



early childhood special education summit: fostering family resilience



Arizona Department of Education's Early Childhood Unit welcomes you to the 2019 Early Childhood Special Education Summit. We are in the fourth year of sharing professional development led by our very knowledgeable and passionate practitioners from around the state.

Our goal is to highlight the systems, strategies and practices that quality programs adopt and implement to achieve specific outcomes for all children attending early childhood programs. This year we hope to highlight the importance of developing a family's capacity to support their child's development and strategies to do so. We believe it is important to offer evidence based, targeted supports to children at home and at school to truly provide what a child needs. Often it is the early childhood educator that is most knowledgeable about these practices and is in the best position to share this information with families. We hope that you will participate in this year's sessions—to feel free to ask questions and leave with many new tools and strategies as well as ideas. Please enjoy all the sessions about behavior, supporting families, school leadership and inclusive practices.

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 attendance at the conference for two days, breakfast, lunch, and snack.

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 of 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 in the main hallway of the Desert Willow 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 Childhood Special Education Summit—Fostering Family Resilience

Thursday February 7th, 2019

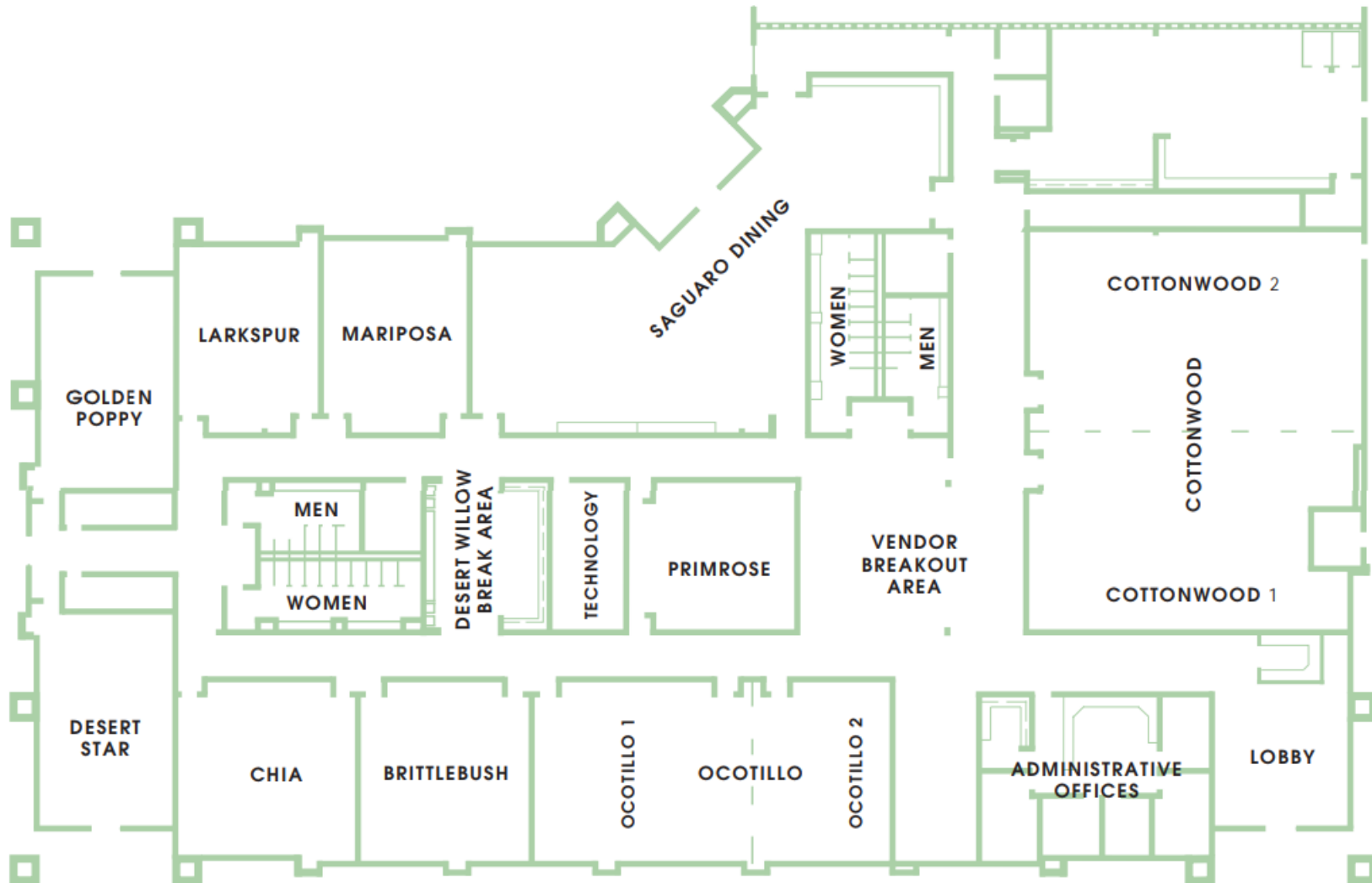
7:45-8:45	<u>Lobby/Cottonwood Ballroom:</u> Registration, Breakfast, Partner/Exhibitor Booth					
8:45	<u>Cottonwood Ballroom</u> Opening Welcome					
9:00	<u>Cottonwood Ballroom</u> Keynote -Adiba Nelson					
9:45-10:15	<u>Lobby</u> Vendor Visits					
10:15-11:45	<u>Cottonwood Ballroom</u> <i>Four Things You Can Do to Stop Disabling Your Student</i> Adiba Nelson	<u>Brittlebush</u> <i>Supporting EC Through the Use of EBP's</i> Millie Archer	<u>Chia</u> <i>Assistive Technology in Early Childhood</i> Mitch Galbraith	<u>Desert Star</u> <i>Mindfulness and Self Care for Care Givers</i> Kelly Lubeck	<u>Golden Poppy</u> <i>Promoting Play: Fine Motor and Sensory Processing</i> Julie Hight	<u>Larkspur</u> <i>Analyzing Early Childhood Special Education Data</i> Lisa South
11:45-12:45	Buffet Lunch (p/u in Saguaro Dining Room) Seating in <u>Cottonwood Ballroom</u>					
12:45-2:15		<u>Brittlebush</u> <i>Pyramid Model: Session 1</i> Nicol Peterson	<u>Chia</u> <i>Inclusion in Early Care Education Settings</i> Bonnie Williams	<u>Desert Star</u> <i>Team Based Early Intervention: Building Capacity</i> Alicia Sharma	<u>Golden Poppy</u> <i>Promoting Play: Fine Motor and Sensory Processing</i> Julie Hight	<u>Larkspur</u> <i>Bridging Communication w/ Families Interpreters</i> Fe Murray
2:15-2:45	Exhibitor visits/ Snack Break					
2:45-4:15		<u>Brittlebush</u> <i>Pyramid Model: Session 2</i> Nicol Peterson	<u>Chia</u> <i>Parent Teacher and SLP</i> Jeff Meeks	<u>Desert Star</u> <i>Supporting Transition Through DEC Practices</i> Alicia Sharma	<u>Golden Poppy</u> <i>Utilizing the Itinerant Model</i> Shara Rose	<u>Larkspur</u> <i>Part 1: Adverse Childhood Experiences (ACEs)</i> Gordon Freeman Brown

