Advocating for Play: Effective Strategies to Maintain and Expand Play-Based Learning Opportunities for Young Children
*Tom Rendon*
Play is under threat in kindergarten and preschool classrooms. The best defense is a strong offense, armed with the evidence and strategies necessary to defend play as an instructional practice that can address the learning objectives and school readiness goals. Based on the new book Saving Play, learn how to be a better advocate for play by knowing how play helps children learn and by using effective organizing strategies to mobilize for change.

Making and Tinkering with STEM: Solving Design Challenges with Young Children
*Cate Heroman*
Participate in STEM-rich tinkering, making, and engineering experiences and explore new tools and technologies. Explore strategies for planning and organizing a learning environment conducive to problem solving and creative thinking. Examine a new resource from NAEYC that uses problems in children's picture books as a springboard for tinkering, making, and designing engineering activities.

CDA 101- The Best 1st Step
*Lauren Linnenbrink*
Many providers are considering working towards higher levels of personal professional development. This session and learn more about the CDA credential and various ways you can earn the required training hours. We'll answer questions about the process and ways to be supported. A current T.E.A.C.H. recipient will also be there to talk about the process and their experiences. Ever considered going to college? T.E.A.C.H. Early Childhood® IOWA can help!

Challenging Behaviors in Infancy and Toddlerhood
*Laurie Parker, Tayler Bodholdt*
This session will cover common challenging behaviors for children ages birth to three years old. Background information about brain development for young children will be shared. This will lead into discussion that will center around developmentally appropriate behaviors for the above age range. We will also talk about developmentally appropriate guidance strategies to use with children in this age range.

Creating Supportive Environments for Children who have had Exposure to Traumatic Events
*Katrina Cummings*
Trauma exposure among young children is associated with various clinical symptoms, including commonly identified social, emotional, and communication challenges. The presenter will share research-informed strategies about developing classroom environments that support social and emotional well-being for young children who have experienced or been exposed to traumatic events. Participants are expected to be able to: identify ways that childhood trauma might manifest in early childhood settings; describe physical, social, and temporal classroom considerations regarding trauma; and discuss strategies for intervening with children and collaborating with families.

Diving Deep with Infants and Toddlers: Emerging Curriculum and Guiding Behavior
*Christine Lippard*
This session is ideal for teachers and care providers who are experienced with infants and toddlers. We will briefly review how infants and toddlers learn. Then we will discuss using emerging curriculum strategies in planning and programming for infants and toddlers. We will brain storm how children’s interests inform activities and curriculum, including challenging behaviors.
Facilitating Infant and Toddler Language Development through Coaching
*Mary Donegan-Ritter, Sherri Peterson*

High quality adult-child interactions optimizes brain development and language development in young children. We will share findings from a professional development project that we conducted with infant and toddler teachers who work with Early Head Start. The goal of the project was to increase adult’s use of language facilitation strategies during interactions with infants and toddlers in daily routines and planned activities. This presentation will describe the professional development model we used and the findings of the study. We will demonstrate how to use evidence based language strategies, describe our coaching approach and share ways to enhance curriculum experiences using everyday materials.

Helping Us Help You: Child Care Shortages, Quality and Workforce Issues in Iowa
*Brenda O’Halloran, Rebekah Hungate*

This workshop will highlight Iowa’s child care deserts and the need for quality child care for Iowa’s families and businesses. Discussion of the process for starting, expanding or improving a child care business as well as strategies for overcoming the barriers that keep child care programs from thriving in their communities.

Home Visitor Safety
*Sandy Darveau*

This workshop intends to emphasize key components related to ensuring safe home visits. The workshop begins by capturing some important perceptions and behaviors that participants may have related to issues of safety in the course of one’s professional role. These data help to inform other aspects of the workshop that will later be useful in identifying and applying strategies to increase protective factors and reduce or eliminate risk factors associated with home visiting. In addition to exploring strategies for each phase of a home visit, this workshop will also examine issues related to self-care and personal well-being. Culturally competent practices are also embedded into this learning: a way for participants to discern and discuss what may be (culturally) different and distinguish this from what may actually be dangerous. A significant byproduct from the Home Visitor Safety workshop will be the opportunity to return to your organization(s) with a “blueprint” of practical tools and strategies that can assist in developing, strengthening or enhancing your agency’s policies and procedures around home visitor safety.

