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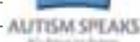
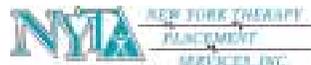
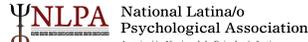
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Young Child

EXPO & CONFERENCE

We are delighted to present the 11th Annual Young Child Expo & Conference 2014—a joint project of Fordham University’s Graduate School of Education and Los Niños Services. Our goal is simple—to provide useful information to professionals and parents to help all young children learn, grow, and reach their full potential. Last year over 1100 attendees came from around the world from all kinds of programs, disciplines and interest areas. Professionals such as teachers, ABA providers, speech pathologists, OT, PT, MD, psychologists and social workers who work in preschools, head starts, elementary schools, children’s museums, universities, clinics and other programs were a part of this gathering. Come and learn effective, innovative approaches that will help all young children learn and grow well including children with special needs such as autism.

This year we will honor Dr. Robert C. Pianta with the Fordham University Excellence in Early Childhood Award for his research and policy interests that focus on teacher-student interactions and relationships and on the improvement of teachers’ contributions to students’ learning and development. Please join us in honoring Dr. Robert C. Pianta and learning about the important work he has contributed. Please share the word on our conference with your colleagues and we look forward to seeing you in April!

Zsuzsanna

ZSUZSANNA KIRALY, PhD
Director
Hagin School Consultation Centers
Fordham University

Scott

SCOTT MESH, PhD
CEO
Los Niños Services

NEW EVENT added in 2014

April 22, 2014 TUESDAY

9:00–4:00
PRE-CONFERENCE
FULL DAY
WORKSHOP



Preschool RULER: Promoting Emotional Intelligence in Early Childhood Education

Shauna Tominey, PhD, Postdoctoral Associate, School of Medicine/Child Study Center Yale Center for Emotional Intelligence, NY

How do you want to feel at work? How do you want children to feel in your classroom? The feelings we have at school affect our ability to teach, learn, and interact with others. Learning effective strategies for managing our emotions and for helping children manage theirs is critical for creating a positive classroom environment and laying a strong foundation for the development of positive relationships and early learning. In this hands-on workshop, we provide an overview of Preschool RULER, introducing the RULER skills: Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. Through activities and role-plays, we will talk about why RULER skills are important in early childhood education and introduce tools that help early childhood educators embed these skills in their personal and professional lives.

Coffee & Afternoon Snack will be served. Meals are available for purchase in the hotel and at many restaurants nearby.

<p>7:30–8:15</p>	<p>YOGA CLASS for Attendees Zsuzsanna Kiraly, PhD, Associate Clinical Professor, Fordham University, NY</p>
<p>8:30–9:20 KEYNOTE</p> 	<p>IMPROVING THE QUALITY AND IMPACT OF EARLY EDUCATION EXPERIENCES: Observation and Teacher-Child Interactions Robert C. Pianta, PhD, (Fordham Award Recipient) Dean, Novartis Professor of Education, & Founding Director of the Center for Advanced Study of Teaching and Learning, Curry School of Education at the University of Virginia, VA Describing more than a decade of research on teacher-child interactions, this presentation will focus on recent experiments showing the benefits of professional development that uses observation of teacher-student interaction as the primary focus of support to teachers. Impacts on teacher practice and child outcomes as well as implications for teacher preparation, workforce development, and quality improvement will be discussed.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>AN OVERVIEW OF THE LOVAAS READING/WRITING PROGRAM Ray Cepeda, BCaBA, Director and Quality Control Supervisor, ABAskills, LLC, NY The Lovaas Reading and Writing program (1999) was developed by the staff of the Lovaas Institute and the Institute for Behavioral Research and Education (IBRE) as an alternative method of teaching for students who did not progress in the vocal language programs. Since these students did not acquire skills in the standard vocal language based program, a method of teaching using textual cues that closely parallels the vocal language program was created and implemented for these students. Descriptions and video will be used to demonstrate how the Reading/Writing board functions. In addition the presenter will discuss how to use the Reading/Writing board with vocal learners to teach vocal imitation, increase length of utterance and to teach concepts (e.g., prepositions, categories, opposite pairs etc.) that are typically difficult to teach using the standard vocal language program. This Session is Offered for .1 ASHA CEU's.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>BUILDING CHILD & FAMILY RESILIENCY THROUGH PLAY Brian Armstrong, MEd, President, Sensations Charitable Foundation, Inc, CT An informative and playfully engaging session designed to playfully bring participants through their own beliefs about past play, playful practice in their present, and goals for their own future playfulness as a means to becoming more effective caregivers for the children they love and support. Participants will discover a number of ways to foster their own creativity, social connections, internal control, and joy through play.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>NORMAL SPEECH & LANGUAGE DEVELOPMENT: How to Identify if Your Child/Student has a Speech Delay, and Where Do We Go from Here? (Birth-5 years) Alpin Rezvani, MA, CCC-SLP, Adjunct/Private Practitioner NSLP & Debbie Shiwbalak, MA, CCC-SLP, Private Practitioner SLP, Gift of Gab Resources, NY The objective for this workshop is to help parents/professionals learn the difference between normal language development vs. speech delays & impairments. The development of communication skills is one of the most important milestones your child must go through. Difficulties acquiring speech and language according to developmental norms might indicate a speech and language delay; which can potentially lead to delays in later school-aged years. This Session is Offered for .1 ASHA CEU's.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>HOW EARLY CHILDHOOD EDUCATORS CAN SUCCESSFULLY SERVE CHILDREN WITH SELF-DIRECTED AND SOMETIMES CHALLENGING BEHAVIORS Stephen J. Hernandez, EdD, Director of Early Childhood Special Education, Hofstra University, NY Research is pointing to resiliency traits as having a major role in the building blocks of academic and social/emotional success. Characteristics such as perseverance, creativity, problem-solving, self-regulation and resourcefulness, among many others are the “soft skills” needed to manage and navigate through life. Falling down and getting up again, both literally and figuratively, are crucial towards developing competence and confidence. Coping skills must be taught, fostered and practiced. This workshop will lay the groundwork for the importance of resiliency development. With regard to the subject of academic success, there are some basic character traits that can be practiced and have proven to have positive outcomes with the academic success model/ good mental health practice model. Specific ways of fostering resiliency characteristics will be examined and concrete examples offered.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>SUPPORTING BILINGUALISM IN EARLY CHILDHOOD Maria Victoria Rodriguez, EdD, Associate Professor, Lehman College, NY This presentation examines the early language experiences of three young Latino girls who are being exposed to Spanish and English at home as well as their parent’s views on educating their children bilingually. Presenter and participants will discuss ways to systematically learn about, poetry, songs, games, music, television programs in both English and the native languages that students use at home in order to: 1) incorporate them into their everyday planning of literacy events; 2) show children that the school personnel value their language and culture; 3) enhance children’s knowledge of their culture and other children’s culture; and 4) inform parents about ways of enhancing both languages. This Session is Offered for .1 ASHA CEU's.</p>

<p>9:30–10:30 PRESENTATION</p> 	<p>PARENTS/GUARDIANS AND TEACHERS AS EDUCATION PARTNERS Helene Alalouf, Education Consultant, NY</p> <p>Research shows: “Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.” (Henderson and Mapp 2002). In this interactive workshop, teachers and guardians are invited to explore and share techniques of building trust and communication to foster an effective home-school partnership that will support student achievement. Let’s share creative ways to engage working parents and families in timely school-based and inquiry-based homework assignments; generate questions for effective parent-teacher conferences; and find out how to promote student-led conferences and family literacy night.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>LEADERSHIP SUPPORTED EARLY LITERACY Beth Peller, MS, PD, Director of Curriculum & Carol Wertheimer, MS, PD, Coordinator, Executive Leadership Institute, NY</p> <p>School leaders need a vision and their staff needs to support the school vision. Literacy instruction and learning aligned to the Common Core Learning Standards will only succeed in a school if the school leaders make it a priority. In this interactive workshop, facilitators and participants will discuss ways in which school leaders can guide Early Childhood teachers and students to become successful in all phases of literacy learning. The facilitators will demonstrate how early readers/writers begin the formal learning process</p>
<p>10:45–11:45 PRESENTATION</p> 	<p>FLOORTIME AND FAIRY TALES: Trip Trap Across the Bridge to Literacy Gil Tippy, PsyD, Clinical Psychologist & Rae Leeper, MA, Educational Supervisor, Rebecca School, NY</p> <p>This presentation will discuss the development, implementation and great success of a fairy tales literacy curriculum across the Rebecca School. Fairy Tales are used to work on literacy fundamentals including sequencing and fluency and comprehension. The change in our students has exceeded our expectations, and several other DIR schools have adopted this curricular approach with great success. Presenters will illustrate the use of the DIR methodology, as a framework for understanding students’ unique neurodiversity and individual developmental profiles. Through the use of DIR/Floortime approaches in both the classroom and individual therapy sessions, students build crucial foundation academics in preparation for more traditional academic learning. Video examples will be shown throughout.</p> <p style="text-align: right;">This Session is Offered for .1 ASHA CEU’s.</p>
<p>10:45–11:45 PRESENTATION</p> 	<p>EQUIPPING EARLY CHILDHOOD PROVIDERS AND PARENTS WITH EFFECTIVE READING STRATEGIES Aaliyah A. Samuel, PhD, Senior Director Family Support and Literacy, First Things First—Arizona Early Childhood Development and Health Board, AZ</p> <p>Participants will examine methods to increase parental engagement and involvement in early literacy and language development. Participants will be provided strategies that can be used in the home and in child care settings to help promote early literacy and school readiness in young children. This interactive session will provide research regarding brain development in young children, practical tips on how to develop a rich early literacy environment and the link of early literacy and language development to school readiness.</p> <p style="text-align: right;">This Session is Offered for .1 ASHA CEU’s.</p>
<p>10:45–11:45 PRESENTATION</p> 	<p>TOP TEN STRATEGIES FOR PARENTING CHILDREN WITH ADHD Cindy Goldrich, EdM, ACAC, ADHD Coach and Parent Training, PTS Coaching, NY</p> <p>What makes having a child with ADHD so challenging? Perhaps it is because there is much more involved than attention, hyperactivity and impulsivity that really impact learning and behavior. This presentation will provide an overview of ADHD beyond diagnosis as well as the essential steps, tools, skills and perspectives needed to help your child thrive. Your child does not need to carry a diagnosis for you to attend. Attendance is relevant for those wishing to understand ADHD better, those wondering if their family is affected by ADHD, as well as those who have been dealing with ADHD for some time. Followed by Q & A with ADHD Parent Coach Cindy Goldrich.</p>
<p>10:45–11:45 PRESENTATION</p> 	<p>PARENTING IN i-MILLENNIUM—A new set of challenges Punam Kashyap, MD, Developmental and Behavioral Pediatrician, Hackensack University Medical Center, NJ</p> <p>Generation X and Millennial parents are used to high pressure, competitive parenting, but have an added dimension of parenting in the world of screens- smart phones & tablets. The American Academy of Pediatrics has voiced their concerns of young children immersed too early in technology; however, there is another set of challenges! How do we get millennial parents to shift their own gaze from their phones to their preschoolers? The ubiquitous use of screens by parents and children is so pedestrian that we don’t even notice it. But what impact does this have on parent-child bonding and their child’s social-emotional development? These new sets of challenges need to be acknowledged and addressed. This lecture will discuss theories of child rearing within a historical perspective, describe parenting styles, helicopter and mindful parenting and discuss the current challenges of parenting within the ever-present “on” generation.</p>
<p>10:45–11:45 PRESENTATION</p> 	<p>MUSIC THAT MATTERS FOR INFANTS and TODDLERS: Songs of Security and Stepping Out David Kisor, MM, Creative Director/Music Director, KY</p> <p>In this session, participants will learn how songs can be used to build a secure bond between caring adult and infant, preparing the way to build positive motivation and self-regulation skills in toddlers. Participants will become familiar with appropriate key research findings, listen to and learn the songs based on the research, and explore ways to use the songs in the infant/toddler development center.</p>