Early Childhood Special Education Summit—Fostering Family Resilience

Friday, February 8th, 2019

7:45	<u>Lobby/Cottonwood Ballroom:</u> Registration, Breakfast, Partner/Exhibitor Booths					
8:45	<u>Cottonwood Ballroom</u> Updates, Raffle					
9:00	<u>Cottonwood Ballroom</u> Keynote: Ron Suskind					
10:00-10:30	<u>Lobby</u> Vendor Visits/ Book Signing					
10:30-12:00	<u>Ballroom</u> <i>Q&A and The Sidekicks App</i> Ron Suskind	<u>Brittlebush</u> <i>Referrals to Home Visitation Programs</i> Teri Koenig	<u>Chia</u> <i>Routines, Rituals and Rules</i> Leslie Owen	<u>Desert Star</u> <i>Making the Connection: My Brain, My Behavior</i> Sue Shinn	<u>Golden Poppy</u> <i>Using Self-Regulation Skills</i> Bernadette Herrin	<u>Larkspur</u> <i>Part 2: Harnessing the Magic of Early Childhood to Change the World</i> Gordon Freeman Brown
12:00-1:00	Buffet Lunch (p/u in Saguaro Dining Room) Seating in <u>Cottonwood Ballroom</u>					
1:00-2:00	<u>Cottonwood Ballroom</u> RSK Panel Discussion					
2:00-2:30	<u>Lobby</u> Exhibitor Visits/Snack Break					
2:30-4:00		<u>Brittlebush</u> <i>Pyramid Model: Session 3</i> Nicol Peterson	<u>Chia</u> <i>Growth Mindset: Shaping the Lives of Early Learners</i> Stacy D Angelo	<u>Desert Star</u> <i>From Kickball to Career</i> Andi Asel	<u>Golden Poppy</u> <i>Using Self-Regulation Skills</i> Bernadette Herrin	<u>Larkspur</u> <i>Routines, Rituals and Rules</i> Leslie Owen

