

AUSTIN CHAPTER



Texas Association for the
Education of Young Children

2018 Austin Chapter of TxAEYC Annual Conference



Conference Brochure

April 7, 2018

Thompson Conference Center

Conference Fee:

Member: \$60 | Non-Member: \$80 | Student: \$40 | Group (6+): \$60

Award Ceremony Fee:

Member: Free | Non-Member: \$10

Conference & Parking Information

Conference Information

Sessions: Sessions are filled on a first-come first-serve basis; please be prepared to have back up choices

Certificates: Your conference certificate will be found at the back of the brochure.

Lunches: An assortment of boxed lunches (meat and veggie) will be available. Lunches include a sandwich, chips, side dish, soda and bottled water. You are welcome to eat your lunches in the classrooms, in the dining hall, or outside on the lovely grounds.

Venue: There are two other events using the Thompson Conference Center. Please pay close attention to our signage and the venue map to find your classes.

Lost Items: Lost and Found will be stationed at the registration table in Under the Oaks dining hall.

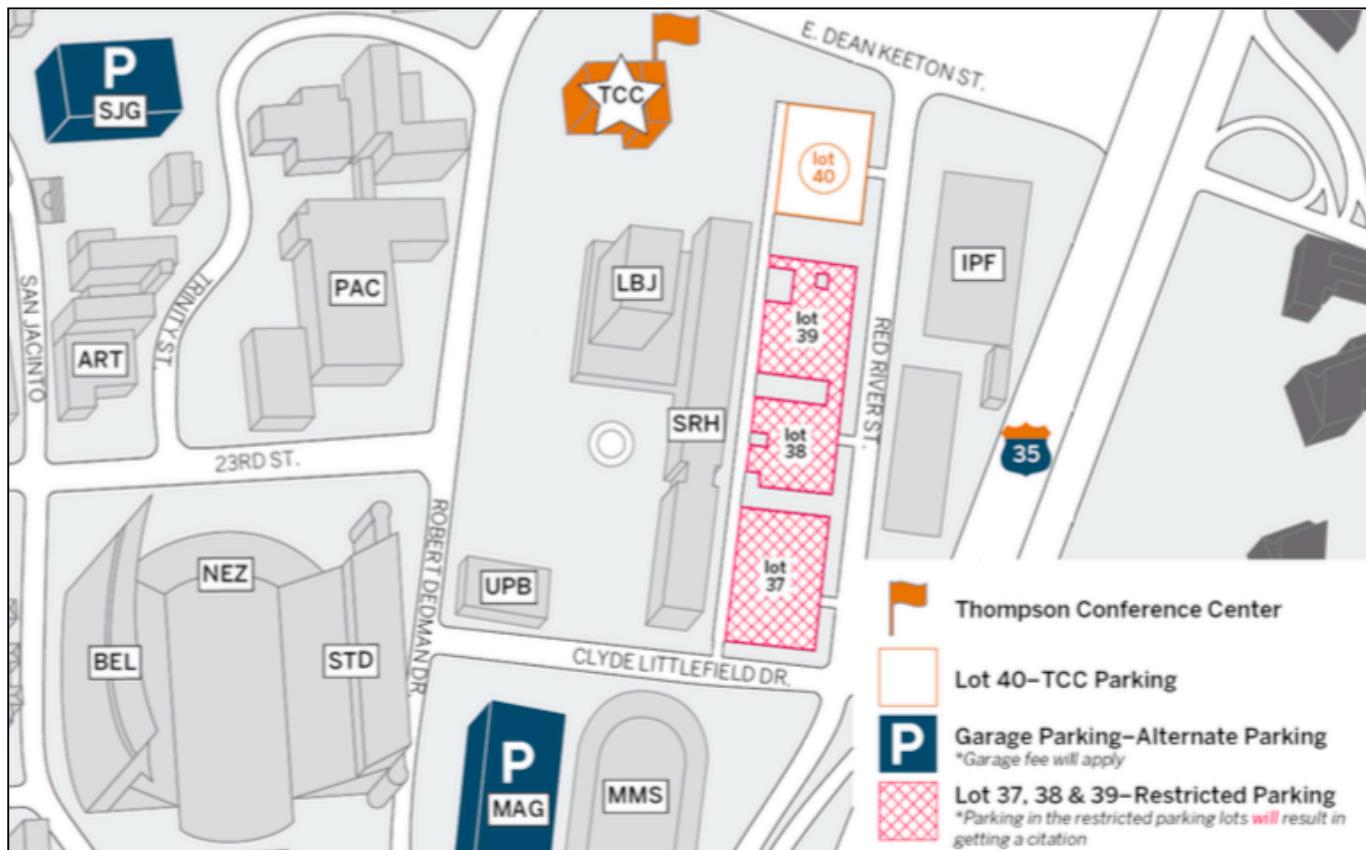
Parking Information

CC Parking (Lot 40) Free parking – spaces are extremely limited, so please plan accordingly.

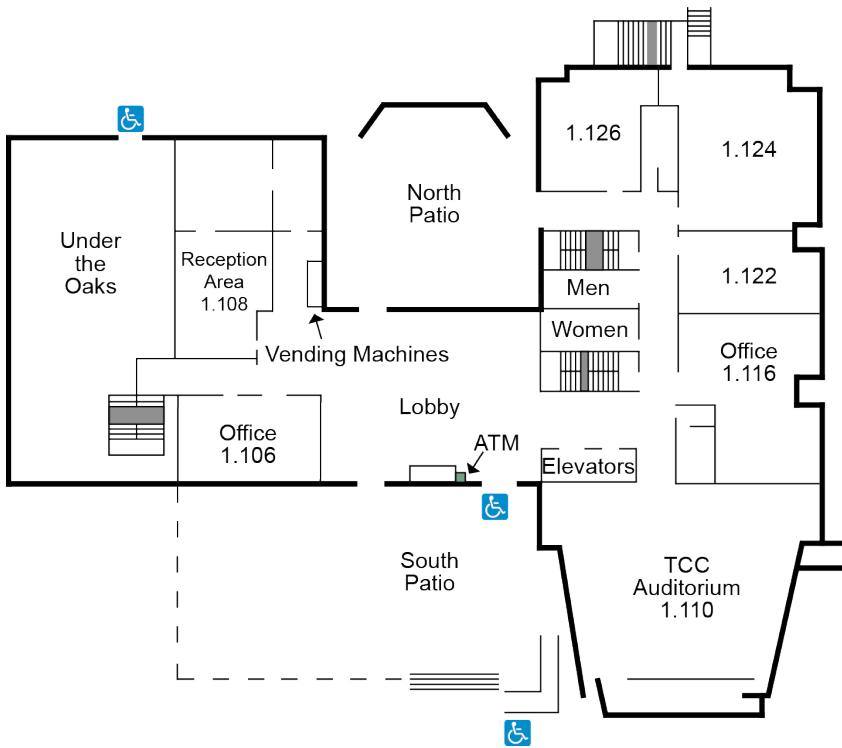
Manor Garage (MAG) Validated parking, half-price if you have your parking ticket

San Jacinto Garage (SJG) - \$15.00 for 8-14 hours

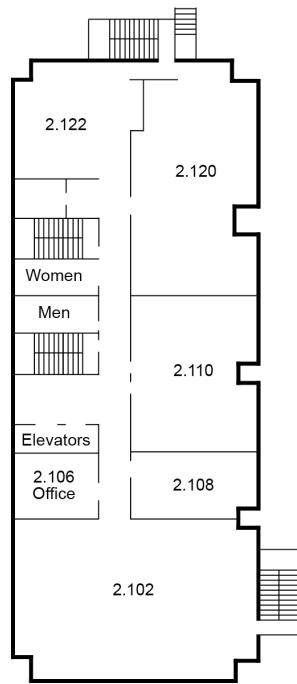
Look for our signs after parking to navigate your way to the Thompson Conference Center



