

2019 Annual Conference

Invest in Each Other: Connect, Collaborate, and Learn

Invertir en nosotros mismos: Conectar, Colaborar, y Aprender

Saturday, December 7, 2019

7:30 am to 3:30 pm

Student Union Memorial Center, 3rd Floor
1303 E. University Blvd.
Tucson, AZ 85719

Thank you to Dean Bruce Johnson as well as faculty and staff from the University of Arizona College of Education for sponsoring and supporting this conference.



THE UNIVERSITY OF ARIZONA
College of Education

AGENDA

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

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

RATE INFORMATION

CONFERENCE RATES	Early bird price**	Regular price
Student*	\$55	\$59
Standard/Premium Members	\$65	\$69
Entry-level Members	\$95	\$99
Non-members (<i>consider membership for \$30</i>)	\$125	\$139

On-site Registration

Add \$10 to listed amount

*Must provide current identification number and name of college/university to be eligible for the student rate.

Early bird prices end at 9 p.m. on **October 7 and payment is due by this date.

Regular price rates continue through 9 p.m. on **November 8** when registration closes.

Due to a contract with the University of Arizona Student Services, conference registration payments are **non-refundable after November 22**. All cancelled registrations will incur a \$30 processing fee.

The rates outlined above include:

- A full eight hours of professional development.
- 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.
- Your choice from one of three “boxed” lunches, including a choice of soft drink (diet available). Water stations will also be available. We have collaborated with the University of Arizona to reduce waste from boxed lunches this year! The same food will be available, but it will be served buffet style, rather than in boxes that include individual plastic cups and wrappings. You will receive a colored lunch ticket when you check-in at the conference, corresponding to your meal choice from below:
 - 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

SAZAEYC MEMBERSHIP RATES

The benefits of membership are endless. **By joining as an entry-level or standard member today, you can benefit from a reduced conference rate** and discounts to all future SAZAEYC events. Your membership marks the true professional you are by being a part of this premier early childhood education organization. To become a member, sign up online at www.naeyc.org/membership/join.

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

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 executivedirector@sazaeyc.org

*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/2019conference> 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 November 8, 2019.

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 conference@sazaeyc.org or call (520) 777-0867 to ensure all participants are registered without the delay of purchase order processing.

REGISTER BY MAIL. 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 on the third floor of 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, a maximum \$16 for the day. Visitor Parking in Cherry and Highland Garages, 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.

KINDNESS The creation of a safe and welcoming environment is a shared responsibility held by all participants. Attendees are expected to treat others with kindness, professionalism, and respect.

NAEYC MEMBERS ONLY

FEATURED SESSION

NAEYC membership brings benefits at both the national and local level. Please [JOIN TODAY!](#)

Conference attendees who are members of NAEYC will have an opportunity to attend a featured session with Dr. Walter Drew, NAEYC published author.

Thank you to **Great Expectations for Teachers, Children, Families, and Communities** and to **United Way of Tucson and Southern Arizona** for partnering with SAZAEYC in sponsoring this featured session.

Hands, Heart & Mind: Inspiring Play, Wellbeing and Joyful Learning with Young Children

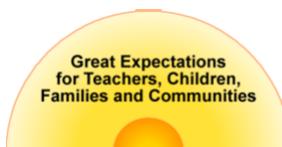
Engage in a series of unique and enjoyable hands-on play experiences using a variety of open-ended materials. Through direct play investigation, reflection, journaling and peer discussion, participants' make the connection between solo and cooperative play experiences and ways of using the process for nurturing peace and social-emotional wellbeing in young children. Gain greater awareness of how the practice of play helps to focus the mind, stimulate the imagination, promote creative problem solving, while also strengthening reasoning to achieve higher levels of holistic outcomes for young children. Learn new strategies that strengthen professional practice and develop a more enjoyable and effective way of teaching and learning with children and adults.



Walter F. Drew, Ed.D., is an early childhood educator, artist, and co-founder with his wife of the Institute for Self Active Education (ISAE). He serves as President of the The Association for the Study of Play (TASP) and facilitator of the PLAY Chapter of the Florida Association for the Education of Young Children (FLAEYC). For more than 40 years, he has researched and conducted hands-on self active play experiences with children and adults using open-ended materials as a process for awakening creativity, strengthening early childhood professional practice, and as a way of generating hope and optimism across the human life span. He is the creator of Dr. Drew's Discovery Blocks, chosen Best Toy of the Year by the Parents Choice Foundation in 1982. He is co-author of *"From Play to Practice: Connecting Teachers Play with Children's Learning"* an exciting best selling book published by The National Association for the Education of Young Children (NAEYC). Dr. Drew is the recipient of the 2009 Patricia Monighan Nurot Award, the FLAEYC Outstanding Member Award, and the 2018 NAEYC Peace Educators Interest Forum Award.

Walter F. Drew Statement

"When I play my mind opens up to new possibilities, I see things differently, rendering moments of intense insight and reverie that send my spirit soaring. So it is with children, play refreshes their spirit, allowing them to feel the flow of inner power, the capacity to create harmony and order. Amazing as it seems, relaxing and fiddling with open-ended materials focuses the mind that leads to healing and joyful self-discovery!"



MORNING SESSIONS**9:30 – 11:00 am****#A00 Hands, Heart & Mind: Inspiring Play, Wellbeing and Joyful Learning with Young Children**

Please reference page four of this brochure for a full description and presenter biography. Must be a NAEYC member and provide a membership number to attend this session. Membership will be confirmed by SAZAEYC.