Conference Center Map





early childhood special education summit keynote speakers:

Thursday, February 7th, 2019

Adiba Nelson

4 Things You Can Do Right Now to Stop Disabling Your Child (Or Student)



Author, Screenwriter, Performer, Activist, Wife, Mother, Daughter, and most recently, subject of the Emmy winning documentary, *The Full Nelson*. Often referred to as “inspirational”, Adiba Nelson wrote and self-published her first children’s book in 2013, after not being able to find a children’s book that adequately and appropriately represented her daughter (African American, with special needs). Since then, she has independently sold over 3000 books, won an award (Royal Dragonfly, Honorable Mention - Best Children’s Book - Topic: Disability), led numerous workshops for educators and education professionals/paraprofessionals, and partnered with Girl Scouts of Southern Arizona to introduce a new inclusion patch program, Girl Scouts for ALL (which has now been replicated in California and Texas).

More than just children’s literature, Adiba has also penned several articles for Huffington Post, Ravishly, Everyday Feminism, and My Brown Baby, focusing on issues around race, parenting, body image and womanhood. In 2017 she gave her first TEDx talk (*Skating Downhill: The Art of Claiming Your Life*) and joined her local NPR affiliate as a regular contributor on Arizona Spotlight.

Adiba Nelson is trying to change the world, and from the looks of it, she has no intentions of stopping until she does. When she’s not ironing her cape, you can find her moonlighting as a *mostly* decent mom to her incredible daughter Emory, debating her husband over who has the better Netflix feed, or checking Expedia, looking for the least expensive 4-day beach getaway.

Friday, February 8th, 2019

Ron Suskind

Life, Animated: A Tale of Autism & Hidden Potential



One of America’s most treasured journalists, best-selling author Ron Suskind brings a Renaissance man’s breadth of knowledge and experiences to the speaking stage. His keynotes and mainstage conversations with notable leaders in the financial world draw upon a career as a Pulitzer-Prize-winning Wall Street Journal reporter. Combining a remarkable ability to simplify complex and high-level subject matter with a gift for engaging, entertaining and genuine rapport with audiences, Suskind’s presentations are a showcase for one of the most talented storytellers of our time.

Suskind’s works are frequently characterized by his passion for giving a voice to the voiceless. This is evident in his most recent best-seller, *Life, Animated: A Story of Sidekicks, Heroes and Autism*, which was adapted into an Academy Award-nominated documentary and recently won three News and Documentary Emmy’s. *Life, Animated* tells the story of his youngest son, Owen, who, after being diagnosed with autism, found a way to reengage with the world around him. Seizing upon Owen’s love of animated Disney movies, the Suskind family re-enacted the films with him, pioneering a now-widely acknowledged method of emulative communication known as Affinity Therapy.

