

2018 Annual Conference

Powering Our Profession: Leadership & Learning

Impulsando Nuestra Profesión: Liderazgo y Aprendizaje

Saturday, November 3, 2018

7:30am to 3:30pm Student Union Memorial Center
1303 E. University Blvd.
Tucson, AZ 85719

SAZAEYC wishes to express our thanks to Dean Bruce Johnson as well as faculty and staff from the University of Arizona's College of Education for sponsoring and supporting this conference.



Education

AGENDA

This year's conference will meet in the Student Union with breakout sessions meeting in the Student Union and the College of Education building east of the Student Union.

- Registration / Networking / Exhibitor Hall 7:30 am – 8:15 am
- Buffet Breakfast / Welcome / Speakers 8:00 am – 9:15 am
- Morning Sessions 9:30 am – 11:00 am
- Mid-morning Sessions 11:15 am – 12:45 pm
- Lunch / Special Members Event 12:45 pm – 1:45 pm
- Afternoon Sessions 2:00 pm – 3:30 pm

RATE INFORMATION

The rates outlined below include:

1. A full 8 hours of professional development
2. A hot buffet breakfast, including seasonal fresh fruit, scrambled eggs, bacon, home fried potatoes, french toast with butter and maple syrup, a selection of juices, regular and decaffeinated coffees, and Tazo teas.
3. Choose from one of three boxed lunches with a choice of bottled water or soft drink (diet available)
 - a. Turkey with brie and horseradish mayonnaise on a freshly baked croissant along with herbed pasta salad, whole fresh fruit, and a chocolate chip cookie
 - b. (vegetarian) Avocado, sprouts, sliced tomatoes, and cucumbers with cheddar cheese on multigrain bread along with herbed pasta salad, whole fresh fruit, and a chocolate chip cookie
 - c. (vegetarian, vegan, gluten-free) Mixed green salad with avocado, sprouts, grape tomatoes, blackened tofu, edamame, and cucumbers served with balsamic vinaigrette along with roasted mushroom salad and a fresh fruit cup for dessert

CONFERENCE RATES

Student*:	\$55
Standard/Comprehensive Members:	\$65
Entry-level Members:	\$95
Non-Members (consider membership for \$30, see below):	\$125
On-Site Registration	Add \$10 to listed amount

*Student must provide current identification number. Undergraduate students must be enrolled in nine or more credit hours, graduate students in six or more credit hours, during the Fall 2018 semester to be eligible for the student rate.

NEW SAZAEYC MEMBERSHIP RATES

The benefits of membership are endless, including discounts to all SAZAEYC events and this conference. **By joining as an entry member today, you can benefit from a reduced conference rate.** Your membership marks the true professional you are by being a part of this premier early childhood education organization.

NEW NAEYC Membership Rates

Entry level	\$30
Standard	\$69
Premium	\$150
Family	\$35

To become a member, sign up online at www.naeyc.org/membership/join.

When signing up for membership, be sure to check the “affiliate” box, and enter SAZAEYC so you can enjoy all the benefits of membership with your local affiliate, including SAZAEYC events and opportunities. For more information email Kelly Ann Larkin at sazaeyced@gmail.com.

A limited number of scholarships for this conference may be available to current SAZAEYC members.

REGISTER ELECTRONICALLY by following the links at <https://sazaeyc.org/2018conference/> to pay with your credit card. Only cash and checks will be accepted by mail. We will have one computer available at the conference for online payments, but cash and checks are recommended for speedier service that morning. Registration will be open until October 19, 2018.

REGISTER EARLY Session requests are filled on a first-come, first-served basis. Are you a school district or organization paying with a purchase order? Contact registration by email at 2018sazaeycconference@gmail.com or call (520) 777-0867 to ensure all participants are registered without the delay of purchase order processing.

REGISTER BY MAIL Pre-registrations must be postmarked by Monday, October 15, 2018. Registration and payment can be mailed to: SAZAEYC Conference, PO Box 68475, Oro Valley, AZ 85737.

SESSION TRACKS For your convenience, sessions are arranged into tracks by a common goal or topic. You may either select one specific track, indicated by session number (e.g. A01, B01, and C01), that is most relevant to your work with young children or select sessions within multiple tracks for a well-rounded conference experience.

DIRECTIONS The University of Arizona Student Union is located south of 2nd St. on Mountain Ave. Look for conference signs and friendly volunteers to guide you to conference registration at the Student Union. Breakout sessions meet in both the Student Union and the College of Education.

PARKING We recommend that you carpool with friends and colleagues to the conference. The 2nd Street garage charges an hourly rate, maximum \$16 for the day. Visitor Parking in Cherry and Highland Garage, surface lots and street parking, are free on weekends. Please plan accordingly.

\$\$ CASH Attending the conference offers the opportunity to win door prizes. In addition, plan on bringing some cash to buy raffle tickets and exhibitor offerings.

MORNING SESSIONS

9:30 am – 11:00 am

#A01 Social Emotional Competence: The Key to Minimizing Challenging Behaviors PART ONE: Relationships

This is part one of a 3-part series (part 2 presented by Andrea Dekker, part 3 presented by John Elliott). Nurturing, responsive relationships between children and their teachers is the foundation for learning and development in all areas, but particularly in the child's development of social and emotional competence.

