Our Words are Important
#Nuestras Palabras son Importantes

We can change the world
Nosotros podemos cambiar el mundo
Estas haciendo fantastico
You're doing fantastic

You did an amazing job
Hiciste un trabajo asombroso
Estas haciendo fantastico
You're doing fantastic

You are super great
Eras super genial

You are important
Tú eres importante
I knew you could do it
Y sabia que podías hacerlo

Don't give up
No te rindas

You did an amazing job
Hiciste un trabajo asombroso
Estas haciendo fantastico
You're doing fantastic

I'm proud of you
Estoy orgullosa de ti

I believe in you
Creo en ti

We can change the world
Nosotros podemos cambiar el mundo
Estas haciendo fantastico
You're doing fantastic

Keep trying
Échale ganas

I knew you could do it
Y sabia que podías hacerlo

I'm proud of you
Estoy orgullosa de ti

Compartir su pensamiento
SHARE YOUR THINKING

¡Otra vez este año!
Este año ofreceremos catorce talleres en el español. Estos talleres son ofrecidos en las sesiones uno a seis.

Friday and Saturday, April 8-9, 2016
Presented by the College of Education and Professional Studies in cooperation with Continuing Education Services
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FOLLOW US ON FACEBOOK FOR CONFERENCE UPDATES AND PHOTOS:
http://www.facebook.com/UWWEarlyChildhoodConference
Dear Early Childhood Educators, Advocates and Families:

How can it be that it is time to invite you to Whitewater already? It seems like we were just here singing along with Eric Litwin, laughing with Bob Kann and being inspired by so many amazing speakers last year. Each year I wonder if we will be able to meet the caliber of presenters from the previous year and I believe that we have done so this year. We have a number of people who have been with us for many years but I am also excited to introduce you to many new presenters who bring their unique experiences and expertise to their presentations.

The theme this year is Our Words are Important: Nuestras Palabras son Importantes. Having the theme in English and Spanish is intentional. As you look through the list of presentations you will note that we will have fourteen presentations in Spanish. Also, our author this year is who writes in both Spanish and English – her writings tell the authentic stories of people who speak Spanish rather than taking a book published in English and then translating it. We are thrilled she will be with us and we hope you will take advantage of purchasing some of her books at the discounted conference rate.

Our words are important and not only the words but the language in which children speak their words is important. By offering workshops in Spanish we hope to continue to emphasize the necessity for children and families to speak in the languages in which they are most comfortable. We are very excited about offering these important. By offering workshops in Spanish we hope to continue to emphasize the necessity for children and families to speak in the languages in which they are most comfortable. We are very excited about offering these workshops.

Thank you for your continued work on behalf of young children and their families. Children matter, families matter, you matter and certainly the words we use matter and are important. Please join us in April as we continue to learn so that we can best meet the needs of the children and families we serve.

Robinson Fox
Conference Coordinator

#FEATURED PRESENTERS

#Monica Brown
#Terrie Schmoldt

#Okee Dokee Brothers
#Dr. Dipesh Navsaria

#Jayanti Tambe & Shelley Gonzales
FULL-DAY WORKSHOPS ON FRIDAY

**Critiquing and Evaluating Early Childhood Conference Materials**

In addition to all of the one hour, two hour, full-day workshops and concerts, we are offering the opportunity to attend the “Critiquing and Evaluating Early Childhood Materials” at times when there are not any presentations happening from 3:30p.m.-7:00p.m. on Friday and during the lunch hour on Saturday. You can also choose this as a session during the regular presentation times. Be sure to note this on your choices on the registration sheet.

**Full-Day Workshops on Friday**

Along with offering one-and two-hour workshops on Friday, we will also be offering two full-day workshops. These workshops are six hours long and are Tier 3 through the Registry. The cost of each full day opportunity workshop is $120.00 and lunch is included. Space will be limited in the workshops so it is important to register early. Please note that the times of these full-day workshops are from 8:30-3:30p.m. with an hour lunch break.

**Read, Write, Play and Learn**

Terrie Schmidt, Reading Specialist
Evansville Community School District
Evansville, Wisconsin

Join us as we Read, Write, Play and Learn about Bubbles, Magnets, Rocks and Insects! (No live insects will be used during this session. We’ll leave that up to David Stokes!) You will get wet with bubbles, find “the force” with magnets, have a rock’n good time and get a little creepy crawly with insects! We will share ideas about how to balance hands-on activities with meaningful writing. We will also use fictional and non-fictional books to support and extend the hands-on learning that we will be doing.

**Bilingualism in the Early Years**

Jayanti Tambe, Executive Director
UCLA Early Care and Education
Los Angeles, California

Shelley Gonzales, Director
West Valley College
Saratoga, California

During this workshop we will explore the process young children go through as they learn their second language, the different stages of second language acquisition and how this process differs from first language acquisition. We will learn the most effective instructional strategies and assessment practices to support dual language learners as well as consider ideas to help engage their families in early childhood programs. This will be a blended presentation (PowerPoint, interactive discussion and hands-on) involving the participants in active discussion and a hands-on workshop in creating props and puppets. The audience will understand and appreciate the link between the use of props in literature and the reading ability of children; they will also understand the connection between receptive language and productive language. The audience will examine current census numbers to understanding the overwhelming need for supporting bilingual children in today’s world. They will look closely at the role that culture plays in the development of language and learn different strategies that can be used in a preschool setting to help dual language learners learn the second language while maintaining their home language. This workshop will help educators learn the sequence of language acquisition and the importance of contextual learning of language.

**Child Development (DEV)**

**Diversity (DIV)**

**Fun for All Concert With Gemini**

**Okee Dokee Brothers**

Children’s Concert
Friday, April 8
10:00a.m.
Tickets: $8.00
www.okeedokee.org

**GRAMMY-Winning Folk & Roots Music for Families**

Justin Lansing and Joe Mailander have been exploring the outdoors together since they were kids. Their extended canoe trip down the Mississippi River inspired their GRAMMY Award winning album “Can You Canoe?” and their trek along the Appalachian Trail is the subject of their latest release, “Through the Woods.” With songs written by campfire and harmonies born on the water, the natural world is at the heart of their Americana folk music. The Okee Dokee Brothers make room for kids to dance, for parents to share stories, and for everyone to gain respect for nature, each other, and the world we live in.

**Family Concert**

Friday, April 8
7:00p.m.
Tickets: $5.00
www.GeminiChildrensMusic.com

The duo has received Parents’ Choice Awards and the Director’s Choice Award from Early Childhood News. Gemini has also received the NAPPA Honors Award and Children’s Music Web. Their video “Fancy That” was voted one of the Top 10 Children’s Videos by the American Library Association & Random House.

Gemini will perform original, sparkling songs about the everyday experiences of childhood and growing up! San and Laz combine their voices with wonderful musicianship on nearly a dozen instruments. Sing-alongs, hand motion tunes, folk tales, and music from around the world will be shared. Special guest appearances by students from LINCS Elementary School.

For tickets to the Okee Dokee Brothers or the Gemini Concert, register by PHONE ONLY. Call toll-free at (800) 622-0350 or (262) 472-3165, Monday through Friday (7:45-4:00p.m.)
Friday Sessions Overview
Session One: 8:30a.m.–10:30a.m.
Children’s Concert: 10:00a.m.
Session Two: 11:00a.m.–12:00p.m.
Children’s Concert: 12:30p.m.
Session Three: 1:00p.m.–3:00p.m.
Session Four: 3:30p.m.–4:30p.m.
Pizza Party: 5:30p.m.–6:30p.m.
Sandy Queen: 6:30p.m.–8:30p.m.
Family Concert: 7:00p.m.

Conference Headquarters
The 2016 Early Childhood Conference Headquarters will be located in the University Center and will be open from 7:30 a.m.–7:00 p.m. on Friday and 7:30 a.m.–5:00 p.m. on Saturday.
Please call 920-723-8737 for conference day questions (number valid only April 8-9).

Vendors
Friday, April 8: 3:30p.m.–7:00p.m.
Saturday, April 9: 7:30a.m.–5:30p.m.
Hamilton Room in the University Center

100: The Effects of Trauma on Young Children and Families
Stephanie Adrianth, Teacher,Service Coordinator
Walworth County Health and Human Services
Elkhorn, Wisconsin
Sarah Greene, Social Worker, Service Coordinator
Walworth County Health and Human Services
Elkhorn, WI
Over 25% of American children have experienced or witnessed trauma by the age of 4 years old and many of these children are enrolled in Early Childhood centers. Working with children and families who have experienced trauma can be challenging. In this workshop we will explore different types of trauma, how Adverse Childhood Experiences (ACE’s) can affect the long term health and social development of children and adults, and how to engage with families who are working through trauma.
Family and Community Relationships (COM)

102: Let it go, Let it go: The Art and Science of Being Kind to Yourself
Holly Elissa Bruno, Author, Radio Host, International Keynote
Holly Elissa Bruno Keynotes & Team Building
Leominster, Massachusetts
There’s magic in learning how to be less harsh and judgmental of yourself (and others), while becoming enthusiastically open to (and skilled at) greeting your world anew. Come get sassy!
Professionalism (PRO)

103: Delightful Dances for a Musical Classroom
Brigid Flinnane, Department Chair, Early Childhood & General Music
Merit School of Music
Skokie, Illinois
Movement and music make for happy children ready to learn! This interactive workshop expands typical classroom dances and singing games, fosters community and promotes cultural diversity. Participants will learn a variety of engaging and easily taught musical games from around the world, drawn from multicultural, American heritage, and folk traditions that can be immediately put to use in the classroom.
Learning Experiences, Strategies, and Curriculum (LRN)

104: Solve your Infant’s Cries with These Easy Steps! Magic? Miracle?
No it’s a Reflux
Patricia Lupiezowiec, Teacher
Fort Atkinson, Wisconsin
Magic? A miracle? No it’s a reflux!! The happiest baby on the block founder Dr. Harvey Karp has solved the 3000 year old puzzle “what causes colicky crying” and more importantly he answers the question, How can parents and caregivers soothe their babies cries in minutes or less? In this session you will learn many simple effective and fun step-by-step techniques to help quickly soothe your crying babies and help them sleep longer.
Guidance and Nurturing (GUI)

105: Vision and Learning
Kellye Knoupep, Developmental Optometrist
The Vision Therapy Center
Brookfield & Madison, Wisconsin
www.thevisiontherapycenter.com
Educators and parents need to be aware of the impact of vision problems on learning. It is estimated that nearly 25% of students have a vision problem that affects their ability to learn. This class will provide practical information including ideas that can be used immediately in the classroom.
The class will cover:
• What is vision and what does your visual system include?
• How does the visual system influence learning?
• What are the typical symptoms of a vision problem?
• How can vision problems be corrected?
- Tips for teachers to use in the classroom.
Child Development (DEC)

106: Controlling the Creative Chaos: Classroom Management for Dancing and Singing
Kate Kuper, Teaching Artist
Champaign, Illinois
www.katekuper.com
Learn teaching strategies to make dancing, moving, and singing -- with ages 3-7 -- more fun, and manageable. Kuper models successful and proven techniques for making imaginative transitions, and for structuring and pacing activities.
Learning Experiences, Strategies, and Curriculum (LRN)

107: Movement Anchors Learning!
Jessica McFarland, Assistant Director, Minnesota Learning Resource Center
A Chance to Grow
Minneapolis, Minnesota
www.actg.org
Educators will learn the physiological and neurological basis for “Movement Anchors Learning”. They will experience activities and instructional methods to integrate immediately in their classrooms to enhance attentiveness, learning and retention through purposeful movement. We empower teachers to effectively use movement to improve behavior and attention, increase learning readiness and anchor the learning they expect children to master.
Learning Experiences, Strategies, and Curriculum (LRN)
210: Benchmarking Activities for Students PreK-3rd grade
Carol Carlin, Adjunct Professor, Author
Valdosta University
Glenfield, Wisconsin
Hands on activities engage students. Benchmarking spans all developmental areas. Resources for benchmarking are readily available. This combination provides an interesting approach to mastery of standards throughout early childhood grades. Observation and assessment of student learning, cultural diversity, and creative expression are central to this process. Participants will leave with a bag full of sample books and ideas to use them in their PreK through 3rd grade classrooms.
Learning Experiences, Strategies, and Curriculum (LRN)

211: One a Penny, Two a Penny, Hot Cross Bucks: Equipping Children with Money Management Skills & Family Values
Jennifer Guenther, Program Manager, Former Teacher
Economics Wisconsin
Milwaukee, Wisconsin
www.economicswisconsin.org
Are you looking to offer the adults of the children you serve educational opportunities? Perhaps this parent/guardian workshop is ideal for your school, center, or community. Teaching children about money management can be intimidating to parents. Often they do not know where to start and put off addressing the issue. Or, it may already be a “hot” topic that causes stress and parents avoid it. In reality, teaching children about money management should be just as important as teaching them to read, write, or cross the street safely. After all, it is a concept that they will need for life.
The One a Penny, Two a Penny, Hot Cross Bucks workshop guides parents and teachers raising children four years old and up in teaching their children about money management as yet another critically important life skill they need to develop. This workshop provides parents with ideas, techniques, and strategies to teach money management while instilling family values. The workshop prepares parents to guide their children in earning, spending, saving and donating money. By tying these skills to their family values, children will build money management skills along with good character.
Learning Experiences, Strategies, and Curriculum (LRN)