Dr. Walter F. Drew

#A01 AZToolkit: A Statewide Tool to Help Providers Save Time, Improve Quality

AZToolkit helps early learning providers meet the daily demands of their work by providing the business administration resources they need to do their jobs more efficiently and effectively. Let us help put more time into your day! Join us as we develop leadership skills and strategies to strengthen business administrative practices in order to focus on quality improvement.

Dr. Eric Bucher is Executive Director and President of the Governing Board of AzAEYC. In 13 years of experience, Eric facilitated statewide professional learning, managed the education services of Head Start and district programs, and researched early childhood STEAM. Eric co-authored "Beyond Bouncing the Ball" published in NAEYC's Young Children.

#A02 The Importance of Developing a Professional Identity / La Importancia de Desarrollar una Identidad Profesional - BILINGUAL SESSION

As a profession, we spend time helping children develop a sense of their identity. But when it comes to developing our own professional identity, we don't put in that same time. This presentation explores the meaning of professional identity and the physical and mental benefits of having a strong and positive professional identity.

Como profesión pasamos tiempo ayudando a los niños a desarrollar un sentido de su identidad, pero cuando se trata de ser un profesional no lo hacemos. Esta presentación explora el significado de la identificación profesional y los beneficios físicos y mentales de tener una identidad profesional fuerte y positiva.

Dr. Curtis Peterson is a social psychologist whose research interests are in socio-emotional development, identity theory, and understanding emotional regulation. He has taught college courses in psychology, developmental psychology, early childhood education, and social services for over nine years and is currently the academic dean at Tohono O'odham Community College. Curtis lives in Tucson with his wife Elsa, who is an early childhood educator.

Elsa Peterson has been in the early childhood education field for over 17 years where she has volunteered and worked as a preschool teacher. Elsa is now the early childhood education community of practice coordinator for the Tohono O'odham Community College and currently serves as a board member for SAZAEYC.

#A03 Separation in the Age of Attachment

This presentation will discuss the challenges of difficult separation between parents and children, and behaviors associated with separation anxiety within the classroom and home. Presenters will introduce skills and strategies to ease in the separation from parents/caregivers in the school and childcare environment. Easing separation difficulties among children and helping them manage discomfort, in the end, builds resilience and self-efficacy.

Susan Roscigno holds a bachelor's in elementary education from the University of Arizona as well as a Master of Arts in Human Development and Family Science from The Ohio State University. Susan has worked with young children for over 25 years in elementary school, after-school programs, and preschool. Susan has been a teacher at SYC since 2004 and has been co-director since 2015.

Dawn Nauman holds an associate's degree in early childhood development. She has been teaching young children at School for Young Children since 2011. Dawn also served as the director of Child and Family Ministry at Maple Grove United Methodist Church in Columbus Ohio from 2011–2019. She serves on the Early Childhood Development Education Board at Columbus State Community College.

#A04 Communication Development - Red Flags and Classroom Strategies

This course will review typical speech and language development and the red flags associated with a communication delay in children birth to five years of age. During this course, we will provide resources on how to identify red flags in communication development at your site and how to effectively communicate concerns to families. We will also discuss evidence-based strategies to support language acquisition in the classroom.

Christina Aicardi, M.S. CCC-SLP is a certified speech-language pathologist. Christina earned her bachelor's degree in speech, language and hearing sciences from the University of Arizona and earned her master's degree from Eastern New Mexico University. She has worked for Marana Unified School District's special education preschool for five years, screening, evaluating, and treating children with mild to severe developmental disabilities and communication delays between the ages of 2 years and 10 months through 5 years old.

Lindsey Shotwell is an early childhood educator. She earned her bachelor's degree in early childhood education from the University of Arizona. She has worked for the Marana Unified School District's special education preschool for four years. She screens students with a Child Find team and helps specialists with evaluations. Lindsey teaches children with mild to severe developmental disabilities and communication delays along with special education teachers and specialists.

#A05 EMPOWERed from Start to Finish! How ECE Sites Serving all Ages can Support Breastfeeding Families

This workshop is applicable to early childhood providers, as there are opportunities to support breastfeeding families during every interaction and with every age group served. Participants will explore the components of and the barriers to being breastfeeding friendly, as well as better understand the importance of supporting and engaging families by promoting the earliest form of nutrition.

Rhegan Derfus, CLC is a social worker and program coordinator at the University of Arizona for a nutrition and health program that reaches individuals and families from birth to seniors. Rhegan has worked in early childhood care facilities, was a prenatal-five home visitor, an early childhood nutrition educator, and is

currently an infant feeding specialist and breastfeeding counselor. Rhegan frequently presents in classroom settings and at large, statewide conferences.

Christy Stuth, RDH is an area associate agent for Family & Consumer Sciences in Coconino and Mohave County and a registered dental hygienist. She has 11 years of dental hygiene experience and three years working in rural public health. She also teaches children ages 0-5, their caregivers and professionals about oral health and nutrition.

#A06 Everyone Needs Attention: Helping Young Children Thrive

Early childhood teachers are taught strategies as a quick fix to control children's behaviors. Self-reflection about what makes adults tick emotionally is critical in helping children manage their own feelings. This presentation challenges early childhood teachers to reflect on how we perceive children's need for attention in connection with how we remember being treated as young children, and find strategies for responding to them in ways that support emotional health and development, and help young children thrive.

