

# **Kaplan Early Learning Company**

## **Professional Development Topics and Descriptions**

**Special Pricing for events booked by 2.29.12**

For more information:  
Contact Robyn Clark  
1-800-334-2014 ext. 3252  
rclark@kaplanco.com



Greetings!!

Recently I had the opportunity to meet with several head starts from across the country. During our conversations, I consistently heard two comments: quality professional development has never been more important and budgets have never been tighter. Kaplan Early Learning Company recognizes that early childhood organizations are facing tough times and we are committed to helping you bridge the gap to better days.

Kaplan is currently offering a time limited professional development special. Until February 28th, you can book a day of Professional Development with 7 of our presenters for a flat rate of \$2000, per presenter per day. Currently our standard rate is \$3250 so this represents an almost 40% discount-in-kind statements will be provided if requested. Additionally, this rate includes travel.

There are some rules including:

- \* Black Out Dates--Currently pd events in March, April, August, or September are NOT eligible for this drastically reduced rate. If you need training during one of these months, please contact me regarding pricing.
- \* Contracts/proposals already in place are not eligible for a price reduction.
- \* Kaplan can not guarantee the availability of any presenter on any particular date so in order to secure the presenter you want, please book early.
- \* If you cancel within 30 days of the event for which there is a contract in place, you will incur a charge of ½ of the fee or \$1000. This is to avoid unnecessary bookings and subsequent cancellations.
- \* You will be responsible for providing copies of handouts for participants.

If you need a topic that is not on the attached list, just ask. It is highly possible that we can accommodate you.

Please don't hesitate to contact me if you have questions or need additional information.

Warmly,



Robyn Clark  
Director, Professional Development  
Kaplan Early Learning Company  
336-712-3252  
Fax: 336-712-3243  
rclark@kaplanco.com



Offered by Cathy Cole

### **Cultivating Math in Preschool Children**

Cultivating Math in preschool children allows them to explore and understand numbers and operations, patterns and relationships, geometry and spatial awareness, measurement, data analysis (collection, organization and representation). This workshop provides participants with information and resources on how preschool children demonstrate their knowledge of math concepts, connecting components with teaching and implementing math concepts throughout all learning areas within the classroom.

### **Effective Time Management**

Poor management of time can prevent leaders from reaching their full potential. Many demands are made on leaders because they are totally responsible for operating their component of the program or even the entire program. The workday can be long, tiring and frustrating due to poor planning and people needing the leader's time and work. Time is wasted doing things that should be done in a few moments or not at all. All leaders have the same amount of time; the challenge is using this resource effectively. This workshop provides the tools for effectively using time, assisting those who lead to achieve optimum performance.

### **Helping Children Learn through Projects and Studies**

Projects and Studies integrate curriculum across different subjects and provide a wide range of opportunities for children with different interests and learning styles. These approaches are designed to involve and engage the children in learning all content areas; science, math, art, literacy, social studies and technology, from the planning process, through emergent curriculum, based on the interests, abilities and learning styles of the children. This workshop assists teachers in implementing projects and/or studies into their curriculum and in understanding how children learn through the process.

### **Lowering the Stress and Maintaining the Motivation**

Developing effective stress management skills can go a long way toward improving the work environment and can also have a significant positive impact on maintaining staff motivation. Working with Aesop's fable "The Goose with the Golden Eggs", participants will learn techniques staff can implement to lower stress and maintain both physical and mental health.

### **Personal and Professional Leadership**

Sometimes we may choose to lead and in other circumstances we are pushed into leadership. Whether you want to lead or are selected to lead, how you demonstrate your leadership will determine how successful you will be and how successful those who follow you will become. This workshop focuses on developing the critical leadership abilities to lead others effectively. Participants will gain powerful insights to their own leadership strengths and weaknesses and learn how to refine their abilities to become a leader others want to follow.

### **Positive Guidance**



Guidance is used in the classroom to help children understand limits, to make positive choices, and to learn how to set inner self-controls. Appropriate guidance allows children to respect themselves and others and to cultivate respect for each other and the environment within a classroom setting. In this workshop, participants will develop an understanding of Conscious Discipline, developed by Dr. Beck Bailey. Conscious Discipline is a comprehensive social emotional intelligence classroom management program based on 7 basic skills. It leads teachers, providers, programs and schools through a process that empowers *both* teachers and children and promotes permanent behavior changes in each.

### **Staff Motivation and Self Esteem**

Leaders know that self esteem is the way a person thinks and feels about herself and how well she does things that are important to her. It is belief in oneself. Often times providing an environment that promotes staff motivation in the work place can increase a staff member's self esteem. This workshop is designed to provide information that leaders can use in motivating their staff and increasing staff self esteem both of which leads to the ability to provide to high quality service.

### **Supporting Curriculum Development - The Role of Leaders and Supervisors**

For teachers developing and implementing curriculum takes practice and time with ongoing support from team leaders, supervisors and administrators. Teachers can gain knowledge and skills through training sessions, but often need continuous mentoring and support to effectively implement what they have learned. In this workshop, participants develop the skills to effectively provide support to teachers as they develop and implement curriculum. Information and resources provided allow participants to understand what to look for when observing classrooms, develop strategies in delivering feedback to individual teachers and how to utilize reflective supervision practices to support each teachers' development and implementation of curriculum.

