
FROM A CHILD'S PERSPECTIVE



The Child and Family Development Program
at
The University of North Carolina at Charlotte

presents



Richard L. Gaskill



Cheri Sheridan



Richard Lambert



Sally Clark Sloop

at the
31ST ANNUAL
CHILD AND FAMILY DEVELOPMENT CONFERENCE

March 25-26, 2010



**"THROUGH THE EYES OF A CHILD:
EXAMINING POLICIES AND PRACTICES
THAT IMPACT CHILDREN AND FAMILIES"**

An opportunity to examine the research that fuels our policies and practices, and an occasion to ask "why?" and "what does this mean?."

THE CHFD FACULTY SPEAK

[Lee Sherry, Ph.D.](mailto:lee.sherry@uncc.edu) -- lee.sherry@uncc.edu

As Chairperson of the Department of Special Education and Child Development, it is my pleasure to welcome you to the 31st Annual Child and Family Development Conference. This year's conference theme "Through the Eyes of a Child: Examining Policies and Practices That Impact Children and Families" reflects our efforts to keep children and families at the center of our practice even as we update and revision our policies. Early childhood professionals create and adapt environments and intentionally plan and implement a curriculum that addresses growth, development, and learning of the whole child in a family center-system of care. The conference addresses all of this and more. Welcome, and enjoy your time at UNC Charlotte. I know you will find the 31st Annual Conference energizing and thought-provoking.

[Deana Deason, M.Ed.](mailto:ddeason@uncc.edu) -- ddeason@uncc.edu

I don't think anything has influenced my understanding of children, child development, and working with families as becoming a parent myself has. I was a teacher for eight years before having my first child. Once he was born, I began to think in a completely different way about everything! Suddenly, the knowledge I had acquired over the years had taken on a new life. And the ability to view things, not just from my own perspective, but from that of my child's, became very important. Having two additional children caused me to realize how that perspective also changes due to each child's personality and individuality. I believe this year's theme is a timely one, given the struggles in our economy and the challenges and choices many families face. "Through the Eyes of a Child..." gives us an opportunity to remember the basics of our work – that children and families are our priority and deserve our utmost respect and attention. Once we "get back to the basics" in that way, our decision-making and planning for children and families can be accomplished in ways that meet individual needs even more appropriately than before.

[Pamela Shue, Ed.D.](mailto:pshue1@uncc.edu) -- pshue1@uncc.edu

When was the last time any one of us stopped and took a moment to reflect on how our words and actions are seen through the eyes of a child? Every day many of us (e.g. early childhood professionals, researchers, policy makers, physicians, social workers) are involved in work that affect the daily lives of our future, but, in doing so, have we taken the time to truly see our good intentions in a way which the child and family experience it? This conference provides an opportunity for all of us to stop, think, and evaluate our practices and policies to assure they provide the necessary impact and the support for the children and families we serve.

[Sandra Luz Lara-Cinisomo, Ph.D.](mailto:slaracin@uncc.edu) -- slaracin@uncc.edu

As a new faculty member at UNC Charlotte, I welcome the opportunity to meet members of the community who work *with* and advocate *for* children. I look forward to sharing my research on early childhood well-being and education, which has informed my perspective on how and where children learn. I hope my workshop topic ("Where a Child Learns") will add to the various ways we "look through the eyes of a child" as we work to improve children's academic and social growth and opportunities. As we consider a child's perspective, I also encourage us to think about the various lenses through which children view their world. Therefore, I hope we examine and consider what the world looks like from an immigrant, poor, isolated, disabled, or marginalized child's perspective.