Tamar Jacobson was born in Zimbabwe and traveled to Israel where she became a preschool teacher with the Israeli Ministry of Education. During the 80's, as director of the University at Buffalo Child Care Center, she created a training site for early childhood students. Dr. Jacobson is an early childhood development and education consultant for early childhood programs, organizations, and families, and participates on the Consulting Editors Panel for NAEYC. She was the recipient of the 2003 Director of the Year Award, National Coalition of Campus Children's Centers, and of the 2013 National Association for Early Childhood Teacher Educators Outstanding Early Childhood Teacher Educator Award. She is the author of: *Confronting Our Discomfort: Clearing the Way For Anti-Bias* (Heinemann, 2003), *Don't Get So Upset! Help Young Children Manage Their Feelings By Understanding Your Own* (Redleaf Press, 2008), *Everyone Needs Attention: Helping Young Children Thrive* (Redleaf Press, 2018).

#A07 Ride the Thrills of an Engineering Design Challenge

Not comfortable teaching the "E" in STEM? This literacy-based, hands-on, problem-solving workshop will teach you how to implement a roller coaster design challenge in your early childhood classroom. You will receive \$10.00 worth of materials needed to implement this lesson in your classroom.

Amanda McPherson has her master's degree in early childhood education and is a certified Pre-K-8 teacher. She is an ECE adjunct faculty instructor for Pima Community College, a STEMAZing teacher leader for the Pima County Superintendent's Office, and a United Way community practice coordinator.

#A08 Creating a School Family with Conscious Discipline

Participants will leave this session with the knowledge of how the emotional brain works and the skills necessary to help children achieve safety and connection in the context of a school family.

Diana Brown has been a professional educator since 1988. She has a BA and an MA from Northern Arizona University and is certified by Dr. Becky Bailey in Conscious Discipline®. She taught 1st through 6th grades for 25 years in Mesa and has two daughters. Diana provides workshops and consultation in Conscious Discipline for teachers, childcare providers and parents throughout the United States.

#A09 Brain Injury and Its Effect on Learning

Brain Injury is present in almost every classroom and not only affects the learning of the child with the injury but also other interactions within the classroom. This talk will cover how to identify a brain injury, simulate how it feels to learn with a brain injury, how to accommodate for a brain injury and what to do if you suspect a brain injury.

Dr. Amy Thomas is a developmental / neurocognitive optometrist who has been identifying and treating the visual effects of brain injury for over 15 years. She is currently the clinical director at Arizona Vision Therapy Center, which is a practice that specializes in therapeutic lenses intended to calm and resolve visual symptoms, vision therapy and rehabilitation, and the Sensory Learning Program.

#A10 Developing a Community of Inclusivity Within the ECE Classroom: LGBTQ 101

Increase awareness and understanding of what Inclusion is and the children and families from special populations that should be included. This session will review key terminology to increase knowledge along with introducing strategies on becoming an ally and advocate for the LGBT community. We will explore how children's literature is a safe and educational way to introduce diversity to children and families.

Darcie M. Kass is the owner/director of A Child's Place Learning Center, Inc., a full inclusion program in Costa Mesa, CA. She is adjunct faculty at Orange Coast College, Santiago Canyon College, and Santa Ana College, teaching classes in child development and inclusion. Darcie is a director mentor through the California Early Childhood Mentor Program and facilitates the West Orange County Directors Collaborative. She is currently a member of the Orange County Child Care and Development Planning Council and is co-chair of the Orange County Inclusion Collaborative.

Wendi L. Evans is the inclusion director at A Child's Place Learning Center, Inc. She has been trained in applied behavior analysis, pivotal response treatment and the methodology of social thinking. She oversees the goals and progress of the children enrolled with various needs and behaviors. Wendi works with the ACP staff providing training and support when there are concerns with students along with developing behavioral management plans to assist when challenges occur. She also works closely with any outside agencies or school districts that may also be supporting the child.

#A11 The Library - So Much More Than Books!

The public library has a wealth of resources and programs designed to support the healthy development of children. From early literacy storytimes to after-school snack programs, to hands-on STEAM programs for all ages, the library is a great place for families to be. Using engaging, hands-on activities as examples, participants will learn about the variety of library programs offered for families.

Kendra Davey is the Literacy Initiatives program manager for Pima County Public Library. She oversees system-wide programs and services for children and teens ages birth to 18 and their parents. Kendra is passionate about providing the children and families of Pima County with the skills and experiences that will help them grow and thrive.

Meg Beer is the assistant manager and senior children's librarian at the Eckstrom-Columbus Library, a branch of the Pima County Public Library system in Tucson, Arizona. She has presented early literacy storytimes for babies, toddlers, preschoolers and their families for ten years. Helping families find fabulous stories and helpful resources is the highlight of her day. Prior to becoming a children's librarian she worked

on an egg farm, taught French, and sold radio and TV advertising. When not at the library, you'll probably find Meg hiking, treasure hunting (in thrift stores), or reading.

#A12 Share Stories Change Lives: Literacy as Community Building/Compartiendo historias cambiamos vidas: la alfabetización como desarrollo comunitario - BILINGUAL SESSION

The session will include an overview of language and literacy development from birth to five years, neural plasticity in the adult brain, and how meaningful social connections foster learning. Attendees will gain strategies using the Make Way for Books App, to support incorporating language and literacy activities, particularly storytelling, into daily routines and planned learning activities.

La sesión incluirá una visión general del desarrollo del lenguaje y la alfabetización desde la infancia hasta los cinco años, la plasticidad neuronal en el cerebro adulto y cómo los vínculos sociales fomentan el aprendizaje. Los participantes obtendrán estrategias utilizando la aplicación de Make Way for Books, para apoyar la incorporación de actividades de lenguaje y alfabetización – en particular la narración de cuentos – en las rutinas diarias y actividades de aprendizaje planificadas.

