

# Jumping into Leadership; Landing on Both Feet



Presenters	Session Title & Description	Track
<b>Keynote: Building the Next Generation of Early Learning Leaders</b>		
<p>Jim Squires</p>	<p>Early education reform presents a new paradigm for excellence and adaptability, and the demand for new leaders is great, especially for those promoting inclusive practices. Persons in positions of authority have often relied on personal experience to acquire needed leadership skills rather than benefiting from an intentional, focused pathway to learn what it takes to become an effective leader. This session will offer practical information and guidance to help every educator and administrator reexamine his or her role as leader and embrace the opportunity to step up confidently as a Next Generation Leader for young children and families.</p>	<p><i>Administration and Leaders</i></p>
<b>Becoming a Next Generation Leader NOW!</b>		
<p>Jim Squires</p>	<p>This session will provide a deeper dive into leadership principles and approaches presented in the keynote, allowing for more in-depth reflection and developing personalized, action-oriented strategies. Greater attention will be given to leadership as a collective approach rather than the more traditional solo role of a single leader. Rather than waiting for right experiences to happen to you, proactively create your own learning opportunities to help you become the type of effective leader you have always dreamed about.</p>	<p><i>Administration and Leaders</i></p>
<b>Engaging Parents in the IEP Process</b>		
<p>Vicky Rozich</p>	<p>This workshop is designed for professional development for pre-service teachers, special education teachers, general education teachers, paras, and related service staff. Discover ways to engage family members in their child’s IEP, and how Raising Special Kids supports you in that effort. Hear stories from experienced Raising Special Kids parent volunteers.</p>	<p><i>Leadership and Educators of 3–5-year-olds</i></p>

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## Creating Trauma-Informed Early Childhood Classrooms: Play-Based and Child-Centered Solutions for Behavior Support

<p>Stephanie Nilsen</p>	<p>This presentation will focus on providing play-based and child-centered intervention ideas for behavior support using a trauma-informed lens. Participants will learn how to support self-regulation in students, how to utilize co-regulation in daily interactions, and play-based behavioral strategies that can be applied to specific individual needs. Research and evidence-based foundations informing this presentation include work from Greenspan &amp; Weider’s DIR-Floor time approach to early intervention, Mona Delahooke’s work in applying brain science to behavioral challenges, as well as Stephen Porges’ Polyvagal Theory. Information surrounding brain development in early childhood from Dan Seigel’s research, and Collaborative Problem-Solving approaches developed by Ross Greene and J. Stuart Ablon, will also be included.</p>	<p><i>Instructional Practices/Co-Teaching/ Developmentally Appropriate Practices; Behavior Supports/Mental Health/Social-Emotional Skills; Early Intervention; Evidence-Based Practices/Division for Early Childhood Recommended Practices</i></p>
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## Skull flattening in infants: Developmental Positioning and Caregiver Education

<p>Joanne Szabo</p>	<p>Abnormal pressure and lack of movement both contribute to positional skull flattening. There are three types of skull flattening: plagiocephaly, brachycephaly, and dolichocephaly. Conservative efforts with movement programs have been shown to improve infant outcomes. Psychomotor development has been shown to be significantly delayed if these changes in skull shape are not addressed in a timely manner. This presentation addresses this important topic and provides strategies for families and early intervention providers to assist infants in positioning and play to promote normal skull development. The presentation is evidence based.</p>	<p><i>Instructional Practices/Co-Teaching/ Developmentally Appropriate Practices; Coaching/Mentoring; Early Intervention</i></p>
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## Count Me In: Counting to Cardinality

<p>Jenifer Fernandez &amp; Eboney McKinney</p>	<p>Count Me In! Counting to Cardinality will help educators deepen their understanding of the learning trajectory of counting and cardinality through a series of hands-on activities. Participants will explore one-to-one correspondence, counting collections, correlation between number words and objects, and skip counting. Educators will leave with games and activities that can be utilized with students with disabilities in a variety of special education settings.</p>	<p><i>Instructional Practices/ Co-Teaching/ Developmentally Appropriate Practices; Evidence-Based</i></p>
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		<i>Practices/DEC Recommended Practices</i>
<b>Neuro-Sequential Model: Day 1- Part 1</b>		
Elaine Rankin	This session is an overview of this biologically sensitive approach to behavior and learning in children who have experienced developmental trauma. It will include the basics of brain development, the brain's response to prolonged stressors, state dependent functioning, and the importance of attuned and nurturing relationships in children's' lives.	<i>Behavior Supports/Mental Health/Social-Emotional Skills</i>
<b>Teaching Strategies: Using Reports Data to Inform Instruction Day 1- Part 1</b>		
Michelle Kuamoo	This two day, six-hour training is designed for experienced GOLD® users and guides teachers through the process of using GOLD® assessment data to plan instruction and to share children's progress with families and others involved in children's learning. Teachers will practice using sample data for short- and long-term planning; explore strategies for communicating children's progress in a meaningful way; and practice generating, interpreting, and explaining each of the major reports in GOLD®.	<i>Preschool; Child Outcomes Data</i>
<b>Meaningful Inclusion Opportunities for Students with Significant Learning and Behavioral Challenges</b>		
Jennifer Schwartz	This presentation will feature a guided discussion on how school leaders can promote inclusive practices throughout their districts while at the same time ensuring students with significant learning challenges are engaged in appropriate educational activities.	<i>Behavior Supports/Mental Health/Social-Emotional Skills; Early Intervention; Evidence-Based Practices/Division for Early Childhood Recommended Practices</i>

