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SCHOOL,

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LIFE!

7<sup>th</sup> ANNUAL  
TSR

Early Childhood Summer Institute

cu:engage

PROGRAM  
OF EVENTS

JUNE 27-29, 2017

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## WELCOME

APRIL CRAWFORD



Dear friends and colleagues,

Welcome to Dallas! Since we last met in Austin, TSR has made significant progress in developing new resources to support teachers, caregivers, and parents of children birth through kindergarten. We just wrapped up an outreach tour of all 20 education service centers to spread the word about these new resources on the CLI Engage platform, such as the fall 2017 launch of the *Texas Kindergarten Entry Assessment* and new *CIRCLE Activity Collections*. We're also launching several new online courses for early childhood professionals, including the *CIRCLE Infant & Toddler Training*, *Texas Prekindergarten Guidelines Training*, and *Infant, Toddler, and Three-Year-Old Early Learning Guidelines Training*. You'll see many of these courses become available over the next few months, and they will be absolutely free to the public. Keep up with our new releases at [CLIengage.org](http://CLIengage.org).

As always, we hope you have an inspiring and productive week at the Institute. This year in our opening keynote we'll hear from Roberta Golinkoff, a national expert on child development and language acquisition. And a past Institute favorite, Laura Justice, returns for our plenary address to discuss the power of conversation. We have so many other great speakers who we are confident will contribute to your knowledge of the field and provide new and innovative ideas for implementation. We hope you enjoy your time with us!

Best regards,

April Crawford, Ph.D.  
Director of State Initiatives and the Texas School Ready Project

## WHAT WILL YOU BRING HOME FROM THE TSR INSTITUTE?

**New Connections**  
that expand your professional network

**Knowledge**  
that can drive innovation and advance your practice

**Resources**  
that can support your goals and enhance the quality of your work

**New Perspectives**  
from other professionals in your field

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# SCHEDULE OF EVENTS

MON	4:00pm–7:30pm	Registration Desk Open
TUESDAY	7:00am–5:00pm	Registration Desk Open
	8:00–9:30am	Opening Keynote
	10:00–11:30am	Interest Session 1
	11:30am–1:00pm	Lunch on Your Own; Policy Luncheon (by invitation only)
	1:00–2:30pm	Interest Session 2
	3:00–4:30pm	Interest Session 3
	8:00–10:00pm	4th Annual TSR Dance Party!
WEDNESDAY	7:30am–5:00pm	Registration Desk Open
	8:00–9:30am	Interest Session 4
	10:00–11:30am	General Plenary
	11:30am–1:00pm	Lunch on Your Own; Administrators’ Luncheon (by invitation only)
	1:00–2:30pm	Interest Session 5
	3:00–4:30pm	Interest Session 6
THURS	7:30am–12:00pm	Registration Desk Open
	8:00–9:30am	Interest Session 7
	10:00–11:30am	Closing Keynote

**Exhibit Hall Hours**

**TUES**  
8AM–5PM

**WED**  
8AM–5PM

**THURS**  
8AM–12PM



Texas School Ready is a comprehensive preschool teacher training program that combines a research-based, state-adopted curriculum with ongoing professional development and progress monitoring tools. Teachers from child care centers, Head Start programs, and public school prekindergarten participate in TSR. Throughout the school year, teachers enrolled in TSR are provided tools to help them learn more about the specific instructional needs of the children in their classrooms and how to support children using engaging lessons and activities. The new skills and techniques that teachers learn through TSR positively affect the classroom experience for children.

Texas School Ready is now implemented across the state through three delivery models that vary by support level intensity: TSR Online, TSR Online+, and TSR Comprehensive. Agencies can participate in multiple levels of service at the same time, depending on the needs of the teachers and childcare providers they serve. Learn more at [texasschoolready.org](http://texasschoolready.org)!

TSR is implemented by the State Center for Early Childhood Development at the Children’s Learning Institute, University of Texas Health Science Center at Houston.



## 2017 TSR INSTITUTE LEADERSHIP COMMITTEE

*LaShonda Brown*, Event Chair  
*Linda Aston*, Programming  
*Reese-Anna Baker Cummins*, Communications  
*Aaron Carrara*, Sponsorships & Exhibits  
*Miguel Gallegos*, Scholarships & Logistics  
*Michael Gonzalez*, Exhibits  
*Jennifer Lindley*, Higher Education  
 Programming

*Kimberly Marchand*, Communications  
*Kim Kofron*, Programming & Logistics  
*Stephanie Sessions*, Data Management  
*Yingchu Velasquez*, Finance  
*Jasmine Wiggins*, Programming  
*Megan Burk, Mitzi Bartlett, & Teri Jackson*,  
 On-site Logistics

# FEATURED SPEAKERS



ROBERTA GOLINKOFF

Roberta Michnick Golinkoff, Ph.D., is the Unidel H. Rodney Sharp Professor of Education, Psychology, and Linguistics at the University of Delaware and runs the Child's Play, Learning, and Development laboratory. She has received numerous awards for her contributions to developmental science, including the 2017 Society for Research in Child Development's Distinguished Scientific Contributions Award. Funded by federal agencies, she has written 16 books and monographs. Passionate about the dissemination of psychological science for improving our schools and families' lives, she and Kathy Hirsh-Pasek (her long standing collaborator) wrote, *How Babies Talk* (Penguin/Dutton) and *Einstein Never Used Flash Cards* (Rodale). Their latest book is *Becoming Brilliant: What Science Tells Us About Raising Successful Children* (APA Press). Dr. Golinkoff also co-founded the Ultimate Block Party movement to celebrate the science of playful learning as well as the Urban Thinkscape project. She has appeared on Good Morning America, other radio and television shows, and in print media. She never turns down an opportunity to spread the findings of developmental and educational science to the lay public. She can be followed through her blogs in the Huffington Post, the Brookings Institute, and on Twitter at @KathyandRo1.

## Opening Keynote

### AT THE INSTITUTE:

*From Coo to Code in the Baby's First Years: News from the Crib on Language Development*

Tuesday, 8–9:30 a.m.

## CAROL CONNOR

Dr. Carol McDonald Connor is a Chancellor's Professor at University of California Irvine, in the School of Education. Her research focuses on early childhood development in executive functioning and self-regulation, language, and literacy – focusing on instruction and the classroom learning environment. She currently heads one of the Department of Education IES Early Learning Network centers focused on assessing classroom learning environments from preschool through third grade.

### AT THE INSTITUTE:

*Executive Functioning, Self-Regulation, and Language Development in Early Childhood: Providing Foundations for Proficient Literacy Learning*

Tuesday, 10–11:30 a.m.



# FEATURED SPEAKERS



SUSAN LANDRY

Dr. Susan H. Landry is a Developmental Psychologist, Professor, and Distinguished Chair in Early Childhood in the Department of Pediatrics at the University of Texas Health Science Center at Houston. She is also the Director and Founder of the Children's Learning Institute. Dr. Landry was a member of the Institute of Medicine's Committee on Obesity Prevention Policies for Young Children. She served on the Shaping a Healthier Generation Advisory Council of the National Governors Association Centers for Best Practices. She is a past Chair of the Head Start National Reporting System Advisory Panel, an appointment from the Secretary of the U. S. Department of Health & Human Services, and was a member of the National Early Literacy Panel (NELP). Dr. Landry's federally funded research covers examinations of biological and environmental influences on children's development from infancy through adolescence as well as numerous parent-child and early childhood classroom intervention studies. Her work established the foundation for the research-proven Texas School Ready program that has been serving teachers and children in Texas for more than a decade. Dr. Landry's research findings can be found in more than 125 peer-reviewed publications, 30 chapters, and a monograph, *Effective Early Childhood Programs: Turning Knowledge into Action*.

### AT THE INSTITUTE:

*Experiences with Others and the Environment: How they Support the Young Child's Brain and Behavioral Development*

Tuesday, 3–4:30 p.m.

## LAURA JUSTICE

Laura Justice is EHE Distinguished Professor in the Educational Psychology program at Ohio State University. She is currently the Editor-in-Chief of *Early Childhood Research Quarterly*, the premier peer-reviewed journal for research related to early childhood development and education. With a strong belief in life-work balance, when Justice isn't working she is hanging out with her husband and two kids as well as their three dogs, two cats, and three parakeets.

### AT THE INSTITUTE:

*Conversations as Catalysts for Development*

Wednesday, 10–11:30 a.m.

*Boosting Children's Vocabulary Skills through Read-Alouds*

Wednesday, 1–2:30 p.m.



## Plenary

## FEATURED SPEAKERS



CATHERINE TAMIS-LEMONDA

Catherine Tamis-Lemonda is Professor of Developmental Psychology; Co-Director of the Center for Research on Culture, Development and Education; and Director of the Developmental PhD program at New York University's Steinhardt School of Culture, Education, and Human Development. Her research investigates the social and cultural contexts that promote early learning and school readiness, with a focus on infant and toddler communication, language, play, emergent literacy, and motor development. She conducts her research across cultural communities in the United States and internationally (including Korea, China, Tajikistan). Tamis-LeMonda has longstanding partnerships with hospitals, clinics, and community agencies in New York City, where she holds workshops for staff and families and contributes to the design and implementation of evidence-based parenting programs for low-income families. She has approximately 200 publications in peer-reviewed journals and books and has co-edited the volumes *Child Psychology: A Handbook of Contemporary Issues* (editions 1, 2, and 3), *Handbook of Father Involvement: Multidisciplinary Perspectives* (editions 1 and 2), and *The Development of Social Cognition and Communication*. She is currently Associate Editor of *Infancy* and *Journal of Experimental Psychology: General*.