### **Understanding Gender Differences to Effectively Facilitate Learning**

It's a boy! It's a girl! Gender differences are present at birth and become even more entrenched as children grow and develop. How young children play, think and interact with others can relate directly to gender differences. This workshop assists participants in identifying specific gender differences in how young children learn and in developing teaching techniques to create effective learning environments for both girls and boys.

### **Understanding the Social Studies and Logic & Reasoning Domains of the Head Start Child Development and Early Learning Frameworks**

The Head Start Child Development and Early Learning Framework now include the additional domains of Social Studies and Logic & Reasoning. Social Studies is the study of people and the world around them. Logic & Reasoning refers to how children use information and the environment to solve problems. In this workshop, participants are provided with an overview of the Frameworks along with information and resources to assist with effective strategies for facilitating activities that will promote learning in Social Studies and the development of Logic & Reasoning skills and abilities.

### **Working with Challenging People**



In both our personal and professional lives, we interact with many types of people. Some we develop effective positive relationships and others are a bit more challenging to work with. This workshop is designed to assist participants working with challenging people. Information will be provided in developing effective communication skills, responding proactively and understanding levels of maturity. Participants will gain insights that will be of immediate, practical use in their everyday working life, regardless of their personal approach and educational background.

**Offered by Larry Griffin**

### **Boy Purpose: Helping Boys Find Meaning in Something Greater Than Themselves**

What is a male's purpose in society? This session examines male brain development in light of societal changes relative to a man's role. Participants will explore strategies that teachers and parents can employ to help boys—beginning in the preschool years—find purpose and meaning in “something greater than themselves.”

### **Extermination of the A.N.T.s**

A.N.T.s (Automatic Negative Thoughts) can impair personal performance, distance us from colleagues, and disrupt the morale of staff. In session, participants “uncover” the A.N.T.s and discover techniques to minimize their effects.

### **Faster Than a Speeding Bullet: Scaffolding the Super-hero Play of Boys**

Superman, Batman, and Spiderman are often the subjects of the super-hero play of boys at home and in a classroom. This session explores the benefits of super-hero play and practical strategies through which a teacher can provide positive support for it in the classroom in order to promote acquisition of literacy and social/emotional skills.

### **Leading With the Brain in Mind**

Brain science verifies that women's brains are different from men's in three major categories: blood flow patterns, particular structures, and chemistry. This session considers how gender-specific hardwiring expresses itself in the workplace, with an interesting look at why women sometimes find it challenging to work together. Participants will smile, laugh, and reflect; but will leave the session with practical insights from the science of brain research that have both professional and personal application.

### **Lost Boys and Their Failure to Launch**

In the United States and other industrialized nations, there is an increase in the number of 20 to 30 year-old men who continue to live at home with their parents or are being supported by someone else. This session examines the dimensions of this troubling national and international trend and considers five salient factors directly implicated in the decline of boys: changes in education, video games, prescription drugs, endocrine disruptors, and a deficit of positive male role models. Remedies for reversing the trend are explored, with an emphasis upon children in the birth-to-five population and elementary school.

### **Nurturing the Nature: Teaching Responsively to Male and Female Brains**



Examine natural differences between male and female brain-based hardwiring and how to nurture the inherent nature of boys and girls. Strategies are presented that enable teaching staff to understand the true nature of any child in order to facilitate social and emotional development. Information presented is beneficial for parents, educational staff, or any person involved in providing services to children and their families.

### **Taking Care of Your Brain While You're Taking Care of Theirs**

If a person's brain is functioning correctly, she will function effectively. Helping staff cultivate brain-healthy lifestyles ensures the quality of teaching and learning in classrooms. This session explores practices that enhance brain function and those that have negative effects. Participants receive information that will be both personally and professionally beneficial.

### **Teaching Boys and Girls with Their Brains in Mind**

Gender science verifies that girl and boy brains differ in three categories: blood flow patterns, structure, and chemistry. This session will consider how gender-specific hardwiring expresses itself in the classroom creating challenges for teaching staff. Participants gain practical insights that have immediate application for teacher practices in the early learning environment.

### **The Flower That Shattered The Stone: Nurturing the Nature of Children with Challenging Behaviors**

Through the magic of an ageless story, explore the social and emotional "seeds" that, when nurtured, will bloom into a "flower" that will shatter the ubiquitous, seemingly impenetrable "stone" of challenging behaviors—the flower that shatters the stone. Participants are offered strategies, based upon updated brain research that will scaffold a child's overall social and emotional development.

### **The Play's the Thing: Responsive Approaches for Engaging Boys**

"All I see my child do is play here; when are you going to teach him something?" In an age of attention to school-readiness, some parents see little value in the play experiences that are provided for their preschool children. This session will consider an effective approach for demonstrating to parents how intentional play experiences are used to prepare children for school and life—especially boys!

### **Trouble with Boys**

A Yale University study recently indicated that preschoolers are being excluded from public school programs 3 ½ times more often than students in K-12. Boys are 4 ½ times more likely to be excluded. This session examines reasons for failure of boys within the educational system and how to make learning environments and activities more responsive to their needs.