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<b>Growing Together: A Collaborative Cross-cultural Parent Education Model</b>		
<p>Cathron Donaldson &amp; Aurilia Calamity</p>	<p>In this session, we will present our model to collaborate between Navajo and non-Navajo early intervention providers to develop culturally relevant education materials regarding safe use of baby equipment. The use of cradleboards and baby walkers by Navajo parents are influenced by cultural beliefs and values. However, there is evidence that this equipment also has potential safety concerns for children, which represents an area of need for parent education for appropriate use. Research shows that education for cultural groups is most effective when developed in collaboration with members of the cultural group in order to understand beliefs and practices guiding behaviors.</p>	<p><i>Early Intervention</i></p>
<b>Creating Culturally Linguistic and Inclusive Math Spaces: Using Interactive Read-Aloud</b>		
<p>Jenifer Fernandez &amp; Sandra Figueroa</p>	<p>In this session, participants will experience how to use the Interactive Read-Aloud strategy to introduce math topics, engage in high-interest problem-solving, and develop students' reasoning. We will experience first-hand various activities that support multilingual students in developing their mathematical thinking, language, and conceptual understanding in the real world.</p>	<p><i>Instructional Practices/Co-Teaching/ Developmentally Appropriate Practices; Evidence-Based Practices/Division for Early Childhood Recommended Practices</i></p>
<b>Sesame Street in Communities Professional Development &amp; Parent Resources- Online, Anywhere, Anytime</b>		
<p>Tammy Lee &amp; Kathy Evans</p>	<p>Explore how to use the <i>Sesame Street in Communities</i> website to enhance your teaching and learning toolbox. Learn techniques to supports children's development with evidence-based tools from PBS and Sesame Street in Communities. Discover techniques to support self-care and to also to find free online professional development. It's as easy as 1-2-3!</p>	<p><i>Behavior Mental Health/Social Emotional Skills; Remote Learning/Tele-Intervention/Family Engagement; Evidence-Based Practices/Division for Early Childhood Recommended Practices</i></p>

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<b>This is Their Brain on Technology</b>		
Camille Lachar & Andrea White	It's not new that technology and media use has reshaped life as we knew it. It has been a trickle-down effect, starting with adults. Most of us are attached to our favorite piece of technology. It has worked its way down to our youngest population, the infants, toddlers, and preschoolers. Adults see how technology has made it easier and quicker to communicate, obtain information, and be entertained. We think the same holds true for our young ones, but that is not the case. Their brains are working hard at growing, developing, and making connections. Think of the fussy infant who is being soothed, not by the human touch of the adult caregiver, but by the movement in front of him or her on the TV screen, or the toddler who needs emotional support and is given a mobile device to keep her entertained, or the preschooler who is now required to sit in front of a device for circle time because his or her school is closed due to the pandemic.	<i>Instructional Practices/Co-Teaching/ Developmentally Appropriate Practices; Evidence-Based Practices/Division for Early Childhood Recommended Practices</i>
<b>Strengthening Student and Family Resilience: Tipping the Scale Toward Positive Outcomes</b>		
Rhonda Neal Waltman	Our children and families are experiencing new challenges and emotions due to the recent pandemic. During this session, participants will explore the impact of resilience on children's learning and development and examine strategies for enhancing resilience, including increasing social connections, promoting parental self-care, and identifying concrete supports.	<i>Instructional Practices/Co-Teaching/ Developmentally Appropriate Practices; Evidence-Based Practices/Division for Early Childhood Recommended Practices</i>
<b>Supporting Transition through DEC Recommended Practices</b>		
Chantelle Curtis & Kelli Cotter	Supporting Transition through Division of Early Childhood (DEC) recommended practices from Part C to Part B. Transition is a process that generally involves many activities on the part of the practitioner in collaboration with the family. As with other life transitions or changes, positive relationships—in this case positive teacher-child and practitioner-family relationships—are associated with greater satisfaction, better adjustment, and better child outcomes. Learn about collaborative transition practices.	<i>Least Restrictive Environment/Inclusion, Instructional Practices/Co-Teaching/ Developmentally Appropriate Practices,</i>