How Playful Interactions at the Child’s Level Can Help Them Develop Foundational Skills
*Deanna Wagner, Anne Steffensmeier*

This presentation will focus on teaching attendees to assess a child’s developmental level so that strategies will be implemented at the child’s optimal learning level. Dr. Greenspan’s Functional Developmental Levels for children, birth to five, will be used to guide this process. Some of the Developmental and Responsive techniques and activities, from Dr. Soloman’s PLAY Project, will be presented for each of the developmental levels. The strategies and techniques should be implemented during playful interactions with the child. The strategies are appropriate for children with social interaction and communication delays, including children with autism. When these strategies and techniques are implemented, it assists the child with developing a foundation for life-long learning.

Identifying Barriers and Opportunities in Integrating Young Children with Special Needs in Child Care Settings
*Amanda Winslow, Betsy Lin*

Although research, standards, and national recommendations support the need for quality inclusive early childhood settings, there are gaps in system collaboration. Integrating children with special needs and typically developing children in early childhood care and education settings may seem like a simple and logical best practice but the current reality presents a different set of practices. Quality early childhood care settings are almost nonexistent in pockets of the state; let alone adding care and education to meet a family and child’s special needs. Quality inclusion requires a multi-layered approach with policy reflection, stakeholder collaboration, and an understanding of on-the-ground reality of practices and needs. It is important to build awareness of the need for quality early care and education for all young children and their families, and the collaborative supports needed to establish and or sustain such systems and programs.
Improve your GOLD Standards for Large Motor Skills and Balance
Jed Eichhorn
Learn Age Appropriate Drills and Instruction in teaching kids various large motor skills. Led by Coach Jed Eichhorn, Owner of Eichhorn Recreation, LLC. Coach Jed will lead participants through how to implement activities to teach kids about Large Motor Skills. Participants will actively engage in the program, just as if they were a preschooler in one of Coach Jed's sessions, as well. This will be an opportunity you don’t won’t to miss to be entertained and get some exercise.

Integrating Math in Preschool Classroom is as Easy as 1-2-3
Mary Airy, Lisa Shutters, Jan Hessman
Are you looking for some additional ideas to support preschoolers’ math development? Come hear from two preschool teachers who are excited to share their learning about Big Ideas in Early Childhood Mathematics. These teachers will describe how mathematics in their classrooms have changed after participating in a practice-based coaching professional development series. They will also share new ideas they used after participating in the 2016 Meaning-making in Early Mathematics Education (Erikson Institute) in Chicago.

Introduction to the Nurtured Heart Approach
Gaylene Vickers, Shelley Smith
The Nurtured Heart Approach® (NHA®) specifically correlates with the NAEYC vision that “all young children thrive and learn in a society dedicated to ensuring they reach their full potential”. The Nurtured Heart Approach® is a relationship-focused methodology founded strategically in “The 3 Strands™” for helping children (and adults) build Inner Wealth™ and use their intensity in successful ways to help them reach their full potential. NHA has become a powerful way of awakening the inherent greatness in all children while facilitating parenting and classroom success. The essence of NHA is a set of core methodologies originally developed for working with the most difficult children. It has a proven impact on every child, including those who are challenged behaviorally, socially and academically.

Making Science Visible in Early Childhood
Melissa Clucas
Young children have a natural curiosity about their world and engage in science as they explore and learn, but many adults do not see the science in children’s activities. In this interactive workshop, open your eyes to the wonder of science in early childhood so that you can make it visible to the children and families you work with. This workshop will begin with a brief overview of why science is so important during early childhood before jumping into the heart of the issue: what does science look like in early childhood and how can teachers and administrators find time for science in an already jam-packed day? During this workshop you will have the opportunity to experience science from a child’s point of view, learn about the concepts underlying science in early childhood, and discover ways to integrate science throughout the day. Most importantly, after this workshop you will be able to see the science in early childhood!

Math is More than Memorizing: Understanding Mathematical Concepts Through Games
Beth Van Meeteren, Sherri Peterson
This workshop will explore how the use of high quality classroom games can enhance math and science content in pre-k and elementary classrooms. The games introduced in this workshop have been developed by the Regents’ Center for Early Childhood Development Education at UNI in collaboration with Dr. Constance Kamii of the University of Alabama at Birmingham. The Center for Early Education in Science, Technology, Engineering, and Mathematics (CEESTEM) Games collection is a resource for teachers, parents, and education students who work with children ages 3-8. Participants will learn how to download and implement the games that are found on the website in order to meet standards and to differentiate instruction for all learners aged 3-8. By emphasizing hands-on, interactive learning, these games and activities are designed to stimulate children's interest in and development of STEM (Science, Technology, Engineering, and Mathematics) concepts and habits of mind. This math game collection features card games, which help students learn the customs of game playing; math games, which offer students opportunities to practice addition, subtraction, multiplication, division, and other
Promoting Diversity in Early Childhood

