

THIRTEENTH ANNUAL READINESS SUMMIT 

Everyone
has a

Story 

Friday, March 4, 2022

9 a.m. to noon

A ZOOM-ONLY LIVE EVENT



Learn to Earn Dayton

**preschool
PROMISE**

We had hoped that we could be gathering in person this year, but when things didn't work out that way, we pivoted. Just like you and the children you work with have been pivoting for the past two years. Nonetheless, we're very excited by this year's Readiness Summit and so happy that you'll be joining us. Check out the breakout topics on pages 7-15; read the biography of our keynote speaker on page 4. Pull out the drumstick pencils from your Summit packet, affix the drumhead sticker to your box click on Zoom, turn on your camera, and let's keep moving in our efforts to help all of our children succeed!

-Robyn Lightcap, Executive Director, Preschool Promise

Note: please make sure you have the most recent updates to Zoom to have the best experience of the Summit. You can check for updates at <https://bit.ly/2YbpUWb>. The Zoom "doors" will open at 8:45 a.m. on March 4; please join us a few minutes early so you don't miss anything!

Still I Rise by Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.


Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

"Still I Rise" from AND STILL I RISE: A BOOK OF POEMS by Maya Angelou, copyright © 1978 by Maya Angelou. Used by permission of Random House, an imprint and division of Penguin Random House LLC. All rights reserved.

AGENDA

Friday, March 4, 2022

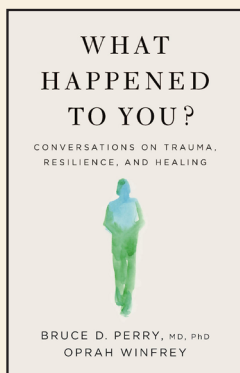
9 a.m. to noon

- 8:45 a.m.** Zoom doors open. Music by The Deron Bell Band.
- 9:00 a.m.** **Welcome!**
Robyn Lightcap, Executive Director, Preschool Promise
Families Tell Their Stories, video produced by B2 Studios
- 9:15 a.m.** **Introduction of our keynote speaker**
Shannon Cox, Superintendent,
Montgomery County Educational Service Center
- 9:20 a.m.** **Keynote and Question and Answer Session with Bruce Perry, M.D., Ph.D.**
- 10:25 a.m.** **Small group conversations**
You will be automatically moved into a very small group of participants to talk about Dr. Perry's presentation. Share with others one thing that really moved you.
- 10:45 a.m.** **Return to Main Room**
- 11 a.m.** **Breakouts**
You choose the topic from the options on pages 7-15. This small icon will appear on your screen and you will click the number of the breakout you choose.  Breakout Rooms
- 11:45 a.m.** **Return to Main Room**
Get your drumsticks ready for a special, participatory musical presentation!
Connecting in the Classroom, video produced by B2 Studios
- Noon** **Wrap Up**
Feel the Beat with Deron Bell

If you have technical difficulties with Zoom during the Summit, call or text (937) 980-5017 or email barbara.elrod@preschoolpromise.org

Dr. Perry is the author with Maia Szalavitz, of *The Boy Who Was Raised As A Dog*, based on his work with maltreated children, and *What Happened to You? Conversations on Trauma, Resilience, and Healing*, co-authored with Oprah Winfrey.

His clinical research and practice have focused on high-risk children, examining the cognitive, behavioral, emotional, social and physiological effects of neglect and trauma in children, adolescents and adults. This work has been instrumental in describing how childhood experiences change the biology of the brain and affect the health of the child.



Dr. Perry has focused on integrating emerging principles of developmental neuroscience into clinical practice, resulting in the development of innovative programs for working with maltreated and traumatized children. Those approaches include the Neurosequential Model®, a developmentally sensitive, neurobiology-informed approach to clinical work (NMT), education (NME) and caregiving (NMC). This approach has been integrated into programs at dozens of organizations serving at-risk children and their families, including the MCESC (Montgomery County Educational Service Center) Early Childhood Program.

Dr. Perry has consulted with government agencies following high-profile incidents involving traumatized children, including the Branch Davidian siege in Waco, the Oklahoma City bombing and the Sandy Hook Elementary school shootings, among many others.

He is the recipient of numerous professional honors, including the T. Berry Brazelton Infant Mental Health Advocacy Award, the Award for Leadership in Public Child Welfare, the Alberta Centennial Medal and the 2014 Kohl Education Prize.

