



**Lancaster Area Fall
Early Childhood Conference:
A Great Place to Grow!**

brought to you by the

LANCASTER CHAPTER

pennaeyc

Pennsylvania Association for the
Education of Young Children


and our partners



**Saturday, September 29, 2018
7:00 a.m.— 3:30 p.m.
at Lancaster Mennonite High School
2176 Lincoln Highway East
Lancaster, PA 17602**

Welcome

We sincerely hope your professional experience at the 2018 conference provides you with information and networking opportunities to support and rejuvenate your passion for the early care and education of young children. We hope that you will find this year's conference *A Great Place to Grow!*

Sincerely, 
Rose Snyder,
Conference Chair

Conference Committee

On behalf of the Lancaster Chapter of PennAEYC, I would like to thank the following people for their dedication and support on the 2018 Lancaster Area Fall Early Childhood Conference:

Brenda Hanthorn, Presenter Committee Chair
Deb VanPelt, Facilities Committee Chair
Diane Koon, Vendor/Exhibitor Chair
Jacquelin Fultz, Volunteer Coordinator
Kathy Bailey, Conference Support
Carolyn Griess, Conference Support
Deb Sims, Conference Support
The Staff and Leadership of Early Childhood Innovative Connections
The Leadership of the Lebanon Valley Chapter of PennAEYC

Conference Schedule

7:00 a.m.– 7:45 a.m.	Breakfast, Vendors and Registration
8:00 a.m.-10:00 a.m.	Session 1
10:15 a.m.-12:15 p.m.	Session 2
12:15 p.m.-1:00 p.m.	Lunch and Vendors
1:15 p.m.-3:15 p.m.	Session 3



PennAEYC/NAEYC Professional Memberships

We're working harder than ever to provide you with more! Have you heard about our updated membership categories and benefits?

There is a membership fit for every level of your professional journey! Whether you are new to Early Childhood Care and Education, a seasoned professional, a student, PhD, or somewhere in between there is a place for you in PennAEYC and NAEYC membership!

Visit www.pennaeyc.com today to check out the full list of member benefits and resources!

Entry Level Membership \$30/year

This is a digital based introduction to AEYC membership. *This membership does not include discounts to AEYC supported events or conferences.

Standard Membership \$69/Year

This is a basic level of unparalleled content and benefits to support all ECE Providers and includes discounts for many AEYC supported events like this conference!

Premium Membership \$150/Year

This level of membership is your best value and offers the ultimate NAEYC experience with many opportunities for member only events, and other exciting benefits!

Now Offering NEW

Family Level Membership \$35/Year

This membership is available for families of young children and advocates!

For more information about professional membership with PennAEYC and NAEYC visit www.pennaeyc.com or contact **Rose Snyder at 717-635-9026** rsnyder@pennaeyc.org

Conference Helps

If you have a question or specific need during the conference, please speak with any of the committee members who will be located at the registration desk all day and can be recognized by the ribbon on their name badges.

As professionals in the field of education, we appreciate your active engagement during workshops, respectful participation in discussions, and courteous behavior during workshops, with exhibitors, and during meals. During workshops, please silence cell phones and remain in the session until it concludes.

The facility is well air-conditioned. Consider bringing a sweater!

The LMH campus is smoke-free. **Smoking is not permitted anywhere on campus.** If you smoke during the conference, please respect our host by walking up to the shopping center parking lot and off the grounds of LMH.

A light breakfast and lunch will be offered. A vegetarian and gluten free option will be available, however we are unable to accommodate all special dietary needs. If you have dietary restrictions, you may want to consider bringing additional lunch and/or snack options to meet your specific dietary needs.

Come Prepared!

Exhibitors and Vendors will be on-site with educational materials for your classroom and personal treasures for yourself! Vendors accept cash, check, or credit.

The conference committee and partners encourage the exchange of diverse opinions. The ideas presented and items sold do not necessarily reflect the views of the committee members and/or partners. No responsibility is assumed for any statement of fact presented at the conference; nor do advertising and/or exhibits imply endorsement of any product or services by the committee or partners.