Dianna Saelens

Yes, there is diversity in Iowa! Diversity is often thought of as differences in ethnicity, but it also includes differences in age, gender, and socioeconomic class. Reflecting on the early childhood leadership roles in your community, are you seeing diversity being represented or are you seeing the same names and faces over and over again? What impact could the lack of diversity be having on our early childhood programs? Why aren’t others stepping up to leadership roles? These are the types of reflective questions this workshop will cover.

Reading, Race, and Culture – Fine Tuning a Responsive Environment through Children’s Literature

Marianne Rodrigues

This training will encourage ECE teachers to address race in their classroom; be part of a discussion about race in relation to children’s literature as part of a larger effort to revise conceptualization of high-quality early childhood education. This includes teaching practices that intentionally address race and culture differences.

Resilience: The Biology of Stress and the Science of Hope, Documentary Viewing, and Discussion

Crystal Abbe, Anissa Deay

Resilience, is an award winning documentary which accentuates the positive and focuses on heroic, charismatic individuals working to find practical ways of treating what some research physicians call “toxic stress.” [Sundance Film Festival review]. Hollywoodlife.com critic, Taylor Weatherby, asks, “What if a simple movie was able to make the difference in children’s lives?” Viewing this movie, supported by Prevent Child Abuse America, will increase understanding of ACES (Adverse Childhood Experiences) and TICE (Trauma Informed Care and Education), and inspire all who care for young children to create healthy environments and relationships which increase and sustain children’s well-being and success. For a preview: http://kpjrfilms.co/resilience/.

Responsive Care Giving During Routines

Laurie Jeffries

As a caregiver, have you often wondered if you are really making a difference in the life of an infant or toddler? We will explore the day of an infant or toddler in a child care setting to help us understand how we are enriching each child’s life. We will be discussing how the caregiver’s responsiveness during the day helps children develop intellectual growth.

ROBOTS: STEM in Project Work

Dawn Johnson, Vickie Parker

Who says preschoolers can’t program a robot?! Participants will learn how to use new tools and technology to reinvigorate their project work with young children. This session will examine a Robot Project in preschool classroom. Teachers will both learn about robotics that they can use in the classroom and also be introduced to what basic programming and coding look like in the early childhood classroom. Programming is a basic literacy skill that is being introduced in preschool, in this session participants will learn how to inspire children to explore and understand basic computer programming with hands-on, engaging experiences.

Scientific Discovery for Toddlers

Laurie Jeans, Erika Mechem

Because the world of toddlers is strongly based on their senses—hearing, seeing, smelling, touching, tasting, and moving—we need to provide early science learning opportunities through sensory experiences. Join us as we explore ways for nurturing scientific thinking and problem-solving for toddlers and twos. This is an interactive workshop with opportunities to explore hands-on science discovery suitable for toddlers in the classroom and at home.
Self-Care: Where do I Begin?
Jen Van Ryswyk, Kim Venteicher
We have all heard the phrase “caring for those who care for others” As administrators/ directors/assistant directors of early learning programs, we seem to find time to do this for staff but we forget about ourselves. It is up to us to ensure that we are engaging in our own self-care so we are not bogged down and burnt out! But how? Where do you begin? This session is where you begin, so come join us.

The Field of Early Childhood Education – Profession or Career?
Steven Erwin
Is Early Childhood Education a field of practice or a profession? Are Early Childhood Educators respected as professionals? This interactive session will explore the current dialogue surrounding Early Childhood Education as profession. Participants will have an opportunity to explore current research and, identify challenges and strategies in professionalizing Early Childhood Education.

The Power of Blocks: Meetings Standards through Block Play
Vickie Parker, Anne Michel, Dawn Johnson
Blocks are a great learning tool for all ages. Participants will review the stages of block play, take a quick historical tour of blocks as learning tools in preschool, and discuss how to implement curriculum in the block area. They will also learn about research related to block play and innovative additions to their block area that will enhance the learning potential of blocks. Block centers should promote creativity, communication, critical thinking, and collaboration. Participants will learn to promote these skills and more!

