### Saturday sessions 10:00–11:30 a.m. Dallas Convention Center

#### #781 Responding to change: Promote cultural competency in early care and education policies and practice
- Hannah Matthews, Center for Law and Social Policy; Sabrina Zarco, Welcome the Children Project.
- Room A112/113
- Advocacy/Public Policy

#### #782 Authentic assessment and accountability: New strategies and developmentally appropriate tools
- Mari Blaustein, Network for Instructional TV, Inc.; Margaret B. Puckett, Texas Wesleyan University.
- Room D221
- Assessment of Child Progress

#### #783 Testing the limits: How inappropriate high-stakes testing puts young children and their schools at risk
- Edward Miller, Alliance for Childhood; Samuel Meisels, Erikson Institute; Susan Linn and Audrey Duck, Harvard Medical School; Denise Collins, University of Texas-Arlington.
- Ballroom C3
- Assessment of Child Progress

#### #784 Improving teaching through standards-based systematic assessment: The Early Learning Scale
- Judi Stevenson-Boyd and Shannon Riley-Ayers, Rutgers University; Ellen Frede, National Institute for Early Education Research; Geralyn Jacobs, University of South Dakota.
- Room D222
- Preschoolers
- Assessment of Child Progress

#### #785 Addressing behavioral issues in classrooms with diverse learners
- Sharon Lynch and Laverne Warner, Sam Houston State University.
- Room A115/117
- Preschoolers
- Children with Disabilities/Early Intervention

#### #786 Promoting positive outcomes for children with disabilities: DEC's new recommendations for curriculum, assessment, and program evaluation
- Beth Roux, University of Kentucky; Marilou Hyson, NAЕYC.
- Room A306/307
- Children with Disabilities/Early Intervention

#### #787 The arts make learning come alive! Engaging the whole child in the joy of literature and the arts
- Margaret Hooton, St. Paul's Nursery School.
- Ballroom C1
- Kindergartners
- Curriculum—Creative Expression and Appreciation for the Arts

#### #788 Look in my backpack: Activities to promote literacy at home
- Heather Jones, Susan Metcalfe, Lynette Hill, and Carrie Baines, Greenville City Preschools.
- Room C148
- Preschoolers
- Curriculum—Language and Literacy

#### #789 From message to meaning: Incorporating a daily message board to foster preschoolers' literacy learning and independence
- Suzanne Gainsley, High/Scope Educational Research Foundation.
- Room C156
- Preschoolers
- Curriculum—Language and Literacy

#### #790 Personalizing mathematics through children's literature: Classroom-ready Reading And Math Projects (RAMPs)
- Marilyn Eisenwine, Judith Hailes, Nancy Hadley, and Mary McGlamery, Angelo State University.
- Room C150
- First- to Third-Graders
- Curriculum—Mathematics

#### #791 Songs with Red Grammer: Teach Sally to share, Wayne to use his words, Perla to say "please," and Theo to say "thank you"
- Red Grammer and Maria Knickerbocker, Red Note Records.
- Room A309/310
- Curriculum—Music

#### #792 The brain loves a song: Music and movement activities to help learning based on brain research findings
- Maryann Harman, Educational Activities.
- Room D163/165
- Curriculum—Music

#### #793 Three men and a baby: Experiences of three successful men in early childhood education
- Danny Darby, Georgia State University Child Development Programs; Nathan Thompson and Gerald Parks, Georgia State University.
- Room A124/127
- Curriculum—Other Areas

#### #794 Dancing to develop all of me from birth to age 5
- Christine Roberts, Nurturing Pathways, Inc.
- Ballroom A4
- Curriculum—Physical Development

#### #795 Beyond puzzles and manipulatives: Encouraging fine-motor skill development
- Wendy Willard and Lana Burske, 1st Presbyterian Weekday Preschool.
- Room C140
- Preschoolers
- Curriculum—Physical Development
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Final Program

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