### AT THE INSTITUTE:

*The Benefits of Bookreading Experiences in Early Childhood*

Tuesday, 3–4:30 p.m.

*The Importance of the Home Learning Environment for Infants and Toddlers*

Wednesday, 8–9:30 a.m.

## DAVID DICKINSON

David Dickinson is the Associate Dean for Research and the Margaret Cowan Chair in the Department of Teaching and Learning at Vanderbilt University's Peabody School of Education. He received his doctoral training at Harvard's Graduate School of Education after teaching elementary school in the Philadelphia area five years. He studies language and early literacy development among low-income populations, focusing on the role of oral language in literacy development. He has developed interventions and tools to describe classroom environments, has authored over 100 articles and chapters, and co-authored three volumes of the *Handbook of Early Literacy Research* and the preschool curriculum *Opening the World of Learning*. Currently he is developing an intervention designed to foster language learning using book reading linked to use of games in preschool classrooms.



### AT THE INSTITUTE:

*Harnessing the Power of Language: From the Crib to Kindergarten*

Wednesday, 3–4:30 p.m.

Thursday, 8–9:30 a.m.

(repeat)

## FEATURED SPEAKERS



TOM BEDARD

Tom Bedard, M.Ed., Early Childhood Education, University of Minnesota, 1989. Mr. Bedard is a current board member of the Minnesota Association for the Education of Young Children and a past validator for National Association for the Education of Young Children accreditation program. In 2009, Bedard was the first early childhood teacher to be named finalist for Minnesota Teacher of the Year Program. In the spring of 2013, Bedard received the Kate Davidson Tanner Award for demonstrating excellence in his/her profession from the state early childhood association. Before retiring in June 2016, Bedard worked in the field of early childhood education in Minnesota for 38 years. During that time, he taught thousands of children in all age groups from infants to preschoolers representing diverse backgrounds and abilities. His particular interest in the field has been to promote and analyze exploration in the area of the classroom devoted to sensory play to better understand children's curiosity and competence in all areas of development. Through international, national, regional, and local presentations and through blogging on sand and water tables, Bedard has created a platform for parents and practitioners from all over the world to reflect on children as learners and inspire them to imagine new possibilities for dynamic play and learning at the sensory table.

### AT THE INSTITUTE:

*Creating a Dynamic Sensory Table: Examples of Easy-to-Build Constructions to Foster Complex Play and Learning*

Tuesday, 10–11:30 a.m.

*Dialogue With Water: Bringing Scientific Inquiry Alive in the Sensory Table*

Wednesday, 8–9:30 a.m.

## ANGELA RUSS-AYON

Angela Russ, owner of AbridgeClub.com, is a nationally recognized, award-winning producer, children's author, presenter, and keynote speaker on the subject of music and movement for young children. She uses PowerPoint visuals along with an infusion of music and activities to connect with attendees. Her specialty is engaging children, age toddler thru early primary, in interactive songs and active play improving motor skills and their imaginative. Through fee-based contracts, she has worked with thousands of young children in classrooms, museums, and performing arts centers. Her nationwide adult-oriented presentations are energized and informative. Everyone walks away with something useful to try with their kids. Take a sound track through life and get ready to MOVE, PLAY and LEARN!



**Closing  
Keynote**

### AT THE INSTITUTE:

*Math, Motion and Connecting the Thoughts*

Thursday, 8–9:30 a.m.

# CLI FACULTY SPEAKERS



URSULA JOHNSON

Dr. Ursula Johnson is assistant professor of pediatrics at the Children's Learning Institute. Dr. Johnson is interested in examining the impact of caregiver responsiveness and stimulation on young children's cognitive, language, social, and emotional development. Recently, she examined the effect of a web-based professional development program for home-based child care providers across Texas on improving the school readiness skills of young children in child care. Currently, Dr. Johnson is investigating the effect of remote coaching of parents and prekindergarten teachers on Head Start students' school readiness skills. Additionally, she provides nationwide consultation and training for the Play and Learning Strategies (PALS) program, a research-based intervention for parents of infants, toddlers, and preschoolers.

**AT THE INSTITUTE:**

*Responsive Caregiving: From Zero to Three*  
Wednesday, 1-2:30pm

MARIA CARLO

Dr. Carlo is an Associate Professor at the Children's Learning Institute, specializing in bilingual and biliteracy development. Dr. Carlo's research focuses on the cross-language transfer of academic skills and on classroom interventions that promote the oral language development of dual-language learners. She obtained a Ph.D. in psychology at the University of Massachusetts, Amherst.

**AT THE INSTITUTE:** *Hablemos Juntos*, Tuesday, 1-4:30pm (2-part)



# CLI FACULTY SPEAKERS



MIKE ASSEL

Mike A. Assel is Associate Professor of Pediatrics in the Children's Learning Institute. Dr. Assel received his Ph.D. from the University of Houston and interned in the HISD's Psychological Services Department. As a staff psychologist in the Dan L. Duncan Neurodevelopmental Clinic, he routinely evaluates children with a range of development differences (e.g., Autistic Spectrum Disorders, learning disabilities, and ADHD). Dr. Assel is focused on increasing identification and diagnosis of Autistic Spectrum and other Neurodevelopmental Disabilities (ASD/ND) by providing training to post graduate fellows through the LoneStar LEND program. His research interests include assessment, measure development, prematurity, and program evaluation.

**AT THE INSTITUTE:**

*Prevention and Remediation of Reading Disabilities/Dyslexia*  
Wednesday, 3-4:30 p.m.

*Managing Mild Autism in Early Childhood*

Thursday, 8-9:30 a.m.

JANELLE MONTROY

Dr. Janelle Montroy is assistant professor of pediatrics at the Children's Learning Institute at UTHealth Houston. She has a master's degree in cognitive psychology, with a focus on executive function and received her Ph.D. from Michigan State University in human development and family studies with a focus on early childhood self-regulation and executive function development. Her research focuses on understanding how self-regulation helps children learn social and academic skills that they need to be successful in school as well as creating better ways for teachers and researchers to measure social and academic skills.



**AT THE INSTITUTE:**

*How to Support Early Self-Regulation*  
Wednesday, 1-2:30pm



**Join us for a FREE Training of Trainers (TOT) for Infant and Toddler Specialists!**

Are you in need of resources to coach infant and toddler teachers? This 1.5 day training will include sessions on the use of the CLI Engage platform, a framework for facilitating professional development courses, and strategies for coaching infant and toddler teachers.

We will be hosting six events across the state, beginning in July. Go to [www.childrenslearninginstitute.org/events](http://www.childrenslearninginstitute.org/events) to register for a training near you!

Lunch and door prizes sponsored by



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**SPECIAL INSTITUTE TRACKS**

We are delighted to welcome a diverse audience to the Institute, and we're confident there is something for everyone! We've put together recommended tracks for infant and toddler teachers and coaches and specialists (below). More details on each session can be found in session descriptions on the following pages.

DAY & TIME	INFANT / TODDLER	COACH / SPECIALIST
TUESDAY	8:00 to 9:30am	<i>Opening Keynote: From Coo to Code in the Baby's First Years</i> DALLAS BALLROOM BC
	10:00 to 11:30am	<i>Infant &amp; Toddler Spanish Activities*</i> MAJESTIC 2 <i>*recommended For Spanish speakers only.</i> <i>CIRCLE Progress Monitoring • MAJESTIC 1</i>
	1:00 to 2:30pm	<i>Babies in Bloom</i> MAJESTIC 6 <i>Foundations for Life • DALLAS A2</i> <i>Utilizing the Lesson Cycle and Scaffolding</i> DALLAS A3
	3:00 to 4:30pm	<i>Infant &amp; Toddler Developmental Milestones</i> MAJESTIC 3 <i>The Benefits of Bookreading Experiences in Early Childhood • DALLAS B</i> <i>Creating a Data Culture on Your Campus</i> DALLAS A1
WEDNESDAY	8:00 to 9:30am	<i>Baby Babbles and Behavior</i> MAJESTIC 2 <i>Coaching 101 • MAJESTIC 1</i> <i>Dialogue With Water: Bringing Scientific Inquiry Alive in the Sensory Table • DALLAS B</i>
	10:00 to 11:30am	<i>Plenary Session: Conversations as Catalysts for Development</i> DALLAS BALLROOM BC
	1:00 to 2:30pm	<i>Responsive Caregiving: From Zero to Three</i> MAJESTIC 2 <i>eCIRCLE Facilitation 101 • MAJESTIC 3</i> <i>A discussion regarding how to support early self-regulation • DALLAS C</i>
	3:00 to 4:30pm	<i>*Pick Your Interest*</i> <i>TSR's Classroom Observation Tools • MAJESTIC 1</i> <i>Prevention and Remediation of Reading Disabilities and Dyslexia • DALLAS C</i>
THURSDAY	8:00 to 9:30am	<i>Working with Toddlers: Development is Key</i> MAJESTIC 8 <i>Harnessing the Power of Language • DALLAS B</i> <i>Integrating Instructional Strategies • MAJESTIC 2</i>
	10:00 to 11:30am	<i>Opening Keynote: Math, Motion, and Connecting the Thoughts</i> DALLAS BALLROOM BC

