



CHILDHOOD CONVERSATIONS presents *Together We Will*

2020 Annual Conference

***Explore the Landscape of Equity and Bias
through the
Lens of Social-Emotional Learning***

Keynote:

Dr. Rosemarie Allen, Associate Professor
School of Education, Center for Equity and Excellence

Friday, April 3, 2020

7:45 am - 4:00 pm

Hartford-Windsor Marriott

28 Day Hill Road Windsor, CT

Sponsored by:

Office of Early Childhood, CT Head Start Collaborative, CT State Department of Education, The Village for Families and Children, CT Parents as Teachers, CT After School Network, The Alliance for Bloomfield's Children, CT Birth to Three, CT Children's Alliance, CT Council of Family Services, CT Early Childhood Alliance, CT Family Resource Center Alliance, CT Parent Advocacy Center, Real Dads Forever, State Education Resource Center, The SEEDS Network, LLC, Town of Windsor, University of Hartford & Windsor Family Resource Centers

SCHEDULE AT-A-GLANCE

7:45 – 8:15 a.m. Registration/Breakfast/Exhibitors

8:15 – 10:15 a.m. Welcome with Commissioners and Keynote
Dr. Rosemarie Allen, *Promoting Resilience: It's All About You*

10:30 – 12:00 p.m. A Workshops

- A1. Cultivating Equity through Self-Compassion
- A2. Self-Awareness and SEL Skills to Manage Adult Professional Interactions
- A3. Trauma and SEL Best-Practices for Childhood Emotional and Academic Well-being
- A4. Building a Culture of Understanding
- A5. Character-Building: 10 Crucial Concepts Regarding Character Education for the Early Childhood Classroom
- A6. Supporting the Social and Emotional Development of Dual Language Learners
- A7. Innovations to Support Families

12:00 – 12:45p.m. Lunch/ Networking/Vendors

12:45 – 2:15p.m. B Workshops

- B1. Reflecting on How We Speak To and About Children: It Matters
- B2. Intentional Teaching of Personal and Social Skills in the Early Childhood Classroom
- B3. Learn Basic Restorative Practices
- B4. Family Literacy: Sparking the Love of Learning in Each Generation
- B5. Sharing Best Practices to Engage Families
- B6. Putting the Pieces Together: How Nutrition and Physical Activity Promote Social-Emotional Learning and Child Development
- B7. Maternal Incarceration and the Social Emotional Development of the Parent/Child Relationship

2:30 – 4:00p.m. C Workshops

- C1. Music and Movement for All for Children Birth to Early Elementary
- C2. Everyone Belongs: Relationships, Racial Equity and Reflection in Early Childhood Settings
- C3. Prioritizing Attachment and Inclusion for Young Children with Disabilities and their Families
- C4. Preschool Problem Solving
- C5. Ideal Learning
- C6. Environmental Impact: Teaching in Intentional Spaces, Learning from our Surroundings
- C7. Meaningful Circle Time: Developing Children's Social Emotional Skills at Circle Time and Making Circle Time Successful for All
- C8. Identifying and Addressing Challenges in Social and Emotional Learning

KEYNOTE SPEAKER



Dr. Rosemarie Allen has served as a leader in early childhood education for nearly 40 years. Her life's work is centered on ensuring children have access to high quality early childhood programs that are developmentally and culturally appropriate. She is currently an Associate Professor in the School of Education at Metropolitan State University of Denver. Her classes are focused on ensuring teachers are aware of how issues of equity, privilege, and power impact teaching practices. Rosemarie has served in directorship roles with the Colorado

Department of Human Services where she was responsible for the State's child care licensing program, the federal child care assistance program, the redesign of the State's quality rating and improvement system, the implementation of the State's professional development plan, and assisted in the creation of Colorado's early learning guidelines. Rosemarie is a respected keynote speaker, and has the distinct honor of being appointed as a "Global Leader" to represent the United States at World Conferences across the globe.

