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**Social-Emotional Learning: *The Heart of Academic Achievement***

[](https://ems.azed.gov/Home/Calendar?sd=5352)****

The Arizona Department of Education Early Childhood Unit, in collaboration with its partners, welcome you to the first annual *Social-Emotional Learning: The Heart of Academic Achievement* Conference. Our goal is to provide information, research, and strategies on how to strengthen social-emotional learning in the following areas: home-community connections; enabling environments; relationships; instruction, intervention, supports; and leadership. We strongly believe this is a critical component of increasing the likelihood of academic achievement for students. The conference 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 presentation materials electronically. Please visit the conference website to find these handouts: <http://www.azed.gov/ece/2018/07/10/se/>.

**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.](http://www.blackcanyonconferencecenter.com/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](https://ems.azed.gov/Home/Calendar).

**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](http://www.azed.gov/ece)

**Day 1: Wednesday, September 19, 2018**

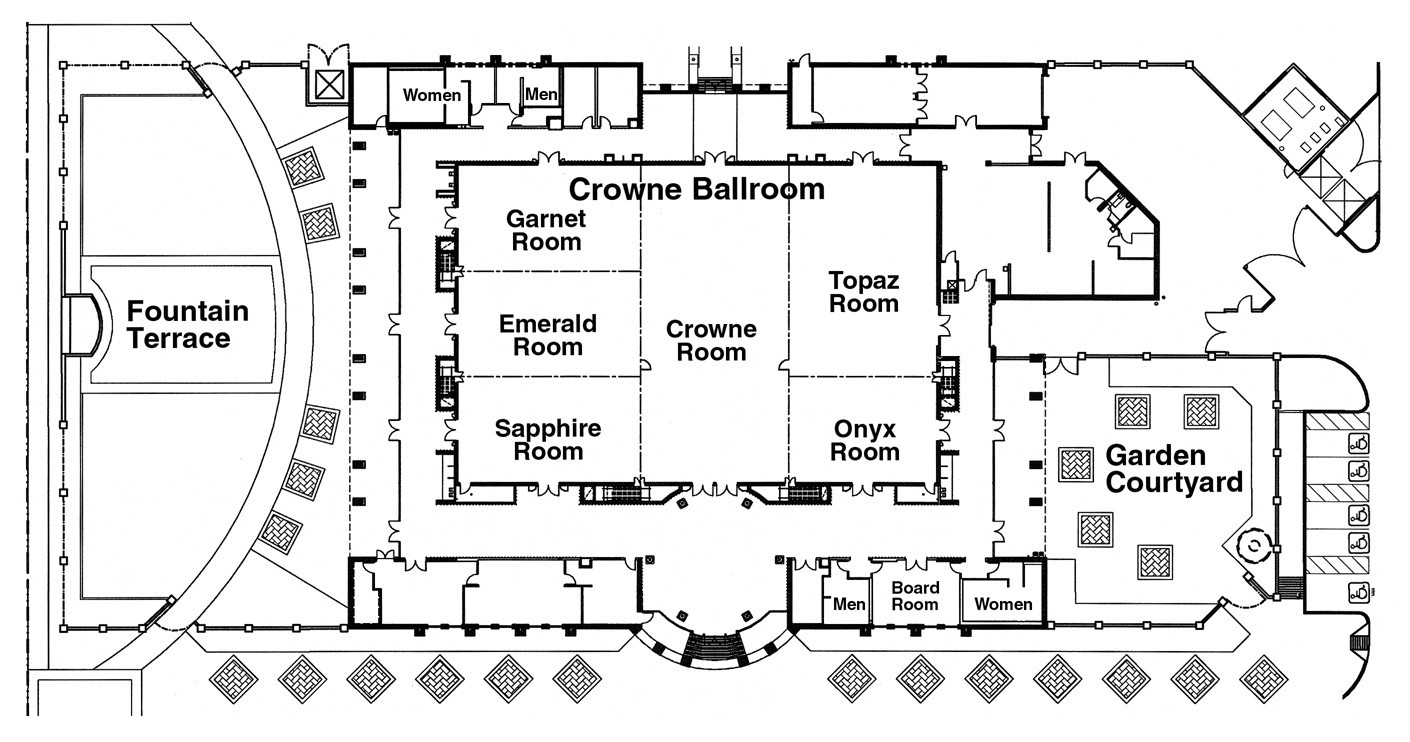
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| 8:00-9:00 | **Lobby/ Ballroom (Crowne Room):** Registration; Breakfast; and Conference Welcome | | | | | | |
| **Opening Welcome:** Deputy Associate Superintendent Nicol Russell  **Opening Address:** Superintendent Diane Douglas  **Launch of SEEL Initiative:** First Lady Angela Ducey | | | | | | |
| 9:00-11:00 | **Ballroom (Crowne Room):**  **Keynote:** Dr. Tweety Yates  *Love, Language, and Literacy:*  *The Connectedness of Social-Emotional Development and Literacy* | | | | | | |
| 11:00-11:15 | Exhibitor Booths/ Transition Break to Session | | | | | | |