[Bobbie Rowland, Ph.D.](mailto:bhrowlan@uncc.edu) -- bhrowlan@uncc.edu

What does the world look like from a child's perspective? What are the children thinking and feeling when they see the everyday stresses and conflicts in their neighborhoods and families? What are they learning when viewing TV or playing in a preschool group? What, in the child's world, is it to feel safe and secure; to be loved; and to know that the adults in your life who care for you can be trusted and depended upon? The signs around the children are mixed. The messages that children hear and see leave many of them confused and questioning. There are warnings about early pressure and unrealistic expectations on our youngest children. Statistics reveal violence and abuse arising in families. The economic picture is not good, and parents are stretched to the limit as they cope with everyday needs and problems. And the faces of our children reflect these conditions as the innocence and vulnerability show clearly in their eyes. The focus of the 2010 conference reminds us, whether life experiences are good or bad, we have to consider what the world is like through the eyes of a child. So, the question to be answered is: Are we, the early education professionals, going to be a major part of a child's hope and love that lives in every child's heart and being? The answer is in the actions we take, the advocacy efforts we make, and being aware of how children are portrayed, protected, and valued.

[Bonnie Keilty, Ed.D.](mailto:bakeilty@uncc.edu) -- bakeilty@uncc.edu

Early childhood professionals have to hold dual goals: (1) meeting current child and family outcomes and (2) ensuring that these outcomes are addressed in a way that supports, rather than impedes, positive child and family functioning in the future. Questions we ask ourselves are: Is the way we teach promoting critical thinking, creativity, and a positive sense of self? Or, do we teach to attain developmental skills but at the expense of the child learning *how* to learn? Do we address challenging behaviors by respecting what the child is communicating through those behaviors? Or, do we change behaviors but at the cost of a child feeling they are misunderstood? Are families supported in meeting their outcomes so they have the resources to address future outcomes? Or, do the supports result in families feeling like they *need* professionals to meet their goals? When we, as professionals, examine our work through the eyes of the family and child, we can ensure that our impact on children and families – both now and in the future – is positive.

[Suzanne Lamorey, Ph.D.](mailto:slamorey@uncc.edu) -- slamorey@uncc.edu

"Through the eyes of a child" is a powerful concept for us, as parents and professionals, to keep in mind. It is so convenient for professionals to attempt to squeeze young children (and their families) into compartments that meet the needs of our schedules, our curricula, our interactions, and our expectations. We may need to remind ourselves to see through the eyes of a child's culture, or use eyes that see a child's home and neighborhood environments. Similarly, it is also easy for us as parents (as well as aunts, uncles, and grands) to forget to take the time to wonder how young children see and experience their own moment-by-moment lives. We forget that young children "see" clouds and cars as living things; that they may "see" all 4-legged animals as dogs; that they may "see" our tired frowns as accusations. I am looking forward to this CHFD Conference so that I can continue to discover new ways to see, and teach, "through the eyes of a child."

☞ Continued on back page ☞

FEATURED SPEAKERS

Richard L. Gaskill, Ed.D., is the Clinical Director at Sumner Mental Health Center in Wellington, KS. He is also the Children's Services Coordinator for the mental health center. In addition, Dr. Gaskill is on adjunct faculty at Wichita State University where he teaches play therapy classes, child psychopathology, and supervises play therapy practicums. He earned his M.A. and Ed.S. from Wichita State University and his Ed.D. from the University of Northern Colorado.



Dr. Gaskill has worked in community mental health for nearly 30 years. In his work with children, he has developed numerous programs for children and their parents, including child development classes, parenting classes, child-parent relationship training, attachment enhancement treatment groups, therapeutic alternative schools, after school programs, therapeutic preschools, and juvenile offender programs. In 1994 a grant from the Methodist Health Ministry Fund helped establish Sumner Mental Health Center as a regional training center for play therapy and Child-Parent Relationship Training. This training has focused on birth to age five populations through Early Head Start and Head Start programs, as well as older populations of children through community mental health. Since 2000, Dr. Gaskill has been working with Dr. Bruce Perry and the ChildTrauma Academy to develop a version of the Neurosequential Model of Therapeutics (NMT) in a therapeutic preschool. He was the first Registered Play Therapist-Supervisor in Kansas and has presented numerous workshops on play therapy and attachment enhancement for various agencies and association conventions.