# SESSIONS

# OVERVIEW

ROOM	KEYNOTE	SESSION 1	SESSION 2	SESSION 3	SESSION 4	PLENARY	SESSION 5	SESSION 6	SESSION 7	KEYNOTE	
	8am	Tue, 10–11:30am	Tue, 1–2:30pm	Tue, 3–4:30pm	Wed, 8–9:30am	10am	Wed, 1–2:30pm	Wed, 3–4:30pm	Thu, 8–9:30am	10am	
Dallas B	<b>OPENING KEYNOTE:</b> From Coo to Code in the Baby's First Years: News from the Crib on Language Development	Creating a Dynamic Sensory Table	Early Childhood Education Updates	Benefits of Bookreading Experiences	Dialogue with Water	<b>PLENARY:</b> Conversations as Catalysts for Development	Boosting Children's Vocabulary Skills	Harnessing the Power Language	Harnessing the Power Language (repeat)	<b>CLOSING KEYNOTE:</b> Math, Motion, and Connecting the Thoughts	
Dallas C		Self-Regulation and Language	--	Experiences with Others and the Environment	Home Learning for Infants /Toddlers		Support Self-Regulation	Reading Disabilities	Managing Mild Autism		
Dallas A1		DAP and the TX PreK Guidelines	Young Authors	Creating a Data Culture on Your Campus	Texas Workforce Registry		Preschool Number Knowledge	Healthy Living Matters	Great Expectations		
Dallas A2		ClassDojo	Foundations for Life (two-part session)		5 Senses + 5 Domains		Keeping it Real!	TSR Online and TX-KEA	Battling Burnout		
Dallas A3		Partnerships with Families	Utilizing the Lesson Cycle	CIRCLE CDA Training Program			Don't Burn the Bacon	Intentional Lesson Planning	Parent-Teacher Partnerships		Helpful Hodgepodge
Dallas D1		Strike a Pose	Selecting and Retaining the Right Staff (two-part session)		Phonological Awareness		Texas Trainer Registry	PreK Guidelines Go Outside	Science: Creating Curiosity		
Dallas D2		Write Out of the Box!	Balancing Teacher & Child Directed	Get Up and Move!	I Can Do It		Making the Classroom Dynamic	Writing Across the Curriculum	Positive Teacher-Child Interactions		
Dallas D3		Power of Observation	Do Ants Have Teeth?	--	Science: Creating Curiosity		CLI Engage Resources	Classroom Management	A Place for Everyone		
Majestic 1		CIRCLE Progress Monitoring	Journey to Parent Engagement	Impacting Learning Through Centers	Coaching 101		Young Authors (repeat)	CIRCLE Observation Tools	Effective Book Reads		
Majestic 2		Infant & Toddler Spanish Activities	Hablemos Juntos (two-part session)		Baby Babbles and Behavior		Responsive Caregiving from 0-3	Intentional Teaching	Integrating Strategies		
Majestic 3		How Preschoolers Learn Print	Hey! I talk to my students!	Infant & Toddler Developmental Milestones	Are You a Real Picasso?		Facilitating eCIRCLE	Don't Just Sit There!	Let's Keep in Touch!		
Majestic 4-5		PreK Guidelines Made Easy	Keeping Our Lessons Playful	Effective Book Reads	Impacting Learning		Through the Hearts of Teachers	Leadership and Professionalism	Culture and Diversity		
Majestic 6-7		No! You Can't Make Me!	Babies in Bloom	Little "Miss Behavin"	Writing Works in PreK		Play in Session!	Phonological Awareness	Purposeful Integration of Mathematics		
Majestic 8		HigherEd: College Focus Group	HigherEd: High School Teacher Focus Group	HigherEd: College Student Focus Group	Spanish Parent Reading Bags		Kids Love Rocks: So Will You!	Force and Motion	Working with Toddlers		

# FORMAT OF SESSION DESCRIPTIONS

We've packed a lot of information into the following pages to help you choose the best presentations that will fit your needs and maximize your time at the TSR Institute. Using the guide below, we recommend a quick review of how the interest session descriptions are presented and categorized. Remember that sessions tend to fill up quickly, so always have a backup session ready!

## THE IMPORTANCE OF THE HOME LEARNING ENVIRONMENT ← PRESENTATION TITLE.

*Catherine Tamis-Lemonda* • DALLAS C ← Presenter Name(s) & SESSION LOCATION



This talk will overview why it is important for young children to develop effective



The ticket icon indicates a session presented by a featured speaker or CLI faculty.



The bottle icon indicates a session appropriate for infant and/or toddler teachers.

communicative skills in vocabulary, grammar, pragmatics, and emergent literacy skills. We'll look at research on the aspects of the home environment that promote these skills in children and the best ways to support parents in their efforts to create positive learning environments for children, as well as the challenges practitioners face when working with parents.

← Presentation Description. *Some sessions will include an italicized note about the length of the session or its repeating.*

*Early Language; Parent Engagement* ← Topic Area of Presentation

Ready to get started? Full session descriptions can be found on the following pages. ▶



4th Annual TSR  
**DANCE PARTY**  
FOR LITERACY

BENEFITING REACH OUT & READ TEXAS  
Bring new or gently used children's books and dance to your favorite hits by DJ Lobo!



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TUESDAY 8-10PM  
CHAPARRAL MAIN  
(38TH FLOOR)

## OPENING KEYNOTE **TUESDAY** 8:00-9:30am

### FROM COO TO CODE IN THE BABY'S FIRST YEARS: NEWS FROM THE CRIB ON LANGUAGE DEVELOPMENT

*Roberta Golinkoff* • DALLAS BC



Language acquisition is an amazing feat. Within the span of the first three years of life, children are telling stories, talking on the phone, and conversing with strangers. Research in language acquisition is a classic case of the nature-nurture debate. Yet recent trends in psychology have modulated this debate, as language scientists recognize that language is a complex problem explained only by complex theories that emphasize social, perceptual, and cognitive factors. Embedded as it is in social interaction and an ever-changing world, infants must segment the world and the language stream before they can map words onto concepts. This talk highlights new findings from the crib in our understanding of this process in the first two years of life. It will also present a new language screener.

*Language Development*

## interest session 1 **TUESDAY** 10:00-11:30am

### CREATING A DYNAMIC SENSORY TABLE: EXAMPLES OF EASY-TO-BUILD CONSTRUCTIONS

*Tom Bedard* • DALLAS B



Participants will see children tell the story of discovery through photos and videos showing children exploring multiple examples of inexpensive and easy-to-build constructions at the sensory table. Participants will be offered a simple framework of dimensions and elements that they can adapt to fit their own classrooms when creating a dynamic sensory table.

*Early Science*

### EXECUTIVE FUNCTIONING, SELF-REGULATION, AND LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD

*Carol Connor* • DALLAS C



Unfortunately, too many children are starting kindergarten without the foundational skills they need to support learning, including working memory, attention, task inhibition, and self-regulation. There are a number of ways to build these skills in the early childhood classroom and at home. This session will briefly review the research and then discuss strategies for building children's self-regulation, language, and early literacy skills.

*Child Growth and Development*

**DAP AND THE TX PREK GUIDELINES-  
PROMOTING SCHOOL READINESS***Melissa Ply* • DALLAS A1

This session references the Texas PreK Guidelines and discusses how to integrate activities to promote language and literacy learning in young children. Instructional strategies for helping young children develop vocabulary, extend their language skills, develop listening comprehension and phonological awareness in a developmentally appropriate manner will be illustrated.

*Emergent Literacy: Reading and Writing***CLASSDOJO: MASTERING THE ART OF  
CLASSROOM MANAGEMENT***Jennifer Hills* • DALLAS A2

Struggling with classroom management and record keeping? Find peace of mind by using ClassDojo. By participating, you will learn how to successfully utilize ClassDojo website/app as a classroom management tool. You will be provided with an overview of the entire ClassDojo interface and how to use ClassDojo for record keeping, behavior management, parent communication and more.

*Learning Environments***BUILDING RELATIONSHIPS WITH FAMILIES***Whitney Nestlehut* • DALLAS A3

This session will discuss the importance of family-teacher relationships as well as barriers to these relationships. Explore interactions that build healthy relationships between parents and families, strategies to incorporate family participation in the classroom and center, and activities to engage families in the child's learning experience at home and school. Consider how you can support the phrase, "when you enroll a child, you enroll a family!"

*Families***STRIKE A POSE!***Natalia Huerta, Catherine Mendoza* • DALLAS D1

Have your children refused to get in line for lunch? Or maybe fought over the same toy in Pretend & Learn? Whatever the trigger, we all know the moment when children are racing toward a full on meltdown. The feelings of anger, anxiety, and stress are manifested into physical reactions. Addressing these physical reactions in the body with child-friendly yoga is a zen-sational place to start! Come and learn new ways to help children identify their feelings in stressful situations and encourage them to regulate their own bodies.