| 11:15-12:45 | **Diamond**  [*Love, Language, and Literacy for Infants and Toddlers*](https://cms.azed.gov/home/GetDocumentFile?id=5b9c26301dcb250f94a2bb05)  *(Part 1 of 2)*  **Dr. Tweety Yates** | **Garnet**  [*Consistency, Predictability, & Responsivity: Setting the Stage for Social-Emotional Development*](https://cms.azed.gov/home/GetDocumentFile?id=5b9950791dcb250dd0bc488f)  **Gil Romero-Mewharter** | **Emerald**  *Introduction to the NEW Arizona Early Learning Standards 4th Edition\**  **Sas Jakeo-Singer and Millie Archer** | **Sapphire**  [*Integrating Social-Emotional Learning & Academic Instruction to Achieve Greater Student Success*](https://cms.azed.gov/home/GetDocumentFile?id=5b9954331dcb250dd0bc48b3)  **Karen Burke** | | **Onyx**  *Who am I in the Presence of Children? Developing the Awareness Needed to Truly Support Children’s Social-Emotional Development*  *(Part 1 of 2)*  **Dr. Isela Garcia** | |
| 12:45-1:45 | Lunch, Networking, Partner/Exhibitor Booths | | | | | | |
| 1:45-3:15 | **Diamond**  *Love, Language, and Literacy for Infants and Toddlers*  *(Part 2 of 2)*  **Dr. Tweety Yates** | **Garnet**  [*Social-Emotional Development in Young Children: Why B-3 is Critical for School Readiness*](https://cms.azed.gov/home/GetDocumentFile?id=5b9951a71dcb250dd0bc489a)  **Gil Romero-Mewharter and Jordana Saletan** | **Emerald**  *Introduction to the NEW Arizona Early Learning Standards 4th Edition\**  **Erika Argueta and Elizabeth Hamilton** | **Sapphire**  [*Creating Natural Environments and Their Benefits for Social-Emotional Learning and Development*](https://cms.azed.gov/home/GetDocumentFile?id=5b9851bb1dcb250ef8ba7d5f)  **Dr. Patty Merk** | | **Onyx**  *Who am I in the Presence of Children? Developing the Awareness Needed to Truly Support Children’s Social-Emotional Development*  *(Part 2 of 2)*  **Dr. Isela Garcia** | |
| 3:15-3:30 | Refreshment Break/ Transition | | | | | | |
| 3:30-4:45 | **Ballroom (Crowne Room):**  **ED Talks on Impact**  *Hear from influential speakers on the critical importance of social-emotional development, and its impact on children, families, and communities* | | | | | | |
| **Amber Jones**  *Introduction by:*  *Alicia Sharma* | **Dr. Isela Garcia**  *Introduction by:*  *Lori Masseur* | **Dr. Lauren Zbyszinski**  *Introduction by:*  *Suzie Perry* | | **Michael Campbell, PharmD**  *Introduction by:*  *Heidi Walton* | | **Jonathon Gonzales**  *Introduction by:*  *Moe Gallegos* |