212: How to Have an Outrageously Good Time Motivating Kids to Read
Bob Kann, Professor, Storyteller
Madison, Wisconsin
www.bobkann.com
Want to help children become lifelong readers? Want to have more fun with books than you’ve ever had before? Join Dr. Bob Kann as he presents dynamic techniques for sharing a love of reading with children. Learn how to read expressively, give kids “magical” words they’ll cherish, play with the joyful rhythms of language, and creatively use everything except the kitchen sink to motivate children to read.
Guidance and Nurturing (GUI)

213: Integrating Bilingual Curriculum into a Classroom
Jing Li, Teacher
Jing’s Bilingual Classroom
Racine, Wisconsin
In this workshop you will learn to use technology (including iPads), how to incorporate multi-sensory experiences, and how to create a more engaging environment.
Learning Bilingual, Strategies, and Curriculum (LRN)

214: Progress Monitoring Using Google Forms: Become a Data Expert!
Greg Nelson, Special Education Teacher
McFarland School District
McFarland, Wisconsin
Progress monitoring of student growth is essential to making accurate decisions regarding your students’ education, especially when it comes to monitoring IEP goals/objectives. Come learn how to create powerful progress monitoring tools (that can be individualized to any of your students’ needs), consolidate your method of collecting student data, and analyze collected data come IEP meetings/progress report time. Bring a laptop to create Forms during the session. Example forms will be shared.
Observation, Screening, and Assessment (OSA)

215: Instill a Love for Learning
Wendy Sessler, Teacher
Color “R” World, LLC
Crystal Lake, Illinois
color-r-world.com
Shell Sturgis, Teacher
Color “R” World, LLC
Crystal Lake, Illinois
How resourceful are you? Do you encourage your students to think creatively about the world around them? Teaching your students to be resourceful will instill a lifetime love of learning. Together we will explore new ways to utilize resources commonly found in every classroom. As always, we will present our own unique, academically-based games, songs and activities. This session will also include a make-n-take to help you build your creative academic repertoire.
Learning Experiences, Strategies, and Curriculum (LRN)

216: Creating Inclusive Places & Spaces for Children and Families who Identify as LGBTQ
Kim Simes, Midwest Regional Manager
Family equality Council
Whitewater, Wisconsin
www.familyequality.org
Participants will learn strategies for creating a safer, more inclusive world for all families; especially those who have an LGBTQ (Lesbian, Gay, Bisexual, Transgender or Queer) identity. For many young children, day care and school represent their first experiences with non-family members. Classrooms full of inclusive literature, images and language make that transition significantly smoother. Visibility is power and this workshop will lay out solid guidelines for educators to ensure they are creating a welcoming, inclusive environment. Educators who attend this session will be equipped with strategies to make learning environments safer, support students from every family and celebrate the realities of the new modern family.
Diversity (DIV)

217: Trees and the Critters that Need Them
David Stokes, Naturalist Educator Humorist
The Frog Chorus Nature
New Berlin, Wisconsin
www.dwstokes.com
Through the use of songs, stories, sign-language, live animals and tree parts we will examine who needs trees and why. Participation will be required and you will have fun. Roots, stems, leaves, flowers, fruits, seeds and bark.
Diversity (DIV)

218: Our Words are Important
Nuestras Palabras son Importantes
“...
FRIDAY SESSION THREE (1:00-3:00 p.m.)

318: Strangers in a Strange Land: Early Education from Male Teachers’ Perspectives
Dominic Bava, M.Ed., Instructor
Early Childhood Education
Madison College
Madison, Wisconsin

As stewards of our profession’s future and advocates for best possible practices, what are some ways we can address a glaring gender disparity in ECE? Why should we care if men are the smallest minority teaching our nation’s children? Why are fewer men being retained in ECE than previously, especially in America? And how can we all better support male involvement to benefit of our nation’s youngest children?

Beside diversity, this workshop also addresses ECE inclusion, family dynamics, guidance & nurturing, community partnerships, professionalism, planning, reflection, evaluation and personal management.

Child Development (DEV)

319: The Power of Song – Peace, Friendship, & Community Building
Brigid Finucane, Department Chair, Early Childhood & General Music
Merit School of Music
Skokie, Illinois

Experience the power of song, Music and movement is an engaging, pleasurable way of building classroom community. Learn American Heritage songs and dances, chants and related ASL signs that will engage your students and further students understanding of the subject matter. Explore songs of Woody Guthrie, Pete Seeger and contemporary artists that will fill your classroom with peace, friendship and community – and fun. Resources, websites and other materials will support musical learning.

Learning Experiences, Strategies, and Curriculum (LRN)

320: Taming the Temperament
Cheryl Hovey, Early Childhood Consultant/Infant and Toddler Specialist
Warwick, Rhode Island
www.EzEd2Go.com

This workshop will help caregivers, and teachers answer the questions “What is temperament?” and “Why is it important to understand?” Temperament is how a person usually acts and is neither good nor bad. It has nothing to do with temper. This workshop is based on current research and how this information can be used to optimize a child’s growth and development and provides unique insights about children’s temperaments. Participants will be learn in a small group activity how to utilize this information in their everyday planning.

Child Development (DEV)

321: Incorporating the Principles of Play and Reggio into 4K/5K Classrooms
Jill Klefstad, Professor
University of Wisconsin-Stout
Menomonie, Wisconsin
Erica Klefstad, Teacher
University of Wisconsin-Lab School
Madison, Wisconsin

Early childhood educators know that a strong curriculum and program are based upon the needs of children. It seems that early childhood educators are becoming discouraged with the demands of testing in classrooms and the emphasis being put on direct instruction vs. play. This session hopes to renew the spirit of teaching by presenting the four principles of The Reggio Emilia Approach and ways to incorporate these principles and play into early childhood classrooms.

This presentation by teachers who value children as strong, capable and resilient will provide explicit teaching examples that support the instruction vs. play. This session hopes to renew the spirit of teaching by presenting the four principles of The Reggio Emilia Approach and ways to incorporate these principles and play into early childhood classrooms.

Learning Experiences, Strategies, and Curriculum (LRN)

322: Dance a Song using B.E.S.T Practices
Kate Kuper, Teaching Artist
Champaign, Illinois

First we’ll learn the B.E.S.T dance elements — Body, Energy, Space and Time — along with strategies for confidence and success in leading specific song and dance activities. Then we’ll use B.E.S.T. elements to add movement to songs. Bring a favorite song to this session, and we’ll make up movement to go along with it.

Learning Experiences, Strategies, and Curriculum (LRN)

323: Early Experiences Elevate Education: Toxic Stress and Early Brain and Child Development
Dr. Dipesh Navsaria, MPH, MSLIS, MD
University of Wisconsin School of Medicine and Public Health
Madison, Wisconsin
www.navsaria.com/home/about.html

Dr. Dipesh Navsaria will present on the science behind toxic stress in early childhood and its effects on developing brain architecture that can lead to lifelong problems in learning, behavior, and both physical and mental health. This training is an opportunity to assist educators, families, caregivers and other providers in fostering greater understanding of trauma informed care and child traumatic stress. This information will increase our understanding of the effects that trauma can have on child development, behaviors, and functions as well as recognize, prevent and cope with compassion fatigue.

Child Development (DEV)

324: Early Experiences Elevate Education: Toxic Stress and Early Brain and Child Development
Dr. Dipesh Navsaria, MPH, MSLIS, MD
University of Wisconsin School of Medicine and Public Health
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www.navsaria.com/home/about.html

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Child Development (DEV)

325: Using Children’s Literature to Enhance Your Gender Inclusive Learning Environment
Erica Schepp, Director
UW-Whitewater Children’s Center
Whitewater, WI

This session will participate opportunities for understanding gender identity in young children and how to build inclusive learning environments. In addition, we will delve into recently published children’s books and practice how to have developmentally appropriate discussions around sensitive topics.

Child Development (DEV)

326: Making Books with Kids!
Jeanie Styczynski, Teacher
Menomonee School District
Colfax, Wisconsin
www.jeaniekaypublishing.com

Making books with children is sooooo much fun! Jeanie will share with you the joys of writing and illustrating books with children. Learn new ideas of how to set up your classroom to promote successful writing and illustrating for all students. You will leave with many creative book making ideas and ideas of how to integrate art into your literacy time. Your students will love all the projects you bring back. Come join the fun!!!

Learning Experiences, Strategies, and Curriculum (LRN)

"This was my first UW-Whitewater conference, and I had a phenomenal time – the sessions were relevant and I got a lot. I was so excited to come back again. Even the attitudes of students, presenters, and attendees was upbeat and engaged! I will definitely be back!"

-2015 Conference Participant
**FRIDAY SESSION FOUR (3:30-4:30p.m.)**

**410: Bookmarking Activities for Students PreK-3rd Grade**
Carol Carlin, Adjunct Professor, Author
Viterbo University
Greenfield, Wisconsin
Hands-on activities engage students. Bookmaking spans all developmental areas. Resources for bookmaking are readily available. This combination provides an interesting approach to mastery of standards throughout early childhood grades. Observation and assessment of student learning, cultural diversity, and creative expression are central to this process. Participants will leave with a bag full of sample books and ideas to use them in their PreK through 3rd grade classrooms.

Learning Experiences, Strategies, and Curriculum (LRN)

**413: Integrating Bilingual Curriculum into a Classroom**
Jing Li, Teacher
Jing’s Bilingual Classroom
Racine, Wisconsin
In this workshop you will learn to use technology (including iPads), how to incorporate multi-sensory experiences, and how to create a more engaging environment.

Learning Bilingual, Strategies, and Curriculum (LRN)

**414: Progress Monitoring Using Google Forms: Become a Data Expert!**
Greg Nelson, Special Education Teacher
Mcfarland School District
Mcfarland, Wisconsin
Progress monitoring of student growth is essential to making accurate decisions regarding your students’ education, especially when it comes to monitoring IEP goals/objectives. Come learn how to create powerful progress monitoring tools (that can be individualized to any of your students’ needs), consolidate your method of collecting student data, and analyze collected data come IEP meetings/progress report time. Bring a laptop to create forms during the session. Example forms will be shared.

Observation, Screening, and Assessment (OSA)

**427: Bringing Books to Life Through Music & Movement**
Brigid Finucane, Department Chair, Early Childhood & General Music
Merit School of Music
Skokie, Illinois
This workshop will focus on diverse but easily incorporated strategies to animate books through movement and music, creating simple classroom dances and/or singing the text to well-known melodies. Scaffolded walkthroughs of the process will be provided, from book selection and intensive listening opportunities, to adding movement and or/instruments - turning books into a rich music/literacy experience fun for all.

Learning Experiences, Strategies, and Curriculum (LRN)

**428: From Books to Bucks: Linking Literature and Money for Young Earners**
Jennifer Guenther, Program Manager/Former Teacher
Economics Wisconsin
Milwaukee, Wisconsin
www.economicswisconsin.org
From Books to Bucks demonstrates strategies to integrate financial literacy standards into reading, writing, listening, and speaking through the use of developmentally appropriate children’s literature. Learn how to weave concepts such as coin and bill identification and counting, earning, spending, saving, donating and other early finance and economics themes into your language arts block. The star of the presentation, Maggie Lou the Money-Smart Marsupial, promotes the integration of these concepts and others into Reader’s and Writer’s Workshop.

Learning Experiences, Strategies, and Curriculum (LRN)

"I have been attending this conference for over 10 years, and learn something new each and every time I come! I always recommend this conference as one of my favorites".

- 2016 Conference Participant

**FRIDAY SESSION FOUR (3:30-4:30p.m.)**

**429: Great Teaching Ideas**
Bob Kann, Professor, Storyteller
Madison, Wisconsin
www.bobkann.com
In this workshop, Dr. Bob Kann, Professor of Education, shares some of the best teaching practices he’s observed and/or used during his forty years as an educator who has worked with early childhood teachers throughout the United States. How do effective teachers make transitions joyful instead of problematic? How do they use humor, over-planning, communicating consistent expectations, and storytelling to achieve their educational and social goals? Why is maintaining a high level of energy important for child care providers and how do you do it? Learn about some of the ingredients that create the most vibrant early childhood environments.

Learning Experiences, Strategies, and Curriculum (LRN)

**430: Animal Heroes: The Biggest, Strongest, Fastest, and Smelliest?**
David Stokes, Naturalist Educator, Humorist
The Frog Chorus Nature
New Berlin, Wisconsin
www.dwstokes.com
What makes a hero? Can animals be heroes to us? Through the use of live animals, toys, puppets, animal artifacts, humor and storytelling we will examine my favorite Animal Heroes. Not for the squeamish. You must be alive to attend.