Lela Messick entered the field in 1985 as a parent volunteer in her son's preschool. When he went on to kindergarten, she accepted her first paid position as a teacher's assistant. Since then some of her positions include a lead teacher in pre-k and kindergarten classrooms, a training and curriculum specialist, a child care center director, & Quality First Program Manager. She has a BA in Child Development and Child Care Center Management and a MA in Early Childhood Education.

#A02 Exploring "Alebrijes": Fantastical Animals through Provocation and Imagination

In this session, we will utilize "Alebrijes" as Provocations to foster imaginal thinking and creative expression, Pre-K through 3rd grade. This hands-on/minds-on learning experience will illustrate ways that educators can use Reggio Emilia inspired Provocations to engage children in sensory explorations that promote inquiry and meaning-making, and that involve children in design and self-expression.

Alyssa Plaza is a second year kindergarten teacher, NAU student working on Bachelors in Early Childhood Education.

Bailey Roy is a second year learning coach, K-5, NAU student, working on Bachelors in Early Childhood Education.

Shirley Little has 7 years experience teaching preschool, 15 years substitute teaching in Yuma County, and is a NAU student working on Bachelors in Early Childhood Education.

Susan Stutler, Ph. D. is Professor of Early and Elementary Education at Northern Arizona University in Yuma.

#A03 Platica conmigo bebé

Estudios han demostrado que los primeros mil días de vida son un período crítico en el que las relaciones tienen un impacto duradero. Crear vínculos con los bebés y niños pequeños les da el sentido de seguridad para que exploren y aprendan del mundo que los rodea. Usando libros, lenguaje y conversaciones, podemos ayudar a desarrollar un cerebro sano y fuerte en los niños pequeños, lo que a la vez permite un mayor éxito en la escuela y en la vida.

Gloria Osborne mentors and supports families and educators in the community to provide meaningful literacy experiences for young children as a Make Way for Books Early Literacy Coach. Her education is in both elementary and early childhood education that has helped her to develop awareness for developmentally appropriate practices in the classrooms. She strongly feels that children should have the opportunity to meet their goals and experiences through learning and development. Gloria has been a Preschool Spanish Immersion teacher, Quality First Coach and Child Care Support Specialist to help develop meaningful and successful relationships with students, parents and providers. Gloria is passionate about literacy and her priority is making a difference.

***Jessica Tapia** has a Master Degree in Child Psychology and supports early childhood educators to foster literacy experiences and language skills as an Early Literacy Specialist for the Story Project program with Make Way for Books. Her 12 years of early childhood experience includes having been a Quality First Coach, offering guidance and support to early childhood providers to achieve and provide quality of care and education practices, and as preschool teacher and assistant director in Mexico. Jessica is passionate about providing early literacy and language opportunities to children and sharing the love and magic of literacy.*

#A04 Neurons in the Nursery

This engaging session will take participants on a learning journey through the lens of infants and toddlers. Participants will consider how the Six Discoveries of Infancy: Learning Schemes, Cause and Effect, Use of Tools, Object Permanence, Spatial Awareness, and Imitation support STEM learning and development in the infant and toddler years.

***Amber Jones** is the Founder and Lead Consultant for Creating Connections Consulting Group, LLC. With more than 12 years of facilitation experience, Mrs. Jones has connected with audiences across the country, state, and Pima County. She served as the Lead Content Developer for WestEd's PD2GO series focused on Systems Thinking in Early Childhood and is currently the Co-Coordinator for the Elements Community of Practice focused on Instructional Support. Mrs. Jones is proud to be serving in her 9th year on a First Things First Regional Partnership Council and continues to be a fierce advocate for high quality early childhood education.*

***Connie Espinoza** is a Lead Consultant with Creating Connections Consulting Group, LLC. With more than 20 years of experience working in early childhood education, Ms. Espinoza is sought out regularly for her knowledge and expertise around infant/toddler development and learning. Ms. Espinoza is the current Chair of the First Things First Pima South Regional Partnership Council and has been instrumental in impacting the Pima South region by serving on the First Things First Regional Partnership Council for the past 10 years.*

#A05 Dramatic Play in the Literate Classroom

The dramatic play center should be more than a place where old ties and purses go to die! During this session, we will explore the significance of play in the development of self-regulation, connect socio-dramatic play to literacy development, and emphasize the importance of including input from students and their families. You will leave with practical ideas for scaffolding children towards mature play in the dramatic play center, involving students in the development of its themes, and including meaningful vocabulary and literacy activities there.

***Debbie Lingrey** earned her B.A. in Psychology and California Teaching Credential from Occidental College. After teaching lower primary grades in Arizona and Texas, she taught pre-K for 15+ years in Houston where she was the 2005 HAAEYC Classroom Teacher of the Year. More recently, she worked as a mentor teacher and seminar leader at Rice University's School Literacy and Culture (SLC), a teacher education program committed to the single passionate belief that all children deserve a high-quality early literacy education. Since moving back to Tucson, Debbie has continued her work with SLC as a consultant.*

#A06 Seeing the Leader in Everyone

In this session, participants will explore ideas and strategies related to building leadership in the people around them, starting with children, families and coworkers. We will reflect on what Leadership means to them and why. We will actively engage in ideas to inspire building their own Leadership qualities.