Dr. Allen's non-profit Institute for Racial Equity & Excellence (IREE) serves as the lead agency for ensuring equity in educational practices throughout the nation. IREE monitors and licenses child care centers using a model she created, "Culturally Responsive Community Based Licensing". Rosemarie also served on President Obama's "My Brother's Keeper" (MBK) initiative, Early Childhood Task Force. In that role, she was the national expert on implicit bias and culturally responsive practices, speaking at conferences across the country. She also serves as contractor for the National Center for Pyramid Model Innovations focusing on equity, implicit bias and culturally responsive practices in the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

Rosemarie earned her B. A. from California State University, Masters of Education from Lesley University and Doctorate Degree in Leadership for Equity in Education from the University of Colorado, Denver.

Promoting Resilience: It's All About You

One of the most critical protective factors that support resilience is close, positive relationships with caregivers or other caring adults. Educators have the potential to change the trajectory of a child's life. What role do you play? How are you ensuring the well-being of children despite adverse early experiences? This presentation will include strategies to increase children's ability to cope with adversity and techniques that enhance healthy development in vulnerable children. The role of implicit bias, negative perceptions of children's behaviors, and utilizing culturally responsive and culturally affirming practices, will also be discussed.

WORKSHOP CHOICES

A WORKSHOPS

A1. Cultivating Equity through Self-Compassion - *For someone to develop genuine compassion towards others, first he or she must have a basis upon which to cultivate compassion and that basis is the ability to connect to one's own feelings and to care for one's own welfare... Caring for other requires caring for oneself.* - Tenzin Gyatso

Have you ever felt shame, anger, or fear arise when engaged in diversity and bias work? This presentation highlights the topic of self-compassion and how it can be a useful way to make sense of life experiences. Experiences are constantly occurring externally and internally. While we can't control external experiences, we can work on being aware of our own internal process and giving ourselves what we need in the moment. We will learn the 3 components of self-compassion, and the benefits of treating yourself with warmth. Hear practical tips and tools for including self-compassion in your life and learn how it strengthens resilience.

Target Audience: Parents, Parent Educators, Early Childhood Teachers/Caregivers, Early Childhood Administrators, Elementary Teachers, Mental Health Providers, After School Professionals

Strand: SEL and the Connection to Equity and Bias, Trauma/Mental Health, Administrators and Teachers

Presenter: Amanda Votto, The Divine Within, LLC and Emily Williams, Emily Williams, LLC

A2. Self-Awareness and SEL Skills to Manage Adult Professional Interactions - Our hearts are in the right place when we endeavor to work towards the success of youth in quality programs. However, we must often contend with anxious parents, demanding administrators and overwhelmed colleagues. How do our innate values, beliefs and biases impact the daily work we do in working with other adults? Join us in this workshop to explore how Social-Emotional Learning can support our work and provide the skills we need to contend with challenging circumstances and interpersonal relationships in the workplace.

Target Audience: Early Childhood Teachers/Caregivers, Elementary Teachers, Early Childhood Administrators, After School Professionals, Preschool Special Education Provider

Strand: SEL and the Connection to Equity and Bias

Presenter: Ebony Grace, NJSACC: Statewide Afterschool Network for NJ's Afterschool Committee

A3. Trauma and SEL Best-Practices for Childhood Emotional and Academic Well-being - This workshop will focus on what trauma-informed best practices and Social-Emotional Learning informs us how to best intervene with children so that they can thrive emotionally, relationally and academically.

Target Audience: Parents, Parenting Educators, Elementary Teachers, Mental Health Providers, After School Professionals, Preschool Special Education Provider

Strand: SEL and the Connection to Equity and Bias, Family Engagement, Trauma/Mental Health

Presenter: Noel Casiano, PsyD, LMFT, Catholic Charities, Institute for the Hispanic Family

A4. Building a Culture of Understanding - This session will focus on meaningful family engagement. We will address the effects of culture and bias on meaningful family engagement including working with fathers, the language that we use to communicate, cultural humility, and the role each of these plays in a child's social emotional development. We will also look at the effects of all of this on the classroom climate.