Fernando Gonzalez *is the digital director at Make Way for Books. With a background in education, Fernando spent three years at Make Way for Books as a Family Literacy Specialist, working directly with families in the Tucson community. Fernando is responsible for managing the redesign and deployment of the Make Way for Books App, a free bilingual tool that helps parents and caregivers build their child's brain and get them ready for success.*

Tania Hinojosa *is the education director at Make Way for Books. She holds a Bachelor of Science in Education from the University of Monterrey and a Master of Education from Monterrey Institute of Technology and Higher Education in Educational Technology Leadership. She is proud to be part of The Story Project at Make Way for Books where she manages the design and implementation of professional development and coaching to early childhood educators to promote the importance of early literacy.*

#A13 Ready, Set, Go! Action! Time for Physical Activity!

Come play and learn! This workshop will provide attendees with the tools and information they need to incorporate physical activity for young children into their program.

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 childcare facilities to increase physical activity, reduce screen time, improve nutrition practices, support breastfeeding, and engage families. Empower facilities to receive training, technical assistance, and resources to promote policy and practice improvements that focus on health, nutrition and wellness for children, families, and staff. 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).*

#A14 Bringing the Studio Experience to Children

This workshop will focus on the possible expressions of children when given opportunities to create, invent, and narrate their thinking with diverse materials. When children are offered safe, time-sensitive, and rich environments in which to work and learn, their stories will resonate with life experiences of challenge and joy.

Ruth Marblestone *For the past three years, Reggio philosophy has informed Ruth's teaching practice at Ochoa Community Elementary School in Tucson, AZ, where she has held the position of Art Studio Instructor. Throughout her career in the arts, Ruth has sought to provide inter-generational mentoring opportunities to youth and adults in San Francisco, CA and Tucson, AZ.*

Jane Schwartz *is a retired Mechanical Engineer who became a certified elementary teacher interested in offering the discovery of engineering and computer science concepts to young students. Her studio presented opportunities to interact with coding, robotics, electricity, and building materials.*

MID-MORNING SESSIONS**11:15 am – 12:45 pm****#B00 Hands, Heart & Mind: Inspiring Play, Wellbeing and Joyful Learning with Young Children**

Please reference page four of this brochure for a full description and presenter biography. Must be a NAEYC member and provide a membership number to attend this session. Membership will be confirmed by SAZAEYC.

Dr. Walter F. Drew

#B01 Defining your Unique Selling Proposition ~~Session Cancelled~~

~~The session will engage participants in conversation and activities to learn what is meant by Unique Selling Proposition (USP). With this information, the participants will begin to define the USP and develop strategies to use this information to stabilize and grow their Early Childhood Education Program.~~

~~**Dr. Robert Gundling** has served as a leader of early childhood education programs. He has been a center director and head of early childhood education programs for large organizations and government agencies.~~

~~**Jahi B. Davis** has experience in business, finance and lending and led an entrepreneur program that included supporting people who wanted to own an early childhood education business.~~

#B02 Early Childhood Professional Identity: More than a Lattice Level

Defining Early Childhood professional identity in the AZ Early Childhood Workforce Registry through modifications to the AZ Early Childhood Career Lattice, PD & Education Report, and Professional Goals document.

Shanna Kukla has over 30 years' expertise in early childhood education, including as an early childhood educator, director of two early childhood programs and more recently as program manager of the Pima Community College Center for Early Childhood Studies. For the past 11 years, Shanna's focus has been on strengthening early childhood higher education students' capacity to complete higher education programs of study through initiatives that promote engagement, retention, and degree completion. She serves as VP professional development of AzAEYC and at the national level on the NAEYC Affiliate Advisory Council. Shanna holds a master's degree in early childhood studies from Lesley University.

Melissa Busby has worked in the early childhood education field for over 17 years as a play therapist, director of a NAEYC-accredited early learning program and as a higher education faculty member, advisor and administrator. She currently directs the NAEYC Accredited Early Childhood Education program at Central Arizona College and is the Past-President of the Arizona Association for the Education of Young Children. She is currently pursuing a Doctorate in Early Childhood Education at Walden University and is proud to be the mother of three amazing young men; Bryce, Andrew, and Ethan.

#B03 Smooth Moves: A Journey Toward Cooperation During Transitions

Transitions are hard, especially for children who live in the moment. It is our job as teachers to work with children, to shift away from control and provide an environment of connection and cooperation. In this session we will provide participants with support and ideas for a smoother day full of transitions.

Jennifer Oswald has been with Downtown Community School for six years, she is the assistant director and is the lead teacher of the five and six year olds. She was previously a public elementary school teacher for six years and has found kinder to be her favorite age group to work with. She loves reading with kids and supporting them as they work toward writing their first letters and words in Writers Workshop.

#B04 "The Doctor Said My Child is Fine"

This session will explore the purpose and usefulness of Child Find.

Toni Limbrick, MEd is a parent of an adult child with lifelong disabilities - real life experience. She has worked in the field of early childhood for 25+ years. ASQ-3 Certified Trainer.

Gwynne Fullmer has been an early childhood special education teacher for 14 years. Currently a member of the GPS ECQuIP Team and serves as Past-President of the Arizona Division for Early Childhood (AzDEC).

#B05 Learning Barriers: Understanding Vision Problems That Affecting Reading, Writing, Learning and Paying Attention - More Than Just 20/20

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 for your students.

Amy Thomas, OD, FCOVD is a developmental/neuro-cognitive optometrist who has spent the last 11 years working with patients who are struggling in school because of vision problems. She is Board-certified in Vision Development and has more than 650 hours of post-graduate training in diagnosing and treating functional vision problems, amblyopia/strabismus, sports vision, post-trauma vision syndrome, and the connection between vision and the body. She has also coordinated care of her patients with local teachers and ancillary staff to ensure the best possible success for children with vision problems in school settings for over 11 years.

