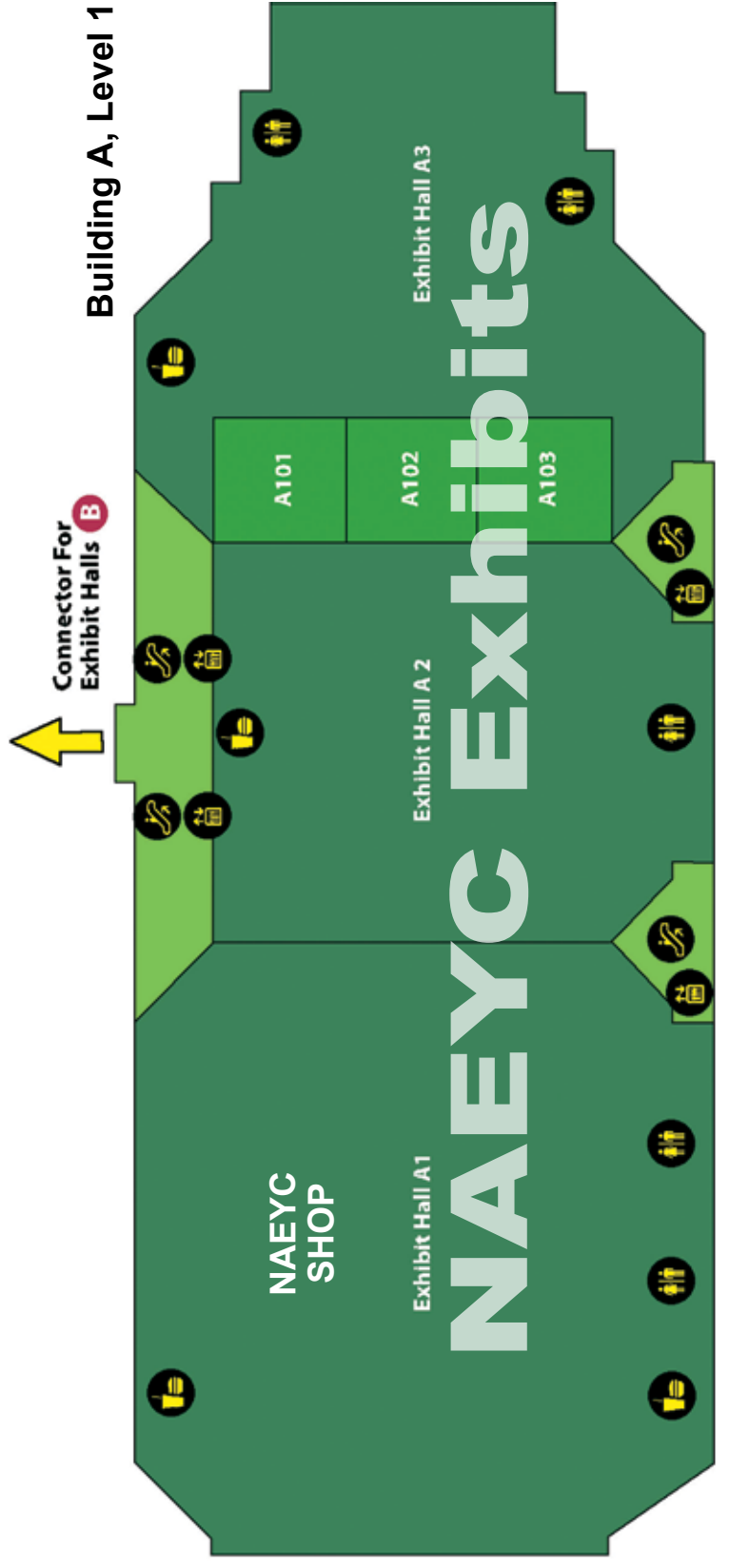
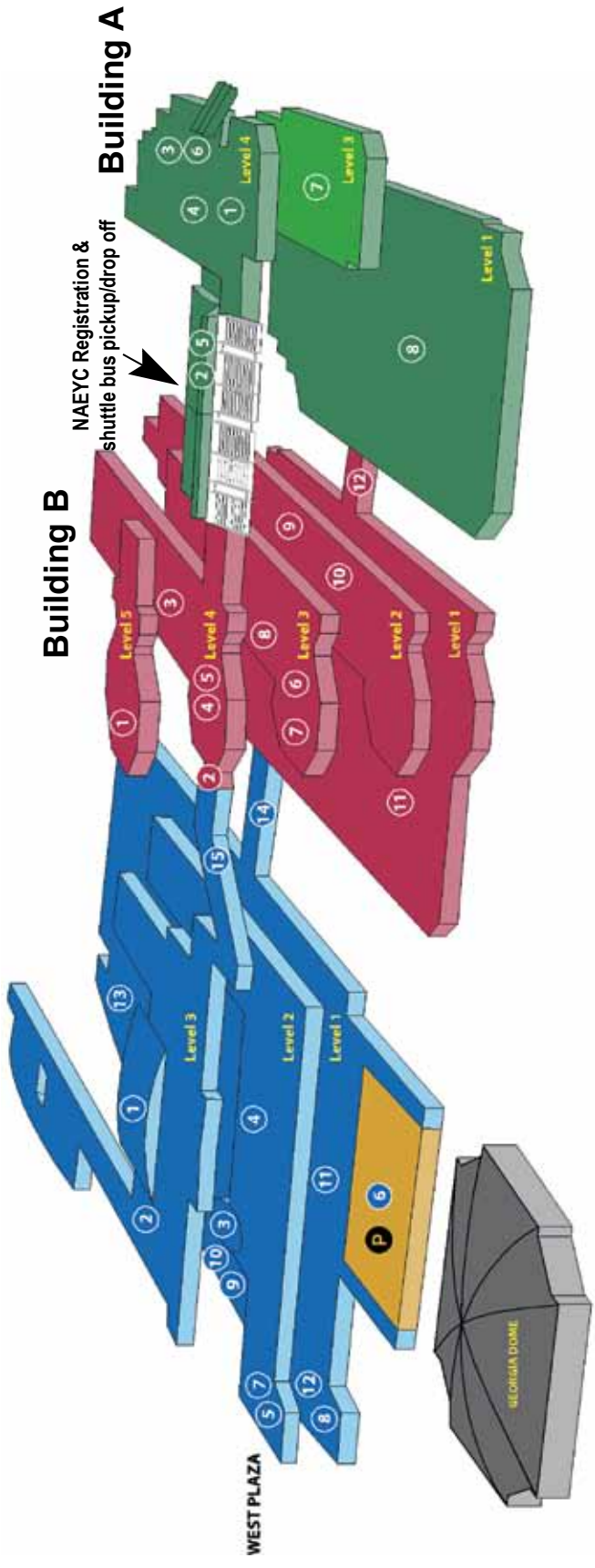
**Tracie Williams**, Human Resources Generalist

#### Information Technology

**Douglas Morrison**, Chief Technology Officer

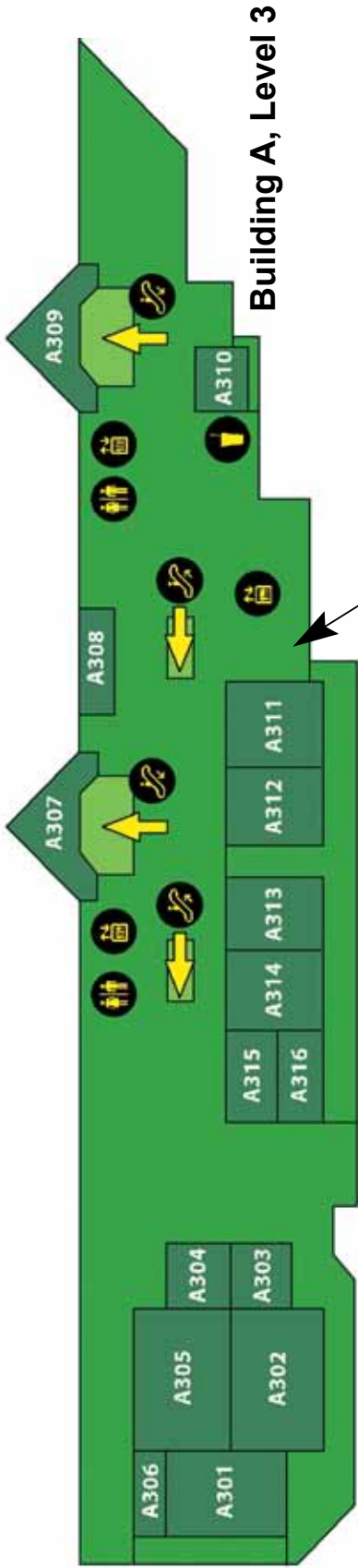
**Jack Nank**, Project Manager

**William Battle**, PBX/Telecom Administrator



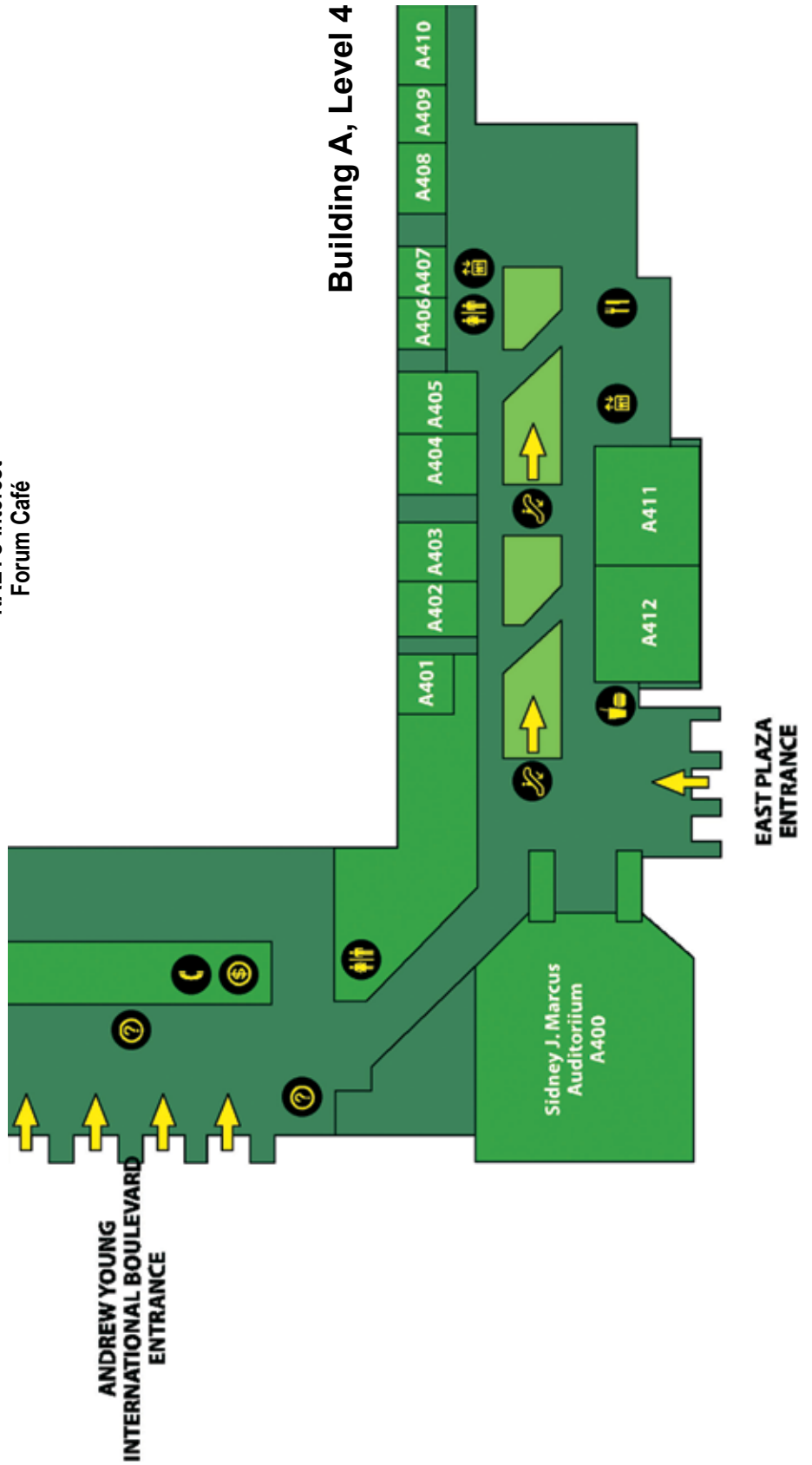


# Floorplans—Georgia World Congress Center



Building A, Level 3

NAEYC Interest Forum Café

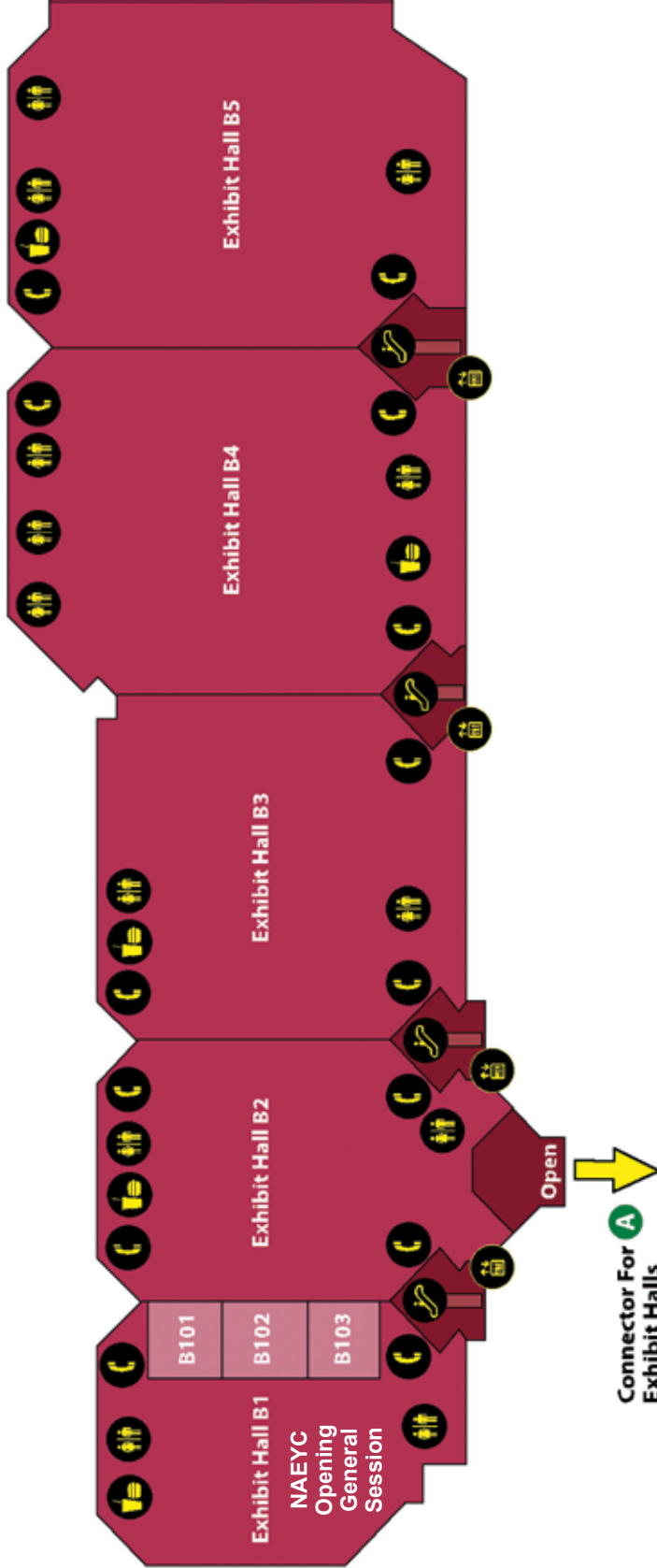


Building A, Level 4

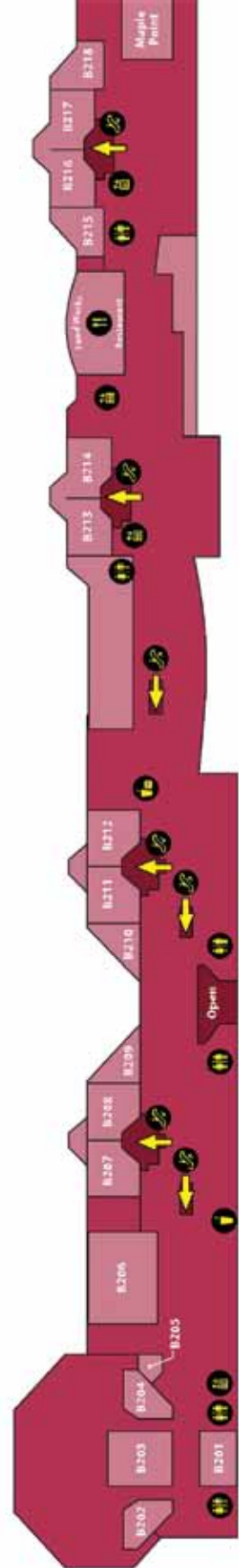
ANDREW YOUNG INTERNATIONAL BOULEVARD ENTRANCE

EAST PLAZA ENTRANCE

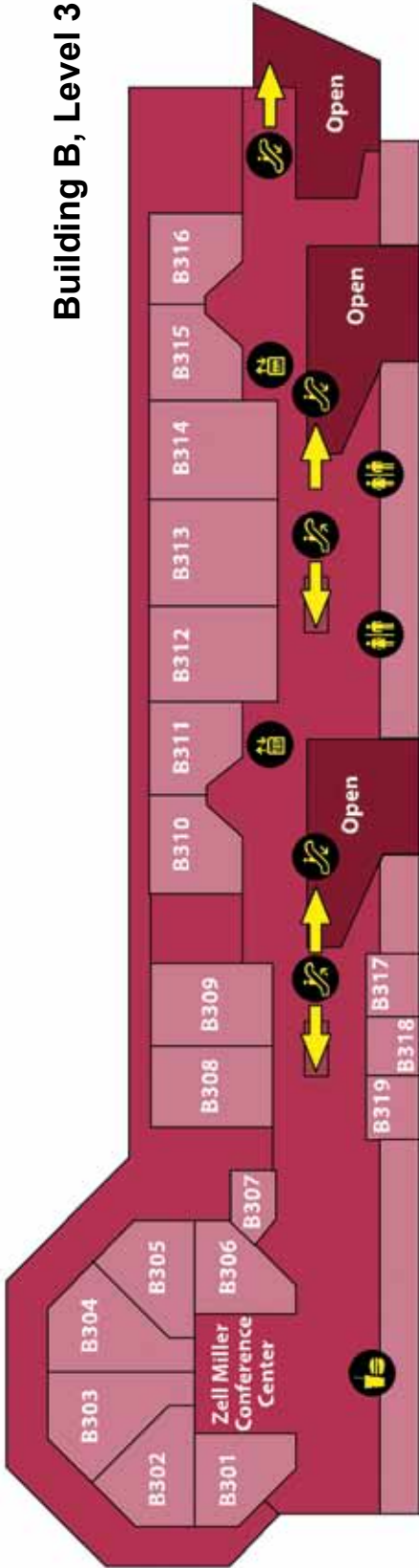
Building B, Level 1



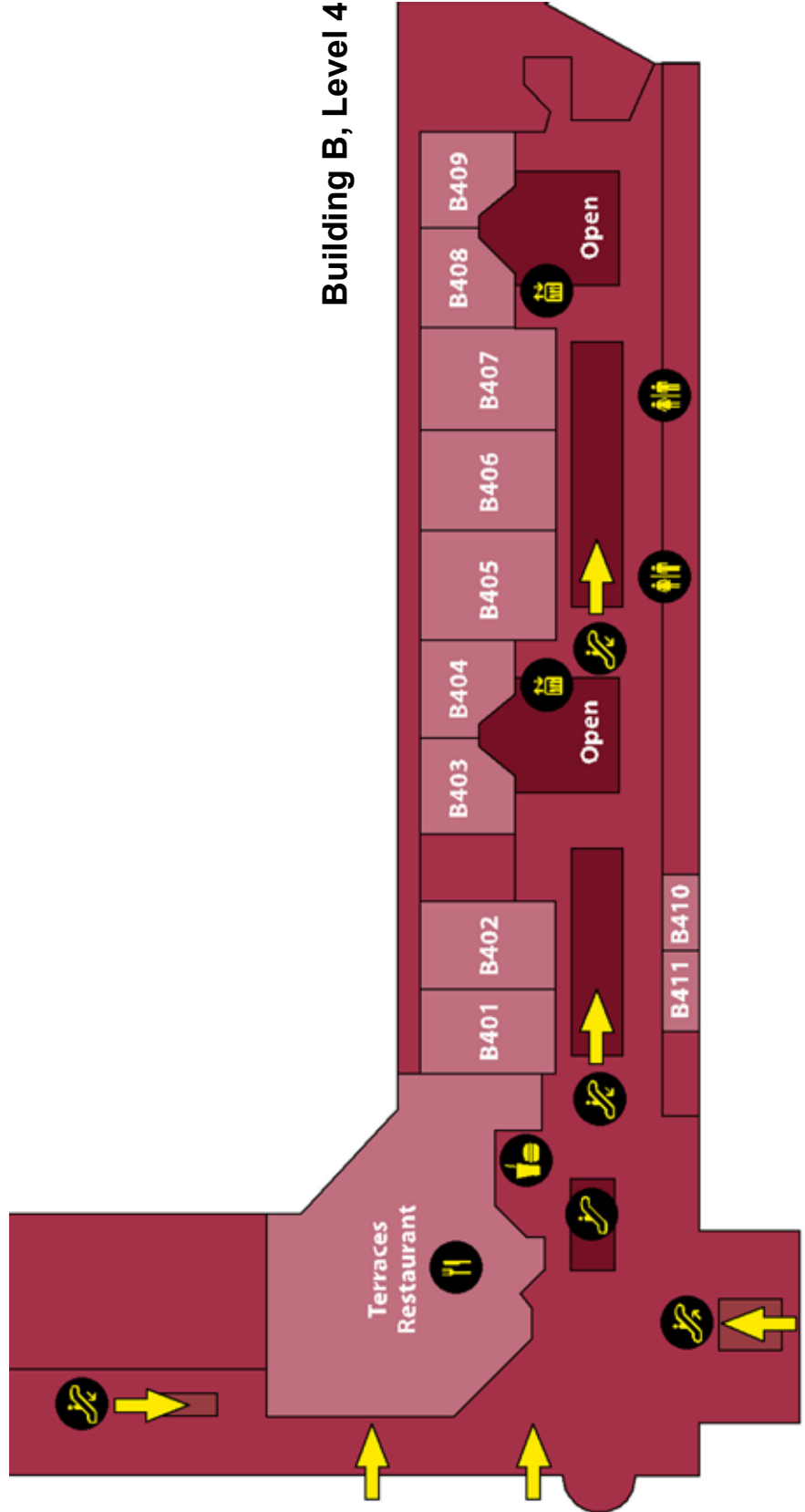
Building B, Level 2



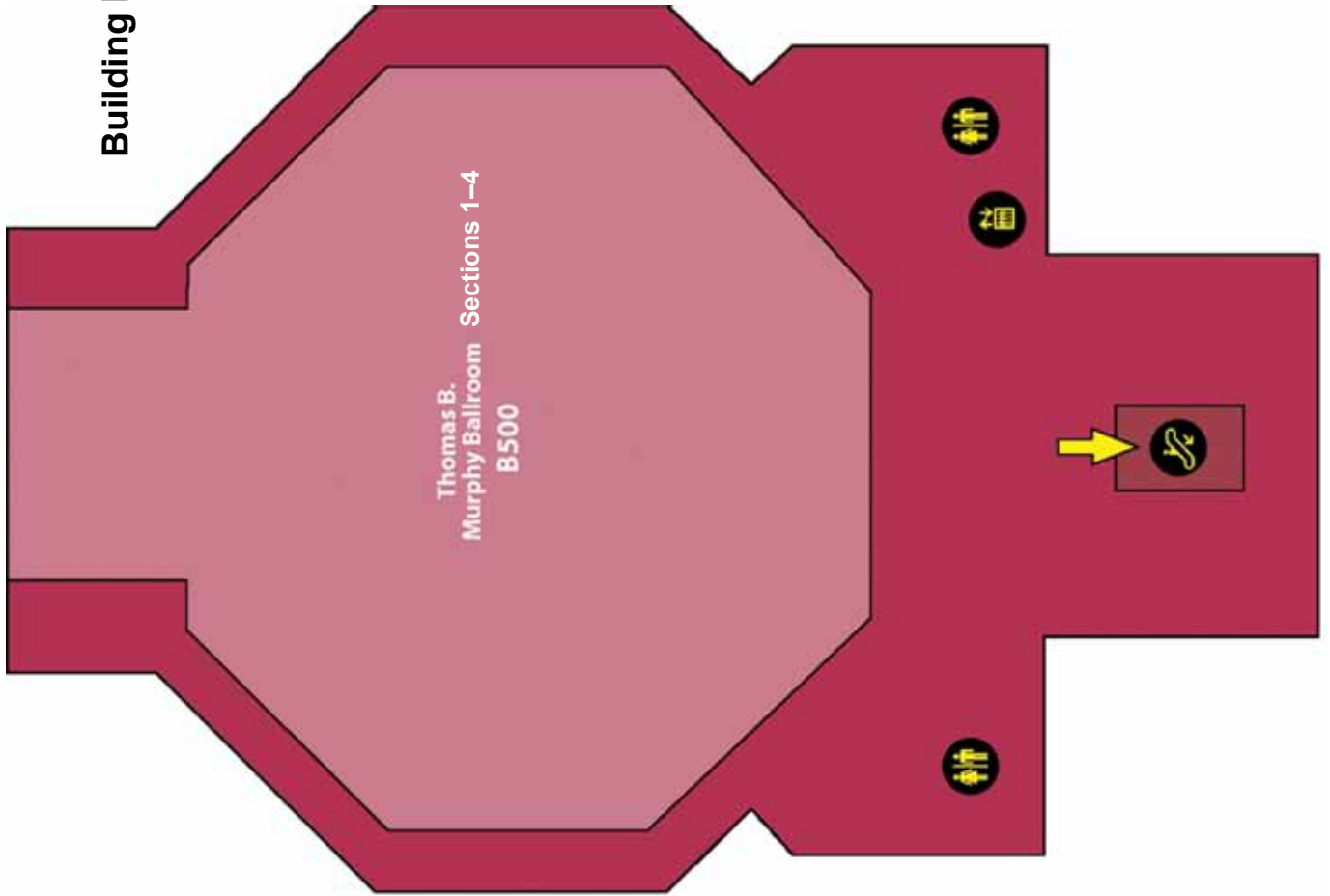
Building B, Level 3



Building B, Level 4

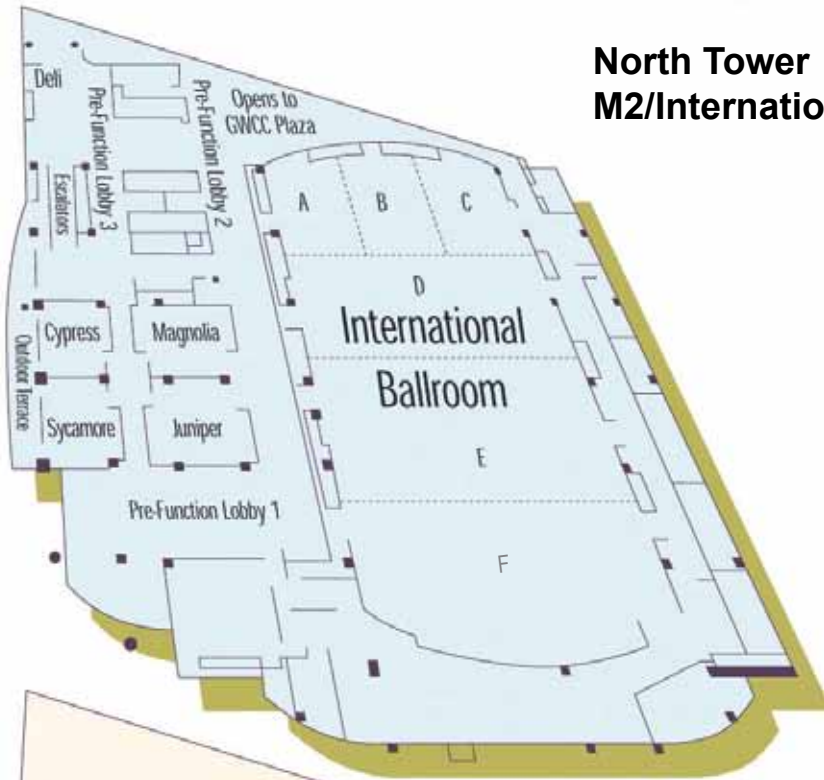


Building B, Level 5

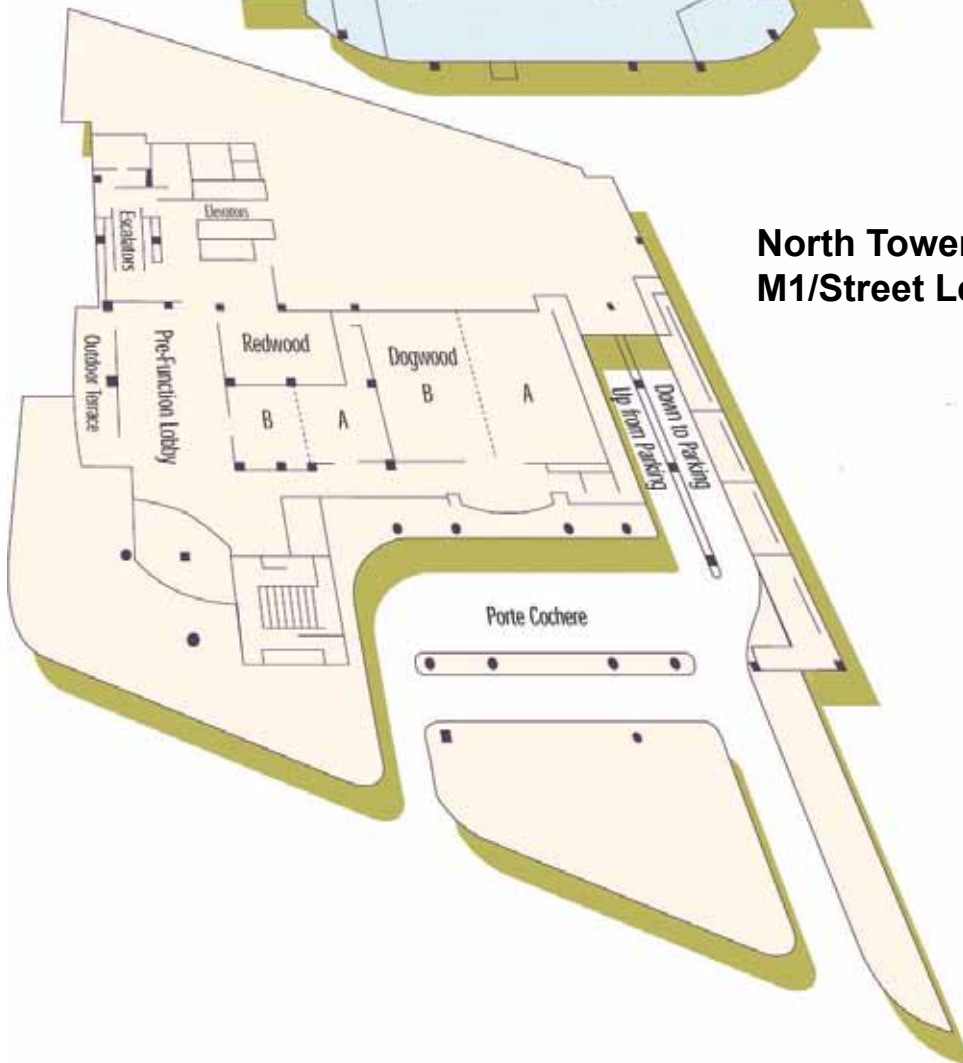


## Floorplans—Omni Hotel at CNN Center

**North Tower  
M2/International Ballroom Level**

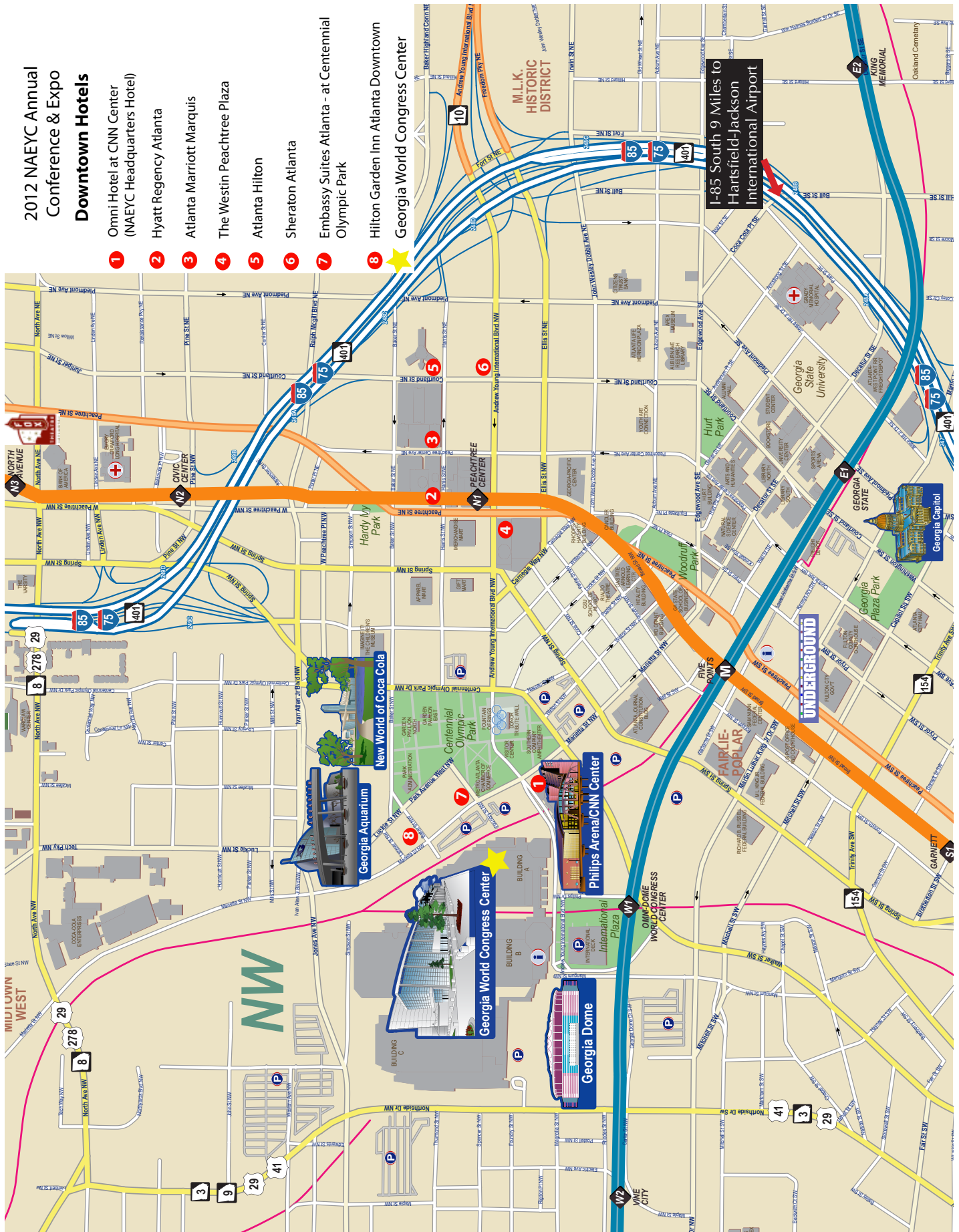


**North Tower  
M1/Street Level**



**2012 NAEYC Annual Conference & Expo**  
**Downtown Hotels**

- 1** Omni Hotel at CNN Center (NAEYC Headquarters Hotel)
- 2** Hyatt Regency Atlanta
- 3** Atlanta Marriott Marquis
- 4** The Westin Peachtree Plaza
- 5** Atlanta Hilton
- 6** Sheraton Atlanta
- 7** Embassy Suites Atlanta - at Centennial Olympic Park
- 8** Hilton Garden Inn Atlanta Downtown Georgia World Congress Center



# Shuttle bus schedule and routes

## NAEYC 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 310-274-8819.

NOTE: Most of the 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.

## NAEYC shuttle bus schedule

### Tuesday, November 6

8:00 a.m.–7:30 p.m.

### Wednesday, November 7

6:30–10:30 a.m.  
3:00–8:00 p.m.

### Thursday, November 8

6:30–10:30 a.m.  
1:30–5:30 p.m.

### Friday, November 9

6:30–10:30 a.m.  
1:30–5:30 p.m.

### Saturday, November 10

6:30 a.m.–5:00 p.m.

## NAEYC shuttle bus routes

**Hotel** ..... **Pick-up point**

### Route 1

Atlanta Marriott Marquis ..... Curbside on Peachtree  
Hyatt Regency Atlanta ..... Curbside on Baker

### Route 2

Atlanta Hilton ..... On Harris at Courtland  
The Westin Peachtree Plaza ..... Curbside on Spring  
Sheraton Atlanta ..... At the Atlanta Hilton

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

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

The NAEYC Shuttle is sponsored in part by Teaching Strategies.



**Please remember to wear your NAEYC name badge.**

## Announcements

### Conference Registration and *Final Program* pick-up

The Annual Conference badge—which permits admission to sessions and to the NAEYC Exhibit Hall—was mailed in advance to those who registered by September 14. Those who registered after the early bird 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 *Final Program* anytime during registration hours.

#### Registration hours are

Tuesday, November 6	1:00–7:00 p.m.
Wednesday, November 7	7:00 a.m.–6:00 p.m.
Thursday, November 8	7:00 a.m.–5:00 p.m.
Friday, November 9	7:00 a.m.–5:00 p.m.
Saturday, November 10	7:00 a.m.–12:00 noon

### Conference CEUs and Undergraduate University Credit are available!

#### Continuing Education Units

NAEYC awards CEUs for the Association's professional development programs—including the Annual Conference—as an Authorized Provider of the International Association for Continuing Education and Training (IACET). Attendees can earn 1 or 2 NAEYC CEUs for attending sessions at the Annual Conference. To earn 1 CEU, you must complete a minimum of 10 hours of sessions. To earn 2 CEUs, you must complete a minimum of 20 hours of sessions.



#### CEU fees if purchased prior to the start of the Annual Conference

- 1 CEU—\$25 (10 attendance hours)
- 2 CEUs—\$25 (20 attendance hours)

#### CEU fees if purchased on-site at the Annual Conference

- 1 CEU—\$35 (10 attendance hours)
- 2 CEUs—\$35 (20 attendance hours)

To earn CEUs, you must

1. Register for the Annual Conference. Indicate on your registration the number of CEUs you are purchasing.
2. Participate in the Annual Conference. Use your Conference Planning form to track your participation in conference sessions. You must attend at least 10 hours of sessions to receive 1 CEU or 20 hours of sessions to receive 2 CEUs.
3. Complete an assessment by November 30, 2012. On this assessment, you will indicate the sessions you attended and reflect on key ideas learned in each session.

Upon completion of the assessment, NAEYC will e-mail you a CEU certificate stating the number of CEUs earned.

NAEYC representatives will have a booth in the Registration area at the Georgia World Congress Center. Stop by if you have questions.

#### Undergraduate University Credit

Portland State University will offer undergraduate credits for the 2012 Annual Conference. Portland State University operates on a quarter credit system. Conference participants may earn one or two undergraduate quarter credits. In order to receive credit, attendance at the NAEYC Annual Conference is required along with a final assignment due December 3, 2012. The Portland State University website link to sign up for undergraduate credit is [www.pdx.edu/ceed/naeyc](http://www.pdx.edu/ceed/naeyc).

- 1 Credit—\$80
- 2 Credits—\$150

\* First-time PSU students will be charged a \$25 nonrefundable fee to establish a PSU non-degree student account. Registration will reflect standard policies relating to registration payment processing fees, adding or dropping courses.

Registration will be available ONLY online this year. The online registration will be available until **November 17, 2012**.

#### Exhibit Hall

See pages 118 to 127.

#### Please remember ...

... the Annual Conference is about children, not for children.

For safety reasons, we cannot allow children or strollers into the Exhibit Hall.

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.

#### Grab a bite to eat in NAEYC's Exhibit Hall!

Food stations will be open daily in NAEYC's Exhibit Hall, A1/A2/A3. Also, we have designated an unopposed hour each day from 11:30 a.m. to 1:00 p.m. for Conference attendees to grab lunch and visit with exhibitors inside the Exhibit Hall.

#### Consent to use photographic images

Registration and attendance at, or participation in, NAEYC meetings and other activities constitutes an agreement by the registrant or attendee to NAEYC's use and distribution (both now and in the future) of the registrant's or attendee's image, likeness, and appearance in photographs of such events and activities.



## Announcements

### Insurance information for NAEYC members

Representatives from the NAEYC insurance administrator, Forrest T. Jones and Company, Inc., will be available throughout the Conference to provide information about insurance programs for NAEYC members. Representatives will be located at Booth #906 in the Exhibit Hall.

### NAEYC Meet the Candidates

**Friday, November 9**  
**12:00 noon–12:45 p.m.**  
**Georgia World Congress Center**  
**Room A302**

Hear from NAEYC's President and Executive Director and meet the candidates (listed below) for NAEYC's 2013 Governing Board election.

#### Candidates for 2013 NAEYC Governing Board election

**President-Elect** (one member to be elected to a four-year term—one year as President-Elect, two years as President, one year as Past President)

- **Carol Brunson Day**, retired/consultant, Silver Spring, Maryland
- **Marjorie Kostelnik**, Dean of the College of Education and Human Sciences, University of Nebraska–Lincoln, Lincoln, Nebraska

**Treasurer** (one member to be elected to a four-year term)

- **Rhian Evans Allvin**, Chief Executive Officer, First Things First, Phoenix, Arizona
- **William H. Isler**, President, The Fred Rogers Company, Pittsburgh, Pennsylvania

**Governing Board at Large** (three members to be elected to four-year terms)

- **Margaret Bauer**, Director, Work Life Services, Providence Health & Services Alaska, Anchorage, Alaska
- **Sandy Blanco**, Director, First Presbyterian Children's Center, San Antonio, Texas
- **Chad Dunkley**, Chief Operating Officer, New Horizon Enterprises, Plymouth, Minnesota
- **Lori Harris**, Director, Dartmouth Hitchcock Medical Center Child Care Center, Lebanon, New Hampshire
- **Nili Luo**, Professor and Director of Early Childhood Education, Southwestern College, Winfield, Kansas
- **Ann McClain Terrell**, Director, Early Childhood Education, Milwaukee Public Schools, Milwaukee, Wisconsin

### NAEYC Annual Business Meeting and Town Hall

**Friday, November 9**  
**1:00–2:30 p.m.**  
**Georgia World Congress Center**  
**Room A302**

Learn about the status of the Association, including NAEYC's accomplishments in 2012 and priorities for 2013. Participate in the NAEYC Town Hall Meeting, which is an opportunity for the Governing Board and other NAEYC leaders to hear input from members regarding NAEYC's policies and priorities.

### NAEYC in search of book authors

Are you shopping a manuscript? Want help preparing your book proposal? Or just have a project in mind? Staff from NAEYC's Book Publishing Department will be available by appointment to meet with prospective authors. Appointments must be made in advance. To schedule an appointment, please e-mail [ewegner@naeyc.org](mailto:ewegner@naeyc.org). Submission guidelines are also available at [www.naeyc.org/publications/books/writing](http://www.naeyc.org/publications/books/writing).

### Tourist tips from Atlanta experts

Land a reservation at a top Atlanta restaurant, or get tourism advice at the Atlanta Convention and Visitors Bureau desk at the Georgia World Congress Center. Knowledgeable bureau staff members will be on hand to answer questions about Atlanta—everything from getting to the airport to getting a dinner reservation for a large group. In addition, members of the city's Ambassador Force will be posted at key NAEYC Conference locations and along the streets to assist with city/tourist information and directions.

### Job board

Conference participants who are seeking employment may want to visit the Job board in the NAEYC Registration area at the Georgia World Congress Center. Those who are hiring are welcomed to post job announcements.

### Message board

Leave a message for friends and colleagues on the Message Board in the Conference Registration area.

### Restrooms in the Georgia World Congress Center

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

## Announcements

### 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.

### 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.
- Turn off 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.

### Dancing Up a Storm to Support Children

Hosted by the Georgia Association on Young Children at The Children's Museum of Atlanta

**Thursday, November 8, 7:00–10:00 p.m.**

Conference attendees who prepurchased tickets for the **GAYC Dancing Up a Storm to Support Children** event on Thursday, November 8, 7:00–10:00 p.m., may pick up their tickets at the GAYC booth in the NAEYC Conference Registration area at the Georgia World Congress Center.



**GAYC**  
Georgia Association  
on Young Children

#### Pickup hours

Wednesday, November 7	7:00 a.m.–5:00 p.m.
Thursday, November 8	7:00 a.m.–5:00 p.m.

Limited tickets may be available for purchase on-site until 12:00 noon on Wednesday, November 7.

Transportation will be provided from the Georgia World Congress Center and official NAEYC hotels approximately every half hour beginning at 6:30 p.m. until 10:30 p.m.

## Announcements

### A special opportunity for Georgia residents!

Earn 6 (Six) Georgia Approved Training Hours by attending the NAEYC 2012 Annual Conference!

NAEYC Annual Conference attendees who are Georgia residents or who work in Georgia can have their NAEYC Conference attendance verified for 6 (six) Georgia-approved clock hours. These 6 hours will count toward the Bright from the Start (BFTS) Child Care Licensing Training requirement. Verification for credit hours will be on-site at the NAEYC Annual Conference. No credit will be given after the Conference ends.

#### Follow these four steps:

1. Visit the booth in the NAEYC Registration area staffed by the Georgia Training Approval and BFTS Child Care Licensing. The booth will be open during the following hours

Wednesday, November 7	12:00 noon–5:00 p.m.
Thursday, November 8	10:00 a.m.–5:00 p.m.
Friday, November 9	10:00 a.m.–5:00 p.m.
Saturday, November 10	10:00 a.m.–5:00 p.m.

2. Provide the Training Approval representative with a list of NAEYC sessions and the dates and times that you attended that equal at least 6 hours. No less than 6 hours will be recognized. No more than 6 hours will be granted.

3. Sign in with your name, date of attendance, e-mail, and other contact information.

4. Receive a certificate from the Georgia Training Approval.

Note: This is the only certificate that will be recognized by BFTS Child Care Licensing.

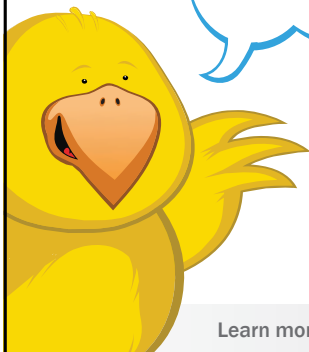
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## NAEYC sponsorship program

### About the NAEYC sponsorship program

The NAEYC sponsorship 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 families.

Funds from sponsorships are used to support general NAEYC programs and activities, or specific Association projects or events. The sponsorships are not an endorsement by NAEYC of the sponsor organizations or their products or services.

### *Year Round Sponsor*

**The Richard W. Riley College of Education and Leadership at Walden University** understands that the care, respect, and knowledge adults bring to working with young children and their families can determine children's later success in school and in life. Our Early Childhood programs and specializations offer access to a cadre of early childhood experts and cutting-edge curricula and provide the knowledge and skills early childhood professionals will need to become more effective in and out of the classroom. Walden is an accredited institution with 40 years of experience in distance learning and more than 45,000 education students and alumni.

## PLATINUM SPONSORS

**Constructive Playthings** has been inspiring learning, creativity, and fun since 1953. Constructive Playthings/US Toy remains a family owned business. Their success can be attributed to the strict adherence to the values and principles set forth by their company founders. With products that are thoughtfully designed through research and observation, they strive to support the work of teachers and early childhood professionals, while embracing the creative minds of young children.

**Hatch** has been committed to supporting the needs of the early childhood education community for more than 25 years. Its purpose as an organization is to enrich early childhood education by providing innovative solutions, exceptional products, and unparalleled services that enhance the lives of children, educators, families, and communities. Hatch is a leading provider of appropriate early childhood technology nationwide.

**Target** is committed to making a difference in communities by enhancing educational efforts for children across the country. It's part of our commitment to give 5% of our income to communities. That's over \$3 million a week, and through our enhanced efforts we're on track to reach \$1 billion for education by the end of 2015. Learn more and get involved at [Target.com/education](http://Target.com/education).

**Teaching Strategies** is a dynamic educational publishing company that serves the early childhood community exclusively, bringing curriculum, assessment, professional development, and family connection resources to programs serving children from birth to age 6. The company's work is driven by its mission and core values: to provide the most effective early education resources in an innovative, responsive, collaborative, respectful, and ethical way.

**Event sponsors** enjoy a specific affiliation with NAEYC as part of the NAEYC Annual Conference and/or NAEYC's Institute for Early Childhood Professional Development held annually in June. They are recognized in various ways at the Conference and Institute, in advertising, and on NAEYC's website according to their level of sponsorship. This year NAEYC offered four levels of event sponsorship—Platinum, Gold, Silver, and Bronze. NAEYC acknowledges our Platinum sponsors for their high level of support.