*Responsive Interactions and Guidance***FINE MOTOR SKILLS...WRITE OUT OF THE BOX!***Marianne Gibbs* • DALLAS D2

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

*Emergent Literacy: Reading and Writing***POWER OF OBSERVATION FROM BIRTH THRU 5***Regina English* • DALLAS D3

This training covers the importance of knowing your children, keeping abreast of theories, and understanding the development of students and how to observe them. Participants will analyze children in various situations in order to gather data to use in tailoring to their learning needs. Participants will learn to analyze children's interests, skill levels, personalities, and development levels to develop real life learning goals.

*Child Observations and Assessments***CIRCLE PROGRESS MONITORING***Linda Aston* • MAJESTIC 1 (37th floor)

Available through TSR Online and included on the Commissioner's List of Approved Progress Monitoring Instruments, CIRCLE PM is a validated, comprehensive tool for conducting brief student assessments that inform instruction. This session will demonstrate the tool, its small group feature, and its direct links to recommended activities.

*Child Observations and Assessments***SPANISH INFANT AND TODDLER ACTIVITY  
COLLECTION***Sandra Moser* • MAJESTIC 2 (37th floor)

Want to make learning fun and engaging for all the children in the classroom? We will look at activities that focus on the four learning domains of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and will look at all the components of the activity in addition to the child skill progression for each domain.

*Curriculum and Lesson Plans***HOW AND WHEN PRESCHOOLERS LEARN PRINT***Pauline Monsegue-Bailey* • MAJESTIC 3 (37th floor)

Concepts of print, phonemic awareness and alphabetic knowledge are key predictors of early literacy success and school readiness. This presentation will provide educators with unique strategies on how to incorporate appropriate lessons that support teaching print concepts and letter knowledge and how they begin to link with phonemic awareness. Utilizing a parent connection will also be included.

*Emergent Literacy: Reading and Writing***PREK GUIDELINES MADE EASY***Susan O'Brien* • MAJESTIC 4 (37th floor)

Participants will get a look at the new Pre-Kindergarten Guidelines using a student-centered approach. We will review the guidelines, discuss student-centered instruction and make plans for implementing the guidelines in a playful, purposeful and planful way. This training is all hands-on and we will be using your smart device. Bring your smart phones and iPads for the interactive learning.

*Curriculum and Lesson Plans***NO! YOU CAN'T MAKE ME! KNOWING AND LOVING  
THE STRONG-WILLED CHILD***Cynthia Garrison* • MAJESTIC 6 (37th floor)

NO! Just that word alone sets parents and educators on edge and often we don't know how to respond. This lively and interactive session will give insight and understanding into Strong Willed Children in the Early Childhood Years, guide parents and educators on ways to deal with this challenging temperament and offer real workable solutions to manage the child so the child learns self-management.

*Competency Area***ECEP GRANT: HIGHER ED FACULTY FOCUS GROUP***Sonya Coffey* • MAJESTIC 8 (37th floor)

This session is a focus group for higher education faculty participating in the Early Childhood Educator Partnerships grant. Participants will discuss the use of TSR Online materials as resources in higher education settings. *Note: this session is closed to non-grant participants.*

*Professionalism*

interest session 2

**TUESDAY** 1:00-2:30pm

### EARLY CHILDHOOD EDUCATION UPDATES

**Howard Morrison** • DALLAS B

Hear the latest on early childhood education in Texas from TEA's statewide coordinator.

*Professionalism*

### YOUNG AUTHORS

**Sharon Kruger** • DALLAS A1

This workshop is based on the research by Katie Wood Ray and Matt Glover on teaching young children to be authors. Young children are great storytellers. Come and explore how to teach your storytellers to become young authors. *This session repeats Wed @ 1pm.*

*Emergent Literacy: Reading and Writing*

### FOUNDATIONS FOR LIFE

**Dewayne Bettag** • DALLAS A2

It is our goal to bring together professionals from many fields who work with young children and families to explore how early interactions and environments shape a child's brain and behavior. We will explore the importance of first relationships and biobehavioral impact of adverse experiences on attachment, chemical (im)balance, and self-regulation. We will discuss how the information can be used directly in your work with children and for developing school readiness. *This is a two-part session that ends at 4:00pm.*

*Responsive Interactions and Guidance*

### ECEP GRANT: HIGH SCHOOL FACULTY FOCUS GROUP

**Sonya Coffey** • MAJESTIC 8 (37th floor)

This session is a focus group for high school faculty participating in the Early Childhood Educator Partnerships grant. Participants will discuss the use of TSR Online materials as resources in high school CTE classes. *Note: this session is closed to non-grant participants.*

*Professionalism*

### SELECTING AND RETAINING THE RIGHT STAFF

**Mary Dye** • DALLAS D1

In the field of Early Childhood Education there is a 30-40% turnover of the entire workforce yearly. The goal of this training is to help directors hire and retain staff who will stay and commit to their specific center. We will identify criteria individual directors should seek in applicants and ways to retain staff on a budget. Together we can try to problem solve one of the most devastating problems in early childhood education.

*Schoolwide Improvement Plans*

### BALANCING TEACHER- AND CHILD-DIRECTED ACTIVITIES: GUIDELINES FOR QUALITY

**Rhonda Richardson** • DALLAS D2

Best practice suggests a balance of teacher and child-directed activities every day. Come to this session and find out why both types of lessons are important in the education of young children and what guidelines must be followed to ensure that quality learning takes place.

*Curriculum and Lesson Plans*

### DO ANTS HAVE TEETH? TEACHING SCIENCE THROUGH MEANINGFUL INQUIRY THAT ENGAGES CHILDREN'S MINDS

**Kimberly Howard** • DALLAS D3

Project-based investigations enable children to actively explore topics that are relevant to their lives. Children learn to communicate, think mathematically, test hypotheses, and think like scientists. These methods of learning help children build on process skills that are critical to future school success. Participants will explore the many ways in which children observe and explore, make connections, solve problems, organize information, and communicate and represent their ideas within a classroom community that is engaged in a long-term, project-based investigation.

*Early Science*

interest session 2

**TUESDAY** 1:00-2:30pm

### TAKING THE JOURNEY TO INCREASE PARENT ENGAGEMENT

**Patricia Flores-Cantu** • MAJESTIC 1 (37th floor)

Our classroom parents can be our biggest resource, but are most often under-utilized. From classroom connections to thematic activities, parents can assist us in bridging the gap between what we really want to do for our children and what we actually can do with limited time and money. This fun and interactive hands-on training will allow you to bring parental involvement to life in your classroom.

*Parent Engagement*

### HABLEMOS JUNTOS

**Maria Carlo** • MAJESTIC 2 (37th floor)



Participants will learn about the evidence-based practices in the Spanish *Hablemos Juntos* curriculum supplement. *Hablemos Juntos* addresses vocabulary, listening comprehension, and general oral language skills and provides an enhanced set of resources focused on systematically building children's academic vocabulary and fostering higher-level reasoning by teaching the comprehension skills good readers use. *This is a two-part session that ends at 4:30pm and is designed for Spanish speakers.*

*Language Development*

### "HEY I TALK TO MY STUDENTS, ISN'T THAT ENOUGH LANGUAGE?"

**Rebecca Ramos, Tanyia McCall** • MAJESTIC 3 (37th floor)

Learn appropriate hands-on strategies to support pre-kinder students' development of academic language skills, inferential language skills and narrative language skills. Learn how exposing students to oral language development will help students to communicate effectively, build their background knowledge, build comprehension, and engage them in becoming proficient in speaking and listening.

*Building Vocabulary, Language Development*

### FULL OF FUN! KEEPING OUR LESSONS PLAYFUL

**Janine Groth** • MAJESTIC 4 (37th floor)

Because teachers have curriculum to cover, some lessons have lost the fun. Participants will examine why play is the most important and effective method of teaching. Research gives us the proof we need that learning happens for children through play; teachers have an obligation to identify and create quality materials that teach. Participants will leave understanding the stages and components to play in a hands-on, interactive environment.

*Curriculum and Lesson Plans*

### BABIES IN BLOOM: EMOTIONAL LITERACY & ATTACHMENT MILESTONES

**Natalie Baerwaldt** • MAJESTIC 6 (37th floor)

Brene Brown identifies emotional literacy as a "critical component of raising children because the more accurately we can name an emotion, the quicker we can move through it and address it." This presentation highlights the significance of empathy, mirror neurons, and modeling to examine the impact for developing brains. Participants will understand how relationships influence cognitive development and be able to incorporate this knowledge into daily practice in caring for babies, young children, and their families.

*Responsive Interactions and Guidance*

### UTILIZING THE LESSON CYCLE AND SCAFFOLDING TO HELP CHILDREN REACH THEIR HIGHEST POTENTIAL

**Brittany Kolkhorst** • DALLAS A3

Every child comes to school with different skills and abilities. Have you ever wondered how to meet the varying academic needs of all of your students? In this session, you will learn how to use the lesson cycle as a framework to make the most of your small group instructional time. In addition, you will explore how differentiating instruction through the use of scaffolding allows the teacher to meet individual academic needs and maximize learning outcomes.