<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>TRANSITIONING CHILDREN FROM EARLY INTERVENTION TO SPECIAL EDUCATION SERVICES Maria C. McGinley, JD, Special Education Attorney, Mayerson & Associates, NY</p> <p>This presentation will outline the early intervention process and the services and supports available to infants and toddlers with disabilities and their families. The workshop will focus on providing practical tips to parents, therapists and educators for effectively developing and maintaining appropriate Individualized Family Service Plans (IFSP). The presentation will also address the transition process from Early Intervention to Special Education Services and provide a roadmap of what can be expected from that transition process.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>DIR and ABA: Collaboration in the Classroom Michele Havens, EdD, Professor/DIR Director & Anna Coles, MEd, ABA Director, Imagine Academy Brooklyn, NY</p> <p>There are many models currently utilized for educating students with Autism. This presentation will focus on two of them, Developmental, Individualized, Relationship-Based Intervention (DIR) and Applied Behavioral Analysis (ABA). These two models are often considered contradictory and opposing in nature, but can be used in collaboration. The purpose of this presentation is to introduce and examine a collaborative educational model for students with Autistic Spectrum Disorder. This presentation will look at the use of dual methodologies, in terms of the staffing, administration and family perspectives on this unique programming model, and provide guidelines for using this model in other programs.</p> <p style="text-align: right;">This Session is Offered for .1 ASHA CEU's.</p>
<p>11:45 to 1:00 LUNCH and VISIT EXHIBITORS</p>	
<p>1:00–1:50 KEYNOTE</p> <p></p>	<p>THE WINDOW INTO THE CHILD'S INNER EXPERIENCES: The DIR Hierarchy of Symbolic Play, Reality Testing and Developmental Anxieties Serena Wieder, PhD, Clinical Director, Profectum Foundation, NJ</p> <p>Emotions are the cornerstone of mental health, rooted in attachments and relationships. From the start of life, the development of <i>symbols</i> parallels the development of emotions. Parents offer themselves as agents of love and security, and simultaneously offer a cuddly blanket, or teddy bear, which becomes associated with their love and eventually become the attachment object when the parent is not present. As development unfolds, emotions play a greater role in developing higher levels of cognitive functioning, as seen in the use of <i>symbols</i>. <i>Symbols</i> take the place of "real thing" and as children play we observe their internalized experience of different emotions. Symbols move from teddy bears, to Barney, to Sesame Street, to Winnie the Pooh. Farms turn into zoos and jungles. Fairy tales offer three little pigs or bears, Cinderella and King Arthur, embellished by many Disney's legendary films and everlasting super heroes. Whether expressed with toys and words, drama, creative movement or art—symbols represent the child's ever-widening range of emotional themes—including the pleasant—love, caring and security—as well as the unpleasant—jealousy, retaliation, anger, fear, opposition, aggression, as they seek security or power, often accompanied by legendary heroes. This presentation will describe this hierarchy through common symbols and videos of parents and children with individual differences at play.</p>
<p>2:00–3:00 PRESENTATION</p> <p></p>	<p>IMPLEMENTING EARLY INTERVENTION AND FAMILY-CENTERED PRACTICES INVOLVING YOUNG CHILDREN WITH AUTISM AND/OR SENSORY IMPAIRMENTS AND THEIR FAMILIES Rebecca Panagos, PhD, Professor/Early Interventionist, Lindenwood University & Kelly Hantak, MEd, Adjunct Faculty, Lindenwood University & Missouri First Steps, MO</p> <p>Our interactive session will discuss the importance of empowering families after receiving a medical and/or educational diagnosis of autism and/or sensory impairments, including hearing and vision impairments, through the use of the Family-Facilitated Planning Worksheet. The process begins at the first early intervention home visit and identifies the family's strength, stressors, and supports. Strategies for building strong parent-professional partnerships will be demonstrated through case studies and videotapes involving infants and toddlers who are receiving early intervention visits in their natural environment. Positive approaches in establishing strong relationships between early intervention professionals and families will be presented.</p>
<p>2:00–3:00 PRESENTATION</p> <p></p>	<p>ARTogether: Supporting At-Risk Families through Art Making and Play Rachel Rapoport, MA, Director of Community Programs & Sarah Pousty, LCAT, ATR-BC, ARTogether Facilitator & Supervisor, Children's Museum of the Arts, NY</p> <p>CMA's ARTogether is an opportunity for families in the NYC child welfare system to enjoy visits with one another in the museum's art-filled, family-friendly space, which is specifically designed to promote parent-child interaction. With individualized guidance from clinically trained visit facilitators, families collaborate on art projects, play together, and forge new family memories through shared creative experiences. This presentation will focus on using art and play as a tool for building parenting skills in at-risk populations with children ages 0-5. Through a case study of CMA's ARTogether program, participants will learn about the museum's strength-based model and approaches to engage parents successfully. Participants will gain an understanding of developmentally appropriate projects and activities, accessible materials, and the important role of the community space.</p>
<p>2:00–3:00 PRESENTATION</p> <p></p>	<p>THE BENEFITS OF ADAPTIVE SPORTS: Bringing ABA and Martial Arts Together David Rosenberg, Black Belt and MBA, Owner/President, Kicking The Spectrum, NY</p> <p>The presentation will cover who we are and how we came to work in the field. Then will cover goals, benefits, some tips and techniques for the everyday person. Then will cover how to find an appropriate program for your children. Finally, how the parent can get involved and participate. We will cover all ages from 3 through adult, with main focus on ages 3–9.</p>