#B06 Building Authentic Teacher-child Interactions in ECE Settings

This presentation describes ways to help pre-service ECE teachers build authentic teacher-child interactions using effective interactions focused on three broad domains: emotional support, classroom organization, and instructional support. The session will examine how teacher beliefs, knowledge, and skills affect the quality of teacher-child interactions and the benefits of meaningful teacher-child interactions on children's developmental outcomes and student assessment.

Ada Parra, MA in Bilingual Multicultural Education, is a career-track professor at the University of Arizona in the College of Education. She has been teaching within the elementary and early childhood education programs for 12 years. She teaches methods courses in reading and language arts, and science as well as courses in early childhood. She has also taught kindergarten for 14 years in the public schools.

Dr. Javare Phillips has been an adjunct professor at the University of Arizona in the College of Education for five years. She teaches methods courses in reading and language arts, and social studies and early childhood education courses. Dr. Phillips has a Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction Ed.D, Educational Specialist. She also has 12 years of teaching experience in K-8 grades.

#B07 Science for Young Thinkers

Science is everywhere! You don't have to be a rocket scientist to help future scientists learn the basics. Find out how to make science activities really fun for young children.

Barbara Stegmiller is a seasoned teacher that has been blessed with many years of experience working with children from infants-8th grade. She has an M.A. in reading/literacy from the University of Texas in El Paso, a B.A. in children's studies from the University of Texas in El Paso, and an associates in early childhood education from El Paso Community College. Barbara has been a board member on El Paso, TX local board PASO del NORTE chapter of TXAEYC for 10 years.

Christina Rivera has been an educator for many years teaching children from grades Pre-k to 5th. She has a B.A. in environmental science from the University of Texas in El Paso and an associates in science from El Paso Community College.

#B08 Take a Selfie: By Regulating Ourselves, We Promote Self-regulation in Children

The session will cover developmentally appropriate strategies for promoting self-regulation of children, ages 2-5. There will be opportunities for reflection for educators, as well as role-playing and video vignettes.

Jane Metzger has been a special education and early childhood educator/administrator for 45 years. Her beliefs about young children have come from both observations of and interactions with children hard at work - diligently engaged in their play. These discoveries have further inspired her to share this knowledge through conference/workshop presentations and becoming a coach/mentor for other early childhood teachers throughout her teaching career.

Jennifer Hook has been in the field of education for over 30 years, spanning infant/toddler care, preschool, school administration, and adjunct professor of early childhood. She enjoys thinking about children (meta-cognition), thinking with children (instructional support), and chickens (therapy).

#B09 The Growing Brain: Everyday Play **PART ONE**

This workshop, developed by Zero to Three, explores the stages and types of play that unfold in early childhood, the role and development of the brain in the process of play and how to maximize children's learning through play.

Lela Messick is a certified Zero to Three trainer in *The Growing Brain Curriculum*. She has a master's degree in early childhood education and over 35 years as a practitioner.

#B10 Plan, Collaborate, Advocate: Why Your Voice Matters in Grassroots ECE Engagement

How can we promote diversity, equity, and inclusion as early childhood professionals? Join us to understand Arizona's ECE history and learn about the current ECE grassroots collaboration efforts statewide. See how advocacy relates to your work, streamline your message, and learn how we can make a change together!

Dr. Eric Bucher is Executive Director and President of the Governing Board of AzAEYC, which promotes diversity, equity, and inclusion by elevating the voices of ECE professionals. In 13 years of experience, Eric facilitated statewide professional learning, managed the education services of Head Start and district programs, and researched early childhood STEAM. Eric co-authored "Beyond Bouncing the Ball" published in NAEYC's *Young Children*.

Mona Qafisheh serves as the Director of Grants and Contracts with the Association for Supportive Child Care which provides early childhood coaching, assessment, and professional development to early childhood professionals, and education for family, friends, and neighbor caregivers and families. She has facilitated high-quality early childhood professional development through Child Care Resource & Referral and numerous conferences focusing on the needs of early childhood leaders and the continuous quality improvement cycle.

#B11 Stretching Bodies, Stretching Imaginations: Yoga Story Time

Come ready to stretch and use your imagination! Introduction to seated postures, hand positions, yoga vocabulary with early childhood populations, and warm-up routines. Learn how storytime plus yoga sets the stage for fun in the context of literacy. No previous yoga experience or knowledge of yoga needed, after all, yoga poses are “shapes you make with your bodies” and story time is all about literacy skills, focus and concentration.

Dari Johnson is a retired early childhood specialist; Mini Yogis-certified kid's yoga story time presenter for Pima County's Library Educational Program & select preschool programs; authored & published: *Stretching Bodies, Stretching Imaginations Yoga Cards & Lesson Plans*.

#B12 Como involucrar familias en el cuidado infantil

El proposito de esta sesión es despertar interés en los padres de como interactuar con los hijos. Ven y aprenderas con dinamismo mediante musica, movimiento, lectura y cultura.

Maria Teresa Garcia nacida en Durango, México, proveedora de cuidado de niños por 12 años, asociado en CDA.

Olga Cervantes nacida en Sinoloa, México, proveedora de cuidado de niños por 21 años, asociado en CDA.

Elsa L. Minjarez nacida en Cananea, Sonora, proveedora de cuidado de niños por 20 años, asociado en CDA y AA por la NAFCC.

#B13 Intentional Child Assessment

This hands-on seminar will help attendees think about how to create and maintain meaningful child assessment portfolios (CAPs) using a systems approach. We will dig into the reasons for keeping CAPs as well as practice in writing anecdotal records that link back to developmental domains.

