



Virtual **Conference** Sessions

Arkansas Resources to Impact Curriculum for Infants, Toddlers & Preschool Children

Shelli Henehan, Ronnette Haynes

Join us as we electronically dive into the many FREE resources on the Arkansas Better Beginnings website, resources that focus on approved curricula for infants, toddlers and preschool children. Each resource supports developmentally appropriate learning goals birth through 60 months. Each resource is child-centered and can be adapted to meet the needs of every child. These resources will be enjoyed by your children and you while impacting child development and learning.

ASL to Enhance Social-Emotional Learning for Children 3-5 Years

Lillian Hubler

This program teaches American Sign Language (ASL) to parents and/or caregivers of young children from 3 years through kindergarten to be used in the home or classroom to enhance social-emotional learning and communication. This interactive learning experience promotes all 5 Central Learning Domains for young children. Journey into sign language by joining us to learn how to enhance our young children's communication, language, and literacy skills, cognitive, and physical development.

Learn stories, songs, and activities in a fun environment that promotes retention and recall for use later with your children.

ASL to Enhance Social-Emotional Learning for Children Birth-3 Years

Lillian Hubler

This program teaches American Sign Language (ASL) to caregivers, educators, specialists and parents of young children ages birth to 3 years to be used in the classroom to enhance communication, the ability of young children to get their wants and needs met, and to better understand and communicate their feelings and the feelings of others. Journey into sign language by joining us to learn how to enhance our youngest children's communication, language, and literacy skills; social-emotional, cognitive, and physical development.

Bookworms: How a Community Strengthens Their Childrens' Social Development Through Books

Tara Wilson

In an west Texas county, there is a literacy program run by community volunteers, Bookworms. This session will discuss Bookworms from the perspective of it's effects on a child's social development. Participants will look at data and then start planning how they can replicate Bookworms in their community.

Brain Builders: Looking Beyond Behaviors

Cailin Kerch, Mona Anchan, Joy Winchester

Have you said to yourself or your colleagues, "Why does she do that?" or "I cannot get this child to ..." or "I do not know what to do with ..."? Well, we have said this to ourselves too. Join us as we discuss basic brain anatomy and functioning as connected to young children's behaviors. Exit our session with a new-found perception of behavior and strategies to support young children's emotional and behavioral responses.

Building a Foundation for Faith through Five Biblical Experiences

Karan Marshall

Many times teachers and directors in faith-based programs struggle to figure out how to use Biblical or other faith-based materials as a part of their curriculum. This session will present an approach that builds a foundation for faith in a developmentally appropriate way. Participants will discuss how this approach could be used in their programs and make plans to use it in their classrooms.

Building Community through Rituals and Traditions

Karan Marshall

Children need to feel safe and accepted when they come to school. Especially in this troubled time in history, early childhood classrooms should feel like a community. This workshop encourages participants to use the predictable nature of classroom rituals and traditions to feel like a part of the group and trust what will happen next.

Challenging Behavior What to Do When Nothing Else Works!

William DeMeo

This dynamic and interactive workshop will focus on providing early childhood professionals with knowledge of effective and appropriate prevention and intervention strategies for young children who exhibit challenging behavior.

Clarifying Cultural Misrepresentations and Promoting Healthy Social Identities through Texts

Ruth Facun-Granadozo, Olawale Olubowale, Chukwudebelu Ejiogu

Different high-quality texts on Africa will be featured in this presentation. These would offer participants a broader understanding of the different unique cultures in this continent. The experiences planned for this session would encourage participants to always look for a more accurate and complete representation of concepts that they teach young children, especially those that are not part of their experiences.

Classroom Management through Social-Emotional Learning Instruction

Michael Hubler

Participants will walk through the social-emotional behavioral process that teaches children the necessary skills to interact and assist other children in dealing with classroom conflict.

Participants will also learn how to teach their children to empathize with others, as well as important techniques to minimize negative behaviors in the classroom, provide children with positive opportunities to express their emotions, and how enhancing parent relationships can help reduce misbehavior in the classroom.