Child Development (DEV)
**Sesiones de Sábado Visión de conjunto**

**Sesiones Uno/Dos:** 8:30-10:30a.m.
**Sesión Uno:** 8:30-9:30a.m.
**Sesión Dos:** 9:45-10:45a.m.
**Sesión Tres:** 11:00a.m.-12:00p.m.
**Sesión Cuatro/Cinco:** 1:00-3:00p.m.
**Sesión Cinco:** 1:00-2:00p.m.
**Sesión Seis:** 2:15-3:15p.m.
**Sesión Seis:** 3:30-4:30p.m.

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**Sesión 1/2**

**8:30-10:30a.m.**

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**12: Entendiendo y Guiando los Comportamientos Desafiantes de los Niños**
**Understanding and Guiding Children**

Olga Neira, Professional Development Counselor
Wisconsin Early Childhood Association
Madison, Wisconsin
www.wisconsinearlychildhood.org

Nuestro conocimiento sobre cómo guiar a los niños está formado por nuestras propias experiencias, las creencias y valores que tenemos, y la calidad de nuestras relaciones con los niños, las familias y los colegas. Esta sesión lo compromete a tener una reflexión personal, a compartir las "mejores prácticas" tal como se definen en nuestra profesión y a construir su propia lista de herramientas y técnicas. Renovará su energía a medida que aprende nuevas estrategias para deleitarse con el trabajo que más le gusta: cuidar y apoyar el crecimiento de los niños a través de una orientación infantil positiva.

Our understanding of guiding children is shaped by our own experiences, the beliefs and values we hold, and the quality of our relationships with children, families and colleagues. This session will engage you in personal reflection, share “best practices” as defined by our profession, and build your repertoire of tools and techniques. Re-energize as you learn new strategies for delighting in the work you love: caring for and supporting the growth of children through positive child guidance.

**Guidance and Nurturing (GUI)**

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**10: Alianzas Familiares en Lectura**
**Family Partnerships in Literacy**

Colleen Mendez, teacher
Whitewater High School
Whitewater, Wisconsin

Participantes aprenderán maneras de involucrar a las familias en trabajar con y apoyar a su lector emergente. Matérias enfocarán en actividades y consejos para padres y cómo crear una alianza exitosa. Participantes recibirán materiales bilingües para compartir con familias.

Participantes lea maneras de involucrar a las familias en trabajando con y apoyando a su lector emergente. Matériel se familiarizarán con las teorias básicas de la adquisición de segundo lenguaje y reforzarán el proceso del desarrollo del lenguaje en la infancia. Los participantes aprenderán estrategias de enseñanza que benefician a TODOS los niños, pero son fundamentales para los alumnos que están aprendiendo un segundo idioma. Como todos los niños pequeños están desarrollando su lenguaje, esta sesión beneficiará a todo tipo de educador.

Do you work with bilingual students or English Language Learners? This session will familiarize educators with the basics on second language acquisition theory and review early childhood language development. Educators will become familiar with language tools for supporting the classroom beneficial to ALL children, yet fundamental to children learning in a second language. Since all children are language learners, this workshop has something to offer a wide range of educators.

Learning Experiences, Strategies, and Curriculum (LRN)

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**11: La Educación Inicial Bilingüe y de Inmersión**
**Bilingual and Immersion Education in Early Childhood**

Kate Woodford, Teacher, Director
La Casita Azul Bilingual Early Learning Center
Madison, Wisconsin
www.lacasitaazu1bilingual.org

¿Usted trabaja con alumnos bilingües o aprendices del inglés? Esta sesión le familiarizará con las teorias básicas de la adquisición de segundo lenguaje y reforzará el procceso del desarrollo del lenguaje en la infancia. Los participantes aprenderán estrategias de enseñanza que benefician a TODOS los niños, pero son fundamentales para los alumnos que están aprendiendo otro idioma. Como todos los niños pequeños están desarrollando su lenguaje, esta sesión beneficiará a todo tipo de educador.

Do you work with bilingual students or English Language Learners? This session will familiarize educators with the basics on second language acquisition theory and review early childhood language development. Educators will become familiar with language supports for the classroom beneficial to ALL children, yet fundamental to children learning in a second language. Since all children are language learners, this workshop has something to offer a wide range of educators.

Learning Experiences, Strategies, and Curriculum (LRN)
LAS PRESENTACIONES EN ESPAÑOL (SÁBADO)

SESIÓN 3
11:00a.m.-12:00p.m.

33: Alcanzando sus Metas de Desarrollo Profesional Con el Programa T.E.A.C.H. 
Achieving Your Professional Development Goals with a T.E.A.C.H. Scholarship

Esmeralda Alvarez, T.E.A.C.H. Scholarship Counselor
Wisconsin Early Childhood Association
Madison, Wisconsin
www.wisconsinearlychildhood.org

T.E.A.C.H. es un programa para educadores de la edad temprana, proveedoras o directoras de centro que les ayuda a financiar su educación y nuevas oportunidades de recibir créditos escolares por el conocimiento que ya tienen. Ayuda a pagar por el costo de la colegiatura, los libros y más. Esta sesión invita a los participantes a reflexionar sobre su propio desarrollo profesional y a descubrir sus metas en el programa de becas.

Achieving Your Professional Development Goals with a T.E.A.C.H. Scholarship
Early childhood educators and program directors working in center-based, family child care and Head Start programs can access affordable credit-based education through the T.E.A.C.H. scholarship program. Help is available for tuition, books, and more. This session invites participants to reflect on their own professional development and discover the role the scholarship program can play in taking the next steps towards achieving your goals.

Professionalism (PRO)

34: La Conversación que Nos Falta: la Comunicación Entre las Escuelas Anglohablantes y Las Familias Hispanohablantes

The Missing Conversation: Communication Between English-Dominant Schools and Spanish-Speaking Families

Julie Minikel-Laocque, Assistant Professor
UW-Whitewater
Whitewater, Wisconsin

Angeli Soto, Student, Bilingual Instructional Aide
UW-Whitewater
Whitewater, Wisconsin

En este taller, una estudiante universitaria y una profesora universitaria exploran las relaciones entre las familias y las escuelas. Específicamente, van a discutir las relaciones y la comunicación entre las familias hispanohablantes y las escuelas anglohablantes de los Estados Unidos. La estudiante, quien creció en un hogar hispanohablante, compartirá experiencias personales y profesionales, y la profesora compartirá las maneras en que enseña sobre el tópico de las relaciones y la comunicación entre las familias y las escuelas específicamente en cuanto a las familias hispanohablantes (incluso las familias inmigrantes de otros idiomas). Después, las presentadoras van a quitar una discusión enfocada en las experiencias e ideas de los participantes/ el auditorio, con la meta de mejorar las relaciones entre las familias hispanohablantes y las escuelas.

In this workshop, a university student and professor explore family-school relationships. Specifically, relationships and communication between Spanish-speaking families and English-dominant schools within the U.S. will be addressed. The student, who grew up in a Spanish-dominant home, will share personal and professional experiences, and the professor will share ways in which she addresses the topic of family-school relationships and communication specifically with Spanish-speaking families (as well as immigrant families from other language groups). Then, the presenters will lead a discussion focused on the experiences and ideas from the audience/participants, with the goal of improving family-school relationships for Spanish-speaking and immigrant families.

Diversity (DIV)

LAS PRESENTACIONES EN ESPAÑOL (SÁBADO)

SESIÓN 4/5
1:00-3:00p.m.

45: Descubriendo la Ciencia: El Laboratorio de la Vida
Discovering Science: The Laboratory of Life

Romilia Schlueter, Quality Improvement Specialist
SFTA
Madison, Wisconsin
www.supportingfamilies outreach.org

Descripción del curso: Este taller proveerá entrenamiento para proveedoras de cuidado infantil sobre cómo incorporar conceptos de ciencia en sus programas. El taller guiará a los proveedores a través de estrategias con las cuales los adultos pueden apoyar las experiencias de los niños con la ciencia. La ciencia será explorada por medio de actividades manuales. Adicionalmente los participantes aprenderán como incorporar materiales de ciencia en sus ambientes de aprendizaje que son específicos a las escalas de calificación del medio ambiente.

This course will provide training to early care and education providers on how to incorporate science concepts into their programs. The course will walk providers through strategies on how adults can support children's experiences with science. Science will be explored through hands on activities. Additionally, participants will learn how to incorporate science materials in their learning environment specific to the Environment Rating Scale.

Learning Experiences, Strategies, and Curriculum (LRN)

43: Alcanzando sus Metas de Desarrollo Profesional Con el Programa T.E.A.C.H. 
Achieving Your Professional Development Goals with a T.E.A.C.H. Scholarship

Esmeralda Alvarez, T.E.A.C.H. Scholarship Counselor
Wisconsin Early Childhood Association
Madison, Wisconsin
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Professionalism (PRO)

Nuestras Palabras son Importantes
Our Words are Important
Teaching Student-Centered Mathematics K-3 to investigate addition, subtraction, multiplication and division strategies and after, I will provide some fun games for students to practice those strategies. Copies of these games will be distributed and we will have time to play a few of them during the workshop. Be prepared to have fun while learning your math facts!

In this workshop we will focus on the why and how to start talking to kids from young ages about college, setting goals, and taking active steps to be college bound.

**Family and Community Relationships (COM)**

66: Enseñando Operaciones Matemáticas a Traves de los Juegos/
Teaching Math Facts through Games

Emily Schroeder, Teacher
Midvale Elementary
Madison, Wisconsin

La manera en que hoy en día enseñamos matemáticas es muy diferente de como lo aprendimos de niños. Como matemáticos jóvenes, intentábamos memorizar nuestras sumas, restas, multiplicaciones, y divisiones. En comparación, hoy en día, nos hemos dado cuenta de que la memorización de las operaciones matemáticas no nos asegura de que nuestros estudiantes recordarán, ni comprenderán las operaciones más adelante en su educación. John Van de Walle, un educador de matemáticas, sugirió que para que los estudiantes puedan dominar sus operaciones matemáticas, deben de aprender estrategias eficaces. En este taller, usarremos el texto de Van de Walle Teaching Student-Centered Mathematics K-3 para investigar estrategias de las sumas, restas, multiplications, y divisiones y así, Ustedes, como maestros, podrán aplicar algunas de estas estrategias que verán en este taller. A continuación, copias de estos juegos serán distribuidas para que los estudiantes puedan practicar esas estrategias. Jugaremos un par de juegos durante el taller. ¡Preparense para divertirse mientras aprenden sus operaciones matemáticas!

The way that we teach math today looks very different than how we learned math as kids. As young mathematicians, we attempted to memorize our addition, subtraction, multiplication, and division facts. Today, however, we realize that rote memorization of these facts does not ensure that students will remember and understand the facts later on in their education. Instead, math educator John Van de Walle suggests that students learn efficient strategies in order to master their flashcards. In this workshop, we will use Van de Walle’s Teaching Student-Centered Mathematics K-3 to investigate addition, subtraction, multiplication and division strategies and after, I will provide some fun games for students to practice those strategies. Copies of these games will be distributed and we will have time to play a few of them during the workshop. Be prepared to have fun while learning your math facts!

Learning Experiences, Strategies, and Curriculum (LRN)

57: Preparándose para la Universidad…en Kinder /
Getting Ready for College…in Kindergarten

Melissa Vasquez, Teacher
Midvale Elementary
Madison, Wisconsin

En esta sesión nos enfocaremos en por qué y cómo podemos comenzar a hablar con niños desde pequeños acerca de la universidad, de hacer metas y de cómo comenzar a prepararse para estar encaminados hacia la universidad.

In this workshop we will focus on the why and how to start talking to children from young ages about college, setting goals, and taking active steps to be college bound.

Family and Community Relationships (COM)

Diversity (DIV)

LAS PRESENTACIONES EN ESPAÑOL (SÁBADO)

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Family and Community Relationships (COM)
CONFERENCE HEADQUARTERS
The 2016 Early Childhood Conference Headquarters will be the University Center and will be open from 7:30 a.m.—7:00 p.m. on Friday and 7:30 a.m.—5:00 p.m. on Saturday.
Please call 920-723-8737 for conference day questions (number valid only April 8-9).

VENDORS
Friday, April 8: 3:30 p.m.—7:00 p.m.
Saturday, April 9: 7:30 a.m.—5:30 p.m.
Hamilton Room in the University Center

Special Three Hour Make and Take with Janet Chambers: The Feely Phonic Alphabet
Janet Chambers Teacher, Pre-School Coordinator, Author
Northport, Alabama
janetchambers.com
8:30AM - 11:30AM
Your chance to make and take the entire ‘Feely Phonic Alphabet’ - large 8” to 10" multi-sensory letters that make literacy meaningful and fun. While we work with our feathers, foam, and sparkles, ideas for building a successful, action-packed curriculum, based around the alphabet, will be presented. Please note that there is a $25.00 materials fee for this workshop.