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		<i>Behavior Supports/Mental Health/Social Emotional Skills</i>
<b>Updates to In by Three Policy and Procedure</b>		
Suzanne Perry & Alicia Amundson	Transition requirements are in place to ensure that children in Early Intervention experience a smooth and effective transition to preschool programs. Updates will be presented regarding the changes to state policy and procedure for Preschool Transition as submitted to the Office of Special Education Programs (OSEP).	<i>Early Intervention, Leadership, Monitoring, In by Three Transition</i>
<b>Keynote: The Importance of Our Stories and Collaboration in Family Engagement</b>		
Bethany Van Delft Moffi	A mother of two children, comedian, storyteller, and parent advocate uses humor and family stories to highlight the importance of storytelling and collaboration to further inclusion and support meaningful, real life outcomes.	<i>Leadership, Family Engagement</i>
<b>Crafting Slam Style Stories</b>		
Bethany Van Delft Moffi	<p>“Story Slams” —events where tellers perform short 5-minute stories on a theme live, with no notes—are enjoying huge popularity. We use stories every day in our advocacy as parents, family, teachers, and service providers. Painting a picture for medical professionals, legislators, and decision-makers can often shift perspectives, leading to important conversations and great strides.</p> <p>In this workshop we will discuss slam story format, generate compelling stories using writing prompts, get tips for live performance and discuss ways to use in our advocacy. Participants will also share in front of the group.</p>	<i>Family Engagement, Leadership, Literacy, Communication</i>

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<b>Part C and Part B 619 Planned TA to Support Schools and Families</b>		
<p>Suzanne Perry &amp; Alicia Amundson</p>	<p>State administration of Part C and Part B 619 for early childhood requires activities of general supervision to be offered so that children, families, and practitioners benefit from provided services. Local Education Agencies and Early Intervention providers that receive assistance through professional development and technical assistance are more likely to improve practices, systems, and outreach, and, as a result, have better outcomes for retention of staff, clients, and enrolled children. The directors of both programs, AzEIP and Early Childhood Special Education, will describe the current and planned activities to support programs serving young children with disabilities throughout the state.</p>	<p><i>Data-Based Decision Making; Progress Monitoring/Assessment; Leadership (Funding, Policy Updates, Recruitment/Retention); Early Intervention</i></p>
<b>Preschool Differentiation in a Virtual World</b>		
<p>Kristi Stewart &amp; Natalie Barragan</p>	<p>Objectives—to share how special education and general education can work together to support preschool students with IEP’s to provide participants with ideas and resources for supporting students with IEPs in a virtual environment. Active Engagement—breakout rooms, partner sharing, chat room features. Presentation Outcomes—participants will leave with ideas on how to collect data, provide services and support, make accommodations, and individualize instruction in both special education and general education preschool programs during distance learning. Research Used—TSG benchmark data Fall and Winter; developmental screenings, teacher-developed data-collection tools. Evidence-Based Practices—designing and implementing specially designed instruction; inclusion best practices; using visuals to support learning; working with parents to support technology needs.</p>	<p><i>Least Restrictive Environment/Inclusion; Instructional Practices/Co-Teaching/ Developmentally Appropriate Practices; Remote Learning/Tele-Intervention/Family Engagement</i></p>

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<b>It's Okay to Cry: Embracing the Whole Child and Accepting Each of His/Her Emotions</b>		
Emily Robinson	This presentation emphasizes the importance of responsiveness in our social emotional instruction within the classroom in order to foster and develop emotional management within each of our students.	<i>Behavior Supports/Mental Health/Social Emotional Skills; Early Intervention; Evidence-Based Practices/Division for Early Childhood Recommended Practices</i>
<b>Gross Motor Skill Development in Children with Visual Impairments</b>		
Joanne Szabo	Seventy-five percent of early learning comes from the use of vision. Without visual information, a child is at risk for having delayed motor skills. Additionally, a lack of vision affects the proficiency of motor skills. Typically, the proficiency of a child's skills naturally increases with age. This improvement is not seen in children with visual impairments. Intentional motor skills training from family and caregivers is necessary. This presentation addresses this important topic for infants and children from birth to five years of age. The presentation is evidence-based. Active engagement of learners includes a question and answer session at the conclusion of the presentation.	<i>Instructional Practices/Co-Teaching/Developmentally Appropriate Practices; Coaching/Mentoring; Early Intervention</i>
<b>Neurosequential Model Day 2</b>		
Elaine Rankin	This session will include a deep look at the Neurosequential Model of Education and its practical implementation in the school setting, including a case study. It will also include a broad look at the Neurosequential Model of Therapeutics and its application for School Counselors and School Psychologists in providing more specifically targeted interventions that include family and community health agencies. There will also be a brief introduction to the Neurosequential Model of Caregiving and its implications for foster, adoptive, and guardianship behavioral support.	<i>Behavior Supports/Mental Health/Social Emotional Skills; Evidence-Based Practices; Family Engagement</i>