**\*Denotes a repeated session**

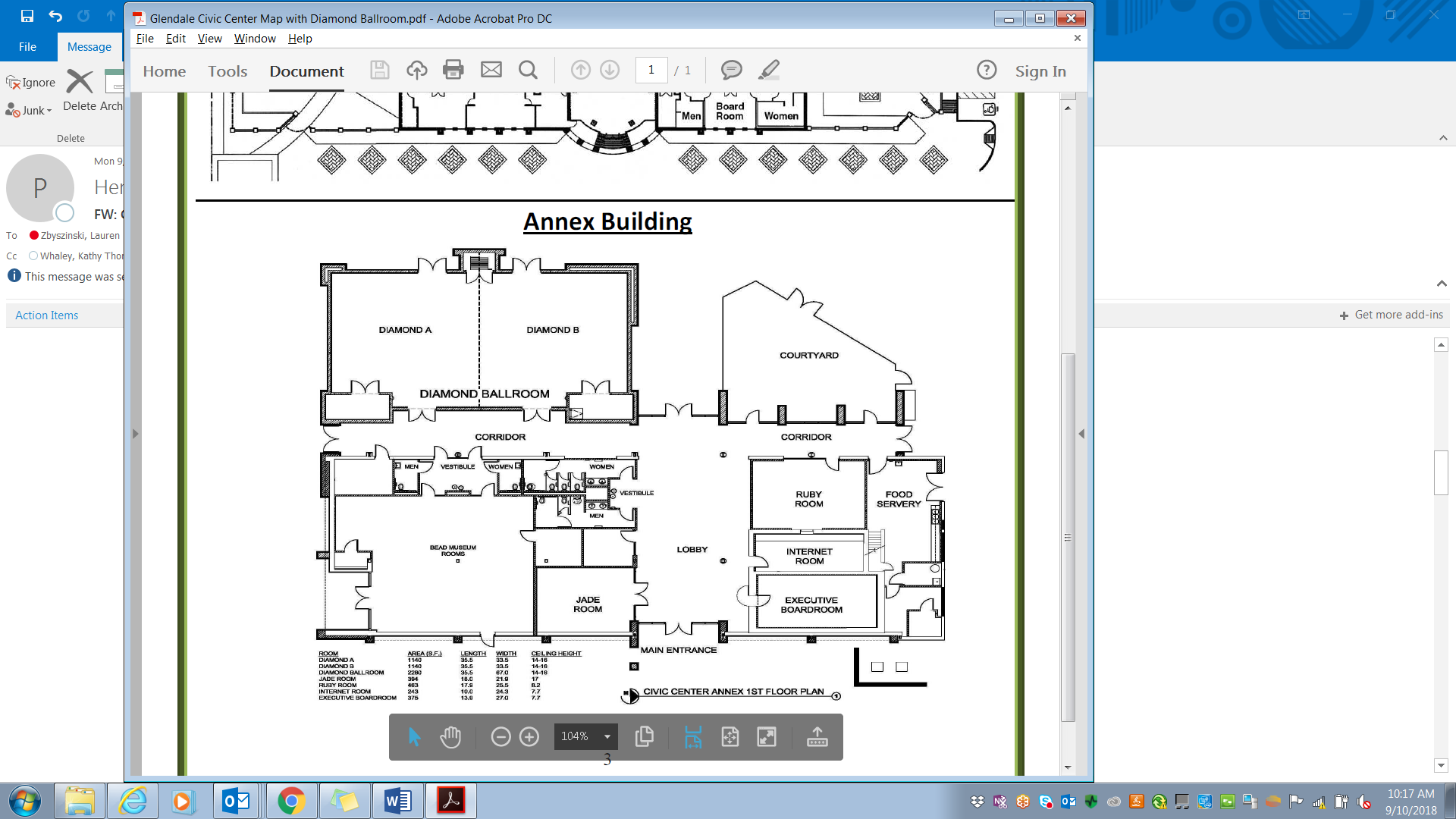
**Day 2: Thursday, September 20, 2018**

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| 8:00-9:00 | **Lobby/ Ballroom (Crowne Room):** Registration; Breakfast; Partner/Exhibitor Booths | | | | | | | | |
| 9:00-10:30 | **Ballroom (Crowne Room):**  **Early Ed Panel**  *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.*  *Introduction by* ***Melanie Fierros****, City of Phoenix. Moderator:* **Terri Clark,** ReadOn Arizona | | | | | | | | |
| **Dawn Wallace**  Senior Advisor for Education & Strategic Initiatives,  Office of Governor  Doug Ducey | | **Jonathon Gonzales**  Early Childhood Family Services, Health, & ERSEA Administrator,  Catholic Charities Community Services, Westside Head Start Zero-Five Program | | **Molly Strothkamp**  Child Therapist,  Good Fit Counseling Center, Southwest Human Development | | **Zarai Hernandez**  Family Support Specialist  Raising Special Kids | | **Michael Campbell, PharmD**  Walgreens Pharmacy Manager |
| 10:30-10:45 | Exhibitor Booths/ Transition Break to Session | | | | | | | | |
| 10:45-12:15 | **Diamond**  *How Do I Prevent Behaviors in the Classroom?*  **Jessica Peters** | **Garnet**  [*Family Engagement and Building Positive Family-School Partnerships*](https://cms.azed.gov/home/GetDocumentFile?id=5b9953e11dcb250dd0bc48a0)  **Ashley Seay** | | **Emerald**  *The Neurosequential Model of Therapeutics (NMT) and the Impact of Trauma on the Brain*  **Erica L. Van Parys, MA, LAC, NCC** | | **Sapphire**  *Hand-on Strategies: Going Beyond Montessori Materials*  **Sherla Collymore- Phillips** | | **Onyx**  *Responsive Caregiving as an Effective Practice to Support Children’s Social-Emotional Development*  **Brenda Mann, Croshoun Austin, and**  **Laura Landis** | |
| 12:15-1:15 | Lunch, Networking, Partner/Exhibitor Booths | | | | | | | | |
| 1:15-2:45 | **Diamond**  *Creating a School Family to Foster Self-Regulation*  *(Part 1 of 2)*  **Diana Brown** | **Garnet**  [*Strategies for Addressing Challenging Child Behaviors*](https://cms.azed.gov/home/GetDocumentFile?id=5b984fd31dcb250ef8ba785e)  *(Part 1 of 2)*  **Anne Andrade and Denise Lopez** | | **Emerald**  [*The Importance of Adopting and Utilizing a Trauma Sensitive Approach to Support Vulnerable Children*](https://cms.azed.gov/home/GetDocumentFile?id=5b9853491dcb250ef8ba826d)  *(Part 1 of 2)*  **Kristina Velasquez, LPC and Tamara Powers, MC, LAC** | | **Sapphire**  [*AZELS Social-Emotional Development Module*](https://cms.azed.gov/home/GetDocumentFile?id=5b9956671dcb250dd0bc48c8)  *(Part 1 of 2)*  **Sas Jakeo-Singer and Millie Archer** | | **Onyx**  [*Supporting Native American Students with Social-Emotional Learning*](https://cms.azed.gov/home/GetDocumentFile?id=5b9950311dcb250dd0bc4882)  *(Part 1 of 2)*  **Gale Rawson, Chris Smith, and Stephanie Davis** | |