Registration Information

REGISTER EARLY

Registration Deadline: September 15, 2018

Fees

PennAEYC Members: \$50

Non-member: \$85

Registration and payment must be completed online only and will not be accepted by mail.

Conference space is limited to 325 participants.

Walk-in registrations may not be accepted.

Workshops will be limited to 30 registrants.

To be sure you receive your first choices, register online soon! If you require further information or have questions, please email Rose Snyder at rsnyder@pennaeyc.org or by calling 717-635-9026.

Register today at <https://www.eventbrite.com/e/2018-lancaster-early-childhood-conference-tickets-38456524500>

Review the brochure for session descriptions then go to the online registration page and select "Tickets" and follow the prompts to sign up and pay for the conference.

For questions or assistance with registration please contact Rose Snyder at rsnyder@pennaeyc.org or by phone at 717-635-9026

Attendance Credit and Certification

Registry ID number **is required** upon registration online to obtain PQAS / DHS credit for attendance. Failure to provide the registry ID in the registration process will result in **no PD credit offered**. All participants must complete the sign in sheet for each session attended.

Documentation of your attendance at the conference can be accessed in the **My Transcripts** section of the PD Registry. Up to six DHS and PA Key professional development hours will be awarded. Forms for Act 48 credit will be available at the registration table for teachers holding a PA professional I or II certification. CEUs are not offered at this event. Please allow up to 4 weeks for this event to post to your registry account.

Session A, 8:00A.M. - 10:00A.M.

A1. Building Resiliency in Children - K2.10 C1

During this session, participants will discuss topics of resiliency. The instructor will introduce participants to specific characteristics or elements in a child's life that most contribute to resilience. We will identify how teachers can develop these resilient tendencies within their curriculum to promote positive social emotional development in young children.

Presented by: Laura Heckart ~ Inf/Todd/PS

A2. Promoting Powerful Interactions - K5.11 C2

Children who participate in rich, meaningful language experiences at an early age will be more competent with language in later schooling. Learn how to transform some of your everyday interactions with children into "Powerful Interactions", which have the potential to build self-esteem, language skills and extend learning. Participants will discuss the importance of language and will apply the three-step strategy of building powerful language experiences with young children from the book, *Powerful Interactions*, by Dombro, Jablon and Stetson (2012).

Presented by: Bev Hershey Goodling ~ Inf/Todd

A3. Supporting Diversity Through Social Emotional Learning - K2.9 C2

This session focuses on developing curriculum that supports social emotional learning while also providing a foundation for learning about diversity and inclusion. Through the development of supportive relationships and high-quality environments, teachers can support the positive development of a child's self-concept, explicitly teach tolerance and peace, and create a context for children to consider topics related to fairness, equality, and social justice. This session will include a PowerPoint presentation, individual and small-group work sessions, as well as time for self-reflection and the development of an action plan.

Presented by: Laurie Strouse ~ Mixed Ages

A4. Container Gardening - K2.8 C2

Traditionally most people believe that gardening has to be done in wide open spaces like farms or a backyard. While this is great for those who have the space to garden, it does not work so well for those with concrete or no outside space.

Fortunately, there are ways to garden and do so effectively using containers. Tomatoes, peppers, herbs, carrots, even potatoes are just a few of the items that you can successfully cultivate in pots and containers instead of in a garden bed.

Presented by: Ellen Russell ~ PS/SA

A5. Implementing and Supporting Social and Emotional Learning in the Pre-School Classroom - K1.2 C2/SQ 3.4.4

Child care practitioners will learn to implement and identify the five keys to successfully use Social Emotional Learning in the classroom by supporting age appropriate social and emotional growth and development. The teacher will be able to apply new strategies, use new materials, and utilize practices to best support developmentally appropriate milestones. There are three parts to this module; a look at theorists, the impact of trauma in a SEL classroom, and the use of children's literature to support development in a SEL classroom. The session will finish with a demonstration and practice of acting out a story that represents social and emotional development.