*Curriculum and Lesson Plans*

**THE BENEFITS OF BOOKREADING EXPERIENCES IN EARLY CHILDHOOD****Catherine Tamis-Lemonda** • DALLAS B

Books offer children opportunities to hear words they would not encounter in everyday life; they teach children that letters comprise words to combine into the sentences of a story; and books expand children's knowledge and stimulate their imaginations. Discussion will focus on strategies that create excitement around books in young children and ways to communicate the importance of booksharing to parents.

*Early Language and Literacy***CREATING A DATA CULTURE ON YOUR CAMPUS****Colleen Allen** • DALLAS A1

Learn to look at data in an integrated way! In this session we'll learn about the trends in data research, understand the fallacies that data can produce, and examine the relationship between professional learning and student learning to inform decisions. Participants will learn how to create a data culture using CLI Engage wherein staff determine children's progress and then analyze results to plan and teach. Administrators will learn how collective information can be used to monitor, evaluate, and revise programs and policies and discover how parents can use the data to help their children learn as well.

*Professionalism***CIRCLE CDA TRAINING PROGRAM****LaShonda Brown, Jasmine Wiggins** • DALLAS A3

Join us to learn how your preK teachers can access the CIRCLE CDA Training Program online for free and earn all 120 hours of professional development needed to apply for a Child Development Associate (CDA) credential. The program is available through the CLI Engage platform, including resources for teachers to prepare their CDA professional portfolio.

*Professionalism***EXPERIENCES WITH OTHERS AND THE ENVIRONMENT: HOW THEY SUPPORT THE YOUNG CHILD'S BRAIN AND BEHAVIORAL DEVELOPMENT****Susan Landry** • DALLAS C

This session will explore how caregiver sensitivity, warmth, and responsiveness contribute to the child's developing brain and look at risk factors for poor language development. We'll also discuss ways school leaders, teachers, and parents can work together to provide high quality experiences for developing children.

*Child Growth and Development***GET UP AND MOVE!****Stacy Bengé** • DALLAS D2

Movement allows young children to develop their bones, muscles, and senses which contributes to overall child development and academic success. Learn essential ways to design classroom environments to promote optimal physical development for young children. Explore various teacher-guided, movement experiences to implement into lesson plans while discovering how to identify specific outcomes for the activities. Come ready to participate and get up and move!

*Child Growth and Development***IMPACTING LEARNING THROUGH CENTERS****Angela Trevino, Christina Mitchell** • MAJESTIC 1 (37th)

As preschool teachers, we want to make an impact on learning and give students the foundation to become successful learners. One way we ensure this is by digging deeper into centers. We want to create centers that are effective and efficient which will maximize impact on student learning and vocabulary. We accomplish this by having well-planned themes, purposeful choices, and activities that promote thoughtful conversations.

*Learning Environments***INFANT & TODDLER: DEVELOPMENTAL MILESTONES AND ASSESSMENT****Shauna Spear** • MAJESTIC 3 (37th floor)

Want to know what to look for as infants and children develop? How to link activities and toys to certain ages and stages of development? When to be concerned about possible delays? There are important milestones children achieve at each stage of life. Milestone checklists and developmental assessments can help caregivers compare a child's skills to what is expected for his or her age. Learn more about using assessment in early childhood classrooms, partnering with families, and linking milestone checklists to children's activities.

*Child Observation and Assessment***LOOK WHO'S TALKING!! DEVELOPING TALKERS IN PRE-K THROUGH EFFECTIVE BOOK READS****Tracy Osborn** • MAJESTIC 4 (37th floor)

Join us for a planful, purposeful and playful session focused on using book reads to build vocabulary, comprehension, and language skills through the use of questions, child-friendly definitions, rich vocabulary, and specific scaffolding strategies. This highly interactive session will help you learn how you can make a difference through effective read alouds. *This session is repeated Thurs @ 8:00am.*

*Building Vocabulary, Language Development***LITTLE "MISS BEHAVIN": UNDERSTANDING AND RESPONDING TO CHALLENGING BEHAVIORS****Wendy Helker** • MAJESTIC 6 (37th floor)

Many teachers struggle with children whose classroom behavior can be especially challenging. This can impact the child teacher relationship and create a negative dynamic that leaves both teacher and child feeling frustrated and disconnected. This workshop provides teachers with a better understanding of how young children use behavior to communicate important needs, wants, and wishes. When teachers have a better understanding of what children are communicating, they can respond in ways that promote a happier, more peaceful relationship between child and teacher. Teachers responses can also facilitate the struggling child's ability to flourish socially, emotionally, and academically.

*Caregiver-Child Interactions: Warm and Responsive Style***ECEP GRANT: STUDENT FOCUS GROUP****Sonya Coffey** • MAJESTIC 8 (37th floor)

This session is a focus group for higher education students participating in the Early Childhood Educator Partnerships grant. Participants will discuss the use of TSR Online materials as resources in higher education settings

*Professionalism*

**WEDNESDAY 8:00-9:30am****DIALOGUE WITH WATER: BRINGING SCIENTIFIC INQUIRY ALIVE IN THE SENSORY TABLE****Tom Bedard** • DALLAS B

In this session, participants will watch children tell the story of scientific inquiry through photos and videos that show them experimenting with water as they explore easy-to-build constructions. Participants are invited to see children engaged in a dynamic interplay between space and materials as they create their own experiments. Children's experiments include water in different states: water (liquid), ice and snow (solid), and suds and bubbles (gas).

*Early Science***THE IMPORTANCE OF THE HOME LEARNING ENVIRONMENT FOR INFANTS AND TODDLERS****Catherine Tamis-Lemonda** • DALLAS C

This talk will overview why it is important for young children to develop effective communicative skills in vocabulary, grammar, pragmatics, and emergent literacy skills. We'll look at research on the aspects of the home environment that promote these skills in children and the best ways to support parents in their efforts to create positive learning environments for children, as well as the challenges practitioners face when working with parents.

*Early Language; Parent Engagement***TEXAS WORKFORCE REGISTRY ORIENTATION****Tracy Ann Jones** • DALLAS A1

Are you a teacher and want to have one place to access all of your professional credentials? Or a center director and want an efficient way to track your staff's professional credentials? This session will provide an overview of the web-based system that can store and track professional development hours, education and employment history.

*Professionalism***5 SENSES + 5 DOMAINS + 8 INTELLIGENCES = MEETING THE NEEDS OF THE WHOLE CHILD****Janine Groth** • DALLAS A2

Five senses, five domains, and eight intelligences will be examined to help teachers create better lesson plans. Participants will analyze their current practices and learn an approach for creating lessons that are well rounded and targeted to the whole child. Teachers will leave with a thorough grasp of how they can help each child reach his or her potential through an intentional lesson plan.

*Curriculum and Lesson Plans***DON'T BURN THE BACON****Marlyn Kramer** • DALLAS A3

Cooking in the early childhood classroom fosters STEM learning by young children, but many teachers don't know where to begin! Participants of this workshop will be able to identify the safety issues and benefits of cooking in the early childhood classroom, TEKS that can be implemented through cooking, and examples of how to successfully implement cooking projects in the classroom. It is a fun and fast-paced workshop with hands-on demonstration!

*Curriculum and Lesson Plans***PHONOLOGICAL AWARENESS: THE CORNERSTONE OF LITERACY DEVELOPMENT****Stacy Bengé** • DALLAS D1

Before children can decode words and read, their brains must learn to break words down into syllables and recognize simple units of sound, otherwise known as phonological awareness. Learn all about the components of this skill and why it is the cornerstone of reading. Explore also practical teaching strategies to implement throughout the day to enhance phonological awareness.

*Emergent Literacy: Reading and Writing***WEDNESDAY 8:00-9:30am****I CAN DO IT! FOSTERING AUTONOMY, PROBLEM SOLVING, AND EMPATHY****Erika Sanchez** • DALLAS D2

Come feel empowered as an early childhood professional as you learn how and why children should be taught the skills to become independent! Every day in preschool, teachers are modeling and developing lifelong character traits in the little people they teach. We will discuss the daily challenges in our classroom such as independence, sharing, and conflict resolution. In today's world, we need to raise compassionate, kind and loving adults...walk away from this session knowing that we do that every day!

*Responsive Interactions and Guidance***SCIENCE: CREATING CURIOSITY THROUGH TINKERING AND MAKING****Ann McKittrick** • DALLAS D3

In this workshop, our goal is to encourage teachers' own curiosity about the whys, hows, and if-thens of exploration. We'll then learn how to create opportunities for investigation for children through planned science activities, tinkering, and experimentation. We'll also discuss ways to incorporate literacy through books, writing and journaling. This session is appropriate for teachers of toddlers through schoolers. *This session is repeated Thurs @ 8am.*

*Early Science***COACHING 101****Linda Morgan-Dorsey** • MAJESTIC 1 (37th floor)

This hands-on interactive training provides effective coaching techniques and other tools to help close the gap between expected teacher performance and actual teaching results.

*Setting the Foundation***BABY BABBLES AND BEHAVIOR: LINKING INFANT & TODDLER LANGUAGE TO BEHAVIOR****Sue Theall** • MAJESTIC 2 (37th floor)

This session will review the process of language acquisition and the critical importance of responsive caregiving for infant and toddler teachers that will support behavior and self regulation development in their children.