| 2:45-3:00 | Refreshment Break/ Transition | | | | | | | | |
| 3:00-4:30 | **Diamond**  *Creating a School Family to Foster Self-Regulation*  *(Part 2 of 2)*  **Diana Brown** | **Garnet**  *Strategies for Addressing Challenging Child Behaviors*  *(Part 2 of 2)*  **Anne Andrade and Denise Lopez** | | **Emerald**  *The Importance of Adopting and Utilizing a Trauma Sensitive Approach to Support Vulnerable Children*  *(Part 2 of 2)*  **Kristina Velasquez, LPC and Tamara Powers, MC, LAC** | | **Sapphire**  *AZELS Social-Emotional Development Module*  *(Part 2 of 2)*  **Erika Argueta and Elizabeth Hamilton** | | **Onyx**  *Supporting Native American Students with Social-Emotional Learning*  *(Part 2 of 2)*  **Gale Rawson, Chris Smith, and Stephanie Davis** | |

**Glendale Civic Center Map- Main Building**

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**Glendale Civic Center Map- Annex Building**



**Keynote Speaker**

Tweety Yates, Ph.D., retired from the Department of Special Education, Early Childhood Division, at the University of Illinois two years ago. As many early childhood professionals who retire tend to do, she has continued to work at the University of Illinois on an early intervention training grant providing professional development and material development. In addition, she is working at Vanderbilt University on a grant funded project to support material development for the Head Start National Center on Early Childhood Development, Teaching and Learning. She is a member of the Pyramid Model Consortium Team, which promotes high fidelity use of the Pyramid Model for supporting social emotional competence in young children. She previously served on the Leadership Team for the National Center on Quality Teaching and Learning (NCQTL) and was Co-Project Coordinator for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Her work has primarily focused on social emotional development, early literacy and parent-child interactions. Dr. Yates has provided professional development on topics related to early childhood for over thirty-five years and developed numerous training materials for teachers, home visitors, parents, trainers and early childhood faculty.  She is also a Past President of the Council for Exceptional Children’s Division for Early Childhood. ​