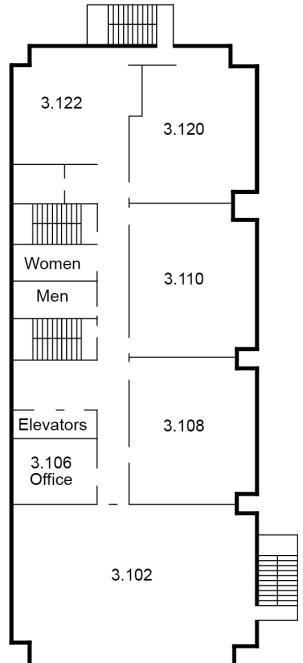
TCC Ground and First Floor



TCC Second Floor



TCC Third Floor



Schedule

7:45-8:45	Registration
8:45-10:15	Session I
10:30-12:00	Session II
12:00-1:15	Lunch
1:15-2:45	Session III
3:00-4:30	Session IV
5:00-6:30	Awards Ceremony

Conference at a Glance

Session 1: 8:45 - 10:15am				
Topic	Presenter	Audience	Core Competency	Room # /Capacity
The Late Talker: Strategies for Improving Communication in the Classroom	Ashley Fairleigh	I/T/P	Child Growth & Development	1.124/34
Connecting Motor to Learning	Kim Marshall Janet Fowler	I/T/P/K-3	Supporting Skill Development	1.126/30
From Entitlement to Ownership	Rebecca Cole Featured Presenter	T/P/K-3	Child Growth & Development	2.102/188
Transitions	Pat Carter	I/T/P	Learning Environments	2.122/54
Documenting Young Children's Learning Using Anecdotal Records & Portfolios	Rhonda Richardson Featured Presenter	T/P	Observation & Assessment	3.102/188
The Neurobiology of DAP	Amy Bryan Featured Presenter	I/T/P/K-3	Child Growth & Development	3.108/40
The Power of Positive Communication	Laura Pauley	P/K-3	Family & Community Relationships	3.110/40
It's Not My Monkey! Delegation & Setting Limits	Carrie Casey	A	Establishing an Effective Organization	3.120/36
Spring Activities for 3-5yr olds	Sandy Pennington	P	Curriculum & Standards	3.122/54
Session 2: 10:30am - 12:00pm				
Topic	Presenter	Audience	Core Competency	Room # /Capacity
When Normal is Not Normal	Ashley Fairleigh & Robyn McGrath	I/T/P/K-3	Child Growth and Development	1.124/34
Do This, Not That: Alphabet Knowledge	Stacy Benge	P	Supporting Skill Development	1.126/30
Toilet Learning vs. Toilet Training	Jerri Thompson Featured Presenter	I/T	Child Growth & Development	2.102/188
Intentional Play	Pat Carter	I/T/P	Observation & Assessment	2.122/54
The Wonder of Boys: Five Signs of a Balanced Classroom	Rhonda Richardson Featured Presenter	T/P	Learning Environments	3.102/188
Engage & Motivate Students with Active Storytelling	Kathy Jones Featured Presenter	P/K-3	Curriculum & Standards	3.108/40
All in the Family	Janine Groth	I/T/P/K-3/A	Family & Community Relationships	3.110/40
Minimum Standards: Protecting the Health, Safety & Well-Being of Texas Children	Sherry Hahn	I/T/P/A	Health, Safety & Nutrition	3.120/36
Risky Play	Tammy Potter & Brandy White	T/P	Supporting Skill Development	3.122/54