Louise Durant has been in the early childhood education field for approximately 20 years. She has worked in private and public education as a teacher and administrator and is currently a Quality First coach with Child and Family Resources. She has a Master of Education degree in Curriculum and Instruction and has developed and presented training at the state and local level.

#B14 Teachers & Directors As Researchers: a dynamic implementation of the Reggio Emilia philosophy into our learning communities

Panel members are educators of children and adults in diverse Tucson Early Childhood programs who will discuss their experience of visiting the schools of Reggio, the impact and resulting next steps for their communities. Slides and materials will be presented and questions will be encouraged.

Caroline Carson is a seasoned early childhood educator working at JB wright public school, 5 Star Quality First, Inclusion program. A Tucson Children's Project member and author.

Blanca Bergeron is Assistant Director of Outer Limits School, a 5 star Quality First program in Tucson, Arizona.

Kristen Kvaran is the Director at Tanque Verde Community Preschool in Tucson, Arizona.

Demaris Weitzel is a preschool teacher at the Tucson Jewish Community Center ECE.

Carmen Cantinella is a studio teacher at Second Street Children's School in Tucson, Arizona.

Celena Martinez is an Education Specialist for Child-Parent Centers in Douglas, Arizona.

Ekna Zamora-Rehm is Family and Community Partnerships Director for Child-Parent Centers.

AFTERNOON SESSIONS**2:00 – 3:30 pm****#C01 Introduction to the Division of Early Childhood**

This session will walk participants through the Division of Early Childhood (DEC) recommended practices as a national level of best practices that Arizona has used to guide their work in the creation of the workforce knowledge and competencies, as well as program guidelines. Participants will learn what it means to be a DEC member and how to become a member if they would like to. DEC is a professional learning community of preschool teachers, and a resource for low cost professional development for preschool teachers. Come learn about what we can do to support you!

Elizabeth Hamilton has worked as a program specialist in the early childhood education unit at the Arizona Department of Education since October of 2013. During this time, her focus has been working with preschool programs within various school districts and private community sites on quality improvement processes. This includes offering training and technical support to support high-quality care for the children of Arizona. Elizabeth's special projects at ADE include data integration, data quality, data collection, and analyzing all early childhood data for grants and collaborations. Elizabeth received her BA in Biology, with an emphasis on health and nutrition, from Chaminade University and a master's in early childhood education curriculum and instruction at Arizona State University. She has worked in a variety of educational settings including home childcare manager and provider, Pre-K teacher, and 1st grade classroom teacher for students with dyslexia and other needs.

Alicia Sharma has been a part of early intervention services for children with disabilities for over 10 years. She began her career as a developmental special instructionist working directly with teaching and supporting families to learn opportunities to support the growth and development of their child. Alicia transitioned to multiple additional roles in the early intervention field, provided technical assistance to early intervention providers and program coordination supporting multidisciplinary teams with providing early intervention services. Alicia joined the Arizona Early Intervention Program state office in 2016 serving in multiple roles, and is currently the quality improvement manager. Alicia supports many different initiatives in this role from data governance, overseeing policies, technical assistance, general supervision of statewide AzEIP programs and implementing quality professional development and system improvements focused on improving positive social-emotional outcomes. Currently, Alicia is also serving on the board of the Arizona subdivision of the Division for Early Childhood as president. Alicia is passionate about her role as a fidelity coach at the statewide level, supporting early intervention evidence-based practices.

#C02 Design Thinking in the Classroom

Design thinking is an important planning process that allows users to think outside the box and focus more on the people affected by the problem rather than just the solution to the problem. So, how does this apply to classrooms, lessons, and environments? With the use of design thinking it is easier to implement different types of unique classroom plans to reach a larger portion of student's interests.

Lexi Conger is a gifted education 3rd grade teacher in the Vail School District who has been trained on design thinking and implementation in the classroom. She has attended and presented on different ways to use design thinking and uses it regularly in her own classroom. Lexi is an Arizona Teacher Academy Scholar through Arizona State University and has an MEd in early childhood education and her Gifted Education endorsement.

#C03 A Strong Image of the Child: Infants & Toddlers as Capable, Competent Scientists

Malaguzzi, founder and director of the municipal preschools of Reggio Emilia in Italy, believed that we all have an image of the child in our minds and our hearts - one that directs how we relate to children, listen, observe, and construct environments. Join us as we consider the image of infants and toddlers as capable, competent scientific thinkers. We will investigate real-life examples of children's complex theory building and explore the many developmental potentials of our youngest learners.

Dr. Eric Bucher is Executive Director and President of AzAEYC whose research focused on data-driven, job-embedded ECE professional development; early childhood STEAM; and Reggio Emilia inspired practices. Eric has vast experience in early childhood science statewide and nationally and served on the revision committee for the science standards in the Arizona Infant and Toddler Developmental Guidelines and Arizona Early Learning Standards. Eric co-authored "Beyond Bouncing the Ball: Toddlers and Teachers Investigate Physics," published in NAEYC's Young Children.

#C04 Understanding Developmental Milestones, Autism, and Quick Tips for Talking with Parents

Increase parent-engaged developmental monitoring using the Learn the Signs. Act Early. (LTSAE) resources as a complement to developmental screening and educational programming provided by early childhood educators. This training is designed to provide additional tools that may improve parent engagement in services aimed at improving developmental outcomes.

Megan Wills has over twenty years' experience in the field of early childhood education as a developmental specialist, early intervention supervisor, and currently as the director of children and family services at Easterseals Blake Foundation. In her current role, she supports several programs with a focus on health and disability, including the Smart Support program, Nurse Family Partnership program, Military Respite program, Early Childhood Inclusion program, and the Newborn Intensive Care program. She participates in several community focus groups and is currently serving as Arizona's Act Early ambassador for the Centers for Disease Control and Prevention, as well as the Family Support Alliance Community chairperson.