Marcia Zatarain de Cortina *has been a Head Start Teacher for the past 13 years. It has been her experience that we are constantly learning from others, especially children. I hold a BA in Education, and many tools, skills, strengths that I have gathered throughout the years learning from everyone around me.*

Silvia Figueroa *has been with Child Parent Centers Head Start for the past 8 years. Her journey began as a parent volunteer, and she is now a Teacher. Sylvia recently acquired her AA in Early Childhood Education, and will pursue her next steps in her educational goals, and strongly believes that we are constant learners and learn from each other.*

#A07 Garden Study: Using Your Passion to Guide Curriculum

In this session, we will share our lessons learned from a long term project on gardening and how our own passion for the topic supported the children's interest. We will make connections between this process and leadership, and share how families and the community can be engaged too. Participants will leave with specific ideas and strategies to use in their own classrooms or settings.

Cynthia Vergara *has worked for Child-Parent Centers, Inc.-Head Start for 9 years and has been an ECE professional for 17 years.*

Terra Harpe *has worked at Child-Parent Centers, Inc.-Head Start for 11 years. Both educators have a passion for gardening, nutrition, and use a Reggio Inspired learning approach in their classrooms.*

#A08 Rough and Tumble Play with Girls and Boys

Rough and tumble play is an important developmental social skill . Children gain opportunities on learning to read their friends body language and facial expressions through rough and tumble play. This type of play helps improve cognitive function and physical development. This session will invite discussion to help promote strategies to foster increased use of rough and tumble play in preschool settings.

Curtis Alan Kiwak *has been in the Early Childhood field since 1983. He has been a preschool teacher and co-director in several Tucson preschools. He has been a Preschool Behavioral Specialist for Child and Family Resources Inc. The last 18 years he has spent time as a preschool teacher in the PACE, Explorer and the new Preschool Inclusive classrooms for TUSD. He has ended his preschool teaching career and is now a Curriculum Service Provider for TUSD's Early Childhood Program.*

#A09 Child Life Tools for the Classroom

This session will introduce participants to Child Life. We will discuss developmentally appropriate ways to help facilitate classroom dialogue about common medical conditions, chronic illnesses, and bereavement care in the classroom setting.

Abigail Green MS, CCLS *has been a Certified Child Life Specialist for 13 years. She has worked in both traditional hospital settings and non-traditional outpatient clinic settings. Abigail loves being able to walk alongside children and bring them a sense of control and normalization as they play out their own medical experiences.*

Erika Aurand *graduated from the University of Arizona in 2014 with a B.A in Early Childhood Education. After she graduated she earned a certificate in Child Life. She currently works as the Nursery Director at Immanuel Presbyterian Church and teaches preschool at Creation Preschool.*

#A10 Design Thinking in the Classroom Layout and Environment

Learning about how to utilize design thinking to reorganize and plan the flow of a classroom can really increase productivity of students. The design thinking process helps to better understand the needs of a personalized situation and we will discuss how this relates to classroom environment and layout. Participants will have the opportunity to hear about research related to classroom environment and work in small groups to discuss their "dream classrooms," with possible implementation strategies.

***Lexi Conger** is currently completing her Master's of Education in Early Childhood Education with additional certificates in Gifted Education and ESL instruction. While completing her coursework she has spent time volunteering in a local Early Childhood Education classroom. She also teaches online ESL classes to ECE students throughout different regions of China which inspired one of her additional certifications in her plan of study.*

#A11 Expelled From Preschool?! What's Next??

Expulsion is a very strong word, and one we are hearing more and more often. Come and learn about the true definition of preschool expulsion, and recent research on this widespread epidemic and its potential solutions.

***Jordana Saletan** LMSW has been in the field of early childhood since 1998. With experience in preschool teaching, parent-child relationship therapy, mental health consultation, statewide training, and program management, she is the newest addition to the Easter Seals Blake Foundation Leadership Team as the Associate Director for Professional Development.*

#A12 Making the Connection: My brain and my behavior

The executive functioning abilities of the brain play a critical role in the development of lifelong social and emotional skills for the young learner with special education needs. Executive Functioning involves the ability to plan, organize, and complete tasks. For young learners who do not have strong executive functioning skills, navigating an early childhood environment can be extremely difficult and often challenging behaviors related to frustration and poor self-regulation develop or intensify.

***Susan Shinn, Ed. D** currently works for Flowing Wells School District as the Director of Exceptional Student Services and Early Learning Programs, as well as, an adjunct professor for University of Arizona and Pima Community College*

***Patricia Matthews, Ed. S** currently is a school psychologist in Tucson Unified School District as well as, an adjunct professor of Arizona State University.*

***Jaymie Jacobs, M. Ed.** currently works as First Things First: Pima South Regional Director.*

#A13 "She Pushed Me!"- Handling Daily Conflicts

Learn how to RESPOND, rather than REACT to tattling, name calling and aggression.

***Diana Brown, M. Ed** has been a professional educator since 1988. She holds a BA and an M.Ed from Northern Arizona University. Diana's work in early childhood and passion for social emotional learning has led her to certification by Dr. Becky Bailey in Conscious Discipline®. She specializes in research based workshops and consultation for educators, caregivers and parents.*

MID-MORNING SESSIONS

11:15 am – 12:45 pm

#B01 Social and Emotional Competence: The Key to Minimizing Challenging Behaviors **PART TWO: High Quality Environments**

When you have both positive relationships and a warm, supportive environment, you reduce the frequency of challenging behaviors. Learn what a high-quality environment looks like, and how your environment aligns with it. Leave with a plan for simple changes you can make to better support children in developing prosocial behaviors.