### **What Is He Thinking?**

Ever ask the question: "What was that boy thinking?" or "What goes on inside a man's mind?" This session explores male 'hardwiring' and the implications for successfully working and interacting with males of all ages. Practical strategies for navigating the testosterone-driven male world are provided to participants.



Offered by David Kisor

### **Creating a Peaceful Classroom through Music**

In this training, we will take a musical journey to a peaceful classroom through conflict resolution, focusing energy in a positive direction, taking time to breathe, and preparing the classroom (and ourselves) for peace.

### **Feeling Positive: Preparing Children for a Life of Engagement, Enjoyment and Meaning**

Participants in this session will learn about the key findings from the field of Positive Psychology. Attendees will learn strategies for building hope, optimism, curiosity, creativity, kindness and gratitude in their students.

### **I Can Count on You: The Adult/Child Relationship**

In this session, we will explore building attachment between a child and caring adults. Beginning with mutual gaze as an infant, the child grows and learns with the sense that she is loved and cared for. She feels secure enough to explore her environment, confidently moving from mystery to mastery. Adults are seen as loving sources of hope and guidance.

### **Music that Matters for Infants and Toddlers: Songs of Security and Stepping Out**

In this session, participants will learn how songs and supportive materials can be used to build a bond of security between caring adult and infant, preparing the way to build positive motivation and self regulation skills in toddlers. Participants will become familiar with appropriate key research findings, listen to and learn the songs based on the research, and explore ways to use the songs and the supportive materials in the infant/toddler development center.

### **Songs of Resilience: Building Attachment, Initiative and Self Control in Young Children**

Using resilience theory, as researched by the Devereux foundation, we will explore the use of songs that promote *attachment* to caring adults, the *initiative* to turn mystery into mastery, and tools for *self-control*. Participants move and sing to our songs and discuss related classroom activities that can accompany the songs and enhance their message and skills.

### **Songs of Resilience Volume II: More Songs of Attachment, Initiative and Self Control**

Due to the popularity of our Song of Resilience product, we have released Volume II with more songs promoting attachment, initiative, and self-control. Designed as a follow up training to Volume I, attendees will further their understanding of resilience theory and how to apply these tools in their classroom.

### **The Power of Music to Build Social and Emotional Skills**

Attendees will learn how songs can be used to promote social and emotional development in young children. The songs that we will explore are based on important findings in the fields of resiliency theory, mastery motivation and positive psychology. Participants move, dance and sing songs that they can bring back and apply in their classrooms.

### **Tough Stuff: Using Music to Build Motivation in Young Children**



Participants in this training will understand the concept of mastery motivation and its importance to school readiness. Participants will learn musical and other strategies to promote mastery motivation in young children and we will discuss the features of a mastery climate in a classroom. Lastly, they will also understand the effectiveness of music as a learning tool.

**Offered by Robin McCants**

### **Approaches to Learning Standards**

This session will begin with an overview of the Approaches to Learning Standards and Indicators and how they relate to the whole child's development and learning. Teachers will then participate in several hands-on activities that will engage their scientific thinking, skills, and curiosity. These opportunities will include: Identify and List experiences that are engaging, provide inquiry and are directly linked to learning outcomes, intentional play, and cognitive, language, physical, social, and emotional development in young children. Participants will document and analyze their learning using a list featuring the inquiry, process, problem-solving skills, and reflection they used. They will identify the vital domains of development that are related and impacted by scientific play within their daily schedule and classroom environments needed to make this type of learning possible for all students.

### **Assessment and Work Sampling (WWS)**

This workshop will prepare teachers for implementation of WWS. It is recommended that participants have completed the SC Early Learning Standards and Watch to Learn. Learn to Watch.

### **A – Z School Readiness Indicators**

Children who start school "ready" are more likely to stay in school, graduate & become productive adults. Learn about a framework for school readiness, outcomes and indicators.

### **Brain Development Overview: Teaching with the whole child in mind.**

As the young child develops, natural learning outcomes are influenced by information received through the five senses. The amount and delivery of this information creates the child's unique learning thumbprint. Throughout the session we will discuss the learning thumbprint and ways to facilitate its fully integrated development. In this straightforward exploration into the influence of the sensory-motor system on cognition, participants will take part in extending the functional interpretation of Einstein's statement; "Learning is experience. Everything else is just information."

### **Culture, Development, and Learning**

This presentation will provide participants with a deeper appreciation of culture as a process that empowers the individual. Distinctions are made between teaching cultural appreciations and achieving cultural empowerment in the early learning setting. Participants will examine specific ways that culture influences development and that our practices reflect cultural beliefs.

### **Cultural Sensitivity in the Early Childhood Environment**



Participants will begin to recognize and address bias with young children. They will self-identity and apply critical skills for interacting with diverse groups. Discuss the importance of bias and injustice and issues of socio-economic status, physical abilities, gender, race, and ethnicity. Join this engaging discussion group.