#C05 Bright Futures, One Smile at a Time

Become an oral health champion! Did you know that more than 50% of Arizona's kindergarten children have already had cavities, and many have needed dental surgery! Dental Caries (name of infection) is a truly preventable disease. The Empower Program, Standard 7 is designed to address the early child oral health crisis in Arizona. Classroom tooth brushing is like any other activity, if you can finger paint with your students, you can implement this strategy to help fight cavities. Or, you might choose to have monthly activities to reinforce the importance and understanding of oral health. Oral health is more than just a pretty smile it is a factor in our quality of life. The First Smiles Matter program now spans across all of Pima County, thanks to FTF Pima North & Pima South! We have resources to help you establish an oral health policy, set up a tooth brushing program and simple dental lessons for your centers. There are fun & easy ways to comply with Empower Standard #7.

Margaret Perry is committed to improving oral health, especially in our youngest community! She spent many years in a dental practice serving one person at a time. Her volunteer experiences opened her eyes to the many children that suffered from a preventable disease, tooth decay. Margaret decided to pursue a public health career where she could serve the community and make a difference one child center or school at a time.

Joyce Flieger's 46 years as a dental hygienist has allowed her to mentor and positively impact many. Joyce began her career in public health in 1973 after graduating from the University of Southern California. She worked with the Los Angeles County Health Department on a community water fluoridation campaign for the city of Los Angeles. She then went on and earned her MPH from the University of Michigan, School of Public Health. Most recently Joyce worked for the University of Arizona where she developed the program, First Smiles through First Things First, with the aim of providing oral health education to parents and their children. She also received grants from First Things First for Cochise, Yuma, Graham, Greenlee, Mohave, Pinal, and Gila Counties.

Andrea Ward combines her new counseling experiences with her dental hygiene knowledge to help bring about change and understanding of how we can work together to prevent tooth decay in our youngest. Andrea has been a part of First Smiles Matter program for more than four years and plans to retire once decay is no longer a problem in Pima County.

#C06 “That teacher has it.” Focusing on Child-teacher Engagements and Developing Approaches to Learning

This session focuses on approaches to learning and coaching teachers to further develop children's curiosity, creativity, attentiveness and persistence, and reasoning and problem-solving. Teachers will learn how to enhance their interactions with children, particularly children at risk for failure. They will increase their level of instructional support with higher level thinking in concept development, extended engagement and feedback with children, and expanded language.

Diana Hill, Ph.D. recently earned her PhD at the University of Arizona in teaching, learning and sociocultural studies with a focus on early childhood education and retired as assistant professor of practice in early childhood education. Diana's research focuses on the interactions of early education teachers in relationship to the development of learning dispositions (approaches to learning). A former director of Tucson Community School and principal at Green Fields School, she has over 30 years of experience in early childhood education. She is an exchange master leader and is a past president and board member of SAZAEYC.

#C07 Asking Questions and Telling Stories: Instructional Techniques for Engaging Young Children in Nature

As we make nature-based experiences accessible to more children, many teachers are left wondering how to support learning with natural objects and when out in natural spaces. Most simply, these practices ask us to fall in love with nature, observe, and stay curious. Learn to use deep questioning and storytelling as instructional techniques to help all children engage with nature and support their cognitive, social, and emotional development.

Sarah Foglesong is a passionate educator and advocate for early childhood education and environmental education. She holds a Bachelor of Arts in Environmental Education and a Master of Education in Early Childhood Education from Prescott College, where she now works as associate faculty and acts as the administrator of the Center for Nature- and Place. She specializes in the creation of culturally responsive curriculum that emphasizes experiential activities and cross-curricular approaches in inclusive educational spaces.

Ellen Bashor is an environmental education (EE) instructor at Prescott College where she is pursuing her master's degree with a focus in early childhood EE. Her passion for little friends and lots of nature grows from an adventurous childhood and years of play at a local nature camp she helped found. Ellen is also

currently an NAAEE (North American Association for Environmental Education) ee360 Community Fellow collaborating with the Natural Start Alliance to build a diverse nationwide network of early childhood educators dedicated to the best practices in nature-based ECE. She sees early place & nature connection as a strong beginning on our journey towards a more socially and ecologically just world.

#C08 The Importance of Teaching Social Skills in ECE Classrooms

Understanding how teaching social skills to preschool age children can support children with challenging behaviors. Recognizing that some children may have lagging skills that can influence their behaviors and how ECE professionals can adapt their classrooms and interactions with the children to promote positive behaviors.

Darcie M. Kass is the owner/director of A Child's Place Learning Center, Inc. a full inclusion program in Costa Mesa, CA. She is adjunct faculty at Orange Coast College, Santiago Canyon College and Santa Ana College teaching classes in child development and inclusion. Darcie is a director mentor through the California Early Childhood Mentor Program and facilitates the West Orange County Directors Collaborative. She is currently a member of the Orange County Child Care and Development Planning Council and is co-chair of the Orange County Inclusion Collaborative.

Wendi L. Evans is the inclusion director at A Child's Place Learning Center, Inc. She has been trained in applied behavior analysis, pivotal response treatment and the methodology of social thinking. She oversees the goals and progress of the children enrolled with various needs and behaviors. Wendi works with the ACP staff providing training and support when there are concerns with students along with developing behavioral management plans to assist when challenges occur. She also works closely with any outside agencies or school districts that that may also be supporting the child.

#C09 The Growing Brain: Everyday Play **PART TWO**

This workshop, developed by Zero to Three, explores the stages and types of play that unfold in early childhood, the role and development of the brain in the process of play and how to maximize children's learning through play.