***Andrea Dekker** has been a Tucsonan for 23 years, having grown up in a large musical family of females (and one dad) in Michigan. She received her undergraduate degree at Olivet College, and did postbac coursework in Tucson at the University of Phoenix. She has been a home provider, teacher assistant, lead teacher, center director, coach, facilitator, and technical assistance specialist in Early Childhood Education. Andrea believes strongly that music is life.*

#B02 The Bee's Knees: Constructivism in the Classroom

We have all heard that young children learn by “constructing” knowledge and understandings of the world. But, what does this really mean? And, what does it look like in the classroom? Through explorations of beehives and honeycomb, participants will construct deeper understandings of bee communities --- AND uncover the “constructivist” learning process. Participants will construct “constructivist” learning experiences for use in their own classrooms.

***Susan Stutler, Ph.D.** is Professor of Early and Elementary Education at Northern Arizona University in Yuma.*

***Erica Hamel** is a 2nd grade teacher currently working on her Master's degree in Early Childhood Education*

#B03 Cuéntame: Nuestros niños, nuestra historia

En una manera divertida e interactiva esta sesión se enfocara en diversas maneras de capacitar, involucrar e informar a padres de familia sobre los señales del desarrollo que ocurren con sus hijos. La sesión dará recursos a los educadores que pueden utilizar con familias en eventos formales al igual que durante las interacciones de día a día. Los educadores saldrán con un sentido de como apoyar a las familias a que conozcan que ellos son los primeros maestros de sus hijos y que así puedan participar en sus comunidades del salón de clases.

***Lina Armijo** is currently an Early Literacy Specialist at Make Way for Books. Previously she served as Education Director with an American Indian and Alaska Native Head Start program in the community. In addition, Lina has nearly forty years of education experience working at all levels of public education, including teacher assistant, teacher, literacy support teacher and principal. Her past experience has guided her awareness of what essentially and directly impacts children in their language, literacy and communication development. Lina strives to empower early childhood educators by providing instructional support. Lina is passionate about providing early childhood educators with the indispensable, developmentally appropriate practices and strategies necessary to bring the love of literacy into their classrooms.*

***Marie Elena Iturralde** is a self-directed, enthusiastic educator with a passionate commitment to support families and educators. Her education is comprised of a BA in Secondary Spanish Education with a minor*

bilingual endorsement. She is skilled in enriching and addressing the needs of families, teachers and the community as an Early Literacy Specialist for Make Way for Books. Maria Elena has designed, planned and implemented a Spanish immersion curriculum for preschool children. Maria Elena strongly believes in the development, evaluation, and revision of early childhood and is passionate about literacy and empowering communities and families.

#B04 Infant and Toddler Environments Where EVERYONE Thrives Ambientes para niños pequeños donde TODOS prosperan - BILINGUAL SESSION

What does it mean to have a nurturing, responsive, engaging environments filled with effective interactions? What does it mean when we hear from our Reggio inspired colleagues, “the environment is the third teacher”? How does the environment support staff, family, child wellness (“wellness being the ability to effectively cope with stress and thrive”)? This interactive bilingual (English-Spanish) session explores these questions through group participation, video, discussions, and collaboration.

¿Qué significa tener un ambiente enriquecedor, receptivo y atractivo, lleno de interacciones efectivas? ¿Qué significa el comentario que oímos de nuestros colegas inspirados en Reggio, "el medio ambiente es el tercer maestro"? ¿Cómo apoya el ambiente el personal, la familia, el bienestar de los niños ("el bienestar es la capacidad de lidiar eficazmente con el estrés y prosperar")? Esta sesión interactiva bilingüe (Inglés-Español) explora estas preguntas a través de la participación en grupos, video, discusiones y colaboración.

Adriana Dominguez is an instructional aide at Wings on Words in the Dove Room. Prior to working at Wings on Words she worked at Child Parent Centers, Head Start. Adriana is currently in the process of earning a BA in Early Childhood Education at the University of Arizona and is a member of SAZAEYC. Adriana is an active member of the local Early Childhood Community of Practice Las Familias and actively pursues ongoing professional development.

Amy Greif has been an Instructional Specialist at Wings on Words since 2010 and is currently the Lead Teacher in the Toddler classroom. She is completing an undergraduate degree in Early Childhood Education. Her experience includes work in the public school special education classrooms and as a volunteer in the TUSD Project ABLE program. Amy has also worked for Education Solutions for the 21st Century Learner as a mentor for charter school teachers Pre-K through 2nd grade.

Albert Murrieta currently works closely with the Early Head Start-Child Care Partnership grant supporting family childcare providers and multi-age families. He began his career as a Head Start teacher serving four-year-old children and their families. Albert became a curriculum coach working side by side with Head Start teachers and home visitors. He has completed advanced training in Cognitive Coaching and holds certifications with the Program for Infant Toddler Caregiving, Emotional Intelligence, Teaching English as a Second Language and is a graduate of Greater Tucson Leadership. Albert completed a Master in Early Childhood Education from NAU and a Bachelor in Elementary Education from the U of A.

Brenda Mercado joined the Early Head Start-Child Care Partnership working with family childcare providers on the educational components of the Head Start Standards after 34 years in bilingual public school classrooms, including 20 years in preschool. She is in the process of becoming PITC certified.