**Session Descriptions**

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| **Day 1: Wednesday, September 19, 2018** |
| ***Love, Language, and Literacy for Infants and Toddlers***  Learn how to apply both explicit and indirect teaching/caregiving practices to assure infant and toddler’s social emotional development. In this session, focus will be placed on understanding the unique characteristics of social emotional development in infants and toddlers. In addition, participants will be guided to understand how this development relates to the child’s language and literacy skills and overall achievement. |
| ***Consistency, Predictability, & Responsivity: Setting the Stage for Social-Emotional Development***  Consistency, predictability, and responsivity are the necessary elements of effective early childhood classroom management. During this presentation early care and education providers will learn how to use consistency, predictability and responsivity to create a safe classroom environment for social-emotional learning. This interactive session will invite participants to respond to provocations as well as consider their personal context and practices. This session is appropriate for both practitioners and teacher educators, as information will be useful for self-reflection and program enrichment in early childhood classrooms, and provide a model for addressing young children’s needs. |
| ***Introduction to the NEW Arizona Early Learning Standards 4th Edition***  The Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. They cover a broad range of skill development, including social-emotional development, and provide an instructional foundation for all children.  This session will walk participants through the changes to the 4th Edition of the Standards, and provide each participant a copy of the document. |
| ***Integrating Social-Emotional Learning & Academic Instruction to Achieve Greater Student Success***  Interpersonal and intrapersonal skills affect how and what students learn. Social and emotional learning (SEL) provides the foundation for safe and positive learning, and increases students’ ability to succeed in school, career, and life. As educators, we need to engage students in the process of making personal and meaningful connections between classroom based instruction, authentic text, and their lives. Students are more likely to thrive academically, in schools that foster meaningful, caring, safe, and empowering interactions. Join us in exploring how social-emotional assets and academic learning can be enhanced by focusing on children’s strengths, as we support them in becoming confident, competent readers. |
| ***Responsive Caregiving as an Effective Practice to Support Children’s Social-Emotional Development***  Responsive caregiving refers to a parenting, caregiving, and effective teaching practice that is nurturing and responsive to an individual child’s temperament and needs. In this interactive session participants will learn the importance of healthy, early relationships in a child’s life and how these relationships build on social, responsive, back-and-forth interactions with a child.  Further, participants will explore research-based teaching strategies that support responsive caregiving and more. |
| ***Who am I in the Presence of Children? Developing the Awareness Needed to Truly Support Children’s Social-Emotional Development***  One of the greatest obstacles in creating an emotionally responsive classroom/school environment for young children isn’t a lack of information or strategy, it is having a deep understanding of how our personal values, beliefs, perspectives and biases can hinder our ability to be emotionally responsive to children’s individual needs, particularly children who have experienced trauma. Join us as we explore many common beliefs and practices that come from our own childhood experiences that influence the lens we see children through and begin the practice of self-awareness as the first step in developing authentic relationships with young children-- relationships that truly support children’s lifelong resiliency. |
| ***Social-Emotional Development in Young Children: Why B-3 is Critical for School Readiness***  Social-emotional development from birth through age three, in particular, sets the stage for children to learn how to appropriately experience, express, and manage their emotions. In order for early care and education and technical assistance providers to help meet the needs of all children, they will need additional understanding of possible factors (i.e. trauma (physical or emotional), environmental, etc.) which may impact children’s development. By being aware of these additional factors, early care and education professionals will be able to learn how to differentiate their instruction to meet children at their individual developmental level, and ensure ALL children in their care are ready to succeed.  This interactive session will invite participants to respond to provocations as well as consider their personal context and practices. This session is appropriate for both practitioners and teacher educators, as information will be useful for self-reflection and program enrichment in early childhood classrooms, and provide a model for addressing young children’s needs. |
| ***Creating Natural Environments and Their Benefits for Social-Emotional Learning and Development***  This session will present recent research on natural environments and their benefits related to social-emotional learning and development.  Participants will also learn how they can enhance their own capacity to incorporate nature-based experiences into learning environments.  Multi-media will illustrate how to create positive, natural and fun physical spaces that promote social-emotional learning… even in the desert!  Participants will utilize a s self-assessment process as a first step in developing attitudes, skills, knowledge, spaces and related learning activities to enhance educational environments.  McCree, Cutting, and Sherwin (2018) found that social development and emotional well-being of disadvantaged 5-7-year olds were supported by regular outdoor sessions alongside skilled practitioners.  This research supports the idea of outdoor learning as an effective intervention.  Other studies will show the importance of connecting to nature in early childhood |