**Year-Round sponsors** have the highest level marketing package with NAEYC, enjoy year-round affiliation with the Association, and are Platinum-level sponsors at the NAEYC Annual Conference and NAEYC's Institute for Early Childhood Professional Development.

## NAEYC Sponsors

NAEYC thanks the following sponsors for their generous support.

*Year Round*

The Richard W. Riley  
College of Education and Leadership

WALDEN UNIVERSITY

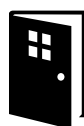
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## NAEYC Sponsors

### GOLD



PEARSON

### SILVER



### BRONZE



# STUDENT

## Networking Center

Pop on in to the Student Networking Center in the **Georgia World Congress Center, Room A303**. Come meet other students, faculty, and NAEYC Affiliate Leaders! We will host an Orientation each morning for student conference attendees and have sessions geared for students. Come grab a snack and special resources just for students!

### Thursday, November 8

8:00–9:30 a.m.

#### Orientation

10:00–11:30 a.m.

**NAEYC dialogue with students, Affiliates, and faculty:**  
Hosted by Matt Seiler and Gwen Simmons

1:00–2:30 p.m.

**Creating a student early childhood club or organization:**  
"We are the future of NAEYC!"

3:00–4:30 p.m.

**Friends of the Student Networking Center meet and greet**

### Friday, November 9

8:00–9:30 a.m.

#### Orientation

10:00–11:30 a.m.

**Successful strategies for early childhood student clubs**

1:00–4:30 p.m.

**Résumé and interview workshops**  
sponsored by Bright Horizons



1:00–2:30 p.m.

**Have your eye on the prize: Successful strategies for landing a great job**

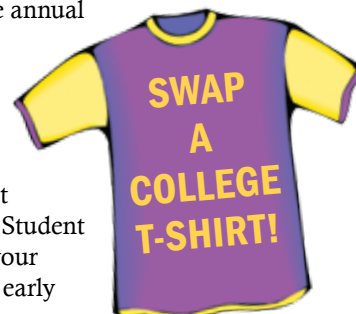
3:00–4:30 p.m.

**Paving your career path: Write a résumé that gets you noticed**

5:00–6:30 p.m.

**Student Interest Forum t-shirt swap and business meeting**

Meet, mingle, and network with future leaders, mentors, and friends at the annual t-shirt swap and business meeting. Bring your new college t-shirt to swap and share with other students from across the country and world! We will also set goals and discuss how the Student Interest Forum can meet your needs as a future leader in early childhood education!



### Saturday, November 10

8:00–9:30 a.m.

#### Orientation

10:00–11:30 a.m.

**The e-Club: An online higher education model for future leaders**

1:00–2:30 p.m.

**e-Learning forum: Online students, faculty, and advisors networking**

**The NAEYC Student Interest Forum thanks Bright Horizons, Georgia State University, and Gwinnett Technical College for their support.**

### Questions?

Please contact Jami Swindell, [jamiswindell@yahoo.com](mailto:jamiswindell@yahoo.com) or 573-239-1552.

## Featured Sessions Georgia World Congress Center

**Wednesday, November 7**

4:00–5:30 p.m.  
Exhibit Hall B1



Mem Fox

**Opening Keynote Address**  
**The short road to happiness and the long road to failure: Why reading aloud to young children changes their entire life's journey**

Mem Fox, author.

**Thursday, November 8**

8:00–9:30 a.m.

Thomas Murphy Ballroom 1

**Can we make the Common Core State Standards uncommonly appropriate?**

*Moderator:* Kyle Snow, NAEYC. Samuel Meisels, Erikson Institute; Sharon Lynn Kagan, Columbia University; Gillian McNamee, Erikson Institute; Sherri Killins, Massachusetts Department of Early Education and Care.



*NAEYC appreciates the support of HighScope as the sponsor of this Featured Session.*

**Thursday, November 8**

10:00–11:30 a.m.

Thomas Murphy Ballroom 2/3

**President's Seminar: Meeting the challenge of developmentally appropriate practices today—Best practices in an era of standards and accountability**

*Moderator:* Gera Jacobs, NAEYC President; Sue Bredekamp, Carol Copple, and Judy Jablon consultants; Deborah Leong, Tools of the Mind; Joseph Manko, Liberty Elementary School (#64); Nicole Mack, Boston Public Schools.



*NAEYC appreciates the support of Richard W. Riley College of Education and Leadership at Walden University as the sponsor of this Featured Session.*

**Thursday, November 8**

1:00–2:30 p.m.

Thomas Murphy Ballroom 2/3

**So who are we writing for?**

Mem Fox, author.



*NAEYC appreciates the support of Target as the sponsor of this Featured Session.*

TARGET.

**Thursday, November 8**

3:00–4:30 p.m.

Thomas Murphy Ballroom 1

**Report of the National Research Council Committee on Early Childhood Mathematics: Evidence of effective math education**

Sue Bredekamp, Consultant; Douglas Clements, University of Denver.



*NAEYC appreciates the support of KinderCare as the sponsor of this Featured Session.*

**Friday, November 9**

8:00–9:30 a.m.

Thomas Murphy Ballroom 1

**Connect4Learning: Early education in mathematics, science, literacy, and social-emotional development**

Mary Louise Hemmeter, Vanderbilt University; Douglas Clements and Julie Sarama, University of Denver; Nell Duke, Michigan State University; Kim Brenneman, National Institute for Early Education Research.



*NAEYC appreciates the support of Discount School Supply as the sponsor of this Featured Session.*

**Friday, November 9**

10:00–11:30 a.m.

Thomas Murphy Ballroom 2/3

**Meet the authors and illustrators: Children's literature at NAEYC**

*Moderator:* Holly Seplocha, William Paterson University; Mem Fox, author; April Pulley Sayre, author/illustrator; Peter H. Reynolds, author/illustrator.



TARGET.

*NAEYC appreciates the support of Target as the sponsor of this Featured Session.*

**Friday, November 9**

1:00–2:30 p.m.

Thomas Murphy Ballroom 1

**Approaches to learning: How did you learn at school today?**

Beth Marshall, Shannon Lockhart, and Karen Rush, HighScope Foundation.



## Featured Sessions Georgia World Congress Center

### Friday, November 9

3:00–4:30 p.m.

Thomas Murphy Ballroom 1

#### Georgia's pre-K program: Celebrating 20 years—Looking back but moving forward

*Moderator:* Jim Squires, National Institute for Early Education Research; Bobby Cagle, Bright from the Start; Georgia Department of Early Care and Learning; Sharon Lynn Kagan, Columbia University; Samuel Meisels, Erikson Institute; Bridget Hamre, University of Virginia; Pat Willis, Voices of Georgia's Children.

**PEARSON**

*NAEYC appreciates the support of Pearson as the sponsor of this Featured Session.*

### Saturday, November 10

8:00–9:30 a.m.

Thomas Murphy Ballroom 1

#### Uniquely preschool: Vygotskian and post-Vygotskian approaches to scaffolding the development of imagination

Elena Bodrova, Mid Continent Research for Education and Learning; Deborah Leong, Tools of the Mind.

### Saturday, November 10

10:00–11:30 a.m.

Thomas Murphy Ballroom 1

#### Rethinking children's play in the 21st century: A discussion with play scholars from around the world

Michael Patte, Bloomsburg University; James E. Johnson, Mary Mahoney-Ferster, Serap Sevimli-Celik, and Monirah Al-Mansour, The Pennsylvania State University; Ruth Guirguis, Long Island University; Marcia Nell, Millersville University; Olga Jarrett, Georgia State University; John Sutterby, University of Texas at Brownsville; Dorothy Sluss, James Madison University; Sandra Waite-Stupiansky, Edinboro University; Sarah Baltrusaitis, Bloomsburg University of Pennsylvania.



*NAEYC appreciates the support of Community Playthings as the sponsor of this Featured Session.*

### Saturday, November 10

1:00–2:30 p.m.

Thomas Murphy Ballroom 1

#### Showcasing powerful technologies for purposeful learning: Engage young children, inspire learning, and transform teaching

Mark Bailey, Pacific University; Bonnie Blagojevic, Morningtown Consulting; Warren Buckleitner, Children's Technology Review; Diane Bales, The University of Georgia.



*NAEYC appreciates the support of Constructive Playthings as the sponsor of the Featured Session.*

### Saturday, November 10

3:00–4:30 p.m.

Sidney Marcus Auditorium

#### Closing General Session

#### Sing! Dance! Move! Celebrating music in early childhood education

Ella Jenkins, Adventures in Rhythm; Steve Millang, Greg & Steve Productions; Greg Scelsa, Greg & Steve Productions; Don Monopoli, The Learning Station; Cathy Fink, Cathy and Marcy's SongShop; Al Rasso, Mr. Al Music. *Emcee:* Sharron Krull, PlayPower/sharronkrull.com.



Ella Jenkins



Steve Millang and Greg Scelsa



Don Monopoli



Cathy Fink



Al Rasso



Sharron Krull

## Interest Forums

**Interest Forums** are groups of NAEYC members who share a common interest related to the NAEYC mission. They provide members with networking opportunities and the chance to learn and grow together. Interest Forum Facilitators will be available to network and share information with Conference attendees in the Interest Forum Café, located outside Room A311, in the Georgia World Congress Center. Stop by to participate in informal learning opportunities and meet these volunteer leaders! The following Interest Forums will hold annual meetings during the NAEYC Annual Conference; all attendees are invited.

### Thursday, November 8

Join the **Black Caucus Interest Forum** for its discussion: "Promoting academic success and well being of boys of color: Implications for early childhood programs and practitioners." For more information, contact Shyrelle Eubanks at sheubanks@nea.org.

**5:00–6:30 p.m.**

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

Please join the **CEASE/Violence in the Lives of Children Interest Forum** for our presentation: "Urgent! Return Play to the Lives of Children: A Participatory Session for Teachers." Our annual meeting will follow the presentation from 5:00-6:00 p.m. Join us to discuss plans for next year's conference sessions and activities for the year ahead. A topic under consideration is "An Empowered Child Makes for a peaceful World." We will continue working with the Campaign for a Commercial Free Childhood (CCFC) on appropriate technology guidelines for children. Our collaborations with Save our Schools (SOS) and Defend the Early Years (DEY) will be on the agenda. For more information and opportunities for activism, visit [www.peaceeducators.org](http://www.peaceeducators.org) or contact Lucy Stroock at [lucystroock@comcast.net](mailto:lucystroock@comcast.net).

**3:00–6:00 p.m.**

**Georgia World Congress Center, Room B207**

The **Children of Incarcerated Parents (CHIPS) Interest Forum** addresses the experiences of families with members in prison and offers personal insights and resources related to the soaring rate of incarceration and criminal deportation. The core issues of children with incarcerated parents are parent-child separation, poor quality of care or overcompensation, disrupted households, witnessed violence, and traumatic experiences. We would like to become advocates for children's security and protection, nurturing and encouraging them to thrive. For more information, contact Marilyn D. Byrd at [marilyndb1@windstream.net](mailto:marilyndb1@windstream.net).

**6:30–8:00 p.m.**

**Omni Hotel at CNN Center, Redwood**

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Interest Forum** business meeting orients all conferees to the LGBT professional, educational, and social opportunities at the Annual Conference and throughout the year through the auspices of the Interest Forum. The meeting reviews the past year's accomplishments and makes plans for the upcoming year, especially the 2013 National Institute for Early Childhood Professional Development and the 2013 Annual Conference. Membership and specific sexual or gender orientation are not requirements to attend this meeting. All are welcome. The time and place of the yearly Interest Forum dinner will be announced. Questions, comments, or further details can be addressed to Steve Shuman, LGBT Interest Forum co-facilitator, at 760-320-4147 or [graymaleps@gmail.com](mailto:graymaleps@gmail.com).

**5:00–6:30 p.m.**

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

The **Technology and Young Children Interest Forum** welcomes new and returning members to our annual meeting. Join us as we explore technology innovations, share research, collaborate on new project ideas, and plan technology and young children Annual Conference sessions for next year. For more information, contact Lynn Hartle at [lhartle@hotmail.com](mailto:lhartle@hotmail.com) or Ilene Berson at [iberson@usf.edu](mailto:iberson@usf.edu).

**6:00–7:30 p.m.**

**Omni Hotel at CNN Center, Cottonwood**

The **Tribal and Indigenous Early Childhood Network (TIECN)** will be discussing a number of issues, including plans for future leadership and the development of future leaders, presenting at NAEYC, current issues and events, and early childhood resources for teachers and others working with tribal and indigenous children and their families. Early childhood professionals from diverse tribal and indigenous groups will highlight successes and best practices within their respective programs. In addition, participants will be informed of criteria to use when selecting materials or curriculum for and about tribal and indigenous populations. For more information, contact Cathy Gutierrez-Gomez at [cggomez@unm.edu](mailto:cggomez@unm.edu).

**3:00–4:30 p.m.**

**Omni Hotel at CNN Center, Cottonwood**

Please join the **Young Children's Spirituality Interest Forum**, for our session, "Looking at spirituality from an early childhood perspective", from 3:00–4:30 p.m. Our second annual meeting will follow the session from 5:00–6:30 p.m. All are welcome in a mutually respectful context. We will continue the conversations begun at our first meeting last year about what young children's spirituality means to each of us, and will further explore the role early childhood education can play in nurturing young children's spiritual development. The session will consist of brief presentations on young children's spirituality by panel members, followed by round-table discussions and an open discussion among

## Interest Forums

all participants about how we witness that spirituality and how we feel we can nurture it, based on what we hope is an emerging common understanding of children's spirituality. The annual meeting will move us toward action and better connections and communications between Annual Conferences, based on the improvements in NAEYC's Interest Forum facilities and tools. For more information, contact John Surr at [jsurr@verizon.net](mailto:jsurr@verizon.net).

**3:00–6:30 p.m.**

**Georgia World Congress Center, Room B217**

### Friday, November 9

**Interest Forum Members and Facilitators** can meet one another over light refreshments Friday evening from 5:00 p.m. to 6:30 p.m. at the Omni Hotel at CNN Center, Dogwood B.

NAEYC is debuting its new online, interactive website. How would you like to utilize this interest forum member feature to benefit your practice and your professional community? How do you see NAEYC supporting children with special needs, their providers/teachers, and their families? Join the **At Risk and Special Needs Interest Forum** to talk about how we can work together to promote our interests within the early childhood community. The forum was created to promote communication and networking among our early childhood community-at-large and provide a positive approach to working with families to support the development of at-risk or special needs children. Let's share a bite of dark chocolate to get our brains and endorphins going and talk issues, advocacy, and strategies. For more information, contact Cindy Croft at [croft@csp.edu](mailto:croft@csp.edu) or Mary N. Wonderlick at [wonderlick.ecsepro@sbcglobal.net](mailto:wonderlick.ecsepro@sbcglobal.net).

**3:00–4:30 p.m.**

**Omni Hotel at CNN Center, Cypress**

Come join us to discuss teaching science concepts in early childhood. The **Early Childhood Science Interest Forum** invites you to share resources, support our growth as science educators in early childhood settings, and confer about our research interests. For more information, contact Ingrid Chalufour at [ichalufour@edc.org](mailto:ichalufour@edc.org).

**6:00–7:30 p.m.**

**Omni Hotel at CNN Center, Juniper**

Come join the **Family Child Care Interest Forum**. Talk with others interested in the family child care field and hear stories from around the country. Facilitated by the National Association for Family Child Care, this interest forum is an opportunity to begin a dialogue about the many issues facing the family child care field. Bring your hot topics and tell us what is happening in family child care in your community.

For more information, contact Marva Lyons at [happymarva57@yahoo.com](mailto:happymarva57@yahoo.com).

**1:00–2:30 p.m.**

**Omni Hotel at CNN Center, Cypress**

**Health and Safety in Child Care Interest Forum** members will discuss past activities and plan for the upcoming year. Ideas for discussion include conference proposals and submissions, working with state Affiliates, strategies for meeting and staying in contact outside of the Annual Conference, and maintaining the web page and discussion board. We welcome all interested persons. For more information, contact Sandra Cianciolo at 919-966-6288 or [sandra\\_cianciolo@unc.edu](mailto:sandra_cianciolo@unc.edu).

**8:00–9:30 a.m.**

**Omni Hotel at CNN Center, Cypress**

The **Kindergarten Interest Forum** offers an opportunity to discuss kindergarten issues as they relate to preschool, kindergarten, and primary teachers. Join others committed to the welfare of today's kindergarteners as we dialogue about current trends and issues, such as common core standards, developmentally appropriate practice, and playful learning. For more information, contact Kim Hughes at [kimhughes@nc.rr.com](mailto:kimhughes@nc.rr.com).

**5:00–6:30 p.m.**

**Omni Hotel at CNN Center, Redwood**

**Men in Education Network (M.E.N.) Interest Forum** invites men and women to its annual meeting. 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 (particularly Germany and Norway). Find out how to recruit more men to your program, and how to support and retain men you already have. Help set the future agenda for the interest forum, have fun, and make new friends! For more information, contact Frances M. Carlson, 770-443-3611, [fcarlson@chattahoocheetech.edu](mailto:fcarlson@chattahoocheetech.edu); Rodney L. West Sr., 619-472-0283, [MwalimuRodney@cs.com](mailto:MwalimuRodney@cs.com); or Bryan Nelson, 612-724-3430, [bgnelson@menteach.org](mailto:bgnelson@menteach.org).

**6:00–7:30 p.m.**

**Omni Hotel at CNN Center, Magnolia**

All are welcome to come to the annual business meeting for the **Play, Policy, and Practice Interest Forum**. The agenda includes committee reports, review of sponsored sessions at the 2012 NAEYC Annual Conference, proposals for 2013, and the PPP Interest Forum online publications (PPP Connections). The Patricia Nourot Award and Edgar Klugman Award winners will be announced. For more information, contact Sandra Waite-Stupiansky at [swaite@edinboro.edu](mailto:swaite@edinboro.edu).

**6:00–9:00 p.m.**

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

## Interest Forums/Networking

### Friday, November 9 cont.

The **Student Interest Forum** business meeting is designed as a follow-up to the wide variety of conference sessions presented by students and faculty. Come share presentation information, network with student leaders from across the country, and provide feedback on sessions. Help plan our next year's Student Networking Center activities and our annual Friday Night Dinner Out with faculty, students, and SIF facilitators. Participate in our college/university t-shirt exchange. For more information, contact Brionne Thompson at [brionne.thompson@aggiemail.usu.edu](mailto:brionne.thompson@aggiemail.usu.edu), or visit us on Facebook under the group listing Student Interest Forum of NAEYC.

**5:00–6:30 p.m.**

**Georgia World Congress Center, Room A303**

## Networking

### Wednesday, November 7

The **National Jewish Early Childhood Network** will be hosting a unique educators program on animal behaviors at the Georgia Aquarium from 1:00–4:00 p.m. Buses will pick up NJECN participants from the Congress Center and take them to the Georgia Aquarium. Reservations are required. For more information, contact Helaine Groeger at 301-354-3203 or [laineyg@aol.com](mailto:laineyg@aol.com).

**1:00–4:00 p.m.**

**Georgia Aquarium**

Join the **National Jewish Early Childhood Network** for an evening of learning around behavior, diversity and community with two-time National Book Award finalist Melissa Faye Greene, along with a southern dinner and a school tour. Reservations are required. For more information, contact Helaine Groeger at 301-354-3203 or [laineyg@aol.com](mailto:laineyg@aol.com).

**6:30–10:30 p.m.**

**Greenfield Hebrew Academy**

All **OMEPE-USA** members and others interested in the well-being, rights, and education of the world's children are cordially invited to attend the Board of Directors meeting for OMEPE-USA, 10:00 a.m.–4:00 p.m., followed by the general membership meeting, 4:00–5:00 p.m. and a no-host dinner for members and friends. Information on U.S. and international activities, projects, and events will be presented, as well as the schedule of other OMEPE events during the 2012 NAEYC Annual Conference. For more information, visit [www.OMEPE-USA.org](http://www.OMEPE-USA.org) or contact Judith Wagner at [jwagner@whittier.edu](mailto:jwagner@whittier.edu).

**10:00 a.m.–5:00 p.m.**

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

**Tech on Deck**, a full day networking event for early childhood educators, will offer conference attendees opportunities to learn more about how to integrate technology in their classrooms using techniques consistent with the NAEYC and Fred Rogers Center joint position statement, Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. Share ideas and meet others who are interested in technology integration. Tech on Deck is hosted by NAEYC, The Technology and Young Children Interest Forum of NAEYC, TEC Center at Erickson Institute, Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College, Early Childhood Technology Network, McCormick Center for Early Childhood Leadership, and United Way Center for Excellence in Early Education. From 1:00–5:30 p.m., participants can network informally, meet national leaders with expertise in early childhood technology, and schedule their meetings with colleagues. From 5:30–8:00 p.m., Tech on Deck will offer facilitated table discussions, demonstrations, and opportunities to explore devices and tools. An RSVP is requested but not required. To RSVP, go to <http://new.evite.com/services/links/4OQVPPWFBK>

**1:00–8:00 p.m.**

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

### Thursday, November 8

Join the **American Association for the Child's Right to Play (IPAUSA)** for its annual board meeting. The IPAUSA is a nonprofit organization dedicated to supporting the child's right to play. All IPAUSA members and those interested in joining our organization are encouraged to attend. For more information, contact Thomas Reed at 864-503-5579 or [treed@uscupstate.edu](mailto:treed@uscupstate.edu).

**1:30–5:00 p.m.**

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

The **Bank Street College Graduate School of Education** invites Bank Street alumni and friends to a wine and cheese reception. For more information, contact Nancy Gropper at 212-875-4477 or [ngropper@bankstreet.edu](mailto:ngropper@bankstreet.edu).

**6:00–7:00 p.m.**

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

The **Celebration of Diversity** event is a fun event to celebrate you! Join these nine NAEYC Interest Forums (IFs): Asian IF, At Risk and Special Needs IF, Black Caucus IF, Diversity & Equity IF, Family Child Care IF, Latino Caucus IF, Lesbian, Gay, Bisexual & Transgender IF, Men in Education Network IF and the Tribal and Indigenous Early Childhood Network IF to celebrate the different identities that make up our organization. The NAEYC Celebration of Diversity mission is to build more visibility, support, membership and leadership roles for the groups they represent both within the organization and the ECE field. Each Interest Forum focuses on issues of specific interest to them, as well as shares a com-

## Networking

mon vision of a more equitable association, ECE field and world. To strengthen everyone's work, it was vital to create an arena such as this for communication, connection and relationship building. Come join us to celebrate our unique and also common qualities at this annual event. For more info e-mail Bryan G. Nelson [bgnelson@menteach.org](mailto:bgnelson@menteach.org).

**8:00–10:30 p.m.**

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

All conferees are invited to attend the **OMEP-USA Global Perspectives Seminar**. State of the World's Children: Africa will focus on Liberia and Kenya, as well as on an innovative project to promote sanitation and hygiene in homes and other early childhood settings. Featured speakers include the internationally known child advocate, Barbara Kamara, on "Children and Childhood in Liberia," Grace Jepkemboi on "Children and Childhood in Kenya: The Promise, the Challenge and the Way Forward," and Clair Null, on "One Size Doesn't Fit All: Sanitation Initiatives to Meet Young Children's Needs." Judith Wagner will moderate the seminar. For further information, visit [www.omep-usa.org](http://www.omep-usa.org) or contact Judith Wagner at [jwagner@whittier.edu](mailto:jwagner@whittier.edu).

**1:00–2:30 p.m.**

**Georgia World Congress Center, Room B312**

**OMEP-USA** invites attendees to the OMEP poster session: The United Nations Convention on the Rights of the Child (CRC), including peer-reviewed posters featuring research, curriculum highlights, teaching strategies, policy issues, and advocacy, all relating to children's rights to survival, development, participation, and protection. In addition, posters will feature World OMEP projects including the new initiative with UNICEF, WASH from the START, emphasizing water, sanitation, and hygiene in early childhood settings. The session will also include opportunities for conversations with international attendees and presenters from the OMEP-USA Global Perspectives Seminar. For further information, visit [www.omep-usa.org](http://www.omep-usa.org) or contact Judith Wagner at [jwagner@whittier.edu](mailto:jwagner@whittier.edu).

**3:00–4:30 p.m.**

**Georgia World Congress Center, Room B312**

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 sparkling conversation. Information on PITC Training and materials will be available. For additional information, visit the PITC exhibit booth at #1624, or contact Alicia Tuesta at 415-289-2300 or [atuesta@wested.org](mailto:atuesta@wested.org).

**6:00–8:00 p.m.**

**Omni Hotel at CNN Center, Maple Room**

Join us at the **South Carolina Association for the Education of Young Children** gathering. Come meet other participants from South Carolina. For more information, contact Sally McClellan at [sallym@usca.edu](mailto:sallym@usca.edu).

**5:00–6:30 p.m.**

**Omni Hotel at CNN Center, Magnolia**

### Friday, November 9

**Seventh-Day Adventist** early childhood professionals are welcome to join the Adventist Child Care Network for a sundown worship service and fellowship. Come and join us to welcome the Sabbath together. For more information, contact Christine Gillan Byrne at 805-490-6055 or [Christine@puconline.org](mailto:Christine@puconline.org).

**6:30–8:00 p.m.**

**Omni Hotel at CNN Center, Cypress**

Valora Washington, CEO, and the members of the board of directors of the **Council for Professional Recognition** invite all of the friends and members of the national CDA community to join the festivities as they celebrate the upcoming release of "CDA 2.0." Light refreshments will be served. Don't forget to wear your dancing shoes! For more information, please e-mail Richard Cohen, at [richardc@cdacouncil.org](mailto:richardc@cdacouncil.org).

**5:30–7:30 p.m.**

**Omni Hotel at CNN Center, Atrium Terrace**

Calling all Floridians! Come network with the **FLAEYC Board** at the FLAEYC Florida Get-Together (including door prizes)! For more information, please contact Suzanne Gellens at 813-878-9973 or [sgellens@flaeyc.org](mailto:sgellens@flaeyc.org)

**5:30–6:30 p.m.**

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

The **National Jewish Early Childhood Network** invites you to a Shabbat dinner. Reservations are required. For more information, contact Helaine Groeger at 301-354-3203 or [laineyg@aol.com](mailto:laineyg@aol.com).

**7:00–10:30 p.m.**

Join the **Texas Association for the Education of Young Children** for an evening of fun and relaxation with friends old and new (cowboy boots not required). Texas early childhood professionals and those who have a special place in their heart for Texas are invited. Contact Mitzi Bartlett at 713-480-4604 or [taeyc@texasaeyc.org](mailto:taeyc@texasaeyc.org) for further information.

**7:00–9:00 p.m.**

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

## Tuesday Separate-Fee Workshops

Preregistration—including a separate registration fee—was required in advance for NAEYC’s Separate-Fee Workshops. On-site registration is not available.

### Tuesday, November 6

- ★ **Meeting NAEYC Professional Preparation Standards: A Self-Study Workshop for Faculty**  
8:30 a.m.–4:00 pm  
Georgia World Congress Center, Room A314
- ★ **NAEYC Accreditation of Programs for Young Children: Operation Accreditation**  
8:30 a.m.–4:00 p.m.  
Georgia World Congress Center, Room A301
- ★ **NAEYC Accreditation of Programs for Young Children: Preparing Classrooms and Teaching Staff to Demonstrate Quality during the NAEYC Site Visit**  
8:30 a.m.–4:00 p.m.  
Georgia World Congress Center, Room A302
- ★ **Training of Trainers for Program Administrators—Classroom-based Assessment of Preschoolers: An Introduction to What Teachers Need to Know**  
8:00 a.m.–5:00 p.m.  
Georgia World Congress Center, Room A311

## Visit the NAEYC Shop! .....

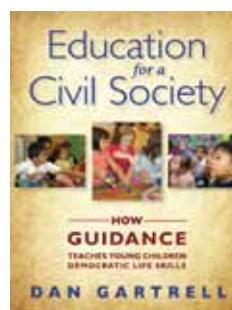
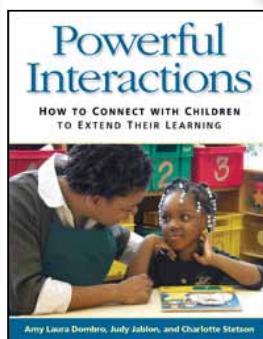
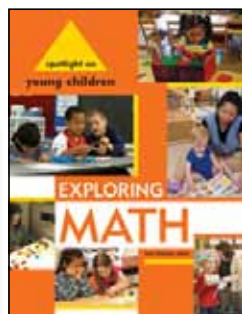
### Booth #820 in the Exhibit Hall

See the latest NAEYC resources, publications, and other professional development materials, including books and DVDs by your favorite presenters at the 2012 Annual Conference. You’ll also find lots of fun and attractive gift items, perfect for bringing home to staff or for the holidays.

**Domestic shipping is free on orders of \$150 or more, placed at the Conference.**

NAEYC’s Shop will be open during Exhibit Hall hours—please see **page 120** for days and hours.

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## Wednesday sessions

### ★ #1 NAEYC Affiliate Leadership Day

8:00 a.m.–4:00 p.m.

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

Affiliate leaders at the local, state and regional levels are invited to register for *Leading the Way: How to Sustain a High-Performing, Inclusive NAEYC Affiliate*. Advance registration is required through the Affiliate and Member Relations Department. Seating is limited. For more information, please e-mail **Matt Seiler** at [mseiler@naeyc.org](mailto:mseiler@naeyc.org).

The Richard W. Riley  
College of Education and Leadership  
**WALDEN UNIVERSITY**

*NAEYC appreciates the support of  
Walden University as the sponsor of  
NAEYC Affiliate Leadership Day.*

### ★ #2 Accreditation Facilitation Projects (AFP) meeting

8:30–11:30 a.m.

**Georgia World Congress Center, Room B316**

Registered AFPs are invited by invitation only to the biannual meeting of projects that provide support to programs seeking NAEYC Accreditation of Programs for Young Children.

**Linda Hassan Anderson**, NAEYC.

## Advocacy/Public Policy

### #3 “For Our Babies”: A national campaign to ensure better beginnings

12:30–3:30 p.m.

**Georgia World Congress Center, Room B312**

The connection between early support for babies and success in school and adulthood is clear. Consider joining a campaign that is tackling four types of under-supported services involving children younger than 3: (1) supported pregnancy, (2) paid parental leave, (3) screening and follow-up, and (4) quality infant/toddler care. Learn how to advocate and take specific action in one of the four areas. Get linked to a website for more information, resources, and networking opportunities.

**J. Ronald Lally**, **Peter Mangione**, and **Evelina Du**, WestEd.

*Infants and Toddlers*

## Arts (Performing & Visual Arts)

### #4 The Hallway Project: Using schoolwide collaborative art as a means of teaching and exploring all domains

12:30–3:30 p.m.

**Georgia World Congress Center, Room B207**

Embark on a tour of a collaborative, long-term, artistic adventure that is educational and fun for staff and children alike in early childhood settings. Learn how to transform the school corridor into vibrant and textured 3-D representations of environments such as a tropical rainforest, desert, or Persian palace. See how collaboration enhances children’s social-emotional development and serves as a springboard for learning across the curriculum.

**Sari Abrams**, **Debbie Abeles**, **Miri Avraham**, **Angie Bass**, **Francine Farkas**, **Luba Nikitenko**, **Mona Raoufpour**, and **Lindsey Sundy**, Rabbi Jacob Pressman Academy.  
*Preschoolers*

## Assessment of Young Children

### #5 Connecting assessment, IEP goals, and content standards to an emergent, child-centered, investigative philosophy

8:30–11:30 a.m.

**Georgia World Congress Center, Room A312**

Explore a planning and documentation framework that is assessment supported and child centered, with an emphasis on content standards. Planning is focused on a topic of interest to the children and tailored to address their unique learning needs. Teaching is interactive, and assessment is naturalistic. Data collection can be modified, based on the project’s concepts and activities and the teacher’s comfort level with the various options for documentation.

**Joni Baldwin**, **Shauna Adams**, and **Joy Comingore**, University of Dayton.  
*Preschoolers*

### #6 Screening infants and young children birth–5 for social and emotional concerns: A case study using the ASQ:SE

12:30–3:30 p.m.

**Georgia World Congress Center, Room A408**

Do you know when to refer a child for professional help or when to offer programmatic or community-based supports? This session will discuss the importance of social-emotional screening and appropriate follow-up when there are serious or even mild concerns within the context of IDEA and the ecological model. A case study using the ASQ:SE instrument will offer a concrete experience in scoring, interpreting and providing follow-up referrals.

**Suzanne Yockelson**, Brandman University; **Jantina Clifford**, University of Oregon.

## Wednesday sessions

### Child Development & Learning

#### #7 Suggested outcomes from the National Head Start Association's School Readiness Goals Summit: What do you think?

8:30–11:30 a.m.

##### Georgia World Congress Center, Room A311

Today more than ever, early childhood educators are expected to prepare preschoolers for kindergarten, yet there is no widely accepted definition of school readiness or a list of common readiness goals across state borders. In this session, join a national dialogue to review, discuss, and contribute to the first draft of National School Readiness Goals. A completed and approved set of goals will provide a framework for preparing preschoolers, regardless of state borders, for smoother transitions to kindergarten.

**Kamna Seth** and **Mari Blaustein**, The Source for Learning, Inc. (PreschoolFirst).  
*Preschoolers*

#### #8 Brain insights: Understanding the remarkable impact we can make in children's optimal development

8:30–11:30 a.m.

##### Georgia World Congress Center, Room A405

Increase your knowledge about how the brain impacts behavior and learning and how attention to positive behaviors makes a difference. This presentation will focus on at-risk prevention strategies and provide an easy-to-understand overview of the effects of trauma, stress, unpredictability, and insecure attachment from birth through adulthood. Learn how to share your knowledge with others who care about the healthy development of children.

**Deborah McNelis**, Brain Insights.

#### #9 Growing brains, the early learning imperative

12:30–3:30 p.m.

##### Georgia World Congress Center, Room A405

The young child's brain goes through tremendous growth from birth to 3, and scientists have identified critical periods in which healthy early experiences and primary caregiver attachments lead to great outcomes. If a child's earliest experiences are full of stress and trauma, however, the outcomes can be disastrous. This session, using the Adverse Childhood Experiences Study, will look at the lifelong implications of early brain trauma.

**Linda Murray**, Growing Minds.

#### #10 Instant replay: How stories and videotape can turn everyday exchanges into powerful interactions

12:30–3:30 p.m.

##### Georgia World Congress Center, Room A412

Using strategies to build positive relationships with all children is the foundation for best practices in early childhood. This session will examine the ways in which teachers and providers can intentionally connect with children and use moments of meaningful connection to scaffold learning. Participants will gain strategies for interacting with diverse learners, including children with challenging behaviors, dual language learners, and children with special needs.

**Judy Jablon**, educational consultant; **Amy Dombro**, early childhood consultant; **Charlotte Stetson**, early childhood education consultant.

### Children with Disabilities/Early Intervention

#### #11 Nurturing intervention agents: How social stories encourage participation, critical thinking, communication, and collaboration among all young children

8:30–11:30 a.m.

##### Georgia World Congress Center, Room A408

Curious about social stories? Come learn about the development and implementation of stories that build social skills in all young children, particularly those on the autism spectrum. The presentation will include a formatted 10-step approach to creating stories. Participants can review sample social stories, engage in practice activities, and learn about using peers as intervention agents for developing effective social stories, positive social behaviors, and outcomes.

**Kathleen Harris**, Seton Hill University; **Carrie Pfeiffer-Fiala**, Kent State University.

*Preschoolers*

#### #12 Understanding and managing ADD/ADHD and other individual differences

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B305

This session will look at and analyze key factors within a child and his/her environment that can influence academic performance, behavior, independent functioning, social interactions, and health. A systematic five-step process will identify the factors contributing to a student's failure to meet expectations academically, behaviorally, and/or socially. Targeted, individualized intervention strategies can be developed not only for children with ADD/ADHD, but also for students with other exceptionalities, handicaps, or differences.

**Craig Liden**, The Being Well Center.



## Wednesday sessions

### Children with Disabilities/Early Intervention cont.

#### #13 The NAEYC/DEC Joint Position Statement on Inclusion: Your program's GPS to inclusion

12:30–3:30 p.m.

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

NAEYC's At Risk and Special Needs Interest Forum is sponsoring this workshop to highlight the practical application of the Joint Position Statement on Inclusion. Come explore the ramifications of using the JPSI to inform your program's philosophy on and practices for including children with a range of needs. Return home ready and able to create a real, practical, and workable inclusion program.

**Cindy Croft**, Center for Inclusive Child Care, Concordia University; **Christine Bentley**, Fraser and Center for Inclusive Child Care; **Mary Wonderlick**, NAEYC At Risk & Special Needs Interest Forum.

#### #14 Why working memory matters, and how to improve and assess it

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B215

Knowledge of working memory (as distinguished from short- and long-term memory) can improve our capacity to affect the trajectory of children at risk for poor achievement. This session will suggest options for assessing children's working memory and present early intervention strategies designed to prevent academic lagging. The core question of whether working memory can be trained will be addressed, and the presenter will explain what research says about different approaches to such training.

**Charles Shinaver**, Pearson.

### Cognitive Development

#### #15 Intentional conversations: Using relationship and dialogue to impact children's learning

8:30–11:30 a.m.

##### Georgia World Congress Center, Room A404

The foundations of learning extend far beyond formal instruction. Research shows that intentional and meaningful conversations can improve language and literacy development, social and emotional development, problem solving, and metacognition. Such conversations also provide teachers with information and insight into what children know and how they learn. This session will define the nature of conversations that promote reflection, self-knowledge, and synthesis of ideas. Facilitators and participants will examine strategies for talking with children and also share strategies for engaging families in promoting learning through conversations at home.

**Su Theriault**, Su Theriault Consulting and Coaching; **Sandra Putnam-Franklin**, Sandra Putnam-Franklin Consulting, Training, Coaching.

### Curriculum—Theories & Approaches

#### #16 The Project Approach in action: A sharing of high-quality documentation from early childhood and elementary classrooms

8:30–11:30 a.m.

##### Georgia World Congress Center, Room A411

Take an invaluable in-depth look at the Project Approach by joining 4 experts involved in research on the subject and 20 classroom teachers with practical perspectives on project implementation. The scholars will give short talks on research, practice, and initiatives. Then the teachers will each share their experiences and display documentation of projects from diverse settings and with children of different ages. Participants can roam the room and talk individually with the teachers. Finally, in the last hour, participants will be invited to join a panel discussion and ask questions.

**Sylvia Chard**, University of Alberta; **Yvonne Kogan**, Eton School; **Judy Harris Helm**, Best Practices Inc.

#### #17 Twin pillars of developmentally appropriate infant/toddler care: Fostering independence and interdependence

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B203

Analyze specific practices that contribute to the key concepts of independence and interdependence and consider how to implement them in group care programs. Evaluate the extent to which the 5 million infants and toddlers in group care in the United States are receiving inadequate care in this regard, and then discuss and formulate a plan to enhance these two critical elements of development for children in full-day group care programs. Particular emphasis will be placed on providing sensitive, responsive caregiving and opportunities for free play and exploration.

**Patty Ryan** and **Mary Louise Brennan**, Resources for Infant Educators; **Janet Gonzalez-Mena**, Pikler/Loczy USA Fund; Resources for Infant Educators.

*Infants and Toddlers*

Take part in NAEYC's Academy Scavenger Hunt and win daily giveaways!

Visit Booth #604 for details.



## Wednesday sessions

### Curriculum—Theories & Approaches cont.

#### #18 Cultivating joy and wonder through nature, food, and community-based learning: Early education for sustainability

8:30–11:30 a.m.

**Georgia World Congress Center, Room B207**

What is sustainability? And what does it have to do with early childhood? This session will explore the “Big Ideas” of sustainability—fairness, cycles, community, diversity, change, and interdependence—and how they can be used as a lens through which to view your teaching, school and classroom design, and the adventures you embark on with your children. Through nature, food, and community-based activities, explore how integrating the Big Ideas of Sustainability into your curriculum, campus practices and culture, and community partnerships can support children’s natural sense of awe and wonder while nurturing a sense of urgency and care for the world around them.

**Linda Wellings, Christie Bond, Christine Lutters, and Tiffany Tillman**, Shelburne Farms.

#### #19 Feel the beat: Implementing a study of music making in a preschool classroom

12:30–3:30 p.m.

**Georgia World Congress Center, Room A301**

Explore a variety of methods for supporting children’s in-depth study of music making in the form of project-based investigations. Learn how to harness natural curiosity and use children’s questions to structure the curriculum and plan meaningful activities that promote development and learning in all areas. See how projects enable children to find answers to their questions and explore concepts in science and social studies as they apply skills in literacy, mathematics, the arts, and technology.

**Cate Heroman and Kai-leé Berke**, Teaching Strategies, LLC.  
*Preschoolers*

#### #20 Putting reflective practice to work: Meaningful and engaging reflection to enhance infant/toddler curriculum

12:30–3:30 p.m.

**Georgia World Congress Center, Room A304**

Seize an opportunity to investigate the “Thinking Lens” model of reflective practice to enrich curriculum, professional practice, and relationships. Teachers will share examples of how they are using reflection in building relevant and meaningful curriculum. Time will be spent actively engaging in reflection—of ourselves, our programs, and practices. Participants will leave with practical ideas for incorporating reflection into their busy days and programs.

**Laura Linda Negri-Pool and Leah Brown**, Nike Child Development Program.  
*Infants and Toddlers*

#### #21 Playful approaches to learning in full-day kindergarten

12:30–3:30 p.m.

**Georgia World Congress Center, Room A402**

Kindergartens face increasing pressure to teach academics through developmentally inappropriate activities, to replace play and playful learning with skills-based activities and lessons, and to assess children’s learning with standardized tests, often in two-dimensional paper-and-pencil formats. This session will help kindergarten teachers find ways to provide a curriculum that is developmentally appropriate, allows for playful approaches to learning, engages children in meaningful activities, incorporates authentic and appropriate assessment—and meets standards.

**Patricia Clark**, Ball State University; **Doris Fromberg** and **Linda Davey**, Hofstra University; **Dominic Gullo**, Drexel University; **Gayle Mindes**, DePaul University; **Sherry Copeland**, New York City Schools.  
*Kindergartners*

### Diversity & Equity

#### #22 Advancing equity in early childhood by uncovering the myths that keep racism in place

8:30–11:30 a.m.

**Georgia World Congress Center, Room A304**

Early childhood educators are uniquely positioned to help children and families “see” racism and privilege, address it, and work to ensure success for each child. This session will explore the myths of meritocracy, manifest destiny, White “racelessness,” monoculture, and White moral elevation and then examine their impact and implications for education, media, organizations, and higher education. While “privilege” and “inequity” are words unfamiliar to young children, they can tell when privilege and unfairness are present. As professionals, we have a responsibility and opportunity to nurture equity so that every child may succeed.

**Claire Chang** and **Sandra Heidemann**, The Saint Paul Foundation; **Beth Menninga**, The Saint Paul Foundation.org.

#### #23 A safe space for lesbian, gay, bisexual, and transgender educators: “A time for ourselves”

8:30–11:30 a.m.

**Georgia World Congress Center, Room A315**

This annual session provides a forum for sharing strategies that support LGBT early childhood educators. The majority of the session will involve active learning, discussion, and sharing. The facilitators will lead the discussion but they welcome suggestions about what should be further addressed. For many participants who are not “out” in the workplace, this is one of the few places where they can identify both as an early childhood educator and a member of the LGBT community.

**Robin Fox**, University of Wisconsin-Whitewater; **Brian Silveira**, Pacific Primary; **James Clay**, School for Friends.

## Wednesday sessions

### Diversity & Equity cont.

#### #24 Creating environments that welcome and support children with gender expansive behavior and children with LGBT parents/guardians

12:30–3:30 p.m.

Georgia World Congress Center, Room A315

All children need to have their families respected and truly accepted. In addition, children need to learn to respect families that are different from their own. This session will provide educators with specific knowledge and strategies to create environments in which all families are respected. Specific examples and scenarios across the early age range will be addressed. The session will be particularly helpful for educators with little knowledge of and experience with the topics, are uncomfortable with these topics, and are unaccustomed to talking about them.

**Ellie Friedland**, Wheelock College; **Kim Westheimer**, Wheelock College & Human Rights Campaign; **Dylan Bosseau**, University Plaza Nursery School.

### Dual Language Learners

#### #25 Principles, practices, and a wealth of resources to support dual language learners in preschool

12:30–3:30 p.m.

Georgia World Congress Center, Room B208

This session is designed to permit participants to go into some depth in understanding the nature and needs of the dual language learner. Topics to be explored include paths to bilingualism, connecting first and second languages, stages and strategies in second language acquisition, and recommended literacy practices. Extensive resources developed by California can help early childhood educators support preschool dual language learners.

**Camille Maben**, California Department of Education; **Faith Polk**, Praxis Group; **Jenny Bilmes**, WestEd.  
*Preschoolers*

### Environmental Education for Children

#### #26 The importance of developing, creating, and maintaining a natural environment within an early childhood setting

8:30–11:30 a.m.

Georgia World Congress Center, Room A407

This session will explain how different laboratory schools across the nation have created, implemented, and maintained natural environments within their child care settings. The information will enable participants to understand the importance of a natural environment, think about creating one for their own program, and bring families into the process. The presenters are members of the National Organization for Child Development Laboratory Schools.

**Mary Bowne**, South Dakota State University; **Tom Chiaromonte**, Fullerton College; **Mark Whitney**, MiraCosta College; **Catherine Mathis**, Fresno State.

#### #27 Bringing nature to life: Design and play in your own natural playground

12:30–3:30 p.m.

Georgia World Congress Center, Room A312

Witness the complete arc of natural playground history and theory, from hands-on design and modeling to nature-based curriculum development and delivery. This session will cover what a natural playground is and why it is important, the most relevant data and research, and some of the best examples of natural playgrounds from around the world. There is no magic to environmental curriculum. Get practical solutions for your playground without big costs or new equipment.

**Rusty Keeler**, Earthplay.



### International Wi-Fi Lounge

Take advantage of this hotspot anytime during the Conference, Tuesday, November 6, through Saturday, November 10.

Georgia World Congress Center  
Building A, Level 4 (outside NAEYC's Registration Area)

Sponsored by Constructive Playthings



## Wednesday sessions

### Faith-Based Early Childhood Education

#### #28 National Jewish Early Childhood Network activities

NJECN fees are not applicable to NAEYC Conference Registration or other NAEYC Conference fees. For more information concerning NJECN activities, please contact **Helaine Groeger** at 301-354-3203, [laineYG@aol.com](mailto:laineYG@aol.com) or [www.njecn.org](http://www.njecn.org).

#### Wednesday, November 7

*Session for registered NAEYC Conference attendees only.*

#### Connecting sea creatures and the Civil Rights Movement with Jewish family life in the 21st century

8:30–11:30 a.m.

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

NJECN is proud to bring Emory University Professor of Jewish Studies **Miriam Udel** to facilitate an informed Jewish dialogue connecting animal and human behaviors to our work with families and children. This session will include time for small-group discussion about how observations, documentation, and analysis of early childhood behavior can yield a more nuanced and responsive engagement in our schools.

*Preschoolers*

#### Dive into the South

1:00–4:00 p.m.

#### Georgia Aquarium

Bus will pick up NJECN participants from the Congress Center and take them to the Georgia Aquarium for a unique educators program on animal behaviors.

*Participation is by reservation only.*

#### Behavior, diversity and community: Community learning, southern dinner and school tour

6:30–10:30 p.m.

#### Greenfield Hebrew Academy

Join us for an evening of learning around behavior, diversity, and community with two-time National Book Award finalist **Melissa Faye Greene**.

*Participation is by reservation only.*

#### Thursday, November 8

#### Stories from the Civil Rights Movement: School tour and evening at the museum

4:00–8:30 p.m.

#### Intown Jewish Preschool and The High Museum

*Participation is by reservation only.*

#### Friday, November 9

#### Annual Kosher Shabbat dinner.

*Participation is by reservation only.*

### Family Child Care

#### #29 Attracting families to your program: Learn how to market and tout the benefits of family child care settings

12:30–3:30 p.m.

#### Georgia World Congress Center, Room A401

During difficult financial times, family child care providers face challenges in attracting new families. This workshop will teach family child care providers ways to market and advertise their business. Participants will identify key components of a successful business, learn the importance of image and visual presentation, be introduced to logo development and client identification, and be shown how to create a well-thought-out curriculum that will invite parents to enroll their child.

**Patricia Oholeguy**, National Early Childhood Teacher Training Association, Inc.

### Family Engagement & Support

#### #30 Meaningful engagement, real readiness results: Advancing the progress of Latino families in ECE programs

8:30–11:30 a.m.

#### Georgia World Congress Center, Room B208

NAEYC's Latino Interest Forum would like to inform, educate, and inspire early educators to engage Latino families in school readiness efforts in their Head Start, pre-K, and child care programs. The session will focus on seven outcomes developed by the Head Start Parent, Family, and Community Engagement Framework. The outcomes to be discussed are family well-being, positive parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and community, and families as advocates and leaders.

**Luis A. Hernandez**, TTAS/WKU; **Georgianna Duarte**, University of Texas-Brownsville; **Jorge Saenz De Viteri**, Head Start.