#B05 Cuéntame: Our Children, Our Stories

This session will focus on ways to empower, engage and inform parents on child development milestones that occur in the early years in a fun and interactive way. It will give educators resources to use with families in a formal family event as well as during day to day interactions with families. Educators will leave with a sense of how to involve families in their classroom communities as their children’s first teacher.

Cynnamon Woodberry supports educators and families as a Make Way for Books Early Literacy Specialist, creating high-quality learning environments to foster children literacy and language skills. With a background in family and child studies, Cynnamon has supported educators in fostering best practice in their classrooms. She has worked with at-risk adolescents through youth diversion programs offered by Girl Scout of Southern Arizona. In her work with Child and Family Resource, Inc, she provided support for sexual health awareness and resilience through the GRRRLS Project and also supported the First Things First Great Expectations grant through the infant toddler community of practice, Project BEST. She currently serves on the board for SAZAEYC as well.

Lori Cady is an Early Literacy Specialist of Make Way for Books supports and mentors educators in the community to provide meaningful literacy experiences for young children. Her educational background is in elementary and early childhood education with a reading endorsement, which have helped her to develop awareness for developmentally appropriate practices in the classrooms with a focus on literacy and language. She strongly feels that children should have the opportunity to learn and grow through hands on positive experiences, play and fun. Lori has been a Preschool teacher and Quality First Coach which have assisted her in creating meaningful and successful relationships with students and fellow educators. Lori hopes that through these strong relationships she can make a difference in the young students lives and empower the educators she works with.

#B07 Reignite Your Fire: Nurturing the creativity of yourself and your students

In this session, you will self-reflect on your own creativity and also what holds you back from being bold, creative and innovative. You'll learn some surprising research about the development of creativity and how research shows how and why adults disconnect from their natural creative spirit. You'll have the opportunity to reconnect to your creative self through the use of and play with open-ended materials.

Esther Leyva-McGee has 30 years in the field of early childhood education (ECE). She is a passionate advocate for children, parents and early childhood educators. She is an Education Specialist at Child-Parent Centers, Inc., a provider of Head Start services in South and Southeastern Arizona. One of Esther's passions is teaching and learning mathematics with young children. She supports ECE teachers in her program as well as in the community through coaching, to the understanding of mathematical concepts and how young children best learn these concepts through creative, hands-on learning experiences. Esther earned an A.A.S. in Early Childhood Education degree through Pima Community College, a B.A.S. in Early Childhood Education at the University of Arizona and is currently earning a Master's degrees in Educational Leadership with an emphasis on Early Childhood Education at Northern Arizona University.

Monica Brinkerhoff is co-author of *Five Elements of Collective Leadership for Early Childhood Professionals* and has over 25 years experience in the field of early childhood education (ECE). She specializes in supporting organizations, educators and educational leaders to realize their fullest potential through learning, coaching, leadership, and system design. She has worked with ECE teachers, directors, community based organizations, community colleges, universities, state agencies, and collective impact initiatives. Her passions are leadership, advocacy, and engagement. Monica is the Organization and Employee Development Director at Child-Parent Centers, Inc., and is a Board Member of the Southern Arizona Association for the Education of Young Children, serving as the VP of Public Policy and Advocacy.

#B08 Tangible Coding for Young Learners

Make learning to code even more fun for children by using hands on activities. You will walk away from this workshop with the ability to teach coding in your classroom without computers. You will receive everything you need to take our youngest learners on coding adventures.

Amanda McPherson has a Master's degree in Early Childhood Education and is a certified Prek-8 grade teacher. She has taught Pre-K for 23 years in the Marana Unified School District and has taught as an adjunct faculty instructor for Pima Community College for the last 8 years. She has been a STEMAZing teacher leader for The STEMAZing Project for the Office of the Pima County Superintendent's Office.

#B09 Learning Barriers: Understanding Students with Behavior, Concentration Issues, Tantrums, or Trouble with Change when Vision Problems are Present

Vision problems can affect all areas of learning and are present in about 15% of your students. This session will show you how it looks and feels to have a vision problem that goes beyond 20/20. Learn how to recognize these vision problems and how to address them to ensure successful academic outcomes in your students.

Amy Thomas, OD, FCOVD is a developmental/neurocognitive optometrist who has spent the last 10 years working with patients who are struggling with their vision. She is Board Certified in Vision Development and has more than 600 hours of post-graduate training in diagnosing and treating basic functional vision problems, amblyopia/strabismus, sports vision, post-trauma vision syndrome, and the connection between vision and the body. She has also coordinated the care of her patients with local teachers and ancillary staff to ensure the best success for children with vision problems in a school setting over the past 10 years.

#B10 The Spaces We Create for Success

Environmental Arrangement makes a huge impact on children. When we intentionally create accessible environments and opportunity to succeed we promote autonomy and independence for children.

Katherine Jordan has been an advocate and educator within the disability field for over 10 years in the Tucson area. With a MA in Multiple/Severe Profound Disability from the University of Arizona she specializes in coaching around accessibility for all children and is passionate about seeing and valuing each child as an individual.

Celina Robles has been an early childhood educator, coach and program coordinator in Arizona going on 15yrs. She's passionate about seeing children succeed and facilitating growth for educators.

Laurie Dagostino has been in public education for 29 years working as a classroom teacher, new teacher mentor, preschool coach, Title I project specialist, and preschool coordinator.