Thursday, February 7th, 2019

Session Descriptions, Time and Location	Target Population	Topic Area
<p style="text-align: center;"><i>Adiba Nelson: Four Things You Can Do to Stop Disabling Your Student</i></p> <p>In this workshop, we will discuss the various subconscious, unintentional ways we disable students with disabilities, myself included, and what we can do to move towards empowerment. Personal anecdotes will be shared, as well statistics to back up information presented. We will end with a short Q&A session.</p> <p style="text-align: center;">Cottonwood Ballroom 10:15 – 11:45</p>	<ul style="list-style-type: none"> ✓ Infants ✓ Toddlers ✓ Preschool ✓ K-3 ✓ Leadership ✓ Families 	<ul style="list-style-type: none"> ✓ Behavior ✓ Inclusion ✓ Family Engmt. ✓ Leadership
<p style="text-align: center;"><i>Supporting Early Childhood Educators Using Evidence Based Inclusive Practices</i></p> <p>Evidence-based practices in the field of early childhood is a process in which educators use the best available research and knowledge from professional experts to design their programs. These practices support and allow children to participate and engage meaningfully in their everyday learning experiences. The session will introduce the benefits of implementing inclusive practices. We will introduce the evidence and best practices recommended by the Division for Early Childhood of the Council for Exceptional Children, The National Association of the Education of Young Children, the Early Childhood Technical Assistance Center, as well as the research and the Itinerant Early Childhood Special Education Model developed by Laurie Dinnebeil and William McInerney. All participants will leave with tools necessary to improve their inclusive early childhood educational practices and student outcomes.</p> <p style="text-align: center;">Brittlebush 10:15 – 11:45</p>	<ul style="list-style-type: none"> ✓ Preschool ✓ K-3 ✓ Leadership ✓ Families 	<ul style="list-style-type: none"> ✓ Inclusion
<p style="text-align: center;"><i>Assistive Technology in Early Childhood</i></p> <p>Assistive technology helps young children with disabilities to participate more actively in everyday activities in order to develop and learn. AT in early childhood looks different than AT for older students. Assistive technology can help young children with disabilities play with toys, engage with print, communicate, and become more independent with self-help skills. This session will focus on the use of assistive technology in early childhood education. Topics will include a review of definitions, consideration/implementation, the continuum and categories of assistive technology, and common tools used in distinct categories. Participants will have the opportunity for hands on exploration of AT tools as well as an opportunity to ask questions and learn about available resources.</p> <p style="text-align: center;">Chia 10:15 – 11:45</p>	<ul style="list-style-type: none"> ✓ Preschool ✓ K-3 ✓ Families 	<ul style="list-style-type: none"> ✓ Inclusion ✓ Family Engmt.

*Session Repeats

** Multi-Part Session, Continuing Session



<p><i>Mindfulness and Self-Care for the “Carers”: Creating Pathways for Your Own Health, Wellness and Sustainability as you Serve Children with Special Needs & Families</i></p> <p>Those who care for children with special needs - teachers, caregivers, specialists and others - often neglect self-care and self-compassion as they serve. Stress, self-neglect and overwork can lead to anxiety, burnout and illness. Participants will learn about the connections between stress and trauma and poor health and life outcomes, as well as tools for mindfulness, trauma-informed care and stress reduction. Participants will actively engage in the activities as well as complete a self-care assessment. They will leave with an action plan to help immediately put into place some of what they have learned, to help them re-discover wellness, calm, joy and sustainability in their lives and work. The tools they will learn and the paradigm shift around self-care are simple, do-able concepts that support health and wellness as well as sustainability of those who serve, as it allows them permission to "put their oxygen mask on first" and to identify when it's time to deepen into their self-care so that they can be of service in a sustainable way.</p> <p>Desert Star 10:15 – 11:45</p>	<ul style="list-style-type: none"> ✓ Infants ✓ Toddlers ✓ Preschool ✓ K-3 ✓ Leadership ✓ Families 	<ul style="list-style-type: none"> ✓ Family Engmt. ✓ Leadership
<p><i>Promoting Play: Fine Motor and Sensory Processing*</i></p> <p>This presentation is designed for teachers and other early childhood professionals. The information in this presentation is from an Occupational Therapy perspective and how we can offer many different fine motor and sensory strategies within the classroom setting to influence fine motor development and sensory processing development. The presentation is designed to give practical ideas for teachers to use today in their classroom. There will be opportunities for teachers to discuss the tools and toys that are currently in their classrooms and how they may use new ways of presenting the toys to facilitate fine motor development and sensory processing through play. The teachers/participants will walk away from this presentation with a new appreciation for the importance of play in the development of the preschool child.</p> <p>Golden Poppy 10:15 – 11:45 *Repeats Thursday at 12:45-2:15</p>	<ul style="list-style-type: none"> ✓ Preschool 	<ul style="list-style-type: none"> ✓ Behavior ✓ Inclusion
<p><i>A Process for Analyzing Early Childhood Special Education Data</i></p> <p>During this session you are invited to learn about the work of the Early Childhood Special Education Data Group. Two districts have worked together with the ECE Unit to identify a process for answering critical preschool questions in their local work. The presenters will share the process that was adopted, and the resources used. The results and conclusions of their efforts will be shared. The session will also discuss how to participate in future data group activities.</p> <p>Larkspur 10:15 – 11:45</p>	<ul style="list-style-type: none"> ✓ Preschool ✓ Leadership ✓ Families 	<ul style="list-style-type: none"> ✓ Inclusion ✓ Family Engmt. ✓ Leadership