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Early Childhood Administrators, Mental Health Providers, After School Professionals, Early

Intervention Provider, Preschool Special Education Provider

Strand: SEL and the Connection to Equity and Bias, Family Engagement: Addressing Equity and Bias through an SEL Lens, Community Collaborations to Address Equity and Bias, Parent Education and Advocacy, Equity and Bias in Early Childhood Education, Administrators and Teachers, Social Justice, Equity, and Bias

Presenter: Commissioner Beth Bye, Connecticut Office of Early Childhood

A5. Character-Building: 10 Crucial Concepts Regarding Character Education for the Early Childhood Classroom - The early childhood years provide a solid foundation for what a child needs to learn regarding social, moral, and intellectual development. By attending this workshop, participants will learn how to develop the type of environment, and daily learning opportunities that teach children character values such as respect, responsibility, and courtesy. Participants will share their own ideas for promoting character building, and will learn new strategies along the way to take back to their classrooms.

Target Audience: Early Childhood Teachers/Caregivers, Early Childhood Administrators, Mental Health Providers, After School Professionals, Early Intervention Provider, Preschool Special Education Provider

Strand: SEL and the Connection to Equity and Bias

Presenter: Tracy Cheney, Three Cheers Consulting

A6. Supporting the Social and Emotional Development of Dual Language Learners - An increasing number of young children are learning more than one language during early childhood. This session will explore equity and bias as it relates to dual language learners, focusing on how language learning and culture connect to social and emotional development. Strategies and resources for building community, planning curriculum and connecting with families will be shared. Connections between WIDA Early Years resources and the Connecticut Early Learning and Development Standards (CT ELDS) will be highlighted.

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Early Childhood Administrators, Mental Health Providers, Early Intervention Provider, Preschool Special Education Provider

Strand: SEL and the Connection to Equity and Bias, Equity and Bias in Early Childhood Education, Social Justice, Equity, and Bias

Presenter: Michelle Levy and Heather Durosko, Connecticut Office of Early Childhood

A7. Innovations to Support Families - In every county across the state, First Steps invest in high quality programs and services that prepare young children for long-term success. Through a network of 46 non-profit local partnerships, communities are equipped with funding and resources to reach the state's most at-risk children. This workshop will highlight three innovative and collaborative projects developed to demonstrate a positive impact on high-risk children in South Carolina. Supporting Care Providers through Visits is Parents as Teachers curriculum used with child care providers. This curriculum is designed to help provider educators discuss with care providers the individual needs of children in their care while being respectful of individual family cultures. In South Carolina we are piloting this curriculum in 11 counties with home based and family, friends and neighbor child care providers.

Countdown to Kindergarten (CTK) is a home visitation program pairing the families of high-risk rising kindergartners with future teacher during the summer before school entry. Six visits are completed with each family centered upon relationship-building and classroom and content expectations. CTK establishes home-school bonds, enhances family awareness of kindergarten expectations, and

ensures a smooth transition to school

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Early Childhood Administrators

Strand: Family Engagement: Addressing Equity and Bias through an SEL Lens, Community Collaborations to Address Equity and Bias, Equity and Bias in Early Childhood Education

Presenter: Gina Beebe and Janice Kilburn, South Carolina First Steps to School Readiness

B WORKSHOPS

B1. Reflecting on How We Speak To and About Children: It Matters - Words have an impact on the way we receive communication, from our earliest years and throughout life. Adults, who care for children send multiple messages to children through their tone, affect, and the choice of words. Children feel valued or disrespected by subtle differences that are conscious or unconscious. Participants will examine their communication history, style and tendencies and reflect on the impact of their communications.