### **Explore Wonder Investigate Science!**

Children learn best when they experience hands-on, engaging interactions with real objectives- not just through work sheets. Participants will actively engage in activities designed to highlight a variety of process/ investigation skills, discuss the 4 step process to develop science experiences in the classroom and develop science activities. They will take away new art, science, and sensory activity ideas; language that supports the use of these ideas in the classroom; and a strengthened commitment to be a hand-on style teacher.

### **First Steps to Authentic Assessment**

Participants will discuss the barriers and solutions to effective observation of children are learning. Learn strategies' and tools for collecting and organizing your observations will be discussed. Identify methods of observation that will work best for you and explore ways to decide what and when to observe.

### **Fostering Mathematical Thinking and Conversation**

Teachers who are intimidated by mathematics will find this session informative, doable, and inspiring. They will gain a better understanding of constructivism, child development, and the theoretical rational for the use of manipulative and games in teaching math. Come explore activities that foster number sense and the development of concepts of needed for computation and literacy.

### **Future Scientists Are in Your Grasp!**

Come and learn to create an exciting science program based upon the national Science standards that is appropriate for our youngest scientists. Take advantage of those everyday opportunities to integrate science into your curriculum. Use science as a learning block that engages young children in the scientific method. Robin demonstrates topics that you can easily extend each and everyday to ensure that science is an integral part of the student's learning experiences.

### **Hitting, Kicking, biting, and ol' yeller: Teaching the aggressive child.**

#### **Understand and Intervene When Young Children Display Challenging Behavior.**

In this session, teachers will be reminded of the reasons children use aggression, discover what they can do to decrease inappropriate behavior, and see how aggression can be replaced with socially acceptable behavior. Participants will work through the progressive stages of aggression and develop a plan of action to address challenging behavior.

### **Integrating Language and Literary into Projects and other Active Engaged Learning Experiences**

Come and learn how to build a strong foundation for literacy while keeping engaged, meaningful activities like projects and complex units as part of your classroom. Discuss how to accomplish our literacy goals and still encourage children's curiosity and investigations, discover ideas for integrating language and literacy experiences so they learn not only



about letters, words, and books but also the value of literacy. See how to set up the environment so literacy experiences are more likely to happen during child investigations.

### **Knowing me, Knowing you: How our Cultural Beliefs and Values impact Infant Toddler Care Practices**

As early care and education becomes increasingly diverse, our ability to work effectively with families and children from varied backgrounds is critical to quality services. This session explores how one's culture can influence routines, care-giving style, and parenting choices.

### **Introduction to the Early Learning Standards**

Early learning standards specify developmental expectations for preschool children grouped around five areas of children's development including: Approaches to Learning, Social Emotional, Mathematics, Language and Literacy, and Physical Development and Health. They are supported by practice and scientific research and are performance based. Participants will discuss the Early learning Standards -its history, purposes, and potential users. Identify the standards and their performance indicators in all five domains. Using the standards as a guide for assessment participants will make decisions about an integrated curriculum - materials, classroom environment - that meets the developmental needs of all children in the classroom.

### **Language and Literacy Standards**

Participants will discuss the teacher roles and processes of literacy and language development in children during their early years, as well as the factors which can negatively affect young children's oral language learning. List the four major areas by the national Reading Panel which form the foundation for the child's success in later reading and writing, as well as the Early learning Standards which relate to these areas. Observe and analyze effective learning activities designed by teachers seeking to help young children build their language and literacy skills. Practice skills of observing children's behavior, recording observations and assessing language and literacy development. This presentation will include interactive participation, and video-based instruction.

### **Learning to use Work Sampling On-line**

Experience the Work Sampling system on-line. Note this presentation is done in a computer lab.

### **Learn; Play, in the Intentional Way! Developmentally Appropriate Practices**

Are play, hands-on learning, and integrated curriculum always great for children? Should we use direct instruction, curriculum scope and sequence, and teacher scripts? Come and find out what DAP is all about.

### **Making a Difference: Becoming a More Effective Advocate for South Carolina's Children**

Learn what it takes to become a more effective advocate, your voice is needed, all voices, join the chorus.

### **Mathematics Standards**



Learn what kinds of materials and teacher interactions make successful mathematics. Teachers who are intimidated by mathematics will find this session informative, doable, and inspiring. They will gain a better understanding of constructivism, child development, and the theoretical rationale for the use of manipulatives and games in teaching math. Come and explore activities that foster number sense and the development of concepts needed for computation. Participants will be able to identify the six math early learning standards, their indicators and snapshots and describe learning center activities for each standard

### **Meaningful Technology Integration in Early Childhood Classrooms**

Technology is here to stay and our children have been influenced by it at a very early age. If you have asked yourself these questions you may want to come to this presentation. How do I use technology in my classroom? Do I want to? Should I? How can I pay for it? Where do I get it?

### **Parent Involvement: Supporting Children's Social and Emotional Development**

Parents need help to understand the pyramid of support which both universal and individual supports for social and emotional can be achieved. We will examine the role of relationships and the physical environment and their impact on S&E development; utilize knowledge of teaching friendship skills, emotional literacy, anger and impulse, and problem solving skills. Share views on how the role family and culture play in social and emotional development and examine the parent perspective when children have challenging behaviors.