#### #31 Developmentally appropriate parenting: Supporting best practices in the home

8:30–11:30 a.m.

#### Georgia World Congress Center, Room B303

A parent may be a child's first teacher, but is what parents teach in line with best practice? If you sometimes feel that your work with children is thwarted by what goes on at home, this session is for you. It will consider how developmentally appropriate practice can be interpreted for home use and develop a plan for gently guiding parents in thinking about their children's social, emotional, and intellectual development. This session is appropriate for teachers, staff, administrators, and policy makers working with families of children of all ages, from infancy through third grade.

**Patricia Nan Anderson**, Walden University.

## Wednesday sessions

### Family Engagement & Support cont.

#### #32 Strengthening Families: New directions and new opportunities

12:30–3:30 p.m.

Georgia World Congress Center, Room B202

Strengthening Families is a research-based, cost-effective initiative designed to increase family stability, enhance child development, and reduce child abuse and neglect. More than 30 states are currently implementing the program. This session will provide an opportunity for participants to hear from national leaders about the initiative; learn from a panel of state, program, and community implementors; and discuss three areas in which Strengthening Families is expanding or increasing its work: early childhood/child welfare linkages, early childhood systems change, and the issue of child neglect.

**Nilofer Ahsan** and **Judy Langford**, Center for the Study of Social Policy; **Martha Reeder**, National Alliance of Children's Trust and Prevention Funds.

#### #33 When behavior is challenging: Educators and families working together for children's success

12:30–3:30 p.m.

Georgia World Congress Center, Room B218

Good collaboration between programs and families is crucial for the success of a child with challenging behavior. It is also very difficult to achieve, sometimes leaving educators and parents frustrated and the child without needed support. This session will offer a step-by-step communication process and five partnership techniques that are simple, easy to remember, powerful, and fun. Examples will illustrate how the process and techniques can be applied to the most challenging situations. Participants also will explore how cultural differences and the choice of communication platforms (e-mail, person-to-person, video, blogs, etc.) affect communication with families.

**Leslie Roffman**, The Little School.

### Global Perspectives

#### #34 "Weaving a mat" for relationships and interactions with children and families: A visual exploration of New Zealand's curriculum framework

8:30–11:30 a.m.

Georgia World Congress Center, Room B310

This workshop will provide an overview of the different types of early childhood programs in New Zealand. The NZ Ministry of Education has developed a national early childhood curriculum framework, Te Whariki, meaning "a mat to stand on," for providing early learning and development within a sociocultural context. With this framework, which embeds Maori cultural values and is informed by the Reggio philosophy, programs develop rich and meaningful curriculum, deliver assessment from the child's perspective, and create deep connections between families and educators by sharing "learning stories."

**Sonja de Groot Kim**, Kean University; **Rosanne Hansel**, New Jersey Department of Education.

### Guidance/Discipline/ Challenging Behaviors

#### #35 "Nothing I do works!" The importance of understanding, preventing, and responding effectively to challenging behavior

8:30–11:30 a.m.

Georgia World Congress Center, Room A412

Most challenging behavior can be prevented when we teachers know ourselves, understand the child, and are more intentional, reflective, and better prepared. Using a variety of checklists, this workshop will look at how to improve the social context, the physical space, and the program. However, as much as we try, we cannot prevent all challenging behaviors from occurring, so this workshop will provide an opportunity to investigate the effectiveness of several strategies that can be used to respond to a child's challenging behavior.

**Barbara Kaiser**, Kaiser Consulting.

*Preschoolers*

#### #36 Time's up for time-out: Evidence-based infant/toddler mental health supports

8:30–11:30 a.m.

Georgia World Congress Center, Room B209

Infants and toddlers develop social, emotional, and/or behavioral competencies through the relationships they have with their caregivers and in the context of daily natural social interactions and activities. But what developmentally appropriate and evidence-based strategies, practices, and interventions best promote infants and toddlers' mental health? This workshop will suggest strategies and practices that support infant/toddler mental health in natural environments (home and classroom). Participants will engage in discussion groups to identify strategies for informing community agencies of current evidence-based mental health and behavior interventions for infants and toddlers.

**Frances Davis**, Family, Infant & Preschool Program.

*Infants and Toddlers*

#### #37 Stuck on stickers? Stop! The real effect of praise on children

8:30–11:30 a.m.

Georgia World Congress Center, Room B304

Explore what research tells us about the effects of praise versus encouragement. Many people feel the need to bribe children to behave with a verbal "Good job," candy, stickers, or other rewards. Early educators expect children to be intrinsically motivated yet by their actions often set up children to be extrinsically motivated. This workshop will describe how to create an encouraging environment, a respectful and caring atmosphere that allows children to experience motivation from within.

**Carol Weisheit**, Western Illinois University; **Dina Emser**, Dina Emser Professional Development Coach.

## Wednesday sessions

### Guidance/Discipline/Challenging Behaviors cont.

#### #38 Conflict resolution with infants and toddlers: A respectful and developmentally appropriate model that works

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B203

In this session, presenters will work with participants to reframe the concept of infant/toddler conflict by differentiating between actual conflict and healthy, active exploration. They will discuss approaching conflict resolution in a way that allows children to be active in the problem-solving process, maintains mutual trust between the child and the primary caregiver, scaffolds learning, and provides a win-win learning experience through a teachable moment. In addition, participants will learn how to set up the classroom to minimize stress and discourage conflict.

**Mary Louise Brennan** and **Patricia Ryan**, Resources for Infant Educators.

*Infants and Toddlers*

#### #39 It takes two to tango: Self-regulation for teachers and toddlers

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B204

Strategies that teachers use to maintain their own emotional and behavioral state and strategies they use to respond to children's challenging emotions and behaviors will be explored in this workshop. Participants will learn new ways to support toddlers' learning self-regulation as well as to control their own self-regulation. They will return to their classrooms with an understanding of the relationship between teacher and toddler self-regulation and a plan for maintaining their own self-regulation and actively supporting toddler self-regulation.

**Lissy Gloeckler**, East Tennessee State University.

*Toddlers*

#### #40 "What's happening here?" Strategies for empowering children and supporting their social-emotional development through conflict resolution

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B209

This workshop offers teachers an opportunity to reflect on the goals, challenges, and hopes they bring to their guidance practices. Participants will be given time to watch and respond to video gathered from preschool classrooms in which teachers facilitate problem-solving dialogues between children. Come gain an understanding of both the why and how of an empowering, dialogue-based model of conflict resolution and leave with the knowledge and skills to incorporate these practices in your classroom.

**Katie Statman-Weil**, **Stephen Karmol**, and **Helene Hanson**, Wild Lilac Child Development Community.

*Preschoolers*

### Health & Safety

#### #41 Going online for All 4 Kids: An evidence-based curriculum targeting childhood obesity

8:30–11:30 a.m.

##### Georgia World Congress Center, Room A301

Keeping preschoolers healthy, happy, active, and fit is the goal of All 4 Kids. In this workshop, presenters will introduce an online program that helps teachers meet pre-K standards not only in physical development/health but also in creative arts, language and literacy, math, science, social studies, and social-emotional development. Learn how to use music, dance, and concept activities to promote health and movement. Foster an active lifestyle, healthy eating, and acceptance of self and others.

**Teresa Byington**, **Anne Lindsay**, and **Madeleine Sigman-Grant**, University of Nevada, Reno.

*Preschoolers*

#### #42 An afternoon with the American Academy of Pediatrics: "Spit happens" and health and safety standards

12:30–3:30 p.m.

##### Georgia World Congress Center, Room A311

In this annual AAP session, participants will hear from pediatric experts about the latest research and findings in health and safety. By the end of the presentation, participants will be able to recognize how to manage infectious diseases in child care programs and promote healthy behaviors in young children. Teachers can become empowered to provide healthy and safe environments and learn to access the resources to do so.

**Jeanne VanOrsdal**, American Academy of Pediatrics; **Timothy Shope, MD**, University of Pittsburgh School of Medicine; **Danette Glassy, MD**, Mercer Island Pediatrics.

### Higher Education Programs

#### #43 Annual Meeting of the National Association of Early Childhood Teacher Educators (NAECTE)

8:00 a.m.-4:30 p.m.

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

In this session, current reform efforts in the field of early childhood teacher education will be highlighted, using continued research as the basis for reform. Teacher preparation practices with strong foundations in the developmental sciences will be examined. Attendees will have an opportunity to evaluate various approaches, including specific, innovative methodology. They also will identify practices that promote the professional growth of early childhood teachers and that result in developmentally appropriate practices with young children.

**Kelly Baker**, University of Central Oklahoma; **Sara Davis**, University of Arkansas at Fort Smith; **Nancy Carlsson-Paige**, Lesley University.

## Wednesday sessions

### Higher Education Programs cont.

#### #44 **ACCESS to shared knowledge and practices: Building learning communities in teacher education using an inquiry model and protocols**

8:30–11:30 a.m.

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

This presentation will probe the theoretical underpinnings of “inquiry as stance” as well as practical strategies for cultivating a culture of inquiry among colleagues. Participants will explore various strategies for building a community of practice by using protocols for looking at student work together. Teacher educators will have the opportunity to “practice what they preach” and develop their own reflective practices about student learning in the adult classroom.

**Carrie Nepstad**, Harold Washington College; **Debra Murphy**, Cape Cod Community College; **Nancy Beaver**, Eastfield College.

#### #45 **ACCESS to shared knowledge and practices: Teacher education for the 21st century**

12:30–3:30 p.m.

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

Teacher educators today must develop skills in making student learning visible to themselves and to a variety of audiences. Teacher education has been criticized in the media and within the academy. This session will examine such criticism and build from the field’s strengths in order to move forward and prepare early childhood teachers to meet the needs of 21st century learners. A roundtable format will explore many areas for growth in teacher education, from classroom practices to community outreach.

**Carrie Nepstad**, Harold Washington College; **Nancy Beaver**, Eastfield College; **Debra Murphy**, Cape Cod Community College; **Kim Horejs**, Fox Valley Technical College.

### Language & Literacy

#### #47 **“Reaching for the sky with songs in my heart, books in my head, and jumps in my feet”: Engage the whole child through music, literature, and action**

8:30–11:30 a.m.

**Georgia World Congress Center, Room B214**

Join award-winning children’s songwriter, performing and teaching artist Katherine Dines and librarian/educator Kathy Klatt in a workshop that’s full of chants, songs, fingerplays, transitions, movement, and stories. They will explore different ways that music and books can connect to every aspect of curriculum, reach various learning styles, and bring more fun to your classroom.

**Kathy Klatt**, Mamie Doud Eisenhower Public Library and literacy trainer.

#### #48 **“These struggling readers just don’t get it!”**

##### **Simple strategies for every teacher**

8:30–11:30 a.m.

**Georgia World Congress Center, Room B216**

Would you like to learn how to integrate science concepts with literacy learning into your daily teaching schedule? This workshop will offer focused/concrete information that can take grade 1–3 classrooms to a higher level of teaching and learning. Presenters will explain and model the use of two strategies particularly helpful in the development of comprehension, especially with dual language learners. Participants will leave inspired and motivated to provide opportunities for students to learn science, acquire comprehension skills, and develop language.

**Julia Atiles**, **Vicki Ehlers**, and **Mayra Almodovar**, Oklahoma State University; **Meghan Pendergast**, Georgia State University; **Christine Smith**, Enid Public Schools (Oklahoma).

*First- to Third-Graders*

#### #49 **Promoting peace through picture books: Foster peaceful preschool interactions with developmentally appropriate books**

8:30–11:30 a.m.

**Georgia World Congress Center, Room B217**

Learn to cultivate emergent literacy and social-emotional development so that children enter kindergarten not only ready to read, but also equipped with the personal skills that make successful learning possible. In this session, carefully chosen stories of self-esteem, friendship, generosity, caring, compassion, sharing, tolerance, diversity, peaceful conflict-resolution, and respect for the environment will be highlighted. Educators will learn how to use these books to engage children in reflective and creative activities that create peacemakers.

**April Turner**, **Julie Friberg**, **Monica Farmer**, and **Jenny Volpe**, Make Way For Books.

*Preschoolers*

### Stay up-to-date on Program changes/ cancellations



Please refer to the Program change boards located throughout the Georgia World Congress Center, or follow us on Twitter at [www.twitter.com/naeycAC](http://www.twitter.com/naeycAC) or search #naeycAC.

## Wednesday sessions

### Language & Literacy cont.

#### #50 Developing and nurturing the young child's love of words, language, illustrations, and books

8:30–11:30 a.m.

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

A panel of six award-winning authors and illustrators, including a Caldecott winner, and a literacy consultant will share their unique styles and perspectives and the various ways in which they engage and captivate young readers. They will discuss the impact of words and visuals and the powerful synergy created in presenting fun-to-read stories, in introducing and developing fascinating characters, and in creating engaging interactive books. The importance of rhyme, rhythm, repetition, read-alouds, and revving a child's curiosity will be emphasized.

**Donna Knoell**, educational consultant and author; **Jean Reidy**, Bloomsbury Books; **Eric Rohmann** and **Candace Fleming**, Random House Children's Books; **Walter Wick**, Scholastic, Inc.; **Deborah Underwood**, Houghton Mifflin Harcourt Books; **William Low**, Macmillan Children's Books.

#### #51 The engaging, Reggio-inspired classroom environments and diverse proven techniques that foster language acquisition and literacy

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B214

Research confirms humans' two innate, intricately connected drives: social engagement and language development. These drives intersect in conversation. This session will begin with conversation with a 5-week-old infant and culminate in children's writing and reading in grades 1–3. Language acquisition will be shown in a broad spectrum of activities that build strong language/literacy skills. Classroom organization will be illustrated with schematics, long views, close-ups, and teacher/class, teacher/small group, one-on-one, and child/child interactions.

**Ann Lewin-Benham**, author.

#### #52 Imagination and action in literacy development: Connecting art-infused process drama to Common Core Standards

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B216

Process drama is a dynamic, holistic, interactive-exploratory learning mode using unscripted, improvised dramatic play. Linking cognition and affect, it translates powerfully into literacy motivation and skills development, especially with English language learners. This hands-on workshop will introduce process drama using a traditional tale and picture books. Participants can customize the activities to their own teaching contexts and share their experiences in a post-conference teaching wiki.

**Shamini Dias**, Claremont Graduate University.

*First- to Third-Graders*

#### #53 "Look, Mommy, I'm an author!" Individual and class books bring stories alive

12:30–3:30 p.m.

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

After discussing the importance of bookmaking in the early childhood classroom, prepare to stretch your imagination. The presenter will demonstrate how to bend and fold paper to make various individual and class books. Learn how to transform a Pringles can, rolling pin, brown bags, sock, and cookie can into books. This workshop will be totally interactive. Participants will leave with a new twist on the traditional "All about Me" book: poofer and pop-up books.

**Lois Wachtel**, Creative Beginning Steps; **Lucia Adrian**, Palm Beach State College.

### Leadership Development

#### #54 The administrator's guide to supporting programs in the implementation of quality coaching models

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B202

Coaching is often used to support improvement of teaching practice. However, coaching models and the supports for coaching at the administrative level vary widely from program to program. This session will give an overview of the Head Start National Center on Quality Teaching and Learning's Coaching Framework, which defines the coaching cycle for practice-based coaching. Practice-based coaching focuses on fidelity of implementation of recommended classroom practices and individualized strategies for children with special needs. The discussion then will turn to programmatic supports, such as time for coaching, training of teachers and coaches, strategies for successful coaching, the role of data in coaching, and the need for input from stakeholders to reassess and improve the program's coaching model.

**Ragan McLeod**, Vanderbilt University.

*Preschoolers*

#### #55 "Let me lead!" Implement a program that gives children developmentally appropriate words and skills to become the leaders they are meant to be

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B204

Come hear about a leadership initiative that benefits teachers and children alike. The presentation will include start-to-finish implementation details and include an overview of *The Leader in Me*, the innovative, child-focused sequel to the popular adult book *The 7 Habits of Highly Effective People*. Teaching children that they have a "voice in their choice" helps them get in touch with their inner talents and leadership potential. Ultimately, developing leadership capabilities from an early age supports children as they acquire 21st century life and self-management skills to succeed in the endeavors of their choosing.

**Adria Bader** and **Susan Bishop**, Rainbow Station, Inc.



## Wednesday sessions

### Leadership Development cont.

#### #56 How's the weather in your program? Learning how staff perceive a center's organizational climate and what the director can do to improve it

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B213

Some early childhood programs seem to exude warmth and sunlight; the director and teachers are spirited and energetic. In other settings, though, stormy conditions prevail. This session will look closely at how 10 dimensions of organizational climate help shape the quality of staff work life. Through thought-provoking questions and engaging exercises, directors will learn how to assess the organizational climate of their program and to consider the unique role perspective plays in shaping work attitudes and behavior. They can return to their centers with an assortment of activities and specific strategies that will help them create a sunny workplace.

**Jill Bella**, McCormick Center for Early Childhood Leadership, NLU.

#### #57 Intentional leadership: Providing a framework to broaden and deepen an understanding of DAP

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B311

Discover an innovative framework for intentionally broadening and deepening practitioners' understanding of developmentally appropriate practice. This session will explain how the 4-Step Distancing Process fosters the development of communication, critical thinking, creativity, and collaboration in both adult and child learners. In the era of Common Core Standards, professional learning communities, and Race to the Top–Early Learning Challenge, this process provides a pathway for leaders to foster teachers' professional development in understanding DAP and applying the process in learning activities.

**Wendy Kelly**, Piramide/Cito USA; **Ed Greene**, Teachscape, Inc. and Cito USA; **Amy Dombro**, Amy Laura Dombro; **Jacky Howell**, ICF International.

#### #58 Places of hope: The role of social justice and social activism in teacher education and leadership development

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B217

If we are to prepare teachers for the diversity that they will experience in their classrooms and communities, we must provide them with opportunities to question and confront social justice issues. This session will explain how to guide them to explore, to respect their own cultural attributes and to see those of their students as assets to learning and achievement. Teachers (and administrators) become leaders by exploring and questioning, and then by developing cultural competencies in addition to pedagogical and content-specific knowledge and proficiency. We must help them develop and act upon a social justice consciousness.

**Alicia Smith**, South Mountain Community College;

**Ruth Ann Ball**, University of Oklahoma, retired; **Holly Elissa Bruno**, BAM Radio and Holly Elissa Bruno Keynotes & Team Building; **Beverlyn Cain**, Fayetteville State University.

#### #59 Strength-based coaching: Transforming conversations, effecting change

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B301

How do we unleash the full potential of early childhood educators? How do we move beyond technical assistance and professional development to the work of transformation, both with individuals and the systems in which they work? The answers to these important questions have to do with the quality of the relationships we build and the nature of the conversations we initiate. This session will highlight teacher-centered, no-fault, and strengths-based approaches. Participants will take home practical experiences and exercises that they can immediately put to use in their coaching and supervision conferences and change the way participants talk with colleagues and employees.

**Bob Tschannen-Moran**, Center for School Transformation; **Susan MacDonald**, Inspiring New Perspectives; **Megan Tschannen-Moran**, College of William and Mary School of Education.

#### #60 Leading the way to 21st century DAP: Teacher as researcher

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B403

After years of classroom observations, two teachers implemented a research design to compare how children draw shapes and understand print concepts. In this session, the teachers will describe how they became “teachers as researchers” to investigate how children grow into learning to read. Determining a child's developmental age is key to this process because it can predict the child's level of readiness to step into the reading arena. Then, using a pre-reading assessment, teachers can see an emerging pattern that can guide them in implementing differentiated instruction for every child.

**Karlen Senseny**, Gesell Institute and OJRSD; **Sally Keller**, Gesell Institute of Child Development/Noah's Ark Preschool; **Sallie Wells**, Gesell Institute of Child Development, Texas Woman's University.

*Kindergartners*

### Learning Environment

#### #61 ERS data in action: Creating sustainable program improvement and influencing public policy to improve early care and education

8:30–11:30 a.m.

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

This presentation, by the three co-authors of the Environment Rating Scales, key members of a database management group, and a leading researcher who has used the ERS to

## Wednesday sessions

### Learning Environment cont.

promote changes in policy, training, and practice in Germany, will provide a forum to discuss a variety of topics. Discussions will include the use of data to inform public policy and guide program improvement, ways to avoid the common pitfalls in Quality Rating and Improvement Systems, various effective on-site program improvement approaches, as well as an update on the online ERS courses now available.

**Thelma Harms**, Environment Rating Scales Institute; **Wolfgang Tietze**, Freie Universität Berlin; **Richard Clifford** and **Debby Cryer**, University of North Carolina at Chapel Hill; **Mark Branagh** and **Cody Carlton**, Branagh Information Group.

### #62 Classroom makeover: Renovating the learning environment to promote healthy brain development

8:30–11:30 a.m.

**Georgia World Congress Center, Room A410**

This session will consider what to put into—and what to leave out of—the early learning environment to promote children’s attention and concentration, initiative, self-control, and self-regulation. These critical capabilities are highly predictive of success in adulthood—at work, in relationships, and in terms of income and money management. Join the dialogue about how to make our everyday practices and learning environments match what we know about how the young child’s brain develops.

**Deborah Silvis** and **Ginny Trierweiler**, Family Star Montessori School.  
*Infants and Toddlers*

### #63 Take it outside! Nature-based learning and development

12:30–3:30 p.m.

**Georgia World Congress Center, Room A302**

This session will explore evidence-based practices for planning more time and experiences in the outdoors. Presenters will address nature based learning and development from a variety of perspectives: nature and children, research, curriculum and child assessment, school readiness and state early learning standards, and childhood obesity and physical development. Through the use of PowerPoint slides of well-designed outdoor environments, discussion of lessons learned, and key resources for moving children outside, participants will explore creative and innovative ways to provide nature based learning and development for children birth to five in their local programs.

**Betsy Thigpen**, nature-based learning and development consultant; **Suzanne Thouvenelle**, Early Childhood Learning & Knowledge Center; **Samantha Dolan**, National Head Start Center on Quality Teaching and Learning; **Emily Adams**, Early Head Start National Resource Center; **Steve Shuman**, Head Start National Center on Health Education Development Center.

### #64 The view from the little chair in the corner: Making the most of information gathered from classroom setting observations

12:30–3:30 p.m.

**Georgia World Congress Center, Room A313**

The true value of a classroom assessment, such as an ECERS, is not in the score but in the deeper improvements that can result from it. Good practice comes from learning from mistakes: making necessary changes in the classroom environment, integrating knowledge of child development with effective communication and meaningful learning experiences, and optimizing one’s personal teaching style to make strong, solid connections with children. Best practice stems from understanding at a deeper level why such changes are needed. This session will offer participants new ways to see their situations, provide a social and emotional context so they feel invested in the information offered, and define clear strategies that will enhance their practice.

**Cindy Rzasas Bess**, The Bess Choice! Early Childhood Education Consulting Services.

## Mathematics

### #65 Making sense of number sense: Numerical literacy in preschool

8:30–11:30 a.m.

**Georgia World Congress Center, Room A314**

Number sense enables children to be flexible, automatic, and fluid with numbers so that they can be efficient and strategic problem-solvers. This session will introduce participants to the key skills and understandings that contribute to strong number sense. Through video and hands-on examples, presenters will describe the big ideas and strategies, such as subitizing, counting, and unitizing, that young children need to explore on their journey of learning about numbers. Teachers will learn how to apply this knowledge in assessing children and planning appropriate activities to support their numerical literacy.

**Jeanine Brownell**, **Lisa Ginnet**, **Donna Johnson**, and **Rebeca Itzkowich**, Erikson Institute.

*Preschoolers*

### #65a Practical application of mathematics: Offering hands-on activities in the preschool classroom

12:30–3:30 p.m.

**Georgia World Congress Center, Room A314**

This hands-on workshop will examine the latest research on appropriate practices for observing, planning, and implementing developmentally appropriate mathematical activities for young children. Learn how to use basic classroom materials to maximize children’s math experiences.

**Ann Camey** and **Pegi Stamps**, Constructive Playthings.

*Preschoolers*

## Wednesday sessions

### Music

#### #66 **Benefits of a musical community: Songs and movement activities are an essential part of education, enriching both preschool and the home**

8:30–11:30 a.m.

**Georgia World Congress Center, Room B301**

Recent research documents what preschool teachers, parents, and directors have always known: Music and movement integrated into school and home supports children's learning and socialization as well as delight. In this workshop, participants will learn how to build a community of music-makers that involves children's teachers and families, regardless of musical abilities. They will realize that music learning supports all learning, that music incorporated into the classroom and home enhances many different learning domains.

**Kenneth Guilmartin** and **Lyn Ransom**, Music Together LLC.

*Preschoolers*

### Play

#### #67 **In the spirit of play: Using the Piramide four-step distancing process to create developmentally appropriate activities for any concept**

8:30–11:30 a.m.

**Georgia World Congress Center, Room B407**

Training teachers to be playful involves providing opportunities to reflect on play, understand the significance of play in learning, and create playful activities for any concept. For this session, come ready to play and learn how to sequence playful activities to take your children's learning to a deeper level of understanding. In four easy steps, your teaching will become more intentional and developmentally appropriate. For extra credit, enter with a smile!

**Donna Donnelly**, Life Guides, Inc; **Nathan Thompson**, Georgia State University Child Development Program.

*Preschoolers*

#### #68 **Play advocacy in the 21st century and beyond: The significance of play in building the next generation of learners**

12:30–3:30 p.m.

**Georgia World Congress Center, Room B316**

In this session, participants will become more aware of the role of play in the curriculum, developmentally appropriate practice, and facilitating. Tools for taking action for the support of play within educational institutions and communities will be discussed. Participants will learn how to survey their communities for play opportunities (including play spaces and recess), how to plan a playday, and how to initiate the design and planning process for developing a playground.

**Thomas Reed**, University of South Carolina Upstate; **JC Boushh**, Play It Safe Signs; **Arleen Dodd-Nufrio**, SUNY Old Westbury; **Georgianna Duarte**, UT Brownsville; **Joyce Hemphill**, University of Wisconsin Madison; **Darlene Maxwell**, Coker College; **Audrey Skrupskelis**, USC Aiken;

**Joanna Cemore Brigden**, Missouri State; **Olga Jarrett**, Georgia State University.

*First- to Third-Graders*

#### #69 **Playing to connect: Educaring™ and the fine motor art of infant brain-body development**

12:30–3:30 p.m.

**Georgia World Congress Center, Room B408**

Today's babies are often stuck in carriers and contraptions that restrict movement. Adults sometimes fail to see that natural gross motor development primes the pump for healthy fine motor development. This workshop will review the origins of infants' free play, especially the crucial process of intrinsic natural fine motor development. Presenters will show how these earliest motor skills relate to later childhood achievement in both the motor and cognitive realms. The Resources for Infant Educators's new film *See How We Play* will be shown.

**Elizabeth Memel** and **Polly Elam**, Resources for Infant Educators; **Janet Gonzalez-Mena**, Gonzalez-Mena Associates; **Nicole Vigliotti**, Little Learners Lodge.

*Infants*

### Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)

#### #70 **Using reflective supervision and practices to enhance interactions among early childhood educators, children, and families**

8:30–11:30 a.m.

**Georgia World Congress Center, Room B313**

Reflective supervision and use of reflective practices are effective and essential professional development tools for enhancing teachers' engagement with children and families. This session will provide participants with hands-on experience in using reflective practices and the information gained to support and nurture their skills and professional growth.

**Michelle Barnea**, Innovations in Early Learning.

#### #71 **Providing effective technical assistance: Learn your coaching style and strategies for success**

8:30–11:30 a.m.

**Georgia World Congress Center, Room B315**

Offering technical assistance to child care providers is an often challenging and sometimes rewarding experience. As technical assistance providers, it is important to understand how our TA approach may play a role in the success of our partnership with a child care provider. This workshop will focus on helping participants identify their own individual style and approach and predict how their approach may benefit or impede success with the child care providers they work with.

**Susan Butler-Staub** and **Sherri Read**, Child Care Resources Inc.

## Wednesday sessions

### Professional Development—Technical Assistance (Coaching, Mentoring, Consulting) cont.

**#72 Dealing with difficult employees: Confronting inappropriate behavior while orchestrating a win/win**  
12:30–3:30 p.m.

**Georgia World Congress Center, Room B206**

As a director/manager/leader, your success is directly linked to the success of your staff. This session will offer proven strategies and ideas for overcoming the challenges associated with difficult employees. Discussions will include how to deal with tardiness and absences, using creative methods for “de-hiring,” and resolving negative situations in a positive manner by using strategies such as “mutual resignation.”

**Bradley Smith**, National Institute of Child Care Management.

**#73 Nurturing ourselves as we nurture young children**  
12:30–3:30 p.m.

**Georgia World Congress Center, Room B305**

This experiential workshop will first look at current research on stress and weigh its effect on our health and the health of the young in our care. Then attention will turn to carving out solutions, new habits, and activities to create a healthier lifestyle. Participants will learn techniques for relaxation and rejuvenation to be able to fill their workdays with joy. The tools of breath, voice, movement, nature/art, visualization, and massage will be explored. Activities will emphasize the importance of sensory integration and how it enhances brain development and social skills.

**Soham Annette Wilkerson**, Nurture Now.

### Professional Development—Training

**#74 Building a professional learning community: Collaboration as a tool for staff development**  
8:30–11:30 a.m.

**Georgia World Congress Center, Room B403**

Professional learning communities are a merger of research and practice that stimulates program improvement and professional learning. When a school becomes a professional learning community, educators set higher expectations for student learning and collaborate on pedagogy, children’s cognitive outcomes rise, and staff are more motivated. To function effectively in diverse settings, educators need to plan, implement, assess, and re-evaluate existing or proposed strategies. This session will help participants develop professional learning communities within the context of their own school culture.

**Jane Montgomery, Angie Pope, Patty Randall, Sandy Polly, Erin Gannon, and Janie Koppelman**, Peachtree Presbyterian Preschool.

**#75 The role of the CDA Professional Development Specialist for advanced ECE professionals**

8:30–11:30 a.m.

**Georgia World Congress Center, Room B404**

In the newly updated CDA assessment system, the roles of Advisor and Representative have been combined to create the position of professional development specialist. A PD Specialist facilitates a candidate’s professional development and assessment experience. This session will discuss and demonstrate the specialist’s tasks, such as reviewing candidates’ Professional Resource Files, observing candidates in action, and facilitating reflective dialogues with candidates to set goals and plan action. Participants also will learn about the related logistics of the role—for example, how to submit assessment data on the Council’s online system and how to join the PD Specialist national registry. Reps must call the Council at 800-424-4310 to secure attendance.

**Deborah Jordan, Mary LaMantia, and Vilma Williams**, Council for Professional Recognition.

**#76 Educating the educator: A hands-on approach for deepening understandings and building confidence with the use of traditional and nontraditional materials**

8:30–11:30 a.m.

**Georgia World Congress Center, Room B405**

When teachers remain curious, they can create their own professional development on a daily basis. The Google Children’s Centers faculty have developed initiatives that support and encourage educators as adult learners. High-quality learning occurs in partnership with thoughtful and intentional educators who extend and support children’s daily experiences. The Google series were created around the classroom use of traditional and nontraditional materials with children. See how faculty hones their skills with art media, nontraditional materials, technology, and scientific principles.

**Kimber Meletzke and Emily Funkhouser**, Google Children’s Centers.

**#77 “Click it up a notch”: Developing PowerPoint presentations that engage your audience and enhance learning**

12:30–3:30 p.m.

**Georgia World Congress Center, Room B210**

Have you ever attended a workshop in which everything the presenter says is printed right on the PowerPoint slides? Not only is the repetition boring, but the likelihood of the audience retaining the information is minimal. The brain responds to visuals. If you want your audience to remember key concepts, learn ways to click your presentation up a notch with motion paths, shapes, videos, and effective animation. This session will demonstrate how to customize presentations to make an impact. Bring a paper or electronic copy of a presentation and discover ways to make it more effective and dynamic to meet the needs of your learners.

**Sherry Howard and Suzanne Turner**, Georgia State University.

## Wednesday sessions

### Professional Development—Training cont.

#### #78 Professional learning communities in multiple contexts: Using the Critical Friends Group process to support teacher growth

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B404

Interested in creating a professional learning community? Join this session to explore the Critical Friends Group process. Presenters will share case studies that illustrate how they use the group protocols to enhance teaching and learning in their settings. Included will be video of Critical Friends Groups, examples of student work and model protocols, discussions ranging from anti-bias issues to children's play, suggestions for starting groups, and a look at some challenges and successes.

**Lisa Kuh**, University of New Hampshire; **Debbie LeeKeenan** and **Heidi Given**, Eliot-Pearson Children's School, Tufts University; **Catherine Tighe**, The Healy School; **Polly Smith** and **Robert Dowling**, Tufts Educational Day Care Center; **Carlota Schechter**, Eliot-Pearson Department of Child Development, Tufts University.

#### #79 You, the intentional provider: Discovering what it means to be intentional, purposeful, mindful, and deliberate in your everyday work with children

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B405

We all strive to provide the best for the children entrusted to our care. But what does “the best” really look like? In this active session, participants can probe who they really are as educators, allowing them to fine tune their approach in educating and guiding young children. When teachers are open to the idea of critiquing and evaluating their own work, the process typically leads to more intentionality—maybe even transformation.

**Nichole Polifka**, Minnesota Children's Museum.

### Professionalism & Ethics

#### #80 Professionalism, ethics, and practicing what we preach: Taking a hard look at ourselves as educators and administrators

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B311

We as educators must take a long, hard critical look at the environments we create for each other as well as children. It is time we have professional, respectful, courageous, and honest dialogues with colleagues, teachers, and staff to make sure the environment we work in lives up to the ideals it should promote. This workshop will help participants create and model an environment of professionalism and trusting relationships.

**Najla Siddeeq Moore**, independent consultant.

### Program Administration & Financial Management

#### #81 10 keys to management success: Methods and strategies to overcome the most common mistakes

8:30–11:30 a.m.

##### Georgia World Congress Center, Room A316

In the 21st century, DAP is not only about working with children, but also about creating that developmentally appropriate environment in a management sense. Everything rises and falls with leadership. Directors and managers frequently repeat mistakes that keep them from success. The presenter, executive director of the National Institute of Child Care Management, will point out the most common mistakes and share 10 keys to success.

**Bradley Smith**, National Institute of Child Care Management.

#### #82 Personnel issues and answers: Become familiar with general practices and the legal aspects of employment

12:30–3:30 p.m.

##### Georgia World Congress Center, Room A316

Personnel is the area in which program administrators often have the most difficulty finding information and answers. This workshop will seek to remedy that. The presenter, an attorney known as the “child care lawyer” for his work in the field, will offer advice on writing job descriptions, conducting a legal interview, preparing and presenting performance appraisals, setting goals for employees, and meeting exempt/non-exempt status requirements. Responsibilities mandated by ADA, the Fair Labor Standards Act, and the Family Medical Leave Act will be discussed. Other topics will include new legislation, current case law, and trends in the field.

**Ronald McGuckin**, Ronald V. McGuckin and Associates.

### Program Evaluation & Accountability

#### #83 Research-based approaches for leadership and accountability: Building inspiration and motivation to effectively achieve organizational results

12:30–3:30 p.m.

##### Georgia World Congress Center, Room A404

Participants will learn that accountability is a personal choice as well as a process. They will examine why accountability is essential for organizational performance. Participants will be guided to identify behaviors that are and are not accountable. They will discover and share strategies to support accountable behaviors.

**Joyce Lang** and **Denise Madzik**, Northampton Community College.

## Wednesday sessions

### Relationships Among Children & Adults

#### #84 Bounce-back strategies: Maximize your resiliency to prevent Humpty Dumpty syndrome

8:30–11:30 a.m.

**Georgia World Congress Center, Room B206**

Imagine meeting each daunting challenge with skill, appropriateness, and confidence. With bounce-back strategies, behaviors that once pushed your buttons can become opportunities for growth, resilience, and humor. This session will examine recent research on how the adult brain works under stress and identify triggers, blockages, and “amygdala hijacks.” Participants will learn the three-step bounce-back process that promotes resiliency and puts difficulties (and challenging behaviors) in perspective.

**Holly Elissa Bruno**, BAM Radio and Holly Elissa Bruno  
Keynotes & Team Building.

#### #85 Research for innovation and learning with pleasure: Ongoing interpretations of Reggio philosophies, principles, and experiences

8:30–11:30 a.m.

**Georgia World Congress Center, Room B312**

This NAREA-organized presentation will feature contributions from North American educators engaged in the ongoing process of interpreting and advancing Reggio-inspired principles and experiences within early childhood schools and centers. In addition, ongoing experiences directly from Reggio Emilia will be shared in terms of fundamental principles, present evolutions, and transformations. The key take-home message for participants is to continually experiment with ways and experiences that afford children and adults the pleasure of learning and relationships.

**Margie Cooper**, North American Reggio Emilia Alliance; **Barbara Acton**, The Childhood League Center; **Lella Gandini** and **Amelia Gambetti**, Reggio Children.

#### #86 Using ritual and tradition to foster relationships and build a community of caring

12:30–3:30 p.m.

**Georgia World Congress Center, Room B407**

Creating and celebrating rituals and traditions can build classroom *and* center community. This workshop will feature both teacher and director perspectives. Participants will hear examples of programs using ritual and tradition to cultivate community among children, families, and teachers. When participants return home, they can interpret old rituals and traditions and/or create new ones that strengthen their program’s community culture.

**Jacky Howell**, ICF International; **Kimberly Reinhard**, Langley Children’s Center.

### Science

#### #87 Demystifying physics concepts: Answering the questions young children have about their world and how it works

8:30–11:30 a.m.

**Georgia World Congress Center, Room B215**

“Teacher, what keeps an airplane up? Why does a flashlight make a beam of light?” This workshop will simplify physics principles and theories so that teachers don’t feel like they need an advanced degree. Hands-on activities will help them access children’s level of understanding and reasoning. Each activity will be identified by its developmentally appropriate level and the previous knowledge and future experiences needed, and will include activities and experiments that teachers can implement in the classroom.

**Janet Huntzinger**, early childhood trainer; **Josephine Johnson**, early childhood teacher.

*Preschoolers*

#### #88 The art of creative problem solving: Enriching early STEM learning with the performing arts

8:30–11:30 a.m.

**Georgia World Congress Center, Room B218**

Come probe the parallels between scientific discovery and the performing arts to support preschoolers’ innate imagination, curiosity, and creativity. This workshop will describe environments in which children freely problem solve, collaborate, and experiment, thus laying the foundation for lifelong learning and exploration. Participants will examine the components of early scientific methodology necessary for building STEM skills and learn to integrate the arts into STEM lessons to foster creative thinking and a love of science.

**Jeanne Wall**, Wolf Trap Institute for Early Learning Through the Arts.

*Preschoolers*

#### #89 More Ramps and Pathways: An approach to teaching physical science and engineering in early childhood

12:30–3:30 p.m.

**Georgia World Congress Center, Room B213**

Ramps and Pathways is a physical science activity involving inclined planes and the movement of objects that is both developmentally appropriate and intellectually stimulating. An integration of physical science and design, engineering, and technology, it appeals to children’s interest and desire to figure out how the physical world works and to make modifications that activate something interesting. This workshop will show how to use Ramps and Pathways activities to promote children’s practical understanding of force and motion, design, and engineering habits of mind. Video will demonstrate classroom use and illustrate principles of teaching that will guide teachers in setting up the environment, intervening in ways that promote higher-order thinking, and supporting active investigation.

**Betty Zan** and **Sonia Yoshizawa**, University of Northern Iowa.

## Wednesday sessions

### Science cont.

#### #90 Thinking further about children's understandings of science concepts with the help of storytelling and story acting

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B302

Inviting preschoolers to tell and act out stories can yield invaluable information for assessing their understanding of and misconceptions about science concepts. This session will share strategies for using storytelling to strengthen children's narrative and cognitive development. The goal is for participants to not only see the connections between scientific processes and storytelling/story acting but to return to their classrooms prepared to use story as an inquiry method.

**Linda Taylor**, Ball State University; **Resa Matlock**, Ball State University Child Care Collection; **Bianca McRae**, Burris Laboratory School.

*Preschoolers*

### Social/Emotional Development

#### #91 Beyond "I'm sorry": The emergence of conscience in young children

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B306

Creating a caring community that nurtures conscience in young children is a complex and exciting task. This session will define conscience, consider its importance, and investigate its origin in early childhood. The presenter will explain how caring communities can nurture compassion, sympathy, and empathy through stories, group activities, and responsive guidance. When participants learn that a child's conscience is more "caught" than "taught," they can rethink their role in the process.

**Charles A. Smith**, Kansas State University.

#### #92 Self-regulation and emotional awareness: Focusing on our feelings and their effect on children

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B408

The ability to resolve conflict in the classroom is directly related to our ability to manage our own feelings and reactions to the conflict. This workshop will point out that we are as important as the children we care for. We need to be emotionally healthy to do this type of work. Investing in ourselves and our emotional well-being is an important, professional thing to do. When we learn to respond instead of reacting to classroom conflicts, we can find ourselves falling back in love with our job—and leaving work at the end of the day with enough energy for ourselves and our families.

**Cristy Roberts**, YWCA Tulsa.

#### #93 Peer power: Peer-mediated strategies to support appropriate behavior and social development

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B409

This workshop will help professionals harness the power of preschool peers to promote social development and prevent inappropriate behavior. Teachers will learn how to support children's social needs by embedding peer social opportunities throughout the day, targeting specific behaviors, offering direct instruction on key social skills, learning how to conduct and use ongoing assessments of social behavior, and intervening when necessary to achieve key benchmarks for children with marked social skill delays.

**Edward Bovey** and **Phil Strain**, University of Colorado Denver.

*Preschoolers*

#### #94 Has social and emotional development been left behind? How can we support it?

12:30–3:30 p.m.

##### Georgia World Congress Center, Room A305

Today's children are confronted by changing family dynamics, economic uncertainty, unsafe neighborhoods, and the devastation of natural disasters. Children are also subjected to academic pressures at ever younger ages. As a result, it is critical that early childhood professionals be familiar with and supportive of the components of social-emotional development. The presenter will use video clips, scenarios, and small-group discussions to generate strategies for supporting social-emotional development. Participants can seek help from the group if they have particularly problematic, troubling, or simply exhausting classroom situations.

**Shannon Lockhart**, HighScope Foundation.

*Preschoolers*

#### #95 Master self-regulation to transform aggression into communication, tantrums into self-control, and defiance into cooperation

12:30–3:30 p.m.

##### Georgia World Congress Center, Room A411

Discipline is not something we do to children. It is something we develop within them. Many adults struggle to access their emotions and feelings and, as a consequence, find it difficult to help children learn to listen to theirs. Rather than depending on the innate guidance system of internally motivated self-regulation, some children turn to a secondary system that seeks approval or attempts to control others. This workshop will help participants unravel their own self-regulation issues, then give them concrete skills and lessons to help children develop their self-regulation. By making a perceptual shift, teachers can upgrade their own—and children's—skill sets.

**Becky Bailey**, Loving Guidance; **Leticia Valero**, Eton School.

## Wednesday sessions

### Social/Emotional Development cont.

#### #96 Using milestones to monitor child development: An innovative approach to early identification of autism and other developmental disabilities

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B409

Participants will learn about developmental milestones, especially for social-emotional, language/communication, and cognitive development, and become familiar with the early warning signs of autism and other developmental disabilities. Through formal presentation, discussion, case vignettes, videos, and a small-group activity using milestone checklists, participants will get a comprehensive overview of the “Learn the Signs. Act Early” program and strategies. With variety of campaign resources available at no cost to early educators and families, participants will discover how to use the materials to monitor developmental milestones and to communicate concerns about development with families.

**Julia Whitney, Cheryl Rhodes, and Camille Smith,** National Center on Birth Defects and Developmental Disabilities/CDC.

*Infants and Toddlers*

### Teaching & Instructional Practices

#### #97 Creating a nurturing and supportive learning environment that enhances teacher-child interactions and meaningful learning

8:30–11:30 a.m.

##### Georgia World Congress Center, Room A305

Children’s learning is impacted by the environment that surrounds it. Explore how to use all elements of the learning environment—the physical setting, program structure, and social environment—to promote positive teacher-child interactions and a classroom community. Gain new ideas for interacting in ways that support all aspects of children’s learning and development. Examine strategies teachers use to engage children in meaningful learning experiences.

**Diane Trister Dodge and Cate Heroman,** Teaching Strategies, LLC.

*Preschoolers*

#### #99 Sneaking through the brain’s back door: Strategies and techniques to increase critical phonemic skills and accelerate early reading and writing success

8:30–11:30 a.m.

##### Georgia World Congress Center, Room B406

Discover the secrets hidden within letters and sounds and learn to share them with even the youngest of learners. This workshop will teach participants how to provide early learners with the skills they need—before they need them—by accessing the brain’s back door instead of the traditional front (in other words, by activating “body intelligence” for easy

and nonconscious phonological skill retrieval). The presenter will show how primary and pre-primary learners alike can master individual letters and sounds in as few as two weeks. At the same time, children can acquire complex phonemic patterns for feasting on a reading and writing “buffet” in the classroom.

**Katie Garner,** Harvard University’s Learning and the Brain Conference & Consortium Faculty.

*Kindergartners*

#### #100 Teaching with CLASS: Create a natural learning environment to maximize teacher/child interactions and increase assessment scores

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B306

Conscious Discipline, an evidenced-based program based on brain research, helps children learn the skills of self-regulation by feeling emotionally safe and connected. As a result, children are better able to learn, access what they have already learned, and be more willing to cooperate. This session will demonstrate how the program provides a blueprint for teachers to systematically create a school family through routines, rituals, safety, and classroom centers. See how the skills of Conscious Discipline translate to high scores in the CLASS.

**Renee Sutherland and Cassandra Hoeflich,** Knox County Head Start.

*Preschoolers*

#### #101 Inquiry-based learning and teaching: Classrooms, museums, iPads, and laptops

12:30–3:30 p.m.

##### Georgia World Congress Center, Room B310

In rethinking the dynamics of teaching and learning as inquiry in diverse contexts, participants in this workshop will learn how to create real and meaningful learning environments and meet the individual needs of children. Participants will also gain a better understanding of how technology can enhance and extend children’s learning as well as document that learning. The teachers will be more aware of ways to guide and scaffold learning meaningfully and mindfully. By documenting and interpreting how and what is learned in their classrooms, teachers become researchers with real insight into how children learn.

**Victoria Fu, Alexa Gardner, Jennifer Huggler, and Caitlin Faas,** Virginia Polytechnic Institute and University; **Kay Cutler,** South Dakota State University Preschool Laboratory; **Angela Cross,** Loudoun County Day School; **Andrew Stremmel,** South Dakota State University.



## Wednesday sessions

### Teaching & Instructional Practices cont.

**#102 Get off the pedagogy-go-round: Using neurological principles to evaluate the developmental appropriateness of common pre-K practices**

12:30–3:30 p.m.

**Georgia World Congress Center, Room B406**

Educators are bombarded with a great deal of advice on classroom practice. As a result, new techniques are often embraced and/or older techniques discarded with little consideration of the neurological principles that support or discredit the approach. In this session, participants will evaluate new and old practices and determine if they withstand both neurological and developmental scrutiny as best practice. Some topics to be covered include choice-making, self-directed play, groups, calendar, dittos, craft art, use of themes, rote memorization.

**Maria Sargent**, Ashland University.  
*Preschoolers*

### Technology & Young Children

**#103 Digital Reggio: A marriage of computers, children, and powerful ideas**

8:30–11:30 a.m.

**Georgia World Congress Center, Room A302**

Expand your vision of the role technology can play in the creative and intellectual development of children. Learn how computers and robotics materials can be used in a developmentally appropriate way, in the timeless tradition of progressive education, and in the spirit of the Reggio Emilia approach. This workshop will offer insight into Reggio theory and practice and demonstrate how constructive technology can expand “the hundred languages of children.” Get closer to realizing Malaguzzi’s goal of creating 1,000 laboratories, classrooms in which science, technology, engineering, and mathematics blend seamlessly with the arts and humanities. Bring your laptop and join the learning adventure!

**Gary Stager**, The Constructivist Consortium.  
*First- to Third-Graders*

**Wednesday session 4:00–5:30 p.m. Georgia World Congress Center**

## OPENING KEYNOTE ADDRESS

**#104 The short road to happiness and the long road to failure—Why reading aloud to young children changes their entire life’s journey**



Mem Fox

**Mem Fox**, author.

Attend Mem Fox’s keynote address, “The Short Road to Happiness and the Long Road to Failure: Why Reading Aloud to Young Children Changes Their Entire Life’s Journey.” Mem Fox retired as an Associate Professor of Literacy Studies from Flinders University in Adelaide, South Australia. She is Australia’s best loved picture-book author. Her first publication, *Possum Magic* (1983) is the best-selling children’s picture-book ever in Australia and is still the best-selling children’s picture-book every year. She has written many other internationally best-selling books for children, including *Time for Bed* and *Ten Little Fingers and Ten Little Toes*; and several nonfiction books for adults, including her renowned book for parents: *Reading Magic*. She lives in Australia and travels constantly as an advocate for literacy and for the welfare of children.