Target Audience: Early Childhood Administrators, Early Intervention Provider, Preschool Special Education Provider

Strand: SEL and the Connection to Equity and Bias

Presenter: Ann Marie Davidson and Diane Gozemba, EASTCONN

B2. Intentional Teaching of Personal and Social Skills in the Early Childhood Classroom - This workshop will share resources, ideas and activities that support and promote personal and social development in the preschool classroom. Topics will include intentional teaching of personal and social skills, classroom setup and lesson plan ideas, a review of books that focus on social development and a hands-on activity.

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers,

Strand: Equity and Bias in Early Childhood Education.

Presenter: Tressa Giordano and Laura Eldredge, The SEEDS Network, LLC

B3. Learn Basic Restorative Practices - This workshop aims to teach educators restorative practices approaches to everyday conflicts and challenges.

Participants will learn how to facilitate restorative circles. Circles are critical for building social awareness, resolving social problems, and responding to conflict. Restorative circles are designed to set high expectations while being supportive.

- You will practice how to present direct feedback and how to ask questions that foster accountability.
- You will also learn the most effective methods to resolve frequent conflicts.

Our goal is to prepare educators to return to an afterschool setting and run your first circle!

Target Audience: Parents, After School Professionals,

Strand: SEL and the Connection to Equity and Bias

Presenter: Tiana Brown, Norwalk Housing Authority

B4. Family Literacy: Sparking the Love of Learning in Each Generation - Workshop participants will learn tips and strategies on how to teach parents and caregivers the importance of reading to their children or grandchildren. Read-aloud strategies will be explored; participants will learn how connecting personal and family experiences to literature can increase literacy skills as well as a deeper understanding of equity and bias, and empathy and other social-emotional skills; suggested activities, book titles, and handouts will be provided to participants to aid in their family literacy work.

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary

Teachers

Strand: SEL and the Connection to Equity and Bias, Family Engagement: Addressing Equity and Bias through an SEL Lens, Parent Education and Advocacy in Regard to Equity and Bias

Presenter: Barbara Vita, M.Ed., Connecticut After School Network

B5. Sharing Best Practices to Engage Families - When developing reciprocal relationships with families, one size does not fit all! What works for one family may not reach another. When programs have a road map or a plan that considers many different ways to reach different families throughout the year, they are often more successful. This session will review best practices and share strategies to engage families from New London School Readiness preschool programs and New London Public Schools. A panel of presenters will review best practices around developing reciprocal relationships with families and share strategies to: gather family input related to children's learning and development and informal assessment; provide professional learning opportunities to encourage teachers to reflect about implicit bias; plan events as opportunities for families to engage about child development; welcome families to Kindergarten.

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Early Childhood Administrators, Preschool Special Education Provider

Strand: Family Engagement: Addressing Equity and Bias Through an SEL Lens, Community Collaborations to Address Equity and Bias, Parent Education and Advocacy in Regard to Equity and Bias, Equity and Bias in Early Childhood Education, Social Justice, Equity, and Bias

Presenter: Meg Formica, LEARN; Dr. Katherine O'Connor, Connecticut College Children's Program; Becky Adams, TVCCA Little Learners; Angela Rasmussen, New London Public Schools; Randi McCray, New London Partnership for Student Success (New London School Readiness Council)

B6. Putting the Pieces Together: How Nutrition and Physical Activity Promote Social-Emotional Learning and Child Development - The Centers for Disease Control and Prevention's Whole School, Whole Community, Whole Child model highlights the need for education and public health sectors to integrate and collaborate to improve each child's cognitive, physical, social, and emotional development. This session will explore how this framework applies to early care and education settings, cover exciting new CT research and programming, and share resources for early childhood caregivers/teachers and administrators.