Cheri Sheridan, M.Ed., is an Associate at Loving Guidance, Inc. in Oviedo, FL. Her educational background includes positions as a teacher, administrator, college instructor, and consultant. She holds a Master's in Education from the University of Maryland.

Ms. Sheridan is an enthusiastic and animated writer, businesswoman, and speaker. She's nationally recognized for her expertise in childcare and early childhood education. She was selected as a Loving Guidance Associate because of her savvy communication skills, expertise in her field, and a continuing commitment to Dr. Becky Bailey's positive discipline principles. During her 30+ years in education, Ms. Sheridan has created 20 childcare centers that collectively serve more than 2,000 families. She and her programs have been featured on local and national television broadcasts including *Good Morning America* and *Nation's Business Today*. Her efforts have earned Congressional recognition, and she's inspired individuals from backgrounds ranging from the White House to the childcare center around the corner from your house. Ms. Sheridan is an energetic communicator on a variety of topics. She has a real passion for children who may have been labeled learning disabled, ADHD, OCD, or "difficult." Her workshops use real-life experience and proven strategies to promote cooperative, healthy relationships between adults and children.



Richard Lambert, Ph.D., Ed.S., is a Professor in the Department of Educational Leadership at the University of North Carolina at Charlotte. He holds an Ed.S. degree in Counseling Psychology from Georgia State University and an Ed.M. in Counseling Psychology from Temple University in Philadelphia. He earned his Ph.D. in Research, Measurement, and Statistics from Georgia State University.



Dr. Lambert currently serves as the Director of the *Center for Educational Measurement and Evaluation* and as Editor of *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*. He is also the principal investigator for a grant from the North Carolina Department of Public Instruction in which he is training evaluators and mentors from around the state in the use of the Pre-Kindergarten/Kindergarten Teacher Performance Appraisal Instrument, a measure which he helped develop. Dr. Lambert recently served as the Co-Principal Investigator and Research Director for the Research Center for Head Start Quality, a five-year, \$1.2 million grant from the U.S. Department of Health and Human Services, Agency for Children, Youth, and Families. The center was also funded from 1996-2001 at \$2.45 million. He was also the Principal Investigator for a four-year, \$1.2 million Preschool Curriculum Evaluation Research grant from the U.S. Department of Education, in which he evaluated the use of Creative Curriculum in Head Start centers in Georgia and North Carolina.

Sally Clark Sloop, B.S., MUA, recently retired from Family Support Network of North Carolina where she served as Statewide Parent-to-Parent Program Coordinator. She's been an education instructor at both North Carolina Central University and Meredith College. She's also served as an inclusion specialist for Partnerships for Inclusion and as a Family Support Program Specialist at North Carolina Partnership for Children (Smart Start). Ms. Sloop received her master's degree in Urban Affairs from Boston University and a Certification in Advanced Study: Learning Environments from Harvard University's Graduate School of Education.

Ms. Sloop was a classroom teacher for 25 years (preschool through grade three). She has served as an appointed member of the North Carolina Governor's Commission on Children with Special Health Care Needs and as a member and Chair of the Parents As Teachers Statewide Advisory Board. She received the North Carolina Department of Public Instruction's Distinguished Service to Children and Families Award in 2000 and the Arc of Wake County's Susan Reed Distinguished Service Award in 2006. Her greatest inspiration has been her own family and the privilege of raising a child with special needs.