### **Physical Development and Health Standards**

Get ready, get set, and have fun participating in various cooperative games that use simple equipment to promote motor skill development and fitness for all children. Discover the power of play in building the foundation for children's learning. Participants will identify Early Learning Standards for the Physical Development and Health Standards, identify physical development milestones, and define gross motor development, fine motor development, and active learning style. Demonstrate appropriate techniques for observing, recording, and assessing physical development and health.

### **Preventing Reading Failure through Early Language and Literacy Experiences**

Come and learn what brain research tells us on how young children learn to read. Hear recommendations of the National Research Council's report on Preventing reading Failure and other professional groups. Discuss which critical experiences teachers of pre-K, Head Start, and child care need to provide for children to read well. Learn how to share that information with parents

Apply "how to" strategies with hand-on participation. Explore topics including language development, vocabulary building, phonological awareness and phonemic awareness, early letter and word recognition and the disposition to read and write.

### **Promoting positive peer play in inclusive settings: The Vision of Inclusive Early Childhood Education!**

Inclusive preschool classrooms are natural environments designed to provide educational and developmental services for all children. Learn how to support children with disabilities as they develop social skills and cooperative play skills.



### **Responding to Families in Culturally Sensitive Ways (PITC)**

This session provides an overview of how to create positive caregiver-parent partnerships when children and caregivers come from different cultural backgrounds. Participants will think about what culture means, become more aware of their own culture, and establish ground rules that will support discussions.

### **Social and Emotional Development Standards**

Participants will discuss the social and emotional domain of development, including its research base, general goals for young children and relationship to school readiness. Explain the format of the early learning standards and indicators and behavioral snapshots. Identify social and emotional milestones by practicing observing, recording and assessing young children's social and emotional development using the standards and indicators of the early learning standards.

### **Socialization and Guidance with Infants and Toddlers (PITC)**

This presentation will address appropriate ways to set limits for infants and toddlers and guide the development of their social skills. We will cover key principals in socialization, guidance, and how to partner with parents. Participants will be actively involved in this presentation.

### **Start Smart: Teaching with the Brain in Mind!!!**

Learn how experiences shape the brain and develop intellectual capacity

Review the current brain research and the implications it has in the classroom.

Understand the importance of consistent, predictive, caring relationships. Discuss the ways in which early intervention can impact brain development. Experience how songs, smells, colors, games and relationships impact brain development. Come join the fun and activities!!

### **Teaching in Inclusive Settings using the Standards**

Come and find out how a good curriculum can support the learning of children with a wide range of abilities. Explore ways that regular and special education educators can work together to support learning for all children. Understand theory that can help you decide how best to individualize instruction of children with disabilities in inclusive settings and discover tools that can help you systematically assess and plan for the modification and adaptations for children in inclusive settings.

### **The Business Case for Early Childhood Education**

This session provide participants with a research justification for why quality matters in early childhood programming. A discussion will be led about a variety of tools for measuring quality and how quality can be used as a marketing tool and increasing student achievement.

### **The Crucial Role of Social and Emotional Development in School Success.**

Teachers, directors, and clinicians who struggle with meeting the social and emotional needs of highly stressed and emotionally challenged children will benefit from this session.

Participants can rethink classroom routines, teacher-child interactions patterns, and curriculums to ensure that children's abilities to connect, attend, and integrate learning are supported.



### **Watch to Learn, Learn to Watch**

Participants will learn the different components of assessment, the importance of observation, how to collect data and data recording procedures, Review different types of assessment data collection, and Practice recording data to inform your instruction.

### **What do I do with Antonio? Socialization and Child Guidance**

Cultivating emotional literacy involves using practical skills for teaching children how to play with others, recognize and express feelings, control anger and impulsive behavior, and solve problems. This session will help educators engage children so that challenging behavior will decrease.

### **Classroom Management – How to set up your classroom for success**

Participants will learn how to set up your environment for a win- win classroom, Learn to analyze inappropriate behaviors, and demonstrate effective discipline strategies when dealing with challenging behaviors

### **Why Track Children**

Come learn, discuss and evaluate why it is so important to implement an assessment system in your program. Look at what are we doing now? How can we use this information to inform our instruction? Discover easy steps to implement on-going observation and assessment.

**Work Sampling: Reporting, Recording, Checklist, and Guidelines** Participants will learn -What are they? How I do I use them? Why should I use them? This presentation will provide practical hands-on activities to answer these and more questions.

**Offered by Susan Peele**

### **I Don't Know – Let's Find Out**

Children ask many questions and teachers give many answers. Turn these questions into discoveries where young children develop their problem solving and critical thinking skills. Learn how to encourage children to explore, discover and learn!

### **Math – Its More Than 1,2,3**

In this interactive session discover that it is much more? Come see how things are the same and different, how to organize information, understand quantity (how much), numbers, patterns, space, and shapes. Mathematics provides us with a sense of order, a way to predict outcomes, compare things, solve problems and even experience algebra!. Mathematics is everywhere and goes beyond numbers. It includes providing rich problem-solving opportunities as a part of each child's daily routine. In this session, learn how to use children's understanding of mathematics to help them process the world around them. Discover how to use these interests to build mathematical knowledge and understanding.

