

Richmond County *Partnership for Children*



Creating Higher Quality Conference 2020



Saturday, March 21

Washington Street School

566 East Washington Street Ext.

Rockingham, NC

Richmond County Partnership for Children
315 South Lawrence Street/PO Box 1944
Rockingham, NC 28380

Who Should Attend:

Any early Childhood Professionals working in a child care center, home, faith-based preschool program, Head Start, or NC Pre-K environment

College students registered and attending courses in an accredited Early Childhood Program

Caregivers and local advocates who work on many levels in an effort to make a positive impact on the lives of young children and their families

Registration Information:

Complete the enclosed Registration Form. Payment must be mailed with the registration form. All checks or money orders should be made payable to Richmond County Partnership for Children. **Registration deadline is Thursday, March 5.** The first 100 registrants will receive a free conference t-shirt. Conference registration will be processed in the order in which they are received.

Registration Fee: \$30.00

Credit Hours:

Participants will receive 5.25 credit hours for the day.

Location of Conference:

Washington Street School 566 East Washington Street Ext.
Rockingham, NC 28379

Information:

For more information regarding the Creating Higher Quality Conference, call Richmond County Partnership for Children at 910-997-3773 Monday-Friday between the hours of 8:00 am and 5:00 pm.

We would like to give a special
“Thank You”
to these conference supporters

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C1 Strategies for Challenging Behaviors

Elizabeth Chambers, *Healthy Social Behavior Specialist*

This workshop focuses on difficult behaviors in the classroom. Participants will have a chance to discuss the frustrating behaviors they face in their classroom, and explore techniques and resources for supporting social emotional development and addressing challenging behavior.

C2 Why Science in the Early Childhood Classroom?

Karen Gearld, *Child Care Services Coordinator*

This course will provide participants with research showing the benefits of including science in the early childhood classroom. The participants will learn the guiding principles of the NSTA position statement and how to implement them in their classroom. The course will provide participants several opportunities to develop science activities aligned with NC FELD, identify the components of early childhood science, and know the characteristics of a high-quality, early childhood science program.

C3 Introduction to Project Learning Tree's Environmental Experiences for Early Childhood

Aimee Colf, *Horticulture and Forestry Agent*

Interacting with the outdoors has a positive impact on children's learning, health, and behavior. This session provides an overview of Project Learning Tree's (PLT) award-winning early childhood resources. It helps foster young children's wonder and curiosity about the natural world as you safely take young learners outdoors and bring nature into the classroom. This session will demonstrate a few PLT activities, for children age 3-6, that teach reading, writing, science, and many more important skills to young learners.

C4 Creative Ideas

Elizabeth Rizzo, *Program Coordinator & Evaluator*

Join this session to learn about creative activities you can do with the children in your care. Participants will have the opportunity to create materials to use in their classroom.

C5 Active Reading

Bonnie Archibald, *Early Literacy Coordinator*

Active reading involves reading a book with a child rather than reading a book to a child. This research-based approach improves children's language skills, vocabulary, and ability to understand what they read on their own. Come learn how to share picture books with a child in a way that gets the child talking and thinking about the pictures, words, and ideas in the book. Adults learn to be active listeners that ask questions, build vocabulary, and connect the story to the child's world.

This conference is significant for engaging educators and offering research-based information on NC Foundations for Early Learning and Development (NC FELD), School Age Care, Infant and Toddler Social Emotional Development, Positive Guidance, and Science, Technology, Engineering, and Mathematics (STEAM). Facilitators include approved School Age Initiative trainers and Behavioral Specialist.

These workshops provide participants with practical and effective techniques immediately applicable in a variety of contexts to improve the quality of care for children birth to age 8. NC FELD spans birth to age 5, it introduces the structure, how to implement them in early childhood, the goals, developmental indicators, and strategies in five developmental domains. After completing this event, learners will be able to articulate how Foundations is structured, develop and implement meaningful developmentally appropriate lesson plans and activities and develop strategies to engage parents in their child's education. The Facilitator will assess knowledge gained through group activities and feedback provided during the presentation.