**Exhibit Hall B1**

**After the Opening Keynote Address, be sure to join us at the Exhibit Hall Grand Opening, from 5:30–7:30 p.m., in Exhibit Hall A1/A2/A3.**

★ #105 Interest Forum Facilitators Breakfast

Facilitators of NAEYC Interest Forums are invited to join NAEYC staff for a breakfast meeting to discuss Interest Forum issues and activities. Advance reservations are required. Please contact **Matt Seiler** at [mseiler@naeyc.org](mailto:mseiler@naeyc.org) for more information.  
Redwood

## FEATURED SESSION

#106 Can we make the Common Core State Standards uncommonly appropriate?

*Moderator:* Kyle Snow, NAEYC. Samuel Meisels, Erikson Institute; Sharon Lynn Kagan, Columbia University; Gillian McNamee, Erikson Institute; Sherri Killins, Massachusetts Department of Early Education and Care.

Since their formulation two years ago, the Common Core State Standards (CCSS) have been adopted by nearly all of the states, become a requirement of the Race to the Top competition, and have influenced the development of new curricula and assessments. But early childhood education seems nearly an afterthought in the Common Core. This presentation will focus on how the Standards can conform to early childhood rather than on how early childhood can fit the CCSS.

Thomas Murphy Ballroom 1



Kyle Snow



Samuel Meisels



Sharon Lynn Kagan



Gillian McNamee



Sherri Killins

★ #107 NAEYC Accreditation of Programs for Young Children: Resource Center and one-on-one consultations

Discover the benefits of seeking NAEYC Accreditation! NAEYC Academy staff will be available to answer questions and direct you to resources. Staff are also available for one-on-one technical assistance during a 20-minute consultation. Small groups are welcome. Walk-in appointments are scheduled on a first-come, first-served basis.

Exhibit Hall A1/A2/A3,  
Booth #604

★ #108 Newcomer's orientation session to NAEYC's Annual Conference

Join first-time participants in an orientation to the Annual Conference. Make connections with other newcomers and plans to network throughout the Conference and beyond. Discover the range of learning opportunities available, and learn how to make the *Annual Conference Final Program* work for you. Share strategies for gaining the most from Conference sessions, and enhance your own professional development.

Monique Cabiness and William Battle, NAEYC.  
Room A315

#109 Early learning in the Obama administration: A look back at the last four years

Jacqueline Jones, U.S. Department of Education; Linda Smith, Administration for Children and Families, U.S. Department of Health and Human Services

Room A305

*Advocacy/Public Policy*

#110 After-school for all: Making the case for quality, engaged learning

Alexis Steines, Afterschool Alliance.

Room A304

*After-School Care/Out-of-School Time*

**#111 The universality of the arts for 21st century learning: Personal engagement and related brain-based research**

Rebecca Gorton, Northampton Community College; Patricia Pinciotti, East Stroudsburg University; Lynn Hartle, The Pennsylvania State University, Brandywine.

**Room B404**

*Arts (Performing & Visual Arts)*

**#112 Reducing child abuse and neglect through collaborative practices**

Ann Gruenberg, Eastern Connecticut State University.

**Room A401**

*Child Abuse & Neglect*

**#113 Boys: Changing the classroom, not the child**

Daniel Hodgins, Mott Community College.

**Room B206**

Preschoolers

*Child Development & Learning*

**#114 More than just talk: Early communication and play**

Laura Stannard, Creative Center for Childhood Research and Training.

**Room B209**

Infants and Toddlers

*Child Development & Learning*

**#115 Environmental considerations for addressing the needs of the child with behavioral challenges**

Kate McCosham, North Country Health Consortium.

**Room B309**

*Children with Disabilities/*

*Early Intervention*

**#116 Autism-building speech and literacy skills with printed cues**

Keli Richmond, Literacy Speaks!

**Room B204**

*Children with Disabilities/*

*Early Intervention*

**#117 “Take me outside!” The impact of and need for infant/toddler play outdoors**

Susan Meriwether and Darla McNay, St. Francis Episcopal Day School.

**Room B210**

Infants and Toddlers

*Cognitive Development*

**#118 Early childhood at the art museum: Creatively connecting educators, preservice teachers, and preschoolers**

Melanie Adams, Columbus State Community College; Cindy Foley, Columbus Museum of Art.

**Room A406**

Preschoolers

*Community Partnerships*

**#119 Journey through the world of a story: The Scottish storyline approach**

Andrea Morgan, Central Oregon Community College; Amy Howell.

**Room B202**

Kindergartners

*Curriculum—Theories & Approaches*

**#120 Behind the scenes: How teachers develop and document culturally responsive and relevant curriculum**

Debbie LeeKeenan and Heidi Given, Eliot-Pearson Children’s School, Tufts University.

**Room B401**

*Curriculum—Theories & Approaches*

**#121 The Reggio Emilia approach to documentation as an active attitude of listening**

Lella Gandini and Amelia Gambetti, Reggio Children S.r.l./NAREA.

**Room B406**

*Curriculum—Theories & Approaches*

**#122 Taking a “green approach” to an exploration explosion in an infant/toddler classroom**

Wendee Hooker and Tara Hyatt, University of Michigan-Flint, Early Childhood Development Center.

**Room B407**

Infants and Toddlers

*Curriculum—Theories & Approaches*

**#123 Understanding the unique developmental, social, and psychological needs of adopted children and their families**

Patrick Webster and Maren Herman, Shady Lane School; Teri Pentz, Matilda Theiss Child Development Center.

**Room A407**

*Diversity & Equity*

**#124 Learning two languages is easy and fun with the one-way dual language pre-K–3 program**

Montserrat Garibay and Sandy Martinez, Austin Independent School District.

**Room B301**

Preschoolers

*Dual Language Learners*

**#125 Gardening and all five senses: A dynamic curriculum of science, life cycle, and community**

Susan Brenner, Bright Horizons Family Solutions; Owen Hoekenga, United States Department of Agriculture, Agricultural Research Service.

**Room B306**

Preschoolers

*Environmental Education for Children*

**#126 Cultivating outdoor classrooms: Optimal outdoor learning environments in alignment with recent research**

Eric Nelson, Outdoor Classroom Project; Elyssa Nelson and Ellen Veselack, Child Educational Center.

**Room B402**

*Environmental Education for Children*

**#127 Making God real: Developing and implementing age-appropriate lessons and worship**

Melissa McKenzie, Mosaic Conceptions.

**Room A408**

Preschoolers

*Faith-Based Early Childhood Education*

**#128 High-quality family child care—What does it look like?**

Barbara Sawyer and Eva Daniels, National Association for Family Child Care.

**Room A314**

*Family Child Care*

**#129 Combatting obesity with family backpacks: A tool for helping families and children develop healthy eating habits and increase physical activity**

Diane Bales, Charlotte Wallinga, Melissa Scott Kozak, and Jisoo Hong, The University of Georgia.

**Room A312**

Preschoolers

*Family Engagement & Support*

**#130 A catalyst for family engagement: How music can build home-school relationships and enrich the home environment, benefitting the whole child**

Sally Woodson, Eastside/Westside Music Together; Lyn Ransom and Kenneth Guilmartin, Music Together LLC.

**Room B213**

Preschoolers

*Family Engagement & Support*

**#131 “What can I do with Joey?” 21st century approaches to managing behavior using effective management systems**

Mojdeh Bayat and Gayle Mindes, DePaul University.

**Room B310**

Kindergartners

*Guidance/Discipline/Challenging Behaviors*

**#132 “When do I say I can’t serve your child?” Five steps to supporting children, families, and staff through an evaluation, planning, and decision-making process**

Wilma Gold, NonViolence in the Lives of Children, Cabrillo College; Joyce Daniels, NonViolence in the Lives of Children, Sierra College; Sharon Davisson, NonViolence in the Lives of Children, Pacific Oaks.

**Room B203**

*Guidance/Discipline/Challenging Behaviors*

**#133 Beyond poor: Brain-inspired ways to understand and respond to poverty**

Terri Martin-Yates, The Upside Down Organization/Trainings Made for You.

**Room A402**

*Health & Safety*

**#134 Authentic, meaningful professional development: The Florida Master Teacher Initiative**

Raquel Diaz, Tina Smith-Bonahue, and Stephanie Smith, University of Florida; Marisel Elias-Miranda, Miami Dade County Public Schools.

**Room A403**

First- to Third-Graders

*Higher Education Programs*

**#135 Learning and leading: Integrating storytelling and technology into everyday practice**

Susan Weber and Victoria Damjanovic, University of South Florida.

**Room B316**

Preschoolers

*Language & Literacy*

**#136 Through new eyes: Enhancing preschool literacy experiences**

Tressa Giordano and Laura Eldredge, The SEEDS Network, LLC.

**Room B405**

Preschoolers

*Language & Literacy*

**#137 Creating DAP classrooms, one teacher at a time**

Jo-Anne Yearwood and Dawnita Nilles, University of North Dakota.

**Room B403**

*Leadership Development*

**#138 Finding the right fit: Recruiting and retaining quality teachers**

Kara Bosler and Bridgette Smith, Bright Horizons Family Solutions.

**Room B217**

*Leadership Development*

**#139 Open the doors: Rethinking boundaries in infant/toddler care**

Kristen Cameron, Amanda Palmer, and Teresa Cole, The Nest Nursery School.

**Room B408**

Infants and Toddlers

*Learning Environment*

**#140 Quick and dirty: Connecting children to nature on a budget**

Steve Robinson, Bienenstock Design and Consulting.

**Room B208**

*Learning Environment*

**#141 Essential early number concepts needed to lay the foundation for number sense and math success**

Debra Rucker and Karen Boreman, Developmental Math Group.

**Room B201**

*Mathematics*

**#142 Unexpected males: Parents interpret male participation in ECE communities of feminized practice**

Scott Tyner, Assumption College; Sally Galman, University of Massachusetts-Amherst.

**Room A404**

*Men in Early Childhood*

**#143 Musical moments to support DAP**

Alison Reynolds, Boyer College of Music and Dance Temple University; Wendy Valerio, School of Music University of South Carolina.

**Room B214**

*Music*

**#144 Music and moves with a hippped-out groove: A high-energy, motivating, interactive exploration**

Scott Lewis, Mr. Scott the Music Man; Valerie Frost-Lewis, Peppermint Tree Child Development Center.

**Sidney Marcus Auditorium**

Preschoolers

*Music*

**#145 Music and movement experiences that aid social-emotional development**

Thomas Moore, Thomas Moore Enterprises, Inc.; Toni Cacace-Beshears, Children's Harbor.

**Room A412**

Preschoolers

*Music*

**★ #146 Engaging in a collaborative self-study process as part of associate degree accreditation**

Kathy Allen, Blue Ridge Community College; Nancy Gabriel and Patricia Martin, Onondaga Community College.

**Room A311**

*NAEYC Accreditation of Higher Education Programs*

**★ #147 NAEYC Accreditation of Programs for Young Children: NAEYC Accreditation 101**

Wondering what NAEYC Accreditation is all about? Join NAEYC staff for an entry-level introduction to NAEYC Accreditation. This session will address the benefits of pursuing and achieving national accreditation through NAEYC.

Amy Floryan and Lauren Gray, NAEYC.

**Room A301**

*NAEYC Accreditation of Programs for Young Children*

**#148 Who gets to play? Access to quality play experiences as a social justice issue**

Olga Jarrett and Vera Stenhouse, Georgia State University; John Sutterby, University of Texas at Brownsville; Darlene DeMarie, University of South Florida.

**Room A410**

*Play*

**#149 Let's move! Connecting early childhood physical activity to appropriate practice**

Joanne Hynes-Hunter, Dr. Joanne Hunter, LLC.

**Room B302**

Preschoolers

*Play*

**#150 Mentoring educators in standards-based instruction in math and science**

Catherine Lyons and Michelle Tannock, University of Nevada, Las Vegas.

**Room B303**

Kindergartners

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#151 The BrightStars Peer Network Pilot: Applying research to create an alternative and collaborative form of professional development**

Sheila Grant Orphanides and Lisa Hildebrand, Rhode Island AEYC/BrightStars.

**Room B409**

*Professional Development—Training*

**★ #152 The power of trust: From individual strengths to universal possibilities**

Luis A. Hernandez, TTAS/WKU; Holly Elissa Bruno, BAM Radio and Holly Elissa Bruno Keynotes & Team Building; Janet Gonzalez-Mena, ECE consultant; Debra Sullivan, Praxis Institute.

**Room A316**

*Professionalism & Ethics*

**#153 Determining licensing compliance and noncompliance: Lessons learned, insights gained, and the need for scientific validation highlighted**

Kristie Lewis, Bright from the Start: Georgia Department of Early Care and Learning.

**Room A405**

*Program Administration & Financial Management*

**#154 Georgia's multifaceted approach in using CLASS in pre-K programs: Evaluation, accountability, and transformative professional development**

Bentley Ponder, Rob O'Callaghan, Monica Warren, and Susan Adams, Georgia Department of Early Care and Learning.

**Room A313**

Preschoolers

*Program Evaluation & Accountability*

**#155 Recognizing and easing child stresses: Insights and techniques for teachers**

Alice Honig, Syracuse University.

**Room B304**

*Relationships Among Children & Adults*

**#156 Eyes, ears, and owls: Our senses and the natural world**

Marta Isaacson, Nature Learners Care.

**Room B311**

*Science*

**#157 Learning to think: The role of scientific inquiry**

Ingrid Chalufour, Nancy Clark-Chiarelli, and Cindy Hoisington, Education Development Center, Inc.

**Room B216**

Preschoolers

*Science*

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

### #158 **Busy town: The economy is booming (in preschool!)**

Sarah Eckstein, Amy Moore, and Toba Kornberg, Barbara K. Lipman Early Learning Center at Temple Israel.

**Room B315**

Preschoolers

*Social Studies/History*

### #159 **4-year-olds lie every 2 hours and 6-year-olds lie every 90 minutes: How the brain learns right from wrong**

Becky Bailey, Loving Guidance. Thomas Murphy Ballroom 2/3

*Social/Emotional Development*

### #160 **Supporting relationships between infants: A case study of two babies**

Cindy McGaha, Appalachian State University; Jennifer Klutz, Lucy Brock Child Development Laboratory Program—ASU.

**Room B218**

Infants

*Social/Emotional Development*

### #161 **Designing infant/toddler learning experiences: Make the connection between early learning guidelines and explorations**

Robin Jones and Patricia Christie, Association for Supportive Child Care.

**Room B305**

Infants and Toddlers

*Standards—Early Learning Standards, Program Standards*

### #162 **Making college education a reality for the early childhood workforce: Stories from the trenches**

Sue Russell, Child Care Services Association; Florianna Thompson, Wake Technical Community College; Joyce Buskey, Bright Beginnings 1; Tonya Williams, United Child Care Center.

**Room B207**

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

### #163 **Increasing preservice teachers' awareness and use of technological tools to enhance reflective practice and instructional strategies: A formative experiment**

Paula Schubert, Limestone College; Elizabeth Casey, Huntingdon College.

**Room B313**

*Teaching & Instructional Practices*

### #164 **Setting and sticking to DAP priorities while multi-tasking: Resisting push-down curriculum pressures and increasing learning and enjoyment of children and staff**

Ellen Hofstetter Jaffe, Hilltop EC Services/CCNY.

**Room A302**

*Teaching & Instructional Practices*

### #165 **Supporting the whole online learner: High-tech/high-touch strategies for student engagement, motivation, persistence, success, and a sense of belonging**

Chip Donohue, Luisiana Melendez, Christine Maxwell, and Laura Papale, Erikson Institute.

**Room B308**

*Technology & Professional Development/Management*

### #166 **"We've got technology in our program, but now what?" Making decisions about digital apps and software that support active learning**

Fran Simon, Engagement Strategies, LLC; Karen Nemeth, Language Castle, LLC.

**Room B211/212**

Preschoolers

*Technology & Young Children*

### #167 **Curiosity corner: Using technology to bolster school readiness**

Teresa Blanton, Success for All Foundation.

**Room B314**

Preschoolers

*Technology & Young Children*

## Thursday session 8:30 a.m.–12:00 p.m. Georgia World Congress Center

### #168 **Ninth Annual OMEP Film Festival: Reel Children: Watch, imagine, & learn**

This year's film festival features films, videos, and other visual materials that can be easily accessed and used in your classroom. After each showing, there will be time for discussion about particular films and global children's issues. Films and discussion center around three main themes: the state of the world's children; children, teachers, and the web as resources; and playing and learning. A complete list of titles and show times is available on the OMEP-USA web site: [www.omep-usa.org](http://www.omep-usa.org).

**Room B312**

*Global Perspectives*



## FEATURED SESSION

### ★ #169 **President’s Seminar: Meeting the challenge of developmentally appropriate practices today—Best practices in an era of standards and accountability**

*Moderator:* **Gera Jacobs**, NAEYC President; **Sue Bredekamp**, **Carol Copple**, and **Judy Jablon**, consultants; **Deborah Leong**, Tools of the Mind; **Joseph Manko**, Liberty Elementary School (#64); **Nicole Mack**, Boston Public Schools.

Participate in a seminar discussing how we can maximize our opportunities to help preschool, kindergarten, and primary grade children reach high standards and expectations in developmentally appropriate ways, including play and rich relationships. Join in a conversation about how to meet the challenges we face with testing, Common Core, and other standards, as we welcome children with increasingly complex challenges into our classrooms and programs today.

**Thomas Murphy Ballroom 2/3**



Gera Jacobs



Sue Bredekamp



Carol Copple



Judy Jablon



Deborah Leong



Joseph Manko



Nicole Mack

### #170 **Kindergarten in America: Failing the grade**

**Cathy Grace**, The Children’s Defense Fund; **Kristie Kauertz**, University of Washington; **Martha Zaslow**, Society for Research in Child Development; **Samuel Meisels**, Erikson Institute.

**Room A410**

Kindergartners

*Advocacy / Public Policy*

### #171 **Collaborative, community-based, complementary learning for K–3 academic success**

**Eva Zygmunt-Fillwalk**, **Patricia Clark**, and **Wilisha Scaife**, Ball State University; **Shawn Davis**, Muncie Community Schools.

**Room A304**

First- to Third-Graders

*After-School Care / Out-of-School Time*

### #172 **Becoming a story teacher: Using picture books to promote storytelling, creative dramatics, and self-expression**

**Lauren Lewis**, Headful of Stories.

**Room B210**

Preschoolers

*Arts (Performing & Visual Arts)*

### #173 **“Teacher, teacher, what do you see?” Practicing authentic observation as a tool for assessment**

**Karla Parise**, Quincy College; **Rivalee Gitomer**, Central Missouri AEYC.

**Room A407**

*Assessment of Young Children*

### #174 **Supporting whole-child learning in nature-filled outdoor classrooms**

**Susan Wirth**, Dimensions Educational Research Foundation & Arbor Day Foundation; **Julie Rose**, Nature Explore.

**Room B308**

*Child Development & Learning*

### #175 **Healthy Social, Emotional, and Academic Learning (SEAL): Using American Sign Language to enhance learning and the classroom**

**Lillian Hubler** and **Michael Hubler**, Time to Sign, Inc.

**Room B402**

*Child Development & Learning*

### #176 **Who let the dogs out? Addressing reading difficulties and other issues through animal-assisted therapy**

**Ilene Berson**, University of South Florida; **Marian Zaritsky**, Therapy Dogs International Handler; retired: MHA Nursery School; BOCES; **Karen Yegidis**, Middletown School District.

**Room B209**

*Child Development & Learning*

**#177 Positive behavioral supports for young children with challenging behaviors: Prevent, promote, and empower**

Marcia Thomas, Duquesne University.

**Room B202**

Preschoolers

*Children with Disabilities/ Early Intervention*

**#178 Facilitating speech and language development with infants, toddlers, and preschoolers with language delay or disorder: Techniques for play-based intervention**

Theresa Snelling, Theresa M. Snelling, CCC-SLP.

**Room B309**

Infants and Toddlers

*Children with Disabilities/ Early Intervention*

**#179 Making connections through powerful interactions: Developmentally appropriate practices as brain appropriate practices**

Teresa Kross, PCS Edventures.

**Room B217**

*Cognitive Development*

**#180 Using common materials to support brain development**

Sharon Adams, Early Childhood Education Training by Sharon.

**Room B207**

Infants and Toddlers

*Cognitive Development*

**#181 Building a better community song by song: Identify, illustrate, and instill community values through music and movement**

Vincent Nunes, Lighthouse Records.

**Room B214**

*Community Partnerships*

**#182 Fine motor skills: Write out of the box!**

Marianne Gibbs, Gibbs Consulting, Inc.

**Room B303**

Preschoolers

*Curriculum—Theories & Approaches*

**#183 Inquiring minds want to know: Enhancing young children's natural ability to question and learn**

Jill Klefstad, University of Wisconsin–Stout; Erica Klefstad, University of Wisconsin–Whitewater.

**Room B301**

Preschoolers

*Curriculum—Theories & Approaches*

**#184 Taking the Piramide Approach to learning in preschool**

Danny Darby, Lanette L. Suttles Child Development Center, Georgia State University; Nathan Thompson, Audra Unthank, and Sharan Allen, Georgia State University.

**Room B304**

Preschoolers

*Curriculum—Theories & Approaches*

**#185 The child is born rich in every corner of the world: A multicultural, Reggio-inspired school meets the power of the child and childhood**

Ana Pineda, L'Atelier.

**Room B302**

Preschoolers

*Curriculum—Theories & Approaches*

**#186 Reaching out to families of English language learners: Outreach resources and strategies for pre-K–3**

Giselle Lundy-Ponce and Rebecca Palacios, American Federation of Teachers.

**Room B306**

*Dual Language Learners*

**#187 The Garden of Eatin' project: Using a hands-on environmental curriculum to develop a culture of health in your early childhood community**

Byron Sigal and Susan Gilmore, North Bay Children's Center.

**Room B310**

*Environmental Education for Children*

**#188 Faith-based early education and care: Ministry or business?**

Christine Gillan Byrne, Young Child Ministries.

**Room A312**

*Faith-Based Early Childhood Education*

**#189 Living at Nana's house: Culturally responsive strategies to engage grandparents and other related caregivers in their grandchildren's learning and development**

Julie Ray and Sharon Dees, Southeast Missouri State University; Diane Hall, AARP.

**Room A406**

*Family Engagement & Support*

**#190 All in the family: Understanding, communicating, and collaborating with families**

Kristie Chandler, Samford University.

**Room A408**

First- to Third-Graders

*Family Engagement & Support*

**#191 A case study of the Ding Qi Early Learning Center: Preparing kindergartners for public primary in China**

Nili Luo, Southwestern College; Qianyu Zhai, Dingqi Early Learning Center.

**Room A401**

Kindergartners

*Global Perspectives*

**#192 "No, it's mine!" Moving from problem solving for toddlers to problem solving with toddlers**

Jennifer Cassell and Lissy Gloeckler, East Tennessee State University.

**Room B401**

Toddlers

*Guidance/Discipline/ Challenging Behaviors*



**#193 A framework that guides selection integration and implementation to develop the best learning and behavioral outcomes for all children**

Tracy Martin-Turgeon, Nicole Chiello, Catherine McGuiggin, and Heather Grocott, The Children's Workshop.

**Room B311**

*Guidance/Discipline/  
Challenging Behaviors*

**#194 Balls, hoops, ropes, scarves, beanbags, and tinkling: Preschool fitness fun that builds a foundation for health and wellness**

Renee Betz, Early Connections; Mandy Gold, Early Connections & Jefferson County School System.

**Room A313**

Preschoolers  
*Health & Safety*

**#195 Voices for excellence within early childhood tracks in higher education: Exploring DAP in campus children's centers**

Mary Sciaraffa and Pamela Pallas, National Coalition of Campus Children's Centers; Sandy Owen, Cincinnati State Technical and Community College; Dana Bush, Eastern Kentucky University.

**Room A316**

*Higher Education Programs*

**#196 The best new books for preschoolers**

Isabel Baker, The Book Vine for Children.

**Room A302**

Preschoolers  
*Language & Literacy*

**#197 Musical pathways to early literacy: Building phonological awareness with song-based picture books**

Amanda Montgomery, University of Alberta.

**Room B213**

*Language & Literacy*

**#198 Engaged leadership: Pathways for developmentally appropriate program management**

Sherry Waugh, University of Nevada, Reno; Diane Nicolet, Truckee Meadows Community College.

**Room B216**

*Leadership Development*

**#199 Early language matters: Leadership strategies for building knowledge through action planning and implementation informed by child and classroom assessments**

Linda Camp, Curry College; Kim Day, Atlanta Speech School.

**Room B403**

Preschoolers  
*Leadership Development*

**#200 Fostering gender equity: Learning environments that invite boys and girls to work and play together**

Janis Strasser, William Paterson University.

**Room B203**

*Learning Environment*

**#201 Creating outdoor environments that enhance children's connections with nature**

Betsy Thigpen, nature-based learning and development specialist; Suzanne Thouvenelle, Early Childhood Learning and Knowledge Center (ECLKC).

**Room B211/212**

*Learning Environment*

**#202 Mathematics + literature = success: Meeting preschool math standards with books**

Beverly Boals-Gilbert, JoAnn Nalley, and Lina Owens, Arkansas State University.

**Room B408**

Preschoolers  
*Mathematics*

**#203 Practical suggestions and strategies for attracting more male educators**

Soren Gall, Clayton Early Learning.

**Room A403**

Preschoolers  
*Men in Early Childhood*

**#204 A sing-along experience for infants and toddlers combining music, play, and skills**

Cathy Fink and Marcy Marxer, Cathy & Marcy's SongShop.

**Room A412**

*Music*

**#205 Using music and movement to foster learning: The top 10 critical early childhood concepts and educational strategies**

Peggy Simonis and Kay Zastrow, Green Bay Area Public Schools; Don Monopoli, The Learning Station.

**Sidney Marcus Auditorium**

*Music*

★ **#206 A walk through the NAEYC recognition process for baccalaureate and graduate programs**

John Johnston, University of Memphis; Donna Couchenour, Shippensburg University of Pennsylvania.

**Room A311**

*NAEYC Accreditation of Higher Education Programs*

★ **#207 NAEYC Accreditation of Programs for Young Children: Understanding candidacy requirements and completing candidacy materials**

Deepen your understanding of becoming a Candidate for NAEYC Accreditation as NAEYC staff discuss the Candidacy Requirements including educational qualifications. Staff will also share useful tips on successfully completing the Candidacy Materials.

Katie Stenner and Amy Floryan, NAEYC.

**Room A301**

*NAEYC Accreditation of Programs for Young Children*

**#208 Our role in the play of infants, toddlers, and twos: How the quality of teacher involvement impacts the depth and breadth of the child's experience**

Cindy Heaney, Infant Toddler Children's Center, Inc.

**Room A405**

Infants and Toddlers

*Play*


**#209 Understanding the importance of symbolic play and exciting, quality experiences**

Pamela Phelps, The Creative Center for Childhood Research and Training (CCCRT).

**Room B405**

Preschoolers

*Play*

 **#210 Preparing and supporting technical assistance professionals: Professional development and workforce system considerations**

Billie Young and Stephanie Olmore, NAEYC.

**Room B315**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#211 Employing Environment Rating Scales in Italy and the United States to strengthen instructional practices, learning environments, and assessment skills**

Dolores Stegelin, Clemson University.

**Room B316**

Preschoolers

*Professional Development—Training*

**#212 CDA 2.0: An introduction to the newly revised CDA Assessment System**

This session will provide an overview of each of the components of the revised CDA Assessment System, including available options for earning the Center-based Preschool, Infant/Toddler and Family Child Care Credential. In order to strengthen the CDA credentialing process as the best first step on the professional development journey of entry-level teachers and caregivers, the Council for Professional Recognition has incorporated a reflective dialogue with a CDA Specialist that results in the Candidates' goal-setting for improved practices.

Mary Beth Johnson and Vivienne Oxford, Council for Professional Recognition.

**Room A402**

*Professional Development—Training*

**#213 Informing professionalism in the 21st century: Issues, challenges, and research-based recommendations**

Lori Caudle, Myra Watson, and Cathy Grist, Western Carolina University; Kaitlin Bargreen, University of Washington.

**Room A404**

*Professionalism & Ethics*

**#214 "Buddy, can you spare some time?" Simple strategies that can improve your productivity and reduce your stress**

Maria Taylor, Childcare Education Institute.

**Room A314**

*Program Administration & Financial Management*

**#215 The Toddler Project: Quality improvement through teacher training, environmental changes, and family communication**

Linda Whitehead, Patti Eickhoff, and Judy Oliva, Bright Horizons Family Solutions.

**Room A305**

Toddlers

*Program Evaluation & Accountability*

**#216 Building a community of happy kids, fulfilled families, and teachers who can't wait to get into their classroom**

Faith Brower, Learning Care Group.

**Room B409**

*Relationships Among Children & Adults*

**#217 Assessment with cultural context in mind: Recommendations from an evaluation of community-based programs that serve young English learners**

Brenna Rivas, Southern Methodist University.

**Room B204**

Preschoolers

*Research*

**#218 Einstein as a verb: Discovering language associated with scientific thinking**

Sami Kahn and Lissa Ledbetter, University of South Florida.

**Room B208**

Kindergartners

*Science*

**#219 What the world needs now—Less stress! How yoga and meditation can work in the classroom (for teachers, too)**

Annamarie Lee, Boston College Children's Center.

**Room B305**

Preschoolers

*Social/Emotional Development*

**#220 Helping little kids find their big voice: Focusing on the skills of assertiveness and effective communication—The ultimate in bully prevention**

Kim Hughes, ConsciousConnections and Wake County Schools, Raleigh, NC.

**Room B406**

Kindergartners

*Social/Emotional Development*

**Grab a bite to eat in NAEYC's Exhibit Hall!**

Food stations will be open daily in NAEYC's Exhibit Hall, A1/A2/A3.



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

**#222 Enriching quality initiatives through collaboration: Georgia's and South Carolina's partnership for infant/toddler program quality**

**Kerrie Welsh**, USC Child Development Research Center; **Laura Johns**, Georgia Department of Early Care and Learning.

**Room B407**

Infants and Toddlers  
*State Systems—Data, Financing, Professional Development, Standards, QRIS*

**#223 Good intentions or intentional teaching? Providing high-quality play and learning experiences**

**Linda Estes** and **Kathy Drews**, Saint Charles Community College.

**Room B313**

Preschoolers  
*Teaching & Instructional Practices*

**#225 Developmentally appropriate use of technology in infant/toddler programs**

**Patricia Cantor** and **Mary Cornish**, Plymouth State University.

**Room B404**

Infants and Toddlers  
*Technology & Young Children*

**#224 The importance of teacher research: From questions to results**

**Kathryn Castle**, Oklahoma State University.

**Room B201**

First- to Third-Graders  
*Teaching & Instructional Practices*

**#226 “Mindful viewing”—not mindless screen time—promotes children's concentration and thinking skills**

**Nicole Dreiske**, International Children's Media Center.

**Room B206**

*Technology & Young Children*

## Thursday session 11:30 a.m.–12:30 p.m. Georgia World Congress Center

★ **#227 “Who me?” Learn about NAEYC Board Service—It could be you**  
**NAEYC Nominating Panel; NAEYC Governing Board Members.**

**Room A315**

*Leadership Development*

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

### FEATURED SESSION

**#228 So who are we writing for?**



Mem Fox

**Mem Fox**, author.

In the context of writing picture books, Mem Fox will explore the essence of audience. Young children are the obvious audience for this kind of literature but as they cannot read for themselves an adult has to read to them. The adult audience, however, acts as critic and gatekeeper long before the book reaches the child at whom the story is aimed. In dealing with these two age groups there is already conflict and difficulty for the author. In addition, there are multiple other audiences: editors, publishers, booksellers, and more, whose interests weigh heavily on every writer who must, in the end, please the child. Juggling the variety of audiences will be the focus of this presentation.

**Thomas Murphy Ballroom 2/3**

★ #229 **Teacher writing workshop**

Many teachers want to share their ideas and classroom experiences with others, but don't know where to start. At this session we will explore articles and features published in NAEYC's periodicals, *Young Children* and *Teaching Young Children*, and discuss topics on which teachers might write. We will share ideas for how to get started along with tips about the self-editing and rewriting process.

Derry Koralek, Amy Shillady, and Meghan Dombrink-Green, NAEYC.  
Room A312

★ #230 **How current and potential changes to federal policies will affect quality, affordability, compensation in child care, Head Start, special education, K–3, and higher education**

Adele Robinson, NAEYC.  
Room B314

*Advocacy/Public Policy*

#231 **The graying of the kindergarten: Does holding out and changing the age at entry help kids learn?**

Samuel Meisels, Erikson Institute; Walter Gilliam, Yale University; Elizabeth Graue, University of Wisconsin; Cyd Oppenheimer, Connecticut Voices for Children.

Room A412

Kindergartners  
*Advocacy/Public Policy*

#232 **The latest and greatest in assessment instruments: A detailed compilation and comparison**

Julie Lackaff and Frances Frey, Pearson; Marites Pinon, Pearson and Walden University.

Room A408

*Assessment of Young Children*

#233 **Preventing and recognizing child abuse in your child care program**

Deborah Ausburn, Taylor English Duma LLP.

Room A314

*Child Abuse & Neglect*

#234 **Music to move, sign, sing, laugh, and learn: Reaching children's learning styles (no musical ability required)**

Caroline Figiel and Danny Jones, K.C.'s Production Group.

Room B214

Preschoolers  
*Child Development & Learning*

#235 **A moving child is a learning child: Making the most of children's natural need to move**

Gill Connell, Moving Smart, Ltd.

Room B206

*Child Development & Learning*

#236 **Applying a Reggio Emilia philosophy for inclusion of children with special needs**

Kelly VanSant, Adaptive Learning Center.

Room B309

*Children with Disabilities/Early Intervention*

#237 **Preparing educators by enhancing preservice early childhood curriculum**

Heather Googe, William Brown, Leigh D'Amico, and Vasanthi Rao, The University of South Carolina.

Room B210

*Children with Disabilities/Early Intervention*

#238 **Brains at work, brains at play: Promoting cognitive and affective development in creative, positive ways**

Deborah Murphy, Rogue Community College; Eileen Hall, Dutchess Community College.

Room B301

*Cognitive Development*

#239 **Cultivating a sense of family and staff community and ownership to foster children's development and program prosperity**

Tara Hannant and Jennifer Gardiner, Children's Creative Learning Centers.

Room A405

*Community Partnerships*

#240 **Playing in a "race to nowhere" world: Encouraging child-directed free play in affluent, competitive, and overscheduled communities**

Blakely Bundy, Liza Sullivan, and Robin VanderMolen, The Alliance for Early Childhood; Joan Almon, Alliance for Childhood.

Room A316

*Community Partnerships*

#241 **The good, the bad, and the awesome! Two teachers embark on the project approach in their inclusive pre-K classrooms**

Jennifer Williams and Janet Parks, Siskin Children's Institute.

Room B310

Preschoolers  
*Curriculum—Theories & Approaches*

#242 **Children in the city: A Reggio-inspired preschool cultivates a sense of place in an urban context**

Gabriela Garcia, Kelley Sharp, Candance Brantley, and Gracie McDonald, Grant Park Cooperative Preschool.

Room B304

*Curriculum—Theories & Approaches*

#243 **Partners in discovery: Teachers and children create curriculum in a nature-based preschool**

Joey Schoen and Marty Watson, Dodge Nature Preschool.

Room B409

Preschoolers  
*Curriculum—Theories & Approaches*

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

### #244 Families with addiction: An opening dialogue

Elaine Palmore, Middle Tennessee State University Child Development Center.

#### Room A403

First- to Third-Graders

*Diversity & Equity*

### #245 Princess boys, two mommies, and “That’s so gay”: Addressing LGBT issues in early childhood classrooms

Robert McGarry, Gay, Lesbian & Straight Education Network (GLSEN).

#### Room B403

First- to Third-Graders

*Diversity & Equity*

### #246 Making complex texts comprehensible for English language learning in kindergarten

Lea Ann Christenson, Maryland State Department of Education.

#### Room B311

Kindergartners

*Dual Language Learners*

### #247 Designing developmentally appropriate environmental education programs: Step-by-step guidelines for connecting children with nature

Bora Simmons, National Project for Excellence in Environmental Education.

#### Room B208

*Environmental Education for Children*

### #248 A natural approach to teaching: How nature’s classroom can inspire young children to become lifelong learners

Heidi Kutchin and Shelly Sender, Temple Emanu-El Early Childhood Education Center.

#### Room B308

Preschoolers

*Environmental Education for Children*

### #249 Lessons in faith from Tawny Scrawny Lion and other children’s literature: Extending literary experiences to assist with faith development

Kathy Chase Young, First Presbyterian Church.

#### Room A409

Preschoolers

*Faith-Based Early Childhood Education*

### #250 Living with Letters: Parent and caregiver perceptions of shared learning activities, socially constructed meaning, and preschoolers’ literacy development

Jaclyn Janaszak, St. John’s University.

#### Room A304

Preschoolers

*Family Engagement & Support*

### #251 The homegrown preschooler: Examining the challenges and benefits of caring for young children in a home setting

Kathy Lee, Early Childhood Resources.

#### Room B207

Preschoolers

*Family, Friend, & Neighbor Care*

### #252 Using the Environment Rating Scales as a framework for sharing insights and innovations internationally

Thelma Harms, Environment Rating Scales Institute (ERSI); Wolfgang Tietze, Freie Universität.

#### Room B218

Preschoolers

*Global Perspectives*

### #253 OMEP global perspectives seminar: State of the World’s Children—Africa

Judith Wagner, Whittier College; Barbara Kamara; Grace Jepkemboi, University of Alabama–Birmingham; Clair Null, Emory University.

#### Room B312

*Global Perspectives*

### #254 Beyond “Keep your hands and feet to yourself”: Class rules for good citizenship

Beatrice Fennimore, Indiana University of Pennsylvania.

#### Room B203

First- to Third-Graders

*Guidance/Discipline/Challenging Behaviors*

### #255 Nourish and nurture young children with family-style dining

Linda Armstrong, Environments, Inc.

#### Room A406

*Health & Safety*

### #256 The changing nature of teacher training and research in university-based child development laboratory programs

Brent McBride, University of Illinois at Urbana/Champaign.

#### Room A401

Preschoolers

*Higher Education Programs*

### #257 Wee talk: Language modeling strategies to use with infants and toddlers

Linda Snead-Sanders, Georgia State University/Office of Best Practices.

#### Room B202

Infants and Toddlers

*Language & Literacy*

### #258 Storytime discussion: Engaging children in whole-group interactive read-alouds of narrative and informational texts

Stephanie Strachan and Meghan Block, Michigan State University.

#### Room B217

Preschoolers

*Language & Literacy*

**#259 “Can you communicate with me now?” Today’s language, literacy, and community in the preschool classroom**

**Shannon Lockhart**, HighScope Educational Research Foundation.

**Room B315**

Preschoolers

*Language & Literacy*

**#260 Creating a student early childhood club or organization: “We are the future of NAEYC!”**

**Brionne Thompson**, Utah State University; **Jami Swindell**, Student Interest Forum of NAEYC.

**Room A303—Student Room**

*Leadership Development*

**#261 Identifying and supporting emerging leadership**

**Barbara Merrill**, Iowa AIEYC; **Melanie Felton**, College of St. Mary’s; **Leann Andre**, Orchard Place.

**Room B216**

*Leadership Development*

**#262 Cultivating the eighth multiple intelligence with landscaping, gardening, and playscapes**

**Warren McPherson**, Athens Montessori School, Inc.

**Room B306**

*Learning Environment*

**#263 Observation, reflection, action: Providing learning environments and curriculum for infants and toddlers**

**Dee Smith**, University of Vermont; **Mary Jane Maguire-Fong**, American River College.

**Room B407**

Infants and Toddlers

*Learning Environment*

**#264 The “Big 5” connection: Linking the math strands with emergent literacy**

**Carmen Sherry Brown**, Hunter College.

**Room B215**

Preschoolers

*Mathematics*

**#265 Embracing multiple cultures in songs, rhythms, rhymes, and games**

**Ella Jenkins**, Adventures in Rhythm.

**Sidney Marcus Auditorium**

*Music*

**#266 Promoting mindfulness through song**

**Thomas Lottman**, Children, Inc.

**Room B213**

Preschoolers

*Music*

★ **#267 NAEYC Accreditation of Programs for Young Children: Sustaining quality throughout the term of accreditation and preparing for renewal**

NAEYC Accreditation is a process of ongoing quality improvement that extends beyond the Accreditation decision. NAEYC staff will share strategies for engaging in ongoing quality improvement throughout your term of accreditation.

**Susan Hedges** and **Amanda Batts**, NAEYC.

**Room A301**

*NAEYC Accreditation of Programs for Young Children*

★ **#268 Affiliate members in the making: Creating a cadre of thoughtful, engaged beginning career early childhood educators**

**Martha Munoz**, NAEYC; **Ida Rose Florez**, First Things First; **Pamela Powell**, Northern Arizona University.

**Room A407**

*NAEYC Affiliates and Association Business*

**#269 Finding a voice to promote play in these play-challenged times**

**Sandra Waite-Stupiansky**, Edinboro University of Pennsylvania; **Susan Linn**, Harvard Medical School and Campaign for a Commercial-Free Childhood; **James E. Johnson**, Pennsylvania State University; **Diane Levin**, Wheelock College.

**Room B211/212**

*Play*

**#270 Winning ways of a team player: Develop positive staff relationships by giving up the gossip, having a good attitude, and recognizing the contributions of others**

**Gigi Schweikert**, early childhood author and consultant.

**Room A302**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#271 The quest for excellence: Our work with the Infant/Toddler Quality Initiative**

**Francesca Busse**, **Beth Sharpe**, and **Rhonda Rivers**, Rainbow Station; **Sue Schreiber**, Child Care Resources Inc.

**Room A404**

Infants and Toddlers

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#272 No boundaries: Providing web-based literacy coaching for early educators**

**Kathryn Ohle**, **Mandy Bean**, **Joy Diamond**, and **Marnie Ginsberg**, University of North Carolina at Chapel Hill.

**Room B404**

First- to Third-Graders

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#273 Achieving sustainable outcomes on site: Frame classroom observations, identify teachers' pedagogical needs, and inform mentoring strategies**

**Barbara Frogel** and **Maria Foreman**, New York City Department of Education.

**Room B201**

Preschoolers

*Professional Development—Training*

**#274 The CDA Specialist: A new way to support the professional development and certification of entry-level teachers and caregivers**

Learn about the new way that advanced ECE professionals can contribute their expertise to the field. In the updated CDA process (CDA 2.0), CDA Specialists support the professional development of entry-level teachers and caregivers while facilitating key portions of the certification process of Candidates who have applied for their CDA national credential. Participants will learn about the qualifications required to become a CDA Specialist and the responsibilities they will complete, including reviewing Candidates' Professional Resource Files (PRF), observing the Candidates in action using the required observation tool, and facilitating reflective dialogues with Candidates that culminate in goal setting and action planning. Learn how to take the required online training to become a CDA Specialist.

**Deborah Jordan** and **Vilma Williams**, Council for Professional Recognition.

**Room A402**

*Professional Development—Training*

**#275 TGIT ("Thank goodness it's today!") Become an effective director and your staff will love coming to work**

**Amy Wraga**, Emmanuel Episcopal Day School.

**Room A313**

*Program Administration & Financial Management*

**#276 Using *Mind in the Making* as an administrator's toolbox: The nuts and bolts of revamping a school as an active, facilitated learning community**

**Julie Riess**, Families and Work Institute.

**Room A410**

*Program Administration & Financial Management*

**#277 Ensuring high-quality experiences in multisite settings: Stories from the co-directors of Google Children's Centers**

**Sheri Hunt** and **Gail Solit**, Google Children's Centers.

**Room A305**

Preschoolers

*Program Evaluation & Accountability*

**#278 Problem child or quirky child? Strategies for facing challenging behaviors in the inclusive classroom and beyond**

**Nancy Gabriel**, Onondaga Community College; **Kim Hughes**, Conscious Connections LLC & Wake County Schools, NC.

**Room B406**

Preschoolers

*Relationships Among Children & Adults*

**#279 The links between child, parent, and caregiver: Building secure attachments with the team approach to primary care**

**Kelly Bowers** and **Kristy Kolodge**, Nike.

**Room B303**

Infants and Toddlers

*Relationships Among Children & Adults*

**★ #280 Engaging in and supporting teacher research**

This session is designed to help teachers, teacher educators, and providers of professional development integrate teacher research into their practice in early childhood settings and teacher preparation programs. Panelists will offer practical ideas and take-home strategies for using this unique form of professional development and discuss future implications of teacher research for the early childhood field. In the last part of the session participants will be invited to explore with the panel potential new roles that teacher research and NAEYC's journal, *Voices of Practitioners*, can play in addressing some pressing challenges faced by early childhood educators.

**Gail Perry**, NAEYC; **Susan Lytle** and **Frances Rust**, University of Pennsylvania; **Barbara Henderson**, San Francisco State University; **Andrew Stremmel**, South Dakota State University.

**Room A315**

*Research*

**#281 Promoting early STEM education**

**Mi-Hwa Park**, Murray State University.

**Room B204**

Kindergartners

*Science*

**#282 Mech-a-blocks: Using reconfigurable blocks to explore and build mechanisms and structures with kindergartners and first graders**

**Travis Sloane** and **Christina Alicea**, City College of New York and New York City Department of Education.

**Room B316**

Kindergartners

*Science*

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

### #283 Exploring the male brain: What every woman—and man—should know

Larry Griffin, The Griffin Education Institute for Study and Teaching.

**Room B305**

*Social/Emotional Development*

### #284 Growing kids with character: How to create an early learning program that empowers children and promotes positive development

Leanne Heuchert, Glenora Child Care Society; Michelle Radey, Oliver Centre Early Learning Programs for Children and Families.

**Room B408**

*Social/Emotional Development*

### #285 DAP and early learning standards: Creating co-existence, not resistance

Kai-leé Berke and Cate Heroman, Teaching Strategies, LLC.

**Room B402**

*Standards—Early Learning Standards, Program Standards*

### ★ #286 Leadership, vision, and persistence: Stories from states about building integrated, cross-sector, professional development systems

Billie Young, NAEYC.

**Room A311**

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

### #287 DAP as the base of learning in a standardized, mandated world: Learning to blend rather than bend

Kathleen Dust, EduKids, Inc.

**Room B302**

*Teaching & Instructional Practices*

### #288 Exhibiting project-based learning: A collaboration between an art museum, university education students, and elementary school children

Gigi David, University of North Florida; Jill Cross, Ortega Museum Studies Magnet School.

**Room B313**

First- to Third-Graders

*Teaching & Instructional Practices*

### #289 Educational blogging: A tool for teachers, families, and their communities of practice

Allie Pasquier, Bakers and Astronauts.

**Room B405**

*Technology & Professional Development/Management*

### #290 Powerful Voices for Kids: Connecting the primary classroom to home media and technology to support intellectual and social-emotional development

Renee Hobbs, Media Education Lab, University of Rhode Island; David Cooper Moore, Temple University; John Landis, Russell Byers Charter School.

**Room B401**

First- to Third-Graders

*Technology & Young Children*

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

### FEATURED SESSION

#### #291 Report of the National Research Council Committee on Early Childhood Mathematics: Evidence of effective math education

Sue Bredekamp, consultant; Douglas Clements, University of Denver.

The National Research Council recently synthesized and analyzed 20 years of research on early childhood mathematics conducted from a number of disciplinary fields. In this session, the authors of the report will draw implications for policy and practice that can help all children, especially vulnerable children, get a strong start in learning mathematics. The report focuses on early experiences with number and space for infants through age 3 and on early math education for children ages 3 through 6.