Presented by: Alix Cozen ~ Preschool

A6. Singing and Dancing Together - K7.3 C2

Children are natural singers and dancers, humming and gyrating throughout their days. In addition to learning letters, numbers and more through songs, singing can help develop speech. Dance develops gross motor skills, body control, and creative expression. Perhaps most importantly, singing and dancing together can encourage group cooperation and generate a sense of community and joy. This workshop will encourage teachers to use their own interests to lead children into more dance and song with opportunities to develop lesson plans during the training.

Presented by: Elizabeth Luff ~ Preschool

A7. How to Support Dual Language Learners in Early Childhood Classrooms - K5.1 C1/SQ 3.4.3

During this professional development session, participants will begin to gain an understanding of the various characteristics of Dual Language Learners and their families. Participants will learn how young children learn a second language. Participants will examine best practices and effective strategies for working with Dual Language Learners and their families and ways to support family engagement in your program. Participants will be introduced to the WIDA Framework as well.

Presented by: Christine Dragan ~ Mixed Ages

A8. The Importance of Relationships: Creating Powerful Interactions to Support Children's Learning - K2.2 C2/SQ 3.4.5 & SQ 3.4.10

There's a huge difference between going through the motions of teaching and actually supporting children's learning. The key lies in the types of interactions - both verbal and nonverbal - that you engage in with children throughout the day. Based on the book "Powerful Interactions: How to Connect with Children to Extend Their Learning," this session explores strategies to become more intentional and purposeful in your teaching.

Presented by: Karen Rucker ~ PS/SA

A9. Mindful Moments in Early Childhood: Leveraging Empathy and Understanding Through Mindfulness - K2.13 C2/SQ 3.4.4

Teachers are faced with increasingly stressful classroom climates. Taking care of our own social and emotional needs can lead to a more positive classroom climate and compassionate interactions with the students. In this session, we will define mindfulness and investigate the benefits for teachers and children. We will practice some simple mindfulness techniques and develop strategies to incorporate them into every day teaching activities.

Presented by: Marnie Aylesworth ~ PS/SA



A10. Reaching the "Hard-to-Reach" Parent/Caregiver - K3.5 C2/FC 3.4.9

When educating children, it may become easy for educators to label the parents and caregivers as "hard-to-reach." One question we should ask ourselves is, "What can I do differently to better engage my students' families?" This interactive workshop will help participants identify the different "types" of parents/caregivers, recognize the barriers to participation and determine how best to reach the "hard-to-reach."

Presented by: Quibila Divine ~ PS/SA

A11. Alphabet Soup of Positive Guidance: Positive Guidance Supports for Classroom Interactions - K2.13 C1/SQ 3.4.4

This course will define Positive Guidance based upon the PA Positive Behavior Support model. It will explain the acronyms of CSEFEL, TACSEI and PAPBS and their purposes. The pyramid model will be reviewed with emphasis upon the foundation of a strong, well educated workforce and supportive, guiding policies from the administration. Attendees are encouraged to seek further training in the CSEFEL positive guidance system.

Presented by: Mary Christine Shebish ~ Mixed Ages

A12. From the Inside Out - D6.9 C2

The quest for excellence begins with an inner quest to discover who we are, our passions, values, talents, personal resources, and even those foibles and annoying habits we might prefer not to acknowledge. Having a better understanding of ourselves is the first step toward achieving a better relationship with others. This workshop is an invitation to self-discovery. Through thought provoking questions and engaging exercises, you'll have an opportunity to reflect on where you are in your journey through adulthood, determine the gap between your current and your ideal work environment, and become a self-mentor for envisioning new possibilities for the decades ahead.

Presented by: Tonia Breech ~ Administration

Session B, 10:15 A.M. - 12:15 P.M.

B1. Using Observations to Problem-solve Issues in Your Infant/Toddler Classroom

During this session, participants will be introduced to the problem solving method of Action Research. Action Research is a teacher's purposeful approach to reflection and planning based on observations of the classroom.