*Language Development***ARE YOU A REAL PICASSO?****Cheri Sherley** • MAJESTIC 3 (37th floor)

In this hands-on, interactive, fun session, participants will analyze their own perceptions of creativity and learn how to encourage creativity in young children. The developmental stages of art will be explored and we will learn how to make the art center in a preschool classroom more meaningful. Participants will have an opportunity to plan a creative, process-based art activity for children during the session.

*Learning Environments***IMPACTING LEARNING THROUGH CENTERS****Angela Trevino** • MAJESTIC 4 (37th floor)

As preschool teachers, we want to make an impact on learning and give students the foundation to become successful learners. One way we ensure this is by digging deeper into centers. We want to create centers that are effective and efficient which will maximize impact on student learning and vocabulary. We accomplish this by having well-planned themes, purposeful choices, and activities that promote thoughtful conversations.

*Learning Environments*

interest session 4

# WEDNESDAY 8:00-9:30am

## WRITING WORKS IN PREK

*Kathy Haule* • MAJESTIC 6 (37th floor)

Preschoolers are on the verge of being readers and writers, and we can scaffold their learning in gentle yet effective way. Find out about the writing process as outlined in the 2015 revised Texas Prekindergarten Guidelines. Try out modeled, shared, interactive and independent writing as developmentally appropriate strategies to support young learners' desire to express themselves in writing.

*Emergent Literacy: Reading and Writing*

## SPANISH PARENT READING BAGS

*Sandra Moser* • MAJESTIC 8 (37th floor)

Interested in getting parents involved in children's learning? In this presentation teachers will work with a set of Spanish materials to help parents integrate literacy skills at home.

*Parent Engagement*

PLENARY

# WEDNESDAY 10:00-11:30am

## CONVERSATIONS AS CATALYSTS FOR DEVELOPMENT

*Laura Justice* • DALLAS BC



Young children acquire language skills through their experiences with others. Conversations with adults and peers appear especially important. This plenary session provides an overview of language development during the early years, describes the characteristics of optimal adult-child conversations, and examines strategies for increasing children's conversational experiences in early education settings.

*Language Development*



## You have to be there to win.

Three Samsung Galaxy tablets will be given away as door prizes at each keynote and the plenary session! Winning numbers will be selected using a random number generator. Arrive on time to the session, and check your badge for your door prize number!

interest session 5

# WEDNESDAY 1:00-2:30pm

## BOOSTING CHILDREN'S VOCABULARY SKILLS THROUGH READ-ALOUNDS

*Laura Justice* • DALLAS B



Young children's vocabulary skills are rapidly expanding during the preschool years. The evidence suggests that teachers should use a combination of direct and indirect strategies for supporting children's vocabulary development. In this session, we focus on read-alouds as a means to directly and indirectly support children's vocabulary growth, and learn about the research evidence supporting read-alouds for vocabulary enhancement.

*Building Vocabulary*

## A DISCUSSION REGARDING HOW TO SUPPORT EARLY SELF-REGULATION

*Janelle Montroy* • DALLAS C



This session will include discussions regarding what self-regulation is and why children need to practice self-regulation. We will talk about the best ways to support these skills as a part of your classroom routines. We will cover some of the challenges educators face when approaching self-regulation skills.

*Child Growth and Development*

## MATHEMATICS, LANGUAGE, AND INSTRUCTION IN PRESCHOOL NUMBER KNOWLEDGE: A DEVELOPMENTAL PROGRESSIONS APPROACH

*Sonya Coffey* • DALLAS A1

Learn about the importance of early mathematics, the impact of language development on the learning of mathematics, and tips on how to foster number knowledge in preschool age children using a developmental progression approach.

*Early Mathematics*

## KEEPING IT REAL! MAKING NON-FICTIONAL FUN AND PURPOSEFUL

*Sheri Harris* • DALLAS A2

Have you ever heard, "This book is boring!" when reading a non-fiction book to your children? If so, then this session is for you! During our time together we will discuss picking the right book, ways to draw children into the book and what to do after reading the book.

*Emergent Literacy: Reading and Writing*

## INTENTIONAL LESSON PLANNING FOR ENGAGED CHILDREN

*Samantha Savage* • DALLAS A3

Intentional teachers use knowledge and expertise to create learning plans that teach to the child. Teachers take the opportunities to teach with specific outcomes or goals in mind for the child's development. This session will investigate how to use child assessments, classroom observations, and the state early learning standards to adequately plan lessons based on each individual child need and development level. How do you plan? What is your thought process? What purpose does the activity serve? How do you decide how it gets implemented?

*Competency Area*

## INTRODUCTION TO TECPDS & ORIENTATION TO THE TEXAS TRAINER REGISTRY

*Tracy Ann Jones* • DALLAS D1

Do you currently provide training to early childhood professionals? If so, by participating in this training you will learn what it takes to be listed on the Texas Trainer Registry. We'll look at the Texas Early Childhood Professional Development System, the requirements for being listed on the Texas Trainer Registry, and the steps to take in order to complete the Texas Trainer Registry application process.

*Professionalism*

interest session 5

# WEDNESDAY 1:00-2:30pm

## MAKING THE CLASSROOM ENVIRONMENT DYNAMIC

**Gloria Castillo** • DALLAS D2

While working with young children it is important to keep them interested and engaged at all times. This is the best way to enhance learning. Therefore teachers need to make all efforts possible in making the classroom environment a dynamic one.

*Learning Environments*

## CLI ENGAGE: OFFERING FREE EARLY CHILDHOOD RESOURCES FOR SCHOOL AND HOME

**Jennifer Lindley** • DALLAS D3

Join us to learn about the FREE resources available on CLI Engage for ALL early childhood teachers, administrators, and parents! These resources include interactive professional development courses for infant, toddler, and preschool educators focused on building children's skill development in key school readiness areas. CLI Engage also has lots of child-friendly activities for school and home, for children from birth to age 5. Sign up today at [www.cliengage.org/sign-up!](http://www.cliengage.org/sign-up!)

*Professionalism*

## YOUNG AUTHORS

**Sharon Kruger** • MAJESTIC 1 (37th floor)

This workshop is based on the research by Katie Wood Ray and Matt Glover on teaching young children to be authors. Young children are great storytellers. Come and explore how to teach your storytellers to become young authors. *This session is a repeat from Tues @ 1pm.*

*Emergent Literacy: Reading and Writing*

## RESPONSIVE CAREGIVING: FROM ZERO TO THREE

**Ursula Johnson** • MAJESTIC 2 (37th floor)



Learn more about responsive caregiving strategies for infants and toddlers. Topics will include how infant and toddler teachers can support infants' and toddlers' growth and development and how to encourage parents to support their children's learning at home.

*Responsive Interactions and Guidance*

## eCIRCLE FACILITATION 101

**Cheri Sherley** • MAJESTIC 3 (37th floor)

eCIRCLE Facilitation 101 will give new facilitators an overview of how to conduct eCIRCLE Online Professional Development courses. In this session, new facilitators will explore a variety of delivery models and learn how to use the eCIRCLE Facilitator Guides.

*Professionalism*

## THROUGH THE HEARTS OF TEACHERS BUILD THE MINDS OF CHILDREN

**Steven Erwin** • MAJESTIC 4 (37th floor)

Today's teachers run the risk of becoming technicians and managers. This presentation will address and reflect on challenges that teachers face today and explore strategies that will keep their focus on children. This presentation will address core values, leadership models, and interactions that will keep teachers engaged in building the minds of children.

*Responsive Interactions and Guidance*

interest session 5

# WEDNESDAY 1:00-2:30pm

## PLAY IN SESSION!

**Edna Diaz** • MAJESTIC 6 (37th floor)

Play is often talked about as if it were a relief from serious learning. But for children, play IS serious learning. Play is really the work of childhood. In this session, participants will learn how to plan a Pretend & Learn center and transform a simple space into something fun and engaging for children!

*Learning Environments*

## KIDS LOVE ROCKS: SO WILL YOU!

**Bob Williams, Mary Hobbs** • MAJESTIC 8 (37th floor)

We will use ROCKS to explore the BIG IDEAS of physical science: properties of matter, and measurement including how objects change and how objects are made and used. The BIG IDEAS allow you to increase science content in the context of your current curriculum. This workshop will be filled with hands-on activities and ideas for observing and assessing children's learning that you, as teachers, can use immediately. The Texas Prekindergarten Guidelines provide the framework for these instructional and assessment strategies designed to support young children's STEM learning.

*Early Science*

interest session 6

# WEDNESDAY 3:00-4:30pm

## HARNESSING THE POWER OF LANGUAGE: FROM THE CRIB TO KINDERGARTEN

**David Dickinson** • DALLAS B



This session will discuss the central role of language in supporting literacy, attachment and self-regulation. Strategies for supporting language through family programs and in classrooms will be discussed. *This session repeats Thurs @ 8am.*

*Language Development*

## PREVENTION AND REMEDIATION OF READING DISABILITIES AND DYSLEXIA: WHAT WE KNOW FROM RESEARCH

**Mike Assel** • DALLAS C



This talk will begin with a research based definition of dyslexia and explore the causes of the disorder. The audience will learn how intensive phonetic reading interventions can change the way the brain processes information when children read. Linkages between early instruction and dyslexia will also be explored. Participants will understand how their work with young children has the potential to identify children at risk for reading difficulties as well as discuss strategies to improve the reading readiness of young children. The last portion of the talk will focus on conditions which often co-occur with dyslexia (e.g., ADHD and anxiety).