CONFERENCE SCHEDULE

THURSDAY, MARCH 25, 2010

- 8:00-8:30 **Registration...coffee...tea**
McKnight Lecture Hall Lobby, Cone Center
- 8:30-10:00 **Opening Session**
McKnight Lecture Hall, Cone Center
- Presiding:** Ms. Deana Deason, Lecturer
Department of Special Education and Child Development
University of North Carolina at Charlotte
- Welcoming Remarks:** Dr. Mary Lynne Calhoun, Dean
College of Education
University of North Carolina at Charlotte
- Keynote Address:** *“Evolving Evidence in Child Brain Development Research and Its Implications for Policy and Practice”*
Richard L. Gaskill, Ed.D.
Clinical Director/Children’s Services Coordinator
Sumner Mental Health Center, Wellington, KS
- 10:00-10:30 **Break...coffee...tea**
McKnight Lecture Hall Lobby, Cone Center
- 10:00-10:30 **Through the Eyes of a Child**
Lucas Room, Cone Center
- 10:30-12:00 **Concurrent Sessions**
- 12:00-1:00 **Lunch on your own**
- 12:00-1:00 **Through the Eyes of a Child**
Lucas Room, Cone Center
- 1:00-2:30 **General Session**
McKnight Lecture Hall, Cone Center
- Presiding:** Ms. Sue Rebich, Lecturer
Office of Field Experiences
University of North Carolina at Charlotte
- Presentation:** *“Through the Brain of a Child: Expectations, Exaggerations and Realities?”*
Cheri Sheridan, M.Ed.
Associate
Loving Guidance, Inc., Oviedo, FL
- 2:30-2:45 **Break...coffee...tea**
McKnight Lecture Hall Lobby, Cone Center
- 2:30-4:00 **Through the Eyes of a Child**
Lucas Room, Cone Center
- 2:45-4:15 **Concurrent Sessions**

THROUGH THE EYES OF A CHILD

Viewing the world through the eyes of a child requires us to think about, explore, provide for, and advocate for programs and information that put the child and family first. Come peruse the Lucas Room for displays of programs that work with children and families in a variety of ways. View poster presentations from graduate and undergraduate students in the Child and Family Development Program and discuss their projects with them. Find resources that you can take back with you to use in your work with children and families. Make contacts with agencies with a child- and family-focus. Spark thinking about ways you can be more child- and family-centered in your professional lives. The exhibit is located in the Lucas Room and is open **Thursday, March 25th**, from 10:00-10:30, 12:00-1:00, and 2:30-4:00.

FRIDAY, MARCH 26, 2010

- 8:00-8:30 **Registration...coffee...tea**
McKnight Lecture Hall Lobby, Cone Center
- 8:30-10:00 **Opening Session**
McKnight Lecture Hall, Cone Center
- Presiding:** Dr. Pamela Shue, Assistant Professor
Department of Special Education and Child Development
University of North Carolina at Charlotte
- Welcoming Remarks:** Dr. Melba Spooner, Assoc. Dean
College of Education
University of North Carolina at Charlotte
- Keynote Address:** *“Early Childhood Education: From a Culture of Compliance Toward a Culture of Professionalism”*
Richard Lambert, Ph.D., Ed.S.
Professor, Department of Educational Leadership
University of North Carolina at Charlotte
- 10:00-10:30 **Break...coffee...tea**
McKnight Lecture Hall Lobby, Cone Center
- 10:30-12:00 **Concurrent Sessions**
- 12:00-2:00 **Closing Session/Luncheon: *Journeys: Perspectives from the Professional and Personal Realms***
Lucas Room, Cone Center
- Presiding:** Ms. Deana Deason, Lecturer, and
Dr. Bobbie Rowland, Professor Emeritus
Department of Special Education and Child Development
University of North Carolina at Charlotte
- Presentation:** *“The Long and Winding Road: One Family’s Journey ”*
Sally Clark Sloop, B.S., MUA
Education Consultant
Raleigh, NC