**Thomas Murphy Ballroom 1**

Preschoolers



Sue Bredekamp



Douglas Clements



★ #292 **Writing for and using the NAEYC For Families website**  
Susan Friedman, NAEYC.  
Room A311

★ #293 **Response to intervention in early childhood education: Development of a joint NAEYC-DEC-NHSA paper**  
Peter Pizzolongo and Jerlean Daniel, NAEYC; Sarah Mulligan, Division for Early Childhood.  
Room B313

#294 **The lack of play in an overly academic kindergarten and preschool: What can we do?**  
Marcy Guddemi, Gesell Institute of Child Development.  
Room A404  
Kindergartners  
*Advocacy/Public Policy*

#295 **Jump off the page! Using books to engage the whole child in the joy of the arts and movement**  
Margaret Hooton, Gateway to the Arts/Western Pennsylvania Wolf Trap Education Institute.  
Room B406  
Preschoolers  
*Arts (Performing & Visual Arts)*

#296 **Observational assessment and portfolios to truly inform curricular planning for each child**  
Gaye Gronlund, ECE Consulting, Inc.; Marlyn James, Flathead Valley Community College.  
Room A302  
*Assessment of Young Children*

#297 **Your journey together: Making a difference by promoting children's resilience and social-emotional health**  
Deborah Alleyne, Devereux Center for Resilient Children.  
Room A402  
*Child Abuse & Neglect*

#298 **Looking at spirituality from an early childhood perspective**  
Deborah Schein, Walden University; Lynn Manfredi/Petitt, vision keeper; Kathleen Harris, Seton Hill University; John Surr, Concerned Educators Allied for a Safe Environment (CEASE).  
Room B217  
*Child Development & Learning*

#299 **Gender sensitivity: Understanding how gender impacts learning and development**  
Corinne Fennelly, Georgia State University.  
Room B209  
*Child Development & Learning*

#300 **Luis G. and his multiple developmental deficits: A case study of play-based, sensory integration curriculum**  
Margarita Marichal, Interamerican University; Denisse Vicente, Centro de Desarrollo Integral.  
Room B210  
Kindergartners  
*Child Development & Learning*

#301 **Using social stories with young children on the autism spectrum**  
Lisa Wright, Kaplan University.  
Room B301  
First- to Third-Graders  
*Children with Disabilities/Early Intervention*

#302 **Building a strong connection: Family collaboration in an inclusive early childhood setting**  
Clarissa Willis and Laura Laxton, Kaplan Early Learning Company.  
Room B309  
*Children with Disabilities/Early Intervention*

#303 **Reaching children through comprehensive services: Explore local partnerships and federal funding options to meet needs**  
Hannah Matthews and Christine Johnson-Staub, Center for Law and Social Policy; Leanne Barrett, Rhode Island Kids Count.  
Room A408  
*Community Partnerships*

#304 **The adventures of Lady Underpants and the untamed kids: Rough and tumble play in the classroom**  
Jeanne Hussey, Mount Olive College; Sarah Flaherty, Carr's Academy.  
Room B403  
Preschoolers  
*Curriculum—Theories & Approaches*

#305 **Children are born creative by nature: Stories about constructing knowledge at a Reggio-inspired school in Miami**  
Simonetta Cittadini, L'Atelier.  
Room B402  
Preschoolers  
*Curriculum—Theories & Approaches*

#306 **The magic of music and movement in achieving developmental goals and literacy**  
Alice Burba and Lisa Campbell, Music, Movement & Magination, Inc.  
Room B213  
*Curriculum—Theories & Approaches*

#307 **Beyond the phases: Bringing powerful mind-building project work to your classroom**  
Judy Harris Helm, Best Practices Inc.; Pam Scranton, UPC Discovery; Stacy Berg, Wilder-Waite Elementary School.  
Room B211/212  
*Curriculum—Theories & Approaches*

**#308 Examining preschool teachers' attitudes, comfort, preparation, and behaviors in working with children reared by same-sex parents**

Archana Hegde, East Carolina University; Shannon Deese, Shining Stars Preschool.

**Room A407**

Preschoolers

*Diversity & Equity*

**#309 Disability, diversity, and DAP: Hands-on ideas for supporting the complex contemporary community of children and families**

Todd Wanerman, The Little School.

**Room A403**

Preschoolers

*Diversity & Equity*

**#310 Supporting dual language learners and increasing cultural awareness**

Virginia Streckewald, Pennsylvania Keys to Quality.

**Room B315**

Preschoolers

*Dual Language Learners*

**#311 Connect your environment to the environment: Thinking about sustainability, your facility, and the benefits for infants and toddlers**

Brian Spencer and Edward Buglewicz, RDG Planning & Design; Mary Jane Chainski, Ounce of Prevention Fund.

**Room B306**

Infants and Toddlers

*Environmental Education for Children*

**#312 The family holiday bridge: Hanukkah—A Jewish family education model for all ages**

Judith Gampel, Ariel Kobetz, Judy Feldman, and Esther Borenstein, Bet Shira Early Childhood Center.

**Room A315**

*Faith-Based Early Childhood Education*

**#314 Listening and talking to parents: How to share worrisome information**

Janice Friedman and Stacey Ratner, Variety Child Learning Center.

**Room B305**

*Family Engagement & Support*

**#315 Ayudar a su hijo a triunfar en la escuela con Colorín Colorado/ Helping children succeed in school with Colorín Colorado**

This session will be presented in English and Spanish.

Lydia Breiseth, WETA.

**Room A312**

*Family Engagement & Support*

**#316 OMEP poster session: The United Nations Convention on the Rights of the Child (CRC)**

Kay Emfinger, University of Alabama-Birmingham.

**Room B312**

*Global Perspectives*

**#317 Accountability concepts for controlling behavior in the primary classroom and at home**

Matt Reichmann, Accountability Concepts.

Thomas Murphy Ballroom 2/3

First- to Third-Graders

*Guidance/ Discipline/*

*Challenging Behaviors*

**#318 Problem solving builds powerful brains**

Brett Engisch, Early Learning Coalition of Pinellas County, Inc.

**Room B308**

Preschoolers

*Guidance/ Discipline/ Challenging*

*Behaviors*

**#319 Re-imagining health and safety: The recovery and resilience approach**

Jarrod Green, Diablo Valley College.

**Room A406**

*Health & Safety*

**#320 Assessing the needs of adult learners to differentiate instruction in hybrid learning environments**

Dana Lilly and Catherine Gardner, Mercer University.

**Room A401**

*Higher Education Programs*

**#321 Adapting Reggio-inspired storytelling and bookmaking: Early language and literacy development for preschoolers**

Sharon Arias and Diana Dille, California State University, Fresno.

**Room B202**

Preschoolers

*Language & Literacy*

**#322 Words are pegs to hang ideas on! Strategies for supporting vocabulary learning in pre-K and kindergarten classrooms**

Paula Schwanenflugel, University of Georgia; Claire Hamilton, University of Massachusetts.

**Room B408**

Kindergartners

*Language & Literacy*

★ **#323 The Leadership Empowerment Action Project (LEAP): Developing diverse leaders for young children and families**

Amy O'Leary, Strategies for Children/Early Education for All; Rosemary Hernandez, Regional Employment Board of Hampden County, Inc.

**Room B404**

*Leadership Development*

**#324 An interactive classroom: Designing and supporting kindergarten learning environments and teaching methods**

Melody Hobbs and Susan Gamble, Lenoir City Schools; Lori Caudle, Western Carolina University; Kathy Fitzgerald, The University of Tennessee Knoxville.

**Room B310**

Kindergartners

*Learning Environment*

**#325 Caregiving that optimizes early learning for infants, toddlers, and twos**

Jean Barbre, Orange County Department of Education.

**Room B401**

Infants and Toddlers  
*Learning Environment*

**#326 “It’s all in the book”: Exploring math and science concepts through children’s literature**

Elisabeth Johnston, Slippery Rock University; Eun Young Lee, University of North Texas.

**Room B215**

First- to Third-Graders  
*Mathematics*

**#327 Scaffolding children’s math learning**

Beth Marshall, HighScope.

**Room B407**

Preschoolers  
*Mathematics*

**#328 Male teachers as cultural workers in the lives of children, families, and communities**

Robert Capuzzo, University of Alaska Anchorage; Will Parnell, Portland State University; Jeff Daitsman, National-Louis University.

**Room A316**

*Men in Early Childhood*

**#329 Thinking in music: A developmentally appropriate curriculum**

Karma Lewis and Courtney Wilhelm, Thinking in Music, Inc.

**Room B214**

Preschoolers  
*Music*

**#330 The Learning Station: Making a positive difference in children’s lives through interactive songs, activities, and dance**

Don Monopoli, Laurie Monopoli, and Jan Hrkach, The Learning Station.

**Sidney Marcus Auditorium**

*Music*

**★ #331 NAEYC Accreditation of Programs for Young Children: Through the assessor’s eyes—How classrooms are observed during the NAEYC site visit**

Discover how assessors approach the process of observing and rating all elements of the group environment. NAEYC staff assessors will share tips about things to watch out for and ideas for ensuring successful classroom assessments.

Amanda Batts and Katie Stenner, NAEYC.

**Room A301**

*NAEYC Accreditation of Programs for Young Children*

**#332 Moving with a purpose: Physical development in the pre-school classroom**

Karen Sawyers, HighScope Educational Research Foundation.

**Room B203**

Preschoolers  
*Physical Development*

**#333 Urgent! Return play to the lives of children: A participatory session for teachers**

Lucy Stroock, Craig Simpson, and Irene Lipshin, Concerned Educators Allied for a Safe Environment; Graciela Italiano Thomas, Graciela Italiano Consulting.

**Room B207**

*Play*

**#334 Providing interactive play-based experiences to enrich learning**

Ranjana Bhatnagar, Relationship Solutions Inc.; Mission College & San Jose City College.

**Room A405**

*Play*

**#335 Coaching teachers to improve practice and respond to children’s developmental delays**

Karen Hughes and Mary Beth Rutledge, Vogel Alcove; Judy Iola, Care Options 4 Kids.

**Room B303**

Preschoolers  
*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#336 Cultivating observation skills: The what and how of objective observations**

Bethany Sands and Sandra Ampudia, Early Learning Coalition of Miami-Dade/Monroe.

**Room B201**

*Professional Development—Training*

**#337 Using the project approach with children: Is it “sticking” or has it “come unstuck?”**

Wendy McLeish, Buffalo State College; Marion Barnett, Buffalo State College, retired; Mira Berkley, SUNY Fredonia.

**Room B409**

*Professional Development—Training*

**#338 Expanding your program in a shrinking economy: What to prioritize and minimize to maximize your bottom line**

Regina Schaefer and Andrew Cohen, Childrens’ Creative Learning Centers.

**Room A313**

*Program Administration & Financial Management*

**#339 Setting your program improvement GPS: A proven, reliable, and easy-to-implement approach that will get you to your destination**

Rachel Robertson, Bright Horizons; Sharon Bergen, Minnesota AEYC.

**Room A410**

*Program Evaluation & Accountability*

★ #340 **Research update from the NAEYC Center for Applied Research**

Kyle Snow, NAEYC.

Room A305

Preschoolers

*Research*

#341 **Monarch miracles: A hands-on science unit on the transformation of caterpillars to butterflies**

Suzanne Funk, Edward Bullis, and Sherry Pyle, Geneva Day School.

Room B204

Preschoolers

*Science*

#342 **Science inquiry and practices: Fun experiences with hands-on materials to awaken young scientists**

Peggy Ashbrook, preschool science teacher and The Early Years columnist; Linda Froschauer, National Science Teachers Association.

Room B208

*Science*

#343 **Comparing and contrasting the seven essential skills of *Mind in the Making* with a cross-section of social-emotional early learning standards: Supporting both sets of outcomes with children's literature**

Joanna Grymes, Lina Owens, Diana Williams, and Dianne Lawler, Arkansas State University.

Room B311

Preschoolers

*Social/Emotional Development*

#344 **Children exposed to violence: Understanding the implications and developing safe classroom environments**

Barbara Sorrels, The Institute for Childhood Education and Oklahoma State University; Joann Deslauries, The Institute for Childhood Education.

Room B316

*Social/Emotional Development*

#345 **It takes a village: Building healthy and lasting relationships with families and the community**

Cynthia Williams-Hills, Higher Learning Academy.

Room B218

*Standards—Early Learning Standards, Program Standards*

#346 **Aligning state systems: How Rhode Island synthesizes its QRIS, professional development system, and child care resource and referral QRIS**

Lisa Hildebrand and Katherine Lamson, Rhode Island AEYC.

Room A409

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

#347 **On the road to readiness: Practical steps in paving the way to school success**

Susan Sandall and Gail Joseph, National Center on Quality Teaching and Learning.

Room B302

Preschoolers

*Teaching & Instructional Practices*

#348 **Fun five-minute transitions that work!**

Jamie Baer, Temple Israel Barbara K. Lipman Early Learning Center.

Room B216

Preschoolers

*Teaching & Instructional Practices*

#349 **“Just doc it!” Technology that is valuable for classroom documentation**

Victoria Damjanovic and Susan Weber, University of South Florida.

Room B314

Preschoolers

*Technology & Professional Development/Management*

#350 **Little techno-scientists: Motivating children daily with technology**

Sandy Martinez and Montserrat Garibay, Austin Independent School District.

Room B405

Preschoolers

*Technology & Young Children*

**Extend your 2012 NAEYC Annual Conference experience with the Live Learning Center!**

It's not too late to take advantage of this online educational resource which allows you to catch up on sessions you couldn't attend at the 2012 Annual Conference. This digital learning center connects you with up to 50 hours of selected sessions from the Annual Conference. Access recorded audio synchronized to presenter PowerPoint slides, downloadable MP3s, and speaker handouts.

**Experience twice the knowledge with the NAEYC Live Learning Center!**

**Sign up today at the  
NAEYC Registration desk.**

★ #351 **Global Alliance meeting**

Partners in the Global Alliance for the Education of Young Children are organizations outside the United States who share NAEYC's commitment to children and excellence in education. Members of the Global Alliance are invited to attend a breakfast meeting to network and share information about their organization. Advance reservations are required. For information, please contact **Stephanie Olmore** at [solmore@naeyc.org](mailto:solmore@naeyc.org).

**Dogwood B**



## FEATURED SESSION

#352 **Connect4Learning: Early education in mathematics, science, literacy, and social-emotional development**

**Mary Louise Hemmeter**, Vanderbilt University; **Douglas Clements** and **Julie Sarama**, University of Denver; **Nell Duke**, Michigan State University; **Kim Brenneman**, National Institute for Early Education Research.

Participants will learn about an interdisciplinary curriculum that integrates math, literacy, science, and social-emotional development. Funded by the National Science Foundation, Connect4Learning works with pre-K educators serving low-resource communities. Discuss how content from multiple domains can be embedded and integrated into ongoing classroom activities and routines.

**Thomas Murphy Ballroom 1**

Preschoolers



Mary Louise Hemmeter



Douglas Clements



Julie Sarama



Nell Duke



Kim Brenneman

★ #353 **NAEYC Accreditation of Programs for Young Children: Resource Center and one-on-one consultations**

Discover the benefits of seeking NAEYC Accreditation! NAEYC Academy staff will be available to answer questions and direct you to resources. Staff are also available for one-on-one technical assistance during a 20-minute consultation. Small groups are welcome. Walk-in appointments are scheduled on a first-come, first-served basis.

**Exhibit Hall A1/A2/A3, Booth #604**

★ #354 **Public forum—Draft NAEYC Position Statement on Play in Early Childhood Education**

**Kyle Snow** and **Peter Pizzolongo**, NAEYC.

**Room A302**

#355 **What's new with Head Start and Early Head Start?**

**Yvette Sanchez Fuentes**, Office of Head Start, Department of Health and Human Services.

**Room B314**

*Advocacy/Public Policy*

#356 **Let's get moving: Developing creative environments for out-of-school programs**

**Krissy Blair** and **Brittney Rye**, Mississippi Childcare Resource & Referral/Mississippi State University.

**Room A314**

First- to Third-Graders

*After-School Care/Out-of-School Time*

#357 **Recycled city: Empowering child leaders through cooperative community arts projects**

**Mary Geisser**, Lesley University.

**Room B209**

*Arts (Performing & Visual Arts)*

**#358 Authentic assessment in a Reggio-inspired school: Using documentation to track progress and engage learners**

Debbie Piescor, Barbara Meinberg, Karen Mancini, and Mary Murphy, A Child's Place School.

**Room A316**

Kindergartners

*Assessment of Young Children*

**#359 Resilience from infancy through third grade and beyond: Assessing and strengthening protective factors**

Karen Cairone and Linda Likins, Devereux Center for Resilient Children: Early Childhood Initiative.

**Room A410**

*Assessment of Young Children*

**#360 Mandated reporting of child abuse: Who, what, when, and where**

Deborah Ausburn, Taylor English Duma LLP.

**Room A408**

*Child Abuse & Neglect*

**#361 Powerful process art: Art experiences that change children's and teachers' lives**

MaryAnn Kohl, Bright Ideas for Learning, Gryphon House.

**Room B304**

*Child Development & Learning*

**#362 Meaningful games for infants, toddlers, and twos that are based on the newest research**

Jackie Silberg, Miss Jackie Music Company, Johnson County Community College.

**Room B312**

*Child Development & Learning*

**#363 Scribble, color, draw: Readiness skills essential for future handwriting success**

Emily Knapton, Handwriting Without Tears.

**Room A315**

Preschoolers

*Child Development & Learning*

**#364 Defending childhood: Toward a broader view of early education**

Beverly Falk, The City College of New York; Barbara Bowman and Aisha Ray, Erikson Institute; Nancy Carlsson-Paige, Lesley College; Ben Mardell, Lesley University.

**Room A305**

Preschoolers

*Child Development & Learning*

**#365 Maladaptive behavior in children on the autism spectrum: Looking beneath the surface to achieve optimum outcome**

James Coplan, Neurodevelopmental Pediatrics of the Main Line, PC.

**Thomas Murphy Ballroom 4**

*Children with Disabilities / Early Intervention*

**#366 Increasing logico-mathematical thinking in preschoolers from working class families**

Lynn Kirkland and Maryann Manning, University of Alabama at Birmingham; Delyne Hicks, Young Womens' Christian Association.

**Room B210**

Preschoolers

*Cognitive Development*

**#367 The Full Inclusion Preschool Project: A community collaboration**

Karen Juncker-Albert, Temple Bat Yahm; Terry Fierle, Temple Beth El South Orange County.

**Room A403**

*Community Partnerships*

**#369 Using the Multiple Intelligence Thematic Curriculum model: English language acquisition experiences for kindergartners of Chinese and Filipino cultures**

Anicia Alvarez, Adams State College.

**Room B316**

Kindergartners

*Curriculum—Theories & Approaches*

**#370 A view from the rocket ship: Navigating the twists and turns of co-constructing a Reggio project and meeting Common Core Standards**

Kathleen Berkowitz, Laura Masterson, Julia Reyes, and Sonja de Groot Kim, Kean University.

**Room B217**

*Curriculum—Theories & Approaches*

**#371 Using pedagogical documentation with teacher candidates: A school consortium shares a tool and insights into using it**

Kay Cutler and Deanna Gilkerson, South Dakota State University; Carol Bersani and Martha Lash, Kent State University; Carolyn P. Edwards, University of Nebraska–Lincoln; Bronwyn Fees, Kansas State University.

**Room B409**

*Curriculum—Theories & Approaches*

**#372 Men who change diapers change the world: A look at the critical need to hire qualified male teachers**

Jerry Parr, Men in Early Childhood New England Chapter; Jeff Robbins, Dartmouth College Childcare Center.

**Room A407**

*Diversity & Equity*

**#373 How to create an inclusive classroom that nurtures healthy gender development**

Dylan Bosseau, University Plaza Nursery School.

**Room A406**

*Diversity & Equity*

**#374 DAP with dual language learners: Learning through play**  
**Yeon Sun Ro** and **Junko Tokuda**,  
 The University of Memphis.

**Room B310**  
 Preschoolers  
*Dual Language Learners*

**#375 Linking education for sustainable development to early childhood practice: A unique odyssey from Singapore**

**Chitra Venkatesh** and **Rupal Arora**, Knowledge Universe Singapore;  
**Sally May Tan**, Knowledge Universe.  
**Room B301**  
 Preschoolers  
*Environmental Education for Children*

**#376 Engagement or estrangement? Building positive relationships between congregations and faith-based early childhood programs**

**Susan Schuelke-Davidson** and **Jay Schrimpf**, Bethlehem Lutheran Church/Hill Child Development Center.  
**Room A401**  
*Faith-Based Early Childhood Education*

**#377 Kids haven't changed, but parents have: Tips and strategies for connecting with "millennial parents"**

**Karen Deerwester**, Family Time, Inc.  
**Thomas Murphy Ballroom 2/3**  
*Family Engagement & Support*

**#379 The "ideal role model" to prevent bullying, teasing, and exclusion: Using persona dolls to promote empathy, compassion, respect, and good choices**

**Nancy Michael**, aMaze; **Mike Huber**, Seward Child Care Center.  
**Room B311**  
 Preschoolers  
*Guidance/Discipline/Challenging Behaviors*

**#380 Is it misbehavior or developmentally delayed behavior? Meeting the social and emotional needs of children**

**Cathie Leland**, The Creative Preschool (CPS).  
**Room B309**  
 Preschoolers  
*Guidance/Discipline/Challenging Behaviors*

**#381 Toss, hop, and try a new food! Helping preschoolers overcome picky eating and build gross motor skills**

**Becky Keigan**, Colorado State University.  
**Room A312**  
 Preschoolers  
*Health & Safety*

**#382 The world beyond nursery rhymes: Creating language-rich experiences for infants and toddlers**

**Nicole Andrea-Bergeron**, **Jennifer Brackett**, and **Kathleen Hughes**, Little Sprouts Inc.  
**Room B207**  
 Infants and Toddlers  
*Language & Literacy*

**#383 Paying attention to language: Assessing and building children's oral communication skills as a base for literacy**

**Kathy Barclay**, Western Illinois University.  
**Room B306**  
*Language & Literacy*

**#384 "Pin what?" Using Pinterest and other social media tools to create engaging activities and environments**

**Cami Miller**, Bright Horizons.  
**Room B404**  
*Leadership Development*

**#385 Outdoor environments: Creating safe and inspiring spaces**

**Heather Olsen**, University of Northern Iowa.  
**Room B403**  
*Learning Environment*

**#386 Amazing makeovers: Small, low-cost changes can revitalize your classroom and engage and inspire young learners**

**Pamela Evanshen** and **Rebecca Isbell**, East Tennessee State University.  
**Room B402**  
*Learning Environment*

**#387 Number, geometry, and measurement—Oh, my! Math for preschoolers**

**Carrie Cutler**, University of Houston—Downtown.  
**Room B315**  
 Preschoolers  
*Mathematics*

**#388 The male box: Being a male teacher in elementary and early childhood settings**

**Emery Peck** and **Tony Kline**, Ball State University.  
**Room A404**  
*Men in Early Childhood*

**#389 Fun folk songs from around the world**

**Elizabeth Mitchell**, Smithsonian Folkways Recordings.  
**Room A412**  
*Music*

**#390 Music and readiness: How songs, finger plays, instruments, and movement activities support the skills and learning dispositions essential for school success**

**Lili Levinowitz**, Rowan University;  
**Lauren Guilmartin**, Music Together, LLC.  
**Room B214**  
 Preschoolers  
*Music*

**#391 Integrating music and movement for preschoolers**

Lorraine Zapata, American Federation of Teachers.

**Room B213**

Preschoolers

*Music*

**#392 Motivating learning with songs, instruments, and movement**

Bob McGrath, Educational Activities, Inc.

**Sidney Marcus Auditorium**

Preschoolers

*Music*

★ **#393 Describing your associate degree program's conceptual framework**

Rebecca Gorton, Northhampton Community College; John Johnston, University of Memphis.

**Room A311**

*NAEYC Accreditation of Higher Education Programs*

★ **#394 NAEYC Accreditation of Programs for Young Children: Building partnerships as bridges to quality**

This session will facilitate dialogue between early childhood education leaders in the public and private spheres to highlight successful NAEYC collaborations, intersections with policies, and support for ECE programs and professionals through NAEYC Accreditation.

Abena Ocran and Stephanie Olmore, NAEYC.

**Room A301**

*NAEYC Accreditation of Programs for Young Children*

**#395 Moving generations: How to create quality physical and motor-skill development activities and programs**

Temoc Suarez, Grant Scheffer, and Beth Wendt, GenMove USA.

**Room B303**

Preschoolers

*Physical Development*

**#396 Toys for infants and toddlers: Imaginative, inventive, and fun materials that stimulate development**

Barbara Moore, Guilford Child Development, Regional Child Care Resources and Referral.

**Room B211/212**

Infants and Toddlers

*Play*

**#397 Together we're better: Collaborative approaches to including children with and without disabilities**

Camille Catlett, Frank Porter Graham Child Development Institute; Jennie Couture, Babies Can't Wait: Georgia Dept of Early Care & Learning.

**Room B405**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#398 Creating connections through communication, collaboration, and commitment: Strategies for constructing and conserving a cohesive staff community**

Rhonda Hauser, The University of Texas at Austin.

**Room B208**

*Professional Development—Training*

**#399 Reflection and intentionality: Supporting the key skills of entry-level early childhood professionals**

Directors and other professional development specialists will explore best professional development practices for entry level professionals. How do we provide not only the basic information needed to succeed in a new child care position, but also provide new teachers and caregivers with other key skills needed to help them grow throughout their career? This session will provide information about the new CDA credentialing process as well as ideas and advice for supporting the growing skills of observation, reflection, intentionality,

goal setting, and action planning.

Richard Cohen and Mary LaMantia, Council for Professional Recognition.

**Room A402**

*Professional Development—Training*

**#400 ECE case studies: Tools for teaching ethical practice**

Jane Sileo, State University of New York, New Paltz; Nancy Sileo, University of Nevada, Las Vegas.

**Room A405**

*Professionalism & Ethics*

**#401 The director's role in positive staff interactions: Building your team and learning how to delegate**

Rose Winkler, retired.

**Room A313**

*Program Administration & Financial Management*

**#402 Probing beliefs about childhood through personal stories and play memories**

Jane Elgin, Jane Meyer, and Thuy DaoJensen, University of Southern Indiana.

**Room A409**

*Research*

**#403 Lunar picnic with preschoolers and their families: Exploring the moon and related classroom activities**

Judith Brown, Dyer County (Tennessee) Schools.

**Room B202**

Preschoolers

*Science*

**#404 A head start on science: Engaging preschoolers in scientific inquiry**

Dominic Gullo, Drexel University; Timshel Purdum and Tiffany Allen, The Academy of Natural Sciences of Drexel University; Sonia Ortiz Robledo, KenCrest Kensington.

**Room B216**

Preschoolers

*Science*



**#405 Sacrificing social studies is unwise and unnecessary**

Nancy Merryman, Jan Rohner, Ashley Gorsh, and Amy Dolley, Mount Mercy University.

**Room B201**

Preschoolers

*Social Studies/History*

**#406 Demystify the behavior of a bully: Identifying, responding to, and preventing bullying**

Jennifer Rodriguez, Salice Family Services, Inc.

**Room B305**

*Social/Emotional Development*

**#407 El niño introvertido**

*This session will be presented in Spanish.*

Estela Bash, Mutual Learning.

**Room B408**

Preschoolers

*Social/Emotional Development*

**#408 It's time to touch: How to offer appropriate physical contact—and why**

Frances Carlson, Chattahoochee Technical College.

**Room B407**

*Social/Emotional Development*

**#409 Budget-friendly creative play ideas to target STEM standards**

Amber Tankersley, Pittsburg State University.

**Room B218**

Preschoolers

*Standards—Early Learning Standards, Program Standards*

**#410 From dream to reality: An overview of Georgia's QRIS**

Laura Johns, Georgia Department of Early Care and Learning.

**Room B215**

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

**#411 Remote control teaching and learning: The special challenges of helping children construct knowledge in today's world**

Diane Levin, Wheelock College.

**Room B302**

*Teaching & Instructional Practices*

**#412 Making a difference: Character building activities for preschoolers**

Cathy Waggoner and Lori Suiter, Promethean Foundation; Martha Herndon, University of Tennessee at Martin.

**Room B313**

Infants and Toddlers

*Teaching & Instructional Practices*

**#413 Is your program webinar-ready? Producing and presenting webinars for professional development, marketing, enrollment, family engagement, and advocacy**

Fran Simon, Engagement Strategies, LLC; Susan Stewart, Guided Meetings.

**Room B308**

*Technology & Professional Development/Management*

**#414 Teaching in the digital age**

Brian Puerling and Carli McKenney, Catherine Cook School; Gail Conway, Chicago Metro AEYC.

**Room B401**

Kindergartners

*Technology & Young Children*

**#415 PBS Kids and Ready To Learn: Exploring the next generation of interactive math and literacy content and games**

Pamela Johnson, Corporation for Public Broadcasting; David Lowenstein, PBS; Shelley Pasnik, Education Development Center; Alicia Narvaez, Chicago Public Schools.

**Room B203**

*Technology & Young Children*

**Grab a bite to eat in NAEYC's Exhibit Hall!**

Food stations will be open daily in NAEYC's Exhibit Hall, A1/A2/A3. Also, we have designated an unopposed time each day from 11:30 a.m. to 1:00 p.m. for Conference attendees to grab lunch inside the Exhibit Hall and visit with exhibitors.



## HISTORY SEMINAR

#416 History Seminar

International Ballroom C

*Moderator: Edna Runnels Ranck, early childhood consultant.*

8:30 a.m.–12:30 p.m.

**The history of teacher education in the United States and the United Kingdom and its meaning for today: A dialogue**

**Blythe Hinitz**, The College of New Jersey; **Jolyn Blank**, University of South Florida; **Betty Liebovich**, Goldsmiths University of London.

**Heroes on the horizon IX**

The 2012 hero is Constance Kamii, University of Alabama at Birmingham.

**Charlotte Anderson**, early childhood speaker and consultant.

**Kate Greenaway: Creator of images of an idyllic childhood**

**Sue Grossman**, Eastern Michigan University.

**From the horn book to the McGuffey Reader**

**Judy Williston**, Eastern Michigan University.

**“Discussion makes the soul”: Elizabeth Peabody, Bronson Alcott, and William Torrey Harris at the Concord School of Philosophy**

**Patricia Cantor**, Plymouth State University.

**Julia Tutwiler’s contributions to early childhood education in the southeastern United States**

**Jerry Aldridge**, University of Alabama at Birmingham.

**Mamie Phipps Clark, PhD: When an education was not enough for a woman researcher and humanitarian**

**Lois Christensen**, University of Alabama at Birmingham.

**Ruth Burritt: The Centennial Kindergartener**

**Elizabeth Pruett**, University of Alabama at Birmingham.

**Baby Davids: A precursor to university child laboratories**

**Mona Lane**, Oklahoma State University.

**Looking to the past to understand present early childhood programs in Dallas, Texas**

**Karan Marshall**, early childhood professional.

12:30-4:30 p.m.

**A brief history of early childhood education in Belize, Central America**

**Judith McConnell-Farmer** and **Pamela Cook**, Washburn University.

**From heart to hand: Outstanding pioneers of Froebelian kindergartens for African American children**

**Vernessa Curry**, University of Alabama at Birmingham.

**Eliza Baker: A champion for all children**

**Mary Ruth Moore**, University of the Incarnate Word.

**Payback: Acknowledging one of the African American progressive educator women in the early childhood education field**

**Ebtesam Rababah**, Yarmouk University.

**Haydee Campbell: The Oberlin connection and African American kindergarten education**

**Melissa Whetstone**, University of Alabama at Birmingham.

**Dr. Flemma P. Kittrell: Early childhood educator—A legendary pioneer of the 20th century**

**Jean Simpson**, Administration for Children & Families.

**The Division of Early Childhood (DEC) recommended practice guidelines: The legacy of J. David Sexton**

**Jennifer Kilgo**, University of Alabama at Birmingham.

**Archetypal psychology: The historical implications of C.G. Jung’s theory for early childhood educators**

**Melissa Werner**, Athens State University.

**Two centuries, two animation film leaders: How Walt Disney and Steve Jobs connected with children**

**Edna Runnels Ranck**.

**Early childhood legacy since 2011: Remembering those who have died since last November**

**Blythe Hinitz; Edna Runnels Ranck**.

## FEATURED SESSION

### #417 Meet the authors and illustrators: Children's literature at NAEYC

*Moderator: Holly Seplocha, William Paterson University; Mem Fox, author; April Pulley Sayre, author/illustrator; Peter H. Reynolds, author/illustrator.*

The authors and illustrators, all leaders in the field, will share how they create their books, what children say and ask about the books, and strategies for using their books with children. They also will tell of their journey as writers and illustrators and experiences in working with children in school. Walk away with a renewed commitment to sharing high-quality children's literature with children. Learn stories about the books from the presenters to share with your students, as well as engaging techniques, extension activities, and read-aloud strategies. Interact with the presenters and with other participants interested in children's literature.

**Thomas Murphy Ballroom 2/3**



Holly Seplocha



Mem Fox



April Pulley Sayre



Peter H. Reynolds

### #418 Let your voice be heard: Proactive advocacy for early care and education

**Kim Maine**, Sunshine Child Development Center.

**Room A304**

*Advocacy/Public Policy*

### #419 Puppet play: Building language and literacy, math, science, social skills, and a sense of wonderment

**Mary Jo Huff**, Gryphon House author; **Vanessa Wolter**, Newburgh Pre-School and Child Care.

**Room B206**

*Arts (Performing & Visual Arts)*

### #420 "It's not his fault, but give me strength!" Strategies and skills to help children who suffer from neglect and abuse

**Laura Mykel**, ABC Academy, LLC.

**Room A403**

*Child Abuse & Neglect*

### #421 Naps—more important than you think: What sleep science offers for developing best practices

**Beth Grams Haxby**, Sleep and Parenting Consulting.

**Room B401**

*Child Development & Learning*

### #422 How infants construct knowledge through complex, daily-life experiences

**Liz Putnam**, First Baptist Church Infant/Toddler Program.

**Room B402**

*Child Development & Learning*

### #423 Knowing about learning styles and multiple intelligences helps create engaging DAP environments for pre-K–3 classrooms

**Brian Kingrey**, Iowa AEYC, Midwest AEYC.

**Room B209**

*Child Development & Learning*

### #424 Ready, but not revved: Sensory and movement strategies for improved attention, learning, and behavior

**Kay Zastrow** and **Peggy Simonis**, Teaching Loving Discipline L.L.P.

**Room B312**

*Children with Disabilities/Early Intervention*

### #425 Reading and thinking with Leo Lionni: Swimmy, Frederick, Alexander, and all the others

**Christina Taharally**, Hunter College of the City University of New York.

**Room B210**

*Cognitive Development*

### #426 One heart to another: Building intergenerational relationships between children and seniors

**Bonnie Pauska**, Creative Learning Center.

**Room A406**

*Kindergartners*

*Community Partnerships*

**#427 Pre-K–3 educational alignment: Creating a high-quality education and community support system for the successful life performance**

Ron Robertson, Richmond Public Schools.

**Room A311**

Preschoolers

*Community Partnerships*

**#428 Jazzy fairy tales: Developing and implementing an integrated curriculum with the Gingerbread Man**

Susan Milligan and Louise Rogers, Medical Center Nursery School.

**Room B306**

*Curriculum—Theories & Approaches*

**#429 Block building: A cornerstone of the curriculum**

Jennifer Winters and Todd Erickson, Bing Nursery School, Stanford University.

**Room B303**

Preschoolers

*Curriculum—Theories & Approaches*

**#430 Aligning Reggio Emilia principles with DAP: One school's journey**

Eva Essa, Bridget Walsh, and Sherry Waugh, University of Nevada, Reno; Jentry Hammond, Child and Family Research Center.

**Room B409**

*Curriculum—Theories & Approaches*

**#431 Hyperactivity: Using sensory integration techniques within the curriculum**

Amydth Chumacero, DayCareMatters.

**Room B407**

Preschoolers

*Curriculum—Theories & Approaches*

**#432 Light in the attic: Light-table activities that engage and challenge 2- to 6-year-olds across developmental domains**

Candace Jaruszewicz, Phyllis Gates, Stephanie Johnston, and Jane Hart, College of Charleston.

**Room A312**

*Curriculum—Theories & Approaches*

**#433 Lives committed to education: What veteran women teachers of color can offer new teachers**

Paige Bray, Chanelle Peters, and Regina Miller, University of Hartford; Natasha Robinson, Women's League Child Development Center.

**Room A407**

*Diversity & Equity*

**#434 Meeting the unique needs of African American infant/toddler boys**

Rashanda Perryman, Children's Defense Fund.

**Room A402**

Infants and Toddlers

*Diversity & Equity*

**#435 Incorporating nature-based concepts and outdoor play into your preschool curriculum**

Erin Soper, North Cascades Institute, Western Washington University; Jackie Weller, Central Michigan University.

**Room B311**

Preschoolers

*Environmental Education for Children*

**#436 Sing in the Chag: Songs for Jewish holidays**

Susan Shane-Linder, Congregation B'nai Israel.

**Room B214**

*Faith-Based Early Childhood Education*

**#437 The chosen children: Welcoming adopted children into programs through thoughtful words and actions**

Robin Fox, University of Wisconsin-Whitewater.

**Room A408**

*Family Engagement & Support*

**#438 A wholistic approach for supporting families who have children with challenging behaviors**

Vanetta Alexander, Public Health Management Corporation.

**Room B314**

*Family Engagement & Support*

**#439 Casting a wide net: Strategies to reach family, friend, and neighbor caregivers with QRIS and similar initiatives**

Christine Johnson-Staub, Center for Law and Social Policy; Sessy Nyman, Illinois Action for Children.

**Room B204**

*Family, Friend, & Neighbor Care*

**#440 Bridging cultural differences with digital media: A professional development story from South Africa**

Darlene DeMarie, University of South Florida.

**Room A401**

Preschoolers

*Global Perspectives*

**#441 Bullying and recurring aggression in preschool: Why they occur and what we can do to prevent and address such challenging behavior**

Amy Egan, Amy Freedman, and Judith Greenberg, Ivymount Outreach Services, Division of Early Childhood.

**Room B309**

Preschoolers

*Guidance/Discipline/*

*Challenging Behaviors*

**#442 Teaching for the democratic life skills**

**Dan Gartrell**, Bemidji State University; **Robin Bakken** and **Virgil Bakken**, Montage Creative.

**Room B403**

*Guidance/Discipline/  
Challenging Behaviors*

**#443 Paving the path to development through strong licensing**

**Jana Martella**, NARA Licensing; **Eric Karolak**, Early Care and Education Consortium.

**Room A410**

*Health & Safety*

**#444 The evolving role of two-year colleges in developing the 21st century workforce through teacher preparation: A Georgia model**

**Charmaine Godley** and **Kathy Weber**, Southern Crescent Technical College; **Margaret McCall** and **Linda Adams**, Mercer University.

**Room A316**

*Higher Education Programs*

**#445 Kindergarten literacy centers: Taking a hands-on approach to teaching reading**

**Paulette Stefanick**, Southwest Minnesota State University.

**Room B202**

Kindergartners

*Language & Literacy*

**#446 “Read it! Do it! Tell it! Play it!” Preschoolers and their families relish texts together**

**Linda Golson Bradley**, Georgia College and State University; **Carol Donovan**, University of Alabama.

**Room B316**

Preschoolers

*Language & Literacy*

**#447 Straight talk for new directors: Avoiding pitfalls, seizing opportunities**

**Gayle Cunningham**, Jefferson County Committee for Economic Opportunity; **Susan Ginsberg**, Work and Family Life.

**Room B218**

*Leadership Development*

**#448 No child left inside! Meeting curriculum standards with concrete outdoor experiences**

**Sharron Krull**, Play Power/  
sharronkrull.com.

**Room B305**

Preschoolers

*Learning Environment*

**#449 Keeping it growing: Strategies for using, maintaining, and enriching your outdoor learning environment**

**Heather Fox** and **Susie Wirth**, Nature Explore.

**Room B404**

*Learning Environment*

**#450 Preschool math: Beyond chance occurrences to intentional activities**

**Polly Neill**, HighScope Educational Research Foundation.

**Room B203**

Preschoolers

*Mathematics*

**#451 Comparing American and Turkish male preschool teachers’ views about their careers**

**Lenore Wineberg**, University of Wisconsin Oshkosh; **Ramazan Sak**, Yuzuncu Yil University; **Ikbal Tuba Sahin**, Bulent-Ecevit University.

**Room A314**

*Men in Early Childhood*

**#452 Let them sing! How to actively engage children through song and movement**

**Julie Austin**, Julie Austin, Children’s Musician.

**Room A412**

Preschoolers

*Music*

**#453 BrainDance with infants and toddlers: Making brain connections through music and movement**

**Marcia Wolf** and **Margaret Nelson**, University of Wisconsin Stout.

**Room B213**

Infants and Toddlers

*Music*

**#454 Move and groove: Whole-brain learning through music and movement with Mr. Al**

**Al Rasso**, Mr. Al Music.

**Sidney Marcus Auditorium**

*Music*

**★ #455 Strengthening families and NAEYC Accreditation of Programs for Young Children**

Explore the intersection between the Strengthening Families program self-assessment and the NAEYC Early Childhood Program Standards and Accreditation Criteria. These tools provide a comprehensive set of best practices for working with young children and their families. A review of the connections between the tools, implementation of key strategies, and implications for programs will be discussed.

**Jamilah Jor’dan**, Chicago State University; **Stephanie Olmore**, NAEYC.

**Room A301**

*NAEYC Accreditation of Programs for Young Children*

**★ #456 “My AEYC board book arrived—Now what do I do?”**

Join colleagues from across the country in a facilitated dialogue about the joys and challenges of serving in an AEYC leadership role. Wisdom from seasoned leaders and fresh ideas from emerging leaders welcomed!

**Gwen Simmons** and **Matt Seiler**, NAEYC.

**Room B310**

*NAEYC Affiliates and Association Business*

**#457 A hop, skip, and jump: Integrating physical activities throughout the daily routine**

Jan Davis, WestEd.

**Room B207**

Preschoolers

*Physical Development*

**#458 We can't teach what we can't remember: Relearning how to play**

Linda Christian, Adams State College.

**Room B315**

*Play*

**#459 Rough and tumble play: Extending opportunities for physical and social development**

Michelle Tannock, University of Nevada, Las Vegas; Chin-Hsiu Chen, Salisbury University.

**Room A405**

Preschoolers

*Play*

**#460 Practicing what we preach: Translating best practices from the classroom to administrative roles**

Paige Beatty, House of Representatives Child Care Center; Brenda Footer, Gates of Discovery: The Rose & George Teller Preschool at Shaare Tefila.

**Room A404**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#461 Technical assistance, coaching, and mentoring: What, why, and how**

Nancy Pennington Alexander, Northwestern State University Child and Family Network.

**Room B211/212**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#462 Why every teacher should play with Legos: STEM and UDL**

Mary Lu Love, Institute for Community Inclusion; Angela Stone-MacDonald, University of Massachusetts Boston.

**Room B208**

Preschoolers

*Professional Development—Training*

**#463 Improving program quality through innovative professional development**

Marcela Clark, Collaborative for Children.

**Room B302**

*Professional Development—Training*

**#464 Administrative authority: Managing multiple responsibilities in center-based leadership**

Nancy Ware and Kathleen Dust, EduKids, Inc.

**Room B301**

*Program Administration & Financial Management*

**#465 Evaluating the role of parent educators in early intervention: Empowering families**

Nicole Edwards and Peggy Gallagher, Georgia State University; Shelly White, Project SCEIs/Georgia State University.

**Room A313**

Infants and Toddlers

*Program Evaluation & Accountability*

**#466 “That child is driving me crazy!” Positive discipline alternatives to yelling, bribing, nagging, criticizing, and punishing**

Gail Reichlin, The Parents Resource Network.

**Room B406**

Preschoolers

*Relationships Among Children & Adults*

**#467 “Libraries, museums, and zoos—Oh, my!” The effects of informal kindergarten learning environments on reading achievement and interest in elementary and middle school**

Deanne Swan and Carlos Manjarrez, Institute of Museum and Library Services.

**Room A305**

Kindergartners

*Research*

**#468 Cooperation and collaboration among preschoolers using an interactive multi-touch table**

Susan Gunnewig and Lilladale McManis, Hatch Early Childhood.

**Room B217**

Preschoolers

*Research*

**#469 “Yes, children can argue!” Understanding the world through science inquiry by using questions, claims, and evidence**

Lori Norton-Meier, University of Louisville; Jay Staker, Iowa State University; Brian Hand, University of Iowa.

**Room B216**

First- to Third-Graders

*Science*

**#470 Getting from “me” to “we”: Building a foundation of social-emotional competence in preschool**

Suzanne Adinolfi and Donna Whittaker, Early Learning Coalition of Northwest Florida.

**Room B408**

Preschoolers

*Social/Emotional Development*

**#471 Infant massage: The importance of touch and human development**

Soham Annette Wilkerson, Nurture Now.

**Room B304**

Infants and Toddlers

*Social/Emotional Development*

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

**#472 Professional self-regulation in early childhood education: Accountability, academic requirements, ethical standards, and compliance mechanisms**

**Melanie Dixon**, College of Early Childhood Educators.

**Room B215**

*Standards—Early Learning Standards, Program Standards*

**#473 Missouri’s professional development system: Working to include all educators in early childhood and after-school programs**

**Kathy Thornburg**, Missouri Department of Education; **Peggy Pearl**, Missouri State University.

**Room B201**

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

**#474 Nurturing character development through children’s literature**

**Ellen Cromwell**, Georgetown Hill Early Schools.

**Room B405**

Preschoolers

*Teaching & Instructional Practices*

**#475 Online class: Collaborative learning space for early childhood educators**

**Dong Hwa Choi**, Park University.

**Room B313**

*Technology & Professional Development/Management*

★ **#476 The case for integrating digital media literacy into early childhood standards and practice**

**Michael Robb**, Fred Rogers Center; **Faith Rogow**, Insighters Educational Consulting; **Roberta Schomburg**, Carlow University; **Barbara Minzenberg**, PA Office of Child Development and Early Learning.

**Room B308**

Preschoolers

*Technology & Young Children*

## Friday session 11:30 a.m.–12:30 p.m. Georgia World Congress Center

★ **#477 “Who me?” Learn about NAEYC Board Service—It could be you!**  
NAEYC Nominating Panel; NAEYC Governing Board Members.

**Room A315**

*Leadership Development*

## Friday session 12:00 noon–12:45 p.m. Georgia World Congress Center

★ **#478 NAEYC Meet the Candidates (12:00 noon–12:45 p.m.)**

*Meet the candidates for the 2013 Governing Board election (see page 23).*

**NAEYC Annual Business Meeting/NAEYC Town Hall (1:00–2:30 p.m.)**

At 1:00 p.m., learn about the status of the Association from NAEYC’s President and Executive Director, including NAEYC’s accomplishments for 2012 and priorities for 2013. Participate in the NAEYC Town Hall meeting, which is an opportunity for Governing Board and other NAEYC leaders to hear input from members regarding NAEYC policies and priorities.

**Room A302**

## FEATURED SESSION

### #479 Approaches to learning: How did you learn at school today?

Beth Marshall, Shannon Lockhart, and Karen Rush, HighScope Foundation.

Young children develop positive approaches to learning in an environment that supports their emerging sense of themselves as doers and thinkers. Participants will share ideas and strategies to provide children with experiences that develop their initiative and the skills to solve problems with confidence, flexibility, and persistence.

**Thomas Murphy Ballroom 1**

Preschoolers



Beth Marshall



Shannon Lockhart



Karen Rush

### ★ #480 NAEYC Annual Business Meeting and Town Hall (1:00–2:30 p.m.)

Learn about the status of the Association from NAEYC's President and Executive Director, including NAEYC's accomplishments for 2012 and priorities for 2013. Participate in the NAEYC Town Hall meeting, which is an opportunity for Governing Board and other NAEYC leaders to hear input from members regarding NAEYC policies and priorities.

**Room A302**

### ★ #481 Writing for NAEYC's publications

Interested in writing an article for NAEYC's *Young Children* journal or *Teaching Young Children* magazine? Perhaps writing a book for NAEYC or contributing to NAEYC's digital publications? Come join editorial staff who will discuss the types of submissions they are seeking, how to submit materials, and the overall review process.

**Derry Koralek, Kathleen Charner, Susan Friedman, Amy Shillady, Holly Bohart, Elizabeth Wegner, and Meghan Dombrink-Green, NAEYC.**  
**Room A312**

### #482 What's new with the Office of Child Care

Office of Child Care Staff.

**Room B314**

*Advocacy/Public Policy*

### #483 Storytelling that evokes imagination and enlivens education

**Shawn Middleton**, Storytelling with Shawn.

**Room B401**

*Arts (Performing & Visual Arts)*

### #484 Children of the Great Recession: Implementing practical and instructional strategies for closing achievement gaps

**Gayle Mindes**, DePaul University; **George Morrison**, University of North Texas.

**Room A404**

*Assessment of Young Children*

### #485 Performance-based assessment to capture authentic learning: Strategies for using portfolios

**Eileen Fennelly and Amanda Smith**, Peachtree Presbyterian Preschool.

**Room A407**

*Assessment of Young Children*

### #486 Friendly social skills for a global community: Guidelines that instill self-control, self-reliance, and self-confidence

**Dawn Fry**, Helping Our Children Productions.

**Room B303**

Infants and Toddlers

*Child Development & Learning*

### #487 Addressing the biting dilemma: Appropriate perspectives, practices, and policies

**Gretchen Kinnell**, Child Care Solutions.

**Room B402**

Toddlers

*Child Development & Learning*

### #488 Kindergarten readiness: A DAP framework for preparing preschoolers for transition and success

**Nancy Cappelloni**, University of San Francisco and educational consultant.

**Room B209**

*Child Development & Learning*



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

**#489 Together, we play! Using play-based techniques to integrate children with and without disabilities, support children with sensory and communication differences, and minimize conflict**

Marnie Norris, Shane's Inspiration.

**Room B202**

*Children with Disabilities/  
Early Intervention*

**#490 Speaking to young children: How our words and speech impact learning**

Patty Randall, Marin Wells, Emily Jeter Evans, and Janie Koppelman, Peachtree Presbyterian Preschool.

**Room B204**

*Cognitive Development*

**#491 Supporting kindergarten transition through community partnerships**

Sonia Michael and Megan Purcell, Eastern Kentucky University.

**Room A304**

Kindergartners

*Community Partnerships*

**#492 Nurturing an emerging project approach with children ages 1 to 5: Educators share their strategies and stories**

Sallee Beneke, St. Ambrose University; Debra Brownson, Angela Herrington, and Lynn Lubben, Children's Campus, St. Ambrose University.

**Room B210**

Preschoolers

*Curriculum—Theories & Approaches*

**#493 Toddler curriculum that works!**

Susan Patrick, Day Schools, Tulsa, Oklahoma; Beverly Kovach, Waverly Place I/T Consulting/Resources for Infant Educators (RIE).

