

Early Learning & the Brain Summit

The Arizona Department of Education Early Childhood Unit welcomes you to the first ever *Early Learning & the Brain Summit*.

Our goal is to highlight the advancements in neuroscience, and ways educators can embrace this knowledge to achieve positive outcomes for children. The Summit includes sessions from partnering organizations, researchers in the field, and content experts, whose leadership and practices have been influential in transforming the field of early childhood education.



General Information

GOING GREEN

In an effort to reduce paper waste and promote quality use of technology to support PD, ADE ECE will provide the conference agenda/presentation materials electronically. A limited number of printed agendas will be available at the registration table.

SEATING

ADE ECE has tried to anticipate and plan for seating capacities, but it's likely that some rooms will fill up. Room capacities are set by the Fire Marshall. No standing is allowed in the rooms. We appreciate your cooperation and recommend you arrive as early as possible for sessions of highest interest on your personal itinerary.

PARKING, LODGING, MEALS

Parking is available in the conference center's lot at no cost. Participants must reserve their own lodging as applicable. [Nearby Accommodations](#). The registration fee includes breakfast, lunch, and snack for the date of the conference.

CERTIFICATE OF PROFESSIONAL DEVELOPMENT

Registered participants will receive a certificate of professional development for 14 hours upon successful completion of this conference within 2 weeks after the scheduled conference date. Certificates can be accessed from a participant's ADE Events Management System (EMS) account: ems.azed.gov.

WI-FI/ CHARGING

ADE ECE recognizes that participants are busy professionals working to ensure quality programs for children and families, and we encourage participants to invest in their professional development by giving their fullest attention during keynote, featured speaker, and breakout sessions. Complimentary Wi-Fi is available throughout the conference center. Be sure that your electronics are charged before arriving as there may be no electrical outlets available.

KEYNOTE, FEATURED AND BREAKOUT SESSIONS

Session presentation overviews were reviewed by ADE ECE. Presentations were selected based on alignment of the submission with conference content focus areas and experience and community expertise of the presenters. The content, views, and opinions expressed in sessions are those of the presenters and do not necessarily reflect the official policy or position of Arizona Department of Education or the Early Childhood Education Unit.

IN CASE OF EMERGENCY

Please be aware of emergency exits in your immediate surroundings at all times. In case of emergency, please call 911 and notify an ADE ECE staff member immediately.