Learning Experiences, Strategies, and Curriculum (LRN)

SATURDAY SESSION ONE/TWO (8:30-10:30a.m.)

1221: Mindfulness In and Out of the Classroom
John Ernst, Professor
Heartland Community College
Normal, Illinois
Johnna Darragh Ernst, Professor
Heartland Community College
Normal, Illinois
This experiential presentation provides an overview of the benefits of using mindful practices in and out of the classroom as a tool supporting the healthy development of children and adults. Participants will learn about the evidence-base connecting mindful practices to adult and child well-being. Practical strategies supporting mindfulness for use in one’s personal life and in the early childhood setting will be shared.
Professionalism (PRO)

1222: Babies and Brains: Some Assembly Required
Cheryl Hovey, Early Childhood Consultant/Infant and Toddler Specialist
Warwick, Rhode Island
www.EzEd2Go.com
The first years of life are a crucial time for brain development. Between conception and age 5, the basic foundations of brain development are established. Researchers have learned that healthy brain development is rooted in young children’s everyday experiences. It is our teachers who can make a difference in supporting healthy brain development. This series will help teachers better understand how the brain develops, discover ways to nurture healthy brain development in our youngest children, and have fun doing so!
Child Development (DEV)

1223: How to Take a Chill Pill and Empower Children Through Four Sensible Steps
Scott Liebler, Teacher/Trainer
Funical
Evergreen, Colorado
There’s an ancient martial arts technique that creates instant grace, strength and sensitivity in the body and mind. This sequence of activities will also build a foundation of strength, balance, endurance, character, confidence and coordination in children. Learn how to keep the negative effects of stress to a minimum while providing your children with four priceless gifts to keep them moving and improving!
Learning Experiences, Strategies, and Curriculum (LRN)

1224: Smart Songs for Active Children: Music and Movement for Curriculum, Creativity and Community
Vincent Nunes, Music Specialist
Lighthouse Records
Fairport, New York
Music is a powerful force: a tool early childhood educators can utilize to introduce curriculum content (including STEM fields), encourage higher level creative thought, and introduce shared community values. Vincent’s original, interactive songs are engaging and fun, but they are also purposeful. They invite young learners to use their senses (Eyes, Ears…!) and identity colors (“Colors of the World”, “Rainbow”) for the purpose of observation. Children are encouraged to form working/playing units for a single purpose (“Fire Station”) in a shared environment (“River Keep Rollin’”). Counting and numerical values (“My Grandma”, “One Number Higher”), reducing waste and recycling (“Uncle Jonathan”), and alphabetical sequencing (“Jamaican ABCs”), are among the many core concepts which are addressed in this program.
Learning Experiences, Strategies, and Curriculum (LRN)

1225: 4K Centers
Amber Osterman, Kindergarten Teacher
Osseo-Fairchild School
Osseo, Wisconsin
www.mrsosterman.blogspot.com
Ludwig Neuenenschwander, Kindergarten Teacher
Gillett Elementary
Gillett, Wisconsin
Want to use academic centers in your four-year-old kindergarten classroom? Amber and LuAnn share how to set up, organize, and explore a variety of classroom-tested activities that will help your kiddos develop independence and a sense of responsibility for their own learning. Come and see how much fun academic learning centers can be!
Learning Experiences, Strategies, and Curriculum (LRN)

CHECK US OUT ON FACEBOOK:
http://www.facebook.com/UWWEarlyChildhoodConference
CHECK US OUT ON TWITTER:
@UWWContinuingEd
#ourwordsareimportant
SATURDAY SESSION ONE/TWO (8:30-10:30a.m.)

1226: Working with Students and Families in Poverty
Sara Schumacher, Family Advocate
Rock/Wakonah County Head Start/Early Head Start
Beloit, Wisconsin
www.learningprops.com

Poverty has been the unspoken diversity issue in our educational system for more than 100 years. This training will provide educators essential strategies, knowledge, and skills addressing the impacts of poverty on learning. Attendees will be provided with interactive activities to gain a deeper understanding of poverty and how to break down educational barriers.

Family Systems and Dynamics (FAM)

1227: Cognitive Disequilibrium- Why Children Need to be in Disequilibrium For Any New Learning to Occur
Jayanti Tambe, Executive Director
UCLA Early Care and Education
Los Angeles, California
Shelley Gonzales, Director
West Valley College
Saratoga, California

During this workshop we will explore the process young children go through as they learn new things. Participants will understand Piaget's Theory of Cognitive Disequilibrium and understand the role of cognitive disequilibrium specifically as it relates to language acquisition. We will learn the most effective instructional strategies and assessment practices to support dual language learners.

Diversity (DIV)

1228: Scripture Songs for Kids
Terri Young-Mathis, Owner of Terri Tunes Co.
Terri Tunes Co.
Beloit, Wisconsin
territunecoz.com

Full of musical movement, this class demonstrates how to teach powerful Scripture truths, motivating positive and productive behaviors! God’s Word comes alive, as basic Bible concepts are taught through song, plays, and raps! These lessons include overcoming fear, being thankful, and finding strength for everyday accomplishments!

Guidance and Nurturing (GUI)

1229: The Power of the Pause: Conscious Discipline Transforming Upset into Calm
Kay Zastrow, Early Childhood Special Education Teacher
Green Bay, Wisconsin

When children misbehave, they are often asking us to see them and help them to find their best selves. In this lively session, participants will practice how to effectively notice children in response to even their loudest calls for help. The Power of the Conscious Discipline PAUSE will be introduced as a practical, authentic, useable, strategy for emotional self-regulation. In the process, emotions will be named and tamed and a child’s desire to learn from their reactions to triggers and trauma will be responded to. Discover how to embrace PAUSE will be introduced as a practical, authentic, useable, strategy for emotional self-regulation. In the process, emotions will be named and tamed and a child’s desire to learn from their reactions to triggers and trauma will be responded to. Discover how to embrace the amazing world around us by creating nature journals. Participants will create a number of handmade books adaptable to student-explorers of all ages. Sample journals will be made using simple construction and art techniques with readily available materials.

Child Development (DEV)

1000: Critiquing and Evaluating Early Childhood Materials
University of Wisconsin-Whitewater ECC Staff and Vendors
We have found that it has been difficult for participants to take full advantage of the vendors during the conference. Participants sign up to spend one of their workshops at the vendor space and complete a simple questionnaire as they view the available materials. Because we are requiring participants to fully engage in the materials and offer some critique, this activity allows the participants to receive a Registry Certificate for the workshop.
Developmentally Appropriate Practices (DAP)

1001: Student-Made Journals Celebrating Nature
Madeline Huxton, Adjunct Professor, Author
Viterbo University
Wisconsin, Wisconsin
www.bookmakingexperience.com

Celebrate the amazing world around us by creating nature journals. Participants will create a number of handmade books adaptable to student-explorers of all ages. Sample journals will be made using simple construction and art techniques with readily available materials.

Child Development (DEV)

1002: The Power of Storytelling or How to Avoid Having a Terrible, Horrible, No Good, Very Bad Day
Bob Kann, Professor, Storyteller
Madison, Wisconsin
www.bobkann.com

Storytelling has the power to touch the heart in ways difficult to approximate through any other form of communication. Storyteller Dr. Bob Kann offers creative suggestions for using storytelling to promote a love for language and learning, spark children’s imaginations, and to build relationships and community. Techniques will be shared demonstrating how to use your voice, body, and creativity to tell stories effectively.

Learning Experiences, Strategies, and Curriculum (LRN)

1003: Using Comics to Draw Readers In
Crystal Mazur, Director
Wishing Star Childcare
Menomonie Falls, Wisconsin

Ever wonder what the big deal about comics is? Trying to find child-friendly comics for your classroom? Want to learn how comics fit into early reading and education? Join us to learn how to enhance your classroom with these valuable and often misunderstood resources!

Learning Experiences, Strategies, and Curriculum (LRN)

1004: Out of Oscar’s Trash Can
Karen Albrecht, Teacher
Fort Atkinson, Wisconsin

We are excited to share fun and cheap (often FREE) ideas for your classroom! Recycling numerous items in your learning centers as well as in your daily routines is easier than you think!

Child Development (DEV)

1005: Bringing the Youngest and Oldest Generations Together through Intergenerational Activities
Simone DeVore, Associate Professor
UW-Whitewater ECE Program
Whitewater, Wisconsin

Would you like to know how intergenerational activities can benefit young children and older adults and what we as early childhood education and care professionals can do to organize experiences that engage young children and older adults? Come learn about ideas for building relationships with community partners, organizing intergenerational activities, and reflecting on how shared activities benefit young children and older adults. Please, bring your questions and ideas!

Learning Experiences, Strategies, and Curriculum (LRN)

“I love coming to the conference every year. It is a great way to get continuing education hours and network with other early childhood professionals”. 
-2016 Conference Participant
SATURDAY SESSION ONE (8:30-9:30a.m.)

1006: School Gardens: How and Why
Shannon Frye, Reading Interventionist
Lincoln Inquiry Charter School
Whitewater, Wisconsin
Liesel Schultz Hying, Environmental Educator
Lincoln Inquiry Charter School
Whitewater, Wisconsin
Discover the hows and whys of establishing a school garden from the perspective of a classroom teacher and the environmental educator who assisted. Explore all parts of the process from planting the seed to harvesting the crop and everything that comes in between. You will learn about the journey of our first year at the LINCS school garden and leave with ideas, plans, and information about how you can establish your own school garden.
Learning Experiences, Strategies, and Curriculum (LRN)

1008: Teacher-Parent Workshops
Kyle Larsen, Teacher
Robinson Elementary School
Beloit, Wisconsin
Studies repeatedly show that involving families in the education of their children is very important to the success of the student. Also, teachers are using different strategies and techniques in the classroom today that many of the families are unfamiliar with. Common terminology, prompts and expectations between home and school should increase student achievement. During the workshop, we will explore the process in creating the teacher-led workshops for parents. Participation data, workshop ideas and student achievement based on workshop attendance will be reviewed. And of course, any lessons learned will be discussed.
Family and Community Relationships (COM)

1009: Fun Stories to Tell With Children!
Susan Pagnucci, Teacher
Barnes, Wisconsin
Susan will tell a variety of stories beginning to end. The stories are told with the help of children! Susan uses simple props like spatulas, baby bottles, and clip clothespins to add to the drama. Low cost props, high impact stories you probably heard as a child, too! Sit spellbound waiting to hear! Lots of huffing and puffing in this workshop!
Child Development (DEV)

1010: Event Planner’s Guide to Family Engagement
Bev Schumacher, CEO, Consultant
Learning Props
Racine, Wisconsin
www.learningprops.com
Programs may find success in building relationships with families through the hosting of events. The intent of this session is to explore ideas and suggestions to help you design and implement activities and events that will reach program goals and positively reflect on your program.
Family and Community Relationships (COM)

1011: Instill a Love for Learning
Wendy Sessler, Teacher
Color “R” World, LLC
Crystal Lake, Illinois
www.colorrworld.com
Shell Sturgis, Teacher
Color “R” World, LLC
Crystal Lake, Illinois
How resourceful are you? Do you encourage your students to think creatively about the world around them? Teaching your students to be resourceful will instill a lifetime love of learning. Together we will explore new ways to utilize resources commonly found in every classroom. As always, we will present our own unique, academically-based games, songs and activities. This session will also include a make-n-take to help you build your creative academic repertoire!
Learning Experiences, Strategies, and Curriculum (LRN)

1012: Science Time
Sherry Ann Wolfer, Early Childhood Consultant
Gurnee, Illinois
www.letsdigin.com
You don’t have to be a scientist to do or have science in your classroom. Explore this “hands-on” workshop that contains easy and inexpensive science experiments, science activities, and science table top props that you can do with children from two years old through one hundred plus years old.
Learning Experiences, Strategies, and Curriculum (LRN)

“I love this conference, I tell everyone that they should attend at least once in the lifetime”.
-2015 Conference Participant
**2004: Out of Oscar’s Trash Can**

Karin Albrecht, Teacher

Fort Atkinson, Wisconsin

Tiffany Werhardt, Former preschool & school age teacher, former assistant director

Whitewater, Wisconsin

LINCS

Shannon Frye, Reading Interventionist

LINCs

Whitewater, Wisconsin

www.wiusdlincsgarden.blogspot.com/

Liesl Schultz Hying, Environmental Educator

LINCs

Whitewater, Wisconsin

Discover the hows and whys of establishing a school garden from the perspective of a classroom teacher and the environmental educator who assisted. Explore all parts of the process from planting the seed to harvesting the crop and everything that comes in between. You will learn about the journey of our first year at the LINCS school garden and leave with ideas, plans, and information about how you can establish your own school garden.