| **Day 2: Thursday, September 20, 2018** |
| ***How Do I Prevent Behaviors in the Classroom?***  A little hard work up front goes a long way in preventing behaviors and teacher burnout later in the school year. This session will break down a few aspects that can support prevention, providing teachers with tangible strategies they can implement when they return to the classroom. The focus areas will include the environment, setting expectations and the support of emotion regulation. |
| ***Family Engagement and Building Positive Family-School Partnerships***  This session will give an overview of the benefits of family engagement and building positive family-school partnerships. Teachers will look at their role in determining best ways to engage the shifting and growing diversity of the modern families represented in their classrooms. Initial strategies for building partnerships will be presented along with the barriers that frequently slow the process. Participants will expand their learning with opportunities for reflection and discussion as they see how the process of establishing these relationships and help to reduce suspensions and expulsions in their early childhood programs. |
| ***The Neurosequential Model of Therapeutics (NMT) and the Impact of Trauma on the Brain***  *This presentation will highlight the development of the Neurosequential Model of Therapeutics (NMT), an evidence based model by Dr. Bruce Perry, and its success informing work in the education, caregiving, and therapeutic sectors. The NMT is a neuroscience-based, developmentally-sensitive approach to clinical problem solving. Attendees will explore domains of the brain and the symptomatic impact of trauma, and learn how this affects learning in school and responses within the home and community. This presentation will make the connection between the NMT and identification of essential, therapeutic, and enriching needs for individuals. The NMT is not a specific therapeutic technique or intervention, but has been successful in providing an integrated understanding of the sequencing of neurodevelopment embedded in the experiences of the child.* |
| ***Hand-on Strategies: Going Beyond Montessori Materials***  How you see your responsibility to students can influence your approach to teaching. Caring about all aspects of a child’s development allows one to think daily about ways to develop each part equally. All children respond and engage with work that allows them pleasant experiences. The result is joyful learning. Through the Elementary Curriculum, from math and sciences to cultural and practical life, lessons can be presented to re-engage the distracted, motivate the tired child, and simplify difficult concepts for children who need help with attention and constructing models. In this presentation you will see how ideas about measurement, food staples, leadership, entrepreneurship, and regional studies becomes integrated into practical applications of traditional subject study. |
| ***Creating a School Family to Foster Self-Regulation***  Through the process of understanding the relationship between brain function and behavior, participants will learn the importance of responding instead of reacting to daily conflict, misbehavior, and upset to foster self-regulation skill. This session will be presented with the “Learning Brain In Mind” and will include activities to create a learning community and school family.  Conscious Discipline is based on a neurodevelopmental model adapted by Dr. Becky Bailey from Bruce Perry and Daniel Siegel. |
| ***Strategies for Addressing Challenging Child Behaviors***  *Children with challenging behaviors present with a host of needs and can be stressful for caregivers and parents. In this session, we will watch videos and provide activities that help teachers uncover the meaning behind challenging child behaviors. Participants will learn how to respond in effective ways that will help build foundational social skills for all children, especially those with challenging behaviors. Hear about Expulsion Prevention supports in our state. Lastly, we recognize that teacher stress takes a toll on daily function and classroom management, we will explore ways to reduce stress and avoid burn out.* |
| ***The Importance of Adopting and Utilizing a Trauma Sensitive Approach to Support Vulnerable Children***  *During this session, participants will consider the implication of trauma in early childhood and begin to develop a plan for trauma-informed intervention practices. Trainers will provide an opportunity to explore the meaning of difficult behaviors in order to meet the emotional needs of vulnerable children through the use of co-regulation techniques. By offering emotionally safe healing environments and positive adult-child relationships children will be nurtured on their path of resiliency.* |
| ***AZELS Social Emotional Early Learning Standard Module***  Learn how to apply both explicit and indirect teaching practices to assure children’s social emotional development. Focus will be placed on the alignment of curriculum with the Social Emotional Standard content area and learning will occur through the use of lecture, small group activities and discussion. |
| ***Supporting Native American Students with Social-Emotional Learning***  The presenters will guide participants through the complexities involved with teaching Native American students social-emotional skills. The discussion will include an exploration of how Adverse Childhood Experiences play an integral part of how Native American students access the curriculum, interact with peers and educational staff, as well as handle stressors of everyday school life.  The presenters will utilize skill-building activities, videos, and small group discussions (all of which can be reproduced in the classroom) to explore strategies that can be utilized in helping students navigate the daily environment successfully. |