Creating Higher Quality Conference Agenda

8:15-8:45	Registration
9:00-10:45	Session A
11:00-12:45	Session B
12:45-1:45	Lunch on your own
2:00-3:45	Session C

A1 Homelessness in Afterschool

Jon Williams, *Statewide School Age Program Coordinator*

Children did not ask to be homeless. They did not create that situation. Some have been born into homelessness. They may live in cars, tents, unoccupied dwellings, or “double-up” with other families. They may have witnessed abuse (or been abused), violence, stealing, someone dying and much more. Children in homelessness may need food, a warm place to sleep, a bath. Above all they need someplace that provides stability and orderliness to their life. Your afterschool program can provide that. Join us to learn about the federal act that helps homeless children and youth stay in school, potential warning signs of homelessness and strategies you can implement in your before/afterschool program immediately to help meet the needs of this population.

A2 The Great STEMpede

Shaun Rogers, KAPLAN

Bring your classroom to life with creative ideas that incorporate the critical components of STEM and STEAM (Science, Technology, Engineering, Art and Math). These hands-on projects and learning demonstrations are simple yet effective in promoting fun and knowledge. In this session you will explore activities that will encompass one or more aspects of the curriculum.

A3 Communication and Language Part I

Julie Clinkscale, *Infant Toddler Education Manager I*

This session focuses on communication and language that develop in the first 3 years, the brain's role in the development of these skills, and how to support them. In this training, you will learn about specific communication milestones and when they typically emerge and how this relates to brain development; strategies for supporting early communication; and gain an understanding of how multilanguage learning occurs.

A4 What Every Baby Needs

Cassia Simms-Smith, *Anchor Infant Toddler Specialist*

Everything in a baby’s world happens in steps and stages. It is important to appreciate each stage as it occurs. With each mastered skill, babies are discovering more about their bodies, the world around them and how the two work together. These skills are the foundations they will carry with them throughout their life and across all domains of learning. A caregiver needs to provide the support and guidance to allow a successful journey through each one. This training will focus on ages birth-18 months and offer suggestions on what types of materials support learning at different stages. It will also offer insight into the benefits of providing babies with ample time and space to master a skill before moving on to a new one and will explore some of the drawbacks of intervening unnecessarily.

A5 Helpful Hints for Children with Disabilities in Early Learning Environments

Jennifer Britt, *EC Preschool Coordinator*

This session will offer simple strategies for working with students with special needs.

B1 Building Relationships with School Age Children and Youth Who Challenge Us

Jon Williams, *Statewide School Age Program Coordinator*

Have you ever been secretly pleased when a child in your school age group is absent? Do you ever struggle with how to build a relationship with this child? Some children are more difficult than others and challenge us on a daily basis. Explore temperaments that are unique to all of us and how these differences affect our relationships. Leave with an easy action plan that works!

B2 Toxic Stress and Its Impact on Children

Elizabeth Chambers, *Healthy Social Behavior Specialist*

Stress is a fact of life, no matter your age. Some stress is good for us – it keeps us attentive, sharp, productive, and learning. But Toxic Stress affects brain development and learning in young children, and can have long-lasting effects. This session will help participants define stress responses and understand the difference between “tolerable” and “toxic” stress. We’ll look at the long term effects of Toxic Stress and investigate practices for mitigating those effects and promoting resilience in young children.

B3 Communication and Language Part II

Julie Clinkscale, *Infant Toddler Education Manager I*

This session focuses on communication and language that develop in the first 3 years, the brain's role in the development of these skills, and how to support them. In this training, you will learn about specific communication milestones and when they typically emerge and how this relates to brain development; strategies for supporting early communication; and gain an understanding of how multilanguage learning occurs.

B4 Barriers to Physical Activity in the Classroom

Evie Houtz, *Be Active Kids*

Breaking Down the Barriers to Physical Activity Join Be Active Kids as we help you connect with other early childhood professionals to discuss and overcome barriers to an active classroom. Discuss common barriers and challenges to providing physical activities with young children; learn about best practices, available resources, and tools to use in your programs to overcome barriers and provide developmentally appropriate physical activities.

B5 Early Literacy: Developmentally Appropriate Practice

Karen Gearld, *Child Care Services Coordinator*

This training will provide developmentally appropriate practice for developing early literacy skills in young children. The training will provide hands on activities aligned with NC Foundations, Creative Curriculum and the Environment Rating Scales.