### **Now What Do I Do? Planning Using Children's Interests**

Children are interested in many things. In this interactive session explore how to take those interests and turn them into fun and exciting topics where children discover, explore and



learn! Learn to plan activities and experiences using the interests of children as a vehicle for their learning!

### **Parent Involvement – Face to Face**

Getting parents involved in their children's learning is important but can be challenging. Come learn new ideas that get parents excited and involved!

### **Preschoolers and Writing – Yes, We Can!**

Children are creative and enjoy sharing their thoughts and ideas. In this interactive session discover how young children can become writers – developing an appreciation for the written word and writing themselves!

### **Reading – Making It Fun!**

Becoming literate does not just happen. Teachers thoughtfully and purposefully interact with children and plan experiences that support emerging literacy. A print-rich environment that allows children to practice literacy skills in real life experiences, combined with the teaching of key concepts, is the foundation of literacy learning in the early years. This session will provide an introduction to the literacy components examining how the curriculum structure and content is used by teachers to guide and facilitate emerging literacy with young children. Through a typical classroom event, such as the disappearance of the class pet, the teacher can create opportunities for continued literacy learning.

### **Science in the Early Childhood Classroom**

Biology, earth science, chemistry!!! Yes it all can happen in the early childhood classroom. Come explore the world of science and get new ideas for young scientists.

### **Topics for Study in the Early Childhood Class – A Vehicle for Learning**

Young children are natural scientists and explorers. Study topics provide a creative resource for teachers as they create experiences where children can explore, investigate, and discover. Children become engaged in topics and activities that interest them, and challenge them to extend their thinking to higher levels. During this hands-on session, participants will explore how to turn a simple “topic” into an adventure where children learn science and social studies content while developing skills in literacy, math, the arts and technology.

### **Transitions – Getting From Here to There**

There are many transitions during the early childhood day. Come explore many useful strategies to get children from here to there!

Offered by Keith Pentz

### **Connecting Infant and Toddler Mental Health with Cognitive and Physical Development**

Mental health factors of the very young child play an important part in cognitive and physical development. How a child perceives and interacts with caregivers—be they parents, teachers, or other adults in the child's life—can determine how a child will further function and participate in society.



## **Dialogic Inquiry Strategies in Early Childhood Play Environments that Foster the Development of Reading and Writing Skills**

Working with dialogic inquiry strategies provides the teacher or caregiver with a meaningful plan and a significant framework for aiding the individual child—regardless of ability or previous performance. The strategies also promote an active assessment of a child's learning and construction of knowledge. With these pieces in place, literacy happens!

## **Family Literacy Includes Infants and Toddlers, Too!**

Infants and toddlers especially need the proper amount and kind of literacy stimulation to become academically successful. Literacy learning and development truly can and should be a whole family event and not limited to any one age group or family component.

## **Games, Routines, Activities, and Play that Stimulates Infant and Toddler Brain Development**

There is a wealth of excellent games, activities, and routines to properly stimulate and enhance infant and toddler brain development. By examining the relationship of what the brain is capable of doing with the right kind and type of stimulation, the potential exists to optimize the learning of any young child.

## **Going Beyond Behavior Management: Prevention vs. Intervention**

Classroom management is often identified as the number one issue facing teachers. Due to a variety of factors, children may or may not respond to expectations in a learning environment. If teachers understand that preventive strategies related to behaviors can be put in place to negate the need for interventions, the cause for "control" is no longer necessary. In order for preventive strategies to be effective, simple, and yet profound, guidelines must be taken into consideration: child development, brain/cognitive development, lighting, color, sensory stimuli, task assignment, choices/options, prior knowledge base, language proficiency and vocabulary, number of items to comprehend, instructional design, and positive/negative influences. By establishing a learning environment that does not promote but prevents inappropriate behaviors from occurring, academic, social, and emotional standards, outcomes, and goals can be more readily achieved.

## **Heuristic Play for Infants and Toddlers**

Heuristic play is a strategy that provides natural inquiry experiences, activities, and materials that will not only interest but also stimulate the very young child to investigate and explore. Learn how heuristic play can become a significant part of your day while encouraging child development within several domains.

## **How to Develop Reading, Math, Science Skills and Mental Health With Music**

Music is fundamental! Explore specific music to use to support a variety of academic ideas and concepts along with additional information on how using music will encourage better information retention and enhance cognitive skills.

## **Immersing Children in Science—It's a Daily Thing!**

Opportunities for science activities and lessons are numerous and quite readily available to perform throughout a day. The integration of science into basic curricular components can be adopted and experienced in literature, art, centers/interest areas, outdoor explorations



and activities, mealtime, transitions, normal rituals and routines, conversations, and other everyday experiences.

### **In Pursuit of Mindful Learning**

Mindfulness—placed within an early childhood education context—provides unique and exciting prospects. By encouraging the young child to explore and utilize skills and understanding often considered beyond his or her range of ability can lead to creative and intellectual pursuits and success not seen before.

### **Laying a Foundation for the Developing Mind**

This session will examine current information and research related to the brain, how the physical body and brain communicate/impact each other, provide insight into how to “build” the neural structures so critical for higher level thought and emotional development, offer suggestions, techniques, practices, and other general information to assist a caregiver or teacher in providing an optimal environment for nurturing the very young.