*Child Growth and Development*

**HEALTHY LIVING MATTERS IN EARLY CHILDHOOD***Katie Chennisi* • DALLAS A1

With recent estimates suggesting that 31.7% of children are overweight or obese, childhood obesity has become a major issue. During this session, participants will be able to review obesity statistics and key findings; discuss their own experiences; and brainstorm ways to provide healthy foods and opportunities for physical activity. Practical strategies, best practices, and resources will be shared with the group to help them create a healthier environment for their children, families and staff.

*Learning Environments***TSR ONLINE AND TEXAS KINDERGARTEN ENTRY ASSESSMENT (TX-KEA)***Shauna Spear* • DALLAS A2

Come see the Texas Kindergarten Entry Assessment before it launches this fall 2017! TX-KEA is a comprehensive and time-efficient kindergarten screener that is designed to help teachers learn more about their students' academic skills and target instruction based on students' needs. Participants will also learn about infant, toddler, and prek resources available at no cost to Texas public school districts, charters, and Head Start programs.

*Child Observations and Assessments***BUILD PARTNERSHIPS BETWEEN PARENTS AND TEACHERS!***Colleen Allen* • DALLAS A3

Through shared information, teachers can gain critical information from parents on the child's interests, skills, and abilities as well as unique behaviors and dispositions. Teachers can in turn share valuable learning experiences with the parent for continued and partnered support of their child's learning. Learn how to create a lasting partnership and how to use free digital resources to engage parents in their child's learning.

*Parent Engagement***PREK GUIDELINES GO OUTSIDE***Kathy Haule* • DALLAS D1

The outdoor environment makes a perfect setting for developing skills for several domains of the Texas Prekindergarten Guidelines. Consider kinds of outdoor play and how to embed learning objectives for 3- to 5-year-olds. Learn to examine your outdoor areas and low-cost ways to incorporate features that multiply learning opportunities.

*Learning Environments***WRITING ACROSS THE CURRICULUM***Diana Smith* • DALLAS D2

The presentation is a hands-on opportunity for the audience to gain a deeper understanding of how to incorporate writing and literacy across the disciplines, learning centers, and curricula throughout the day. The presentation is preschool age, developmentally appropriate, and allows for the activities to be modified and/or enhanced dependent on child's level. The training is aligned to the national and state guidelines/expectations, PK CLASS, curricula, and assessments for school readiness.

*Emergent Literacy: Reading and Writing***PREVENTING PROBLEMS WITH CLASSROOM MANAGEMENT***Chelsea Munkres* • DALLAS D3

Learn how the 3 R's—the room, the rules/routines, and relationships—work together to prevent problems in the classroom and how to respond to problems such as limited resources, children breaking rules, and negative relationships.

*Learning Environments***TSR'S CLASSROOM OBSERVATION TOOLS***Linda Aston* • MAJESTIC 1 (37th floor)

Learn how to influence change in teacher instructional practices using formative assessment. TSR's observation tools provide objective, data-driven support for setting concrete goals with teachers and tracking progress over time. Join us to learn how to implement these tools and use data to set short-term improvement goals and target professional development efforts.

*Professionalism***TO TEACH OR NOT TO TEACH: BEING INTENTIONAL ALL DAY***Sonya Coffey* • MAJESTIC 2 (37th floor)

Attendees will learn evidence-based instructional strategies for teaching young children (0-5 years) based on early childhood and brain development. Discussion and video examples will include specific ways to implement instructional strategies, what child behaviors to expect, and why intentionality matters in learning. This presentation will include helpful classroom activities and games for specific skills.

*Learning Environments***DON'T JUST SIT THERE!***Tricia Haddad* • MAJESTIC 3 (37th floor)

In this session we 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.

*Curriculum and Lesson Plans***LEADERSHIP AND PROFESSIONALISM: SUPPORTING AND SUSTAINING CHANGE***Steven Erwin* • MAJESTIC 4 (37th floor)

A highly motivated and effective workforce is vital for the quality of early childhood programs. Increasing the quality represents change to the workforce. This process will require directors to rely on their leadership skills. This session is designed for directors to identify and articulate these challenges and explore strategies that will support appropriate leadership and sustain a workforce through that change.

*Professionalism***DISCOVER A CRITICAL PIECE IN LITERACY DEVELOPMENT: PHONOLOGICAL AWARENESS***LaDacia Austin* • MAJESTIC 6 (37th floor)

This session will feature playful activities with purpose and will focus on exposing children repeatedly to the sounds of spoken words. Come prepared to have fun and learn lots on emergent literacy.

*Child Skill Development***FORCE AND MOTION ACTIVITIES FOR THAT PHYSICAL SCIENCE BIG IDEA***Bob Williams, Mary Hobbs* • MAJESTIC 8 (37th floor)

Participants will participate in simple and cheap ideas that introduce children to the BIG IDEAS of Force and Motion. Vocabulary will be introduced during the activities. It will be a moving experience.

*Early Science*

**HARNESSING THE POWER OF LANGUAGE: FROM THE CRIB TO KINDERGARTEN**

David Dickson • DALLAS B



This session will discuss the central role of language in supporting literacy, attachment and self-regulation. Strategies for supporting language through family programs and in classrooms will be discussed. *This session is a repeat from Wed @ 3:00pm.*

*Language Development***MANAGING MILD AUTISM IN EARLY CHILDHOOD**

Mike Assel, Libby Hall • DALLAS C



In inclusive classroom environments, teachers can be challenged when it comes to engaging children who have been diagnosed with Autism Spectrum Disorder (ASD). Without specialized training and/or aides, teachers are often unable to find the right strategies to meet the needs of these children. This session will offer participants strategies they can use to engage and facilitate learning for children with ASD.

*Responsive Interactions and Guidance***GREAT EXPECTATIONS: BUILDING THE FOUNDATION TO CREATE SUCCESSFUL CAREGIVERS AND TEACHERS**

Kerry Miller, Denetrice Wiley • DALLAS A1

We have a dream of carefully created classrooms, filled with planned, purposeful, and playful learning activities for our children. The one who can make our dream come true, our caregiver or teacher, is frustrated/ exhausted/ short-tempered/ a little too harsh/ running late/ absent again. Join us in discussing foundational strategies for supporting teachers and caregivers so that their daily efforts might create 'dream classrooms.'

*Establishing and Maintaining an Effective Organization***BATTLING BURNOUT: HOW TO WIN THE INVISIBLE WAR**

Albert Wright • DALLAS A2

Burnout is a type of psychological stress that creates an invisible battle that doesn't fight fair. Battling burnout requires effort and self-realization, but can lead to exhaustion, lack of enthusiasm, feelings of ineffectiveness and frustration. The goal of this module is to help every team reach it's full potential by stabilizing employee morale. Helping employees recognize the signs of burnout and giving effective ways of making war against it can greatly increase productivity.

*Professionalism***HELPFUL HODGEPODGE**

Marlyn Kramer • DALLAS A3

Ever wonder "Why didn't I think of that?" This workshop is full of ideas that will help make the classroom teachers' life easier! Participants will learn a collection of innovative organizational tips, classroom management techniques, transition activities, behavior management plans, and ways to repurpose materials! It is fun, informative, and fast-paced!!

*Learning Environments***SCIENCE: CREATING CURIOSITY THROUGH TINKERING AND MAKING**

Ann McKitrick • DALLAS D1

In this workshop, our goal is to encourage teachers' own curiosity about the whys, hows, and if-thens of exploration. We'll then learn how to create opportunities for investigation for children through planned science activities, tinkering, and experimentation. We'll also discuss ways to incorporate literacy through books, writing and journaling. This session is appropriate for teachers of toddlers through schoolers. *This session is a repeat from Wed @ 8:00am.*

*Early Science***POSITIVE TEACHER-CHILD INTERACTIONS**

Diana Smith • DALLAS D2

Participants will gain an understanding of effective and quality teacher-child interactions that support children's learning.

*Caregiver-Child Interactions***A PLACE FOR EVERYONE: MEETING THE NEEDS OF CHILDREN WITH BEHAVIOR DIFFERENCES**

Audrey Rowland • DALLAS D3

Children with challenging behaviors (ADHD, ODD), autism spectrum disorder, sensory processing disorders, and social/emotional delays often struggle to be successful in classrooms designed for typically developing children. However, with thoughtful preparation, teacher training, and parent partnership, we can create inclusive programs that welcome children with special needs. In this session, we will talk candidly about when and how we can meet these needs.

*Scaffolding: Supporting Cognitive and Language Development***LOOK WHO'S TALKING!! DEVELOPING TALKERS IN PRE-K THROUGH EFFECTIVE BOOK READS**

Tracy Osborn • MAJESTIC 1 (37th floor)

Join us for a planful, purposeful and playful session focused on using book reads to build vocabulary, comprehension, and language skills through the use of questions, child-friendly definitions, rich vocabulary, and specific scaffolding strategies. This highly interactive session will help you learn how you can make a difference through effective read alouds. *This session is a repeat from Tues @ 3:00pm.*

*Building Vocabulary, Language Development***INTEGRATING INSTRUCTIONAL STRATEGIES**

Melissa Ply • MAJESTIC 2 (37th floor)

There are a large number of teaching strategies that can be implemented with children that target literacy and pre-reading skills, along with other areas included in the revised Texas Prekindergarten Guidelines. The presenter will model a read aloud demonstrating strategies that can be replicated in your own classroom, along with strategies for other content areas and extension ideas for learning centers in the classroom.