<p>2:00–3:00 PRESENTATION</p> 	<p>HELPING CHILDREN DEVELOP THE WISDOM AND RESILIENCE TO DEAL WITH BULLYING ON THEIR OWN Israel Kalman, MS, Clinical Psychology, Director, Bullies to Buddies, Inc, NY</p> <p>Research has been showing that the most highly regarded whole-school bullying prevention programs rarely produce more than a minor reduction in bullying and often result in an increase. Therefore if parents are relying on the school to get their child to stop being bullied, they are likely to be sorely disappointed. This presentation will demonstrate a quick, fun and highly effective way of teaching children how to stop being bullied without anyone else’s help and without getting anyone in trouble. It increases their emotional resilience by providing them with the simple wisdom of the Golden Rule to turn their enemies into friends.</p>
<p>2:00–3:00 PRESENTATION</p> 	<p>BUILDING A CHARACTER EDUCATION PROGRAM WITH MULTICULTURAL CHILDREN’S LITERATURE Joanne Jasmine, EdD, Professor of Education & Megan Connolly, MA, Teacher, Caldwell College, NJ</p> <p>Schools have initiated character education programs to shape behavior of children. One way to achieve this is through multicultural children’s literature as it teaches morals and family values through decision making, proper behavior, and valuing other cultures. Multicultural children’s literature proactively addresses character issues and life skills by providing students the opportunities to learn about themselves through similarities and differences with other children and their families. Thus, students begin to make decisions based on character in presenting themselves to classmates and friends and neighbors. Such elements are the foundation for character education programs, as teachers create an interdisciplinary approach for students and their learning in the 21st century.</p>
<p>2:00–3:00 PRESENTATION</p> 	<p>MOVEMENT-BASED LEARNING: A Child’s Mind in Motion Nancy Rowe, MS, FAAA, CCC/A, Audiologist, Founder/Developer of NeuroNet Learning, NeuroNet Learning, FL</p> <p>Early childhood has been referred as the “skill hungry years” in which the strongest emphasis should be placed on physical activity that promotes both cognitive and motor development. NeuroNet programs help develop core academic skills through structured movement-based activities for young learners in grades K-2. If basic academic skills of handwriting, reading decoding, and math-fact retrieval are not automated or fluent, children will become self-distracted learners which can lead to attention and behavior problems. This presentation provides an overview of movement-based learning. Participants will leave the presentation with specific exercises that can be performed in the classroom or at home to enhance language processing and motor skills.</p>
<p>2:00–3:00 PRESENTATION</p> 	<p>LOOKING THROUGH A DEVELOPMENTAL LENS: Employing DIR® Principles to Expand our Assessment and Interventions for Young Children Christie Virtue, PhD, Director, Early Intervention and Preschool Services Program, Hudson River HealthCare, NY</p> <p>Early childhood is characterized by rapid advances in brain functioning and the dynamic interplay of multiple dimensions of child development. Principles of assessment using a developmental, individual differences, and relationship-based approach (DIR®/ Floortime™) go beyond initial judgments about a child’s symptoms, and provide a developmental, biopsychosocial model to expand our understanding of childhood behaviors. Using videos and handouts, this presentation will explore a multifaceted approach to looking at children through different developmental lenses, including levels of social, language, and cognitive functioning, motor capacities, emotional and regulatory-sensory processing, and family relationship patterns. Strengths and challenges in these areas, as well as the complex interaction between them, provides the unique developmental profile for each child and promotes targeted and meaningful interventions for parents and professionals.</p> <p style="text-align: right;">This Session is Offered for .1 ASHA CEU’s.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>REGGIO EMILIA—Brining the Italian Style to the American Preschool Rick Ellis, MEd, Professor/Early Childhood Consultant, Bank Street College of Education, NY</p> <p><i>Benvenuti a tutti!</i> In recent years there has been an increased interest in this exciting early childhood philosophy and its possibilities for us as American preschool educators. We’ll look at the fundamental principles of the Reggio Emilia approach, then compare and contrast those to our own practices. Then, we will discuss how to become Reggio-inspired—what are the practical applications that we can adopt and what are we already doing that is in sync with the Reggio approach? So... <i>a prossima volta e ci vediamo!</i></p>
<p>3:15–4:15 PRESENTATION</p> 	<p>MOVEMENT PROGRAM CREATED FOR CHILDREN WITH DISABILITIES THAT DRAWS ON 5 DIFFERENT DISCIPLINES WHILE EXPLORING UNDERLYING SKILLS OF FUNCTIONAL MOVEMENT Ellen Kogan, MA,OTR/L, Pediatric Occupational Therapist, Hallen School, New Rochelle, NY</p> <p>The purpose of my program is to help children with disabilities move more effectively. The basic elements of all physical activity are Space, Time and Energy. My program fosters the exploration of these elements while improving the underlying skills necessary for functional movement. My lesson plans are designed in 3 steps: identify a movement deficit in an individual child or group of children; create a movement activity that addresses the deficit(s); and integrate it into a lesson plan in such a way that change occurs. I will show conference participants how I structure a class and why I do what I do. Additionally, they will learn how, as children improve specific motor control issues, they can also foster social cohesiveness, teamwork and individuality.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>MUSIC AND READINESS: Using Music to Support the Development of Skills and Dispositions Essential to Children’s School and Life Success Terri Gabriel, BFA, Early Childhood Specialist, ArtStrides, NJ</p> <p>In this interactive session, participants will be introduced to fun and developmentally appropriate music and movement activities that support the development of skills and learning dispositions essential for a child’s school success, regardless of ability and learning style. Through presenter-led participatory music and movement activities, review of preschool classroom footage, and an overview of the theoretical background that grounds this topic, connections between music activities and children’s development in multiple domains will be made. Participants will be introduced to simple music activities they can use in their classrooms regardless of their own music “talent”, experience how to adapt their own favorite songs to support children’s learning and development, and explore how to integrate music activities to enhance their current curriculum and classroom environment.</p>

<p>3:15–4:15 PRESENTATION</p> <p></p>	<p>BUILDING SOCIAL SKILLS FOR NON-VOCAL VERBAL LEARNERS Amy Davies Lackey, PhD, BCBA-D, Educational Coordinator, Manhattan Childrens Center, NY</p> <p>Autism is characterized by varying levels of abilities with respect to both social skills and language development. Given the disparate abilities of students with autism, these deficits limit the programming available to students in the community as well as limits the opportunities available to such learners with non-disabled peers. While the literature is replete with social skills programming for vocal learners, rarely does it focus on non-vocal verbal learners with pre-academic skills. The following presentation identifies the essential elements of programming and creating individualized curricula for such learners, as well as establishing a hierarchy of skills to ensure progress towards the least restrictive environment.</p>
<p>3:15–4:15 PRESENTATION</p> <p></p>	<p>PARENT-PROFESSIONAL PARTNERSHIPS: Ways and Means for Early Childhood Educators to Assist Parents Barbara Mowder, PhD, Director of Graduate Psychology Programs, Pace University, NY & Renee Krochek, PsyD, School Psychologist, Barkai Yeshivah, NY</p> <p>This presentation is directed toward early childhood education professionals and focuses on the issue of working with parents. The presenters focus on parents/parenting and address specific concerns regarding young children’s development and what professionals can do to assist parents in their critical child rearing role. The presentation clarifies the usefulness of early childhood professionals attuning themselves to working with parents. The presentation considers specific ways early childhood professionals can assess parenting issues, assist parents interacting with their children, consider cutting edge issues such as the amount of time young children are spending in front of screened devices, parenting in relation to childhood nutrition/obesity, and multicultural/diversity considerations in working with parents.</p>
<p>3:15–4:15 PRESENTATION</p> <p></p>	<p>PARTNERING WITH PARENTS OF DEVELOPMENTALLY CHALLENGED CHILDREN: A Model for Successfully Creating Ongoing Support, Education and Community Mady Kaplan, R LCSW, Certified Profectum Professional/Certified Early Childhood Group Therapist/ School Social Worker, Profectum, Celebrate the Children School, NY</p> <p>What is the role of the mental health professional working with parents of special needs children? How can we provide consistent and meaningful opportunities for self-reflection and self-care to these highly stressed and often isolated parents? How to offer both education and support throughout their child’s development from early childhood through adolescence and beyond? How, as professionals, can we create trusting relationships with parents for whom such trust has been eroded? This workshop will offer practical applications and various modalities for building a successful partnership with parents within the school setting, incorporating DIR and Profectum Principles.</p>
<p>3:15–4:15 PRESENTATION</p> <p></p>	<p>VIDEO MODELING: Effective Ways to Teach Children with Special Needs Susan Ellis, BSAC, Co-owner/ Director of Operations of The TV Teacher, LL/Mother of 2 Boys with ASD, The TV Teacher, LLC, GA</p> <p>Learn how to make breakthroughs with your child or student using video modeling. Learn WHY video modeling works so well for those with special needs, WHAT can be taught, WHO best to film, WHEN it works best, and WHICH editing tools & apps to use. Categories such as self-help, academic, social, gross and fine motor skills, behavior, and play will each be explained with actual video-modeling examples shared to demonstrate various skills and techniques. Susan will share her eight successful strategies, and brief discussions of research will also be presented so attendees will be well informed of this evidence based practice, and motivated to begin making their own successful teaching tools.</p>

Coffee & Afternoon Snack will be served. Meals are available for purchase in the hotel and at many restaurants nearby.

<p>7:30–8:15</p>	<p>YOGA CLASS for Attendees Zsuzsanna Kiraly, PhD, Associate Clinical Professor, Fordham University, NY</p>
<p>8:30–9:20 KEYNOTE</p> 	<p>TOWARDS A NEW SYSTEM OF HEALTHCARE DELIVERY FOR INFANTS & TODDLERS WITH AUTISM SPECTRUM DISORDERS Ami Klin, PhD, Georgia Research Alliance Eminent Scholar Professor & Chief, Marcus Autism Center, Children’s Healthcare of Atlanta & Emory University School of Medicine, GA</p> <p>Highlighting the critical role of early diagnosis and intervention in attenuating the symptoms of autism, data will be presented on early diagnostic indicators obtained through eye-tracking-based behavioral assays that quantify social disabilities. Results generate “growth charts” of normative social engagement, and deviations from the norm are taken as early indicators of risk. The ultimate goal of this effort is to develop objectified and quantified tools for the detection of autism in infancy, tools that might be deployed in primary care and pediatricians’ offices. Through a collaboration with Dr. Amy Wetherby, work on promoting the full integration of primary care physicians and early intervention providers will be presented, intended to promote community-viable models of family support and early treatment.</p>