### **Making Nutrition and Fitness Fun**

Nutrition and fitness are a vital part of any quality early childhood program. Without good nutrition and fitness, children will not have the stamina, cognitive stimulation, and general health with which to learn. Nutrition and fitness also revolve around more than just the food provided and simple exercise. Nutrition and fitness instruction and practice involve various types of development—gross motor, fine motor, cognitive, language, social, and emotional. By incorporating literature, music and movement, experimentation, choices, and variety of opportunities, nutrition and fitness can and will be fun and will truly benefit every child in a program.

### **Making Outdoor Play Relevant**

The outdoor environment provides numerous options and opportunities to extend and enhance the learning experience for the young child. Just as in the indoor classroom, any and all activities and curricular goals can be accomplished by adapting and incorporating a variety of materials and ideas to the outdoor space. In addition, children engaged in learning experiences outdoors, optimize learning due to the enhanced natural air, light, and body movements often associated with outdoor play and interactions. The brain and body are stimulated in a unique and very “compatible” manner when outdoors. Particularly for the early childhood child, the outdoor environment provides an increase in gross motor activity, rather limitless space for movement, choices, dialogue and social interaction, along with specialized observation experiences, role play, and risk-taking which ultimately yields strong academic outcomes when the results of these engagements are applied to other learning endeavors. Outdoor play and the outdoor environment can and should be a natural extension and part of any early childhood program.

### **Making the Body-Brain Connection in Teaching and Learning (Infant/Toddler and Preschool)**

What’s the latest information on how the young brain works? What does the body have to do with learning? Where and how are memories stored? These are just a few questions that are addressed in this informative and interactive session.



## **Meeting the Challenge of Standards Using Developmentally Appropriate Materials and Practices**

Standards and other methods designed for accountability often hinder the implementation of developmentally appropriate practice. Discover how to meet standards using materials and practices most appropriate for the young learner.

## **Mindfully We Can**

Discover how to successfully attain expected goals and outcomes by using “mindful” techniques, learn how to be personally more mindful, learn how to use mindful techniques in everyday endeavors, discover how mindfulness can transform the workplace, become aware of the connection between mindfulness and learning, and determine mindful techniques to incorporate immediately into a daily routine at work and also at home.

## **Optimizing Classroom Learning through the Environment**

Set up of a classroom is critical—labels, soft areas, stimulating and relaxing areas, multiples of materials, opportunities for interaction and communication, opportunities for sharing, opportunities for helping, opportunities for being responsible, and opportunities for thought provocation.

## **Passion and Compassion: The Seeds for Change**

Leadership and the ability to guide or change are not always welcome or understood. While leaders often make pronouncements and promises, the follow-up is not necessarily successful or yields the desired outcomes. By bringing everyone “onboard” and “to the table,” leaders, whether chosen or breaking forth from a group, can and will be more effective if two characteristics are present: passion and compassion.

## **Play as a Catalyst for Literacy-Oriented Neurological Development**

When “play” is incorporated into the presentation or implementation of curricular ideas, the child consistently functions at a higher developmental level than during typical didactic circumstances. Reading is not a natural brain function. However, if “play” is the foundation for literacy-oriented activities, the young child can become quite successful.

## **Play as a Vehicle for Optimal Learning**

The concept of play—not a free-for-all type of activity but a guided and scaffolded opportunity for the learner—is a significant factor in all learning. Current brain research points out that when the brain/body consider an activity to be “playful” that the learner/player will not only stay engaged for a lengthy period of time but the stimulation to the brain will foster a deep understanding of the concepts being considered in the play experience.

## **Relationships: Why They Matter**

The interactions and attitudes of teachers, caregivers, and administrators directly impact the learning that occurs in a center and classroom. Relationships—whether between co-workers or the adults and children—can either foster healthy cognitive and emotional development or hinder learning in general.



### **Some Myths about Learning (and what we can do differently!)**

From tradition—both oral and in practice—certain ideas about learning have been “passed down” and understood to be essential. However, based on current understanding about brain development and effective and meaningful practice, some traditional ideas really take on a mythical quality—in other words, they may not be as effective as once thought.

### **The Environment as a Third Teacher**

Physical classroom set-up is critical, however, there are other considerations in the optimal learning environment to be made related to color, lighting, materials, choices, and various types of sensory stimulation.

### **The Impact of Music on the Brain**

Music in the classroom is not a luxury but a necessity! Music provides a strong basis and medium to facilitate learning any concept. Music memories last a lifetime. Learn how to WOW your brain with music!

### **The Process is the Product**

The incorporation of activities and opportunities which support process-oriented thinking in an early childhood education setting is crucial. Children who do not explore, invent, question, center, and create, will not be leaders but followers—mindlessly following orders and maintaining the status quo.

### **The Role of Language in Establishing a Foundation for Infant-Toddler Cognitive Development**

Language is a critical and significant developmental factor in helping the very young child establish cognitive connections that will impact future academic, social, emotional, and even physical development. Language and communication are the cornerstones for learning and social relationships.

### **Using I Love You Rituals to Foster Vocabulary and Language Development**

When engaging the very young in loving, caring, language-filled, and highly interactive experiences, the basis for strong vocabulary and language skills is established. Experience and learn some new and key activities to make your interaction with the very young most beneficial for you and the child.