Curtis Alan Kiwak has been in the Early Childhood field since 1983. He has been a preschool teacher and co-director in several Tucson preschools. He has been a Preschool Behavioral Specialist for Child and Family Resources Inc. The last 18 years he has spent time as a preschool teacher in the PACE, Explorer and the new Preschool Inclusive classrooms for TUSD. He has ended his preschool teaching career and is now a Curriculum Service Provider for TUSD's Early Childhood Program.

#B11 Your Advocacy Journey: Five Easy Action Steps for Early Childhood Advocates

No matter where you are in your journey to become an early childhood advocate- this session will provide you with practical next steps. This session will build your confidence in your ability to advocate for children, families, and our profession. Personal, local, state, and national advocacy resources be shared to help you create your own Personal Advocacy Plan.

Melissa Busby has worked in the early childhood education field for over 15 years as a play therapist, director of an NAEYC accredited child care program and as a faculty member, advisor and administrator.

She currently directs the NAEYC Accredited Early Childhood Education program at Central Arizona College and is the AzAEYC President.

Serina Holmes *has been working in the early childhood field for seven years and is currently working as a preschool teacher at Second Street Children's School and studying early childhood education at Pima Community College in Tucson Arizona. She has presented at the Southern Arizona AEYC conference for the past 3 years, as well as co-presenting with the Community of Practice, Las Familias, at the NAEYC conference in 2016. As an active member in her community she participates in organized activism for higher education, culture, and history.*

#B12 You Want Me to Include Who?

Attendees will enhance the knowledge of their role in inclusion as related to the benefits of inclusion, identifying and providing adaptations for children with disabilities, and resources available to help support the successful implementation of evidenced based practices for children with disabilities in the classroom.

Millie Archer *has 30 years experience in the field of early childhood special education working with a variety of children and adults with disabilities. BA in Special Education and a Masters with a focus in Early Childhood and adult learners. Currently works as a program Specialist with the Arizona Department of Education, leads the Task Force for Inclusion.*

Toni Limbrick *has 27 years of experience working the field of early childhood. BA in Psychology and Master in Special Education. Personal experience with children with disabilities pre-k through 12th grade.*

#B13 La Disciplina Consciente: Una Jornada Hacia la Auto-Regulación

Esta sesión cubrirá los puntos más importantes del modelo cerebral de la Disciplina Consciente y los participantes se irán con ejemplos concretos de cómo apoyar el desarrollo de la auto-regulación con los niños y niñas a su cargo.

Bernadette "Bibi" Herran *is a licensed social worker who specializes in the social-emotional development of children birth to five years of age. Bernadette has 18 years of experience offering support services for families in crisis, support groups for parents, training and consultation for teachers, childcare providers, and parents.*

AFTERNOON SESSIONS

2:00 pm – 3:30 pm

#C01 Social and Emotional Competence: The Key to Minimizing Challenging Behaviors **PART THREE: Targeted Social-Emotional Support**

This 3rd part in the Social and Emotional Competence: The key to minimizing challenging behaviors series will focus on: discussing ways to get at the why of a negative behavior; examine the situation from the caregiver's point of view and feelings; and explore and share techniques to utilize before requesting outside help, how to know when to ask for help, and resources for when that help is needed.

John Elliott's career and educational histories have focused on early childhood and family development, specializing in early intervention, and infant-toddler mental health. It all started out, however in the field of early childhood education, with 11 years as an Assistant Teacher, Lead Teacher, and Assistant Director.

#C02 Blooming Interest with Powerful Provocations

In this session, participants will investigate powerful, Reggio- inspired provocations that promote connection-making in the cognitive, emotional and imaginal domains. Participants will explore provocations that put them in their student's shoes, and find what it takes to create and implement these kinds of thought provoking experiences for their own classrooms. Finally, participants will collaborate to construct powerful provocations that will spark students' curiosity, inquiry, and imagination.

Danira Contreras, Karly Avila, Karina Adler, Angelica Aguilar, are students at Northern Arizona University- Yuma. They are each pursuing degrees in Elementary Education and Early Childhood Education.

Susan Stutler, Ph.D. is professor of early and elementary education at Northern Arizona University in Yuma.

#C03 Conexión, la herramienta para disminuir comportamientos desafiantes (Connection, the tool to diminish challenging behaviors) - BILINGUAL SESSION

Los comportamientos son síntomas de una necesidad, al identificar esta necesidad podemos apoyar y promover la autorregulación de los niños con un enfoque sensible y afectuoso. Durante esta sesión discutiremos cómo la creación de conexiones intencionales crea confianza en los niños aumentando la cooperación y la armonía.

Behaviors are symptoms of a need, by identifying this need we can support and promote children's self-regulation with a sensitive and caring approach. During this session we will discuss how creating intentional connections creates trust in children increasing cooperation and harmony.

Denisse Hernandez de Ortiz is a proud mother of two children, and also a passionate advocate for children's right to quality care. She enjoys collaborating and supporting other educators in their journey towards high quality. She currently is part of the Coordinators team for the Community of Practice Language, Literacy and Growing Minds in the Pima South region. She formerly was a Quality First Coach, and a preschool teacher at a faith-based center.