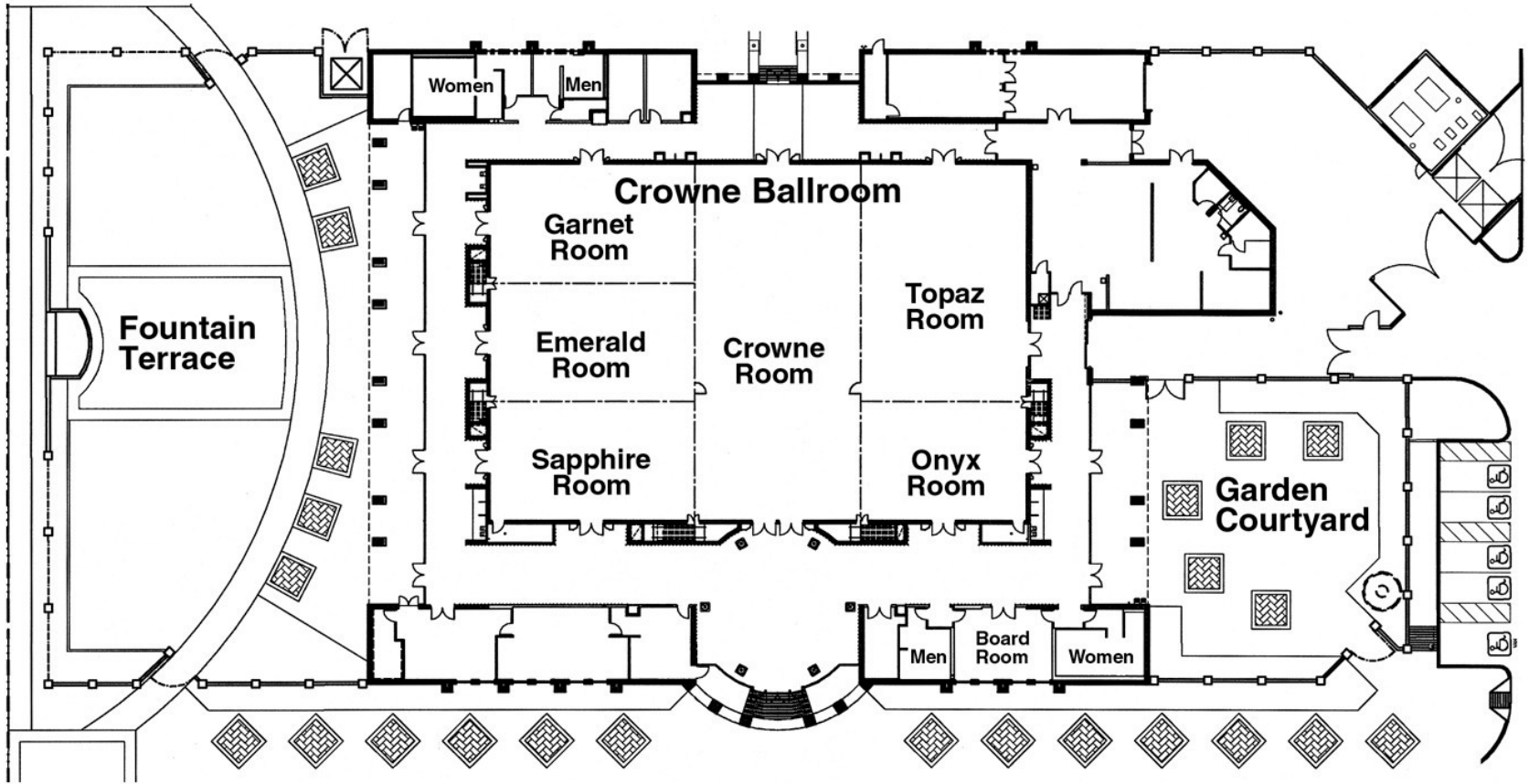
For additional ADE ECE information and resources and to access electronic conference materials: www.azed.gov/ece.