Presented by: Laura Heckart ~ Inf/Todd

B2. Brain Boosting Language Experiences for Infants and Toddlers - K5.6 C2

Recent brain research has identified certain supports to boost the infant/toddler response to language. This workshop will provide an opportunity to discuss and demonstrate steps for stimulating interactions, as well as develop activities and materials that extend young children's communication skills, linked to the PA Learning Standards for Infants and Toddlers.

Presented by: Bev Hershey Goodling ~ Inf/Todd

B3. Early Opportunities Mean Early Success - K5.14 C2

Children who are exposed early and often to reading reap many benefits including, better vocabulary, increased ability to pay attention, and are better prepared to enter kindergarten. Despite these outcomes, parents find it challenging to create a rich literacy environment for their child. Participants will explore ways to encourage parents to engage with their children through developmentally appropriate technological applications and devices. Participants are encouraged to bring their smart devices.

Presented by: Tiedra Marshall ~ Inf/Todd

B4. Composting and Recycling - K2.8 C2

This is not your grandmother's composting workshop! The ideas of recycling and composting are indeed very old. But in today's modern society recycling and composting go far beyond food scraps and plastic bottles. These days we can recycle virtually everything. Learn what items you can recycle and how to recycle them in this innovative workshop that is bound to change your worldview.

Presented by: Ellen V Russell ~ PS/SA

B5. STEAM Ahead – Relating Nature Experiences to Science, Literacy and Art - K2.10 C2

This workshop will provide hands-on experiences with sensory-based nature activities that can be done in a preschool yard or playground. Two model lessons will be presented, which include a literacy component, an outdoor activity, and a concluding visual arts project to bring the experience back into the classroom. A brief review of how play in nature supports learning across all domains will provide background on the topic and give teachers tools to explain why it is important to integrate outdoor play into the curriculum. The course handout will offer numerous additional activities to support teachers' development of outdoor nature play.

Presented by: Karen Lefkovitz ~ Preschool

B6. I Am Moving, I Am Learning - With the Brain in Mind - K1.4 C2

During this professional development session, participants will recognize important information regarding brain development and function in young children. Participants will be able to describe how an early childhood teacher can stimulate brain development and provide a variety of brain building activities.

Presented by: Christine Dragan ~ Preschool

B7. Including Exceptional Children - K1.7 C3

Everyone benefits when exceptional children are included. We will learn about the best practices of inclusive child care, such as avoiding "labeling" children, using person-first language, responding to children's curiosity, forming partnerships with parents, and creating an inclusive environment.

Presented by: Carolyn Kraft ~ Mixed Ages

B8. More Moves for More Kids - K2.14 C2

More Moves for More Kids introduces non-competitive, game-like movement activities for school age children appropriate in a classroom or after school program. Specific activities will be demonstrated; and participants will be encouraged to brainstorm original ideas suitable for their own programs.

Presented by: Elizabeth Luff ~ School Age

B9. How Skin Tone and Body Image Can Affect Children's Comfort in Your Classroom K3.3 C2/SQ.3.4.4

In the mind of the young child, differences between people can be stressful. Because they are still developing their own self-image, they are very aware of how they are alike or different from those around them. It takes loving adults, who are comfortable in their own skin to help children understand the value of diversity. This session will examine how a child's awareness of diversity develops and how the classroom teacher can enhance and encourage a positive self-image and other-image in the classroom.

Presented by: Mary Christine Shebish ~ Mixed Ages

B10. The Right Fit - D9.11 C2

Successful staff recruitment and selection is a crucial component of administering high quality early care and education programs. Having the right teacher in the right position requires that Directors have a repertoire of effective recruitment, screening, selection, and orientation strategies at their fingertips. This workshop provides a framework for learning about strategies for improving the likelihood that Early Childhood Directors will be successful in finding the right person for the job opportunities they have to offer.

Presented by: Tonia L Breech ~ Admin.