Participants learn to use common classroom emotional learning scenarios to help children understand and control their emotions, behavior, and day to day interactions.

Creating Leaders and Learners: Advocating for Agency of Children

Sharon Jackson

Every day early learning environments provide more direction and few choices. Join us to discuss the best balance to empower young learners to be leaders in the 21st century.

Early Childhood Success? It's As Easy As T.L.C!

Sean Buchanan

This humorous session is designed to provide inspiration to early childhood educators as they guide students and parents who lack motivation relative to education. It features researched based strategies that will improve student outcomes and behavior.

Early Experiences, Lasting Impacts of Childhood Trauma

Debra Lawrence

Recognizing the impact of early experiences on the developing brain is critical to formulating policies, interventions, and strategies that can assist in ameliorating the long-term adverse effects of stress, trauma, and neglect. This session will investigate the relationship between prenatal exposure to teratogens, toxic stress and neglect, and its effect on the wiring of the brain and an individual's ability to respond to everyday situations.

Early Literacy: Embedding Daily Evidence Based and Equitable Practices

Cailin Kerch, Alison Hooper

Have you said to yourself or your colleagues, "I can't teach letters yet, that's not DAP!" or "That book is too long for a read aloud"? If so, you found the right session! We will discuss developmentally appropriate early literacy practices that have been found to boost young children's literacy development and how to select age-appropriate, culturally relevant texts to develop oral language and comprehension.

Embrace the Ace: Professional Development Activities for High ACE Scores

Ginger Welch

In this session, participants will calculate their own Adverse Childhood Experiences score, and will learn about triggers that can interfere with responsive and nurturing caregiving.

Fine Motor Skills...Write Out of the Box: Building Young Children's Confidence and Efficacy in Literacy Through Developmentally Appropriate Practice

Dr. Marianne Gibbs

Occupational therapist and NAEYC presenter shares activities and science-based rationale for the WHATs, HOWs, and WHYs of fine motor skill development as it relates to children 3-6 years old. Fun and easy-to-implement activities and strategies are demonstrated with supporting evidence for improving students' future handwriting efficiency...Write Out of the Box!

How to Increase Dramatic Play for Children with Autism

Jessica Branch, Melissa Chapman

Join us as we explore one classroom's dramatic play center. This session will introduce the Playing to Your Strengths Planning Tool. This tool can be used with all children, although it was created for young children with autism. We will use the PYSPT to identify a child's strengths and needs. We will survey several play intervention strategies (video modeling, play scripts, social stories, peer modeling, least-to-most prompting, matrix training, role-playing, and visual schedules) and when these should be implemented for best results. Participants will plan how they will implement the PYSPT in their own classrooms and programs.

"I Can Do It": Encouraging Social and Emotional Development

Connie Stout O'Dell, Shelly Ratliff, Tanya Stewart

This presentation focuses on practical activities to encourage children's management of emotions, self-confidence, and prosocial skills. Hands on activities will be appropriate for preschool/ kindergarten.

Joyful Places for People Under Three: Environments & Social-Emotional Development

Laura Wilhelm

How does the natural and built environment impact the social and emotional climate for infants, toddlers, and two's?

In this hour-long session, we will explore innovative practices in a wide range of settings, and create our own fresh and inspiring ideas to improve our own classrooms.

Leadership Communication during Crisis and Beyond

Cindy Ligon

2020 brought unceasing change and disruption to our early childhood programs. Learn how to embrace change as a dynamic force of innovation and to build a culture that thrives on making lemonade out of lemons. Discover communication skills, tools, and systems to strengthen clear, effective, and strong leadership, especially during times of crisis.

Let's Talk About Race: Creating a racially conscious classroom.

Jenni Billingsley, Taquayla Wilcox

This workshop will explore how we can, and why we should create classrooms with equitable outcomes. The hope is for learners to leave with the motivation to continue the conversation.

Lost Opportunities: How Teaching Interferes with Learning

Debra Lawrence

The purpose of early childhood education is to provide opportunities for children to acquire the dispositions of learning required for all aspects of success. This session brings to light the unintended consequences of teaching and provides strategies for increasing learning in your classroom.