*Session Repeats

** Multi-Part Session or Continuing Session



<p align="center"><i>Session 1--Pyramid Model: Tools to Support Social Emotional Development**</i></p> <p>This three-part presentation will address young children's social and emotional development, critical to school readiness and positive long-term outcomes for academic success. Please plan to attend all three sessions. The Pyramid Model focuses on the promotion of social emotional development and school readiness of young children birth through age 5. This session will provide early childhood educators with hands-on resources. These resources will enable educators to create individualized support systems for children and their families. In addition, these resources will further help educators and families understand how to better support and prevent challenging behaviors from occurring. Educators will have the opportunity to engage in activities that will allow them to reflect on the importance of creating a positive social climate within their classroom environments.</p> <p align="center">Brittlebush 12:45 – 2:15 **Continues Thursday at 2:45-4:15 and Friday at 2:30-4:00</p>	<p>✓ Preschool ✓ K-3 ✓ Families</p>	<p>✓ Behavior ✓ Family Engmt.</p>
<p align="center"><i>Inclusion in Early Care Education Settings</i></p> <p>From 2015-2017, almost 300 licensed child care group home (CCGH) providers in the state of Arizona were surveyed regarding caring for children with special needs (SN), disabilities, or health conditions. Approximately half of the providers surveyed had the desire to care for children with SN. The most common SN that survey respondents had cared for were: severe allergies, developmental delay, autism spectrum disorder, ADD/ADHD, and behavioral conditions. Less than half of the survey respondents reported that they would not like to care for children with SN. However, their reasons could be addressed through referrals, education, and support. Learn about top concerns regarding caring for children with SN. Assess personal attitudes and consider solutions to increase our capacity to care for CSHCN and disabilities through partner dyad discussion, self-assessment worksheets, and small group discussion.</p> <p align="center">Chia 12:45 – 2:15</p>	<p>✓ Infants ✓ Toddlers ✓ Preschool ✓ Leadership ✓ Families</p>	<p>✓ Inclusion</p>
<p align="center"><i>Team Based Early Intervention: Building Capacity</i></p> <p>This session will describe teaming, collaboration and coaching practices from the Primary Service Provider approach. We will also reference DEC Recommended Practices related to Teaming and Collaboration. Topics will include:</p> <ul style="list-style-type: none"> ○ What to expect from Early Intervention Professionals supporting teachers and caregivers supporting children with IFSPs. ○ How to collaborate with Early Intervention team members in helping children with IFSPs to participate actively in their classroom with peers. ○ How to implement strategies and opportunities with any service provider supporting your classroom. <p align="center">Desert Star 12:45 – 2:15</p>	<p>✓ Infants ✓ Toddlers</p>	<p>✓ Inclusion</p>