Early Learning & the Brain Summit

Wednesday April 18, 2018

8:00-9:00	<u>Lobby/ Ballroom (Crowne Room):</u> Registration, Breakfast, Partner/Exhibitor Booths Opening Welcome: Superintendent Diane Douglas								
9:00-10:30	<u>Ballroom (Crowne Room):</u> Keynote: Erika Christakis								
10:30-10:45	Exhibitor Visits/Transition Break to Session I								
10:45-12:15	<u>Ballroom</u> <i>Supporting Rigorous and Appropriate Practices Kindergarten and Beyond</i> Dr. Vincent Costanza	<u>Garnet</u> <i>Executive Function and Autism</i> Suzie Perry and Lisa Kunz	<u>Emerald</u> <i>Girl Brain, Boy Brain</i> Neil Tift	<u>Sapphire</u> <i>Creative Mindsets and Approaches: Learning from Successful, Creative Teachers</i> Dr. Danah Henriksen	<u>Onyx</u> <i>The What, When and How of Playfully Building Executive Functions</i> Dr. Billie Enz and Dr. Jill Stamm				
12:15-1:15	Lunch, Networking, Partner/Exhibitor Booths								
1:15-2:45	<u>Ballroom</u> <i>Reflective Teaching Incorporating the Formative Assessment Process</i> Christopher Lawrence	<u>Garnet</u> <i>Tools and Strategies to Support Executive Function</i> Mitch Galbraith and Janet Fukuda	<u>Emerald</u> <i>Addressing Adverse Childhood Experiences in Native American Communities</i> Neil Tift	<u>Sapphire</u> <i>Creativity by design in the classroom</i> Dr. Punya Mishra and Dr. Danah Henriksen	<u>Onyx</u> <i>The What, When and How of Playfully Building Executive Functions</i> Dr. Billie Enz and Dr. Jill Stamm				
2:45-3:00	Snack Break/Transition								
3:00-4:30	<u>Ballroom (Crowne Room):</u> Early Learning & Brain Panel <i>An opportunity to hear from leaders in the field of research and education! The panel will discuss brain science, early learning, and developmentally appropriate practices. In addition, participants will have an opportunity to ask questions and dialogue with the panel.</i> Panel Members: <table border="1" style="width: 100%; text-align: center; margin: 10px 0;"> <tr> <td style="width: 25%;">Dr. Vincent Costanza</td> <td style="width: 25%;">Dr. Jill Stamm</td> <td style="width: 25%;">Dr. Billie Enz</td> <td style="width: 25%;">Nicol Russell</td> </tr> </table> Moderated by Dr. Lauren Zbyszynski					Dr. Vincent Costanza	Dr. Jill Stamm	Dr. Billie Enz	Nicol Russell
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[Glendale Civic Center Map](#)



Summit Keynote Speaker

Erika Christakis. Erika Christakis is an early childhood educator and *New York Times* bestselling author of *The Importance of Being Little: What Young Children Really Need from Grownups*. A former faculty member of the Yale Child Study Center, she has written widely about child development from preschool through the college years. Erika is an honors graduate of Harvard College, where she majored in anthropology, and holds master's degrees in public health, communication, and early childhood education. She is a Massachusetts-certified teacher (pre-k through 2nd grade) as well as a licensed preschool director. For two years, she wrote a TIME.com Ideas column and her work has been featured in a number of other venues, including *The Atlantic*, *The Washington Post*, *The Boston Globe*, CNN.com, Nightline, Salon, NPR, and the *Financial Times*. A mother of three grown children, she lives with her husband in New Haven, Connecticut.

Early Learning & the Brain Panel

Vincent Costanza: Vincent Costanza, Ed.D., Chief Academic Officer, oversees all educational content and research initiatives at Teaching Strategies, LLC. Prior to join Teaching Strategies in July of 2017, Vincent led the Division of Early Childhood Education & Family Engagement at the Department of Education in New Jersey. He currently serves on the boards of the National Association for the Education of Young Children (NAEYC) and the New Jersey affiliate of the Association for Supervision and Curriculum Development (NJASCD). In addition, Vincent has served as Vice President of the National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE) and chaired several committees during his tenure as an elected school board member in Robbinsville, New Jersey.

Jill Stamm: Dr. Jill Stamm is the Prevention and Brain Science Training Specialist for Arizona's Children Association and was the cofounder of New Directions Institute for Early Childhood Brain Development (NDI). She is a professor emeritus in the Mary Lou Fulton Teachers College at Arizona State University, where she was a member of the Educational Psychology faculty. Dr. Stamm's Ph.D. is in Learning and Instructional Technology. She is a national and international speaker on brain development and later school achievement.

Currently, she is a member of the National Advisory Panel of the *Learning & the Brain Conference Series* and a member of the Dr. Bruce Perry's training group for the Neurosequential Model of Caregiving. In the past she has served on the Governor's Advisory Council for Head Start in Arizona, Arizona Science Center's National Advisory Council on Brain Development, and the Governor's Advisory

Council for Science, Technology, Engineering and Mathematics (STEM), and is an advisor for the series of Learning and the Brain Conferences. She is an author of two popular books on early brain development, her newest book *Boosting Brain Power: 52 Ways to Use What Science Tells Us* is designed for busy caregivers and her popular parent book, *Bright from the Start: The Simple, Science-Backed Way to Nurture Your Child's Developing Mind from Birth to Age 3* has received excellent reviews from both caregivers and scientists alike. She is frequently quoted in child development articles, and has appeared many times on television, radio and website interviews.