B11. STARS 101- K8.15 C2/SQ.2.1

NOTE: This is part 1 of 2 parts.

This course meets the requirement for STARS. It is an introduction to the idea of Continuous Quality Improvement which is the basic premise for the Keystone STARS Quality Rating System. In addition, the process of change and how to begin your journey through the Keystone STARS system will be discussed. The following elements of assessing and building quality will be covered: Pennsylvania Core Knowledge Competencies and Big Ideas Framework, Continuous Quality Improvement, PA Early Learning Standards, Caring for Our Children Basics (CFOCB) as a resource, and supporting interactions with children and families.

Presented by: Karen Rucker ~ All Providers

B12. Mindful Leadership: Leveraging Empathy and Compassion in the Workplace - D2.3 C2/SQ 3.4.4

As leaders in early childhood education, we are tasked with supporting the needs of both our children and our staff. In this session, we will investigate the research on social-emotional learning and its implications for staff and children. We will discover strategies to lower our stress as educators and administrators and improve children's experiences in our classrooms and in our programs. This will involve practicing some simple mindful techniques that can be implemented in your organization and develop steps to implement mindful leadership in our own organizations.

Presented by: Marnie Aylesworth ~ Admin.

Session C, 1:15 P.M. - 3:15 P.M.

C1. How Trauma Impacts the Brain and Nervous System and What to Do About It – K1.4 C1/SQ 3.4.4

This workshop will provide participants with an interactive way of understanding and explaining how trauma impacts the brain and nervous system. They will then be given techniques that build and strengthen relationships, foster respect and responsibility, and teach children to solve problems and take accountability for wrongdoings. These strategies will give individuals tools for preventing and addressing undesired behaviors through open and respectful communication and problem-solving. Participants will leave the workshop with an adaptable program to implement in their setting. This is a highly interactive workshop where participants will be working in pairs, small groups, and large groups

Presented by: Lauren Spigelmyer ~ Mixed Ages

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C2. Embrace Science and Make it Fun! – K2.1 C1

During this Professional Development seminar, participants will be encouraged to embrace science concepts throughout the learning space.

Participants will be able to identify ways to create a robust Science Interest Area within the ECE classroom that is inviting to all children.

Presented by: Joselyne Jones ~ Inf/Todd/PS

C3. Beyond Good Guys and Bad Guys – Harnessing the Power of Superhero Play For Good - K2.14 C2

Superhero play is very popular and often dominates outdoor free play. It can present challenges to teachers because of the rough and tumble aspect, the weaponry, and violent themes and also because it can reinforce gender divisions and interfere with the development of the more imaginative play. In this workshop, relevant literature will be presented to connect superhero play with children’s developmental needs.

Participants will use an evaluation tool to better understand their personal and programmatic values around managing violence and rough play and will develop strategies to make this play a fun and productive learning experience.

Presented by: Karen Lefkowitz ~ Preschool

C4. Working with Children Who Have Sensory Integration Disorder - K2.3 C1/SQ 3.4.9

In this session, participants will review what sensory integration disorder is and how it effects young children and their families. Participants will learn some of the signs and symptoms of sensory integration disorder in young children. Participants will discuss and learn about various intervention techniques to help them in the classroom when working with a child who has sensory integration disorder.

Presented by: Christine Dragan ~ Mixed Ages

C5. Interactive Literacy - K2.16 C2

Interactive Literacy introduces books that provoke further curiosity: Real X-rays of animal limbs, life-sized pop-up books of animals on the farm and in the African jungle, a look inside the brain, the actual sound of a heartbeat, large-group activities, the Wolf’s version of Little Red Riding Hood, a life-sized poster of the giant in the story: Jack in the

Beanstalk. Participants will also design a “Rug Responsibilities” and “Word Wall” poster strengthening engagement and vocabulary development.