*Language Development, Learning Environments***LET'S KEEP IN TOUCH! INNOVATIVE WAYS TO CONNECT WITH PARENTS**

Gina Corley • MAJESTIC 3 (37th floor)

In this session participants will explore innovative ways to connect with parents. Focus will be on creating a family-centered environment in which parents and professionals work together to achieve shared goals. Learn how to incorporate "technology" to enhance home-school communication, and establish avenues for parents to have a more meaningful role in their child's education.

*Parent Engagement***CULTURE AND DIVERSITY IN THE CLASSROOM**

Ana Garza, Kattya Barrera • MAJESTIC 4 (37th floor)

Join us to learn about culture and diversity! Cultural awareness plays a very important role in how we bring diversity into the classroom Step one: we must be aware of our own culture, its people, traditions, and contributions. Step two: we recognize who we are and where we come from. Step three: it becomes much easier to share diversity with our students. Be ready to have fun while learning strategies that will turn your classroom into a rich multicultural environment!

*Diversity & Dual Language Learners*

interest session 7

# THURSDAY 8:00-9:30am

## IF YOU BUILD IT, THEY WILL COME: STRATEGIES FOR INTEGRATION OF MATHEMATICS WITHIN STEAM

Brian Mowry • MAJESTIC 6 (37th floor)

While research confirms that young children will intuitively use materials such as blocks to engineer elaborate structures, this informal activity benefits from the intentional planning of teachers to encourage deeper understanding of formal mathematical concepts. This session presents strategies to enhance children's engineering activity through implicit math instruction.

Early Childhood Mathematics

## WORKING WITH TODDLERS: DEVELOPMENT IS KEY

Mary Ellen Douglas, Mildred Bautista • MAJESTIC 8 (37th floor)



Teaching toddlers in a child care setting can be challenging, and sometimes exhausting. But, when teachers use knowledge of child development to guide their instruction, and thoughtfully set up the environment, all children will benefit. The more that teachers appreciate and understand the amazing growth of toddlers, the greater the satisfaction and enjoyment of teaching this age group. This session will review the basic principles of development, and how those align with toddler behaviors.

Child Growth and Development

closing keynote

# THURSDAY 10:00-11:30am

## MATH, MOTION, AND CONNECTING THE THOUGHTS

Angela Russ-Ayon • DALLAS BC



Math education starts with an early, innate desire for active, multisensory learning as children visualize concepts in their everyday environment. Combine motor skills, creative arts, and "The CLASS" principles to enhance early math learning and improve retention. Integrate research-based philosophies that promote self-directed discovery, enhance curiosity, and achieve desired results. Create unique learning experiences that help children process ideas, think logically, solve problems, and make sense of their world.

Early Childhood Mathematics

### CERTIFICATES

Your certificate for clock hours is on the back inside cover of this program. Please be sure to pick up a sticker at the end of each Interest Session that you attend. Place the sticker in the appropriate place on the certificate; this will indicate your attendance in the session. Please do not lose your program with your certificate as we cannot verify your attendance at sessions and therefore cannot replace your certificate.

### CPES

CPes will be offered through the University of Texas Health Science Center (UTHSC). If you are interested in obtaining CPes, please visit the registration area toward the conclusion of the conference. There is no charge for CPes.

# NOTES



The Early Learning Experts®

## Grow Team Players with WePlaySmart®

The WePlaySmart® Table by Hatch helps children learn how to solve problems, take turns, follow instructions and work together. Visit with Hatch during the Texas School Ready Early Childhood Summer Institute and see for yourself.



### TeachSmart®

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Multi-Touch Tables & Software for Promoting Cooperative Play



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# HMH Early Learning

## Curious From the Start

Stop by the **Houghton Mifflin Harcourt** booth to learn more about **Big Day for PreK**—our proven-effective, comprehensive PreK program that ensures Kindergarten readiness by building the foundation for success in school and life. While you're there, be sure to check out all of our Early Learning offerings.



Explore online:  
[hnhco.com/bigday](http://hnhco.com/bigday)

[hnhco.com](http://hnhco.com) • 888.918.6158



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# OFFICIAL CERTIFICATE OF ATTENDANCE

I, \_\_\_\_\_ (print name), hereby certify that I attended the following sessions at the 7th Annual Texas School Ready Early Childhood Summer Institute in Dallas, Texas, on June 27-29, 2017. I understand that this certificate for clock hours is not valid without stickers obtained at the conclusion of each session I attended (excepting the general sessions indicated below). I understand I will not be issued replacement stickers or certificates.

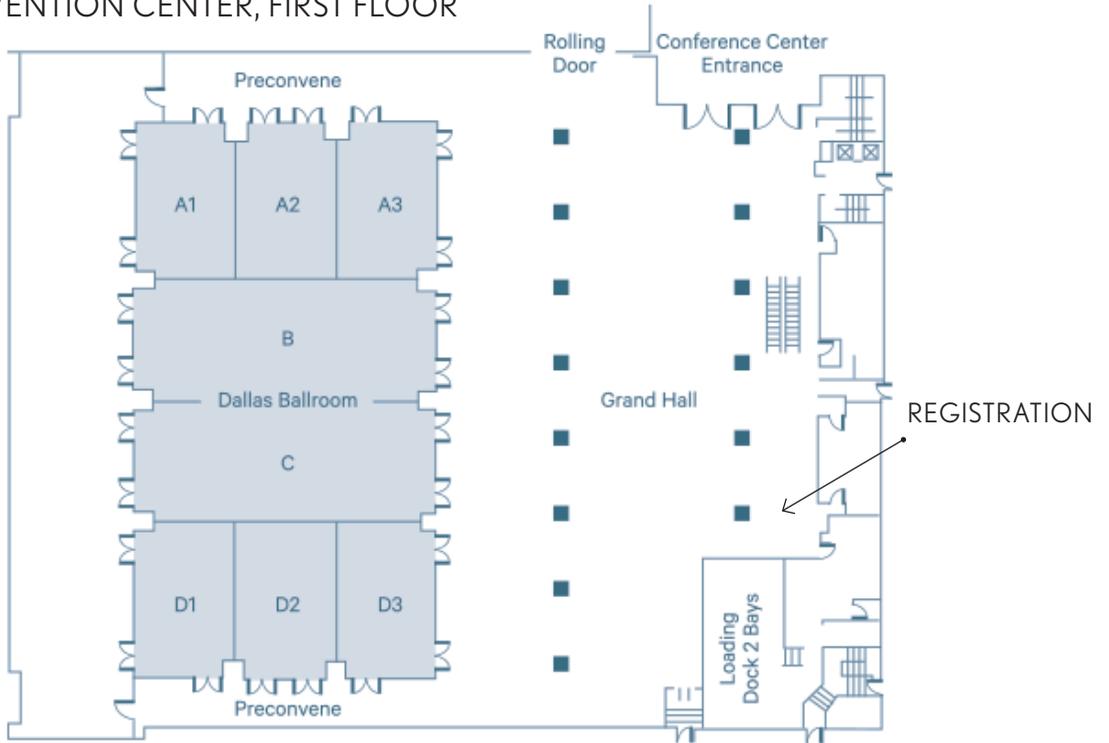
Signature: \_\_\_\_\_

Submission for Continuing Professional Education (CPE) credits: This certificate provides clock hours only. If you are in need of an official CPE certificate, TSR recommends this form be submitted to Institute staff at the registration desk by noon on Thursday, June 29. If you are unable to submit your certificate while on site, it can be mailed to: Kim Marchand, Children's Learning Institute, 7000 Fannin, Suite 1920, Houston, TX, 77030. Mailed certificates must be postmarked by Monday, July 31. CPE certificates will be emailed in PDF format to the email address provided at the time of registration.

8:00 - 9:30AM	10:00 - 11:30AM	1:00 - 2:30PM	3:00 - 4:30PM
<b>WEDNESDAY</b>			
<b>Opening Keynote</b> *Official Sticker* (1.5 hours)	Interest Session 1 PLACE STICKER HERE	Interest Session 2 PLACE STICKER HERE	Interest Session 3 PLACE STICKER HERE
<b>THURSDAY</b>			
Interest Session 4 PLACE STICKER HERE	<b>Plenary Session</b> *Official Sticker* (1.5 hours)	Interest Session 5 PLACE STICKER HERE	Interest Session 6 PLACE STICKER HERE
<b>FRIDAY</b>			
Interest Session 7 PLACE STICKER HERE	<b>Closing Keynote</b> *Official Sticker* (1.5 hours)	Count the total number of hours you attended and indicate this number below.	
		<b>TOTAL CLOCK HOURS:</b> _____	

# HOTEL LAYOUT

## CONVENTION CENTER, FIRST FLOOR



## HOTEL, 37TH FLOOR