*Session Repeats

** Multi-Part Session, Continuing Session



<p align="center"><i>Promoting Play: Fine Motor and Sensory Processing*</i></p> <p>This presentation is designed for teachers and other early childhood professionals. The information in this presentation is from an Occupational Therapy perspective and how we can offer many different fine motor and sensory strategies within the classroom setting to influence fine motor development and sensory processing development. The presentation is designed to give practical ideas for teachers to use today in their classroom. There will be opportunities for teachers to discuss the tools and toys that are currently in their classrooms and how they may use new ways of presenting the toys to facilitate fine motor development and sensory processing through play. The teachers/participants will walk away from this presentation with a new appreciation for the importance of play in the development of the preschool child.</p> <p align="center">Golden Poppy 12:45 – 2:15</p>	<p>✓ Preschool</p>	<p>✓ Behavior ✓ Inclusion</p>
<p align="center"><i>Bridging Communication with Families through Interpreters and Translators</i></p> <p>Immigration is growing in all corners of the world. According to the 2010 census, there are more than 43.7 million immigrants in the US, that's 13.5 percent of the total US population (Bureau of Census, 2010). The greatest barrier faced by immigrant families is the inability to communicate with their neighbors, educators, and service providers. Interpreters and translators are often used to bridge this communication divide. However, Effective communication is often not achievable due to a lack of trained and proficient interpreters and translators and difficulty with collaborating person's ability to convey a clear message. This presentation will use videos, case studies, and role play to effectively convey to communicate common dilemmas that surface during interpretation.</p> <p align="center">Larkspur 12:45 – 2:15</p>	<p>✓ Infants ✓ Toddlers ✓ Preschool ✓ Leadership</p>	<p>✓ Family Engmt. ✓ Leadership</p>
<p align="center"><i>Session 2--Pyramid Model: Tools to Support Social Emotional Development**</i> <i>(Continued from 12:45-2:15 session)</i></p> <p align="center">This Presentation is a three-part sequence. Please plan to attend all three sessions.</p> <p align="center">Brittlebush 2:45 – 4:15</p>	<p>✓ Preschool ✓ K-3 ✓ Families</p>	<p>✓ Behavior ✓ Family Engmt.</p>

*Session Repeats

** Multi-Part Session, Continuing Session



<p style="text-align: center;"><i>Parent, Teacher and SLP "Speech Teams": Using Existing Resources to Maximize Outcomes</i></p> <p>This presentation will address the importance of maintaining a cohesive parent, teacher, and SLP team approach when addressing a child's speech and language needs. The importance of role-release and parent training will be highlighted and supported by current research and clinical experience. Participants will be engaged in lecture, small group discussion, and large group sharing to establish the importance of a team approach to intervention, identify and address obstacles, and to compile practical approaches for increasing parent and teacher engagement in speech and language services in early childhood settings.</p> <p style="text-align: center;">Chia 2:45 – 4:15</p>	<ul style="list-style-type: none"> ✓ Infants ✓ Toddlers ✓ Preschool ✓ Families 	<ul style="list-style-type: none"> ✓ Family Engmt.
<p style="text-align: center;"><i>Supporting Transition Through DEC Recommended Practices</i></p> <p>Participants will learn about the DEC Recommended Practices they can use to support children transitioning, whether it's due to moving programs, transition from C to B or transition from Preschool to Kindergarten. Participants will also engage in using tools that may assist in supporting children with assessment.</p> <p style="text-align: center;">Desert Star 2:45 – 4:15</p>	<ul style="list-style-type: none"> ✓ Infants ✓ Toddlers ✓ Preschool ✓ Leadership ✓ Families 	<ul style="list-style-type: none"> ✓ Inclusion ✓ Family Engmt.
<p style="text-align: center;"><i>Utilizing the Itinerant Model to Provide Special Education in Preschool</i></p> <p>Participants will learn about the process the Dysart District took to pilot the Itinerant Model for services. Gain insight into the practical framework/necessary components for implementing the Itinerant Model for delivering special education services in the preschool setting. Learn about practical strategies for implementation and insight from the field. Based on the text the Itinerant Early Childhood Special Education Services by Laurie Dinnebeil and William McInerney.</p> <p style="text-align: center;">Golden Poppy 2:45 – 4:15</p>	<ul style="list-style-type: none"> ✓ Preschool 	<ul style="list-style-type: none"> ✓ Inclusion
<p style="text-align: center;"><i>Part 1–Introduction to Adverse Childhood Experiences (ACEs): Risk Versus Protective Factors, Early Brain Development</i></p> <p>“Hello, my name is Gordon Freeman Brown and I’m a preschool teacher. I make macaroni art, play in the sandbox and sing silly songs, and research proves that if I do my job well, I can change the world!” In this introduction to Adverse Childhood Experiences (ACEs), Risk Versus Protective Factors, and Early Brain Development, research will be synthesized with practice through play based active learning experiences including crafts, songs and the Brain Architecture Game.</p> <p style="text-align: center;">Larkspur Thursday 2:45-4:15 part 1 Larkspur Friday 10:30-12:00 part 2</p>	<ul style="list-style-type: none"> ✓ Infants ✓ Toddlers ✓ Preschool ✓ K-3 ✓ Leadership ✓ Families 	<ul style="list-style-type: none"> ✓ Behavior ✓ Inclusion ✓ Family Engmt. ✓ Leadership