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<b>Teaching Strategies: Using Reports Data to Inform Instruction Day 2, Part 2</b>		
Michelle Kuamoo Day 2 Teaching Strategies: Using Reports Data to Inform Instruction	This session is a continuation from Day 1. Teachers will learn how to capture useful evidence of children’s development and learning, practice analyzing documentation, and respond for maximizing planning to inform instruction and communicate that information effectively with families.	<i>Preschool; Child Outcomes Data</i>
<b>Engage and Liberate Our Early Childhood Workforce: Recruitment and Retention Findings</b>		
Camille Lachar & Kelly Ann Larkin	The Recruitment and Retention Work Group has a two-year action plan to create resources and develop presentations to support the early childhood field in recruiting and retaining early childhood professionals. This work is a collaborative effort between Head Starts, ADE, AZEIP, institutes of higher education, and the state affiliates of National Association for the Education of Young Children (NAEYC). Using survey data, we will share the work we did in 2020 and use small group discussion as a springboard for planning additional work to make an impact on the ground level. We will explore how our findings can be used to promote advocacy and provide positive supportive leadership in creating a supportive and collaborative culture that respects all parts of the work and is promoted in policies, projects, and practices.	<i>Leadership (Funding, Policy Updates, Recruitment/Retention)</i>
<b>Supporting Healthy Sleep in Young Children and their Families</b>		
Maureen Russell	Healthy sleep is vital for optimal participation in daily activities and critical for child learning. Many young children have sleep issues such as difficulty settling for sleep at bedtime, night-waking, and sleep anxiety that affect their sleep quantity and sleep quality. Child sleep problems can also impact their caregivers and other family members. Research in child development and health promotion indicates that sleep health education that focuses on changing daytime habits and adopting bedtime routines helps improve sleep health in both children and adults. This presentation will provide information on practical strategies to share with families to improve sleep quantity and quality.	<i>Early Intervention; Life Skills (dressing, feeding, toileting, sleep)</i>

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<b>Right from the Start Using Assistive Technology in Early Childhood</b>		
Margaret Egan & Mitch Galbraith	It is never too early to introduce assistive technology in Early Childhood settings. What does AT look like for our youngest learners? Students aged three to five can benefit from all sorts of assistive technology, from DIY solutions to iPad apps, to help them play and learn just like their typical peers. In this session, you will see many examples of AT and creative ideas to adapt materials for familiar preschool routines and activities for students with a range of disabilities. Many of the examples can be used in both remote and face-to-face settings. You will leave with a collection of ready-to-use resources you can use in your preschool.	<i>Disability Categories; Remote Learning/Tele-Intervention/Family Engagement; Early Intervention; Life Skills (dressing, feeding, toileting, sleep)</i>
<b>Diving into Inclusion: DEC/NAEYC Joint Position Statement</b>		
Alicia Amundson & Camile Lachar	Many early childhood professionals are faced with working in a setting that includes children with and without disabilities. Learn how the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) Joint Position Statement can serve as a foundation for supporting all children and improving early childhood services. Through large and small group reflection, polls, and scenarios, participants will be able to define and describe early childhood inclusion practices and develop strategies based on DEC/NAEYC recommendations for supporting children with diverse abilities. National and statewide support systems will also be shared.	<i>Least Restrictive Environment/ Inclusion; Instructional Practices/Co-Teaching/ Developmentally Appropriate Practices; Evidence-Based Practices/Division for Early Childhood</i>
<b>Disability Awareness</b>		
Sheri S. Dollin	Each child is unique in his or her abilities. Learn about disabilities that you may encounter in your classroom and how all children can benefit from quality early childhood experiences in a welcoming classroom setting with teachers who understand the students' special needs.	<i>Child Find; Disability Categories; Early Intervention</i>

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The Growing Brain- Everyday Play		
Sara Clancey	<p>The primary goal will be to understand the stages and types of play that unfold in early childhood, the role of the brain in this process, and how to maximize children's learning through play.</p> <p>Obj. 1: Learn about the development of play.</p> <p>Obj. 2: Learn about the difference between free play and guided play.</p> <p>Obj. 3: Learn about the core skills children develop through play and how to promote these skills.</p>	<i>Early Intervention</i>