THURSDAY CONCURRENT SESSIONS

MORNING SESSIONS (10:30-12:00) WILL BE REPEATED FROM 2:45-4:15, UNLESS OTHERWISE NOTED

- MORE WITH RICHARD L. GASKILL**McKNIGHT
Richard L. Gaskill, Ed.D., Clinical Director/Children's Services Coordinator, Sumner Mental Health Center, Wellington, KS.
An opportunity to discuss with Dr. Gaskill ideas and issues he has advanced in his earlier address. ♦10:30-12:00 only♦
- INFANT/TODDLER FOUNDATIONS: GUIDELINES FOR DEVELOPMENT AND LEARNING FOR NORTH CAROLINA'S INFANTS AND TODDLERS**....CONE 109
Devonya Govan-Hunt, M.Ed., Child Development Specialist, Child Care Resources Inc., Charlotte, NC
Guidelines and strategies that reflect the latest research and knowledge about infant and toddler development and learning will be examined. We will explore early learning standards and principles that will help you make adjustments to your environment... adjustments that will aid you in growing and educating healthy, well-rounded children. ♦10:30-12:00 only♦
- PREPARING YOUNG ADULTS FOR HEALTHY MARRIAGES**CONE 110
Cheryl Harden, Executive Director, First Things First of Gaston County
In this workshop, we'll review the devastation of divorce on all parties, including children, and offer information on how to prepare and achieve healthy marriages. ♦10:30-12:00 only♦
- BLOCK FEST! EARLY MATH LEARNING THROUGH BLOCK PLAY**CONE 111A
Robin Roberts, NC Parents as Teachers State Coordinator, & Val Wilson, PAT National Trainer
Come learn about Block Fest™ NC, the innovative, research-based "hands on" block play exhibit for young families, brought by the NC Parents as Teachers Network. Also included will be an overview of the Early Math Workshop; learn why block play is important, how block play enhances early math learning, and the connection between early math learning and school readiness. ♦10:30-12:00 only♦
- MORE WITH CHERI**McKNIGHT
Cheri Sheridan, M.Ed., Associate, Loving Guidance, Inc., Oviedo, FL
An opportunity to discuss with Ms. Sheridan ideas and issues she has advanced in her earlier address. ♦2:45-4:15 only♦
- HOOKED: VIDEO GAME AND INTERNET "ADDICTION"**CONE 109
Devonya Govan-Hunt, M.Ed., Child Development Specialist, Child Care Resources Inc., Charlotte, NC
MySpace, Twitter, YouTube, and then Wii... this session will address some shocking statistics about children and these forms of media. Participants will learn the symptoms of "addiction" and strategies for helping families "pull the plug." ♦2:45-4:15 only♦
- THE SCHOOL DOOR: HYBRIDITY AND PLAY IN AN URBAN FIRST GRADE**.....CONE 110
Lacy Arnold Manship, UNC Charlotte Writing Project, Teacher Consultant
In this session, we'll explore the role of children's play in a primary classroom within the larger elementary school context.
♦2:45-4:15 only♦
- THE IMPACT OF TEACHER TRAINING ON TEACHER USE OF PHYSICAL ACTIVITIES IN THE CLASSROOM**CONE 111A
Melissa Helms, Kindergarten Teacher; graduate student, Child and Family Studies program, UNC Charlotte
This workshop will share research about the benefits that physical activity provides for children and the importance of training teachers on ways to use movement in the classroom. ♦2:45-4:15 only♦
- PREPARING YOUNG ADULTS WITH PROCREATIVE CONSCIOUSNESS AND RESPONSIBILITY**CONE 111B
James Dudley, Ph.D., Professor Emeritus, Department of Social Work, UNC Charlotte, Tchernavia Ranesfore Montgomery, MSW, LCSW-P, Carolinas Healthcare System, Melvin Herring, MSW, Ph.D., student, Human Development and Family Studies program, UNC Greensboro, Keith Cradle, MHA, Inmate Program Manager, Mecklenburg County Sheriff's Office, & Melanie Pace, MSW, student, UNC Charlotte
This workshop examines what 47 young parents report that they know and understand about sex, pregnancy, and parental responsibilities. These findings are followed by a set of recommendations for sex education curricula in the public schools. This is a timely issue because all North Carolina schools are expected to provide a more comprehensive sex education curriculum beginning in the fall.
- ONCE UPON A TIME...**CONE 112A
Irina Ly, Founding Director, Community Education Project; Director, Open Door School, Charlotte, NC
In this session, we'll explore the value of fairy tales in the psychological development of young children.