Conference at a Glance

Session 3: 1:15pm - 2:45pm

Topic	Presenter	Audience	Core Competency	Room # /Capacity
Early Identification	Janine Groth	I/T/P/K-3/A	Observation & Assessment	1.124/34
Take it Outside	Stacy Benge	I/T/P	Learning Environments	1.126/30
Functional Behavior Assessment in Early Childhood Settings	Amy Bryan <i>Featured Presenter</i>	I/T/P/K-3	Positive Interactions and Guidance	2.102/188
Infant & Toddler Growth & Development	Logan DeCleene	I/T	Child Growth & Development	2.122/54
Warnings, Warnings, Warnings: How Many is Enough?	Kathy Jones <i>Featured Presenter</i>	P/K-3	Positive Interactions & Guidance	3.102/188
It's All About the Books!	Jill Gonzales & Lili Cantu	I/T/P	Curriculum & Standards	3.108/40
Making Learning Visible by Using Project-Based Curriculum	Catherine Robinson	P/K-3	Curriculum & Standards	3.110/40
Professionalism & Ethics	Sandy Pennington	I/T/P/A	Professionalism & Ethics	3.120/36
Baby Talk!	Laura Minnigerode	I/T	Supporting Skill Development	3.122/54

Session 4: 3:00pm – 4:30pm

Topic	Presenter	Audience	Core Competency	Room # /Capacity
Neurological Development in Social Cognition	Sarah Ozuna	I/T	Child Growth & Development	1.124/34
Don't Just Sit There! Using Creative Movement in the Classroom	Tricia Haddad	P	Supporting Skill Development	1.126/30
Positive Behavior Support in Early Childhood Settings	Amy Bryan <i>Featured Presenter</i>	I/T/P/K-3	Positive Interactions and Guidance	2.102/188
Guidance Techniques & Strategies for Toddlers	Logan DeCleene	T	Positive Interactions and Guidance	2.122/54
Creating Engaging Spaces for Infants & Toddlers	Audrey Rowland <i>Featured Presenter</i>	I/T	Learning Environments	3.102/188
Supporting the Child Who is Shy in the Classroom	Mushira Shamsi	I/T/P/K-3	Supporting Skill Development	3.108/40
Creating Your Village	Catherine Robinson & Amanda Davila	I/T/P/K-3	Family & Community Relationships	3.110/40
Attachment Theory	Dawn Herman	I/T/P	Child Growth & Development	3.120/36
Sharing a Relationship Based Approach to Property Rights	Laura Minnigerode	I/T/P	Positive Interactions and Guidance	3.122/54

Featured Presenters

Amy Bryan

Amy Bryan holds a bachelor's degree in Early Childhood Education, a master's degree in Clinical Social Work, and a doctorate in Human Development and Family Sciences. She has enjoyed successful careers in teaching, school counseling, and social work. Currently, Amy is a Clinical Assistant Professor in Human Development and Family Sciences at the University of Texas at Austin where she serves as the director of the Priscilla Pond Flawn Child and Family Laboratory (UT Lab School). In addition, Amy maintains a private practice as a Licensed Clinical Social Worker and a Registered Play Therapist.

Title: The Neurobiology of DAP: How Brain Science Supports Principles of Developmentally Appropriate Practice

Integrating theories, research, and practices from child development, early childhood education, and clinical fields, this workshop will demonstrate how principles of developmentally appropriate practice are supported by brain science. It will introduce participants to a brain-based frame-work for explaining best practices in early childhood education to parents and people outside of the profession. It will review the basics of brain development and discuss the biological importance of play and child-initiated learning. It will also explore self-regulation through the lens of interpersonal neurobiology.

Title: Functional Behavior Assessment in Early Childhood Settings

This training reviews factors that influence young children's behavior. It introduces steps for conducting a Functional Behavior Assessment (FBA), a recommended best practice in early childhood settings for addressing challenging behaviors. It explains the relationship between FBA and Positive Behavior Support (PBS) and guides participants through applying the FBA model to challenging behaviors seen in their settings.

Title: Positive Behavior Support in Early Childhood Settings

This training introduces participants to Positive Behavior Support (PBS), a recommended best practice for addressing young children's challenging behaviors. It explains the relationship between PBS and Functional Behavior Assessment (FBA). It guides participants through creating individualized behavior support plans and applying PBS to challenging behaviors seen in their settings.