Managing Classroom Behavior: Social-Emotional Learning Matters

Billi Bromer

A whole child approach recognizes the importance of each child's individual competencies in social-emotional skills such as self or social awareness and self-management. Academic and behavior challenges that can become problematic in later grades can often be identified in early childhood settings, but early childhood educators may not have the tools and resources to understand and address the challenges. Honing in on social emotional learning with our youngest students can provide strategies to children that they can use throughout their school years.

This session will encourage participants to brainstorm ideas and create a take-away item that can be used in their individual classrooms and settings. The strategies can help all learners develop the self and social awareness and self-management skills that are needed for educational success.

Outdoor Learning Centers and Activities

Janet Chambers-Baxter

In this session on Outdoor Learning Centers & Activities, we will examine methods to carry indoor learning center activities and experiences into the outdoors. Through discussions, viewing examples of various outdoor learning centers & activities, and a small group activity the target audience will gain knowledge of the importance of enriching their program's outdoor environment thus providing more opportunities for learning.

"Pheeling" Great and Having "Phun" with "Phonemic Awareness"

Tammy Benson

Fun and creative phonological awareness activities will be shared that develop literacy, self-confidence, and social/emotional health.

Play-Based Practices for Cognition and Socio-Emotional Learning in P-3 Classrooms

Holly Swain, Allison Hooper, Melissa Walton

Participants will engage with interactive activities using play-based instruction for meeting curricular goals in P-3 classrooms. Ideas presented will reconfigure specific aspects of required academic curriculum to incorporate more play.

Playgrounds with a Purpose; Using the Outdoors as a Second Classroom

Richard Hardison

Presenters will introduce the importance of connecting children with nature based on research supporting the value of the outdoor classroom. Come explore natural playscape design and learn how key elements of the environment can help you bring activities and learning outdoors.

Examine the philosophy of the outdoor classroom and the importance of child development theory that are important to outdoor learning.

Social and Emotional Development in Children with Autism Spectrum Disorders

Mansur Choudry

Using ABA based strategies and viewing the child as a whole child, to understand social and emotional development of a child with ASD. Informing teachers how to help facilitate the learning of children on the spectrum into regular classroom.

Through research based intervention strategies of pairing and appropriate use of reinforcers, help the child to comply and follow instructions reducing emotional and behavioral issues in children with ASD.

Social Emotional Learning - All Day Long!

Jennifer Skrivaneck

Participants will learn the value of social emotional learning, identify times during the school day when social emotional learning may take place, and respond to three scenarios that may occur.

Strengthening Community Networks to Build Advisory Councils and Referral Sources

Stacy Salmon, Kimberly Hargrove

This training will help facilitate the ability to strategically focus outreach for partnerships within the community. Potential referral sources are everywhere, and knowing where to target outreach work can be difficult. After connections are made, maintaining connections with referral sources can be difficult as well. This training will show strategic ways to nurture relationships and grow support. Participants will have the ability to discuss their own barriers and successes within their service areas to help cultivate networking and idea sharing. Families find support in a variety of places and resources and this training will discuss the importance of diversity when building Advisory Councils and how, overall, partnerships strengthen our program, our families and their children, and our community as a whole.

Structured Beginnings and Endings Impact on Behavior

Claudia Otto

This presentation focuses on the strategic implementation of a teaching technique as a framework for a differentiated communication structure that resulted as a positive behavior support for children with autism. Research shows that teachers' use of this communication structure was effective at reducing off-task classroom behaviors and for alerting the student to teacher directives and instruction.

Supporting Children, Families, and Ourselves Through Unforeseen/Challenging Current Events

Jaesook Gilbert, Sue Griebing, Helene Harte

This session will examine current events within the framework of preschool age children's developmental stage and relationships. The participants will leave the session with ideas for supporting children and their families through national, natural, global events that disrupts many lives and their routine.