### **Using Play, Manipulatives, and Projects to Stimulate Cognitive Development**

By using specific practices (play, manipulatives, and projects) and involving family members in meaningful ways, the education of all young children will be greatly enhanced. The session is designed to give teachers, caregivers, and administrators the knowledge base and information necessary to make effective choices and decisions as well as work effectively with their communities.

### **What's Love Got To Do With Cognition?**

Recent findings related to emotional development have indicated that without the feeling of being loved and accepted a young child may not only suffer from the lack of attachment but also the brain may not have the proper stimulation for optimal growth. What's love got to do with cognition? A whole lot!



Offered by Felicia Ragland

### **ADVOCATES!**

ADVOCATES come in all ages and stages. ADVOCATES are also characterized in many ways. This session will prove to inspire, reinvigorate, and challenge you in your role as an advocate; no matter how extensive it is. Come and affiliate with fellow ADVOCATES that realize that "Attitude" describes only the first letter of the acronym in "ADVOCATES".

### **Anyone Can Be An ADVOCATE**

Although "ADVOCATES" are very diverse in their roles, responsibilities, and actions; they do share some distinctive characteristics. Character an essential trait and must be Celebrated. This keynote session will touch your heart, make you laugh, challenge your thinking, and empower you to be the best at what you do.

### **Assessment can be Fun?**

Assessment can be a challenge for many; however, it can also be extremely fun, engaging, and interactive. Come experience a session that will change your perspective of why, when, where, what, and how to assess children's learning and development. From start to finish it will be like no other training on assessment that you have ever had.

### **ATTITUDE = 100%**

It all starts with giving 100%. Your attitude about everything is essential to what you can and can not do. If you can believe it, you can achieve it! The choices for success in life are yours. Empowerment comes from within. Come learn essential strategies that help boost your attitude.

### **Coaching, Guiding, and Mentoring**

All Staff need support, resources, and guidance. Resources come in many varieties including: texts, website, etc. Our most valuable resources are "Human". This initial session will provide leaders with linking the research, quality tools, and relationship building strategies in order to build capacity and produce quality outcomes for programs, professionals, and the greater community.

### **Great Leaders Know Their Purpose**

Smart leaders utilize strategies that are fundamental yet innovative. Thinking out-side-of-the-box is the norm. Challenging the status quo is expected. Never giving up, without question, is the only way to thrive, and Knowing your purpose keeps you ALIVE. Assessing your talents, Maintaining an open-mind, Making quality decisions, and Being a Life-long Learner are critical skills that all leaders use. This session helps leaders to Explore new concepts and obtain results.



### **Make the Most of Math**

Math is an awesome four letter word that makes learning add up. Let's make the most out of everyday early learning experiences as we manipulate, measure, and maximize opportunities throughout the learning environment (indoors and outdoors).

### **Music & Movement Session**

This engaging, interactive, and fun session will motivate and reinvigorate everyone! Let's dance, sing, and learn new strategies and ideas that will enhance any learner. It's not only fun, there's lots of learning going on!

### **Partnering With Our Families and Communities**

Teachers cannot do it alone. We must partner with our families to improve outcomes for all children. It does take a village to raise a child. This session will offer a variety of simple to more complex strategies in engaging your families and greater community to become involved and maintain connections.

### **Professional Development Plan**

Everyone should have their very own Professional Development Plan. This session will assist professionals to assess individual needs, outline specific goals, objectives and outcomes; and create an individualized Professional Development Plan that works for each participant. Come obtain gain new skills, obtain useful resources, and maximize your potential.

### **Science is Simple Session**

Explore, Inquire, and Investigate! Come experience simple, fun and creative ways to incorporate Science into your daily curriculum. Simple is more than sink and float. You will engage in lots of hands-on activities that will stimulate your senses and thinking about Science.

### **The Creative Child Session**

This training session will provide Early Childhood Professionals with essential knowledge of temperament, practical and effective skills, as well as content in brain research that will improve and enhance their interactions with children. Opportunities to engage and exam new concepts and guidance techniques will be explored. Rich discussion and dialogue with Early Childhood Colleagues and Peers will prove to provide a wonderful learning experience.

### **The Multicultural Classroom Session**

Respecting multiculturalism and diversity throughout the classroom is essential to social development, self-esteem and global learning. This session will provide rich content that will help you enhance and rethink how you incorporate culture and global concepts everyday.

### **Top Ten Tips to Live By**

The best things in life are free. This seminar will provide you with Ten Tips that don't cost a penny, yet the outcomes that they offer are priceless. This session will change your life.

### **Using the Code of Ethical Conduct**

The Code of Ethical Conduct is a valuable resource that is often under used. This session will allow you to gain relevant and practical ways of utilizing this tool to enhance key decision



making related to all areas of your program. The facilitator will offer engaging and innovative strategies that will ensure effective outcomes.

### **You Make A Difference Everyday**

Everyday is filled with choices. Some days are more challenging than others. You can choose to make a difference or simply exist. Learn the lessons and strategies that Great Leaders use to make a difference everyday.