Presented by: Kimberly Railey ~ PS/SA

C6. Diversity in Our Classrooms: It’s Important to ALL Children - K2.10 C2/ SQ 3.4.3

Diversity in the learning environment is important to all children, regardless of race. In this workshop, we will look back on our early experiences with race and explore why positive images and authentic experiences from African and Latino cultures are essential for ALL children. We will discuss strategies to adapt authentic multicultural art experiences and explore ways to extend diversity throughout the learning environment. Learning opportunities will include PowerPoint, self-reflection, discussion, and small group work. Resources will provide strategies for talking to children about race as well as ideas for increasing access to meaningful multi-cultural materials in the classroom.

Presented by: Kathie Hollingshead ~ PS/SA

C7. Engaging in Inquiry-Based Instruction and Using the 5E Instruction Model - K2.15 C2/ EC 3.4.1/LM 3.4.3

This is an interactive workshop that will invite participants to work in small groups to design and build a shoe prototype using simple materials. The Shoe Design Challenge is a study of how shoes have changed and continue to change to meet the needs of people. Participants will use their own prior knowledge and experience with the shoes they wear and the companies that make shoes to build a shoe that has technology built into it (a smart shoe). Participants will form design teams and follow the steps of the 5E Model to make their prototype and present it to the whole group. As they work, they will reflect on how to support children’s learning in similar science and engineering projects.

Presented by: Deborah A. Lewis ~ School Age



C8. Communicating Concerns About Children With Parents – K3.5 C3

It can be difficult to communicate concerns with parents. This workshop will give you tips to make this communication successful and productive, information to be prepared for typical parent reactions, and ideas to care for yourself during this process.

Presented by: Carolyn Kraft ~ Mixed Ages

C9. Developing Fluency with Children: Understanding Early Childhood Trauma and the Impact of Adult-Child Interactions to Make a Difference - D3.5 C3/SQ 3.4.4

Traumatic experiences in early childhood are inherently complex and pervasive, often impacting an individual's experience over the lifespan. Our youngest community members are highly vulnerable to experiences associated with trauma but lack the emotional understanding to manage early traumatic stress. This presentation will explore the ways in which traumatic stress occurs in young children; how children use behavior as a way of communicating their internal experiences and how to respond using empathy and understanding; and strategies in which schools, providers and caregivers can assist in developing trauma-informed environments to promote adaptive functioning.

Presented by: Patrick McKelvey ~ Mixed Ages

C10. Cultivating a Positive Work Environment - K6.6 C2

A cooperative, collegial workplace provides the foundation for early childhood educators to create the best environment for children. However, conflicts may occur. This training will help participants devise strategies to promote a positive work environment, and deal with conflicts.

Presented by: Andrea Blankenship ~ Mixed Ages

C11. STARS 102 - K8.15 C2/SQ.2.1

NOTE: This is part 2 of 2 parts.

This course meets the requirement for STARS. It is an introduction to the idea of Continuous Quality Improvement which is the basic premise for the Keystone STARS Quality Rating System. In addition,

the process of change and how to begin your journey through the Keystone STARS system will be discussed. The following elements of assessing and building quality will be covered: Pennsylvania Core Knowledge Competencies and Big Ideas Framework, Continuous Quality Improvement, PA Early Learning Standards, Caring for Our Children Basics (CFOCB) as a resource, and supporting interactions with children and families.

Presented by: Karen Rucker ~ All Providers

C12. Emotion Coaching to Improve Program Outcomes and Sustainability - D1.4 C3/SQ.3.44

Emotion coaching will assist children, their families and teachers, to increase strategies, which support "controlling impulses, delaying gratification, motivating themselves, reading other people's social cues, and coping with life's ups and downs." This method builds emotional intelligence and creates positive, long-lasting engagement of children, their families, and teachers, in strong and sensitive reciprocal relationships. Everything we do and everything we learn is shaped in some way by the way we feel. Feelings are a natural part of who we are, and emotion coaching supports the healthy development of mindful strategies. It is not management of a child's misbehavior.

Presented by: Wendy Whitesell ~ Admin

Thank you!

We hope you will join us next year for our 2019 conference!

Mark your calendar for September 28, 2019!

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Harrisburg PA 17101

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