Supporting Children's Emotional Development with the "4 C's"

Diane Goyette

Young children need four essential types of support from adults for healthy emotional development, which I call the "4 C's": Connection, Co-regulation, Compassion and Capacity-Building (of self-regulation). The first three "C's" are things that all children (and adults) need, especially when experiencing distress: a close relationship with at least one caring adult, help with calming, and to be treated with empathic concern. The fourth "C", capacity-building is what children need when they are calm so they learn to handle stressful situations appropriately. It includes not only teaching children self-regulation skills but also other interaction strategies and environmental supports.

After being introduced to the "4 C's" and exploring practical strategies for each you will leave ready to support children's emotional development, foster their resilience, and build their self-regulation skills!

Teaching Social-Emotional Learning to Young Children

Michael Hubler

Come play and learn basic signs for pre-literacy concept understanding and social and emotional development through the use of fun story, songs, and games. Participants will learn about children's social-emotional development and how to use music and games that provide a powerful foundation to enhance children's learning, and pre-literacy concepts.

Teaching Young Children about Race & Ethnicity

Michael Hubler

It's never too early to talk to and teach your young children about race, ethnicity, equality, and humanity for all. Participants will learn how to use games; puppet, doll and roll play; stories, arts and crafts; television shows and movies; and other play time activities to teach children all about race and ethnicity. Learn to educate your children about why we are all different shades of color and how in the end we are all different on the outside, but inside we are all the same.

Trauma-Informed Teaching: How to Help the Trauma Survivors in Your Classroom

Deborah Ausburn, Donna Caudell

A large number of the children that we encounter have suffered from Adverse Childhood Experiences (ACEs), ranging from parental divorce to being victims of abuse. Trauma-informed practices in psychology and education offer childcare programs helpful principles for helping our children not only survive their experiences, but thrive and succeed. The session will help centers also must balance positive practices, such as responding positively to normal physical contact, against the risk of harmful boundary issues, such as grooming for abuse.

Understanding and Strengthening Cultural Identity: How Family Stories Can Support an Anti-Bias Education

Debra Hailey, Tommy Hailey, Michelle Brunson

Before television came on the scene, parents and grandparents across time and cultures passed on family stories to teach life lessons to the children. Participants will leave with activities and ideas for helping parents build and conveniently share their own family stories while supporting language, literacy, respect for each individual's family values and family pride. In addition, participants will

collaborate with one another to determine ways that NAEYC Standards and the NAEYC Code of Ethical Conduct and the Core Goals of Anti-Bias Education support teacher encouragement of family storytelling and lessons learned from those stories.

Use of Prop Boxes to Encourage Play in the Preschool Classroom

Christy Gadman

Prop boxes can be a fun, exciting way to integrate play into your classroom. This session will help you learn the importance of prop boxes, suggestions for how to build them, and the teacher's role in implementing them with your children.

Waterford UPSTART: Supporting Social Emotional Learning in the Home

Courtenay Burns

This session will explore the innovative home-based technology-delivered school readiness program Waterford UPSTART, including its development, research basis, curriculum, and success, as well as how UPSTART uses a nudging communication strategy, coupled with personalized coaching, to designed to support delivery of social-emotional learning by the family and empower caregivers as their children's first teacher. As part of this session, participants will have opportunities to network and discuss experiences and lessons learned, as well as ask questions.

What Teacher Knowledge, Skills, Characteristics, Attributes or Dispositions are Necessary to Create a Playful Classroom?

Debra Lawrence

In the "push down" education environment that focuses only on the cognitive domain of development, teacher candidates, whether infant, toddler, preschool, pre-k, or primary are faced with challenging and restrictive policies that impede opportunities to facilitate learning through play. What are the key attributes or dispositions that effective educators should possess in order to be dynamic and successful in working with diverse populations? What teacher attributes or characteristics align with the classroom strategies that promote the development of positive approaches to learning. Come ready to join in a discussion on current efforts and opportunities that can positively impact teaching practices.

Your Playground: Enhancing your curriculum through the outdoor environment

Nancy Alexander

Learn ways to create outdoor learning environments with innovative design features that use outdoor space to support curriculum and provide opportunities for instructional support.