**Room B217**

Toddlers

*Curriculum—Theories & Approaches*

**#494 Babies as mentors: A cross-cultural dialogue on the ways infants and toddlers teach each other**

Kim Lee Ripley, Kate Nicolaou, and Michelle Sullivan, Hampshire College Early Learning Center; Ben Mardell, Lesley University.

**Room B313**

Infants and Toddlers

*Curriculum—Theories & Approaches*

**#495 Engaging toddlers in active play: Creative and appropriate curriculum ideas for children ages 1–3**

Jamie Lynch, University of Wisconsin Stout; Kathy Preusse, Chippewa Valley Technical College.

**Room B305**

Toddlers

*Curriculum—Theories & Approaches*

**#496 “My guinea pig taught me measurement”: How inquiry-based learning supports student understanding in core content areas**

Katie Musick, Riverfield Country Day School.

**Room B408**

First- to Third-Graders

*Curriculum—Theories & Approaches*

**#497 Straight allies: Advocacy/activism for and with lesbian, gay, bisexual, gender expansive, and transgender colleagues and families**

Ellie Friedland, Wheelock College; Brian Silveira, Pacific Primary School.

**Room A311**

*Diversity & Equity*

**#498 Open the culture door: Creating a caring and learning environment that respects and reflects the cultural values of all children**

Barbara Kaiser, Kaiser Consulting.

**Room A410**

*Diversity & Equity*

**#499 Dispelling myths about bilingual children**

Becky Morales.

**Room B207**

*Dual Language Learners*

**#500 “Babies belong beneath the big blue sky”: Offering infants and toddlers nature through exploration and experience**

Lin Venable and Cheri Lindsley, Tennessee State University—TN Early Childhood Training Alliance.

**Room B316**

Infants and Toddlers

*Environmental Education for Children*

**#501 Recycle, repurpose, reuse: Incorporating found materials for creative expression into the pre-school curriculum**

Nancy Howe, Stephanie Holson, Jasmine Dobbs-Marsh, and Betsy Koning, Bing Nursery School, Stanford University.

**Room B306**

Preschoolers

*Environmental Education for Children*

**#502 Beyond picking up and dropping off: Activities to engage parents, children, and staff in building and strengthening relationships**

Mandy Pruitt, The Funky Teacher.

**Room A408**

Preschoolers

*Family Child Care*

**#503 The youngest victims: Children of the incarcerated**

Holly Aldridge, Children's Castle Child Care.

**Room A406**

*Family Engagement & Support*

**#504 Don't flip out, use FLIP it! Effectively manage challenging behaviors with a four-step relationship-based strategy**

Rachel Sperry, Devereux Center for Resilient Children.

**Room B302**

Preschoolers

*Guidance/Discipline/  
Challenging Behaviors*

**#505 101 principles for positive guidance with young children: Creating responsive teachers**

Marie Masterson, Dominican University; Katharine Kersey, Old Dominion University.

**Room B309**

*Guidance/Discipline/  
Challenging Behaviors*

**#506 A place for us: Creating an authentic learning environment for preservice teachers**

Donna Kirkwood and Elizabeth Beavers, University of Houston Clear Lake.

**Room A401**

Preschoolers  
*Higher Education Programs*

**#507 Promoting critical thinking in the online classroom: Faculty and student collaboration**

Amy Wolf, Park University.

**Room A316**

*Higher Education Programs*

**#508 Rhythm, music, and rhyme: Build reading with engaging activities for young learners, ages 2–7**

Jane Kitson, Pocket Productions.

**Room B206**

*Language & Literacy*

**#509 Literacy brain boosters: Fun and easy movement activities enhance K–3 literacy instruction**

Nancy Vitalone Racarro, Rowan University, New Jersey; Susan Flynn, College of Charleston.

**Room B211/212**

First- to Third-Graders  
*Language & Literacy*

**#510 Transformational leadership: Tips and tools for administrators**

Tiffany Glover, Global Coaching Institute.

**Room B308**

*Leadership Development*

**#511 Make IT Happen! Empowering others and yourself with professionalism and leadership**

Erin Ramsey, Evansville Vanderburgh School Corporation & Inspiration and Alignment.

**Thomas Murphy Ballroom 2/3**

*Leadership Development*

**#512 The pedagogy of space: Design inspirations for early childhood classrooms**

Linda Zane, Slippery Rock University of Pennsylvania.

**Room B310**

*Learning Environment*

**#513 Creating secure, safe, and predictable landscapes for infant/toddler learning**

Debra Pierce, Ivy Tech Community College of Indiana.

**Room B409**

Infants and Toddlers  
*Learning Environment*

**#514 Using the power of music to discover the fun of math: A unique approach to building basic mathematics concepts**

Angela Demmon, Erin Hines, and James Faulconer, All Aboard the Music and Math Connection.

**Room B312**

Preschoolers  
*Mathematics*

**#515 Building blocks of math: Evaluating a model for teaching mathematics with trajectories, technologies, and play**

Douglas Clements and Julie Sarama, University of Denver.

**Room B215**

*Mathematics*

**#516 Listen, move, sing, learn!**

Maryann Harman, Music with Mar., Educational Activities.

**Room A412**

*Music*

**#517 Get smarter through music! Encouraging the development of the whole child with songs that promote cognitive, social, and motor skills**

Wiley Rankin and Debbie Rankin, Jump for Joy Music.

**Room B214**

*Music*

**#518 Music, moving, and learning with Greg and Steve: A way to reach children**

Steve Millang and Greg Scelsa, Greg & Steve Productions.

**Sidney Marcus Auditorium**

*Music*

**★ #519 NAEYC Accreditation of Programs for Young Children: Classroom portfolios as a strategy for professional development**

When we construct a classroom portfolio to illustrate how we intentionally strive for developmentally appropriate practices, the portfolio itself becomes a reflective exercise that reinforces and strengthens our knowledge and use of best practices. This session will identify strategies for identifying the best practices already in place in your classrooms and how to map those practices to the NAEYC Accreditation Criteria.

Dezerie Martinez and Susan Hedges, NAEYC.

**Room A301**

*NAEYC Accreditation of Programs for Young Children*

**#520 Bodies in motion: Inspiring a lifetime of fitness motivation**

Breeyn Mack and Clarissa Martinez, Teaching Strategies, LLC.

**Room B405**

Preschoolers  
*Physical Development*

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

**#521 Learning through play... and spreading the word: An in-depth look at how preschoolers learn, with tips for sharing this information with families**

Laurel Bongiorno, Champlain College.

**Room B404**

Preschoolers

*Play*

**#522 Culture matters! Supporting social and emotional growth**

Tonia Durden and Brandi Wells, Durden Wells Educational Consultants.

**Room A405**

Preschoolers

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#523 Have your eye on the prize: Successful strategies for landing a great job**

Karen Paciorek and Alexandra Fick, Eastern Michigan University; Julie Glowski, Taylor Public Schools; Melanie Love, Multicultural Academy, Ann Arbor, Michigan.

**Room A303—Student Room**

*Professional Development—Training*

**#524 The essentials of professional development: Successfully preparing CDA Candidates**

This session will present excellent strategies and recommendations for the successful preparation of CDA Candidates. This session also will introduce the newly revised *Essentials* textbook, training curriculum, and other CDA resource materials to mentors and instructors who work in diverse programs preparing adults to obtain the CDA national credential.

Deborah Jordan and Vilma Williams, Council for Professional Recognition.

**Room A402**

*Professional Development—Training*

**#525 How do US teachers recognize Japanese teachers' professionalism? The Mimamoru approach to early education and care**

Fuminori Nakatsubo, Hiroshima University; Harutomo Ueda, Nagoya City University; Mariko Inoue, Ochanomizu University.

**Room A409**

Preschoolers

*Professionalism & Ethics*

**#526 Feeling boxed in? Break out of the box with strategies to enhance enrollment and business operations**

Denise Price, X3 Foundation; Alexandra Himmel, Los Angeles Universal Preschool.

**Room A313**

Preschoolers

*Program Administration & Financial Management*

**#527 Understanding and using new subscale scores for the ECERS-R**

Richard Clifford, John Sideris, and Jennifer Neitzel, FPG Child Development Institute.

**Room A305**

Preschoolers

*Program Evaluation & Accountability*

**#528 Bouncing back: Developing secure attachment by strengthening infant and adult protective factors**

Mary Mackrain, Michigan Department of Community Health; Nefertiti Bruce, Devereux Center for Resilient Children.

**Room B304**

Infants and Toddlers

*Relationships Among Children & Adults*

**#529 Informing preservice teacher education for success in urban, low-income settings: An NAECTE Researchnet session**

Bettina Baker, Flagler College; Susan Catapano, University of North Carolina–Wilmington; Janese Daniels and Edyth Wheeler, Towson University; Sarah Huisman, Fontbonne University; Regena Nelson, Western Michigan University; Frances Rust, University of Pennsylvania; Sheri Leafgren, Miami University of Ohio; Andrea Lewis, Spelman College.

**Room A315**

*Research*

**#530 Interactive science and sensory exploration for infants and toddlers**

Amber Donnelly, Rochelle Andre, and Urlene Jackson Branch, Area Resources for Community and Human Services.

**Room B203**

Infants and Toddlers

*Science*

**#531 From STEM to STEAM: What we can learn from Fred Rogers and how we can apply his approach**

Hedda Sharapan, The Fred Rogers Company.

**Room B407**

Preschoolers

*Science*

**#532 "Where, oh, where has science gone?" Helping preservice teachers gain competence and confidence for teaching science**

Lyndall Muschell and Holley Roberts, Georgia College & State University.

**Room B301**

First- to Third-Graders

*Science*

**#533 Caring, contribution, and connection: Understanding the role of the teacher in bully-proofing schools**

Vicky Hepler, Orange County Public Schools and Loving Guidance.  
**Room B406**  
Kindergartners  
*Social/Emotional Development*

**#534 Setting the stage for ethical play: The teacher's role**

Mary Elizabeth Ambery, Southeast Missouri State University; Ruthann Steinbrunner, Bowling Green State University Firelands.  
**Room B403**  
First- to Third-Graders  
*Social/Emotional Development*

**#535 Reading verbal and nonverbal emotional cues: Teacher responsiveness to preschoolers' concept development and learning**

Kela Goodman and Nur Tanyel, University of South Carolina Upstate.  
**Room B216**  
Preschoolers  
*Social/Emotional Development*

**#536 Revamping early learning and development standards: A state perspective**

Susan Adams and Monica Warren, Georgia Department of Early Care and Learning.  
**Room B218**  
*Standards—Early Learning Standards, Program Standards*

**#537 "There's a rat in my classroom!" Appropriate instructional practices when including animals in the classroom**

Clarissa Uttley, Plymouth State University.  
**Room B201**  
Preschoolers  
*Teaching & Instructional Practices*

**#538 Kindergarten today: Evidence-based, instructional literacy practices**

Meghan Block and Stephanie Strachan, Michigan State University.  
**Room B208**  
Kindergartners  
*Teaching & Instructional Practices*

**#539 Developmentally appropriate use of iPads in an early childhood program**

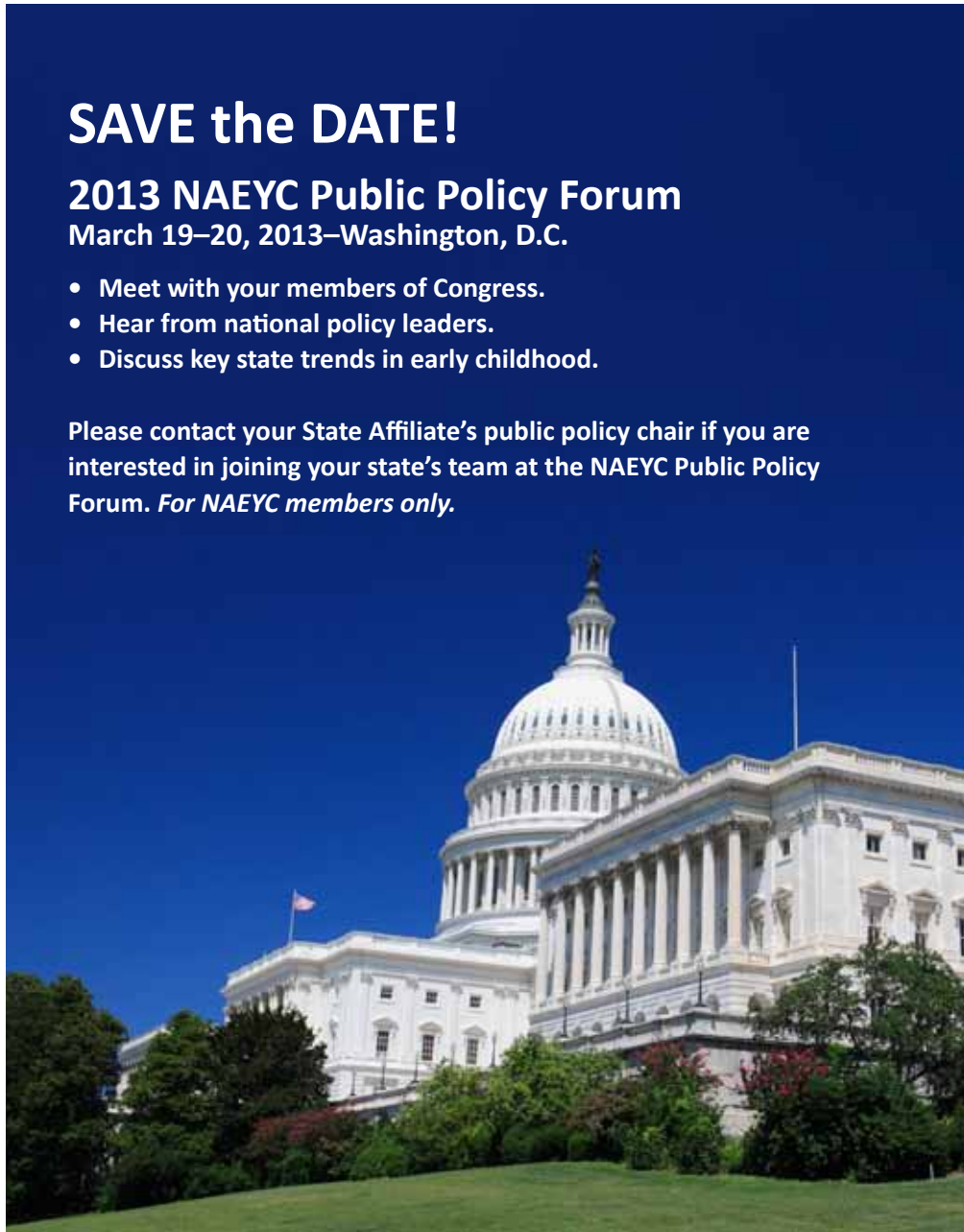
Wei Qiu, Trevor Hicks, Jacob Harper, and Chelsea Cassel, Weber State University.  
**Room B315**  
Preschoolers  
*Technology & Young Children*

## SAVE the DATE!

### 2013 NAEYC Public Policy Forum March 19–20, 2013—Washington, D.C.

- Meet with your members of Congress.
- Hear from national policy leaders.
- Discuss key state trends in early childhood.

Please contact your State Affiliate's public policy chair if you are interested in joining your state's team at the NAEYC Public Policy Forum. *For NAEYC members only.*



## FEATURED SESSION

### #540 Georgia's pre-K program: Celebrating 20 years—Looking back but moving forward

*Moderator:* **Jim Squires**, National Institute for Early Education Research; **Bobby Cagle**, Bright from the Start: Georgia Department of Early Care and Learning; **Sharon Lynn Kagan**, Columbia University; **Samuel Meisels**, Erikson Institute; **Bridget Hamre**, University of Virginia; **Pat Willis**, Voices of Georgia's Children.

This session will mark the 20th anniversary of Georgia's Pre-K Program by convening a group of early childhood experts to reflect on the success of Georgia's program and the national pre-K movement. Following a brief presentation by the Commissioner of Georgia's early care and education department, each expert will have the opportunity to discuss past successes, current challenges, and future opportunities related to early childhood education and pre-K programs. The discussion will include topics such as increasing the use of developmentally appropriate practices and standards-based instruction, growing and professionalizing the early education workforce, conducting and using assessment and observation, and discussing the latest early education research. Each expert will highlight her or his work with the Georgia Pre-K Program and present key ideas in each field of expertise.

**Thomas Murphy Ballroom 1**



Jim Squires



Bobby Cagle



Sharon Lynn Kagan



Samuel Meisels



Bridget Hamre



Pat Willis

### ★ #541 Writing for *Voices of Practitioners*

Prospective authors interested in writing articles for NAEYC's online professional publication, *Voices of Practitioners: The Teacher Research of Early Childhood Educators* will have an opportunity to meet with members of editorial board, Frances Rust, Andrew Stremmel, and Gail Perry to learn about the process of article submission and discuss your ideas for an article. *Voices of Practitioners* accepts articles written by teachers describing their teacher research projects and by teacher educators about the ways they support teacher research in their professional preparation programs in early childhood communities.

**Gail Perry**, NAEYC; **Frances Rust**, University of Pennsylvania; **Andrew Stremmel**, San Francisco State University.

**Room A315**

### #542 Taking a life-skills approach to teaching and learning: *Mind in the Making* and the Common Core State Standards

**Ellen Galinsky**, Families and Work Institute; **Linda Paul**, New Mexico School Leadership Institute.

**Room B211/212**

*Advocacy/Public Policy*

### #543 More squish-squashing: Creative, imaginative, and fun ideas for open-ended art activities

**Lois Wachtel**, Creative Beginning Steps; **Lucia Adrian**, Palm Beach State College.

**Room B406**

*Arts (Performing & Visual Arts)*

### #544 Powerful portfolios: Collecting and organizing data to demonstrate progress, inform teaching, and communicate with families

**Judi Stevenson-Garcia** and **Shannon Riley-Ayers**, National Institute for Early Education Research.

**Room A410**

Preschoolers

*Assessment of Young Children*

### #545 "What you teach me birth to 3 is what will matter most to me"

**Pamela Schiller.**

**Room B315**

Infants and Toddlers

*Child Development & Learning*

### #546 Extremism in our daily practices

**Carol Garhart Mooney**, Granite State College, Redleaf Press.

**Room B209**

*Child Development & Learning*

**#547 Teaching from hope: Reframing risk and resilience for young children with messy lives**

Travis Wright, University of Wisconsin-Madison.

**Room B210**

*Child Development & Learning*

**#548 The importance of music and movement for preschoolers with special needs**

Natalie Vecchione, Music Together LLC.

**Room B213**

Preschoolers

*Children with Disabilities/Early Intervention*

**#549 Classroom techniques for understanding and helping children with sensory issues**

Sheryl Katz, Evanston Day Nursery Association.

**Room B312**

*Children with Disabilities/Early Intervention*

**#550 Keeping the fire lit: Encouraging motivation and engagement throughout early childhood**

Deanna Ramey and Linda Gambrell, Clemson University.

**Room B401**

*Cognitive Development*

**#551 Project Infinity: 10 years of ongoing collaborative learning among 7 early childhood programs**

Margie Cooper, Inspired Practices in Early Education.

**Room A304**

Preschoolers

*Community Partnerships*

**#552 Culturally relevant, child centered, reflective practice with African American children and families**

Fran Davidson, Seattle Central Community College; Katrice Taylor, Child Care Resources.

**Room B404**

Preschoolers

*Curriculum—Theories & Approaches*

**#553 Toddlers define the woods: How a community space supports classroom culture and curriculum**

Emily Creller, Spencer Halstead, and Dee Smith, University of Vermont.

**Room B301**

Toddlers

*Curriculum—Theories & Approaches*

**#554 Farm to preschool: Growing healthy futures through innovative nutrition education and hands-on experiences**

Rosa Romero and Zoe Phillips, Farm to Preschool, UEPI, Occidental College.

**Room B316**

Preschoolers

*Curriculum—Theories & Approaches*

**#555 Big ideas in early mathematics education**

Jie-Qi Chen, Jennifer McCray, and Mary Hynes-Berry, Erikson Institute.

**Room B402**

Preschoolers

*Curriculum—Theories & Approaches*

**#556 Sand blast! How play at the sensory table can reinforce language and literacy core standards**

John Funk, University of Utah/Excellence Learning Corp.

**Room B303**

Preschoolers

*Curriculum—Theories & Approaches*

**#557 What babies need from caregivers to structure their brains for the future**

J. Ronald Lally and Peter Mangione, WestEd.

**Room A305**

Infants and Toddlers

*Curriculum—Theories & Approaches*

**#558 What bilingual staff and volunteers need to know**

Karen Nemeth, Language Castle LLC; Faith Polk, Brandman University, Irvine.

**Room B208**

*Dual Language Learners*

**#559 Engage, excite, experiment, and explore! Using nature-based teaching practices to foster good citizenship and a sustainable world**

Molly Gerrish, University of Wisconsin–River Falls.

**Room B308**

Preschoolers

*Environmental Education for Children*

**#560 Recognizing and fostering indicators of spiritual development in the young child**

Christine Gillan Byrne, Young Child Ministries.

**Room A408**

*Faith-Based Early Childhood Education*

**#561 Traveling backpacks: A link between school and home/ Mochilas viajeras: un puente entre la escuela y el hogar**

*This session will be presented in English and Spanish.*

Lillian Rodriguez Pratts, Department of Education of Puerto Rico.

**Room A316**

Kindergartners

*Family Engagement & Support*

**★ #562 “Oh, I get it!” Translating education jargon for better communication with families and community stakeholders**

Angèle Sancho Passe, author, Redleaf Press.

**Room A314**

*Family Engagement & Support*

**#563 Strengthening families within Montessori programs**

Jamilah Jor’dan, Chicago State University.

**Room A311**

Preschoolers

*Family Engagement & Support*

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

**#564 Keeping the peace: Helping children find peaceful solutions to problems in their classroom, their community, and ultimately in our troubled world**

**Deborah Strevy and Lynn Kirkland**, University of Alabama at Birmingham; **Averee Patton**, Hoover Board of Education.

**Room A406**

First- to Third-Graders  
*Global Perspectives*

**#565 101 ways to calm children: Helping children manage their own behavior and increase learning**

**Elizabeth Villaverde, Kelly Kreider**, and **Dawn Walton**, Pathways, MI, Inc.

**Room A302**

*Guidance/Discipline/  
Challenging Behaviors*

**#566 It isn't easy being a child today: How society stressors affect young children and influence their behaviors**

**Gail Eichman**, Baldwin-Wallace College.

**Room B302**

*Guidance/Discipline/  
Challenging Behaviors*

**#567 Meeting standards and affecting outcomes through rich play-based environments**

**Julie Bullard**, University of Montana Western.

**Room B310**

Preschoolers  
*Higher Education Programs*

**#568 Fostering healthy development and learning through children's literature**

**Pamela Sullivan and Marianne Baker**, James Madison University.

**Room B202**

Preschoolers  
*Language & Literacy*

**#569 Readiculous! 42 million adult Americans can't follow the directions on a can of soup**

**Claire Rubman**, Suffolk County Community College.

**Room B311**

*Language & Literacy*

**#570 Responding to reading: Going beyond asking children to identify their "favorite part" of the story**

**Kelley Mayer White**, College of Charleston.

**Room B408**

Kindergartners  
*Language & Literacy*

**#571 Pass the torch: Growing an emerging leader**

**Robert Gundling and Frances Rollins**, Southeast Children's Fund, Inc.; **Denise Rogers**, Sunshine Early.

**Room B207**

Preschoolers  
*Leadership Development*

**#572 Inspired by nature: Strategies for nurturing infant/toddler development in outdoor environments**

**Julie Rose and Heather Fox**, Nature Explore/Dimensions Educational Research Foundation.

**Room B306**

Infants and Toddlers  
*Learning Environment*

**#573 Vitalizing preschool environments to stimulate learning and development**

**Elizabeth Matthews**, City College/CUNY; **Jeff Goldberger**, Urban Architecture.

**Room B309**

Preschoolers  
*Learning Environment*

**#574 Addition in kindergarten: How various symbol systems help or hinder young mathematicians**

**Sally Moomaw**, University of Cincinnati.

**Room B215**

Kindergartners  
*Mathematics*

**#575 Brighten the day with musical play: Music/movement activities from the early childhood oral tradition**

**Hugh Hanley**, Circle of Songs with Hugh Hanley.

**Room A412**

*Music*

**#576 Healthy all over: Using music to promote healthy habits**

**Cathy Bollinger**, Rivanna Music.

**Room B214**

Preschoolers  
*Music*

**#577 The financial impact of investing in NAEYC Accreditation: Costs, benefits, and long-term implications**

**Julie Ludt**, CCLC.

**Room A404**

*NAEYC Accreditation of Programs for Young Children*

**#578 Moving is learning! Dancing across the curriculum**

**Connie Dow**, Redleaf Press.

**Room B313**

Preschoolers  
*Physical Development*

**#579 Playful yoga: Using the body as a tool to increase focus, imagination, language, and positive classroom behavior**

**Lori Sugarman**, Children's Yoga and More.

**Room A403**

Preschoolers  
*Physical Development*

**#580 Ooey Gooley® squishy plop! Hands-on play for every day**

**Lisa Murphy**, Ooey Gooley, Inc.  
**Thomas Murphy Ballroom 2/3**

*Play*

**#581 Results of the 2012 TIMPANI Toy Study: Promote thinking, problem solving, social interaction, and creativity**

Jeffrey Trawick-Smith, Julia Delapp, Jennifer Wolff, Marley Koschel, and Jamie Vallarelli, Eastern Connecticut State University.

**Room A405**

Preschoolers

*Play*

**#582 Inspiring your teachers begins with YOU: Yearn for high job satisfaction; Own your responsibility; Understand ways to inspire your team**

Connie Jo Smith and Becky Bennett, Beco Consulting; Luis A. Hernandez, Western Kentucky University.

**Room A313**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#583 The power to change: Technical assistance strategies that enable quality improvement**

Pat Minish and Linda Travers, GAYC.

**Room A312**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#584 Paving your career path: Write a resume that gets you noticed**

Amy Drury and Kara Bosler, Bright Horizons Family Solutions.

**Room A303—Student Room**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#585 The children are watching: Valuing the caregiver of human potential**

Patricia Durkin, Fontbonne University.

**Room B403**

*Professional Development—Training*

**#586 Introducing a strength-based family support supervision**

Bonnie Mikelson, National Resource Center for Family Centered Practice.

**Room B409**

*Professional Development—Training*

**#587 Best first step: the Council for Professional Recognition's Board of Directors shares plans for CDA 2.0 and the future of early childhood professional development and credentialing**

Join the Council's CEO and members of its Board of Directors in discussing plans for the release of CDA 2.0 next year as well as the strategic ways the Council is leading the transformation of the professional development and credentialing of the national and international ECE field. This interactive session will include panelist presentations as well as small and large group discussions and the sharing of ideas.

Valora Washington and Board of Directors, Council for Professional Recognition.

**Room A402**

*Professional Development—Training*

**#588 "Psst. Did you hear what I said?" A look at professional boundaries and workplace gossip**

Sarah Miner, Johanna Booth-Miner, and Melissa Tucker, Live & Learn Early Learning Center.

**Room A301**

*Professionalism & Ethics*

**#589 Don't get so upset! Help young children manage their feelings by understanding your own**

Tamar Jacobson, Rider University.

**Room B217**

*Relationships Among Children & Adults*

**#590 Small creatures teach big ideas! How invertebrates can help develop scientific literacy in your classroom**

Jane Kloecker, Ilana April, and Jennifer Belfiore, American Museum of Natural History.

**Room B203**

*Science*

**#591 "Wow! What is it?": Designing inexpensive, open-ended engagement activities and boxes**

Tammy Brown and Lynn Kelley, University of West Alabama.

**Room B204**

*Science*

**#592 "Help! There's only one of me!" Meeting the needs of every child in your infant/toddler classroom with loving, effective rituals and visual routines**

Angela Fraley, Community Action Project of Tulsa County.

**Room B305**

Infants and Toddlers

*Social/Emotional Development*

**#593 Infant/toddler language development: South Carolina guidelines**

Michele Martin, South Carolina Program for Infant Toddler Care.

**Room B201**

Infants and Toddlers

*Standards—Early Learning Standards, Program Standards*

**#594 Project practice: Implementing the project approach with toddlers**

Yvonne Kogan and Carmen Castillo, Eton School.

**Room B304**

Toddlers

*Teaching & Instructional Practices*



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

**#595 Movement across the curriculum: 60 minutes of daily movement can still cover all the early childhood learning standards**

Sharon Boggs, Rhythm and Moves, Inc. (Physical and Music Education, CA).

**Room B216**

*Teaching & Instructional Practices*

**#596 Beyond sharing pictures: Making Shutterfly work for you**

Lynda Venhuizen and Sue Brokmeier, South Dakota State University.

**Room B314**

*Technology & Professional Development / Management*

**#597 Using technology to market a child care program, inform parents, enrich teacher education, and improve quality**

Suzanne Gellens, Florida AEYC.

**Room B405**

Preschoolers

*Technology & Professional Development / Management*

**#598 21st century field trips: Embarking on digital journeys with young children**

Stacy Delacruz and Maria Shaheen, Kennesaw State University.

**Room B407**

First- to Third-Graders

*Technology & Young Children*

★ **#599 Intentional and appropriate teaching with technology: Guidelines from the NAEYC/Fred Rogers Center joint position statement**

Chip Donahue, Erikson Institute; Roberta Schomburg, Carlow University.

**Room A407**

*Technology & Young Children*

## Friday session 3:30–5:00 p.m. Georgia World Congress Center

### RESEARCH POSTER SESSION

**#600 NAEYC's Research Poster session**

Exhibit Hall A1, Booth #644

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.

**Are teachers in rural areas ready to teach diverse students?**

Miranda Lin, Illinois State University.

**Block by block: Research on preschoolers' block play and its relationship to literacy development**

Denise Cunningham, Missouri State University.

**Building word knowledge to close the vocabulary gap: The effects of specific read-aloud strategies on learning**

Caitlin Galligane, University of Florida.

**Classroom life and "learning lessons" in a rural Turkish village school**

Zekiye Yahsi, Ohio State University.

**Commitment and career plans of pre-K teachers in public schools and community-based organizations: A New York case**

Eun Kyeong Cho, University of New Hampshire.

**Critical thinking intervention for early childhood teacher candidates**

H. Sophia Han, University of South Florida.

**Cultivating family and community partnerships: Results from a school gardening project**

Melissa Scott Kozak, Charlotte Wallinga, and Diane Bales, The University of Georgia.

**The development process of language interaction between teacher/infant and infant/infant**

Dae-Kyun Lee and Yun-Ji Byeon, PaiChai University; Il Rang Lee, University of Florida.

**Dual language learning: Encouraging language development in bilingual infants and toddlers**

Margaux Alexis Alexander, Area Bridgeport Community Development, Inc.

**The effects of CLASS Reliable teachers on the attainment of Head Start outcomes and school readiness**

Vivian Taylor, Jackson State University; Dorothy Foster and Peggy Johnson, Mississippi Action for Progress Head Start Agency.

**NAEYC's Research Poster session cont.**

**The effects of life science teaching on children's naturalist intelligence and scientific inquiry skills**

Young Hee Oh and Hee-Soo Lee, PaiChai University; Il Rang Lee, University of Florida.

**Embedding science curriculum in literacy-based pre-K classrooms for improved outcomes**

Donna McCrary and David Brown, Texas A & M-Commerce.

**Examination of teachers' preparedness and strategies used to teach dual language learners in kindergarten**

Emily Terrell, Winston Salem Forsyth County Schools; Archana Hegde, East Carolina University.

**Exploratory study of Taiwanese preschoolers' emergent reading**

Chuchu Wu, Georgia Southwestern State University; Alice Honig, Syracuse University.

**How are toddlers' musical expressions associated with "creativity"? An analysis from Japanese early childhood programs**

Taku Kousokabe, Joetsu University of Education.

**How can we build on what they know when we don't know the whole picture? Reciprocal funds of knowledge in pre-K mathematics**

Anita Wager and Anne Karabon, University of Wisconsin-Madison.

**How teachers in Thailand implement DAP**

Yotsawee Saifah, Southern Illinois University.

**Indirect language stimulation for preschoolers: "Let me listen, hear me talk!"**

Jannah Nerren, Carolyn Abel, and Hope Wilson, Stephen F. Austin State University.

**The influence of socioeconomic status and participation in Georgia's pre-K program on mathematics achievement in elementary school**

Jisu Han, University of Georgia.

**Informal assessment to identify first-graders' addition number sentences**

Mandy Wang, University of Louisiana at Lafayette.

**Integrating children's literature featuring students with disabilities: Preservice teacher perceptions**

Christine Bond, Valdosta State University.

**Landmark findings: How the Gesell Developmental Observation Study is influencing what we know about child development and assessment**

Kathleen Fite, Texas State University; Marcy Guddemi and Andrea Sambrook, Gesell Institute of Child Development.

**Lap literacy: Engaging Mom and Dad in the process**

Mae Daniel, Dana Harwell, and Erica King, The University of West Alabama.

**Literacy and math outcomes among preschoolers using a touchscreen computer learning program**

Mark McManis and Lilladale McManis, Hatch Early Childhood.

**Matching the drum beats of mathematic development in African American and Hispanic students**

Hsin-Hui Lin, University of Houston-Victoria; Kwang-Lee Chu, Pearson.

**Nurturing Homes initiative: A 12-year longitudinal study on the effectiveness of technical assistance for family child care providers**

Louise Davis and Tonya Adkins, Mississippi State University Extension Service; Michael Newman, Mississippi State University.

**Parents' views on parenting challenges and goals for their toddlers: Social economic effects**

Kyong-Ah Kwon and Gary Bingham, Georgia State University; Suejung Han, University of Wisconsin-Stout; Hyun-Joo Jeon, The University of Alabama.

**The project approach in Kuwaiti public kindergartens**

Hessa Alsuhail, University of South Florida.

**Scientific concepts and vocabulary in children's books: Developmentally and scientifically appropriate activities**

Soo-Young Hong, University of Nebraska-Lincoln; Joung-Hyun Lee, Columbia University; Ji Hyun Lee, Oakland University.

**Strengthening the home literacy environments of pre-K Spanish dual language learners**

Gary Bingham, Meghan Pendergast, and Nicole Patton-Terry, Georgia State University.

**Friday session 3:30–5:00 p.m. Georgia World Congress Center**

**NAEYC's Research Poster session cont.**

**Teachers' racial classification and perceptions of biracial children**

Anna Krummel, Illinois State University.

**Understanding homeless families with young children: Needs and concerns**

Lenore Wineberg and Fredi Giesler, University of Wisconsin Oshkosh.

**Using graphic organizers to compliment inquiry-based learning in the elementary classroom**

Ellen Hamm, Sarah Brach, and Heather Ward, Canisius College.

**Using peer mediation to promote social skills for young children with autism spectrum disorders: An evidence-based intervention**

Jie Zhang, College at Brockport State University of New York; John Wheeler, East Tennessee State University.

**What's in a name? A qualitative analysis of licensed child care program names**

Sara Gable and Pam Storey, University of Missouri.

**Friday session 6:30–8:30 p.m. Omni Hotel at CNN Center**

**#601 "Again, again! Can we do that again?"**

Join this ever-popular and energetic presenter to dance, play, laugh, sing, improvise, and hang loose with the most popular activities/experiences that children request. When educators listen to children, they learn what means the most to children and how they best learn. This session will encourage participants to be more cognizant of the dynamics of children's involvement with and responses to experiences and activities. Every standard can be met when teachers celebrate meaningful, relevant, and joyful ideas!

Mimi Brodsky Chenfeld, independent consultant and author.

**International Ballroom D**

*Play*

**naeyc<sup>®</sup>**

**Extend your 2012 NAEYC Annual Conference experience with the Live Learning Center!**

It's not too late to take advantage of this online educational resource which allows you to catch up on sessions you couldn't attend at the 2012 Annual Conference. This digital learning center connects you with up to 50 hours of selected sessions from the Annual Conference. Access recorded audio synchronized to presenter PowerPoint slides, downloadable MP3s, and speaker handouts.



**Experience twice the knowledge with the NAEYC Live Learning Center!**

**Sign up today at the  
NAEYC Registration desk.**

★ #602 **Affiliate Council Meeting**

The Council acts as an advisory body to support the continuing transformation of the NAEYC Affiliate structure as a high-performing, inclusive organization with a particular focus on Affiliate and leadership issues. The Council provides a networking forum for representatives from each State Affiliate (including the District of Columbia, US territories and NAEYC Europe). The Council also develops recommendations for the NAEYC Governing Board and suggests potential candidates to the Nominating Panel for the Affiliate Liaison seats on the Governing Board. Affiliate Council representatives must RSVP for this meeting. Please contact **Matt Seiler** at mseiler@naeyc.org for advance registration. Gallery seating is available for all others.

**International Ballroom F**

## FEATURED SESSION

#603 **Uniquely preschool: Vygotskian and post-Vygotskian approaches to scaffolding the development of imagination**

**Elena Bodrova**, Mid Continent Research for Education and Learning;

**Deborah Leong**, Tools of the Mind.

Lev Vygotsky viewed imagination as the main developmental accomplishment of preschool-age children. The authors of *Tools of the Mind* will introduce participants to theories of imagination and, using classroom examples, show the impact of teachers' support of mature make-believe play on young children's developing imagination. Examine strategies for scaffolding imagination in your classroom.

**Thomas Murphy Ballroom 1**

*Preschoolers*



Elena Bodrova



Deborah Leong

★ #604 **NAEYC Accreditation of Programs for Young Children: Resource Center and one-on-one consultations**

Discover the benefits of seeking NAEYC Accreditation! NAEYC Academy staff will be available to answer questions and direct you to resources. Staff are also available for one-on-one technical assistance during a 20-minute consultation. Small groups are welcome. Walk-in appointments are scheduled on a first-come, first-served basis.

**Exhibit Hall A1/A2/A3,  
Booth #604**

#605 **Stand out in the crowd and get your legislator's attention**

**Mary Beth Salomone Testa**, Early Care and Education Consortium;  
**Michael Radway**, Knowledge Universe.

**Room A315**

*Advocacy/Public Policy*

#606 **Brain-appropriate practices with the school-age child**

**Regina Lamourelle**, Santiago Canyon College; **Chantal Lamourelle**, Pretend City Children's Museum of Orange County.

**Room A305**

First- to Third-Graders

*After-School Care/Out-of-School Time*

#607 **Discovering the power of the written word: Appropriate creative exercises to encourage future readers and writers**

**Arianna Ross**, Story Tapestries.

**Room B209**

Preschoolers

*Arts (Performing & Visual Arts)*

#608 **Teaching to the child, not to the test: New research implications for assessing and meeting each child's unique learning needs**

**Andrea Sambrook**, Gesell Institute of Child Development.

**Room A313**

Kindergartners

*Assessment of Young Children*

**#609 Who's there to protect the child? Strategies for supporting mandated reporters of suspected child abuse**

Alan Guttman, Alan Guttman Consulting.

**Room A316**

*Child Abuse & Neglect*

**#610 "Wait, let Baby Dottie try": Rediscovering the infants' role in a mixed-age classroom**

Kaleigh Paul, The Ohio State University; Stacy Orbaker, The Schoenbaum Family Center.

**Room B210**

Infants and Toddlers

*Child Development & Learning*

**#611 Learn through experience: Movement and motor skill development solutions for children with disabilities**

Grant Scheffer, Temoc Suarez, and Beth Wendt, GenMove USA.

**Room B302**

Preschoolers

*Children with Disabilities/Early Intervention*

**#612 Included we stand, excluded we fall: Adapting everyday activities for children with special needs**

Bea Vargas, Cille D'Ascenzo, Deborah Rose, and Aida Fowler, Paso del Norte AEYC.

**Room B207**

*Children with Disabilities/Early Intervention*

**#613 The brain and development: You can't have one without the other**

Maria Ceballos-Zagales, Bethany Sands, and Sandra Ampudia, Early Learning Coalition of Miami-Dade and Monroe.

**Room B310**

Preschoolers

*Cognitive Development*

**#614 Cultural dynamics and partnerships: Supporting urban Native American children and their families**

M. Susan McWilliams, University of Nebraska at Omaha; Tami Maldonado, Paula Szczepaniak, and Jacqueline Jones, Omaha Public Schools.

**Room A407**

*Community Partnerships*

**#615 Build a dynamic sensory table: How an innovative, inexpensive apparatus can create complex, intriguing, and imaginative play to support learning**

Thomas Bedard, Saint Paul Public Schools.

**Room B308**

Preschoolers

*Curriculum—Theories & Approaches*

**#616 "The river is flooding!" Children's project work with experiences and understanding of the forces of nature**

Donna Renick and Katie Carsten, Christian School for the Young Years.

**Room B403**

Preschoolers

*Curriculum—Theories & Approaches*

**#617 The importance of early experiences: Playing is school readiness**

Lisa Murphy, Ooey Goocy, Inc. Thomas Murphy Ballroom 2/3

*Curriculum—Theories & Approaches*

**#618 The mathematizing for learning process: A constructivist approach to teaching and learning higher-level mathematics**

Allen Rosales, Roosevelt University; Tamara VanSchoyck, Christopher House.

**Room B407**

*Curriculum—Theories & Approaches*

**#619 Components of emergent curriculum: Observing, listening, and reflecting**

Brian Silveira and Nadia Jaboneta, Pacific Primary School.

**Room B217**

Preschoolers

*Curriculum—Theories & Approaches*

**#620 Should we mention that Peter is an African American? Using explicit discussion with multicultural literature to improve White preschoolers' racial attitudes**

Erin Casey, The University of Arkansas.

**Room A408**

Preschoolers

*Diversity & Equity*

**#621 New research implications for best literacy practices with English language learners: What the experts say**

Jennifer Barrett-Mynes, Georgia State University; Rachel Farley.

**Room B315**

*Dual Language Learners*

**#622 Get outside! Exploring nature with and assessing growth of young children**

Laura Wilhelm, Janette Wetsel, Francisca Jensen, and Kady Groh, University of Central Oklahoma.

**Room B303**

Kindergartners

*Environmental Education for Children*

**#623 12 essential principles for high-quality, faith-based programs**

George Morrison, University of North Texas; Joyce Meyers, Dallas Baptist University; Florene West, Our Savior Lutheran Preschool; Charlotte Anderson, children's book author.

**Room A304**

*Faith-Based Early Childhood Education*

**#624 The role of families in shared decision making**

Emilie Braunel and Marlea Linse, Wisconsin Family Assistance Center for Education, Training, & Support.

**Room A312**

*Family Engagement & Support*

**#625 Coping with parents who are more difficult than their children**

Stewart Beasley, University of Oklahoma College of Medicine; Lori Beasley and Emory Beasley, University of Central Oklahoma.

**Room A404**

Infants and Toddlers

*Family Engagement & Support*

**#626 Funding and regulating ECE: Lessons for policy design from New Zealand**

Susan Kurtovich, Kurtovich Consulting.

**Room A401**

*Global Perspectives*

**#627 Working with challenging behaviors; What to do when nothing else works**

Bill DeMeo, Specialty Psychological Services.

**Room A302**

Preschoolers

*Guidance/Discipline/Challenging Behaviors*

**#628 Developmentally appropriate health and safety activities for children and their families**

Jody Martin, Creme de la Creme.

**Room A406**

Preschoolers

*Health & Safety*

**#629 Supporting, retaining, and training staff: Strategies to increase retention, further education, and enhance classroom effectiveness**

Fredalene Barletta Bowers and Marion Henry, Indiana University of Pennsylvania.

**Room A403**

*Higher Education Programs*

**#630 Enhancing language and lessening frustration: Using sign language to boost language and literacy development**

Sara Bingham, WeeHands, a division of Parenting Productions, Ltd.

**Room B305**

*Language & Literacy*

**#631 100 languages, 100 literacies: Offering literacy experiences in play-based and social constructivist classrooms**

Alice Nicolotti Perotti and Kristen Pallonetti, TriBeCa Community School; Ryan Elias, Park Avenue Christian Church Day School.

**Room A314**

Preschoolers

*Language & Literacy*

**#632 “I know something about that!”: Building and using children’s background content knowledge to raise comprehension**

Caitlin Gallingane and Stacy Ellis-Thomas, University of Florida; H. Sophia Han, University of South Florida; Hae Kyoung Kim, Towson University.

**Room B301**

Kindergartners

*Language & Literacy*

**#633 Mutual accountability and servant leadership: Connecting with and inspiring others instead of controlling their actions**

Cecelia Alvarado, University of the District of Columbia Community College.

**Room B401**

*Leadership Development*

**#634 Environments that kindle the imagination**

Debra Roy and Suanne DeNunzio, Bright Horizons Family Solutions; Jennifer Yarbrough, Boston Nursery Design.

**Room B408**

*Learning Environment*

**#635 Shaping up our idea of geometry in preschool: Approaching geometry in a developmentally appropriate way**

Sherial McKinney and Anna Owen, Illinois STARnet Regions I & III.

**Room B203**

Preschoolers

*Mathematics*

**#636 Overcoming adult gender bias: How male teachers can successfully navigate early childhood education**

Jeffrey Massey, Barbara K. Lipman Early Learning Center.

**Room A402**

Preschoolers

*Men in Early Childhood*

**#637 Active music, active bodies, active brains**

Doris Bergen, Miami University; Gail Burnett, Miss Gail Music.

**Room B213**

*Music*

**★ #638 NAEYC Accreditation of Programs for Young Children: Preparing program and classroom portfolios**

Join NAEYC staff for an informative session on the creation of program and classroom portfolios. Discover why the process of documenting program practices and procedures is important to achieving NAEYC Accreditation, and learn tips for developing successful portfolios.

Susan Hedges and Dezerie Martinez, NAEYC.

**Room A301**

*NAEYC Accreditation of Programs for Young Children*

**#639 Active play for active families: Promoting children’s health and increasing family involvement in toddler and preschool programs**

Diane Craft, SUNY Cortland.

**Room B218**

Preschoolers

*Physical Development*

**#640 Learners all: Initiating powerful discussions between student teachers and mentors**

Josh Thompson, Mark Reid, and Merry Boggs, Texas A&M University–Commerce; Cindy Garrett and Robert Johansen, Cedar Hill ISD.

**Room B316**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#641 Building successful online learning communities**

Cory Woosley, Minnesota Child Care Resource and Referral Network.

**Room B202**

*Professional Development—Training*

**#642 Teacher annual performance appraisal: Using a process that focuses on instructional practices and is developmental in nature**

Renee Gottwald, Knowledge Universe—United States.

**Room B306**

*Professional Development—Training*

**#643 Primary care and continuity of care: Taking a trip with infants and toddlers in group care**

Laura Lukens-Parker, 4C of Southern Indiana, Inc.; Karen Ruprecht, self-employed.

**Room B204**

Infants and Toddlers

*Relationships Among Children & Adults*

**#644 Evaluating QRS: A look at classroom quality and child outcomes in STARS and nonparticipating early childhood classrooms in Kentucky**

Meg Gravil, Xin Gao, and Jennifer Grisham-Brown, University of Kentucky.

**Room A409**

Preschoolers

*Research*

**#645 Effective science assessment from preschool to third grade: What's required for successful implementation**

Eun Young Lee and David Wojnowski, University of North Texas; Elisabeth Johnston, Slippery Rock University.

**Room B208**

Preschoolers

*Science*

**#646 Science, songs, sounds, and stories for circle time**

Brigid Finucane, Merit School of Music; Allison Ashley, Covenant Nursery School.

**Room B311**

Preschoolers

*Science*

**#647 Social studies in today's preschool**

Shannon Lockhart, HighScope Educational Research Foundation.

**Room B404**

Preschoolers

*Social Studies/History*

**#648 Fun, creative, and exciting circle times: Ideas for nurturing a love for learning while teaching basic skills**

Stephanie Burton and Lindsey Burton, Panda Bear Publications.

**Room B206**

Preschoolers

*Social/Emotional Development*

**#649 Learning from the real experts: How two kindergarten teachers help children develop social competence and self-regulation**

Lisa Bloom and Jane Perlmutter, Western Carolina University; Marylee Sease and Lee Messer, Haywood County Schools.

**Room B409**

Kindergartners

*Social/Emotional Development*

**#650 Creating appropriate Common Core State Standards for pre-kindergarten classrooms**

Lynn Darling, Early Childhood Institute, Mississippi State University.

**Room B215**

Preschoolers

*Standards—Early Learning Standards, Program Standards*

**#651 Here, there, and everywhere: Learn how California provides a wealth of professional development through the use of the web, online tutorials, college classes, training institutes, and more**

Melinda Brookshire, WestEd; Cecelia Fisher-Dahms, California Department of Education.

**Room B201**

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

**#652 Innovative teaching from A to Z**

Audra Mark, New Innovations by Audra Wells Mark.

**Room B406**

First- to Third-Graders

*Teaching & Instructional Practices*

**Saturday sessions 8:00–9:30 a.m. Georgia World Congress Center**

**#653 Teaching excellence: DAP in a Reggio-inspired program in Indiana**

Debora Benberry, Family Development Service; Kathy Freismuth, Family Development Services; Terri Garcia, Family Development Services Head Start.

**Room B405**

Preschoolers  
*Teaching & Instructional Practices*

**#654 The many faces of professional development: A candid look at combining new and time-tested methods of delivery for teachers in rural settings**

CarrollAnn Busher, Eastern Kentucky Child Care Coalition.