Lela Messick is a certified Zero to Three trainer in The Growing Brain Curriculum. She has a master's degree in early childhood education and over 35 years as a practitioner.

#C10 Mindfulness in the Early Childhood Classroom

Learn techniques and tools that can be used daily within the classroom to help students become aware and mindful of their bodies and their feelings. Learn how to use mindfulness to teach students lifelong essential physical and emotional processing skills. Take a breath as we incorporate classroom management resources and have some fun too!

Leah Rosthenhausler is an educator at Valley View Early Learning Center, teaching ages 2 ½ to 5 years. She enjoys teaching with an emergent curriculum, seeing how the child's interest can spark their curiosity and promotes in-depth learning. She uses music, movement and mindfulness to keep students engaged and involved throughout the day. She looks for what motivates each child and uses their own unique personality to guide their learning and help them be their best selves.

#C11 "Sense"sational Storytelling!

This session will explore a multi-sensorial approach to enrich and extend storytelling. Participants will explore Taste Test Challenge, Creative Dramatics, and Shadow Puppetry as hands-on media, using Eric Carle's *The Very Busy Spider* as an illustrative example. Using peer-teaching, the session will unravel the "wise and happy" secrets of interactive, larger-than-life storytelling.

Myrna Fileccia is an experienced Early Childhood Educator. She earned her masters degrees in Early Childhood Education and Curriculum and Teaching from Columbia University, New York City and a Master of Science in Education from Indiana University. She has worked with young children in diverse settings and is currently the Lead Teacher for the Toddlers Class at Northminster Christian School. She is working for her Wonder-Based Teaching certification. She is a recipient of the 2019 Nina Brannen Award for Teaching Young Children.

Debbie Bencomo is an Early Childhood Educator. She earned her Associate of Applied Science degree in Early Childhood Studies and she also has her CDA certification from Pima Community College. She is currently pursuing her Bachelor of Applied Science in Child Development at Wayland Baptist University-Tucson. She has worked as an Early Childhood Educator in many settings, like schools, shelters, and homes for ten years now. She is truly passionate about educating young children. She enjoys watching them learn and grow. One of her inspirations in life is teaching, and becoming a better teacher.

#C12 A Literacy Study of Wordless Books in Two Different Pre-K Classrooms / Un estudio literario acerca de 'libros sin palabras' en preescolar en dos aulas diferentes. - BILINGUAL SESSION

In this session, participants will learn about the experiences of two pre-kindergarten teachers using wordless books in their classrooms. We will look closely at the conversations that wordless books created among the young children from different classrooms, and how we as teachers can be guides for those conversations in the future.

En esta sesión los participantes aprenderán sobre las experiencias de dos maestras de preescolar utilizando libros sin palabras en el salón de clase. Se compartirán las conversaciones que surgieron con los libros sin palabras con los niños/as de estas dos aulas, y hablaremos un poco de cómo nosotros/as como maestros podemos guiar futuras conversaciones en nuestro propio salón de clase.

Vanessa Rodriguez is a graduate student at the University of Arizona, pursuing a master's degree in language reading and culture with a focus on early childhood education. This will be her 5th year teaching in the Spanish immersion program for Valley View Early Learning Center. She is also an elected member of the SAZAEYC board. Vanessa believes in the impact of literacy at an early age and hopes that everyone can see the beauty of wordless books through this presentation.

Rebecca Lopez is a 3rd year PhD student at the University of Arizona, focusing on early childhood education. She is also a teacher in an inclusive preschool classroom at Ocotillo Learning Center. Becka's work is focused on using literacy as a tool for dissecting bias and stereotypes that preschool aged children may enter the classroom with. Her hope is that wordless books will help grow her understanding of the power of literacy in preschool classrooms.

#C13 Small Interactions, Lifelong Impact: Integrating Practical and Meaningful Health Education into Learning

Successful health education begins with early empowerment, built through fun and dynamic knowledge and skill-building activities and incorporation of health education into comprehensive programming that promotes and enhances meaningful interactions. Health activities/lessons are developmentally appropriate, inclusive, and easily integrated into daily practices. This workshop will support early childhood professionals to thoughtfully include health learning into classroom priorities, as well as equip them with concrete tools to implement immediately.

Rhegan Derfus is a social worker and program coordinator at the University of Arizona for a nutrition and health program that reaches individuals and families from birth to seniors. Rhegan has worked in early childhood care facilities, was a prenatal-five home visitor, an early childhood nutrition educator, and is currently an infant feeding specialist and breastfeeding counselor. Rhegan frequently presents in classroom settings and at large, statewide conferences.

Christy Stuth is an area associate agent for Family & Consumer Sciences in Coconino and Mohave County and a registered dental hygienist. She has 11 years of dental hygiene experience and three years working in rural public health and She also teaches children 0-5, their caregivers and professionals about oral health and nutrition.

#C14 Diving into Provocations

Participants will explore several provocations designed to spark imagination, promote deep inquiry and foster connections and the construction of meaningful learning. As part of a model experience, participants will use their senses as they encounter provocations that will illuminate prior knowledge as well as interests, strengths, learning needs and questions.

Dr. Susan Stutler is a professor of early and elementary education at Northern Arizona University.

Erica Hamel has 14 years of experience teaching in grades Pre-K through 6th grade and is an adjunct professor of early childhood education for Northern Arizona University in Yuma.

Yamelit Navarrete, Paloma Jacquez, Jazmin Medina, and Nancy Gomez have experience teaching children in Pre-K through 3rd grade. Currently, they are working to complete their bachelor degrees in elementary education, each with an additional minor in early childhood education.