FRIDAY CONCURRENT SESSIONS

MORNING SESSIONS (10:30-12:00)

SIBSHOPS: BROTHERS AND SISTERS OF CHILDREN WITH SPECIAL NEEDS – TOO IMPORTANT TO IGNORE!.....CONE 109

Susan Rebich, Supervisor of Student Teaching/Lecturer, Office of Field Experiences, UNC Charlotte, Donna Badami, M.S.Ed., NBCT, Health & Physical Education, Charlotte-Mecklenburg Schools, & Carol Cranford, Program Coordinator, Family Support Network of Southern Piedmont, Concord, NC

Sibshops reflect the belief that brothers and sisters of a child with special needs have much to offer one another, if given a chance. Participants will have the opportunity to participate in a demonstration Sibshop facilitated by the Cabarrus County Sibshop team.

WHERE A CHILD LEARNS.....CONE 110

Sandraluz Lara-Cinisomo, Assistant Professor, Department of Special Education and Child Development, UNC Charlotte

This session will explore the various contexts in which children learn (e.g., home and neighborhoods) and report results from a study Dr. Lara-Cinisomo conducted using secondary data of children and mothers in Los Angeles.

INTENTIONALITY AND REFLECTION: MAKING PRESCHOOL MEANINGFULCONE 111A

Meredith Jones & Erin Felker, More at Four Prekindergarten teachers, Union County Public Schools

The focus of this workshop will be on the importance of being an intentional teacher, being reflective, and using both of these tools to create meaningful experiences and opportunities to assess the children being served.

ARE THERE CRITICAL PERIODS FOR CHILD ATTACHMENT?CONE 111B

Robert L. Herman-Smith, Ph.D., Assistant Professor, Department of Social Work, UNC Charlotte

Attachment theory emphasizes the importance of attaching to one caregiver. This workshop highlights research with children who experienced foster care placement, domestic adoption, and international adoption as infants, toddlers, and preschoolers. We'll examine whether significant changes in young children's caregivers and home environments permanently alter social, emotional, and cognitive development.

NORTH CAROLINA - DEC CHAPTERCONE 112A

Heather Taylor, Doctoral Student, Department of Special Education and Child Development, UNC Charlotte

This session will provide information pertaining to reestablishing a Division for Early Childhood (DEC) in North Carolina.

READING AT SCHOOL, LEYENDO EN CASA: ACTIVITIES TO ENCOURAGE SCHOOL AND HOME LANGUAGE LITERACYCONE 112B

Paola Pilonieta, Ph.D., Assistant Professor, Department of Reading and Elementary Education, UNC Charlotte

With the growing number of English Language Learners, teachers have an enormous responsibility to engage children in activities that promote literacy in English and the home language. See activities that can be implemented in the classroom to meet this goal.

PHOTOVOICE: HOW PRESCHOOL CHILDREN USE PHOTOGRAPHY TO TELL US WHAT IS IMPORTANT ABOUT EARLY EDUCATIONCONE 113A

Suzanne Lamorey, Ph.D., Associate Professor, Department of Special Education and Child Development, UNC Charlotte

Twenty-five preschool children were given disposable cameras with the request that they take photographs of what was important to them at school. After the pictures were developed, the children were asked to narrate their pictures. These pictures will be displayed and discussed in terms of the themes that the children might be conveying to teachers.

TOUCHPOINTS PRINCIPLES AS THEY RELATE TO YOUNG CHILDREN WITH DISABILITIESCONE 113B

JaneDiane Smith, Ph.D., Associate Professor, & Bobbie H. Rowland, Ph.D., Professor Emeritus, Department of Special Education and Child Development, UNC Charlotte

Dr. T. Berry Brazelton's Touchpoints Approach to address the emotional needs of families will be discussed in relationship to young children with disabilities. A focus on developing relationships between service providers and parents to create a sense of mutuality and respect as they work together to foster optimal child development and healthy functioning families will be emphasized.