<p>9:30–10:30 PANEL</p> 	<p>EARLY IDENTIFICATION AND INTERVENTION FOR TODDLERS WITH AUTISM SPECTRUM DISORDER: Moving Best Practices into the Community Michael Siller, PhD, Assistant Professor of Psychology, Hunter College/Hunter Autism Research, Practice, & Policy (HARPP) Center, NY, Jennifer Staple-Wax, PsyD, Associate Professor, Division of Autism and Related Disorders/ Department of Pediatrics Emory University School of Medicine, NY, Marilyn Rubenstein, MS, Director, Early Childhood Direction Center/ New York Presbyterian Hospital, NY & Alexandra DeGeorge, MEd, PsyD, Assistant Professor, Weill Cornell Medical College/New York Presbyterian Center for Autism and the Developing Brain, NY</p> <p>Recent research has made tremendous progress with regards to early identification and evidence based services for toddlers with Autism Spectrum Disorder (ASD). To make this emerging body of best practices available to the families in our communities requires integrated changes in public policy and clinical practice that include families, primary care practitioners, child care providers, and early intervention specialist. This panel will present on several innovative approaches for increasing the capacity of community systems to meet the needs of toddlers with ASD and their families. These efforts include the use of tele health, web based technology, and learning collaboratives. The panel will illuminate the gap between “current” and “best” practices, identify strengths and challenges associated with the presented approaches, and discuss implications for public policy.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>FUN WITH BUILDING BLOCKS FOR LITERACY®: Overview of Research Based/Proven Strategies that Support Transition to Kindergarten Common Core Standards Brenda Buzzell, MEd, BUILDING BLOCKS FOR LITERACY® Coordinator, Stern Center for Language and Learning, VT</p> <p>Early literacy research determined foundational skills critical for children to become successful literacy learners including developing vocabulary and comprehension skills and connecting sounds to alphabetic representations. Oral language development provides the basis for grasping the alphabetic principle as well as developing the social/emotional skills needed to transition to kindergarten. As children seek to meet the Common Core Standards, adults can recognize gaps and use research proven play-based strategies to intentionally build skills. Participants will engage in a sampling of play based strategies that support vocabulary development; phonological awareness components of: syllable, rhyme, and phonemes; linking sound to print with an understanding of alphabet knowledge. This interactive workshop will guide professionals and parents to recognize gaps in development and provide activities to use with children. This Session is Offered for .1 ASHA CEU's.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>SUPPORTING THE PHYSICAL, COGNITIVE, AND SOCIAL-EMOTIONAL DEVELOPMENT OF YOUNG CHILDREN THROUGH YOGA AND MINDFULNESS-BASED PRACTICES Zsuzsa Kiraly, PhD, Associate Clinical Professor, Fordham University, NY</p> <p>This presentation will discuss ways to support children’s physical, cognitive, social-emotional growth and help them meet developmental tasks, or overcome challenges, through yoga and mindfulness-based practices. Studies reporting decreased physical movement, increased levels of stress, and high rate of obesity in early childhood, highlight the necessity to provide children with more movement as well as relaxation opportunities. Fostering kinesthetic awareness and mind-body connection is best achieved in early childhood, when children are in their sensitive period for fundamental movements. Developmentally appropriate yoga poses and mindfulness-based techniques will be demonstrated. Parents and educators can easily incorporate these techniques into children’s daily activities, thereby providing regular support for self-control and sensory-motor integration, which are fundamental for learning. A review of resources will be provided.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>NATURE PLAY AT THE ZOO WITH THE WILDLIFE CONSERVATION SOCIETY Emilie Jayne Hanson, Educator/Performer, Wildlife Conservation Society, Central Park Zoo Education Department, NY</p> <p>Join zoo instructors in a hands-on workshop exploring the natural world through nature play. Wildlife Conservation Society educators will share their experience in developing and implementing nature play activities for youngsters under 5 years old. Staff will describe the process and rationale behind using sensory based nature play to foster inquiry and exploration in young children. Attendees will have an opportunity to investigate nature through a variety of sensory stations. They will leave with instructions on how to make their own sensory based activities and fun ideas to facilitate their own future nature play.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>“WHY DID GRANDPA DIE?” Preparing Yourself for the Difficult Questions Children Ask Jean Schreiber, MEd, Early Childhood Educational Consultant, Bank Street College of Education, NY</p> <p>Are you at a loss for words when a child asks a probing question and catches you off guard? Children are curious and sometimes fearful. Often, adults are uncomfortable discussing death with children. However, as parents and teachers, we must provide children with tools to cope with the full range of life experiences. This workshop offers adults expertise in understanding what death means to children and provides them with techniques to remain emotionally available to comfortably discuss these difficult feelings.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>USING VISUAL STRUCTURE TO INCREASE MEANING FOR STUDENTS WITH ASD Mindy Small, MA, Coordinator of Autism Services & Dana Murphy, MS, Coordinator of Early Childhood Education, Birch Family Services, NY</p> <p>This presentation will describe the benefits of using the three components of visual structure (visual organization, visual instructions and visual clarity) in educating students with ASD as well as other visual learners. Focus will be on techniques that will allow students to succeed in a variety of learning environments, eventually preparing them to be independent members of society. Visual structure allows students to independently complete work and participate in the classroom when they may otherwise have needed adult support to succeed.</p>

<p>9:30–10:30 PRESENTATION</p> <p></p>	<p>SELF-REGULATION SKILLS AND KINDERGARTEN READINESS Meaghan Fleming, Med, Regional Outreach Manager, Committee for Children, NY & Connie DiMedio, EdD, Head of School, The West Hill School, PA</p> <p>The goal of this presentation is for participants to understand why self-regulation is important and how it impacts kindergarten readiness. Participants will understand that self-regulation can be taught, and they will learn engaging strategies to develop these skills in their children. They will also hear stories from early childhood professionals about how teaching these skills using a new social and emotional learning program have positively impacted their classrooms.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>CLINICIAN RESPONSIBILITY FOR THE SCREENING, DETECTION, AND DIAGNOSIS OF AUTISM SPECTRUM DISORDERS Celine Saulnier, PhD, Clinical Director for Research, Marcus Autism Center, GA</p> <p>Autism is one of the fastest growing public health crises to confront our nation, with 1 in 88 children afflicted with an autism spectrum disorder. The mean age of diagnosis is 4.5 years (1 later in disadvantaged populations) despite the fact that ASD can be reliably diagnosed by age 2. This represents a critical delay in diagnosis, given that children receive maximum benefit from treatment prior to the age of 5 years. Clinicians need expertise in providing crucial early screening, identification, and appropriate referrals for diagnosis and treatment. This workshop aims to increase the awareness of this ethical imperative and to effectively train clinicians and community providers on best practices in early detection and diagnosis of ASD. Implications of the DSM-5 criteria will also be discussed.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>BEHAVIOR MANAGEMENT: LEAVING THE POWER STRUGGLE BEHIND Melissa F. Vitarelli, MEd, BCBA; Leigh Anne O'Malley, MEd, ABA Field Program Supervisors, All About Kids, NY</p> <p>This presentation covers behavioral challenges that parents, therapists and classroom teachers may encounter on a daily basis. The presentation will help provide strategies to identify some coping skills of the parent, therapist and classroom teacher and provide alternatives that would help effectively manage behaviors in the home, community, and school.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>BOOKS ARE BETTER THAN ANGRY BIRDS Kelli Esteves, EdD, Assistant Professor of Special Education, Butler University, IN</p> <p>This session is designed to explore the role of book apps, audiobooks, magazines, pop-up books, interactive ebooks, and “edgy” picture books for reluctant readers. We will examine the rights of a reader in early childhood, the pros and cons of technology as it relates to literacy development, and the value of connecting a reader with books aligned with his or her personality and interests. Teachers and parents who participate in this lecture and dialogue will learn about a variety of resources and strategies that will engage children who are convinced that they don't like books and that absolutely nothing is better than video games and TV. Bring your iPad or smartphone if you have one! This Session is Offered for .1 ASHA CEU's.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>IT'S ALL ABOUT ATTITUDE! Build Your Culture of Positivity Jessica Vanacoro, LMSW, Program Director, Camp Herrlich, NY</p> <p>In this interactive workshop, participants will identify what organizational culture is, take a critical look at the mission, vision, and culture of their own organization, and share ways to build positive culture in their own workplace. Activities include small and large group discussion, interactive songs, and lecture. Participants will learn concrete positive ways to connect with their supervisors and peers, the families they serve, and the children they work with every day. We will also discuss what stops us from having a positive work environment and talk about strategies to overcome those obstacles.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>GETTING THROUGH CHALLENGES THE SESAME WAY Roíco Galarza, MA, Senior Director, Community Engagement, International Education, Sesame Workshop, NY</p> <p>Sesame Workshop's presentation aims to supply parents, caregivers and educators with activities and positive routines to help foster young children's resilience skills on a daily basis. The interactive workshop combines presentation of resources, hands-on activities and discussion of materials. Our bilingual, multimedia kit, “Little Children Big Challenges” will be explored and discussion of the materials will help to guide participant's use of the materials within their own settings.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>SOCIAL EMOTIONAL LEARNING IN EARLY CHILDHOOD: Building the Foundations for Success in Cognitively and Developmentally Challenged Classrooms Janine Tubiolo, MA, MEd, Principal Assistant, Kathryn Casella, MEd, Special Educator, Diana DiPiano, MA, Special Educator, & Nancy Isaac, MEd, Special Educator, P188X, District 75, New York City Department of Education, NY</p> <p>Follow these special educators' roadmap leading towards student growth and readiness in the early childhood years coupled with sustainability through integration in a hands-on, evidence-based manner aligned with the guiding principles of Dr. Brackett's Emotional Literacy model. Participants will be able to see effective evidence-based practices utilized in self-contained special education classrooms that present with varied cognitive stages of development. Explore the children's and educators' journey over the course of three years and see how a coherent vision and mission coupled with a passion for ALL students' learning and growth leads to successful outcomes in social emotional learning and learning readiness.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>LOOK, LISTEN AND LEARN: Multi-sensory learning activities with Felt sets, Songs, Stories and Movement Kayli Joseph, Founder and Creator of FeltSongs Stories, FeltSongs, NY</p> <p>Are your preschool students losing focus? Are you searching for fun and upbeat learning activities to spark your learning environment? This fun and interactive presentation will demonstrate how colorful felt sets, upbeat music and movement can help children focus while learning many important subjects such as: colors, counting, science, social-emotional interaction, history and more. FeltSongs Stories make use of all three learning modalities, visual, auditory and kinesthetic, to ensure that each child learns in their own special way.</p>

11:45 to 1:00 POSTER PRESENTATIONS, LUNCH and VISIT EXHIBITORS

POSTER PRESENTATIONS

Poster presentations will be held Thursday April 24, 2014 during lunch time from 11:45am-12:45pm.

Promoting Wellbeing Among Mothers of Children with Disabilities: Role, Self-Perceptions and Stereotypes

Jacqueline Aidenbaum, MA, United Nations, NY

Prepare, Present, and Participate: Promoting Early Literacy with Interactive Strategies in School and at Home

Helene Alalouf, Education Consultant, The Leadership and Learning Center Houghton Mifflin Harcourt, NY

Improving Children's Behavior and Their Emotional Well-Being Through a Happier Marriage

Maria Jesus Ampuero, LMFT, Behavioral Counselor with Desert/Mountain Children's Center, Apple Valley, CA

The Big Problems of a "Little" Hearing Loss

Kenneth A. Bodkin, AuD, BC-ABA, PASC, Manager, Department of Audiology; Lisa Nostrand, AuD, CCC-A, Audiologist & Maryrose McInerney, PhD, CCC-A, Adjunct Associate Professor, St. John's University & Montclair State University, CEO, Hackensack Audiology and Hearing Aid Associates, LLC, Audiologist, Hackensack University Medical Center, NJ

Curriculum Development and Flowcharting: Designing, Individualizing and Troubleshooting Program Sequences for Learners on the Autism Spectrum: An Overview

Ray Cepeda, BCaBA, Director and Quality Control Supervisor, ABASkills, LLC, NY

Depression in Child Care Providers: Effects on Quality

Susan DeCarlo, MA, Region III Infant/Toddler Resource Coordinator, Syracuse University, NY

Evaluation of Integrated Therapy in a Collaborative Preschool for Young Children

Stephen J. Hernandez, EdD, Director of Early Childhood Special Education, Hofstra University, NY