*Session Repeats

** Multi-Part Session, Continuing Session



Friday, February 8th, 2019

Session Descriptions, Time and Location	Target Population	Topic Area
<p style="text-align: center;"><i>The Sidekicks App and Keynote Follow Up Q&A with Ron Suskind</i></p> <p>Sidekicks is a mobile iPhone application that makes it easy for parents and therapists to communicate with children and young adults on the autism spectrum. Using Sidekicks, you share in their intense passions - a defining characteristics of autism. Sidekicks' unique combination of chat through avatars while using YouTube search engine allows autistic users to play, pause and discuss popular content that they love with others in a safe comfortable environment.</p> <p style="text-align: center;">Cottonwood Ballroom 10:30 – 12:00</p>	<ul style="list-style-type: none"> ✓ Preschool ✓ K-3 ✓ Leadership ✓ Families 	<ul style="list-style-type: none"> ✓ Behavior ✓ Inclusion ✓ Family Engmt. ✓ Leadership
<p style="text-align: center;"><i>Referrals to Home Visitation Programs May Prevent Some Special Education</i></p> <p>Strategies used by home visitors can help parents prepare their children for success in formal education settings. The participants will learn about home visitation programs in Arizona and tasks that home visitors can complete that teachers do not have the time to complete. We will provide time for active engagement through small group brainstorming about the reasons children struggle in school and have fun with a BINGO game about skills and domains. Learn how to make referrals to home visitation services.</p> <p style="text-align: center;">Brittlebush 10:30 – 12:00</p>	<ul style="list-style-type: none"> ✓ Infants ✓ Toddlers ✓ Preschool ✓ K-3 ✓ Leadership ✓ Families 	<ul style="list-style-type: none"> ✓ Family Engmt.
<p style="text-align: center;"><i>Routines, Rituals and Rules-- Can These Tools Help Eliminate Behavior Issues? *</i></p> <p>Routines are a MUST in daily classroom life. Routines, rituals and rules allow students to grow independent and assist in developing self-regulation. Routines can make life in the classroom easier, they save valuable classroom time, and efficient routines provide a framework for students to learn and achieve. Engage in a gallery walk, an article jigsaw activity, engage in activities with and without rules and routines. Understand the importance of routines, rituals, and rules. Develop and defend routines, rituals and rules used in their classrooms. Share a ritual used in their classroom.</p> <p style="text-align: center;">Chia 10:30 – 12:00 and Larkspur 2:30-4:00</p>	<ul style="list-style-type: none"> ✓ Preschool ✓ K-3 	<ul style="list-style-type: none"> ✓ Behavior

*Session Repeats

** Multi-Part Session, Continuing Session



<p align="center"><i>Making the Connection: My Brain and My Behavior</i></p> <p>The executive functioning abilities of the brain play a critical role in the development of lifelong social and emotional skills for the young learner with special education needs. Executive Functioning involves the ability to plan, organize, and complete tasks. For young learners who do not have strong executive functioning skills, navigating an early childhood environment can be extremely difficult and often challenging behaviors related to frustration and poor self-regulation develop or intensify.</p> <p align="center">Desert Star 10:30 – 12:00</p>	<p>✓ Preschool</p>	<p>✓ Behavior ✓ Inclusion</p>
<p align="center"><i>Using Self-Regulation Skills When Helping Children Who Have Experienced Adverse Circumstances: Retooling Yourself to Offer Best Practices During Challenging Moments</i></p> <p>Participants will reflect on the particular needs of children who have experienced toxic stress. Participants will review social and emotional approaches to help children recover from trauma. This session will use videos and pair-ups to learn the content.</p> <p align="center">Golden Poppy 10:30 – 12:00</p>	<p>✓ Toddlers ✓ Preschool ✓ K-3 ✓ Leadership ✓ Families</p>	<p>✓ Behavior ✓ Leadership</p>
<p align="center"><i>Part 2-- Harnessing the Magic of Early Childhood to Change the World: How Play, Imagination and Authentic Nurturing Relationships Can Create a Better Future**</i></p> <p align="center">This session is continued from Thursday.</p> <p align="center">Larkspur 10:30 – 12:00</p>	<p>✓ Preschool ✓ K-3 ✓ Leadership ✓ Families</p>	<p>✓ Behavior ✓ Inclusion ✓ Family Engmt. ✓ Leadership</p>
<p align="center"><i>Partnering with Parents for Success: Panel Discussion with Raising Special Kids</i></p> <p>During this session, parents of children in Early Intervention (ages 0-3), Early Childhood Special Education (ages 3-5), and childcare settings (0-8) will share how their child's disability impacts their family. The parent panel will discuss examples of what has and has not worked for their child(ren), as well as experiences of inclusive opportunities with their typical peers. The parent panelists will talk about their relationships with teachers and providers, including them in the decision-making process, including their IEPs, and how they have been included in developing the delivery and design of their services. Time will be allotted for an interactive Q & A session with panelists. Bring your questions!</p> <p align="center">Cottonwood Ballroom 1:00-2:00</p>	<p>✓ Preschool ✓ K-3 ✓ Leadership ✓ Families</p>	<p>✓ Behavior ✓ Inclusion ✓ Family Engmt. ✓ Leadership</p>