***Jessica Tapia** has a Master Degree in Child Psychology and supports early childhood educators to foster literacy experiences and language skills as an Early Literacy Specialist for the Story Project program with Make Way for Books. Her 12 years of early childhood experience includes having been a Quality First Coach, offering guidance and support to early childhood providers to achieve and provide quality of care and education practices, and as preschool teacher and assistant director in Mexico. Jessica is passionate about providing early literacy and language opportunities to children and sharing the love and magic of literacy.*

#C04 Talk with me Baby: Infant and Toddler Language and Brain Development

Research has shown that the first 1000 days of life are a crucial period where relationships make a long-lasting impact. Bonding with your infant or toddler gives them a sense of security that the world and their environments are a safe place for them to explore and learn. Using books, language and conversation, we are able to help develop a healthy, strong brain in infants and toddlers which allows for greater success in school and later on in life.

***Cynnamon Woodberry** supports educators and families as a Make Way for Books Early Literacy Specialist, creating high-quality learning environments to foster children literacy and language skills. With a background in family and child studies, Cynnamon has supported educators in fostering best practice in their classrooms. She has worked with at-risk adolescents through youth diversion programs offered by Girl Scout of Southern Arizona. In her work with Child and Family Resource, Inc, she provided support for sexual health awareness and resilience through the GRRRLS Project and also supported the First Things First Great Expectations grant through the infant toddler community of practice, Project BEST. She currently serves on the board for SAZAEYC as well.*

***Rosa Lira** is an Early Literacy Specialist at Make Way for Books. She has a passion for empowering educators and giving them the tools they need to make a difference in the life of the children in their classrooms and in their care by instilling in them a love for literacy in a high-quality learning environment. She provided support thru the quality improvement process to child care centers and homes as a Quality First Coach. She has been in the education field for 10 years; 5 of those have been with early childhood education community. She has a Bachelor of Science in Elementary Education degree and a Master of Arts in Teacher Leadership degree.*

#C05 Dr. Bob's Favorite New Picture Books

Thirty of the newest and best picture books that were released this year will be shared. Be prepared to be read to. A bibliography will be provided.

***Dr. Bob Wortman** is an Associate Professor of Practice with the Department of Teaching, Teacher Education and Socio-cultural Studies at the University of Arizona's College of education. He has 31 years of experience as a kindergarten teacher, principal of a primary school, Director of Title 1. Early Childhood programs and Balanced Literacy Programs in TUSD. Currently he teaches Reading and Language Arts methods courses and Early childhood Children's Literature courses for the TLS Department at the UA. He also consults with schools and Early childhood centers.*

#C06 Advancing the Profession Starts with Changing Me!

The second element of collective leadership is wholeness with the practice of self-care (O'Neill & Brinkerhoff, 2017). What are self-care practices that promote professional development and personal wholeness? Experience several practices that will support and develop self-care in order to be more successful professionally.

Donna Jurich is the Director of Early Childhood and Elementary Education at the University of Arizona. Her work has focused on creating teacher preparation programs that contribute to the education of young children and build on undergraduates', mentor teachers', and faculty's strengths. She served on the Executive Committee of the Southern Arizona Association for the Education of Young Children.

Monica Brinkerhoff is co-author of *Five Elements of Collective Leadership for Early Childhood Professionals* and has over 25 years experience in the field of early childhood education (ECE). She specializes in supporting organizations, educators and educational leaders to realize their fullest potential through learning, coaching, leadership, and system design. She has worked with ECE teachers, directors, community based organizations, community colleges, universities, state agencies, and collective impact initiatives. Her passions are leadership, advocacy, and engagement. Monica is the Organization and Employee Development Director at Child-Parent Centers, Inc., and is a Board Member of the Southern Arizona Association for the Education of Young Children, serving as the VP of Public Policy and Advocacy.

#C07 Mindfulness from the Inside Out

How does practicing “mindfulness” help you to be an effective Early Childhood Educator, Supervisor, Director, or Coach? Come and explore the meaning of mindfulness in the field of early childhood. Both novice and experienced mindfulness practitioners will discover and rediscover the mindful practices that help professionals to stay centered in the often-challenging work of teaching and supporting children, families, teachers, and coaches.

Toni Lopez Krause has been in the field of Early Childhood Education for more than twenty years where she has developed a deep love for learning and teaching the skills needed for supporting young children's development, skills for partnering with parents, and skills for coaching ECE professionals. She has experienced a deepening of her professional relationships and thus, more effective collaborative work after establishing a daily mindfulness practice more than two years ago. Toni has a Master of Social Work degree and is in the exploration phase of attaining a certification in mindfulness. She is an Instructional Specialist at Child-Parent Centers, Inc., Southern Arizona's Head Start grantee.

Sierra Demo has been in the field of ECE over 25 years. She enjoys the creativity, honesty and raw emotion that children haven't been conditioned out of. She worked in Head Start programs for 21 years in Oregon and is currently a Quality First Coach Supervisor for Easter Seals Blake Foundation. She has enjoyed trainings in Non Violent Communication, Health Realization, Motivational Interviewing, The Work of Byron Katie, Focusing, Shamanic Practices and Soul Collage. What all these methods have in common is a focus on authentic self and mindfulness.

#C08 Carpentry for Young Children

This session will cover the research and reasons behind including carpentry with young children as well as how to set up a carpentry center. There will be a section on how to begin and how to maintain a carpentry center. The workshop will include photographs of each stage of development and of children using the tools mentioned showing how to progress and when to add new things to the center.