Rebecca Cole

Rebecca is a mom-preneur who founded Nurture My Child and Nurture Training. Nurture Training partners with child educators and parents to create custom training programs to meet their needs. She is a Master Professional Trainer with TECPDS and holds BS and MS degrees from the University of Illinois. Rebecca has worked with child care centers and preschool programs across Texas for the last 10 years.

Title: Moving From Entitlement to Ownership

In this training, we examine how we have arrived at such an entitled society and how, as teachers, you can move children from a state of entitlement to a state of ownership. This course examines not only how to teach four areas of ownership in the classroom, but also how to help parents to minimize entitlement in their home.

Kathy Jones

Dr. Kathy Jones is a passionate educator with over 20 years in the field of education. Because of Dr. Jones' teaching experience at the elementary, secondary, collegiate, and administrative levels, Dr. Jones can provide you with practical tips in classroom management and student engagement no matter what socio-economic or ethnic background your students are from.

Title: Warnings, Warnings, Warnings, How Many is Enough?

Multiple warnings and repeated requests allow children to practice inappropriate behavior. Teachers can change this practice. This session introduces classroom management strategies where teachers learn 5 basic components to effectively manage behavior.

Title: Engage and Motivate Students with Active Storytelling

Active storytelling is a strategy where the teacher involves all the students in the story telling process. Participants will see the technique modeled and then have time to create their own story telling event.

Featured Presenters

Audrey Rowland

Audrey Rowland has over 15 years of experience as an early childhood professional. Drawing from her expertise as a teacher and administrator, Audrey creates resources and provides professional development for early educators, administrators, parents, and policy-makers. Audrey is grounded in theory and practice that emphasizes developmentally appropriate practice and high-quality early education. She provides a number of content areas with a focus on classroom implementation. She is an engaging speaker and trainer, translating information into application and inspiring teachers and professionals. Audrey earned a MS from the University of North Texas in Child Development and Family Studies and a MBA from Texas Woman's University.

Title: Creating Engaging Spaces for Infants and Toddlers

Infants and Toddlers need a space to explore and learn about the world around them. This session will give the participants best practices, ideas, and examples of great spaces for babies and toddlers. We will focus on quality caregiver/child interactions and caregiver/parent communication, as well as practical solutions for environments.

Rhonda Richardson

Rhonda Richardson is an early childhood specialist and master level trainer with the Texas Early Childhood Professional Development System (TECPDS). She has a Masters' degree in Early Childhood Education, PhD in Educational Administration, and over 38 years of experience as an early childhood teacher, administrator and college professor. In 2012, Dr. Richardson established Richardson Educator Consulting Services where she designs and delivers high-energy, goal specific workshops to actively develop and advocate for today's early childhood professionals.

Title: The Wonder of Boys: Five Signs of a Balanced Classroom

Research confirms that boys and girls have subtle, yet meaningful differences with regard to development and learning. It is our job as early childhood professionals to know these differences and create positive classrooms where both genders feel safe, connected and engaged in active learning. Come to this session and explore the five signs of a balanced classroom.

Title: Connecting the Dots: Quality Practices for Using Anecdotal Records and Portfolio's to Document Learning

The reason we take anecdotal notes and create portfolios is to document young children's progress and to plan meaningful learning experiences in the classroom — it is the "essence" of developmentally appropriate practice. Come to this session to fine tune your observation skills and connect the dots between high quality practices and significant learning outcomes through the use of anecdotal records and portfolio's.

Jerri Thompson

Jerri Thompson, M.Ed. ECE has over 35 years of experience in the field of early childhood. Jerri is currently an administrator in a NAEYC accredited early childhood program in Austin and serves on the Austin Chapter of the Texas Association for the Education of Young Children as VP of Professional Development. Jerri has developed a passion for teaching adults, consulting, advocacy, and developing curriculum and assessment tools for young children. She published *Thompson's Scope and Sequence and Assessment Companion Tools* for children Birth-Kindergarten, and launched a training and consulting business, ECEToday. Jerri also spent time as an adjunct instructor at Houston Community College and is a Master Registered Trainer for TECPDS.