Thinking Outside of the Container: How to Use Container Gardens in your Program
Gladys Movall, Kelly Hanson
This workshop will showcase unusual ways to do container gardening; how to make your own plant box by using simple engineering and math that supports learning science in creative ways. It will highlight the unique way of teaching young children to open their minds to new possibilities. If you can use your imagination, you can find innovative ways of creating something that is very expressive to others around you.

To Pin or Not to Pin
Sherri Peterson, Beth Van Meeteren
Do you get STEM activities from Twitter, Pinterest, Instagram, or teacher blogs? How can you and other teachers, especially teachers who often don’t have access to high quality STEM curricula or PD at their own settings, be sure you are choosing, using, and sharing high quality STEM activities that are accessible and appropriate for young children? In this session participants will be introduced to an intentional tool for evaluating online STEM resources that are developmentally appropriate and that support rigorous science standards. During the presentation facilitators will introduce, describe, and model an accessible tool developed by a group they represent from the NAEYC Early Childhood Science Interest Forum. Using hands-on exploration, participants will have opportunities to evaluate activities in small groups and then to revise an activity to increase its educational value. At the same time, the reflective questions in the tool will get you thinking about science, STEM, and an NGSS 3D approach to learning science and engineering.

Transitions: Setting Children and Teachers Up for Success
Deidra Benser, Cathy Stange
The workshop for the institute will focus on transitions in and out of the classroom. Transitions are great for leads and assistant teachers when dismissing a group of students, or moving from one area to a next. Transitions can be finger plays, chants, imaginative body movements, and more. The workshop will also focus on classroom management tools, and setting up those transitions for success. We will also discuss some different PBIS tools that support a positive transition.
Using Projects with Toddlers
Laurie Jeffries
Have you wondered how to do a project when you are working with 18 month to 3 year olds? Come to this workshop to see some examples of projects that have been done in classrooms with children this age. If you have had success with projects for this age range please come and share. Learn how to implement this wonderful learning experience in your classroom. We will discuss very simple beginning of the year projects to more advanced projects done during the year.

Using Your Voice for Kids: Effective Communication in Advocacy
E.J. Wallace, Cathy Meyer
The early years of life are critical to a child’s success. Why then isn’t early childhood development at the top of the list of priorities for our elected leaders? Because kids don’t vote. It’s important that we use our voice for kids, and advocate for investments in quality programs that benefit children and families. “Using Your Voice for Kids: Effective Communication in Advocacy” is a workshop designed to equip and empower early childhood professionals and concerned community allies to effectively communicate why early childhood programs are important, and why investing in early childhood now is smart policy that needs to be a priority. Skills discussed: During the session, you will hear from early childhood professionals, like you, about how to speak confidently with elected leaders, learn how to tell your personal story in an impactful way, craft an elevator pitch, learn the importance of follow up and accountability and how to deal with folks who don’t agree with your issue.

What do Children who have Experienced Trauma Need? How do I provide it?
Johnna Haggerty, Shari Koch
Do you work with children who have experienced trauma? Are you sometimes challenged when it comes to understanding them and meeting all of their needs? Join us as we share some ways to reframe your thinking about how to best meet the needs of these children. We will discuss the importance of observation to better understand the children. Relationships are an important piece of working with these children, we will share some strategies. It is also important to consider where they are developmentally, we will discuss some ways to provide the support they need in your setting. This session will be interactive and we hope that you will take share some strategies that have worked for you and will be able to take some new strategies back to you setting with you.

When Rescuing isn’t Enough – Working with Families of Children with Trauma Backgrounds
Vickie Parker, Tabitha Unternahrer, Alicia Lemon
In response to feedback from Fall Conference 2016 we have brought back this session with some updated material and new content. In this presentation 3 foster/adoptive parents will share their insight and experience raising children with trauma backgrounds focusing on how friends, community members, child care providers and school personnel can support parents as they help their children heal and build a sense of security and self-worth. We will suggest ways people can come alongside parents and go beyond rescuing to healthy healing. The session will include suggestions for classroom strategies.

Who Wants to be a College Grad without Being a Millionaire?
Pam Ellis, Katie Austin
This workshop is for anyone whose goal is a college degree. We will address information you will want to know about the higher education options in Iowa and which Early Childhood initiatives require degrees and credentials. Hear about how T.E.A.C.H. can help you pay for coursework toward your degree.

Why Play?
Dianne Casto, Leann Andre, Anne Michel
Learn about the benefits and research support for child-directed open-ended play through experience and discussion. Clarify misconceptions and facts about early learning standards and the importance of the teacher’s role. Participants will plan for playful learning and implementation.