Katie Bindschadler has been teaching for 31 years. She has a Bachelor's degree in special education and elementary education and a Master's degree in teaching and teacher education and an early childhood endorsement. Katie has worked with carpentry with children for 9 years as a kindergarten teacher at Tucson Community School. She is excited to bring the practice back as a pre kindergarten teacher next year. Carpentry is another language children can use to represent ideas and share knowledge.

#C09 Using the Empower Program to Improve Health Outcomes

This session will help staff reflect on their practices using the Empower Standards Framework. Improve your teaching methods for physical activity, screen time and nutrition, helping children develop healthy habits. Join us for this highly interactive, reflective workshop.

Bonnie Williams, MA is the Early Care and Education (ECE) Manager for the Arizona Department of Health Services (ADHS) in the Bureau of Nutrition and Physical Activity (BNPA). As such, she leads the bureau in ECE obesity prevention initiatives and her work focuses on assisting child care facilities to increase physical activity, reduce screen time, improve nutrition practices, support breastfeeding, and engage families. Bonnie has worked in ECE for 35 years as a preschool teacher, center director, college instructor, program manager, and administrator with Head Start and Early Intervention (AzEIP).

#C10 The Collaborator Education Institute: A Professional Development Model that Promotes Curiosity and Wonder

The Collaborative Educators Institute, sponsored by the First Things First Phoenix North Regional Council and the College Center for Early Childhood Education at Paradise Valley Community College, developed a transformative professional development model that promotes a sense of wonder, curiosity, and interdisciplinary learning for children and educators. In this session, participants will discover strategies used to inspire early childhood educators through experiences that provoke creativity, curiosity and playfulness – experiences that can then be replicated and/or adapted to the context of their work with children and families. Opportunities to reflect and study the resulting documentation with colleagues will be offered as methods for educators to develop an image of children and themselves as curious, capable, and competent learners.

Gigi Schroeder Yu, PhD has been working in the field of education as a teacher, researcher, professional development provider, and higher education instructor for over 20 years. Her work focuses on collaborative professional development through the study of children and teacher's interests and documentation protocols. She works with organizations to create reflective, collaborative, and job embedded professional development practices. She holds a Doctorate Degree in Curriculum and Instruction from the University of Illinois and a Master's Degree in Art Education from the University of Arizona.

Christine Colunga is a Residential Early Childhood faculty member at Paradise Valley Community College in Phoenix, Arizona. In addition to teaching Early Childhood Education coursework and academic program oversight, she develops career enhancing professional development for members of the local early childhood community.

Melanie Akins has a degree in Fine Arts and over twelve years of experience teaching ages 2.5-5. Melanie currently works as the "Atelierista" (Studio Arts Teacher) at Pinnacle Presbyterian Preschool, a Reggio Emilia inspired early learning program. Melanie is co-facilitator of the RISE group, (collaboration between Pinnacle Presbyterian Preschool and New Mexico School for the Deaf) and is adjunct faculty at Paradise Valley Community College, helping to coordinate Early Childhood Professional Development opportunities in the Phoenix/Scottsdale area.

#C11 Critical Conversations: Socially Just Teaching in Early Childhood

In this session, participants will be presented with current research on Culturally Responsive Pedagogy, Social Justice and Developmentally Appropriate Practice. Learn strategies for building a classroom community of safety and trust- essential for social justice work.

Serina Holmes has been working in the early childhood field for six years. She is currently working a preschool teacher at Second Street Children's School in Tucson, Arizona. She is studying early childhood education at Pima Community College. She has presented at the SAZAEYC (Southern Arizona Association for the Education of Young Children) annual conference on the topics of "Emergent curriculum" and "Public Policy and Advocacy". She co-presented with a community of practice at the NAEYC conference in 2016 titled "Literacy Through Play". As an active member in her community, she participates in organized activism for higher education, culture, and history.

Katie Kurtin is a graduate student at the University of Arizona pursuing a degree in Teaching and Teacher Education. Katie has been teaching in the field for 10 years. She is an advocate in her community and feels passionately about giving young children a voice in social justice work. She has been developing a social justice curriculum in her classroom based on current research and best practice. Katie will complete her graduate degree in Fall 2018 with an emphasis in Early Childhood Education and Social Justice.

#C12 Inclusion: It Works!

Participants will learn about inclusion and why it is important for children with special needs, including autism. Participants will be encouraged to identify a child in their care and develop a possible way forward with that child.

Jenny Lichtsinn is a preschool teacher for inclusive environments and director of the Continental School District in Green Valley Arizona. Jenny is currently working on a doctoral degree in early childhood education at the University of Arizona.

#C13 Barriers or Opportunities?: Reframing How Caregivers Perceive Negative Behaviors in Young Children

A reflective discussion around some common childhood behaviors which are often viewed as negative barriers keeping Early Childhood Educators from teaching or performing their job effectively. We will examine ways to change our perception and tolerance of these so-called "barriers" and embrace the exciting opportunities presented for building a stronger social-emotional foundation. .

Anna Mello Lewis is a Mental Health Consultant with the Smart Support Team through Easter Seals Blake Foundation. She holds a Bachelor's Degree in Elementary Education and a Licensed Master of Social Work Degree. In addition to raising four children of her own, Anna has previous experience working as a teacher in the public school system and as a child and family therapist. Anna has years of experience working with children of all ages. She enjoys working as a team to support caregivers and directors in attaining a greater understanding about the social-emotional needs for children, and the impact that they can have in building healthier and more meaningful relationships. Anna is as excited to learn from everyone she collaborates with as she is to teach.