Target Audience: Early Childhood Teachers/Caregivers, Early Childhood Administrators,

Strand: SEL and the Connection to Equity and Bias, Equity and Bias in Early Childhood Education

Presenter: Sally Mancini, MPH, UCONN Rudd Center for Food Policy and Obesity & Marcia Pessolano, MPH, RD, CD-N, Connecticut Department of Public Health

B7. Maternal Incarceration and the Social Emotional Development of the Parent/Child Relationship - This interactive workshop will examine maternal incarceration and the racial inequities affecting their children. It will also look at the direct influence that maternal incarceration has on their children's health, cognitive processing and their social and emotional development, as well as affecting their long term outcomes. Additionally, from a strength-based perspective this workshop will explore: How to foster attachment between the incarcerated mother/child prenatally and postnatally, learn the two R's of healing relationships and how to promote protective factors with the family unit.

Target Audience: Parents, Parenting Educators, Elementary Teachers, Mental Health Providers, After School Professionals, Early Intervention Provider

Strand: Family Engagement: Addressing Equity and Bias through an SEL Lens

Presenter: Haley M. Scott, Ed.D, Primary Prevention Services Coordinator and Nicole Cossette, MS, Associate Research Analyst

C WORKSHOPS

C1. Music and Movement for All for Children Birth to Early Elementary - This is an interactive group activity in music and movement for parents and educators. The session will include experiences in song, chant, poetry, moving to music creatively and small hand held instruments. The musical material used is folk and classical and reflects the rich musical literature of the world. The session will provide all attending with immediate resources they can use. The musical and movement experiences will also be framed with research that addresses why these activities are important to the social and emotional development, including self-regulation of all children no matter their age. A resource list of music, song and activities will be provided.

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Early Childhood Administrators, Mental Health Providers, After School Professionals, Early Intervention Provider, Preschool Special Education Provider

Strand: SEL and the Connection to Equity and Bias, Family Engagement: Addressing Equity and Bias through an SEL Lens, Community Collaborations to Address Equity and Bias, Parent Education and Advocacy, Equity and Bias in Early Childhood Education, Administrators and Teachers, Social Justice, Equity, and Bias

Presenter: Susan Kirschner Robinson, Windsor Montessori

C2. Everyone Belongs: Relationships, Racial Equity and Reflection in Early Childhood Settings - Empathy, caring and self-reflection are powerful words in context of learning spaces for young children. Indeed, young children who are racially, ethnically and linguistically diverse, will gain positive social emotional development where authentic relationships with adults who personify these values in their interactions with everyone in the classroom. Participants will discuss racial equity, culturally responsive relationships and SEL; creating spaces where everyone belongs; and understanding the science of implicit bias and learn about tools which promote personal reflection and mindfulness.

Target Audience: Parents, Early Childhood Teachers/Caregivers, Elementary Teachers, Early Childhood Administrators, After School Professionals, Mental Health Providers, Early Intervention Provider, Preschool Special Education Provider

Strand: SEL and the Connection to Equity and Bias, Equity and Bias in Early Childhood Education, Suspension and Expulsion through the lens of Equity and Bias

Presenter: Paquita Jarman-Smith and Nitza Diaz, SERC

C3. Prioritizing Attachment and Inclusion for Young Children with Disabilities and their Families - In this presentation, participants will explore the reality that although children with developmental delays/disabilities have the same need for secure attachment as typically-developing children, differences in the way they communicate or use their bodies can interrupt the unfolding of dyadic attunement and attachment. Group discussion on how implicit and explicit bias may impact children with developmental differences to isolate them from the everyday social routines and interactions that typically serve to optimize healthy development. We will take a look at evidence that reduced access to healthy attachment and inclusion into social activities and routines can lead to an increased vulnerability to maltreatment and the subsequent effects of trauma. Finally, we will share and discuss specific strategies that early childhood professionals and families of young children can use to scaffold healthy attachment, to observe and understand their child's unique way of communicating and interacting with the world, and to empower every child to use his or her own abilities, whatever they may be, to make a difference in the world.