Assessing Family Strengths in Child Learning to Plan Intervention Programs

Bonnie Keilty, EdD, Adjunct Associate Professor, The City College of New York, CUNY, NY & Amy Conforti-Kelly, MEd, SAS, BCBA, Director of Clinical and Program Development, Theracare of New York, NY

Strategies for Early Transitions: Early Intervention to Inclusive Early Childhood Special Education Programs

Catherine Lyons, PhD, Assistant Professor, University of Nevada, Las Vegas, NV

Sensory Feeding and Behavior Management: The 4T Method

Alpin Rezvani, MA, CCC-SLP, Adjunct/Private Practitioner NSLP & Debbie Shiwbalak, MA, CCC-SLP, Private Practitioner SLP, Gift of Gab Resources, NY

Canines in the Classroom Raising Literacy: Using Animals as a Therapeutic Outlet for Children on the Autism Spectrum

Evangelia C. Tsaoussis-Carter, MEd, Kids by the Bunch, NY

Harmony Express: Psycho-Educational Group for Children Witnessing or Experiencing Domestic Violence

Tsang Wai Hung Wallace, MSW, Field-Work Supervisor, The University of Hong Kong, Hong Kong

Presence Learning Technology Deliver the Promise of Individualization for Kids with Special Needs

Clay Whitehead, MBA, Co-Founder/Co-CEO of Presence Learning, PresenceLearning, CA

Keeping Your Children with Diabetes Safe at School – 504 Plans and the Law

Arlene Wilson, MPA, ABD, Field Director for Mission Delivery—Key Markets East, The American Diabetes Association, NY

1:00-1:50 KEYNOTE



A STRENGTH BASED APPROACH TO ADHD: Dr. Hallowell's Special Sauce

Edward Hallowell, MD, EdD, Founder, The Hallowell Centers for Cognitive and Emotional Health, MA

My goal is to help people master the power of ADHD while avoiding its pitfalls. When the diagnosis of ADHD emphasizes what is wrong with a person, that person immediately starts to see himself in those negative terms. Shame, fear and self-doubt grow. However, when the treatment of ADHD begins with an effort to find what's good in a person by using a strength-based approach to ferret out their hidden strengths and emphasizes what is positive, then the person sees himself in a positive light. When explaining ADHD to a child, I say, "you have a turbo charged mind—like a Ferrari engine, but the brakes of a bicycle, and I'm the break expert." When ADHD is properly treated, the person can achieve great heights: doctors, lawyers, CEO's, dreamers, innovators, explorers and even Harvard grads. Founders of our country may have had ADHD. The flip-side of distractibility is curiosity. For more information on how to unwrap the gifts of ADHD, go to www.drhallowell.com.

2:00-3:00 PRESENTATION



USING MUSIC™ — How to Reach Educational and Therapeutic Goals in Special Needs Children Utilizing Music and Multi-Sensory Strategies

Brian Muni, MA, OTR, Executive Director, Theraplay Developmental Resources, LLC, NYC Dept. of Education, Art Beyond Sight, NY

Brian Muni's presentation will provide information on (1) the how and why of music's effect on the human central nervous system; (2) an overview of educational and therapeutic applications of music (3) specific techniques to use when working with EI and special ed student populations. Video samples of Brian's work with visually-impaired, multiply-handicapped, and intellectually-challenged students will be shared. Participants will also be provided opportunities to problem solve and seek assistance with challenging therapeutic and educational teaching situations. Participants may sing, move, shake percussion and be involved in adapting and creating original music to use appropriately when working with EI and school-age children.

<p>2:00–3:00 PRESENTATION</p> <p></p>	<p>PAX GOOD BEHAVIOR GAME INSTILLS DELAYED GRATIFICATION AND SELF-CONTROL IN YOUNG CHILDREN TO IMPROVE THEIR ENTIRE LIFETIMES Michelle Childers-Beck, LMSW, LADAC, PAX/GBG Program Coordinator, Farmington Municipal Schools, NM PAX Good Behavior Game is implemented in the classroom by a teacher or other trained caregiver. Johns Hopkins University conducted over 70 Gold Standard studies that followed students who only received the game in the 1st grade well into their 30's. The improved lifetime outcomes included the reduction in the use of tobacco or other drugs by 50% over a child's lifetime, reduction in level of developing Anti-Social Personality by 60%, reduction of criminal or violent behavior by 16%, reduction in suicidal thoughts by 24% (Kellam, et al.) The game results in 30% reduction in special education referrals (Bradshaw, et al 2009), less need for psychotropic drugs, and increases instructional time on task by 25%. PAX GBG reduces or prevents ADHD and oppositional defiant disorder (Van Lier, et al 2004). Although, not advertised as an anti-bullying strategy, it prevents bullying without even discussing bullying, because PAX GBG increases pro-social behavior. Presentations will include strategies to use in the classroom, at home, other settings, and how to implement school and community wide to increase peace, happiness, productivity, and health, PAX GBG is considered a "behavioral vaccine", preventing mental illness as cost effectively as hand washing prevents disease.</p>
<p>2:00–3:00 PRESENTATION</p> <p></p>	<p>AWAY FROM THE TABLE: Engaging the Young Learner in ABA Programs Liza Geonie, MSED, BCBA, Autism and Behavior Consultant, PBIS, NY This training will focus on teaching pivotal skills to toddlers and preschoolers with ASD, primarily the development of joint attention and imitation skills as prerequisite skills. Participants will be shown specific methods to establish instructional control and develop functional play, language, and life skills appropriate to the child's developmental age. Participants will be provided with strategies to make their sessions creative and engaging. I will address how to target communication difficulties and will review verbal behavior approaches, functional communication training, and utilizing visual strategies. This training will emphasize the importance of applying behavioral strategies in the natural environment to ensure generalization of skill. This Session is Offered for .1 ASHA CEU's.</p>
<p>2:00–3:00 PRESENTATION</p> <p></p>	<p>"I CAN DO THAT!" — Self-Regulated Learning With a "Child-Friendly" Tool-Kit of Strategies. Angelo A. Truglio, MA, NYU, Education Consultant/Atmotivate, NY Children need to learn what to "think, say or do" when they confront obstacles, and to feel capable of meeting academic, behavioral and social challenges. Create a framework that encourages children to learn <i>how</i> to do their best. Strategies using a "child-friendly" vocabulary will be presented, a tool-kit that help children become independent problem solvers and critical thinkers. Provide for differentiated instruction. Help children be better prepared to meet Core Curriculum Standards. Share the vocabulary with parents to encourage support at home. Participants will practice implementation with interactive role plays and leave with a "get-started action plan" for children to apply strategies immediately. A quick reference guide will help with easy implementation.</p>
<p>2:00–3:00 PRESENTATION</p> <p></p>	<p>MY SON WITH AUTISM LIVING THE AMERICAN DREAM Roxana Hartmann, Private Autism Consultant/Parent Advocate, Montgomery County Schools, VA You will be taking to the journey of a student with nonverbal autism who was fully included in the least restricted environment. In this presentation you will learn the importance of parents, teachers and administrators, working together has a team to insure successful outcomes . You will learn the use of tools to have a plan and to carry out the vision for your child or student. This presentation will be a case study of a young man with autism who is non-verbal who graduated from high school and now goes to VA Tech University.</p>
<p>2:00–3:00 PRESENTATION</p> <p></p>	<p>THE IMPACT OF CREATIVE PLAY ON LEARNING AND BEHAVIOR Dolores V. Reig, MEd, Early Childhood Consultant, Staten Island Early Childhood Direction Center, NY This workshop will discuss what "creative play" is and how it differs from the structured and programmed activities we usually call play; why play has historically been such an integral part of early childhood education; and why the importance of play been downgraded both in our classrooms and at home. The workshop will touch on the connections between play and the development of social skills, emotional growth, creativity, and literacy; the acquisition of executive function skills; and later success in school. The "take away" from this workshop will be specific activities and methods of interacting with children in constructive, affirming and creative ways designed to enhance learning potential, improve behavioral issues, and develop positive, trusting relationships between adults and children. This Session is Offered for .1 ASHA CEU's.</p>
<p>2:00–3:00 PRESENTATION</p> <p></p>	<p>BUILD IT AND THEY WILL LEARN: Turn your classroom into a Fine Arts Museum Nan Sumner, AA, BS, Assistant Director of Education, Barnert Temple Preschool, NJ Turn your classroom into an art museum. Learn the techniques and tools that will enable you to channel the artistic abilities of every child. Painting on their backs? Using egg beaters as a paint brush? Photographing a rock? Children will amaze you as they replicate the styles and techniques of master artists from A-Z. Photographer Ansel Adams, Surrealist Rene Magritte, Impressionist Claude Monet and Sculpture/painter Alexander Caldor are just a few of the names children will learn about in this month long curriculum for Pre-k to kindergarten. Children will become docents on all their work. Invite parents, give out programs, have a celebration. At the end of the month you will have an art gallery like the MOMA and your children will know it all.</p>