THE DIVERSITY IN LEADERSHIP ALLIANCECONE 207

Rosemarie Vardell, Ph.D., Department of Family and Consumer Sciences, North Carolina A & T State University, & Anna Mercer-McLean, Director, Community School for People Under Six, Chapel Hill, NC

The Diversity in Leadership Alliance is a working group of the Early Childhood Leadership and Policy Network (ECLPN) and has the focus of increasing the strength, capacity, and knowledge of a diverse, multilevel group of professionals that can shape early childhood policies and practices to be more inclusive and culturally responsive.

HANDS-ON SCIENCE IN EARLY CHILDHOOD EDUCATION.....CONE 208

Tenisha Powell, Ph.D., Assistant Professor, Early Childhood Education, Winthrop University, Rock Hill, SC

Explore science concepts using developmentally-appropriate children's literature. We'll use activities to encourage scientific thinking and inquiry.

INFORMATION

LUNCHES AND PARKING

Lunch will be provided on Friday only. For lunch on Thursday, you may choose from a number of places to eat on and off campus. On campus, there are nearby food courts located in the Cone University Center (the conference location -- building 5 on the campus map), the Student Union (building 69), and the Atkins Library (building 4). There is visitor parking in the Cone Deck. Parking tokens will no longer be available for purchase at the conference. You will receive one each day of the conference. You will need to pay the parking attendant for any additional exits from the deck. For more information, please see <http://www.parking.uncc.edu/visapark.htm>. For a campus map, see <http://facilities.uncc.edu/maps/>.

PROFESSIONAL/EDUCATION CREDIT

North Carolina Division of Child Development Credit will be offered.

CONFERENCE STAFF

Ms. Deana Deason	Dr. Sandraluz Lara-Cinisomo	Ms. Sue Rebich
Dr. Bobbie Rowland	Dr. Pamela Shue	Mrs. Deborah Colerick
Dr. Bonnie Keilty	Dr. JaneDiane Smith	Ms. Joyce Green
Dr. Suzanne Lamorey	Dr. Jo Ann Springs	Ms. Alayna Smith

OVERNIGHT ACCOMMODATIONS

For details on University area hotels, please contact *Visit Charlotte* at (704) 331-2700 or 1-800-231-4636 or visit their website for more information — (<http://www.charlottecvb.org/>).

The University of North Carolina at Charlotte is committed to equality of educational opportunity and does not discriminate against applicants, students or employees, based on race, color, national origin, religion, sex, age, sexual orientation, or disability. Moreover, the University of North Carolina at Charlotte is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of African-American students. Accommodations will be provided upon request for persons with disabilities.

SAVE THE DATE!

Next year's conference will be held on March 24-25, 2011.
We hope that you'll join us!

REGISTRATION — 2010 CHILD AND FAMILY DEVELOPMENT CONFERENCE

Name: _____
Address: _____
Affiliation: _____
Phone: (____) _____
Email: _____

- Check one: Thursday and Friday * \$130
 Thursday only \$65
 Friday only * \$65
 UNC Charlotte full-time student..... no charge
Please check: Thursday Friday Both days
*(Send copy of Student ID; Friday lunch **NOT** included)*
 Other full-time students \$35 a day
(\$70 for both days)
Please check: Thursday Friday Both days
*(Send copy of Student ID; Friday lunch **NOT** included)*



Registration cost includes one parking token per day.

* *Lunch will be provided on Friday, March 26th, only.*

No registration confirmation will be mailed; payment receipts will be available upon request at the onsite registration desk.

Please send registration fee(s) no later than **March 10, 2010**. Please note that onsite registration will be available at the conference.

Make checks payable to **UNC Charlotte** and mail to **Joyce Green, Department of Special Education and Child Development, UNC Charlotte, 9201 University City Boulevard, Charlotte, NC 28223 ---- 704-687-8830.**

To keep conference costs down, we are unable to offer refunds after March 12th, 2010.