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Mental Health Providers, Early Intervention Provider

Strand: SEL and the Connection to Equity and Bias, Equity and Bias in Early Childhood Education, Support and Considerations for Children with Special Needs or Disabilities, Trauma/Mental Health

Presenter: Susan Killmeyer, Ph.D. and Salam Soliman, Psy.D., Child First, Inc.

C4. Preschool Problem Solving - So much classroom time is spent solving social conflict rather than teaching and playing. Explicit and indirect teachings of social emotional concepts are critical components to early childhood curriculum, ultimately affecting a child's overall development and learning. During this presentation, we will review the challenging behaviors many preschoolers present each day. The focus will be on strategies which promote positive relationships and increase independence in social areas including problem solving, sharing, taking turns, and self-regulating emotions.

Participants will leave with several strategies and ideas to add to their problem-solving kits including visuals that help foster independent conflict resolution (sharing, trading, taking turns).

Target Audience: Parenting Educators, Early Childhood Teachers/Caregivers, Early Childhood Administrators, Strand: SEL and the Connection to Equity and Bias

Presenter: Tracy Glynn, PLAYDATE & PLAYMATES, LLC

C5. Ideal Learning - Ideal Learning assumes that children best achieve their potential through learning that activates their interests, abilities, and talents to build knowledge, skills, and confidence. Regardless their pedagogical perspective, all Ideal Learning providers nurture children the exact same way and have the same basic approach to helping very young children develop their potential. In this session, participants will deepen their understanding of racial equity bias in early care and education systems; learn to place current early childhood practices in an historical context; explore the nine ideal learning principles; and practice using the Ideal Learning principles to implement social emotional learning in a racially equitable and trauma informed way.

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Early Childhood Administrators, Mental Health Providers, Early Intervention Provider

Strand: SEL and the Connection to Equity and Bias, A History of Equity and Bias in Education, Equity and Bias in Early Childhood Education, Administrators and Teachers, Social Justice

Presenter: Wendy Simmons, New Haven Children's Ideal Learning District and Allyx Schiavone, Friends Center for Children

C6. Environmental Impact: Teaching in Intentional Spaces, Learning from our Surroundings - In early childhood education and non-classroom settings we use the spaces, inside and out, as learning opportunities. This session will provide a hands-on workshop to assist you in making the most of your physical teaching and learning spaces. The literal landscape of options will be addressed as tools to support individual student Social-Emotional Learning, systemic access and equity issues to nature and freedom of movement. Examples of how learning spaces support choice and independence while reinforcing how to be part of an interdependent community will be shared. Presenters will offer a developmentally appropriate early childhood perspective and Montessori land-based practices. Come learn about how to intentionally design your classroom environments and utilize outdoors and alternative spaces. The session will be broken into three parts: presentation followed by an interactive small group breakout session and ending with shared insights and discussion with time for questions and answers.

Target Audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Early Childhood Administrators, After School Professionals, Early Intervention Provider,

Preschool Special Education Provider

Strand: Family Engagement: Addressing Equity and Bias through an SEL Lens, Community Collaborations to Address Equity and Bias, Support and Considerations for Children with Special Needs or Disabilities, Strategies for Meaningful Inclusion of Young Children with Special Needs

Presenter: Paige Bray and Courtney Reim, Center for Montessori Studies at University of Hartford

C7. Meaningful Circle Time: Developing Children's Social Emotional Skills at Circle Time and Making Circle Time Successful for All - What is the purpose of Circle Time? What does research tell us about how children learn best at Circle Time? What do Quality Measures (ECERS, NAEYC, CLASS) look for when observing circle time? Come and discuss how to meet the needs of all children at Circle time. We will consider ways to facilitate young children's language/literacy and social emotional development at Circle Time and throughout the preschool day.