<p>3:15–4:15 PRESENTATION</p> 	<p>GIFTED AND CHALLENGED: THE PARADOX OF DUAL EXCEPTIONALITY: Underachiever, Learning Disabled, Divergent Learner, Neurobiologically Challenged . . . and Gifted Melissa Sornik, LMSW, Director for Admissions & Community Relations, The Lang School, NY</p> <p>Twice exceptional (2e) students possess a combination of both superior intellectual strengths and learning challenges, including ADHD, ASD and executive functioning deficits. 2e children can be challenging students, both academically and behaviorally, but with understanding and appropriate motivational and support strategies, they can become enthusiastic, productive learners in the classroom. Twice exceptionality will be presented from a strengths perspective. Social, emotional and learning characteristics and the implications of those characteristics with regard to behavior and academic performance will be discussed. The presentation will also touch upon the emotional sensitivities of gifted students with special needs, explain the impact of asynchronous development on behavior, and provide insights, interventions and strategies to support the needs of this unique population of gifted students.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>KAPERNAKUS: Preventive Measures on Bullying through a Proactive Positive Approach Nick Foley, Director/Founder of Celebrate the Hero, Celebrate the Hero, Canada</p> <p>The Kapernakus presentation is an interactive workshop that illustrates to facilitators the importance of positive word use. A step by step break down on how the program works will leave workshop attendees with practical measures and hands on understanding of how this holistic celebration of positive behavior has curbed how parents and educators have combated bullying. The attendees of the workshop will come away with an outline on how they can implement the program and references to use within their own professional setting. The workshop is very interactive, informative and entertaining.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>EXPECT SUCCESS! Teaching Science To Young Children With Confidence Using A Science Teaching Action Plan Lois Spangler, MEd, Educator/Author, Great Meadows Regional, Centenary College, NJ</p> <p>Join us to develop a science teaching action plan that will engage and motivate your students. Quick and easy access to student performance data is critical to making timely strategic decisions. But access alone isn't enough. In the age of increased accountability, it is not enough to simply look at summative, high stakes results once a year. Often, by the time these results are available, it is too late to provide the interventions necessary to prepare students to master content standards. It is essential that educators and administrators know early on which students and schools need help, whether it be to meet the passing standard or to meet the standards for the highest level of achievement. Let's revitalize science education! Together we can do it.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>ACTIVE PLAY! Fun Physical Activities for Young Children Diane H. Craft, PhD, Professor, State University of New York (SUNY) Cortland, NY</p> <p>Learn fun, inclusive, developmentally appropriate physical activities that use inexpensive equipment, small spaces, and work well in apartment living rooms, playrooms, childcare centers, and schools. These physical activities use only readily available, inexpensive equipment to give children many opportunities to explore moderate to vigorous movement in safe ways. Lead these activities to encourage children 18 months to 5 years of age to develop their fundamental movement skills and fitness as well as rehearse varied academic concepts. This workshop is designed for childcare, preschool, pre-K educators as well as parents/grandparents, physical and occupational therapists and anyone who seeks practical, motivating, fun ways to promote physical activity among toddlers and preschoolers. View videos of young children playing these fun activities and try a few, too!</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>THE EXPERT PARENT — How to Effectively Work with Parents of Children with Special Needs Deborah Discenza, MA, Co-Founder & Partner, Premie World, VA & Gigi Khonyongwa-Fernandez, MS, Founder & CEO, Families Blossoming, LLC, NY</p> <p>In working with infants and young children to help them develop their overall functional potential, busy practitioners rely heavily on families, in particular parents and/or guardians, to help with the constant reinforcement necessary for skill building. The success of this reliance significantly depends on the relationship between the practitioner and parent. Take a peel "from the other side: and learn from two premie and special needs parent professionals on how to easily support parents in a manner that engages them and ultimately helps you help their child succeed in reaching his maximum potential.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>EMOTIONS EVERYDAY: Teaching Emotional Awareness and Coping Skills to Children with Autism Spectrum Disorder and Related Challenges Samara P. Tetenbaum, PhD, Licensed Psychologist & Alyson H. Sheehan, PhD, Post-Doctoral Fellow, ASPIRE Center for Learning and Development, NY</p> <p>Children with autism spectrum disorders (ASD) have social and emotional difficulties that often present challenges in developing age-appropriate emotional awareness and social understanding. Failure to strengthen these skills as part of a comprehensive intervention program may lead to significant mental health issues, including behavioral episodes, social rejection, impaired self-esteem, anxiety, and depression. Research indicates that cognitive behavioral therapy (CBT) promotes emotional recognition, self-regulation, and interpersonal relatedness. By teaching young children to identify their emotions and use coping skills, behavioral challenges can be reduced and future mental health difficulties can be minimized. Using case examples and sample materials, this presentation will outline specific teaching strategies and CBT components that have been adapted for addressing emotional and social difficulties in children with ASD.</p>

<p>3:15–4:15 PRESENTATION</p> 	<p>SELECTIVE MUTISM AND CHILDHOOD ANXIETY DISORDERS Eileen A. Dolan, MD, Developmental and Behavioral Pediatrician, Hackensack University Medical Center, NJ</p> <p>Anxiety disorders are among the most common mental health conditions affecting children. Anxiety can be a normal reaction to stressful situations, but when it impacts a person's daily life, becomes excessive, or is out of proportion to the present situation, it is considered a disorder. Anxiety disorders in children can hinder involvement in social activities, impact academic performance, and lead to poor self esteem and school attendance. It is vital to recognize/diagnose anxiety disorders, so proper treatment plans can be developed. This lecture will discuss the presentation, evaluation, and diagnosis of common anxiety disorders seen in children, including Separation anxiety disorder, Generalized Anxiety Disorder, Social Anxiety Disorder, and Selective Mutism. We will discuss key elements in managing Selective Mutism and Childhood Anxiety Disorders and the importance of a multimodal approach to treatment. This Session is Offered for .1 ASHA CEU's.</p>
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Coffee & Afternoon Snack will be served. Meals are available for purchase in the hotel and at many restaurants nearby.

<p>7:30–8:15</p>	<p>YOGA CLASS for Attendees Zsuzsanna Kiraly, PhD, Associate Clinical Professor, Fordham University, NY</p>
<p>8:30–9:20 KEYNOTE</p> 	<p>DIAGNOSIS OF AUTISM IN TODDLERS Catherine Lord, PhD, Director, The Center for Autism and the Developing Brain, NY</p> <p>Autism is defined by difficulties in three areas: the quality of social reciprocity, communication, and restricted and repetitive behaviors, as well as onset prior to 36 months. However, the form of onset before 36 months has not yet been specifically determined. Research suggests that many children who at later ages will meet formal diagnostic criteria for autism will not necessarily show clear difficulties in all three areas at young ages. Our research and clinical work has asked whether autism can reliably be diagnosed in children as young as two years, is there a reason to distinguish autism from more broadly defined autism spectrum disorders at these young ages and what are the trajectories of development associated with autistic spectrum disorders beginning under 3 years of age. The focus is on both positive (abnormal) behaviors and negative (the absence of abnormal) behaviors, which means that developmental level and contextual effects have to be taken into account. Research suggests that it is possible to diagnose autism reliably at age two. However, there is much more variability, particularly in children with less certain diagnoses, than there will be years later. The clinical and educational implications of these findings will be discussed.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>A PICTURE OF SUCCESS: Imagery Improves Early Childhood Language Development in Children with Autism Spectrum Disorder Cara Nemchek, Center Director, Lindamood-Bell Learning Processes, NY</p> <p>Some children with Autism Spectrum Disorder (ASD) do not develop language while others are verbal; some have weak basic reading skills while some read accurately. For children with Autism Spectrum Disorder who have early reading and comprehension problems, there has been relatively little research on effective corrective instruction. This presentation examines three sensory-cognitive functions—concept imagery, phonemic awareness, and symbol imagery—which affect language-processing skills, such as comprehension and reading. Many young children experience decoding, spelling, or comprehension difficulties that may actually be the result of weaknesses in these underlying sensory-cognitive functions. Recent research will be presented to illustrate how improvements in imagery can have a positive, lasting effect on spelling, reading, comprehension, and math skills in students diagnosed with ASD. This Session is Offered for .1 ASHA CEU's.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>HOW DOES THE BRAIN GROW BEST? Windows of Opportunity and Appropriate Practices Based on Neuroscience Christine Roberts, BFA, Founder and Director Nurturing Pathways, Inc, Nurturing Pathways, Inc, WA</p> <p>We will delve into the brain sciences to discover how the brain grows, answer what should be learned, when should it be learned, and how best can it be learned during the early years. Looking for answers to sensory motor development? Using the research on the brain body connection to guide decisions about programming, policy, and practice reveals the importance of sensory motor development and play. Applying the research also addresses how to overcome hindrances to healthy development and prevent learning problems in the school aged child. The brain research makes clear the important developmental tasks infants and young children need to engage in for whole body, whole brain development. We will explore fun and easy solutions that provide a host of benefits.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>APPLYING SENSORY, REGULATION AND MOTOR PRINCIPLES IN THE CLASSROOM TO IMPROVE STUDENT OUTCOMES Robbie Levy, MA, OTR/L, Occupational Therapist, Director of Dynamic Kids, NY</p> <p>This presentation will provide teachers and related school based staff with the tools to navigate the new responsibilities that come with the increase of special needs children in the classroom. Learn how sensory, regulation and motor difficulties impact student's abilities. This workshop will demonstrate techniques to aid in improving core curriculum achievement, performance and classroom behavior and positively improve student outcomes.</p>