Title: Toilet Learning vs. Toilet Training

The key to successful toileting begins with a toilet learning practice that is developmentally appropriate. This training will clearly spell out the difference between the practice of toilet learning & toilet training. And including information you as a teacher can use to help educate your parents, as partnering with them is vital during this stage of development.

Presenters

Stacy Benge, M.S.

Title: Take it Outside: Designing Outdoor Learning Environments and Experiences

Explore different materials and tools to provide outside to encourage play, creativity, and imagination that meet desired outcomes. Leave inspired and confident at explaining the benefits of outdoor learning environments to key stakeholders.

Title: Do This, Not That: Alphabet Knowledge

No flash cards, worksheets, or letter of the week themes? How do children learn the letters? Learn exciting alternatives to inappropriate instruction and leave ready to throw out all of your flash cards and worksheets!

Pat Carter

Title: Transitions

Transitions can be the most difficult time in the early childhood classroom. We will look at what a transition is, when they occur, how to plan for them, and why children have trouble with them. We will also look at techniques to assist children with special needs transition. Participants will also make a transition book to take home.

Title: Intentional Play

As educators of young children we have the opportunity to play with children every day, so why not plan play to provide opportunities for you to observe and assess the children in your daily activities. Come play while we practice observation and assessment skills for children from birth to age 5.

Carrie Casey

Title: It's Not My Monkey! Delegation & Setting Limits

Monkeys eat up your time and attention. "Can I have Thursday off?" "Can you go wipe my 4 year old?" Learn to spot them a mile away, disarm them, and go from overwhelm to under control. Take stock of what is interrupting the daily workflow, and develop techniques for reducing them, thus improving efficiency, job satisfaction and productivity.

Logan DeCleene M.S.

Title: Infant and Toddler Growth and Development

This training provides a summary of developmental milestones through the first years of life. Participants will discuss growth and development in infants and toddlers, as well as how developmentally appropriate activities and environments can assist in their growth.

Title: Guidance Techniques and Strategies for Toddlers

This training provides background information on the development of toddlers and why behavior issues often arise at this age. We will discuss specific strategies and techniques that teachers can use to prevent, limit, and de-escalate situations when they do arise.

Ashley Farleigh

Title: The Late Talker: Strategies for Improving communication in the Classroom

Participants will be able to select communication opportunities that are natural and appropriate while learning how to adequately arrange the environment to promote effective communication. This class is highly interactive and will not be "death by PowerPoint". Participants will learn speech and language milestones for children 0-5 years.

Ashley Farleigh & Robyn McGrath

Title: When Normal is Not Normal

Parents and professionals need to recognize the difference between normal range development vs. delay/disorder. Attendees will understand developmental norms as they relate to communication and behavior and understand services that are available for support.

Jill Gonzalez & Lili Cantu

Title: It's All About the Books! Selecting books for Young Learners | Session III Room 3.108

All books are not created equal. Identify which books are most appropriate for the children you work with and why. When books are a perfect match for a child, stand back and watch the magic happen.

Presenters

Janine Groth

Title: Early Identification

Teachers do not diagnose, however we have an ability to know how to reach all of our students' potential. Early identification means that we develop a plan within our classroom to help the child and their family. We begin by being the parents' partner and developing a great reciprocal relationship. In this workshop, participants will receive tools to help the caregiver observe, collect data and communicate effectively with their students' parents. It is our role, as caregivers, to modify for each student and find resources to meet their individual needs. If we identify children early we can make all the difference in their lives!

Title: All In the Family; Family Engagement: Nature vs Nurture?

Understanding both components is important to the partnership between families and their caregivers. Everyday there are positive and negative experiences that affect children. Their resilience and success depends on the approach of teachers and administrators. Participants will learn about Urie Bronfenbrenner's Bio-Ecological Systems Theory to help them develop a better understanding of their students' families in turn developing a sense of community.