**Room A311**

*Technology & Professional Development / Management*

**#655 Project LAMP and educational mobile apps: Harnessing the power of touch-screen technology to supplement learning in preschool**

Kristin Laskas Martin, Project LAMP/Hispanic Informational Television Network; Dorothy Strickland, Project LAMP Advisor; Martha Hadley, Project LAMP/The Michael Cohen Group; Linda Espinosa, HITN Project LAMP.

**Room B314**

Preschoolers  
*Technology & Young Children*

**Saturday sessions 10:00–11:30 a.m. Georgia World Congress Center**

**FEATURED SESSION**

**#656 Rethinking children’s play in the 21st century: A discussion with play scholars from around the world**

Michael Patte and Sarah Baltrusaitis, Bloomsburg University of Pennsylvania; James E. Johnson, Mary Mahoney-Ferster, Serap Sevimli-Celik, and Monirah Al-Mansour, The Pennsylvania State University; Ruth Guirguis, Long Island University; Marcia Nell, Millersville University; Olga Jarrett, Georgia State University; John Sutterby, University of Texas at Brownsville; Dorothy Sluss, James Madison University; Sandra Waite-Stupiansky, Edinboro University.

Play is a vital part of healthy human development. Explore current research on societal factors that infringe upon children’s play and learn practical strategies to make room for play in the lives of children. This session is sponsored on behalf of the Play, Policy, and Practice Interest Forum.

**Thomas Murphy Ballroom 1**



Michael Patte



Sarah Baltrusaitis



James E. Johnson



Serap Sevimli-Celik



Marcia Nell



Olga Jarrett



John Sutterby



Dorothy Sluss



Sandra Waite-Stupiansky



**#658 Mixing enrichment ideas for after-schoolers: A recipe for success**

Sara Longshore and Mark Ward, Alabama Department of Education.

**Room A315**

First- to Third-Graders

*After-School Care / Out-of-School Time*

**#659 More little ditties for itty bitties/**

**Little ditties y cancionitas for itty bitties y chicititos**

*This session will be presented in English and Spanish.*

Michele Valeri, Cathy and Marcy Songshop.

**Room B214**

Infants and Toddlers

*Arts (Performing & Visual Arts)*

**#660 Transition to kindergarten: A toolkit for early learning educators**

Kimberly Dunn, Washington Educators in Early Learning.

**Room A314**

Preschoolers

*Assessment of Young Children*

**#661 Formative assessment for enhancing learning and transforming teaching**

Margo Dichtelmiller, Eastern Michigan University.

**Room A410**

*Assessment of Young Children*

**#662 Beyond the egg carton and TP roll: Why an ecologically friendly art center is crucial in today's preschool**

Lisa Heusel, AWARE Training Services, Inc.

**Room B316**

Preschoolers

*Child Development & Learning*

**#663 Take charge now: Avoiding and solving behavior problems without anger or stress**

Bob Lancer, Bob Lancer Seminars, International.

**Room B301**

*Child Development & Learning*

**#664 Learning to move, moving to learn: How natural and free movement in infancy supports all future learning and development**

Polly Elam, Resources for Infant Educators; Deborah Bergstrom, US Navy Child Development Services.

**Room B209**

Infants and Toddlers

*Child Development & Learning*

**#665 Partnering with health consultants to support children with special needs**

Rebecca Greenleaf and Bryce McClamroch, National Training Institute for Child Care Health Consultants.

**Room B404**

Infants and Toddlers

*Children with Disabilities / Early Intervention*

**#666 How does the brain grow best? Windows of opportunity and developmentally appropriate practices based on neuroscience**

Christine Roberts, Nurturing Pathways, Inc.

**Room B302**

*Cognitive Development*

**#667 Partnering with Teach For America to strengthen your talent pipeline**

Laura McSorley and Robyn Tedder, Teach For America.

**Room A407**

Preschoolers

*Community Partnerships*

**#668 Dr. Water Destroys! Creating a digital storybook during a year-long emergent curriculum project**

Carol Wolf and Tamara Clark, Abington Friends School.

**Room B305**

Preschoolers

*Curriculum—Theories & Approaches*

**#669 The Reggio Emilia approach: Identity and aims made visible in the principles of the educational project**

Paola Riccò and Amelia Gambetti, Reggio Children S.r.l./NAREA.

**Room B218**

*Curriculum—Theories & Approaches*

**#670 Assess, evaluate, plan: Using developmentally appropriate themes and projects to connect authentic assessment and curricular planning**

Bisa Lewis, Mercer University.

**Room B217**

*Curriculum—Theories & Approaches*

**#671 Using collaborative, inquiry-based planning for teacher professional development**

Melissa Groves, Susan Toussaint, and Steve Erwin, California State University, Chico.

**Room B402**

Preschoolers

*Curriculum—Theories & Approaches*

**#672 Emergent curriculum in early childhood settings—Infancy through after-school: Engaged with the world**

Carol Anne Wien, Faculty of Education, York University.

**Room B311**

*Curriculum—Theories & Approaches*

**#673 Having his say: A male African American teacher talks about his experiences in a southern kindergarten**

**Jamison Browder** and **Nathaniel Bryan**, University of South Carolina; **Harold Johnson**, Richland County School District One (SC).

**Room A408**

Kindergartners  
*Diversity & Equity*

**#674 Implementing a dual language program: Why, how, and for whom**

**H. Victoria Prieto** and **Donna Britt**, Early Head Start National Resource Center.

**Room B315**

Infants and Toddlers  
*Dual Language Learners*

**#675 Trashable to teachable: Let's talk trash!**

**Kathy Ennis**, Ennis Education Consulting; **Lisa Vinson**, Get Connected With Lisa.

**Room B308**

Preschoolers  
*Environmental Education for Children*

**#676 "I am not a microwave!" Building authentic parent-provider relationships raises quality, enhances mental health, and creates circles of caring**

**Lynn Manfredi/Petitt**, Lynn's NET: Nurturing Education & Training Services.

**Room A402**

*Family Engagement & Support*

**#677 Engaging families through creative spaces, projects, and communication**

**Kimberly Bonjorni**, CCLC.

**Room A312**  
*Family Engagement & Support*

**#678 Implementing educational policies to foster early learning and improve the quality of life for Taiwan's indigenous children**

**Karen Liu**, Indiana State University.

**Room A304**

Preschoolers  
*Global Perspectives*

**#679 Teasing and bullying in preschool and the primary grades**

**Glenn Olsen**, University of North Dakota; **Sarah Olsen**, St. Mary's Mission School, Red Lake Reservation.

**Room B303**

Preschoolers  
*Guidance/Discipline/Challenging Behaviors*

**#680 Keeping children safe: Addressing food allergy issues and concerns**

**Peggy Thelen** and **Elizabeth Cameron**, Alma College.

**Room A406**

*Health & Safety*

**#681 We're online—Now what? Creating the infrastructure, mentoring, and supports to help early childhood students complete four-year degrees**

**Dawn Mollenkopf** and **Paula Thompson**, University of Nebraska-Kearney.

**Room A401**

*Higher Education Programs*

**#682 Reading aloud in the primary grades: A teacher's toolbox of literacy and language practices**

**Katrin Blamey**, DeSales University; **Katherine Beauchat**, York College of Pennsylvania.

**Room B204**

Kindergartners  
*Language & Literacy*

**#683 Positioning children as readers: The use of postmodern picture books in a preschool classroom**

**Phillip Baumgarner** and **Dina Costa**, University of Georgia.

**Room B310**

Preschoolers  
*Language & Literacy*

**#684 Literature launchers: Using picture books and active read-alouds during storytime to promote vocabulary development**

**Carol Totsky Hammett**, Bend LaPine School District; **Amy Howell**, Central Oregon Community College.

**Room B409**

Preschoolers  
*Language & Literacy*

**#685 The e-Club: An online higher education model for future leaders**

**Verlinda Ruble**, Kaplan University.

**Room A303—Student Room**

*Leadership Development*

**#686 "So you think you're my boss now?" A basic boot camp for novice leaders and an outline for those bringing up leaders**

**Bradley Smith** and **Amber Smith**, National Institute of Child Care Management.

**Thomas Murphy Ballroom 2/3**

*Leadership Development*

**#687 Cultivating developmentally appropriate practices through a school garden**

**Catherine Robertson**, Grossmont Community College.

**Room B306**

*Learning Environment*

**#688 A room to learn: Rethinking, assessing, and creating the primary classroom as a teaching and learning tool**

Janet Faulk, Milligan College;  
Pamela Evanshen, East Tennessee State University.

**Room B401**

First- to Third-Graders

*Learning Environment*

**#689 Creating small group experiences to enhance children's math skills**

Sue O'Donnell, The School for Young Children at Saint Joseph College.

**Room B201**

Preschoolers

*Mathematics*

**#690 Even you can write a song: Creating simple songs for the classroom**

Lynda Pearce and Cynthia Adam, Best Practices—Georgia State University.

**Room B213**

Preschoolers

*Music*

**#691 Create your own songs and make recycled instruments!**

Greg Roth, Mr. Greg's Musical Madness.

**Room A411**

*Music*

**#692 Making learning visible: Strategies for showcasing effective learning experiences**

Mary Jamsek and Rhonda Hauser, University of Texas at Austin.

**Room A311**

*NAEYC Accreditation of Programs for Young Children*

**#693 "Give me a break—A brain break!" Exercise snacks and activities to keep children moving and learning all day long**

Jean Feldman, Dr. Jean & Friends;  
Hollynd Karapetkova, Marymount University.

**Room B406**

First- to Third-Graders

*Physical Development*

**#694 Mature play experiences: A must in 21st century kindergartens**

Eva Phillips, Winston-Salem State University.

**Room B208**

Kindergartners

*Play*

**#695 More than just a cardboard box: Uncovering the magic behind "loose parts" play**

Jennie Sumrell, PlayCore.

**Room A405**

*Play*

**#696 The Turnkey Curriculum: A coaching/mentoring approach for instructional leaders**

May-Ling Joa, Esteban Morales, and Heriberto Velasquez, CentroNia Institute.

**Room B207**

Infants and Toddlers

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#697 Starting small by leveraging engaged leadership: A P–3 initiative in a neighborhood school**

Melissa Burnham and Sherry Waugh, University of Nevada, Reno; Anna Severens, Nevada Department of Education.

**Room A404**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#698 Talk matters: Focusing on meaningful conversations**

Ernesto Rodriguez, Scholastic Inc.

**Room B202**

Preschoolers

*Professional Development—Training*

**#699 Wiping the fog from their lenses: Evaluation of a promising model for changing preservice teachers' perspectives and dispositions toward diversity**

Hatice Ghulamani, Ritsa Mallous, and Harriet Able, University of North Carolina at Chapel Hill.

**Room B403**

*Professional Development—Training*

**#700 Korean teachers' gendered conceptualizations of child care work**

Miai Kim, Southern Connecticut State University.

**Room A409**

Preschoolers

*Research*

**#701 Cooking up a curriculum that incorporates math, science, literacy, music, and more**

Regina Abraham, Desert Sun Child Development Center.

**Room B304**

Preschoolers

*Science*

**#702 Discovering the ARTS-STEM (STEAM) connection with DAP and 21st century skills**

Mary Jo Pollman, consultant.

**Room B203**

Preschoolers

*Science*

**#703 Problems, problems, everywhere! Strategies for teaching social problem solving in preschool classrooms**

Alana Schnitz and Jessica Hardy, Vanderbilt University.

**Room B215**

Preschoolers

*Social/Emotional Development*

**Saturday sessions 10:00–11:30 a.m. Georgia World Congress Center**

**#704 Children’s drawings and their developmentally appropriate uses**

**Ni Chang**, Indiana University South Bend.

**Room B405**

Preschoolers

*Teaching & Instructional Practices*

**#705 “That’s so gay”: Reviewing language and teaching tolerance**

**Steven Shuman**, Education Development Center; **Sharon Davisson**, Concerned Educators Allied for a Safe Environment; **Brian Silveira**, Pacific Primary School.

**Room B407**

*Teaching & Instructional Practices*

**#706 Touching to learn: Digital books in the early years**

**Jeremy Brueck**, University of Akron; **Warren Buckleitner**, Children’s Technology Review.

**Room A302**

Preschoolers

*Technology & Professional Development / Management*

**#707 Balancing technology with real-life experiences to build relationships**

**Susan Feld**, Barbara K. Lipman Early Learning Center.

**Room B313**

*Technology & Young Children*

**#708 DAP in mobile technology: Teacher candidates using apps successfully**

**Joy Voss**, **Linda Bufkin**, and **Jessica Leonard**, Saint Louis University.

**Room B314**

Preschoolers

*Technology & Young Children*

**Saturday sessions 1:00–2:30 p.m. Georgia World Congress Center**

**FEATURED SESSION**

**#709 Showcasing powerful technologies for purposeful learning: Engage young children, inspire learning, and transform teaching**

**Mark Bailey**, Pacific University; **Bonnie Blagojevic**, Morningtown Consulting; **Warren Buckleitner**, Children’s Technology Review; **Diane Bales**, The University of Georgia.

Experience the cutting edge of technology designed for use by young children. In this interactive session, you will see a range of innovative emergent technologies and the ways they can support your students’ learning. Come explore collaborative tools, Web-based applications, and hand-held devices and learn how they can enable new opportunities for your students.

Thomas Murphy Ballroom 1



Mark Bailey



Bonnie Blagojevic



Warren Buckleitner



Diane Bales

**★ #710 Using NEXT for TYC and NEXT for Young Children: Tools for staff development and teacher education**

Learn how to use *NEXT for Teaching Young Children (TYC)* and *NEXT for Young Children*, NAEYC professional development resources, for early childhood staff development in a variety of settings. Share, network, and learn from other teacher educators who have used these resources for classes, train-

ing sessions, staff meetings, in-service days, and more.

**Derry Koralek**, **Amy Shillady**, and **Meghan Dombrink-Green**, NAEYC.

**Room A408**

**#711 Building an army of parent advocates**

**Linda Carmona-Sanchez** and **Maria Elena Delgado**, Alliance for Early Care & Education, Inc.

**Room A401**

*Advocacy / Public Policy*

**#712 Dig deeper by incorporating art in all areas of curriculum**

**Lillian Saucedo-Whitney**, St. Margaret’s Episcopal School.

**Room B216**

Preschoolers

*Arts (Performing & Visual Arts)*

**#713 Visionary and authentic assessment for the 21st century**

Angela Fowler, Columbia College Chicago; Hannah Clemmons, Experience Early Learning.

**Room A315**

*Assessment of Young Children*

**#714 “Tiger moms” Understanding today’s parenting styles and how they impact developmentally appropriate practices**

Maxie Kohler, Jennifer Kilgo, Jerry Aldridge, and Lois Christensen, University of Alabama at Birmingham.

**Room B209**

*Child Development & Learning*

**#715 Express yourself: Demonstrating how children communicate**

Kimberly Curry, University of Michigan-Flint Early Childhood Development Center.

**Room B210**

Preschoolers

*Child Development & Learning*

**#716 Finding the trees in the forest: Support toddlers’ developing problem-solving skills**

Jill Uhlenberg, University of Northern Iowa; Rosemary Geiken, East Tennessee State University.

**Room B208**

Toddlers

*Cognitive Development*

**#717 Sharing learning experiences in a constructivist program: How a daily room swap inspired collaboration, communication, and complex inquiry in an NYC Reggio-inspired preschool**

Lauren Smith, TriBeCa Community School.

**Room A403**

Preschoolers

*Community Partnerships*

**#718 Child care access means parents in school: Moving beyond financial support and into changing community programs**

Carol Hagen and Stephanie Besier, University of North Texas.

**Room A407**

*Community Partnerships*

**#719 Welcoming preschoolers to public school: A developmentally appropriate multi-age program for 4- through 6-year-olds**

Nancy McGill, Rutland Northeast Supervisory Union; Rebecca Schutz and Diane Randall, Leicester Central School.

**Room B204**

Preschoolers

*Curriculum—Theories & Approaches*

**#720 Inside, outside, ABC: Promoting language and literacy learning through outdoor play**

Cheryl Turner, Georgia State University.

**Room B402**

Preschoolers

*Curriculum—Theories & Approaches*

**#721 Service learning as a teaching and guidance strategy**

Rene Crow, Candice Barnes, and Mark Cooper, University of Central Arkansas; Jamie Dallas, University of Central Arkansas Child Study Center.

**Room B315**

*Curriculum—Theories & Approaches*

**#722 “My child’s teacher is a Mr.?” Perceptions of male teachers in early childhood classrooms**

Alberto Acosta, Children’s Creative Learning Centers.

**Room A402**

*Diversity & Equity*

**#723 From frustration to fluency: Understanding language acquisition and ways to communicate with dual language learners**

Maria Samot, Georgia State University.

**Room B217**

*Dual Language Learners*

**#724 The outdoor classroom: Gardening galore!**

Zvia Dover, Miami Dade College; Helen Fernandez, Children’s World South.

**Room B401**

Preschoolers

*Environmental Education for Children*

**#726 Strengthening the home-school connection: Share your knowledge of child development with families**

Breeyn Mack and Clarissa Martinez, Teaching Strategies, LLC.

**Room A316**

Preschoolers

*Family Engagement & Support*

**#727 Incorporating sensory integration with DAP: New ways to address challenging behaviors**

Christy Isbell, Milligan College.

**Room B406**

Preschoolers

*Guidance / Discipline / Challenging Behaviors*

**#728 An e-mail project to help preservice teachers develop reciprocal family relationships**

Mary Ellen Bardsley, Niagara University.

**Room A304**

*Higher Education Programs*

**#729 Literacy and math and science—Oh, my! Explore the partnership between the National Education Association and PBS**

Betsy Wycislak and Sigrid Grace, National Education Association Early Childhood Cohort.

**Room B202**

*Language & Literacy*

**#730 Using procedural texts to promote reading and writing in the preschool classroom**

Lynne Watanabe, Michigan State University.

**Room B311**

Preschoolers

*Language & Literacy*

**#731 “Let’s run up the hill, fall down together laughing”: The power of play in building strong teaching teams**

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

**Room B308**

*Leadership Development*

**#732 “Quickie Mart” math: Using children’s out-of-school experiences with numeracy to design learning environments**

Lissa Ledbetter, University of South Florida.

**Room B301**

Preschoolers

*Learning Environment*

**#733 Shaping new ideas: A discussion of innovative math curricula from a Reggio-inspired classroom**

Jessica Nelson, Appalachian State University—Lucy Brock Child Development Laboratory.

**Room B218**

Preschoolers

*Mathematics*

**#734 Phonological awareness through music: Successful pre-reading songs and music activities supporting early learning standards**

Kathleen Birk.

**Room A411**

Kindergartners

*Music*

**#735 School is a place for play**  
Gretchen Reynolds, Algonquin College.

**Room B207**

Preschoolers

*Play*

**#736 Coaching strategies to support infant/toddler teachers**

Karen Davis, Mercer University; Samara Crawford, Sheltering Arms.

**Room A313**

Infants and Toddlers

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#737 Preparing Head Start staff to address school readiness goals: The journey of a mid-size program**

Phyllis Hammonds, self-employed; Tonya Mays and Shirley Pulliam, Mississippi County, Arkansas, EOC; Chanda Walker, Blytheville School District.

**Room A404**

*Professional Development—Technical Assistance (Coaching, Mentoring, Consulting)*

**#738 DAP programs stem from highly qualified teachers**

Nancy Moretti, Kaplan University; Samantha Moretti, Just For Kids Early Childhood Learning Center.

**Room B203**

*Professional Development—Training*

**#739 Teaching labs: Preschool educators’ group learning in context**

Victoria Damjanovic and Jolyn Blank, University of South Florida.

**Room B310**

Preschoolers

*Professional Development—Training*

**#740 Social networking and cyberspace identities: Keeping up with the new frontier**

Dawn Martini, Ronald V. McGuckin and Associates.

**Room A301**

*Program Administration & Financial Management*

**#741 The power of early learning environments**

Elizabeth Graue, Kate Delaney, and Kristin Whyte, University of Wisconsin Madison; Sharon Ryan, Rutgers, The State University of New Jersey; Marcy Whitebook, Center for the Study of the Child Care Workforce; Lisa Kuh, University of New Hampshire; Nancy File, University of Wisconsin Milwaukee.

**Room A410**

Preschoolers

*Research*

**#742 From goldfish to guinea pigs: Effective and ethical education with classroom pets**

Seth Hayden, Children’s Country Day School.

**Room A305**

*Science*

## Saturday sessions 1:00–2:30 p.m. Georgia World Congress Center

### #743 Helping young boys of color succeed in preschool, school, and life

Calvin Moore, Alabama DHR; Earl Williams, JCCEO Head Start; Donna-Marie Winn, University of North Carolina–Chapel Hill.

#### Room B304

Preschoolers

*Social/Emotional Development*

### #744 Emotions revealed: Helping children identify, manage, and befriend their emotions to reduce challenging behavior and develop healthy relationships/ Emociones al descubierto: ayudando a los niños a identificar, manejar y acoger sus emociones, para reducir comportamientos retardadores y desarrollar relaciones sanas

*This session will be presented in English and Spanish.*

Marina Muñoz, ICC Mexico; Leticia Valero, Eton School.

#### Room B305

*Social/Emotional Development*

### #745 The benefits of medical play with preschoolers: Reducing fears and increasing knowledge and coping skills

Jerri Kropp, Georgia Southern University; Mary Wallace, Memorial University Medical Center.

#### Room B215

Preschoolers

*Social/Emotional Development*

### #746 Combining American Sign Language with music for interactive learning: A classroom-tested approach to strengthen memory and retention of core educational concepts

Georgia Frawley and Ken Frawley, Production Associates, Inc.

#### Room A412

*Teaching & Instructional Practices*

### #747 Technology for real children in real classrooms

Elizabeth Casey, Huntingdon College; Paula Schubert, Limestone College; Julie Hartman, Bob Jones University.

#### Room B405

*Teaching & Instructional Practices*

### #748 The power of music to create a focused learning environment: Exploring daily opportunities to facilitate focus, flow, content learning, and community

Lyn Ransom, Music Together LLC.

#### Room A405

Preschoolers

*Teaching & Instructional Practices*

### #749 Social networking: Enhance your online presence and nurture relationships that grow your organization

Jackee Howell and Kara Bosler, Bright Horizons Family Solutions.

#### Room B314

*Technology & Professional Development/Management*

## Saturday session 3:00–4:30 p.m. Georgia World Congress Center

## CLOSING GENERAL SESSION

### #750 Sing! Dance! Move! Celebrating music in early childhood education

Enjoy performances by Ella Jenkins, Adventures in Rhythm; Steve Millang and Greg Scelsa, Greg & Steve Productions; Don Monopoli, The Learning Station; Cathy Fink, Cathy and Marcy's SongShop; Al Rasso, Mr. Al Music.

*Emcee: Sharron Krull, PlayPower/sharronkrull.com.*

Children's music plays a vital role in the early learning classroom, crossing all areas of development—cognitive, language and literacy, physical, social, and emotional.

Sidney Marcus Auditorium



Ella Jenkins



Steve Millang and Greg Scelsa



Don Monopoli



Cathy Fink



Al Rasso



Sharron Krull

## NAEYC Advisory Groups

These NAEYC Advisory Groups will be meeting during the Conference. NAEYC thanks these members for their service to our Association. For more information about leadership opportunities, please see page 111.

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Governing Board Representative*

The full Affiliate Council, with representatives from each NAEYC State Affiliate, will also meet during the Conference.

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# Help shape the future of the early childhood profession

Building our leadership potential and working together, we make children's early years learning years.

**NAEYC offers** a number of leadership opportunities for individuals who share our commitment to excellence in early education for all young children, all families, and all early childhood professionals.

**Get involved**, and you'll make a valuable contribution to our Association and profession. You'll gain new insights and connections to enhance your professional knowledge. And you'll bring the benefits of your leadership to the children of tomorrow.

**Experience the power** of diverse perspectives and shared commitment to young children and the early childhood profession as we strive to be a more high-performing, inclusive organization. Consider the following opportunities:

## Council for NAEYC Accreditation of Programs for Young Children

(Open to any member completing an application; three-year term; approved by 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. The Council has specific Board-delegated responsibilities. We seek individuals who are experienced with all aspects of NAEYC Accreditation, who are strategic thinkers with strong interpersonal skills, and who can commit significant time to supporting the continuous improvements of NAEYC's early childhood program accreditation system.

## Advisory Panel

*(Online applications available for three-year terms.)*

### Teaching Young Children Editorial Advisory Panel Members

- recommend topics and potential authors, provide feedback, and participate in reader discussions

## Peer Review Panels

*(Online applications available for three-year terms.)*

### Young Children and NAEYC Publications Consulting Editors

- review and recommend *Young Children* and book manuscripts or videos for potential publication/distribution

### Early Childhood Research Quarterly Consulting Editors

- review and recommend scholarly manuscripts for potential publication

## Peer Review Panels *cont.*

### Early Childhood Professional Preparation Program (ECADA and NCATE) Reviewers

- support the accreditation process for associate degree programs and the recognition process for initial and advanced programs working on NCATE accreditation.

### Annual Conference Proposal Reviewers

- review online (in February) and recommend Annual Conference proposal submissions for potential sessions at the NAEYC Annual Conference

## NAEYC Interest Forums

*(Open to all members)*

### Interest Forums

Yet another opportunity for leadership and dialogue! Interest Forums are groups of NAEYC members who share a common interest related to the NAEYC mission. Forums meet at the NAEYC Annual Conference and dialogue on NAEYC's website.

## NAEYC Affiliate Groups

*(Requires Affiliate membership; terms and qualifications determined by Affiliates)*

### Affiliate Groups

NAEYC's network of more than 300 state, local, and regional Affiliates offers many leadership opportunities—whether as a one-time volunteer or through Board service as an officer or committee chair. To contact the group in your area, visit [www.naeyc.org/membership](http://www.naeyc.org/membership). Experienced Affiliate leaders may be selected by their state to serve on the NAEYC Affiliate Council to advise the Association on Affiliate issues.

## NAEYC Governing Board

*(Candidate slate developed by Nominating Panel and approved by Governing Board for election by the membership for four-year term)*

### Governing Board

Former Board members count their service on the NAEYC Governing Board as one of their most rewarding professional experiences. We seek individuals who will bring 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.

For details, please visit [www.naeyc.org/getinvolved](http://www.naeyc.org/getinvolved).

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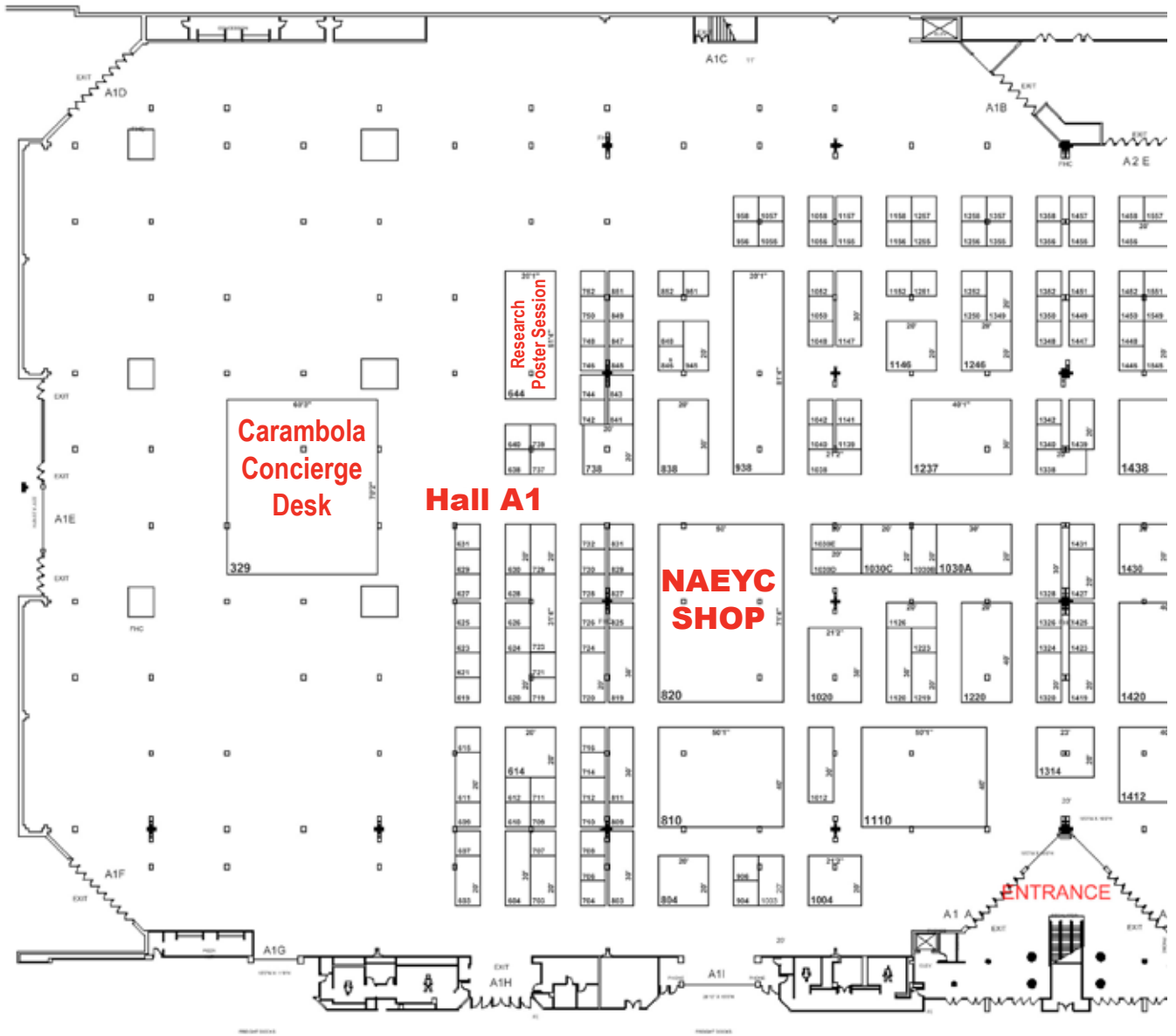
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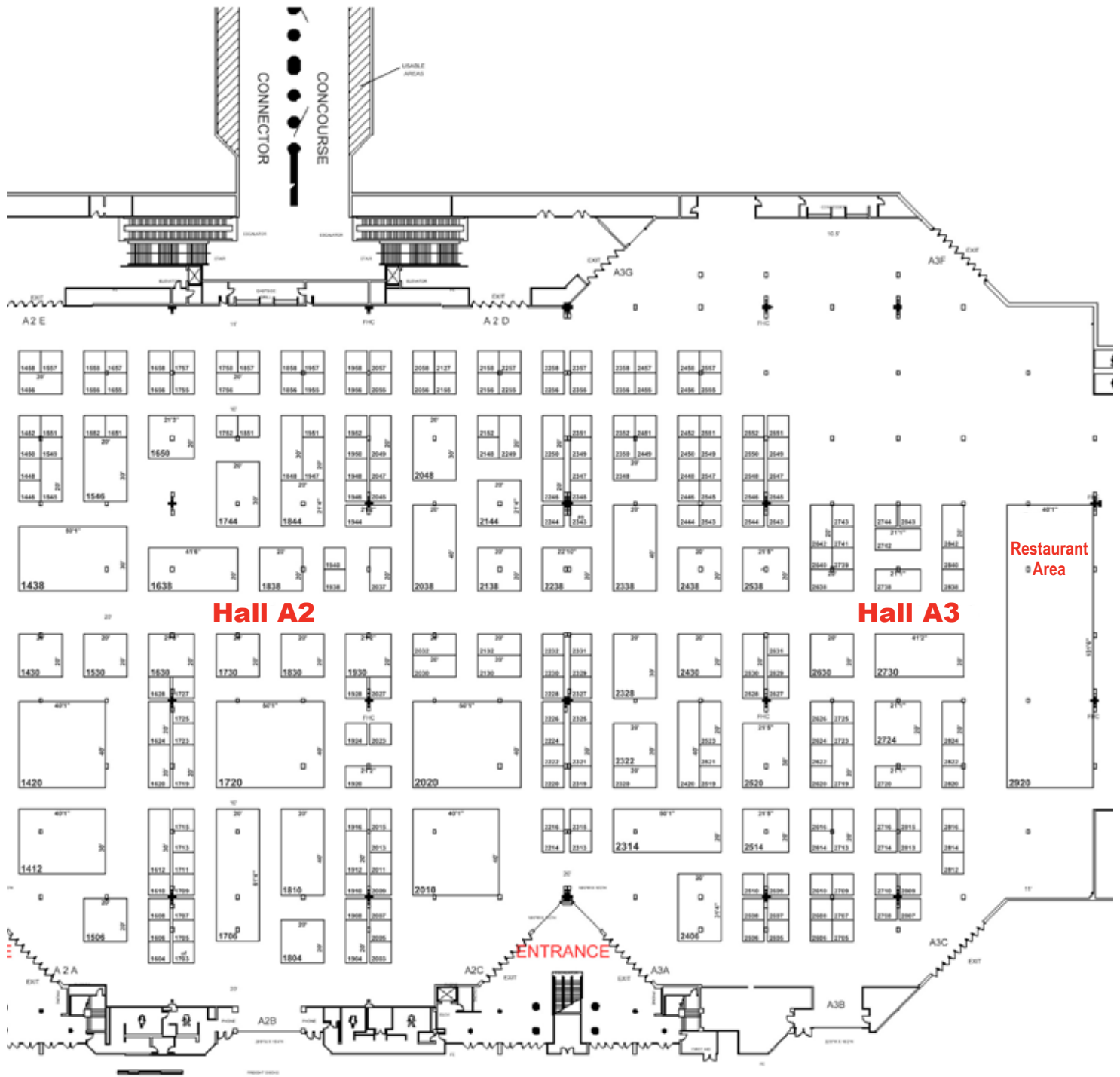
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# Georgia World Congress Center—Exhibit Hall A1/A2/A3





# Georgia World Congress Center—Exhibit Hall A1/A2/A3



## NAEYC invites you to the 2012 Annual Conference Expo!

Georgia World Congress Center, Exhibit Hall A1/A2/A3

The Expo—always one of the most popular parts of the Annual Conference—will open on **Wednesday, November 7, at 5:30 p.m.** The Expo is an exciting venue, with more than 1,000 exhibit booths featuring the latest learning tools and materials. When you visit the Expo, make time to network with representatives from hundreds of companies and organizations that specialize in resources for children from birth through age 8. The Expo will be open every day of the Annual Conference because it will take more than one day to fully experience this marketplace of ideas!

Take advantage of the **Munch and Mingle** opportunities—Thursday through Saturday from 11:30 a.m. to 1:00 p.m.—and a free e-mail station, so you can stay connected.

### 2012 Expo Hours

Wednesday, November 7	5:30–7:30 p.m.
Thursday, November 8	10:00 a.m.–5:00 p.m.
Friday, November 9	10:00 a.m.–5:00 p.m.
Saturday, November 10	8:00 a.m.–1:00 p.m.

### NAEYC exhibitors

The following companies will exhibit at the 2012 Annual Conference (list is current as of September 2012).

#### Abrams Learning Trends

www.abramslearningtrends.com  
Language arts/reading; curriculum resources/materials; early literacy resources  
Booth #2530

#### AccuCut

www.Accucut.com  
Classroom equipment/furniture/supplies; early literacy resources; curriculum resources/material  
Booth #2250

#### Achievement Products for Special Needs

www.achievement-products.com  
Assessment/portfolios/observation; educational toys/games; special-needs resources  
Booth # 1719

#### Administration for Children and Families

Booth #1904

#### Age of Learning, Inc.

www.abcmouse.com  
Mathematics; arts in education/art materials; language arts/reading  
Booth #2630

#### A+ Images, Inc.

www.TeacherShirts.com  
Booths #1003 & 2214

#### Alliance for Childhood

www.allianceforchildhood.org  
Kindergarten/primary; professional development; school-age care/after-school care  
Booth #1356

#### aMaze—Antibias Education

www.amazeworks.org  
Curriculum resources/materials; diversity in education/multicultural education; professional development  
Booth #2045

#### American Federation of Teachers

www.aft.org  
Curriculum resources/materials; early literacy resources; parent involvement  
Booth #1730

#### Anderson's Early Childhood

www.andersons.com/Early-Childhood  
Awards/recognition gifts; fundraising/incentives; yearbooks  
Booth # 2719

#### Angeles Corporation

www.angelesstore.com  
Classroom equipment/furniture/supplies; infants and toddlers; kindergarten/primary; playground equipment/supplies  
Booth #1706

#### Applied Labels, LLC

www.appliedlabels.com  
Classroom equipment/furniture/supplies; health and safety; infants and toddlers  
Booth #2007

#### Artistically Yours by Kim Hebert

Award winning graphic design, silk screening & embroidery for schools, clubs, spirit shirts, and organizations. Original artwork is licensed/copyrighted.  
Booth # 732

#### Ashford University

www.success.ashford.edu  
Distance education; higher education; undergraduate/graduate schools  
Booth #1350

#### Asia for Kids/Culture for Kids

www.master-comm.com  
Bilingual education; books/videos; curriculum resources/materials  
Booth #2331

#### Association for Childhood Education International

www.acei.org  
Diversity in education/multicultural education; professional development; teaching resources  
Booth #1549

#### AWE

www.awelearning.com/  
Technology/information; early literacy resources; curriculum resources/materials  
Booth #2144

#### BackPack Gear, Inc.

www.backpackgearinc.com  
Arts in education/art materials; classroom equipment/furniture/supplies  
Booth #2709

#### Bal Yoga for Kids

www.balyogaforkids.com  
Books/videos; music curriculum; physical education resources  
Booth #1711

#### Barefoot Books

www.barefootbooks.com  
Books/videos; language art and reading; early literacy resources  
Booth #1723

#### Bari Koral: Music, Movement & Kids Yoga

www.barikoral.com  
Infants and toddlers; music curriculum; physical education  
Booth #719

#### Bates Training

greensweaterstudios@gmail.com  
Professional development  
Booth #714

#### BCI Burke Company, LLC

www.bciburke.com  
Playground equipment/supplies  
Booth #1338

#### Becker's School Supplies

www.shopbecker.com  
Classroom equipment/furniture/supplies; educational toys/games; infants and toddlers  
Booth #1220

#### Bedtime Math

www.bedtimemath.org  
Mathematics; parent involvement  
Booth #1451

#### Big Toys, A PlayCore Company

www.bigtoys.com  
Booth #1030C

## Index of exhibitors

### **Blick Art Materials**

www.dickblick.com

Arts in education/art materials; books and videos

Booth #1326

### **Blue Wave Classroom**

www.enslow.com

Books/videos; early literacy resources; Language arts/reading

Booth #2152

### **The Book Fair, Inc.**

www.antibullyingkits.com

Anti-violence; books/videos

Booth #2842

### **Book Vine for Children**

www.bookvine.com

Books/videos; infants and toddlers; language arts/reading

Booth #1930

### **Bridgeman Accessories**

Women's accessories, costume jewelry

Booth #2840

### **Bright Horizons**

www.brighthorizons.com

Child care center management; career opportunities; management/consultant services

Booth #1650

### **Brookes Publishing**

www.brookespublishing.com

Books/videos; teaching resources; inclusion; early literacy resources.

Booth #831

### **BYO Recreation & Teachers' School Supply**

www.byoplayground.com and www.teachersupply.com

Classroom equipment/furniture/supplies; playground equipment/supplies; cribs/Infant toddler furniture

Booth #615

### **Capstone Classroom**

www.capstonepub.com

Books/videos; early literacy resources

Booth #2232

### **CAP Tulsa**

www.captc.org

Career opportunities

Booth #2349

### **Carpets for Kids**

www.carpetsforkids.com

Classroom equipment/furniture/supplies; infants and toddlers; carpet and flooring

Booth #804

### **Cathy & Marcy's Song Shop**

www.cathyandmarcysongshop.com

Books/videos; infants and toddlers; music curriculum

Booth #1908

### **CDA Council for Professional Recognition**

Assessment/portfolios/observation; professional development; credentialing

Booth # 2321

### **CDC "Learn the Signs. Act Early."**

www.cdc.gov/actearly

Teaching resources; family support/resources; special-needs resources

Booth #2347

### **C & D Silkscreening/Embroidery**

www.canddsilkscreening.com

Educational sportswear

Booth #603

### **Champlain College Graduate Studies**

www.champlain.edu

Distance education; higher education; undergraduate/graduate schools

Booth #1355

### **Child Care Aware Training Academy™**

www.naccrra.org/products-services/child-care-aware-training-academy

aware-training-academy

Booth #1727

### **ChildCare Careers, LLC**

www.ChildCareCareers.net

Child care options; school-age care/after-school care; infants and toddlers; kindergarten/primary

Booth #1139

### **ChildCare Education Institute**

www.cceionline.edu

Bilingual education; distance education; professional development

Booth #1920

### **Child Care Purchasing Alliance**

www.childcarepurchasing.org

Insurance, food, janitorial supplies

Booth #2446

### **Childcraft/School Specialty**

www.schoolspecialty.com

Booth #1420

### **ChildPlus Software**

www.childplus.com

Child care center management; computer software (administrative)

Booth #1848

### **Children's Factory**

www.childrenfactory.com

Classroom equipment/furniture/supplies; infant and toddlers

Booth #1038

### **Child's Play**

www.childs-play.com

Books/videos; educational toys/games

Booth #2216

### **Chobani**

www.chobani.com

Booth #2049

### **Circle of Education—Delibrainy**

www.cirleedu.com

Music curriculum; parent involvement; teaching resources

Booth #2023

### **Circle of Songs with Hugh Hanley**

www.hughhanley.com

Curriculum resources/materials; infants and toddlers; music curriculum

Booth #1703

### **CM School Supply**

www.cmschoolsupply.com

Classroom equipment /furniture/supplies, curriculum resources/materials, science/environment

Booth #1940

### **Cobblestone & Cricket**

www.cobblestonepub.com

Early literacy resources; language arts/reading; science/environment

Booth #1040

### **ColorSoudation/HoriPro Entertainment Group**

www.colorsoudation.com

Music curriculum; kindergarten/primary; curriculum resources/materials

Booth #2224

### **Columbia-Inland Corp.**

www.powerpumper.com

Physical education, special-needs resources, educational toys and games

Booth #1956

### **Committee for Children**

www.cfchildren.org

Curriculum resources/materials; multi-age

Booth #1916

### **Community Playthings**

www.communityplaythings.com

Classroom equipment/furniture/supplies; educational toys/games; multi-age

Booths #1438 & 1545

### **Compass Awards**

www.compassawards.com

Awards/recognition gifts; curriculum resources/materials; educational toys/games

Booth #2329

### **Concordia University—St. Paul**

www.csp.edu

Distance education; higher education; undergraduate/graduate schools

Booth #2005

### **Conscious Discipline**

www.consciousdiscipline.com

Social emotional learning; discipline/challenging behaviors; professional development

Booth #2438

### **Constructive Playthings**

www.constructiveplaythings.com

Booth #2010

### **Crayola, LLC**

www.crayola.com

Arts in education/art materials; educational toys/games; professional development

Booth #2420

### **Creative Teaching Press**

Booth #1004

### **Department of Defense Child & Youth Programs**

www.militaryonesource.mil

Jobs; administration; staffing

Booth #2626

## Index of exhibitors

### **Developmental Math Group**

www.developmentalmathgroup.com  
Assessment/portfolios/observation;  
mathematics; teaching resources  
Booth #1042

### **Dexter Educational Toys**

www.dexterplay.com  
Booth #1328

### **Discount School Supply**

www.discountsschoolsupply.com  
Arts in education/art materials; classroom  
equipment/furniture/supplies; educational toys/  
games  
Booths #1719 & 1720

### **Dixon Ticonderoga Co.**

www.dixonusa.com  
Arts in education; art materials  
Booth #703

### **Dr. Drew's Toys**

Booth #2319

### **Eager-to-Learn**

www.eagertolearn.org  
Distance education; professional development  
Booth #2325

### **Early Childhood Training on Demand**

www.ectod.com  
Distance education; professional development  
Booth #2009

### **Early Head Start National Resource Center**

www.ehsnrc.org  
Infants and toddlers  
Booth #620

### **EasyTurf**

www.easyturf.com  
Health and safety; playground equipment/  
supplies  
Booth #2742

### **Eat to Win, LLC**

www.eattowin.com  
Educational toys and games, health and  
safety, teaching resources  
Booth #631

### **ECR4Kids**

www.ecr4kids.com  
Classroom equipment/furniture/supplies;  
educational toys/games; playground equipment/  
supplies  
Booth # 1709

### **The EDMAT Company, Inc.**

www.edmatcompany.com  
Books/videos; curriculum resources/  
materials; educational toys/games  
Booth #2725

### **Eerdmans Books for Young Readers**

www.eerdmans.com/youngreaders  
Books  
Booth #2544

### **Ellen S. Cromwell (Founder Georgetown Hill Early School) Nurturing Character Development through Literature**

www.cromwellsplash.com  
Books/videos; early literacy resources;  
kindergarten/primary  
Booth #2047

### **The English Garden**

www.englishgarden.com  
Books/videos; language arts/reading; music  
curriculum  
Booth #2609

### **Episteme Educational Products**

www.epistemeducational.com  
Books/videos; early literacy resources;  
educational toys/games  
Booth #710

### **Equal Exchange**

www.equalexchange.coop  
Fundraising/incentives  
Booth #2822

### **EZCare/Softerware, Inc.**

www.ezcare2.com  
Child care center management; computer  
software; technology/information  
Booth #1604

### **Factory Select, LLC**

www.factoryselect.net  
Classroom equipment/furniture/supplies  
Booth #2622

### **First Quality Products, Inc.**

www.cuties.com  
Baby and youth incontinence products  
Booth #1707

### **Florida Department of Citrus**

www.captaincitrus.com  
Booth #709

### **Follett Early Learning**

www.follettearlylearning.com  
Social studies curriculum; special-needs  
resources; educational toys/games; kindergarten/  
primary  
Booth #2048

### **Forrest T. Jones**

www.ftj.com  
Insurance/financial services  
Booth #906

### **Foundations Worldwide, Inc.**

www.foundations.com  
Infants and toddlers  
Booths #2514 & 2520

### **Franklin Electronic Publishing**

www.franklin.com  
Early literacy resources; language arts/  
reading; special-needs resources  
Booth #1628

### **Free Spirit Publishing**

www.freespirit.com  
Kindergarten/primary; language arts/  
reading; professional development; school-age  
care/after-school care; higher education  
Booth #1348

### **Frog Street Press**

Booth #2338

### **Fun Science**

www.funsciencekits.com  
Educational toys/games; science/  
environment  
Booth #2249

### **Funshine Express, Inc.**

www.funshineexpress.com  
Curriculum resources/materials; infants and  
toddlers  
Booth #2244

### **GameTime**

www.gametime.com  
Inclusion; multi-age; physical education;  
playground equipment/supplies  
Booth # 1030

### **Gesell Institute of Child Development**

www.gesellinstitute.org  
Teaching resources; kindergarten/primary;  
professional development; assessment/  
portfolios/observation  
Booth # 2521

### **GLSEN—The Gay, Lesbian & Straight Education Network**

www.glsen.org  
Curriculum resources/materials, diversity in  
education/multicultural education, professional  
development  
Booth # 847

### **Goddard Systems, Inc.**

www.goddardschool.com  
Child care options; developmental preschool  
Booth #1340

### **Greg and Steve Productions**

Booth #2132

### **Grounds for Play**

www.groundsforplay.com  
Educational toys/games; music curriculum;  
playground equipment/supplies  
Booth #1237

### **Growing Sound (a division of Children, Inc.)**

www.growing-sound.com  
Arts in education/art materials; infants and  
toddlers; music curriculum; teaching resources  
Booth #2345

### **Gryphon House**

www.gryphonhouse.com  
Books/videos; curriculum resources/  
materials; professional development; teaching  
resources  
Booth #1412

### **Hameray Publishing Group**

www.hameraypublishing.com  
Kindergarten/primary; books/videos; early  
literacy resources  
Booth # 1048

### **Handwriting Without Tears, Inc.**

www.hwtears.com  
Books/videos; curriculum resources/  
materials; multi-age  
Booth #2430

### **Happi-Nappi**

www.happinappi.com  
Classroom equipment/furniture/supplies;  
infants and toddlers; kindergarten/primary  
Booth #809

# Index of exhibitors

## **Harrison and Company**

www.harrisonandcompany.com  
Classroom equipment/furniture/supplies;  
educational toys/games; infants and toddlers  
*Booth #738*

## **Harry P. Books**

www.harrypbooks.com  
Books/videos: early literacy resources;  
kindergarten/primary  
*Booth #845*

## **Hatch Early Learning**

www.hatchearlylearning.com  
Classroom equipment/furniture/supplies;  
computer hardware; technology/information  
*Booth #1838*

## **Have Fun Teaching**

www.havefunteaching.com  
Infants and toddlers; kindergarten/primary;  
music curriculum; teaching resources  
*Booth #2327*

## **Heartfelt Books**

www.heartfelt-books.com  
Anti-violence; books/videos; fundraising/  
incentives; special-needs resources  
*Booth #2838*

## **Henry the Hand Foundation**

www.henrythehand.com  
Health and safety; teaching resources;  
infection prevention/wellness  
*Booth #621*

## **Highlights for Children**

www.highlights.com  
Books/videos; early literacy resources; infants  
and toddlers; kindergarten/primary language arts  
*Booth #1120*