**Learning Experiences, Strategies, and Curriculum (LRN)**

**2005: Bringing the Youngest and Oldest Generations Together Through intergenerational Activities**

Simone DeVore, Associate Professor

UW-Whitewater ECE Program

Whitewater, Wisconsin

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**Learning Experiences, Strategies, and Curriculum (LRN)**

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LINCS

Whitewater, Wisconsin

How resourceful are you? Do you encourage your students to think creatively about the world around them? Teaching your students to be resourceful will instill a lifetime love of learning. Together we will explore new ways to utilize resources commonly found in every classroom. As always, we will present our own unique, academically-based games, songs and activities. This session will also include a make-n-take to help you build your creative academic repertoire!

**Learning Experiences, Strategies, and Curriculum (LRN)**

**2008: Teacher-Parent Workshops**

Kyle Larsen, Teacher

Robinson Elementary School

Beloit, Wisconsin

Studies repeatedly show that involving families in the education of their children is very important to the success of the student. Also, teachers are using different strategies and techniques in the classroom today that many of the families are unfamiliar with. Common terminology, prompts and expectations between home and school should increase student achievement. During the workshop, we will explore the process in creating the teacher-led workshops for parents. Participation data, workshop ideas and student achievement based on workshop attendance will be reviewed. And of course, any lessons learned will be discussed.

**Family and Community Relationships (COM)**

**2009: Fun Stories to Tell With Children!**

Susan Pagucchi, Teacher

Barnes, Wisconsin

Susan will tell a variety of stories beginning to end. The stories are told with the help of children! Susan uses simple props like spatulas, baby bottles, and clip clothespins to add to the drama. Low cost props, high impact stories you probably heard as a child, too! Sit spellbound waiting to hear! Lots of huffing and puffing in this workshop!

**Child Development (DEV)**

**2010: Event Planner's Guide to Family Engagement**

Bev Schumacher, CEO, Consultant

Learning Props

Racine, Wisconsin

www.learningprops.com

Programs may find success in building relationships with families through the hosting of events. The intent of this session is to explore ideas and suggestions to help you design and implement activities and events that will reach program goals and positively reflect on your program.

**Family and Community Relationships (COM)**

**2011: Instill a Love for Learning**

Wendy Seissler, Teacher

Color "R" World, LLC

Crystal Lake, Illinois

www.color-r-world.com

How resourceful are you? Do you encourage your students to think creatively about the world around them? Teaching your students to be resourceful will instill a lifetime love of learning. Together we will explore new ways to utilize resources commonly found in every classroom. As always, we will present our own unique, academically-based games, songs and activities. This session will also include a make-n-take to help you build your creative academic repertoire!

**Learning Experiences, Strategies, and Curriculum (LRN)**

**CHECK US OUT ON FACEBOOK:**

http://www.facebook.com/UWWEarlyChildhoodConference

**CHECK US OUT ON TWITTER:**

@UWWContinuingEd

#ourwordsareimportant
**SATURDAY SESSION TWO (9:45-10:45a.m.)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Presenter</th>
<th>Location</th>
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<tr>
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<td><a href="http://www.letsdigin.com">www.letsdigin.com</a></td>
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<td>You don't have to be a scientist to do or have science in your classroom. Explore this &quot;hands-on&quot; workshop that contains easy and inexpensive science experiments, science activities, and science table top props that you can do with children from two years old through one hundred plus years old.</td>
<td>Learning Experiences, Strategies, and Curriculum (LRN)</td>
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<tr>
<td>2013</td>
<td>Using Humor with Children: Everyone’s a Winner!</td>
<td>Bob Kann, Professor, Storyteller</td>
<td>Madison, Wisconsin</td>
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<td><a href="http://www.bobkann.com">www.bobkann.com</a></td>
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<td>Humor is a dynamic tool underutilized by early childhood educators. Used thoughtfully, humor can be employed to prevent behavior problems, motivate children, reduce stress, build community, and establish vibrant learning environments. Dr. Bob Kann shares some of the techniques of humor and strategies for developing a healthy comic mind-set. Any twenty-year-old with thirty years of experience working with children will benefit from this session.</td>
<td>Learning Experiences, Strategies, and Curriculum (LRN)</td>
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<tr>
<td>2014</td>
<td>Games in the Classroom</td>
<td>Crystal Mazur, Director</td>
<td>Menomonee Falls, Wisconsin</td>
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<td>Wishing Star Childcare</td>
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<td>Ever want to learn to tailor games to your classroom? Want to enhance your teaching with educational games? Want to figure out how to fit them in with your curriculum? This would be the class for you! Find out why games are important for learning, how to use them in your class, and how to adapt them for your age groups!</td>
<td>Learning Experiences, Strategies, and Curriculum (LRN)</td>
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<td>Macaroni Soup!</td>
<td><a href="http://www.macaronisoup.com">www.macaronisoup.com</a></td>
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<td>Clarence Goodman, Accompanist</td>
<td>Park Ridge, Illinois</td>
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<td>Macaroni Soup!</td>
<td><a href="http://www.macaronisoup.com">www.macaronisoup.com</a></td>
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<td>If you give a child a shaker, they’re going to want some bells! Let’s make music with scarves, stretchy bands, sticks, and our bodies! But how do we keep excited students safe? Teaching techniques that work for active music plus an appropriate introduction sequence allow children to explore new manipulatives without injury to themselves or others. Come ready to move!</td>
<td>Child Development (DEV)</td>
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<tr>
<td>2016</td>
<td>Journey to Outdoor Learning</td>
<td>Elizabeth Backes, Teacher</td>
<td>Whitewater, Wisconsin</td>
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<td>UW-Whitewater Children’s Center</td>
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<td>Jenna Kenny, Teacher</td>
<td>Whitewater, Wisconsin</td>
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<td>UW-Whitewater Children’s Center</td>
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<td>Join Jenna and Elizabeth as they describe and discuss the ways in which the play space was improved to enhance plan and learning, and ways in which natural, open-ended elements were incorporated into the children’s routine.</td>
<td>Planning, Reflection, and Evaluation (PRE)</td>
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<td>2017</td>
<td>Learning with Loose Parts</td>
<td>Breanne Karn, Lead Teacher</td>
<td>Whitewater, Wisconsin</td>
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<td>UW-Whitewater Children’s Center</td>
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<td>Chelsea Newman, Lead Teacher</td>
<td>Whitewater, Wisconsin</td>
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<td>Let them play! Learn about the theory of loose parts and the process of learning through everyday materials, as well as ways you can incorporate loose part play at all age levels.</td>
<td>Learning Experiences, Strategies, and Curriculum (LRN)</td>
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<tr>
<td>2018</td>
<td>Magnificent Magnet Experiments</td>
<td>Terrie Schmoldt, Reading Specialist</td>
<td>Evansville, Wisconsin</td>
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<td>Evansville Community School District</td>
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<td>Do you like to learn through exploration and experimentation? So do your kids! Come play with magnets and discover ways to integrate science and reading with hands-on experiments. We will discuss a five day unit plan, pacing, introducing and reinforcing concepts, and sharing resources.</td>
<td>Child Development (DEV)</td>
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</tbody>
</table>
3000: Critiquing and Evaluating Early Childhood Materials
University of Wisconsin-Whitewater ECC Staff and Vendors
We have found that it has been difficult for participants to take full advantage of the vendors during the conference. Participants sign up to spend one of their workshops at the vendor space and complete a simple questionnaire as they view the available materials. Because we are requiring participants to fully engage in the materials and offer some critique, this activity allows the participants to receive a Registry Certificate for the workshop.
Developmentally Appropriate Practices (DAP)

3016: Journey to Outdoor Learning
Elizabeth Backes, Teacher
UW-Whitewater Children's Center
Whitewater, Wisconsin
Jenna Kenny, Teacher
UW-Whitewater Children's Center
Whitewater, Wisconsin
Join Jenna and Elizabeth as they describe and discuss the ways in which the play space was improved to enhance plan and learning, and ways in which natural, open-ended elements were incorporated into the children’s routine.
Planning, Reflection, and Evaluation (PRE)

3017: Learning with Loose Parts
Breanne Karn, Lead Teacher
UW-Whitewater Children's Center
Whitewater, Wisconsin
Chelsea Newman, Lead Teacher
UW-Whitewater Children's Center
Whitewater, Wisconsin
Let them play! Learn about the theory of loose parts and the process of learning through everyday materials, as well as ways you can incorporate loose part play at all age levels.
Learning Experiences, Strategies, and Curriculum (LRN)

3018: Magnificent Magnet Experiments
Terrie Schmoldt, Reading Specialist
Evansville Community School District
Evansville, Wisconsin
Do you like to learn through exploration and experimentation? So do your kids! Come play with magnets and discover ways to integrate science and reading with hands-on experiments. We will discuss a five day unit plan, pacing, introducing and reinforcing concepts, and sharing resources.
Child Development (DEV)

3020: Finger Plays: Playing with Words
Colleen Hannafin, Trainer/Performer
Eau Claire, Wisconsin
www.northsidemusicwi.com
Learning with music and movement from fingers to whole body! Finger-plays develop rhythm of words (language development) while introducing new vocabulary and math concepts, following directions and developing listening skills. Explore traditional and original finger-plays and action rhymes to use with your hands, puppets, felt and magnet boards, and props that will make your songs pop!
Child Development (DEV)

3021: Solving Problems to Enhance Learning
Kevin Helgren, Teacher
Bright Horizons
Fox River Grove, Illinois
As a child grows, learns, and develops, solving problems is very important. Everything is new, and every day comes with new experiences and challenges. In this workshop we will discuss problem solving. And we will discuss ways to help children learn the attitudes and skills that they need to confidently solve problems.
Child Development (DEV)

3022: Moving into Spring and Summer with Music and Books
Fran McKinney, Early Childhood Teacher, Music Specialist, Author, Songwriter
Screen Porch Music, Central Wisconsin Children’s Museum
Winneconne, Wisconsin
www.macaronisoup.com
Movement, singing, instruments, and books will fill your spring and summer learning when you participate in this energetic workshop. Seasonal activities will be expanded, such as trips to the farm, zoo and pond. Examples of dance and movement will be paired with songs and literacy to enrich your curriculum and engage all learners. Come join the session and be ready for spring!
Learning Experiences, Strategies, and Curriculum (LRN)

3023: Phonological Awareness through Participatory Music
Carole Peterson Stephens, Early Childhood Music Specialist
Macaroni Soup!
Park Ridge, Illinois
www.macaronisoup.com
Clarence Goodman, Accompanist
Macaroni Soup!
Park Ridge, Illinois
Rhyme, sequence, onset fluency, rhythmic pattern practice, and language awareness - can we really get children ready-to-read by singing? YES! Musical activities can challenge students to evaluate the words and sounds they make, increase listening
Child Development (DEV)

3024: Building on Credentials in a New Way
Carmen Rivers, Associate Lecturer
UW-Whitewater
Whitewater, Wisconsin
www.uwhandssafety.org
Pamela Boulton, Milwaukee Director
Wisconsin Early Childhood Association
Milwaukee, Wisconsin
This is an information and sharing session intended for credential holders, instructors teaching ECE across institutes of higher education, and individuals working for agencies working to support or professionalize the field. Light refreshments will be served. All participants will be expected to provide written critical feedback to receive credit for attending.
Professionalism (PRO)

3025: Creating Inclusive Places & Spaces for Children and Families who Identify as LGBTQ
Kim Simes, Midwest Regional Manager
Family Equality Council
Whitewater, Wisconsin
www.familyequality.org
Participants will learn strategies for creating a safer, more inclusive world for all families: especially those who have an LGBTQ (Lesbian, Gay, Bisexual, Transgender or Queer) identity. For many young children, day care and school represent their first experiences with non-family members. Classrooms that are full of inclusive literature, images, and language make that transition significantly smoother.
Diversity (DIV)

3026: Simple Nature Songs
David Stokes, Naturalist Educator Humorist
The Frog Chorus Nature
New Berlin, Wisconsin
www.dwstokes.com
Using simple nature songs, call and response type, zipper songs, singing along with CDs, etc. we will examine nature songs that educate and entertain. Topics will include birds, mammals, insects, trees, insects, amphibians, reptiles, etc. Live creatures will be "on-hand" to enhance the songs.
Child Development (DEV)
SATURDAY SESSION THREE (11:00 a.m.-12:00 p.m.)