Sherri Hahn

Title: Minimum Standards: Protecting the Health, Safety and Well-Being of Texas Children

Minimum Standards are developed by TDFPS and in April 2017 revisions were made to some of these rules regarding health, safety, and nutrition in child-care centers. This training provides attendees information related to some of these changes. The topics included are: Shaken Baby Syndrome, Sudden Infant Death Syndrome, Universal Precautions, and Food Allergy Emergency Plans.

Tricia Haddad

Title: Don't Just Sit There! Using Creative Movement in the Classroom

In this session we will discuss what creative movement is and why it is beneficial to children. You will walk away knowing how to implement movement into all subject areas.

Dawn Herman

Title: Attachment Theory

Secure attachment is an advantage for a lifetime. This training will provide information regarding the timeline for attachment, the importance of secure attachment, and practical strategies for supporting a child's attachment to family while building attachment to the teacher. Teachers will also discuss handling separation anxiety in the classroom.

Kim Marshall & Janet Fowler

Title: Connecting Motor Development to Learning

Changes in society are influencing the development of today's children and their learning. Current interactions with the environment are limiting motor and sensory skill acquisition necessary for academic readiness, attention, and appropriate behavior. During this training participants will identify key stages of normal motor development and list essential elements to build the foundation for academic readiness.

Laura Minnigerode

Title: Baby Talk! Supporting Language Development with Warmth and Responsiveness

During this fun session, teachers will practice specific strategies and learn some tools for supporting language and brain development. Participants will engage in reflection exercises and explore how to apply concepts in the classroom.

Title: Sharing: A Relationship Based Approach to Property Rights

Children struggle everyday with taking turns. In this workshop, teachers will learn to describe the social-emotional issues behind children's struggles with property rights. Teachers will also acquire some tools for transforming these struggles into manageable and positive experiences.

Presenters

Sarah Danielle Ozuna

Title: Neurological Development in Social Cognition: How to Support Neurological Growth and Social Competency in Young Children

This training provides an overview of neural mechanisms involved with social cognition in young children and briefly describes how these mechanisms grow and change with age. The training offers key social and neurological indicators to assess for and offers ideas of how educators can support the development of neurological mechanisms and specific aspects of social competency in relation to developmental milestones in young children.

Lara Pauley

Title: The Power of Positive Communication

This session covers communication skills including roadblocks to and principles of effective communication. We will look at the connection between self-esteem and communication. We will address communication with adults (families, colleagues) and children.

Sandy Pennington

Title: Spring Activities for Three-Five Year Olds

Teachers will learn how to select meaningful learning activities that focus on natural materials and child centered exploration. No arts and crafts, no labor intensive prep work. Just loads of ideas for your children.

Title: Professionalism and Ethics

Based on the NAEYC Code of Ethics, teachers will learn about the Code of Ethical Conduct, how it is relevant in their schools today and discuss real-life scenarios about the dilemmas faced in the early childhood setting.

Tammy Potter & Brandy White

Title: Risky Play: Perspectives, Characteristics, Benefits, Implementation

The presentation displays risky play. We will recognize the differences and benefits of risky play while illustrating how the child is able to create personal, unique, thrilling and inspiring activities, promoting independence and self-regulation. The highlights will come from two different views of teaching philosophies. A toddler teacher who has the experiences of risky play first hand in an international setting, and a preschool teacher who was hesitant to practice this form of play. Both teachers are now implementing opportunities for children to explore risky play.

Catherine Robinson

Title: Making Learning Visible by Using Project-Based Curriculum to engage Kindergartners in Research Learning

This session is designed to help teachers make learning visible by using project-based curriculum as a framework for developing Kindergartner's skills in research by exploring resources such as books technology, and each other.

Catherine Robinson & Amanda Davila

Title: Creating Your Village

This session is designed to help teachers build a partnership between home and school that helps facilitate a foundation of learning in young children and families.

Mushira Shamshi

Title: Supporting the Child Who is Shy in the Classroom

This session helps to understand the challenges faced by shy children in our classrooms. Teachers will review strategies for addressing the physical, social-emotional, and cognitive features of shyness. Let's help every shy child shine.