THURSDAY CONCURRENT SESSIONS

(CONTINUED)

PLAY THROUGH THE EYES OF CHILDRENCONE 113

Joe Appleton, *Early Childhood Consultant, North Carolina Office of School Readiness, Raleigh, NC*

"Learn" how to play again. Using open-ended materials, this workshop examines how children play and how they learn, and its implications for teachers viewing children's play through their own eyes.

WHAT PRESCHOOLERS REALLY NEED TO KNOW TO BE READY FOR SCHOOLCONE 112B

Smokie Brawley, *Behavior Specialist, Child Care Resources Inc., Charlotte, NC*

Recent research clearly indicates that a child's social, emotional, and behavioral competency prior to kindergarten entry is critical to future academic success. Come learn about North Carolina's cutting-edge project *Promoting Healthy Social Behaviors in Child Care Centers*, and preview some of the techniques, methods, and strategies teachers can utilize to promote the social and emotional development of children as a means of preventing challenging behaviors.

THROUGH THE EYES OF THE BILINGUAL CHILDCONE 207

Barbara Cantisano, *Executive Director, Central Avenue Bilingual Preschool, Charlotte, NC*

This workshop will address the different practices needed to serve bilingual children and families.

ADDRESSING DIVERSITY IN SCHOOLS: CULTURALLY RESPONSIVE PEDAGOGYCONE 208

Brenda K. Williamson, Ph.D., *Associate Professor, Anderson University, Anderson, SC*, **Amy King**, *undergraduate student, Anderson University, Anderson, SC*, **Tara Stanfield**, *graduate student, Shaw University, Raleigh, NC*, & **Robin Stevens**, *graduate, Mount Olive College, Mount Olive, NC*

The workshop will address techniques and strategies to assist teachers in facilitating student's learning that varies in culture, language, and many other characteristics. In addition, theoretical knowledge and culturally responsive pedagogy will be discussed to welcome and support the best learning opportunities for students.

THE CHFD FACULTY SPEAK

(CONTINUED)

Jo Ann Springs, Ph.D. -- jaspring@uncc.edu

Last night in my class a student raised an important issue regarding what we know and do not know about development. Her statement, "We really don't know what happens in the mind of the very young child" sparked lengthy discussion about how we gather data about the developmental process. After some thought, I think that I might begin to respond. We may need to do a better job of listening to children. Of course, we have made great strides in observing and listening to young children, but is it enough? As one of my colleagues noted, "Are we settling for the quick and easy fix because we think that we have all of the answers or are we, as professionals, committed to lifelong learning?". I would hope that this conference will present us with a promise to continue to listen and learn from our children and their families.

Sue Rebich, M.S. -- skrebich@uncc.edu

Do you ever wonder how disability is viewed through the eyes of a brother or sister? Through my work with siblings of children with special needs, I am profoundly impressed by the wisdom and insight that they have into how a disability can impact the family in both a positive and negative manner. These siblings, an often untapped resource, are truly experts from whom we can learn. As professionals, it is vital for us to include siblings when referring to the family of a child with a disability. Too often we say "family" and mean "parents." With support and encouragement, many of these siblings can serve as change agents in disability advocacy and policymaking concerning their brothers and sisters throughout their lives.

JaneDiane Smith, Ph.D. -- jdianesm@uncc.edu

I have had the privilege of working with young children, families, and professionals in a variety of inclusive settings for 30 years. The unconditional acceptance of children with and without disabilities of one another never ceases to amaze me!! If we look through Heather's eyes (a 4-year-old who is considered a typically developing peer), she notices and asks why Josh (a 4-year-old child with autism) doesn't talk. A simple response of "*Josh talks with his hands*" satisfies her curiosity. Immediately, Heather wants to know if she can learn sign language so she can talk with Josh. This interest in and acceptance of differences is a lesson that adults continually need to revisit through a child's eyes.