Dr. Stamm is also the creator of Brain Boxes[®], a unique patented set of early learning tools. She has two adult daughters, Kristin a neuroscientist, and Jenny, born prematurely with physical and developmental disabilities, but who has flourished with her mother's understanding of her unique brain functioning.

Billie Enz: Dr. Enz (Ph.D. Elementary Education Arizona State University) is a Kansas native but a lifetime Arizonan. Billie is an emeritus professor at Arizona State University where she served as an administrator in the College of Education for over 25 years. Dr. Enz was a member of the Early Childhood teaching and research faculty and co-created the award winning International online Early Childhood Education master's program. After Dr. Enz retired from ASU, she served as the founding Executive Director of Educare Arizona, an infant through preschool program designed to serve children and families in greatest need. Over the past decade she has worked with Dr. Stamm to develop curriculum for New Directions Institute. Currently, she is a consultant/instructor for New Directions Institute, which is part of Arizona Children's Association network. As part of this work, she has developed workshops for teen parents.

Dr. Enz is an expert in the areas of family literacy, emergent literacy and language acquisition, co-authoring three textbooks in this area; *Teaching Language and Literacy: From Preschool to the Elementary Grades* and *Helping Young Children Learn Language and Literacy: From Birth through Preschool*, and *Assessing Language and Literacy Development*. She is also co-chair of the International Reading Association's Early Literacy Commission, which coordinates the largest pre-conference at the Annual International Reading Association. Dr. Enz has and is serving as early literacy consultant for preschools in China, Dubai, and Cairo. This has led to several cross-cultural comparative practices research. Currently Dr. Enz teaches brain health courses for Encore University, a program designed for senior citizens who believe in the importance of continuous learning and, on the other end of the developmental continuum she teaches early language and literacy class to newborns and their first-time moms! Most importantly, Billie is the mother of two daughters, Dr. Dawn Foley, Curriculum and Instruction Director for Mesa Unified School District and Tiffany Bodemann, a Title One Reading Specialist in Kiowa, Kansas. Billie and her husband of 46 years, Dr. Don Enz, spoil their three teenage grandchildren and one baby as often as possible.

Nicol Russell: Nicol Russell is the Deputy Associate Superintendent for Early Childhood Education and Director for the Head Start State Collaboration Office at the Arizona Department of Education. She is currently a member of the National Association of Early

Childhood Specialists in the State Department of Education, a member of the Early Childhood Development and Health Board as part of the First Things First Initiative as well as a member of the Head Start Association. Nicol Russell has served as an advocate in Early Childhood Education for many years, spanning from teacher to director. Her area of expertise and interest is executive function, and helping to share effective instructional strategies with teachers to foster these skills in all children. Nicol holds two graduate degrees; a Masters in Special Education, as well as a Masters in Early Childhood Education.

Session Descriptions

Executive Function and Autism

Early Childhood educators will learn how behaviors of children in early childhood settings are examples of their developing executive functioning skills. These skills are closely linked to performance years later. How we recognize and support these skills and what we do when they are delayed, or not present, is critical to children's lives. Examples of EF skills for children developing in typical ways and those with delays will be shared.

Supporting Rigorous and Appropriate Practices Kindergarten and Beyond

As school districts partner with states to support early learning initiatives, educators are often caught in a world divided by academic rigor and developmentally appropriate practices. By addressing this divide, educators will be freed from the expectations that result in a perpetual push-down of expectations, more effectively link curricular and assessment practices and better prepare children to learn the skills and concepts that are necessary for the world of today. This session will assist educators think across sectors to protect investments while making sure the programs make sense for the children and families that are participating.