3027: Unlocking Creativity through Musical Improvisation
Joe Mailander, Musician
The Okee Dokee Brothers
Minneapolis, Minnesota
www.okeedokee.org
Kevin Monzai, Teacher
MIMA Music
The MIMA Method is an approach to social emotional learning that uses music improvisation as a tool to unlock the creative potential of groups. This workshop will follow the four stages of the MIMA Method: Inspire, Transform, Create, Celebrate. The goal is to equip participants with strategies to incorporate music improvisation into their classrooms and engage students in a new and bold way. With the songs and musical philosophy of The Okee Dokee Brothers as inspiration, participants will be singing and clapping their way to performing short original compositions by the end of the workshop. For more information about MIMA, please visit www.mimamusic.org. For more information on the Grammy Award-winning Okee Dokee Brothers, please visit: okeedokee.org

Learning Experiences, Strategies, and Curriculum (LRN)

3028: Singing, Learning, Growing!
Laszlo Slomovits, Musician
Gemini
Ann Arbor, Michigan
www.GeminiChildrensMusic.com
Sandor Slomovits, Musician
Gemini
Ann Arbor, Michigan
Featuring music from their brand new recording, “Bloom, Blossom and Grow!” Gemini introduce vibrant, original songs that celebrate childhood, growing up, and family life. The twin brothers teach up-beat, catchy songs, on a variety of topics children relate to — with simple choruses that invite active participation. All of Gemini’s songs and stories have positive messages that stimulate creativity, learning and cooperation. A special feature will be the twin brothers’ setting of popular children’s books to simple, familiar melodies. Great for literacy readiness programs! They’ll demonstrate and teach how to do this, as well as adding hand-motions and sign language to all their songs.
Child Development (DEV)

3029: Gratitude in the Workplace
Jacquelyn Ward, Administrator
Pleasant Tima Child Care Center
Cambridge, Wisconsin
You will be energized and empowered with an attitude of gratitude to bring back to your center. You will be an inspiration to your team with the advantage of techniques learned to change the culture of your center. Embracing gratitude as a core value will change your perspective and create a ripple effect to others around you. You can be the change you want to see in the world. Plan on attending this training, you will not be disappointed.
Career Development (PRO)

3030: Educating for Optimism
Sandy Queen, Trainer, Consultant
LifeCents
Columbia, Maryland
Children are stimulus - response creatures. They need to see that what they do affects their surroundings and their lives. Why do so many of our children seem to give up without trying? Why are so many children unwilling to try again?
When we teach children that their actions have effects, we help them to develop a sense of optimism, resilience and perseverance. This session looks at the ways we can provide the tools for children and youth to develop a sense of optimism. What can we do in our interactions with children in our classrooms and our curricula - that give children the opportunity to develop the psychological immunization and a healthy sense of optimism.
Career Development (PRO)

SATURDAY SESSION FOUR/FIVE (1:00-3:00 p.m.)

UW-Whitewater Children’s Center Open House
11:45 a.m.-1:00 p.m. (additional cost of $15, see page 48)
The Children’s Center offers yearround, full day yearround child care for children from ages three months to five years. Our program’s philosophy is that children learn through hands on inquiry based open ended activities. We defend our children’s right to play and believe that play is their work. We follow a Reggio-Inspired Approach to teaching by viewing every child as capable and competent and our children’s families as their first teachers and partners in the learning process. Our program’s curriculum is child centered and initiated and we utilize the Project Approach to implement our curriculum. The Children’s Center staff will host visitors in the two year old classroom and be on hand to answer your questions during the open house (limited to fifty participants during the lunch hour). Weather permitting, the outdoor area will also be open.
Developmentally Appropriate Practices (DAP)

Special Three Hour Make and Take with Janet Chambers: The Feely Phonic Alphabet
Janet Chambers Teacher, Pre-School Coordinator, Author
Northport, Alabama
janetchambers.com
1:00 - 4:00 p.m.
Your chance to make and take the entire "Feely Phonic Alphabet" - large 8” to 10” multi-sensory letters that make literacy meaningful and fun. While we work with our feathers, foam, and sparkles, ideas for building a successful, action-packed curriculum, based around the alphabet, will be presented. Please note that there is a $25.00 materials fee for this workshop.
Learning Experiences, Strategies, and Curriculum (LRN)

4552: English Language Learner (ELL) School Programs in Wisconsin
Kelly Campbell, ELL Teacher
LINCS Elementary School
Whitewater, Wisconsin
Rosalinda Martinez, ELL Teacher
Whitewater Middle School
Whitewater, Wisconsin
As the English Language Learner population grows in the United States, many school districts are developing protocol to ensure all students who qualify for English Language Learner programs are being serviced properly. This seminar will go through the steps families take when enrolling in a U.S. school.
Diversity (DIV)

4553: Classroom Arrangement, Why Do We Need THAT?
Janet Courting, Executive Director
New Beginnings Child Care
Eagle River, Wisconsin
Learn how to arrange a classroom according to developmentally appropriate practice, while incorporating all components for Youngstar. Learn how simple changes in the classroom can help with disruptive behavior. The classroom is your tool to teach, so let’s maximize the use of your tool.
Learning Experiences, Strategies, and Curriculum (LRN)

4554: Building Stronger Relationships with Families
Tina Ginner, Consultant
Learning Styles LLC
Mukwonago, Wisconsin
This workshop will invite the participant to explore current relationships with the families in their programs. Personal biases and assumptions will be looked at to find ways that we can be sabotaging the day to day interactions with the families of our children. Come join this workshop to take a step back and find new, deeper connections to the families and their children.
Family Systems and Dynamics (FAM)
SA TURDAY SESSION FOUR/FIVE (1:00-3:00p.m.)

4555: Circle of Friends: Songs, Games and Dances
Colleen Hannafin, Trainer, Performer
Eau Claire, Wisconsin
www.northsidemusici.com

Come join our circle! It may not be perfect, but it’s packed with learning opportunities and fun! Let’s “Ring-around the Rosie” and “Sail to the Sea” with our Circle of Friends. Music and movement songs presented in a circle setting, adaptable for individual, partner, outdoor and small spaces.

Child Development (DEV)

4556: Funscial Activities that Keep Children Moving and Improving
Scott Liebler, Teacher/Trainer
Funsical
Evergreen, Colorado
www.funsical.com

Children will learn the majority of their fundamental motor skills between the ages of 2-10. With a positive attitude and continuous practice in a progressive sequence of activities, all children develop maximum efficiency. Learn a simple 5-step format that’s been proven to produce measurable improvements in strength, balance and endurance as well as noticeable improvements in character, confidence and coordination. This program will also lead you to discover effective strategies to deal more effectively with behavioral disorders, learning disabilities and obesity issues in the classroom.

Learning Experiences, Strategies, and Curriculum (LRN)

4557: Hip, Hip, Hooray! Let’s Write through Our Day!
Amber Osterman, Kindergarten Teacher
Osseo-Fairchild School
Osseo, Wisconsin
www.mrsosterman.blogspot.com

Get your 5Kers excited about writing with journals and MORE! Learn where to begin and what to do to make writing fun and motivating for all of the little authors in your classroom. Return to your classroom knowing how to using activities that foster a love of writing!

Learning Experiences, Strategies, and Curriculum (LRN)

4558: Sensory Integration in the Classroom
Taylor Schwandt, Special Education Teacher
Lincoln Inquiry Charter School
Whitewater, Wisconsin

Children will learn the majority of their fundamental motor skills between the ages of 2-10. With a positive attitude and continuous practice in a progressive sequence of activities, all children develop maximum efficiency. Learn a simple 5-step format that’s been proven to produce measurable improvements in strength, balance and endurance as well as noticeable improvements in character, confidence and coordination. This program will also lead you to discover effective strategies to deal more effectively with behavioral disorders, learning disabilities and obesity issues in the classroom.

Learning Experiences, Strategies, and Curriculum (LRN)

4559: Book Blocks: Using Picture Books to Learn More about the Children We Serve
Zachary Stier, M.Ed, MLSIS, Doctoral Student, Concordia University Consultant, Children’s Librarian
ZLS Consulting, LLC
Johnston, Iowa
www.learnerpotential.com

Transport yourself into the world of picture books to meet characters in a new way. Learn how picture book characters can enhance your learning community, identify the many learning abilities of the children you serve, provide cultural awareness and develop family engagement opportunities. Spend time exploring the picture books provided to develop new program ideas you can immediately.

Before leaving you will be given access to a digital backpack that includes book lists, research information, websites and program ideas to share with families and coworkers. Put on your imagination caps and join us for the ride!

Learning Experiences, Strategies, and Curriculum (LRN)

4560: Pink is a Girl Color
Jayanti Tambe, Executive Director
UCLA Early Care and Education
Los Angeles, California
Shelley Gonzales, Director
West Valley College
Saratoga, California

“When did pink become a “girl” color and blue a “boy” color?” In this workshop, participants will closely examine the role of media in enforcing gender stereotypes. They will explore what it means to be gender neutral and understand attitudes about gender in society. Participants will explore topics of gender identity, gender roles, stereotypes, and learn ways to encourage healthy views of gender and self-identity.

Diversity (DIV)

4561: Please Pass the Peas!
Terri Young-Mathis, Owner of Terri Tunes Co.
Terri Tunes Co.
Beloit, Wisconsin
www.territunes.com

Music can be used to teach manners and morals! Simple necessities, such as “please” and “thank you,” become an enjoyable habit for the child. Kindness, truthfulness, responsibility, and other positive behaviors are demonstrated, using music as an essential teaching tool!

Methods of teaching these songs include games, musical plays, and active participation from the audience!

Guidance and Nurturing (GUI)

4562: A Wonderful Woman Lived In A Shoe: Connect With Children Using The Rituals Of Conscious Discipline
Kay Zastrow, Early Childhood Special Education Teacher
Green Bay, Wisconsin

Research supports the importance of making connections with our children. It is our responsibility as educators to support the creation of strong neural pathways within the brains of the children in our care. Connecting rituals provide a place for us to begin to build these connections. Participants will learn 10 connecting structures and rituals designed to strengthen the classroom family, develop brain function and instuate children from daily challenges as well as traumas that they may experience!

Guidance and Nurturing (GUI)
SATURDAY SESSION FOUR (1:00-2:00p.m.)

4000: Critiquing and Evaluating Early Childhood Materials
University of Wisconsin-Whitewater ECC Staff and Vendors also offered 1000, 2000, 3000, 5000, 6000
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Child Development (DEV)

4029: Gratitude in the Workplace
Jacquelyn Ward, Administrator
PleasantTime Child Care Center
Cambridge, Wisconsin
www.bookmakingexperience.com
You will be energized and empowered with an attitude of gratitude to bring back to your center. You will be an inspiration to your team with the advantage of techniques learned to change the culture of your center. Embracing gratitude as a core value will change your perspective and create a ripple effect to others around you. You can be the change you want to see in the world. Plan on attending this training, you will not be disappointed.

Professionalism (PRO)

4031: Fierce, Fun, and Feisty: Creating Strong Multicultural Female Characters
Monica Brown, Dr.,Ph.D.,Professor
www.monicabrown.net
This author-talk will focus on two multicultural characters—Marisol McDonald Doesn’t Match from the picture book series and Lola Levine from the chapter book series. Learn about Monica Brown’s journey to publish the stories of strong multiracial girls who embrace the multiplicity of their identities.
Developmentally Appropriate Practices (DAP)

4033: Temper Tantrums, the Emotional Meltdown
Kevin Helgren, Teacher
Bright Horizons
Fox River Grove, Illinois
When a child throws a temper tantrum on the floor in a fit of kicking and screaming it is distressing to everyone around. But this emotional meltdown is a child’s way of saying “this is too much.” In our workshop we will discuss tantrums, and how we can help the children and the adult to work through them.
Child Development (DEV)

4034: Student Made Journals Celebrating Nature
Madeline Huston, Adjunct Professor, Author
Viterbo University
La Crosse, Wisconsin
www.bookmakingexperience.com
Celebrate the amazing world around us by creating nature journals. Participants will create a number of handmade books adaptable to student explorers of all ages. Sample journals will be made using simple construction and art techniques with readily available materials.
Child Development (DEV)

4035: Asthma and Food Allergy in Your Classroom
Valerie Schend, Pharmacist
AFCI-Asthma Advocacy
Madison, Wisconsin
www.uwhealthkids.org/kids-health-and-safety/asthma-advocacy/35390
Kathleen Shanovich, NP
American Family Children’s Hospital
Learn the basics of how to deal with asthma in your classroom. What the signs and symptoms of an impending asthma attack are, and how to properly take care of the child experiencing asthma or an asthma exacerbation. Also, food allergy is becoming more common and more complex. How to deal with the special circumstances related to caring for food allergic children.
Health, Safety, and Nutrition (SAF)

4037: Favorite Nature Stories That are Mostly True
David Stokes, Naturalist Educator Humorist
The Frog Chorus Nature
New Berlin, Wisconsin
www.dwstokes.com
Using 10 favorite Nature Stories, Like Salamander Room and Owl Moon, we will participate in reading the stories and learning about songs and 3 dimensional objects that can be used to enhance the stories. Focus will be on what is true about the stories and ways to "clean up" what is not true.
Child Development (DEV)

Monica Brown Books For Sale
**Saturdays, Session Four (1:00-2:00 p.m.)**

**4038: Adults at Play!**
- Edie Baran, Teaching Artist
- Janesville, Wisconsin
- As a parent, or a teacher, you are important caregivers and educators of our youth. You give a lot and you need your resources replenished. When was the last time YOU had a chance to play, to really let loose, to be a KID without the kids around? Creative Play is not just for the young in age, but also for the young at heart. Creative Play helps you become a better thinker, a creative problem solver, opens your mind to non-traditional ways of thinking, and is just plain FUN! Music, movement, stories, and relaxation exercises are all part of this workshop. As you explore and expand your creativity, you’ll learn hands-on techniques that you can bring back to the classroom.

