## cid:image001.jpg@01CE816C.A7256560cid:image001.jpg@01CE816C.A7256560Digging Deeper:Building Self-Regulation in Early Childhood

**March 17, 2017**

**Biltmore Park \* Asheville**

***Sponsored by the***

**Birth-Kindergarten Program**

**8:00 – 8:30 Registration**

**8:30-10:00 Welcome and Introductions**

#### **Keynote: Co-Regulation: An Evidence-Based Approach to Developing Self-Regulation**

**Desiree Murray, Ph.D. \* Frank Porter Graham Child Development Institute**

**10:00-10:15 Break**

**10:15-11:15 Keynote Cont’d.**

**11:15- 12:30 Lunch**

**12:30 – 1:45 Breakout Session I**

**1:45- 2:00 Break**

**2:00 – 3:15 Breakout Session II**

 **Complete Satisfaction Survey**

**Adjourn - Thank you for attending!**

**Session Descriptions**

**Breakout Session I: (12:30 – 1:45)**

1. **Creating Connections: Building Community in Early Childhood Classrooms.**

**Dr. Kaitlin Bargreen**

Building classroom community is essential to fostering healthy social-emotional development and positive peer relationships among young children.  This session will focus on exploring strategies for creating a sense of belonging, ensuring each child feels like a member of a classroom community, and developing a unique classroom identity. Participants will have an opportunity to interact with each other and leave with ideas they can use to develop foundations for meaningful classroom communities.

1. **Becoming an Emotionally-Intelligent Early Childhood Educator: Focusing on Self in Relation to Others.**

**Dr. Lori Caudle**

In order to effectively nurture young children in their social-emotional development and learning, educators must become emotionally intelligent. This interactive session will explore key skills of perception, understanding, accessing, and regulation. Through an exploration of "self", educators can begin to see how they influence the social-emotional health and well-being of others, particularly children, administrators, and colleagues.

1. **Why Teach Self-Regulation? A Question and Answer Session.**

**Dr. Desiree Murray**

Self-regulation affects wellbeing across the lifespan from mental health and emotional wellbeing to academic achievement, physical health, and socioeconomic success. Come to this session prepared to ask Dr. Murray questions about her research and how it can be applied in an early childhood setting.

**Breakout Session II: (2:00-3:15)**

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1. **Moving Towards Self-Regulation and Early Academic Success**

**Dr. Derek Becker and Myra Watson**

Movement and play are a critical aspect of a child's early development and can aid in the formation of cognitive skills, such as memory, attention, and self-regulation, which are involved in early learning. This session will highlight the role of play and movement for promoting cognitive and social-emotional development, and focus on play as a mechanism for enhancing early academic achievement. Participants will have an opportunity to interact with each other, reflect on their own classroom practices, and learn about tools that can be used to help students make meaningful connections between play and academic learning.