<p>9:30–10:30 PRESENTATION</p> 	<p>PEER-MEDIATED INTERVENTIONS: Promoting Executive Function Strategies and Peer Social Interactions in Early Childhood Inclusive Settings Kathleen Harris, PhD, Assistant Professor, Seton Hill University, PA</p> <p>Peer relationships contribute to the social and cognitive development of young children, which has been documented by numerous empirical research studies. An intervention supporting the needs of children with disabilities by directly teaching a variety of self-regulating and social skills is peer-mediated intervention. Peer-mediated interventions have been recommended as a “best practice” for ensuring that children with disabilities benefit from participating with typically developing peers. Additionally, peer-mediated interventions have the potential to support executive functions involving mental processes such as working memory, response inhibition, shifting focus, cognitive flexibility and goal orientation by promoting essential developmental tasks and coping skills to succeed academically and socially. This presentation will examine how peers can be instructional intervention agents for promoting social skills, empowerment, and highlighting the “self” in self-regulation.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>BUILDING VOCABULARY AND BRAIN POWER—Intentional and Unintentional Practices Clare Camacho, PhD, CCC-SLP, Professor, Guam Community College, Guam</p> <p>Research has repeatedly demonstrated the strong connection between vocabulary development and success in school. This session will review the research, remind participants of the importance of vocabulary development, and then demonstrate methods that can build vocabulary. Participants will be able to practice these intervention methods and apply it in different scenarios. Objectives include: Define and provide examples of intentional and unintentional practices in building vocabulary and brain power; apply unintentional practices to different adult-child scenarios; and select words from children’s books and reading passages that need intentional intervention and practice and apply an intervention.</p> <p style="text-align: right;">This Session is Offered for .1 ASHA CEU's.</p>
<p>9:30–10:30 PRESENTATION</p> 	<p>EMOTIONAL HEALTH IN EARLY CHILDHOOD: Fostering the Social/Emotional Development of Young Children with a Special Focus on Trauma and Loss Anne Provet, PhD, Licensed Psychologist, New York Medical College, NY</p> <p>This presentation will first examine the notion of an emotion-centered approach in early childhood—how do we build emotional resilience in young children? What are the roles of teachers, parents and mental health professionals? Next, we will explore the impact of traumatic exposures, both those that a child has experienced directly, as well as those that occur within the family and may cause secondary effects within the young child. How can we recognize trauma in the family, how does this present in the young child and, most importantly, how can we help? Traditional therapeutic approaches, new models of trauma focused care, and wellness support will be examined.</p>
<p>10:45–11:45 PRESENTATION</p> 	<p>A POSITIVE APPROACH TO DISCIPLINE Cindy Terebush, Early Childhood Education Consultant/PINJ Approved Assoc. Instructor of Adults, Schools at Temple Shalom of Aberdeen, NJ</p> <p>Behavioral challenges are both a teaching and learning opportunity. We will discuss how to avoid power struggles and set realistic expectations for young children. When our expectations are age appropriate, we can learn how to be instructive rather than punitive. Discover what young children realistically can and cannot do, the benefits of “time in” rather than “time out”, the physiology of tantrums and more as we work to add to our understanding of behavior. Discuss how you can make discipline a positive part of teaching young children.</p>
<p>10:45–11:45 PRESENTATION</p> 	<p>LANGUAGE, WRITING, AND COMMUNICATION IN LOW FUNCTIONING AUTISTIC SPECTRUM DISORDER Daniel Orlievsky, Psychologist, Director of the Outreach Program about Language Habilitation Through Writing in Autism/ Professor of Child Psychology/Co-Director of Research Projects: Writing and Language in Autism, School of Psychology, University of Buenos Aires, Argentina & Ezequiel Dario Goldschmidt, PhD, Assistant Professor, School of Medicine, University of Buenos Aires, Argentina</p> <p>This presentation is based on our research studies related to the development of written language in low functioning ASD who lacked language and who did not communicate by means of sign language. The interest of this proposal is to explore the possibilities of developing communication by means of writing. Since it is supposed that written language is acquired after oral language it is common not to teach writing to patients with ASD whose language is sufficiently disturbed so as to presume lack of comprehension. However, it is possible to invert the order as a function of the child’s capabilities and predispositions to allow for a smooth transition from written to spoken language. Some patients could develop some functional language at a much older age than previously considered possible. This Session is Offered for .1 ASHA CEU's.</p>
<p>10:45–11:45 PRESENTATION</p> 	<p>TEACHING SELF-CONTROL TO YOUNG STUDENTS WITH AND WITHOUT ADHD Jim Forgan, PhD, Associate Professor of Special Education, Florida Atlantic University, FL</p> <p>Teachers and parents recognize young children need to learn self-control. When students do not have self-control they often have academic or behavior problems from making impulsive and careless errors in their work and in the classroom. Many students with ADHD and poor self-control develop friendship problems because their peers find them unpredictable and impulsive. Many teachers and parents wonder if young children with ADHD are even capable of learning self-control and how they can teach it. In this demonstration presentation participants will learn highly effective methods to implement with young students with ADHD and executive functioning weaknesses. This presentation will be interactive and participants will partake in self-control activities.</p>

<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>CHILD LIFE AND CREATIVE ARTS THERAPY TECHNIQUES TO MEET EMOTIONAL, SOCIAL AND COGNITIVE NEEDS OF THE ILL CHILD Ellen S. Goldring, LPC, ATR-BC, CCLS; Stephanie Omens, LCAT, RDT, CCLS, Section Chief Child Life; Senior Child Life Specialist, Hackensack University Medical Center, NJ</p> <p>Medical experiences can lead to fear, confusion, loss of control, and isolation. This emotional stress can impact the young child's development and the way in which they heal physically and emotionally. This presentation will convey Child Life and Creative Arts Therapy methods to help children cope with the myriad of stressors related to medical experiences. Topics will include: psychoeducation, how stages of early childhood correlate with medical experiences, strategies to reduce distress during medical procedures (relaxation, distraction tools), and age appropriate medical language. Forms of communication, i.e. therapeutic art and play, which are not restricted by language or cognitive abilities, will be offered. These techniques can promote empowerment, well-being, foster resilience and coping; facilitating the child's more healthy sense of self and others.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>THE PERFECT STORM Seth Pearl, DC, Epic Pediatric Specialized Chiropractor, Optimal Health and Development Center, NY</p> <p>This workshop explores and explains the true causes of neuro-developmental disorders such as autism, ADHD, seizures, and sensory integration disorder, with a specific emphasis on the role of the brain and central nervous system. The workshop will teach exactly how the brain and neuro-development are supposed to occur, and where it goes wrong. It will provide attendees with direction of how to get their child's nervous system balanced and healthy again, and therefore enhance and improve their child's function and development, no matter the disorder.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>EVIDENCE-BASED PRACTICES IN TEACHING SELF-CALMING TO SPECIAL NEEDS CHILDREN: Integrating Yoga, Psychology, and Structured Teaching so Children Can "S.T.O.P. and Relax" Debra Collins, PhD, NCSP, RYT, Doctor, Broward County Schools, FL</p> <p>Relaxation is fundamental to self-regulation, flexibility, and adaptive decision-making. Many therapeutic interventions call for relaxation, yet provide little guidance as to how to help a child accomplish it. Relaxation involves integration of physiological and psychological factors to shift the autonomic nervous system from "fight/flight" to calm. A method to teach relaxation must break down the physiological and psychological components of self-calming into a set of teachable skills. Successful instruction, systematic practice, progress monitoring, and generalization of relaxation and self-calming skills is accomplished using evidence-based methods (e.g., those cited by the National Standards Report produced by the National Autism Center). The skills learned support the child in learning, social interactions, and independent functioning. Participants will experience a 15-minute seated-yoga lesson and the "S.T.O.P." procedure.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>ACTIVATE YOUR CURRICULUM (Bring Kinesthetic Learning into your School) Monica Levy, Credentialed Trainer/Founder of LeapSmart, LeapSmart, NY</p> <p>Participants will experience how easy it is to bring kinesthetic learning into the classroom, how it can enhance student's understanding of key concepts and improve classroom management. This workshop is aligned with core standards and covers the following topics: the link between movement and the brain, how to invent custom tailored educational movement activities for any curriculum, how to use classroom space and group configurations effectively, and how to combine movement with imagery. Participants will learn how to use movement as an integral teaching tool in the classroom. Teachers will leave the workshop with a renewed approach, confidence and the tools to enhance their curriculum. They will be empowered and inspired to try these new techniques with their classes.</p>
<p>10:45–11:45 PRESENTATION</p> <p></p>	<p>DEALING WITH NEGATIVE AFFECT IN PRETEND PLAY Miriam Aframe, PsyD, Clinical Coordinator/Licensed Psychologist, Rebecca School, NY</p> <p>This presentation is intended for any and all professionals who are interested in gaining a greater understanding of the integral role of play in fostering the social and emotional development of children. Specifically, this presentation will address the important role negative emotions and aggressive actions can play in children's symbolic lives. Case examples will illustrate the ways in which symbolic expression of negative emotions can be appropriately supported in order to further the child's social and emotional development. It can be challenging for the adult in the room to tolerate aggressive play, but every human being should be provided the space to express the full range of the emotional spectrum in a safe way.</p>
<p>11:45 to 1:00 LUNCH and VISIT EXHIBITORS</p>	
<p>1:00–1:50 KEYNOTE</p> <p></p>	<p>BROADCASTING HAPPINESS: Creating Success through Positive Engagement with Young Children in the Classroom Michelle Gielan, MAPP, Founder, Institute of Applied Positive Research, VA</p> <p>Positive communication is the single biggest driver of success. New research in the fields of neuroscience and positive psychology is showing the incredible ripple effect positive communication can have on student and teacher engagement, productivity, and happiness. After spending years as a national CBS News anchor broadcasting to millions and receiving an advanced degree from the University of Pennsylvania in Positive Psychology, Michelle developed simple, proven techniques for becoming a Positive Broadcaster. Learn the science of how to shift your story to influence mindsets, fuel their motivation, build resilience and optimism, and create a talent-enhancing environment at school and beyond.</p>