## **High Reach Learning/ Carson-Dellosa Publishing**

www.carsondellosa.com  
Curriculum resources/materials; early literacy  
resources; kindergarten/primary; language arts/  
reading; mathematics; multi-age  
*Booth #1430*

## **HighScope Educational Research Foundation**

www.highscope.org  
*Booth #1638*

## **Houghton Mifflin/Harcourt**

www.hmhp.com  
Bilingual education; curriculum resources/  
materials; early literacy resources; language arts/  
reading  
*Booth #2538*

## **Illumination Arts**

www.illuminate.com  
Books and videos, health and safety, multi-age  
*Booth #2814*

## **Imagination Playground**

www.imaginationplayground.org  
Educational toys/games; learning settings/  
equipment/materials; playground equipment/  
supplies  
*Booth #1349*

## **Independent Scentsy Consultants:**

**Malcolm & Marion Fox**  
www.mrandmrsfox.scentsy.us  
Career opportunities; fundraising/incentives;  
warmers and room sprays  
*Booth #706*

## **Indie Press Showcase**

www.indiepressshowcase.com  
Books/videos  
*Booth #2643*

## **Indigenous Crafts from Bolivia**

www.craftsfrombolivia.com  
Early literacy resources; educational toys/  
games; family support/resources  
*Booth #1055*

## **In Ratio**

www.in-ratio.com  
Administration staffing; computer software  
(administrative); technology information  
*Booth #841*

## **Insect Lore**

www.insectlore.com  
Curriculum resources/materials; educational  
toys/games; science/environment  
*Booth #1530*

## **IPG**

www.ipgbook.com  
Children's books; Music; preschool; special  
needs; bilingual  
*Booth #1924*

## **I See, I Spell, I Learn**

www.iseeisPELLlearn.com  
Early literacy resources/language arts/  
reading; special needs resources  
*Booth # 607*

## **Jonti-Craft, Inc.**

www.jonticraft.com  
*Booth #838*

## **Joy Carpets, Inc.**

www.joycarpets.com  
Classroom equipment/furniture/supplies;  
kindergarten/primary; infants and toddlers;  
educational carpet  
*Booth #614*

## **Kaplan Early Learning Company**

www.kaplanco.com  
Classroom equipment/furniture/supplies;  
curriculum resources/materials; educational  
toys/games  
*Booths #1012, 1110 & 1314*

## **Keep America Beautiful**

www.kab.org  
Professional development; science/  
environment; teaching resources  
*Booth #1551*

## **KEM Ventures**

www.biggrips.com  
Kindergarten/primary; special needs  
resources; technology/information  
*Booth #1725*

## **KidCarpet.com**

www.kidcarpet.com  
Classroom equipment/furniture/supplies;  
early literacy resources  
*Booth #2606*

## **Kid Reports, LLC**

www.kidreports.com  
Computer software (administrative), parent  
involvement, technology/information  
*Booth #624*

## **Kids Education for Number Senses**

www.kensmath.com  
Early literacy resources, kindergarten/  
primary, mathematics  
*Booth # 2448*

## **Kids Play, Inc.**

www.kidsplayinc.com  
Health and safety; multi-age; playground  
equipment/supplies  
*Booth #1804*

## **Kids 'R' Kids Schools & Academics**

www.kidsrkids.com  
Career opportunities; child care options;  
school-age care/after-school care  
*Booth #1756*

## **Kids' Turn**

www.kidsturn.org  
Curriculum resources/materials; discipline/  
challenging behaviors; family support/resources;  
parent involvement  
*Booth #843*

## **Kidz Zone Play Systems**

www.kzplay.com  
Playground equipment/supplies; career  
opportunities; child care options; infants and  
toddlers  
*Booth #1947*

## **KinderCare®, a member of the KU® family**

www.kueducation.com/us  
Career opportunities; child care options;  
infants and toddlers  
*Booth #2322*

## **Kinderdance International**

www.kinderdance.com  
Curriculum resources/materials; music  
curriculum; school-age care/after-school care  
*Booth # 1610*

## **Kinderlime**

www.kinderlime.com  
Child care center management; computer  
software (administrative), technology/  
information  
*Booth #2820*

## **Kindertown**

www.kindertown.com  
Educational toys and games, technology/  
information, family support/resources  
*Booth #2449*

## **Kleen Slate Concepts**

www.kleenskate.com  
Special-needs resources; teaching resources;  
kindergarten/primary  
*Booth #2705*

## **Kodo Kids**

www.kodokids.com  
Play-based educational tools for early  
childhood education  
*Booth #729*

## Index of exhibitors

### **Kreations—31 Gifts**

Booth #609

### **Lakeshore Learning Materials**

www.lakeshorelearning.com

Classroom equipment/furniture/supplies; educational toys/games; technology/information  
Booths #2020 & 2030

### **Lake 33 LLC**

www.lake33.com

Classroom equipment/furniture/supplies; infants and toddlers; special-needs resources  
Booth # 1940

### **Learning Care Group**

www.learningcaregroup.com

Booth # 2315

### **The Learning Carpet**

www.thelearningcarpet.com

Kindergarten/primary; mathematics; teaching resources  
Booth #2543

### **LearningEarnings.com**

www.learningearnings.com

Awards/recognition gifts; discipline/challenging behaviors; teaching resources  
Booth #1446

### **Learning Materials Workshop**

www.learningmaterialswork.com

Books/videos; educational toys/games; professional development  
Booth #1556

### **Learning Shop**

ddonovanl@aol.com

Books/videos; infants and toddlers; kindergarten/primary  
Booth # 1147

### **The Learning Station**

www.learningstationmusic.com

CDs/DVDs; books; live presentations  
Booth #2444

### **Learning ZoneXpress**

www.learningzonexpress.com

Curriculum resources/materials; health and safety; multi-age  
Booth #1423

### **Lego Education**

www.LEGOeducation.us

Curriculum resources/materials; language arts/reading; kindergarten/primary  
Booth #1620

### **Lerner Publishing Group/Kar-Ben Publishing**

www.lernerbooks.com

Booth #819

### **Lifetouch Preschool Portraits**

Photographic services

Booth #2130

### **Little Caesars Pizza Kit**

www.pizzakit.com

Fundraising/incentives  
Booth #1447

### **Little Tikes Commercial**

www.littletikescommercial.com

Playground equipment/supplies; child care options; infants and toddlers; kindergarten/primary  
Booth #2003

### **Mabel's Labels**

www.mabelslabels.com

Labels for the stuff kids lose.  
Booth #2319

### **Makit Products**

www.makit.com

Arts in education/art materials; fundraising/incentives  
Booth #2510

### **Manta Ray, Inc.**

www.childbrite.com

Arts in education/art materials; classroom equipment/furniture/supplies; science/environment  
Booth #704

### **Marlo Plastic Products**

www.marloplasticproducts.com

Awards/recognition gifts; infants and toddlers; kindergarten/primary; music curriculum  
Booth #2629

### **Marvellous Mouth Ltd.**

www.marvellousmouth.ie

Curriculum resources/materials; kindergarten/primary; language arts/reading; Special-needs resources  
Booth #1455

### **Massaging Insoles by Healthy Feet, Inc.**

www.massaginginsoles.com

Health and safety  
Booth #1938

### **M.A.T. Industries, Inc.**

www.matindustries.com

Fundraising/incentives; infants and toddlers; kindergarten/primary  
Booth #2620

### **Mayville State University**

www.mayvillestateuniversity.edu

Distance education; higher education; undergraduate/graduate schools  
Booth #728

### **McGraw-Hill Education**

www.mhonline.com

Curriculum resources/materials; language arts/reading; early literacy resources  
Booth #1506

### **Miss Gail and the Jumpin' Jam Band**

www.jumpinjamband.com

Music curriculum; physical education; teacher resources  
Booth #2226

### **M I Toys**

www.milobear.com

Multiple intelligences; educational toys/games; special-needs resources  
Booth #1950

### **Monsam Portable sinks**

www.portablesink.com

Manufacture and sales of portable, self-contained sinks  
Booth #2743

### **Music is Elementary**

www.musiciselementary.com

Books/videos; diversity in education/multicultural education; music curriculum  
Booth #1427

### **Music Together, LLC**

www.musictogether.com

Curriculum resources/materials; infants and toddlers; music curriculum  
Booth #1844

### **Music with Mar, Inc.**

www.musicwithmar.com

Curriculum resources/materials; music curriculum  
Booth #721

### **Nasco**

www.eNasco.com

Educational toys/games; kindergarten/primary; school-age care/after-school care  
Booth #2320

### **The National Food Service Management Institute**

www.nfsmi.org

Curriculum resources/materials; health and safety; professional development  
Booth #2605

### **National Head Start Association**

www.nhsa.org

Professional development; advocacy  
Booth #726

### **National Program for Playground Safety**

www.uni.edu/playground

Latest facts and regulations on playground safety; books/brochures; online courses/workshops  
Booth #2631

### **Natural Playgrounds Company, LLC**

www.naturalplaygrounds.com

Playground equipment/supplies; multi-age; health and safety  
Booth #2638

### **Nature Explore**

www.natureexplore.org

Infants and toddlers; kindergarten/primary; playground equipment/supplies  
Booth #2032

### **Navajo Jewelry & Crafts**

Booth #2608

### **Newmark Learning**

www.newmarklearning.com

Curriculum resources/materials; early literacy resources; parent involvement; teaching resources  
Booth #2246

### **The New York Times**

www.onthavenuemarketing.com

Curriculum resources/materials; language arts/reading; professional development  
Booth #1705

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### **Nienhuis Montessori**

www.nienhaus.com  
Classroom equipment/furniture/supplies;  
educational toys and games; Montessori material  
*Booth #1020*

### **Northern Speech Services**

www.northerspeech.com  
Curriculum resources/materials; early literacy  
resources; special-needs resources  
*Booth #1250*

### **Nova Southeastern University—Abraham S. Fischler School of Education**

www.fischlerschool.nova.edu  
Distance education; higher education;  
professional development  
*Booth #1431*

### **NRA—Eddie Eagle**

www.nrahq.org/safety/eddie  
Health and safety  
*Booth #1713*

### **Numonics Corporation**

www.numonics.com  
Computer hardware; curriculum resources/  
materials; teaching resources  
*Booth #1944*

### **Office of Child Care/ACF/HHS**

www.acf.hhs.gov/programs/occ  
Child care options; infants and toddlers;  
school-age care/after-school care  
*Booth #1608*

### **OnCare**

www.oncareservices.com  
Child care center management; computer  
software (administrative); technology/  
information  
*Booth #2230*

### **Pacific Oaks College**

www.pacificoaks.edu  
Diversity in education/multicultural  
education; higher education; infants and toddlers  
*Booth #712*

### **PALS Marketplace**

www.palsmarketplace.com  
Assessment; early literacy resources; teaching  
resources  
*Booth #2642*

### **Panda Heart Publishing, Inc.**

www.pandaheartpublishing.com  
Books; curriculum resources/materials;  
discipline/challenging behaviors  
*Booth # 2714*

### **ParentPost.com**

www.parentpost.com  
Computer software (administrative);  
technology/information; parent involvement  
*Booth #1056*

### **Peachtree Publishers**

www.peachtree-online.com  
Books/videos  
*Booth #2528*

### **Pearson**

www.pearson.com  
Curriculum resources/materials; higher  
education; teaching resources  
*Booth #1320*

### **Pearson Clinical Assessment**

www.PsychCorp.com  
Assessment/portfolios/observation;  
curriculum resources/materials  
*Booth #1219*

### **Pequenin-Kidsview Mosaics**

pequenin2008@yahoo.com  
Arts in education/art materials  
*Booth #2610*

### **Pikler/Loczy Fund USA**

www.pikler.org  
Books and videos, professional development,  
infants and toddlers  
*Booth #1656*

### **The Pin Man—Oklahoma**

www.positivepins.com  
Awards/recognition gifts; fundraising/  
incentives; promotional/advertising specialties  
*Booth #1419*

### **Plan Toys, Inc.**

www.plantoysusa.com  
Educational toys/games; infants and toddlers;  
kindergarten/primary  
*Booth #2027*

### **Playcore**

www.playcore.com  
*Booth #1030B*

### **Play Mart, Inc.**

www.playmart.com  
Infants and toddlers; playground equipment/  
supplies  
*Booth #2730*

### **Play With a Purpose**

www.pwaponline.com  
Classroom equipment/furniture/supplies;  
physical education; playground equipment/  
supplies  
*Booth #2328*

### **Playworld Systems, Inc.**

www.playworldsystems.com  
Playground equipment/supplies; inclusion  
*Booth #2037*

### **Portion Size Matters**

www.portionsizematters.com  
Kindergarten/primary, learning settings/  
equipment/materials, teaching resources  
*Booth #711*

### **Portrait EFX Franchising Corp**

www.PortraitEFX.com  
Fundraising/incentives; photographic services  
*Booth #2707*

### **Positive Promotions**

www.positivepromotions.com  
Awards/recognition gifts; early literacy  
resources; health and safety  
*Booth #1352*

### **Precioustatus**

www.precioustatus.com  
Computer software; technology/information  
*Booth #2738*

### **PreschoolFirst.com**

www.preschoolfirst.com  
Assessment/portfolios/observation;  
curriculum resources/materials; family support/  
resources  
*Booth #2011*

### **Primrose Schools Franchising Company**

www.primroseschools.com  
Child care options; multi-age; private  
preschool  
*Booth #708*

### **The Program for Infant/Toddler Care**

www.pitc.org  
Infants and toddlers; books/videos;  
curriculum resources/materials  
*Booth #1624*

### **ProSolutions Training**

www.prosolutionstraining.com  
Bilingual education; distance education;  
professional development  
*Booth #2720*

### **PR & P Architects: Childplay**

www.childplay.info  
Architecture outdoor playscape design;  
planning  
*Booth #2506*

### **Quality Assist**

www.qassist.com  
Distance education; professional  
development; assessment/portfolios/observation  
*Booth #716*

### **Rahab's Rope**

www.rahabsrope.com  
Human trafficking awareness; handcrafted  
natural stone jewelry; artisan gift items  
*Booth #1851*

### **Rainbows within Reach**

www.rainbowswithinreach.com  
Books/videos; early literacy resources; music  
curriculum  
*Booth #1910*

### **RDG Planning & Design**

www.rdgusa.com  
Architectural design—indoor and outdoor  
spaces  
*Booth #1651*

### **The Reading Game**

www.thereadinggame.com  
Early literacy resources; educational toys/  
games; kindergarten/primary  
*Booth #2627*

### **Ready Rosie**

www.readyrosie.com  
Curriculum resources/materials; early  
literacy resources; family support/resources  
*Booth #630*

### **Redleaf Press**

www.redleafpress.org  
Books/videos; child care center management;  
curriculum resources/materials  
*Booth #1810*

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### Reeves International

www.reevesintl.com  
Educational toys/games; infants and toddlers;  
parent involvement  
Booth #2607

### Reflection Lightboxes

www.reflectionlightboxes.com  
Classroom equipment/furniture/supplies;  
learning settings/equipment/materials; science/  
environment  
Booth #1342

### Reggio Children/NAREA

www.reggioalliance.org  
Diversity in education/multicultural  
education; infants and toddlers; professional  
development  
Booth #1655

### Resources for Reading

www.abcstuff.com  
Bilingual education; language arts/reading;  
teaching resources  
Booth #803

### Rourke Classroom Resources

www.rourkeclassroom.com  
Books; Early literacy resources; kindergarten/  
primary  
Booth #2348

### Routledge

www.routledge.com  
Books/videos; curriculum resources/materials;  
higher education; professional development  
Booth #829

### Royal Nanny Care

www.royalnannycare.com  
Career opportunities, child care options,  
infants and toddlers  
Booth #1856

### Roylco, Inc.

www.roylco.com  
Arts in education/art materials; educational  
toys/games; language arts/reading; special-needs  
resources  
Booth #723

### Ruby's Unique Taste & Treasures

Ladies & men's apparel/accessories  
Booth #846

### Sadlier

www.sadlier.com  
Curriculum resources/materials; early literacy  
resources; science/environment  
Booth #904

### SafeSpace Concepts, Inc.

www.safespaceconcepts.com  
Classroom equipment/furniture/supplies;  
infants and toddlers; playground equipment/  
supplies  
Booth #1630

### Sargent Art

sargentart.com  
Arts in education/art materials  
Booth #2723

### Savvy Cyber Kids

www.savvycyberkids.org  
Teaching resources; technology/information;  
books/videos; curriculum resources/materials  
Booth #730

### SBSI Software, Inc.

www.sbsiinc.com  
Child care center management; computer  
software (administrative); school-age care/after-  
school care; technology/information  
Booth #707

### Scarf King

Booth #737

### Scholastic Inc.

www.scholastic.com  
Bilingual education; books/videos; early  
literacy resources  
Booth #810

### School Age Notes

www.schoolagenotes.com  
Curriculum resources/materials  
Booth #1223

### The School Box

www.hyglass.com  
Arts in education/art materials;  
kindergarten/primary; teaching resources;  
classroom/furniture/supplies; educational toys/  
games  
Booths #2713 & 2716

### SchoolChapters

www.schoolchapters.com  
Assessment/portfolios/observation; higher  
education; professional development; teaching  
resources; technology/information  
Booth #2222

### School Mate Publishing

www.schoolmatepublishing.com  
Publish a free classroom book. Student's  
stories and drawings are published in a hardcover  
book at no cost to your school.  
Booth #1050

### Shader Productions

www.rockmecz.com  
Awards/recognition gifts; fundraising/  
incentives  
Booth #1952

### Simmons Kids

www.deltachildrensproducts.com  
Classroom equipment/furniture/supplies;  
infants and toddlers  
Booth #2724

### Smart-Fab

www.smartfab.com  
Arts in education/art materials  
Booth #720

### Smart Horizons

www.smarthorizons.org  
Bilingual education; Distance education;  
teaching resources  
Booth #811

### Smarty Ants Reading World

www.smartyants.com  
Curriculum resources/materials; early literacy  
resources; language arts/reading  
Booth #1830

### Smarty Shortz

www.smartyshortz.com  
Educational toys/games; learning settings/  
equipment/materials; technology/information  
Booth #2015

### SmileMakers

www.smilemakers.com  
Awards/recognition gifts; classroom  
equipment/furniture/supplies; educational toys/  
games  
Booth #2013

### Smithsonian Folkways Recordings

www.folkways.si.edu  
Multi-age; diversity in education;  
multicultural education  
Booth #2220

### Snug Play USA

www.snugplayusa.com  
Kindergarten/primary; playground  
equipment/supplies; school-age care/after-school  
care  
Booth #1030D

### Soft Blocks

www.softblockstoys.com  
Classroom equipment/furniture/supplies;  
educational toys/games  
Booth #2148

### The Soynut Butter Company

www.soynutbuttercompany.com  
Health and safety; allergy-free food  
Booth #1425

### Sound Play, Inc.

www.soundplay.com  
Kindergarten/primary; music curriculum;  
playground equipment/supplies  
Booth #1252

### Sparkroad, LLC

www.sparkroad.com  
Science/environment; technology/  
information; parent involvement  
Booth #1450

### Spirit Lala

www.spiritlala.com  
Booth #2614

### Springfield College

www.springfieldcollege.edu  
Higher education  
Booth #1946

### S & S Worldwide

www.swww.com  
Arts in education/art materials; awards/  
recognition gifts; classroom equipment/  
furniture/supplies; educational toys/games  
Booth #2038

### Staples

www.staples.com  
Booth #1448

### SteinerBooks

www.steinerbooks.org  
Books/videos; teaching resources  
Booth #1251



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### **St. Jude Children's Research Hospital**

www.stjudes.org/trike  
Curriculum resources with emphasis on safety; toddler activities  
Booth #1606

### **Super Sprowtz**

www.supersprowtz.com  
Health and safety; kindergarten/primary  
Booth #1752

### **Sylvan Dell Publishing**

www.sylvandellpublishing.com  
Bilingual education; curriculum resources/ materials; early literacy resources  
Booth #1324

### **Syracuse Cultural Workers**

www.syracuseculturalworkers.com  
Booth #1439

### **Syracuse University Dept. of Child & Family Studies**

www.falk.syr.edu  
Health and safety; higher education; undergraduate/graduate schools  
Booth #825

### **Teachers College Press**

www.tcpspress.com  
Assessment/portfolios/observation; books/ videos; curriculum resources/ materials  
Booth #1126

### **Teaching Strategies**

www.teachingstrategies.com  
Booth #2314

### **Teach Me @ Decorator Warehouse**

www.teachmetshirts.com  
Apparel  
Booth #849

### **teachSTIX**

www.teachstix.com  
Early literacy resources, kindergarten/ primary, teaching resources  
Booth #2640

### **Teachstone**

www.teachstone.com  
Assessment/portfolios/observation; multi-age; professional development  
Booth #2519

### **Teddy Bear Portraits by Nationwide Studios**

www.teddybearportraits.com  
Photographic services  
Booth #1912

### **terafore green cleaners**

www.terafore.net  
Classroom equipment/furniture/supplies, green cleaners, health and safety  
Booth #1755

### **TheLessonBox.com**

www.TheLessonBox.com  
Curriculum resources/materials; early literacy resources; language arts/reading  
Booth #1052

### **Thomas Built Buses, Inc.**

www.thomasbuiltbuses.com  
Transportation  
Booth #2406

### **Thomas Moore Enterprises, Inc.**

www.drthomasmoore.com  
Books/videos; multi-age; music curriculum  
Booth #2343

### **THOMCO, A Markel Co.**

www.thomcoins.com  
Insurance/financial services  
Booth #1452

### **Time Timer LLC**

www.timetimer.com  
Classroom equipment/furniture/supplies; multi-age; multiple intelligences  
Booth #1141

### **Time to Sign, Inc.**

www.timetosign.com  
Bilingual education; early literacy resources  
Booth #2508

### **Tout About Toys**

www.toutabouttoys.com  
Classroom/furniture/supplies; educational toys/games; infants and toddlers  
Booth #1546

### **TREND Enterprises, Inc.**

www.TRENDenterprises.com  
School-age care/after-school care; teaching resources; awards/recognition gifts; early literacy resources  
Booth #2138

### **Trtl Bot**

www.trtlbot.com  
Learning settings/equipment/materials; special-needs resources; technology/information  
Booth #2313

### **Turtle, Humpty Dumpty & Jack and Jill Magazine**

www.uskidsmags.com  
Early literacy resources; kindergarten/ primary; language arts/reading  
Booth #1449

### **Tutto Luggage/Mascot Metropolitan, Inc.**

www.tutto.com  
Classroom equipment/furniture/supplies; office supply bag  
Booth #1152

### **2wayRadioPlus.com/MOTOROLA**

www.2wayradioplus.com  
Child care center management; health and safety; technology/information  
Booth #1552

### **Ultra Play**

www.playcore.com  
Booth #1030

### **The University of Georgia Center for Continuing Education**

www.georgiacenter.uga.edu/dtt  
Discipline/challenging behaviors; professional development; teaching resources  
Booth #724

### **University of West Alabama Online**

www.online.uwa.edu  
Distance education, higher education, teaching resources  
Booth #619

### **Virco, Inc.**

www.virco.com  
Booth #1246

### **Wadsworth Cengage Learning**

www.cengage.com  
Higher education  
Booth #1612

### **Walden University**

www.walden.edu  
Professional development  
Booth #1744

### **WatchMeGrow**

www.watchmegrow.com  
Child care center management; computer software (administrative); technology/information  
Booth #1951

### **Wee Blossom (Weplay Products)**

www.weeblossom.com  
Educational toys/games; physical education; special-needs resources  
Booth #2523

### **WESCO North America**

www.wescona.com  
Infants and toddlers; kindergarten/primary; playground equipment/supplies  
Booth #1146

### **Whimsical Works for Education**

beacon139@yahoo.com  
Arts in education/art materials, educational toys/games, learning settings/equipment/ materials  
Booth #611

### **Whitney Bros. Co.**

www.whitneybros.com  
Classroom equipment/furniture/supplies; educational toys/games; kindergarten/primary  
Booth #2238

### **Wikki Stix Co.**

www.wikkistix.com  
Booth #945

### **Winterberry Press**

www.wbpress.com  
Assessment/portfolios/observation; family support/resources; multi-age; parent involvement  
Booth #827

### **The Workyard Kit**

www.casholman.com  
Educational toys/games; playground equipment/supplies; kindergarten/primary  
Booth #956

### **WriteSteps**

www.writestepswriting.com  
Curriculum resources/materials, language arts/ writing, professional development  
Booth #2228

### **Zeager Bros, Inc.**

www.zeager.com  
Playground equipment/supplies  
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### **Zoo-Phonics, Inc.**

www.zoo-phonics.com  
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## Hear the brand new recording from Elizabeth Mitchell

Elizabeth Mitchell's extraordinary sixth album *Blue Clouds* expands her special kind of family-centric music to new heights. Featuring liner notes by Caldecott Award-winning author **Brian Selznick**, illustrations from the book *Arm in Arm* by **Remy Charlip**, and wonderful musicianship by her band **You Are My Flower**, the recording captures the essence of and brings new energy to a surprising range of songs—from familiar favorites by **The Allman Brothers, Van Morrison, David Bowie, and Jimi Hendrix**, among others, to obscure gems in Old English and Japanese. It's handmade music of the finest kind, for people of all ages.



## Special offer!

**Purchase *Blue Clouds* at the Smithsonian Folkways booth and receive 20% off the regular price PLUS a free Elizabeth Mitchell *Blue Clouds* tattoo!** TATTOO ILLUSTRATION BY REMY CHARLIP



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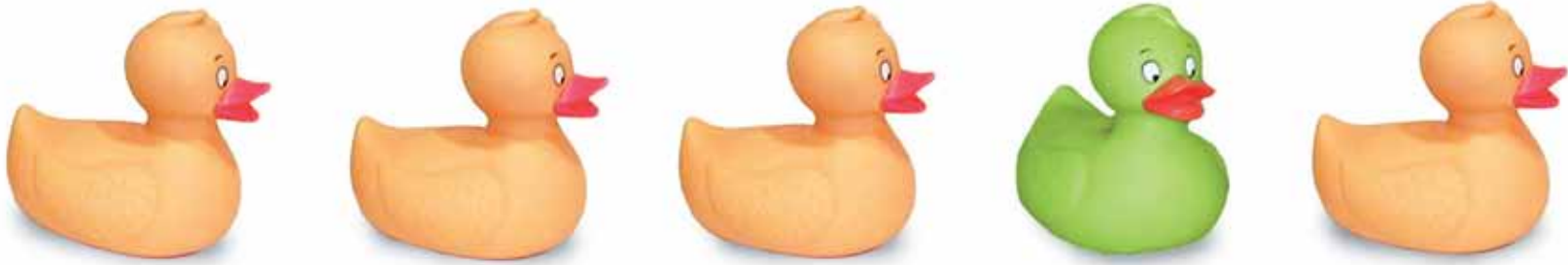
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Teaching mutual respect and an appreciation of diversity is critical in preventing the seeds of prejudice from taking root in young children. The Anti-Defamation League (ADL) has tools and resources to help you.

### Explore

The Question Corner – a free online resource – provides responses to frequently asked questions about anti-bias and diversity issues among young children.

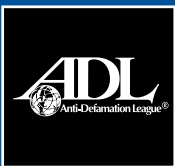
### Learn

ADL's Miller Early Childhood Initiative offers interactive workshops designed to prepare adults to counter the development of prejudice in young children.

### Read

ADL provides tips and guidance on using children's literature to foster respect and create fair and inclusive home and learning environments.

Visit [www.adl.org/education/miller](http://www.adl.org/education/miller)



The Anti-Defamation League, founded in 1913, is dedicated in purpose and program to combating anti-Semitism and securing justice and fair treatment for all. ADL's A WORLD OF DIFFERENCE® Institute is a leading provider of anti-bias education and diversity training programs that help create and sustain inclusive home, school, community and work environments.



**For more information or to schedule a workshop, contact us at:**  
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Anti-Defamation League  
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New York, New York 10158-3560  
(212) 885-7700  
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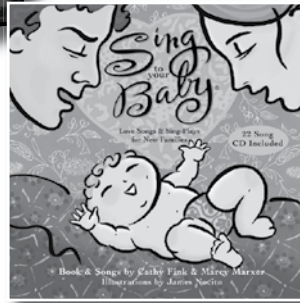
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## Meet Suzanne Bloom

Creator of the award-winning *Goose and Bear* books  
Thursday, November 8  
10 a.m. - Noon

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**Booth #1930**

**Isabel Baker**  
 The Best New Books  
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**Thursday, November 8th**  
 10 – 11:30 a.m.  
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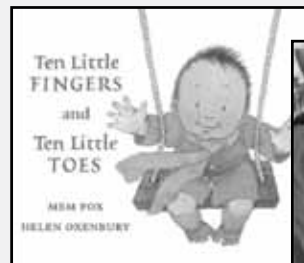


**Mem Fox**  
 Why Simple Books Are  
 Not Simple To Write



**Thursday, November 8th**  
 1 – 2:30 p.m.  
 Thomas Murphy Ballroom 2/3  
 Georgia World Congress Center

**Mem Fox**  
**Book Signing**  
 2:30 – 4:30 p.m. / Booth 1930





## Meet the Authors & Illustrators

Friday, November 9th from 10:00 – 11:30 a.m.

Thomas Murphy Ballroom 2/3 – Georgia World Congress Center

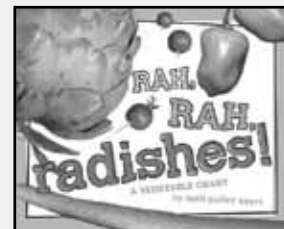
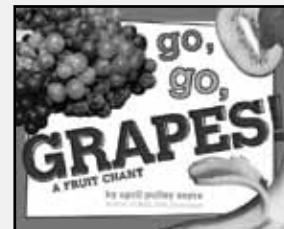
**Mem Fox**



**Peter H. Reynolds**



**April Pulley Sayre**



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11:30 a.m. – 1:30 p.m. / Booth 1930



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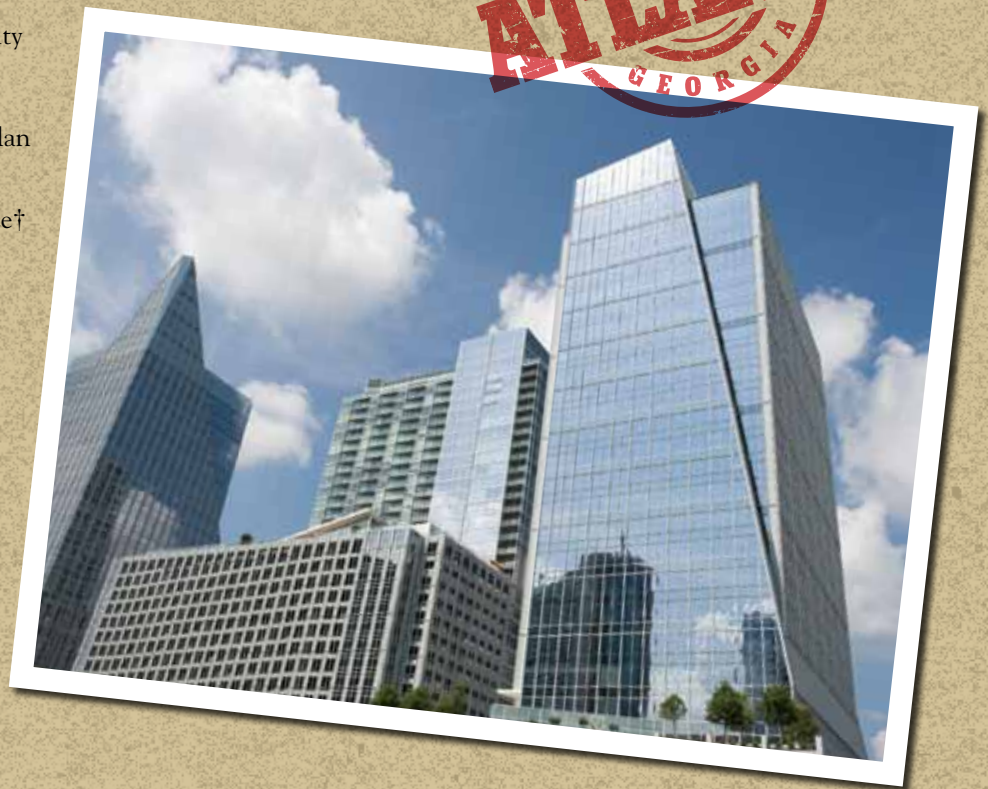
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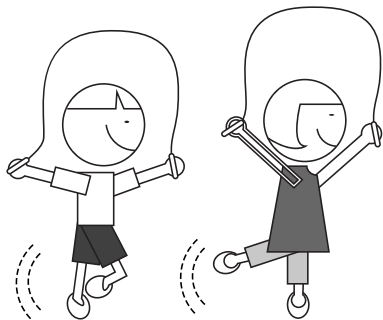
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Wednesday November 7<sup>th</sup>  
5:30pm - 6:30pm

Friday November 9<sup>th</sup>  
10:45am - 11:45am

Saturday November 10<sup>th</sup>  
11:30am - 12:30pm

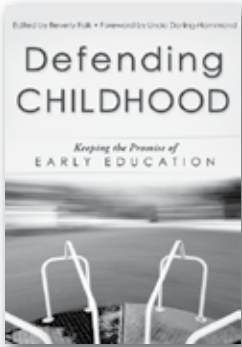
**NAEYC CLOSING SESSION:**

**Sing! Dance! Move! Celebrating Music in Early Childhood Education**

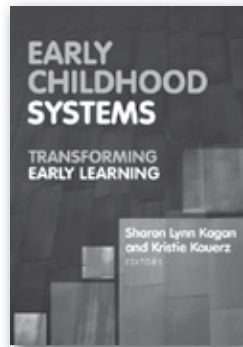
Saturday, November 10<sup>th</sup>  
3:00pm - 4:30pm

# Great New Books

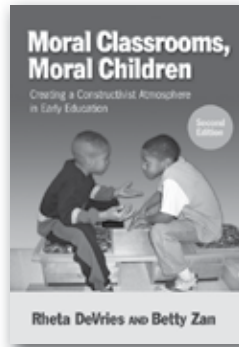
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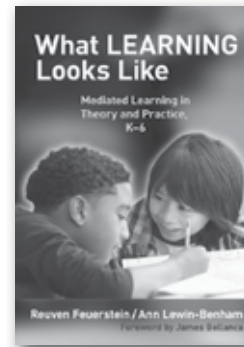
**Defending Childhood**  
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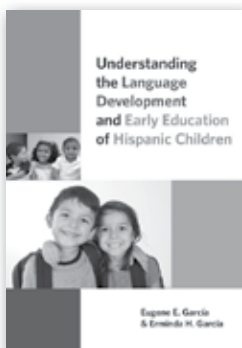
**Moral Classrooms, Moral Children**  
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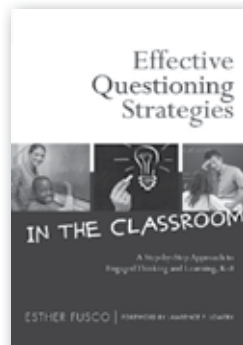
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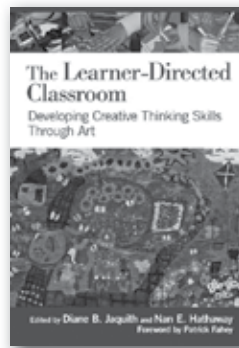
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**Understanding the Language Development and Early Education of Hispanic Children**  
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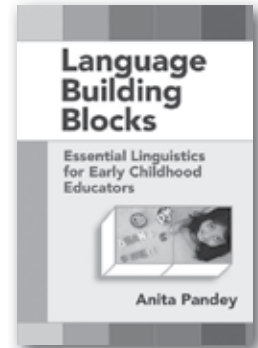
**Effective Questioning Strategies in the Classroom**  
A Step-by-Step Approach to Engaged Thinking and Learning, K-8  
**Esther Fusco**



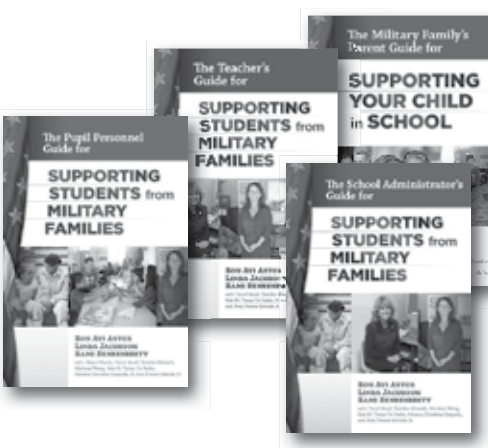
**The Learner-Directed Classroom**  
Developing Creative Thinking Skills Through Art  
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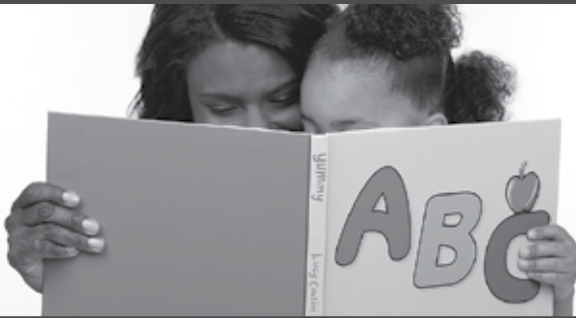
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# Join the CDA Happenings!

## CDA Conference Sessions

### The Role of the CDA Professional Development Specialist

Wed. 8:30 – 11:30 a.m. GWCC B404, Thurs. 1 – 2:30 p.m. GWCC A402

### CDA 2.0: Introduction to the Newly-revised Assessment System

Thurs 10 – 11:30 a.m. GWCC A402

### Reflection and Intentionality: Supporting Key Skills of Entry Level Professionals

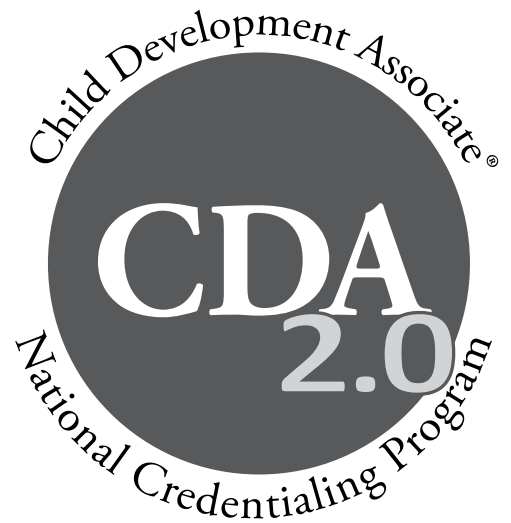
Fri. 8 – 9:30 a.m. GWCC A402

### Successful Preparation of CDA Candidates

Fri. 1 – 2:30 p.m. GWCC A402

### Best first step: the Council's Board of Directors Shares Plans for CDA 2.0 and the Future of EC Professional Development and Credentialing

Fri. 3 – 4:30 p.m. GWCC A402



## Coming in 2013

## Council Chats

The Council Chats are your opportunity to gather with other similarly-focused members of the national CDA Community to ask questions, share ideas and get clarification on the upcoming transition to CDA 2.0. All Chats will be held in the Magnolia Room at the Omni Hotel.

- Current Council Representatives** ..... Thurs. 12 – 1 p.m.
- CDA Training Organizations** ..... Thurs. 1 – 2 p.m.
- CDA Scholarship Organizations** ..... Thurs. 2 – 3 p.m.
- Prospective CDA Professional Development Specialists** ..... Thurs. 3 – 4 p.m.
- Bilingual or Spanish Monolingual** ..... Fri. 10 – 11 a.m.
- Prospective Partners** ..... Fri. 12 – 1 p.m.

**Booth  
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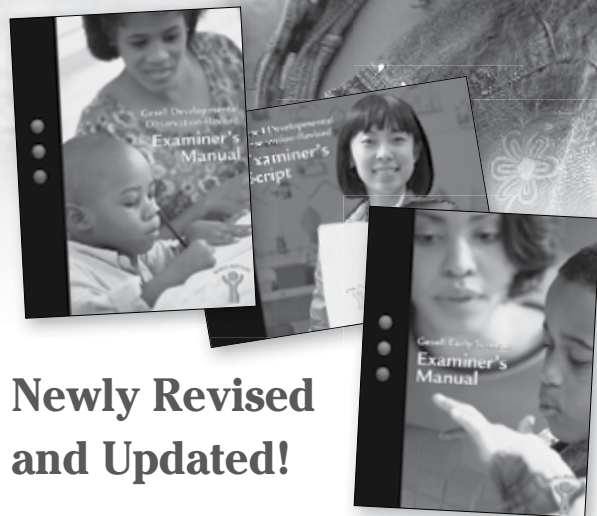
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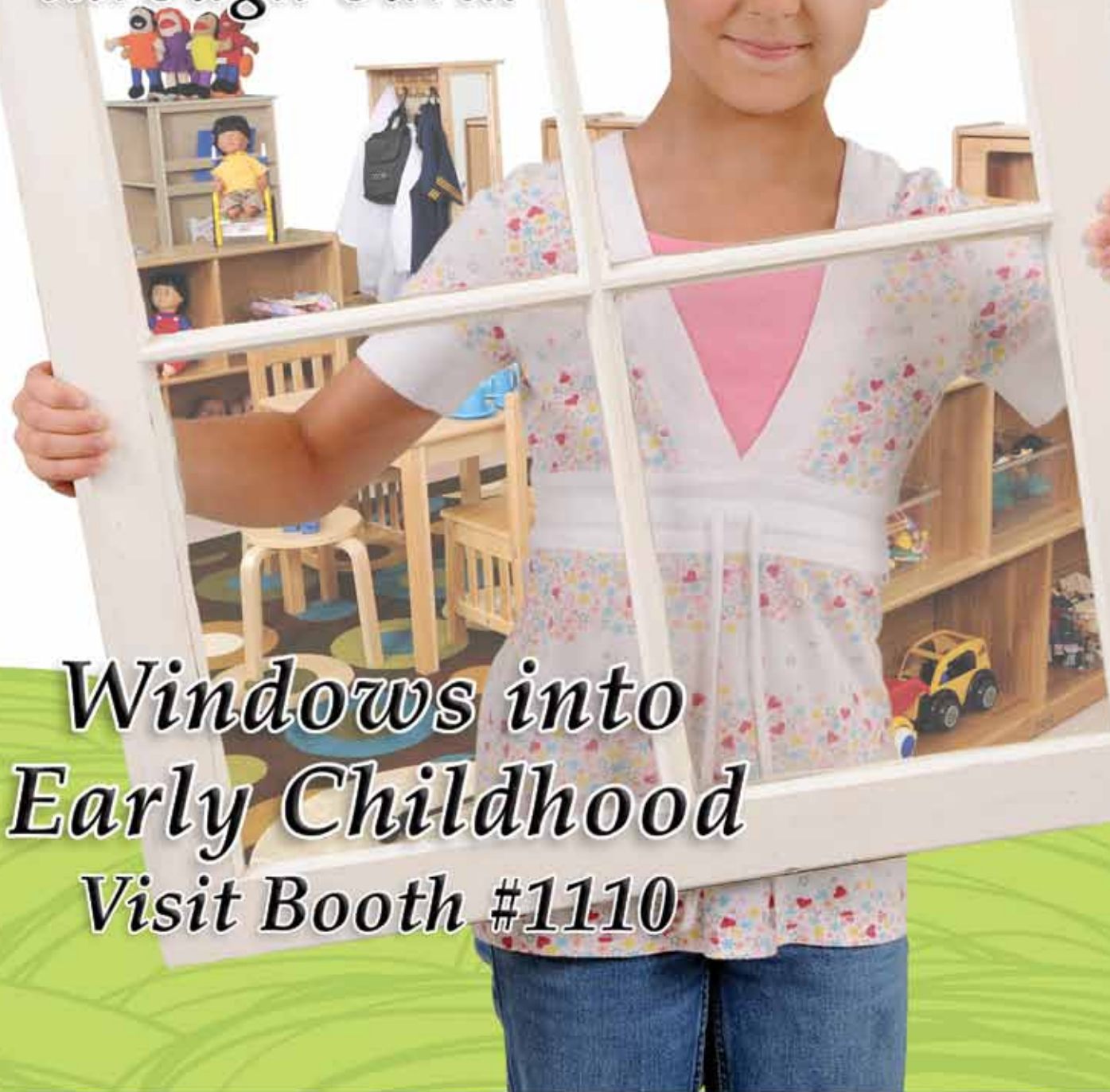
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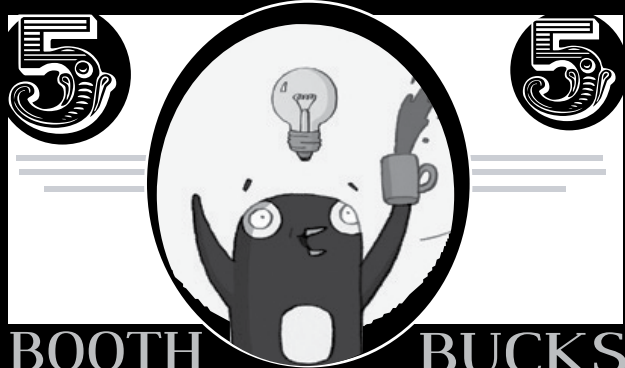
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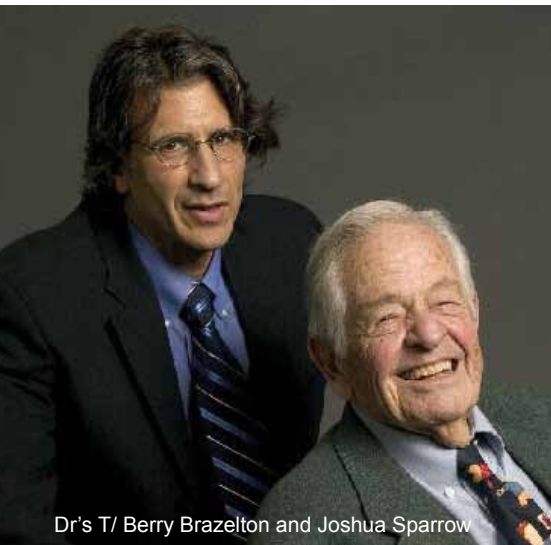
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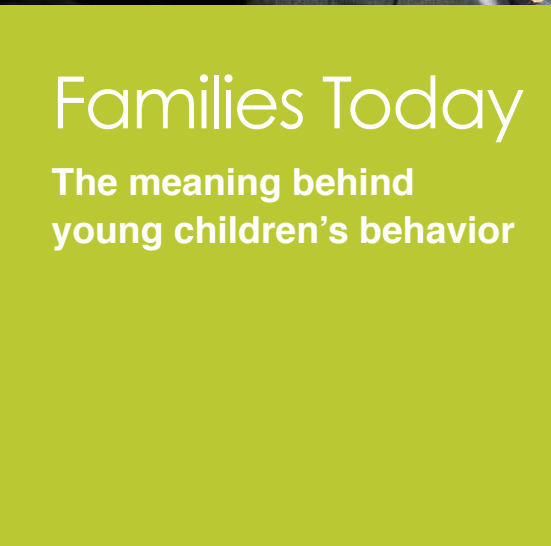


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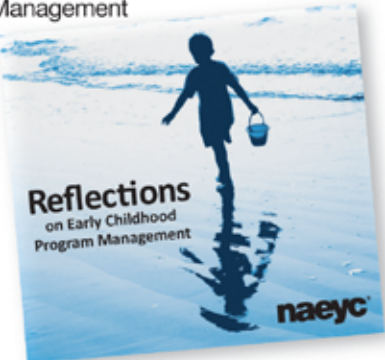
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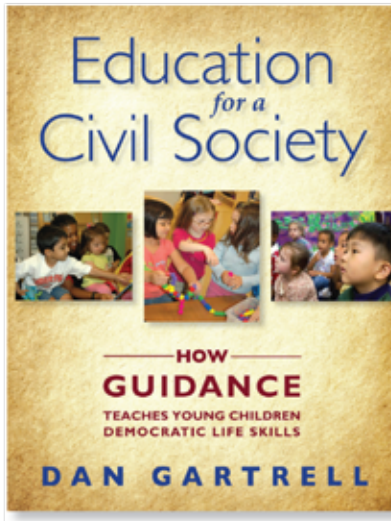
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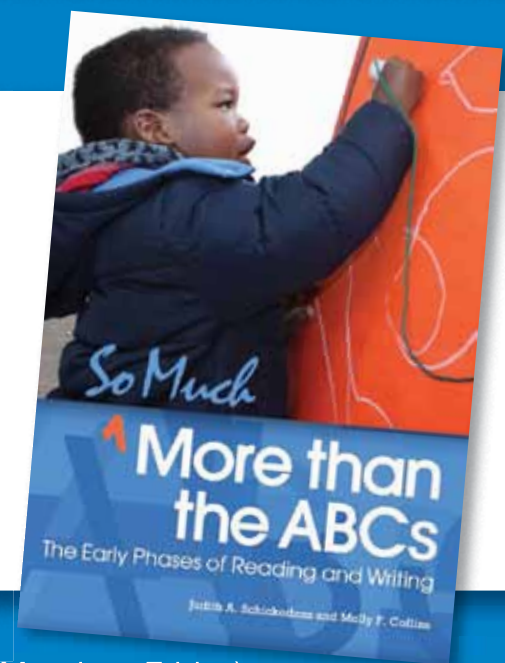
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