**Child Development (DEV)**

**4039: Take the Next Step: Educational and Financial Resources for Child Care Professionals**
- Tammy Bartholomew, Higher Education Liaison
- Wisconsin Early Childhood Association WECA
- Madison, Wisconsin
- www.wisconsinearlychildhood.org
- Jen Nadolski, Administrative Coordinator
- WECA

Are you an early childhood professional thinking about going back to school? Do you know where to start? Start here. Participants attending this workshop will:
- Obtain college and scholarship information; including credit for prior learning (CPL) options.
- Determine the right path that best fits your needs.
- Identify resources that empower your Professional Development

The Wisconsin Early Childhood Association and the T.E.A.C.H® Scholarship program staff want to help YOU navigate the next step of your professional journey!

**Planning, Reflection, and Evaluation (PRE)**

**4040: Songs, Movement and Books for Our Youngest Learners**
- Fran McKinney, Early Childhood Teacher, Music Specialist, Author, Songwriter
- Scren Porch Music, Central Wisconsin Children’s Museum
- Stevens Point, Wisconsin
- www.franmckinney.com

Music learning begins before birth. In this workshop, we will explore ways to move, sing and play with infants and toddlers. These strategies will not only delight your young ones, but will create learning experiences. Come with your favorite stuffy for interaction, learning, and fun!

**Learning Experiences, Strategies, and Curriculum (LRN)**

**4041: Integrating Literacy and Movement**
- Penny Portman, Professor
- Whitewater, Wisconsin

Movement stimulates the brain. Increased endorphins enhance the ability to focus. Being able to focus enables learning. This workshop explores ways to increase literacy skills while incorporating movement to enhance learning of letters, word recognition, and spelling.

**Learning Experiences, Strategies, and Curriculum (LRN)**

**4042: Teaching Young Students Who Have Experienced Trauma**
- Tracey Scherr, Associate Professor of Psychology
- UW-Whitewater
- Whitewater, Wisconsin

Traumatic experiences can take many forms. Unfortunately, increasing numbers of children have experienced not only one, but also multiple traumatic events. The presenter will explain how trauma can influence learning, behavior, and relationships with peers and adults. Methods for making classrooms and schools more trauma-sensitive will be described. The presenter will share her perspectives as a school psychologist and former social worker, who has worked domestically with children living in foster care and internationally with children living in orphanages and their teachers.

**Special Needs, Disabilities, and Inclusive Practices (INC)**

**Saturdays, Session Five (2:15-3:15 p.m.)**

**5000: Critiquing and Evaluating Early Childhood Materials**
- University of Wisconsin-Whitewater ECC Staff and Vendors
- Madison, Wisconsin
- www.uww.edu

We have found that it has been difficult for participants to take full advantage of the vendors during the conference. Participants sign up to spend one of their workshops at the vendor space and complete a simple questionnaire as they view the available materials. Because we are requiring participants to fully engage in the materials and offer some critique, this activity allows the participants to receive a Registry Certificate for the workshop.

**Developmentally Appropriate Practices (DAP)**

**5030: Educating for Optimism**
- Sandy Queen, Trainer, Consultant
- Lifeworks
- Columbia, Maryland

Children are stimulus - response creatures. They need to see that what they do affects their surroundings and their lives. Why do so many of our children seem to give up without trying? Why are so many children unwilling to try again?

When we teach children that their actions have effects, we help them to develop a sense of optimism, resilience and perseverance. This session looks at the ways we can provide the tools for children and youth to develop a sense of optimism. What can we do in our interactions with children in our classrooms and our curricula - that give children the opportunity to develop the psychological immunization and a healthy sense of optimism.

**Professionalism (PRO)**

**5038: Adults at Play!**
- Edie Baran, Teaching Artist
- Janesville, Wisconsin

As a parent, or a teacher, you are important caregivers and educators of our youth. You give a lot and you need your resources replenished. When was the last time YOU had a chance to play, to really let loose, to be a KID without the kids around? Creative Play is not just for the young in age, but also for the young at heart. Creative Play helps you become a better thinker, a creative problem solver, opens your mind to non-traditional ways of thinking, and is just plain FUN! Music, movement, stories, and relaxation exercises are all part of this workshop. As you explore and expand your creativity, you’ll learn hands-on techniques that you can bring back to the classroom.

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**Special Needs, Disabilities, and Inclusive Practices (INC)**
5040: Songs, Movement and Books for Our Youngest Learners

Monica Brown, Dr.,Ph.D.,Professor

5041: Integrating Literacy and Movement

Penny Portman, Professor

5042: Teaching Young Students Who Have Experienced Trauma

Tracey Scherr, Associate Professor of Psychology

5043: Writing for Children: A Workshop and a Behind-the-Scenes Look at Creating Children's Literature

Monica Brown, Dr.,Ph.D.,Professor

5044: Eye of the Storm: The Blue Eye/Brown Eye Study

Marta Brigham, Daughter

5045: Games, Games, Games

Dawn Gayer, Owner, Instructor

5046: It's Not How Smart You are that Matters, What Really Counts is How You are Smart: Implementing Multiple Intelligences

Kelly Karchner, Teacher

5047: Oh Baby! Unconventional Programming for Infants and Toddlers

Brooke Newberry, Early Literacy Librarian

Monica Brown Books For Sale

"The campus was beautiful, the presenters were knowledgeable and the vendors were plentiful and varied, overall it was a great experience". -2015 Conference Participant
**SATURDAY SESSION FIVE (2:15-3:15p.m.)**

### 5049: Bringing Stories to Life

- **Nancy O'Connell**, Children's Librarian
  - Schaumburg Township District Library
  - Schaumburg, Illinois

Participants will learn how to enhance the story with simple props, puppets, and music. Come and be shown how sharing stories establishes a literacy-rich environment and fosters good behavior.

*Learning Experiences, Strategies, and Curriculum (LRN)*

### 5050: Teaching Strategies for Dual-Labeled EC Special Education/English Language Learner Students

- **Carly Sedler**, Early Childhood Special Education Teacher
  - Hawthorn School District 73
  - Vernon Hills, Illinois

- **Carrie Strauts**, Early Childhood Special Education Teacher
  - Hawthorn School District 73
  - Vernon Hills, Illinois

This session, geared towards Early Childhood and Early Elementary grade teachers, will focus on teaching students who are dual-labeled as English learners as well as needing Special Education services. This session will introduce ways to support students’ language development simultaneously to their diverse learning needs. Based on our own teaching in self-contained Early Childhood Special Education classrooms with culturally and linguistically diverse English learners, we will share teaching strategies that promote a positive classroom environment, as well as effective instructional strategies to support young learners.

*Special Needs, Disabilities, and Inclusive Practices (INV)*

### 5051: How to Make Small Shifts in Your Lessons to Infuse STEM into Your Classroom

- **Rachel Williams**, Director
  - The Honey Bee Company
  - Evanston, Illinois
  - www.paegeandpaxton.com

In this session, you’ll learn how to introduce basic STEM concepts in a way that is engaging and meaningful to little learners; leverage existing lessons and units to nurture STEM mindset and to heighten STEM awareness and appreciation; and even some of the little things that you can do to make a big difference in a child’s attitude and drive to learn and excel in STEM subjects for years to come. You’ll leave this session with practical and affordable strategies and tools for implementing STEM in your classroom now that will lay a good foundation for your students in STEM tomorrow.

*Learning Experiences, Strategies, and Curriculum (LRN)*

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**SATURDAY SESSION SIX (3:30-4:30p.m.)**

### 6000: Critiquing and Evaluating Early Childhood Materials

- **University of Wisconsin-Whitewater ECC Staff and Vendors**
  - also offered 1000, 2000, 3000, 4000, 5000

We have found that it has been difficult for participants to take full advantage of the vendors during the conference. Participants sign up to spend one of their workshops at the vendor space and complete a simple questionnaire as they view the available materials. Because we are requiring participants to fully engage in the materials and offer some critique, this activity allows the participants to receive a Registry Certificate for the workshop.

*Developmentally Appropriate Practices (DAP)*

### 6045: Eye of the Storm: The Blue Eye/Brown Eye Study

- **Nancy Bogue**, Director
  - People Working Well Together
  - Madison, Wisconsin

- **Marta Brigham**, Daughter

The objective of this session is to understand the power of our influence on children and parents. We will view and discuss the film, *The Eye of the Storm*. This documentary, also called the “blue eye/brown eye study” is often used in college education programs. It explores the nature of prejudice and power in a dramatic third grade classroom experiment set in a small town in Iowa in the 1960s. The teacher’s influence in the experiment quickly turns the children into “ghastly, nasty, prejudiced little people”. It is an amazing study in human behavior, and we will discuss intelligent, interesting questions after the film which are directly related to your work with children.

*Diversity (DIV)*

### 6046: Games, Games, Games

- **Dawn Gayer**, Owner/Instructor
  - Ms. Dawn’s Home Daycare
  - Huntley, Illinois

- **Jen Caper**, Teacher
  - Notre Dame Catholic School

Do you remember playing games as a child? Games can teach social skills and math concepts. Lots of simple games will be shared and everyone will be able to create a game to bring back to their school. The focus will be number sense and counting.

*Learning Experiences, Strategies, and Curriculum (LRN)*

### 6047: It's Not How Smart You are that Matters, What Really Counts is How You are Smart: Implementing Multiple Intelligences

- **Kelly Kerchner**, Teacher
  - Spectrum Progressive School of Rockford
  - Rockford, Illinois

How do you learn? How do your students learn? In this workshop we will explore the different learning styles through Howard Gardner’s Multiple Intelligences. You will learn your individual learning style. We will collaborate to create lesson plans that include all of the intelligences to meet the needs of your students. This workshop will give you immediate ideas to use in your own classroom.

*Learning Experiences, Strategies, and Curriculum (LRN)*

### 6048: Oh Baby! Unconventional Programming for Infants and Toddlers

- **Brooke Newberry**, Early Literacy Librarian
  - La Crosse Public Library
  - La Crosse, Wisconsin
  - www.readingwithred.blogspot.com

Learn how to create exceptional, early literacy rich, programs for your infants and toddlers that will encourage development and fun in your center! Explore manipulatives, draw on a partner, see examples of successful activities, and learn why these activities are important for early literacy development. This hands on, interactive workshop will explore ways to include the five early literacy practices (Read, Play, Talk, Write, Sing) in outstanding programs for infants and toddlers. All ideas may be easily adapted for an older audience.

*Child Development (DEV)*
6049: Bringing Stories to Life
Nancy O’Connell, Children’s Librarian
Schaumburg Township District Library
Schaumburg, Illinois
Participants will learn how to enhance the story with simple props, puppets, and music. Come and be shown how sharing stories establishes a literacy-rich environment and fosters good behavior.
Learning Experiences, Strategies, and Curriculum (LRN)

6050: Teaching Strategies for Dual-Labeled EC Special Education/English Language Learner Students
Carly Seidler, Early Childhood Special Education Teacher
Hawthorn School District 73
Vernon Hills, Illinois
Carrie Strauts, Early Childhood Special Education Teacher
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Special Needs, Disabilities, and Inclusive Practices (INC)

6051: How to Make Small Shifts in Your Lessons to Infuse STEM into Your Classroom
Rachel Williams, Director
The Honey Bee Company
Evanston, Illinois
www.paigeandpaxton.com
In this session, you’ll learn how to introduce basic STEM concepts in a way that is engaging and meaningful to little learners; leverage existing lessons and units to nurture STEM mindset and to heighten STEM awareness and appreciation; and even some of the little things that you can do to make a big difference in a child’s attitude and drive to learn and excel in STEM subjects for years to come.
You’ll leave this session with practical and affordable strategies and tools for implementing STEM in your classroom now that will lay a good foundation for your students in STEM tomorrow.
Learning Experiences, Strategies, and Curriculum (LRN)

6052: Hootenanny
Join many ECC performers as they gather for music, storytelling and laughter. This is a great way to end the conference and see some of your favorite performers on stage together.
WORKSHOP DVDS FOR PURCHASE

DVD Purchases

For the past seven years we have made DVDs of selected presenters available for purchase. Attendees can purchase DVDs of the presentations made at the conference. We will videotape during the actual presentation and then compile the videos and send them to those who are interested. For each DVD purchased, we will send a copy of the DVD(s) and a Registry certificate for each of the presentations on the DVD. Participants should review the information related to self-directed activities and record the viewing of the videos as such on information sent to the Registry. The DVDs will be sent out by June 6, 2016. People purchasing the DVDs should be aware that the content will be a videotape of the actual presentation made at the conference. By offering this type of videotaping we have a variety of presenters and we are able to keep the cost of the DVDs low. To order, please see the registration forms on pages 51 and 52.