Creative Mindsets and Approaches: Learning from Successful, Creative Teachers

Dr. Henriksen will cover research investigating the creative thinking and teaching practices of a small group of nationally award-winning innovative teachers. By exploring themes and examples that describe how excellent creative teachers work (across grade levels and subject matters), Dr. Henriksen will provide opportunities to think about how these themes apply to creative teaching practices and creative teachers' lives.

Girl Brain, Boy Brain

As children grow from infancy through childhood and into adulthood, gender differences become more apparent in how they each problem solve, communicate, process information, express emotions, perform academically, develop relationships and navigate their world. This session will present information to help staff to understand and respect these important distinctions. This session will examine specialized areas of brain development and the impact of hormones and behavior patterns that result from these gender influences. It will offer information to help parents develop effective ways to recognize and respond to these important distinctions.

The What, When and How of Playfully Building Executive Functions (repeated session)

Scientists now realize Executive Functions (EFs) are more important for school readiness and academic achievement than IQ (Meltzer, 2018). EFs are also crucial for success in career and social relationships in our personal lives and plays a pivotal role in mental and physical health (Vandenbroucke, et., al., 2017)

Six cognitive domains comprise EF. They include Self Control, Working Memory, Attention, Emotional Control, Goal Setting, and Initiative (Brown, 2008). These interwoven skills begin to develop during infancy and grow and refine throughout childhood and adolescence.

Though children aren't born with these skills—they are born with the potential to develop them. Hence, EFs are shaped by **both** the physical development in the brain (nature) and by ongoing learning experiences (nurture). Over the past decade educators and cognitive neuroscientists have been collaborating to transform knowledge about EFs into useful practices for parents and classroom teachers. During the presentation, as each executive function is introduced, participants will be engaged in an interactive activity to better understand the skill. Then age appropriate games, learning activities, including: books, songs, and finger-plays will be reviewed. All strategies will be modeled for both for parent/child and class/teacher.

Reflective Teaching Incorporating the Formative Assessment Process

The practice of using GOLD® data to inform planning, caregiving, instruction, professional development, and teacher reflection is not isolated to any one age-group or grade. Rather, it is vital that teachers in all settings understand how to collect quality data, interpret that information accurately, and then use the resources within MyTeachingStrategies® to plan routines, experiences, instruction, and the learning environment.

Tools and Strategies to Support Executive Functions

The executive functions are a set of neurological processes that relate to managing one's self and one's resources to achieve a goal. Difficulties with executive functions may be associated with disorders such as ADD/ADHD, Autism, and Learning Disabilities but can be present without any underlying disorder. Parents and educators must understand that behaviors seen in students are not always due to lack of trying but may be a lag in their executive development. In this session we will explore low to higher tech assistive technology tools that can improve performance in this area. There will be demonstrations and opportunities for hands on experience with a variety of tools.

Creativity by Design in the Classroom

In this workshop/presentation Drs. Mishra and Henriksen will present their research on bringing creative approaches into the classroom. The workshop/seminar will be broken into 3 units of approximately 30 minutes each and will consist of brief lectures on the ideas followed by time for discussion and activities to ground these ideas in specific contexts relevant to the participants. Specifically they will focus on (a) defining creativity and how that definition can be used to conduct formative evaluation of open-ended creative projects. This will lead to (b) a discussion on the characteristics of a creative learning environment and share a walk-through instrument to evaluate learning environments. Finally (c) they will speak to their work on trans-disciplinary creativity and techniques for supporting creative thinking that cuts across disciplines.

Addressing Adverse Childhood Experiences in Native American Communities

Adverse childhood experiences (ACE's), both positive and negative, have a significant impact on mental health, alcohol and drug use, future violence victimization and perpetration, and lifelong health and parenting outcomes. As such, early experiences are an important public health issue.

This workshop will explore the impact of ACE's upon Native American children, parents and families.