*Session Repeats

** Multi-Part Session, Continuing Session



<p style="text-align: center;"><i>Pyramid Model Session 3**</i></p> <p>This presentation is a three-part sequence. It is highly recommended that participants attend all three sessions.</p> <p style="text-align: center;">Brittlebush 2:30-4:00</p>	<p>✓ Preschool ✓ K-3</p>	<p>✓ Behavior ✓ Family Engmt.</p>
<p style="text-align: center;"><i>Growth Mindset: Shaping the Lives of Early Learners</i></p> <p>Ideas & strategies to support teachers to model a growth mindset in the classroom and encourage students to embrace challenges and celebrate mistakes. This presentation is based on the work of Carol S. Dweck, Ph.D., one of the world's leading researchers in the fields of personality, social psychology, and developmental psychology. This session will include hands-on active engagement strategies that will showcase how learners embrace challenges and persevere through them.</p> <p style="text-align: center;">Chia 2:30 – 4:00</p>	<p>✓ Preschool ✓ K-3</p>	<p>✓ Behavior</p>
<p style="text-align: center;"><i>From Kickball to Career! Transition to Adulthood</i></p> <p>This presentation will review the predictors of post-secondary success as identified by the National Technical Assistance Center on Transition (NTACT). Activities related to these predictors can begin as early as pre-school to help students begin to develop the necessary knowledge and skills that will lead to a positive post-school outcome. Participants will review their current practices and add new activities to facilitate development of these essential skills.</p> <p style="text-align: center;">Desert Star 2:30 – 4:00</p>	<p>✓ Preschool ✓ K-3 ✓ Leadership ✓ Families</p>	<p>✓ Family Engmt. ✓ Leadership</p>
<p style="text-align: center;"><i>Using Self-Regulation Skills When Helping Children Who Have Experienced Adverse Circumstances: Retooling Yourself to Offer Best Practices During Challenging Moments</i></p> <p>Participants will reflect on the particular needs of children who have experienced toxic stress. Participants will review social and emotional approaches to help children recover from trauma. This session will use videos and pair-ups to learn the content.</p> <p style="text-align: center;">Golden Poppy 2:30 – 4:00</p>	<p>✓ Toddlers ✓ Preschool ✓ K-3 ✓ Leadership ✓ Families</p>	<p>✓ Behavior ✓ Leadership</p>

*Session Repeats

** Multi-Part Session, Continuing Session



<p style="text-align: center;"><i>Routines, Rituals and Rules*</i></p> <p>Routines are a MUST in daily classroom life. Routines, rituals and rules allow students to grow independent and assist in developing self-regulation. Routines can make life in the classroom easier, they save valuable classroom time, and efficient routines provide a framework for students to learn and achieve.</p> <ul style="list-style-type: none"> ○ Engage in a gallery walk, an article jigsaw activity, engage in activities with and without rules and routines. ○ Understand the importance of routines, rituals, and rules. ○ Develop and defend routines, rituals and rules used in their classrooms. ○ Share a ritual used in their classroom. <p style="text-align: right;">Larkspur 2:30 – 4:00</p>	<p>✓ Preschool ✓ K-3</p>	<p>✓ Behavior</p>
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*Session Repeats

** Multi-Part Session, Continuing Session