DVD Cost:
$30 per DVD (reduced price for conference attendees)
$60 per DVD (price for non-attendees)
$75 for complete 2015 DVD set (Registry labels not included, see website for additional information)

DVD #1 – Trauma and Stress and Young Children (Six Hours of Content)
100: The Effects of Trauma on Young Children and Families
324: Early Experiences Elevate Education: Toxic Stress and Early Brain and Child Development
1221: Mindfulness In and Out of the Classroom

DVD #2 – English Language Learning (Six Hours of Content)
Full Day Friday Workshop (will be edited to about three hours) with Jayanti Tambe and Shelley Gonzales
4552: English Language Learner (ELL) School Programs in Wisconsin
5050: Teaching Strategies for Dual-Labeled EC Special Education/English Language Learner Students

DVD #3 – Talleres en Español (Seis Horas de Contenido)
12: Entendiendo y Guiando los Comportamientos Desafiientes de los Niños/ Understanding and Guiding Children
20: Alianzas Familiares en Lectura/ Family Partnerships in Literacy
34: La Conversación que Nos Falta: La Comunicación Entre Las Escuelas Anglohablantes y Las Familias Hispanohablantes/ The Missing Conversation: Communication Between English-Dominant Schools and Spanish-Speaking Families.
57: Preparándose para la universidad...en kinder/Getting Ready for College...in Kindergarten

Look for this icon to locate the presentations that will be on each DVD.

In case of technical difficulties, The University of Wisconsin-Whitewater reserves the right to change any filmed session without notice.

REGISTRATION INFORMATION

Who Should Attend?
Those in attendance include teachers, para-professionals, and administrators from: Early Head Start, Head Start, child care, Birth to Three, preschool, and K-3 regular and special education; parents and other family members; child advocates; state, county, local health and human service agency providers and policy makers.

Registration Confirmation
All registrations postmarked on or before March 25, 2016 will be confirmed by return mail. The confirmation letter will include a receipt, name badge, session tickets, a map, lunch ticket, and also pizza party tickets, flash drive ticket, t-shirt ticket and bag tickets, if selected. Folders with general information and schedules for the day may be picked up at the Conference Headquarters in the University Center on Friday, April 8, from 7:30a.m.-7:00p.m. and on Saturday, April 9, beginning at 7:30a.m. You will need to show your receipt to pick up your packet of conference information. On-site registration is available April 8-9 at Conference Headquarters (University Center) for an additional fee of $25.

Conference Headquarters Located in the University Center
During the conference if you have a problem or need additional information, you may go to the Conference Headquarters in the University Center. Headquarters will be open from 7:30a.m.-7:00p.m. on Friday and from 7:30a.m.-5:00p.m. on Saturday.

Program Changes and Refunds
Refunds of registration fees will be made only upon receipt of a written request and return of issued tickets postmarked no later than March 25, 2016. No refunds will be made after this date. Telephone cancellations will not be accepted. A $20 handling fee will be deducted from all refunds. The University of Wisconsin-Whitewater reserves the right to make changes in workshops and speakers, or to cancel workshops if enrollment criteria is not met or when conditions beyond our control prevail.

Saturday Boxed Lunch
The Saturday lunch will be a box lunch featuring either a roasted turkey sandwich (roasted turkey, swiss cheese, avocado, lettuce, tomato on seven grain bread) or a basil pesto sandwich (fresh mozzarella, roasted red peppers, arugula, basil pesto on focaccia). Sandwiches served with fresh fruit cup, gourmet cookie and bottled water. We strongly encourage participants to purchase a box lunch. Although there are restaurants in the University Center, there is limited space and lines could be long. The box lunches will be served in the University Center from 11:45-1:00p.m. Participants may stay and eat the lunch in the University Center or take it elsewhere to enjoy.

Endorsement of Presenters and Vendors
We are proud of the diversity that will be exhibited by the presenters and vendors at this conference. However, we do not assume responsibility for the information, opinions, products or services shared by the presenters and vendors. Please share your concerns directly with the presenter or vendor or take the time to complete the evaluation form which will be sent electronically following the conference. We also encourage participants to offer presenters and vendors compliments when pleased with the content of a presentation or the quality of the products or services of the vendors.

Conference Tote Bags, T-Shirts and Flash Drives
You may order a conference tote bag, a T-shirt, or a flash drive containing of the conference handouts. You may pick up these items at Conference Headquarters; be sure to bring your tickets with you. Select Monica Brown books also available for purchase and signing.
REGISTRATION INFORMATION

Registry Certificates
Registry Certificates will be given out to participants at the end of each workshop. If purchasing a DVD, the Registry Certificates will be sent with the DVD so that participants can easily record these self-directed activities.

Concert Information
Children's Concert or Family Concert. For tickets, register by phone ONLY. Please call (800) 622-0350 or (262) 472-3165. (M-F 7:45a.m.–4:00p.m.)

Friday Night Pizza Party
On Friday, we will again offer a pizza party for participants and presenters in between the afternoon and evening workshops. The pizza party will be served buffet style beginning at 5:30p.m. in the University Center and ending at 6:30p.m. Tickets must be purchased on the conference registration form.

UW-Whitewater Children's Center Open House
11:45A.M.–1:00P.M. (additional cost of $15, see page 33)
The Children's Center offers year round, full day year round child care for children from ages three months to five years. Our program's philosophy is that children learn through hands on inquiry based open ended activities. We defend our children's right to play and believe that play is their work. We follow a Reggio Inspired Approach to teaching by viewing every child as capable and competent and our children's families as their first teachers and partners in the learning process. Our program’s curriculum is child centered and initiated and we utilize the Project Approach to implement our curriculum. The Children's Center staff will host visitors in the two year old classroom and be on hand to answer your questions during the open house (limited to fifty participants during the lunch hour). Weather permitting, the outdoor area will also be open.

Developmentally Appropriate Practices (DAP)

Registration Information
Continuing Education Services
(262) 472-3165 (M-F 7:45a.m.–4:00p.m.)
csevents@uww.edu

Mail Forms to
Early Childhood Conference
Continuing Education Services
Roseman Bldg. Rm. 2005
UW-Whitewater
800 W. Main St.
Whitewater, Wisconsin 53190

2016 CONFERENCE CHECKLIST

☐ Select courses and register for the conference
☐ Purchase tote bags, t-shirts, DVDs and flash drives
☐ Bring your receipt along with your tickets
☐ Bring your name badge
☐ Bring this booklet for reference
☐ Wear comfortable shoes (workshops are held in several campus buildings)
☐ Wear layers of clothes (the weather is not predictable in April)
☐ Bring business cards to share with your colleagues
☐ Visit Facebook and Twitter for conference updates and details
REGISTRATION FORM (PAGE 1 OF 2)

Please print and fill in completely and clearly.

Participant’s Name
(as you would like it to appear on your name badge)

Home Address
City State Zip

School/Center Name

Work Phone
Home/Cell Phone
E-mail

Special Needs/ Comments/ Food Allergies

The information requested below is voluntary and will be used for statistical purposes only.

Date of Birth

Gender

Race/Ethnicity

Are you enrolled in this program primarily for career purposes? Yes No

Occupation/Organization

Educational Services

Other

Health Services

Public Administration (Government)

Social, Recreation & Religious Services

Please write in the workshop number for all of your choices for each session.

ALL-DAY FRIDAY WORKSHOPS

| Terrie Schmoldt (Page 4) | Jayanti Tambe and Shelley Gonzales (Page 4) |

FRIDAY SESSIONS

<table>
<thead>
<tr>
<th>CHOICES</th>
<th>SESSION 1 (8:30-10:30AM)</th>
<th>SESSION 2 (11:00AM-12:00PM)</th>
<th>SESSION 3 (1:00-3:00PM)</th>
<th>SESSION 4 (3:30-4:30PM)</th>
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<th>SESIÓN 3 (1:00-3:00PM)</th>
<th>SESIÓN 4 (3:30-5:30PM)</th>
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SATURDAY SESSIONS

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<td></td>
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<tr>
<td>$60 DVDs (for non-conference attendees)</td>
<td>Quantity _______ x $60 = Total: _______</td>
</tr>
<tr>
<td>DVD 1 _____ DVD 2 _____ DVD 3 _____</td>
<td></td>
</tr>
<tr>
<td>$75 DVDs from 2015 (3 DVDs, no Registry Labels)</td>
<td>Quantity _______ x $75 = Total: _______</td>
</tr>
</tbody>
</table>

#### Check which books you would like to buy
- Lola Levine is Not Mean
- Lola Levine, Drama Queen
- Pablo Neruda: The Poet of the People
- Marisol McDonald Doesn't Match/no combina
- Marisol McDonald and the Clash Bash
- Waiting for the Biblioburro
- Tito Puente: Mambo King/el rey del mambo
- My Name is Celia: The Life of Celia Cruz/Me Llamo Celia: la vida de Celia Cruz

<table>
<thead>
<tr>
<th>Monica Brown Books, $15 Each</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Check which books you would like to buy</td>
<td></td>
</tr>
</tbody>
</table>

#### Session and Meal Fees

<table>
<thead>
<tr>
<th>Conference Sessions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$90 Friday</td>
<td>Total:</td>
</tr>
<tr>
<td>$90 Saturday</td>
<td>Total:</td>
</tr>
<tr>
<td>$165 Friday &amp; Saturday</td>
<td>Total:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday All-Day Sessions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$120 Terrie Schmoldt (lunch included)</td>
<td>Total:</td>
</tr>
<tr>
<td>$120 Jayanti Tambe and Shelley Gonzales (lunch included)</td>
<td>Total:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Learning Opportunities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$25 Make and Take with Janet Chambers Materials</td>
<td>Total:</td>
</tr>
<tr>
<td>$20 Friday Evening Session with Sandy Queen (light refreshments included)</td>
<td>Total:</td>
</tr>
<tr>
<td>$15 Critiquing &amp; Evaluating Early Childhood Materials</td>
<td>Total:</td>
</tr>
<tr>
<td>$15 Children's Center Open House on Saturday</td>
<td>Total:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$8 Friday Night Pizza Party</td>
<td>Total:</td>
</tr>
<tr>
<td>$9 Saturday Boxed Lunch</td>
<td>Total:</td>
</tr>
<tr>
<td>Roasted Turkey Sandwich</td>
<td></td>
</tr>
<tr>
<td>Basil Pesto Sandwich</td>
<td></td>
</tr>
</tbody>
</table>

#### Payment Options
- Check # _______ or Purchase Order # _______ payable to UW-Whitewater.
- Company: ____________________________
- Address: ____________________________

I understand that the University may take photographs and/or video of event participants and activities. I agree that the University of Wisconsin-Whitewater shall be the owner of and may use such photographs and/or videos relating to the promotion of future events. I relinquish all rights that I may claim in relation to use of said photographs and/or videos.

Signature: ____________________________ Date: ____________
To order a conference tote bag, T-shirt, DVD, or flashdrive (pictured above) fill out the registration form on pages 51 and 52. You may pick up your tote bag, flash drive, and t-shirt at Conference Headquarters in the University Center. Please remember to bring your tickets with you.

FOLLOW US ON FACEBOOK FOR CONFERENCE UPDATES AND DETAILS:
www.facebook.com/UWWEarlyChildhoodConference

Important Links:
http://camps.uww.edu/ecc
http://wiscinsearlychildhood.org
http://dpi.state.wi.us
http://www.collaboratingpartners.com
http://www.naeyc.org/conference/

Reminder:
Participants will be able to access handouts from all of the workshops through our hidden website with confirmed registration. Additionally, participants have the option to purchase a flash drive on the registration form.

Upcoming Events:
NAEYC National Institute for Early Childhood Professional Development
Baltimore, MD • June 5-18, 2016
http://www.naeyc.org/institute/

NAEYC Annual Conference and Expo
Los Angeles, CA • November 2-5, 2016
http://www.naeyc.org/conference/

38th Annual Early Childhood Conference
Whitewater, WI • April 6-7, 2017
http://camps.uww.edu/ecc
Save the Date
April 6-7, 2017

University of Wisconsin-Whitewater’s 39th Annual Early Childhood Conference
Dan Zanes will be with us in 2017 – offering a children’s concert and workshops for teachers.

For More Information:
Continuing Education Services
Phone: Toll-free (800) 622-0350 or (262) 472-3165 from 7:45 a.m.-4:15 p.m., Monday-Friday.
Email: csevents@uww.edu
Online: camps.uww.edu/ecc

To Register:
Online: http://camps.uww.edu
The registration form can be found on page 43-44 of this booklet.

Mail to:
Early Childhood Conference
Continuing Education Services
Roseman Bldg. Rm. 2005
UW-Whitewater
800 West Main Street
Whitewater, Wisconsin 53190
Fax: (262) 472-5241

Register online:
https://camps.uww.edu/ecc

Check us out on Facebook
http://www.facebook.com/UWWEarlyChildhoodConference

For Tickets to the Children's and Family Concert:
Call toll-free (800) 622-0350 or (262) 472-3165 from 7:45 a.m.-4:15 p.m., Monday-Friday. See page 6 of this book for details.