<p>2:00–3:00 PRESENTATION</p> 	<p>THE BENEFITS OF A RICH LITERACY PROGRAM IN DEVELOPING EMOTIONAL INTELLIGENCE Harriet Cabelly, LCSW, Social Worker & Beth Levy, LMSW, Social Worker, NYC Department of Education, NY</p> <p>We know that emotional skills are crucial to academic and life success. Being aware and managing our emotions are a cornerstone of good mental health. Social-emotional learning, S.E.L., has become a part of many school curriculums in the hope of countering bullying, violence, anxiety and depression that is all too prevalent in our children today. What better way of teaching this than through the world of books. Children hook in to stories and characters. Feelings, character traits and ways of handling situations can be explored and discussed through literacy. This workshop will lay the groundwork for emotional intelligence and show how literacy can facilitate and promote this all-too-often neglected aspect of childhood development. A comprehensive bibliography will be given out. This Session is Offered for .1 ASHA CEU's.</p>
<p>2:00–3:00 PRESENTATION</p> 	<p>PARENTING THE CHILD WITH AUTISM: Coping Strategies for Parents to Promote Successful Families Alyssa Weiss Quittner, MEd, PhD, LMFT, Core Faculty & Carol Messmore, PhD, LMFT, Core Faculty, Capella University, MN</p> <p>Caring for a child diagnosed with autism presents many challenges for parents. Families find themselves overwhelmed from the point of seeking a diagnosis, sifting through treatment options, finding appropriate support services, and managing financial demands. Caring for an autistic child places demands on the family requiring them to mobilize resources to cope with the situation. Family therapists are in a unique position to assist families develop positive coping strategies by focusing on the existing situation and help them find their own resources to formulate solutions (Allison, Stacey, Dadds, Roeger, Wood, & Martin, 2003). This workshop will help professionals assist families identify and access existing resources. Takeaways from this workshop include coping strategies and intervention techniques for families with children with autism.</p>
<p>2:00–3:00 PRESENTATION</p> 	<p>PUPPETS AS EARLY LITERACY TOOLS Leigh Fox, MLIS, Youth Services Librarian, Brooklyn Public Library, NY</p> <p>This workshop will explore different ways that puppets can enhance early literacy activities, focusing on the practices of reading, singing, talking, and playing. We will look at the ways that rhymes, songs, stories, and books can be used with puppets. Participants will also learn simple puppet making techniques using recycled or inexpensive materials, and have “hands-on time” to experiment with their puppet skills.</p>
<p>2:00–3:00 PRESENTATION</p> 	<p>UNPLUG, GET MESSY Robbie Levy, MA, OTR/L, Occupational Therapist, Director of Dynamic Kids, NY</p> <p>This lecture is designed to enhance the classroom curriculum to include various activities, both sensory and motor, that will help with foundation building for your students. Discussion will focus on the impact that all 7 sensory systems especially the vestibular, proprioceptive and tactile systems have on learning and behavior and why it is so important to unplug, and let the children feel, smell, touch and be messy.</p>
<p>2:00–3:00 PRESENTATION</p> 	<p>THE WONDERFUL WORLD OF THERAPLAY®: Working with Children and Families Building Stronger Relationships through Attachment Based Play Cheryl Goldberg-Diaz, LCSW, Program Manager & Maria Jesus Ampuero, LMFT, Behavioral Counselor, Desert/Mountain Children's Center, Apple Valley, CA</p> <p>This session will present an overview of Theraplay® and Theraplay® principals. The workshop will focus on using the core concepts of Theraplay® to improve attunement, empathy, response and regulation between the dyad. This presentation will include video demonstration and Theraplay® activities to enhance the understanding on how to use Theraplay® principles. Theraplay® is an attachment based intervention that's main focus is to improve the relationship between the adult and child through direct interactions. It is used in a variety of settings, has been found to be effective with children with behavior and sensory dysregulation, children in foster care, and children who have experienced trauma. Theraplay® has been proven successful when working with children on the Autism Spectrum. Theraplay® has a basis in sensory integration.</p>
<p>2:00–3:00 PRESENTATION</p> 	<p>THE LANGUAGE OF POSITIVE PSYCHOLOGY Patty O'Grady, PhD, Professor, University of Tampa, FL</p> <p>Would you like to learn an alternative to behavioral strategies to motivate your young students? Join me for an interactive workshop that will help you learn the language of positive psychology so you can teach it to the children in your classroom. The discussion will consider how to assess strengths, how to nurture them, and how to engage them. Lessons, activities, materials, and motivational strategies are recommended. Many of the ideas presented are found in my work in advancing the positive psychology movement in schools.</p>
<p>2:00–3:00 PRESENTATION</p> 	<p>WHAT DO CLASSROOM WALLS SAY TO INFANTS AND TODDLERS? Ellen Jaffe Cogan, MEd, Adjunct Lecturer and Consultant, CCNY/Hilltop Early Childhood Services, NY</p> <p>Whether by design or not, what we display in classroom gives messages to infants, toddlers, and their families. In this workshop, participants will be given a list of possible messages and will view slides of actual classrooms. Participation by those attending the workshop is invited including selection of 1 or more messages per slide. Attendees will be encouraged to re-examine their own classroom messages. We will also examine the concept of “eye level” from various perspectives via slides of actual infants and toddlers in classrooms. We will look at slides of infants and toddlers “in action” in classrooms and will see some rooms from various angles. Note that most of the slides are only photographs without words.</p>

<p>3:15–4:15 PRESENTATION</p> 	<p>CALM AND CONNECTED: How Avoiding Emotional Reactivity Can Create Newfound Peace in Families Milena Skollar, LCSW, Marietta City Schools, GA</p> <p>Communication is a fundamental quality of healthy familial relationships. Emotionally reactive communication perpetuates bad patterns, decisions and relationships. Whenever we get reactive—whether by screaming, interrupting, overcompensating for others, or taking things personally—we operate out of our anxiety, and, ironically, end up creating the very outcomes we hope to avoid. By learning how to handle emotional reactivity and stress, we can create the types of relationships we truly crave. The mission of this workshop is to promote effective communication amongst family members. This workshop presents a new kind of thinking that invites parents to focus on themselves, grow themselves up, and calm themselves down in order to create and enjoy healthy family relationships. Come and learn the secret to building a healthier, happier family.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>100 ACTIVITIES TO DEVELOP GROSS MOTOR SKILLS IN YOUNG CHILDREN: Learn How and Why These Ideas Work So Well Trudy Vriend, BPE, BPT, Educator, The Kaust School, Saudi Arabia</p> <p>This presentation is for Early Childhood Educators and all those interested in practical ideas and activities for gross motor skill development. The hour-long slide presentation introduces one hundred physical activities for young children. The wide range and variety of activities cover ideas for the multipurpose hall, the classroom, and can even be adapted for home settings. Many of these activities are unique, inspired by children themselves and my own observations and understanding. Each one has been developed and perfected during my extensive career working with 4 to 6 year old children. Every activity strives for optimal participation, full movement and maximum creativity. I guarantee that all participants will go away with many great ideas to use immediately with the children in their lives!</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>USING TECHNOLOGY TO MAKE EARLY CHILDHOOD LITERACY FUN, INTERACTIVE, AND STANDARDS-BASED Amy Tarreto, Instructional Technology Specialist, Teq, NY</p> <p>In this hands-on session, we will look at how early childhood literacy teachers can inspire and motivate students using internet resources and technology through interactive whiteboard systems. You will learn how to create differentiated multimedia lessons for whole class instruction and center use that focus on incorporating the Common Core Curriculum Standards.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>TEACHER PORTFOLIOS: An Effective Way to Assess Teacher Performance and Enhance Learning ADHD Jeff Gelfer, PhD, Professor/Coordinator of Early Childhood Education Programs, Catherine Lyons, PhD, Assistant Professor & John Filler, PhD, Assistant Professor/Coordinator of Early Childhood Education Programs, University of Nevada, Las Vegas, NV</p> <p>This presentation will explore, for supervisors, directors and teachers, the effects of teacher portfolios as an assessment and communication tool and describe the portfolio procedure. This presentation will: define teacher portfolios, identify the goals of the portfolio, describe organization and content of the portfolio, and the methods of organizing and evaluating teacher portfolios. Using portfolios can enhance learning and performance in inclusive early childhood education programs.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>USING EMBEDDED COACHING TO PROMOTE PARENT-CHILD INTERACTION WITH CHILDREN WITH ASD Bonnie Keilty, EdD, Adjunct Associate Professor, The City College of New York, CUNY, NY & Amy Conforti-Kelly, MEd, SAS, BCBA, Director of Clinical and Program Development, Theracare of New York, NY</p> <p>Quality parent-child interactions are at the heart of positive development for all children, and an area where early intervention can significantly support families. For families with young children with Autism Spectrum Disorders, interventions focused on parent-child interactions can be especially important given the difficulty in socially interactions for children with this diagnosis. In this presentation, participants will explore using embedded coaching practices—supporting the family in using development-promoting strategies within everyday routines—to specifically target parent-child interactions. Real-life videos of parent-child interactions and subsequent interventions, occurring over time, will be used to illustrate the process and effects of this approach.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>EMOTION COACHING IN THE EARLY CHILDHOOD CLASSROOM: Four Strategies for Developing Young Children’s Emotional Competency Sascha Longstreth, PhD, Assistant Professor & Shulamit N. Ritblatt, PhD, Professor and Chair, Child and Family Development Program, San Diego State University, CA</p> <p>During teacher-child interactions, children indirectly learn about emotional knowledge and regulation (Denham, 2012). Teacher-child interactions that are marked by warmth, sensitivity, and responsiveness contribute to children’s acquisition of emotional and regulatory skills (Jackson, Brooks-Gunn, Huang, & Glassman, 2000). Such responsive teaching in the early years has been shown to predict preschoolers’ emotional competency and peer relations (Spinrad, et al, 2004). The focus of this presentation is to describe four emotion coaching strategies that early childhood teachers can use in the classroom: modeling of emotional expressiveness (Denham, 2012), teaching emotion talk, encouragement of emotional expression (Gottman et al, 1997), and managing emotions (Mayer et al, 2001). Participants will review video clips of actual classroom interactions and reflect/ practice on using the four strategies.</p>
<p>3:15–4:15 PRESENTATION</p> 	<p>EARLY DIAGNOSIS OF ASD AND THE SUCCESS OF EARLY INTERVENTION SERVICES Rachel La Piana, MEd, BCBA, Clinical Director of Autism and Behavioral Services & Jessica Rodriguez-Gibson, MA, MS, BCBA, ABA Clinical Supervisor, Achieve Beyond, NY</p> <p>Presentation will cover a brief description of early developmental milestones and autism characteristics. We will report on research related to the rate of existing early intervention services; the success and acquisition rate of skills of children with a diagnosis of autism who have received early intervention services compared to those who have not received early intervention services.</p>

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DISCLOSURE STATEMENTS

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Cancellation Policy. A Full refund will be given if Los Niños Services is notified in writing by Monday, April 7, less an administrative fee of \$15. No refunds will be extended after April 7.

Seating is general admission on a first come first served basis. Young Child Expo does not guarantee attendance at specific sessions, except for the full day workshops for preregistrants.

Contact: Nancy Evangelista, Conference Coordinator
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KEYNOTE SPEAKERS

DR. ROBERT C. PANTTA

(Fordham Award Recipient)
Dean, Novartis Professor of Education,
& Founding Director of the Center
for Advanced Study of Teaching and
Learning, Curry School of Education at
the University of Virginia

DR. SERENA WIEDER

Clinical Director
Profectum Foundation
Co-Developer of the DIR®/
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DR. AMI KLIN

Georgia Research Alliance Eminent
Scholar Professor & Chief, Director
of the Marcus Autism Center,
Children's Healthcare of Atlanta,
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DR. EDWARD M. HALLOWELL

Child and Adult Psychiatrist
NY Times bestselling author, world
renowned speaker, and leading
authority in the field of ADHD,
Founder of The Hallowell Centers
in Boston & New York City

DR. CATHERINE LORD

Director for the Center for Autism
& the Developing Brain, Weill
Cornell Medical College, NY
Presbyterian Hospital

MICHELLE GIELAN

Founder of the Institute
for Applied Positive
Research