Target Audience: Early Childhood Teachers/Caregivers, After School Professionals, Preschool Special Education Provider

Strand: SEL and the Connection to Equity and Bias, Support and Considerations for Children with Special Needs or Disabilities, Strategies for Meaningful Inclusion of Young Children with Special Needs

Presenter: Meg Formica, LEARN

C8. Identifying and Addressing Challenges in Social and Emotional Learning- Many children face social and emotional challenges that adversely impact their ability to fully participate in school. This program will review the steps that families and educators can take to identify these challenges and work together to craft programs designed to help young children and students' progress. This interactive program will focus on implications for infants and toddlers as well as young students with attention paid to insuring proper evaluation and implementation for Individual Family Service Plans, transition into preschool, IEPs and Section 504 Accommodation Plans.

Target Audience: Parents, Parenting Educators, Early Childhood Administrators, Preschool Special Education Provider

Strand: Family Engagement: Addressing Equity and Bias through an SEL Lens, Parent Education and Advocacy in Regard to Equity and Bias, Suspension and Expulsion through the Lens of Equity and Bias, Support and Considerations for Children with Special Needs or Disabilities

Presenter: John M. Flanders, Esq. , Connecticut Parent Advocacy Center

2019 CCTWW CONFERENCE HIGHLIGHTS



FOR MORE INFORMATION VISIT US ONLINE AT

WWW.CHILDHOODCONVERSATIONS.COM OR TO REGISTER ONLINE CLICK [HERE](#)

2020 CCTWW CONFERENCE REGISTRATION FORM

Participant Information

Name: _____
 Organization: _____
 Address: _____
 City: _____ ST: _____ Zip: _____
 Phone: home () _____ cell () _____
 E-mail: _____

Are you a first time attendee?
 Yes
 No

Race:
 Non-Hispanic White
 Hispanic or Latino/a/x
 Black/African American
 American Indian/Alaska Native
 Asian/Asia-American
 Native American/Other Pacific Islander

Age group served:
 Infants
 Toddlers
 Pre-schoolers
 School Age
 Pre-teens
 Teens

Participant type:
 If parent, select status below
 Parent
 Adoptive parent
 Grandparent
 Foster parent
 Other/Relative

If professional, select status below
 Home Visitor
 Birth to 3
 Preschool
 Preschool 619
 Homeschool
 Family Childcare
 After School

Questions:

Visit our [FAQ](#) page online.
 You can also communicate with us through our [Facebook](#) and [Twitter](#) pages, or via [e-mail](#).

Conference Information

Location: Hartford-Windsor Marriott, Windsor. Discounted hotel rate for participants: \$101 plus tax (*Contact the Hartford-Windsor Marriott directly at (860) 688-7500 to reserve a room.*)

Registration Fee:

- Early Bird Fees - Register by March 13, 2020
\$90 - Single day
- Registrations received after March 13, 2020
\$120 - Single day

Registration deadline: Friday, March 27th

Conference registration fee includes: Attendance at 3 workshops of your choice (based on availability), morning keynote session, continental breakfast, lunch, snacks, conference materials and certificate of attendance per day.

To register by mail: Please mail completed form and check or money order to:

- CT After School Network, c/o Childhood Conversations, 12 Melrose Avenue, Branford, CT 06405.
- Check, Credit Cards (MC/Visa/AMEX/Discover), and invoice options are available. Please make checks payable to "CT After School Network."
- Please note our [Refund/Cancellation policy](#) online.

Click [here](#) to register online.

Pre-Conference Survey (We ask that all participants answer the questions below)

I know how to provide equitable experiences to the children and families I serve.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I am confident in my understanding of what equality means.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I am confident in my understanding of what equity means.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I am confident in my understanding of the difference between equity and equality.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
I am confident in my understanding of implicit bias and how it affects the children and families I serve.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
My community struggles with implementing equitable opportunities.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree
Children and families within my community have access to a network of support in SEL strategies.	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Neutral	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly Agree

Workshop Selections: A first and second choice must be indicated for each of the session.

A Workshops

- A1. Cultivating Equity through Self-Compassion
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B Workshops (continued)

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