A native of Bismarck, North Dakota, Dr. Perry was an undergraduate at Stanford University and Amherst College. He received his M.D. and Ph.D. degrees at Northwestern University and completed a residency in general psychiatry at Yale University School of Medicine and a fellowship in Child and Adolescent Psychiatry at The University of Chicago.

Notes

Notes

13th Annual Readiness Summit BREAKOUTS

Education leaders and subject experts will be leading interactive conversations with Summit participants. Please review the list below in advance. **When the breakout rooms are introduced, you will pick the number of the breakout room to participate.**

1 POWER OF PLAY AS A TOOL TO HEAL TRAUMA

Janece Warfield, Psy.D., Wright State University

While we know very well that young children learn through play, sometimes we miss the opportunity to use play as a way to heal trauma. Hear an overview of how play can be used with very young children from birth to age five and their families to help build strong connections and create safe places for children to thrive.



Janece Warfield, Psy.D., Registered Play Therapist Supervisor, is a professor with Wright State University's School of Professional Psychology, former director of WSU's Doctoral Internship Program, Principal Investigator of Wright State University Moms2B, Director for the Center for Child & Adolescent Violence Prevention and Director of Early Childhood Services. She specializes in therapeutic services and assessment with infants and children and has expertise in play therapy, violence prevention, trauma and multicultural/diversity training. She is a Master Trainer for the American Psychological Association's Adults and Children Together (ACT) Raising Safe Kids Program.

2 SELF-REGULATION AND NATURE CONNECTIONS INSPIRED WITH MUSIC

Luke Graner, Rhythm Coach & Regulation Consultant, Be Rhythmic; and Doug Horvath, Outdoor Education Coordinator and Naturalist, Five Rivers MetroParks.

Join us in grounding ourselves with rhythms and explore simple ways to make sounds that connect us with the world, before going together on an adventurous musical ramble inspired by nature. Let's explore how sounds can let children explore and regulate themselves. Please bring a few three-inch blades of grass, some spoons and your other favorite rhythm instruments or good drumming items and a sense of humor and adventure. It will be fun.



Luke Graner is a husband, father of four boys, musician, writer, web producer, loop artist, graphic designer, composer, music teacher, sandlot athlete and rhythm junkie. He is the founder of Be Rhythmic where he serves as the lead rhythm coach and regulation consultant. Be Rhythmic was created for children, teens, adults, parents, caregivers and educators to learn the expanding series of rhythmic musical patterns and engaging interactive activities that promote regulation, reflection and awareness through a repetitive practice of music, movement, and mindfulness.

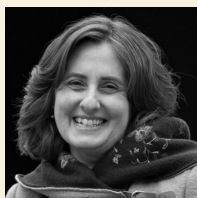


Since joining Five Rivers MetroParks, **Doug Horvath** has helped create the Children's Discovery Garden and held countless school tours as a naturalist. "I love working with children, so they know they're allowed to explore nature, get muddy, turn over rocks and play in the woods," said Horvath, who helps lead the Miami Valley Leave No Child Inside initiative. Now, Horvath serves as an education coordinator for MetroParks, leading educational outreach and advocacy efforts. He still works with kids, especially preschoolers, as well as with apprentices, volunteers and MetroParks' wild animal ambassadors. "Nature is democratic – we all have the ability to benefit from it."

Recommended Resources: <https://www.berhythmic.com/>; <https://www.neurosequential.com/>; *No Mud, No Lotus: The Art of Transforming Suffering*, by Thich Nhat Hanh; *What Happened to You?: Conversations on Trauma, Resilience, and Healing*, by Dr. Bruce Perry and Oprah Winfrey

3 HONORING CHILDREN'S VOICES: STORY DICTATION AND DRAMATIZATION Jennifer Adams, Wren Works Consulting

Honor the voices of young children by capturing their words on paper. Then, support language development and prioritize social and emotional growth by dramatizing the stories as a learning community. Story Dictation and Dramatization is a powerful trauma-sensitive literacy and language practice. In this session we will discuss the theory supporting this emergent literacy practice and share practical wisdom about implementing a sustainable routine.

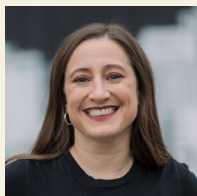


Jennifer Adams, Ph.D., has expertise in early childhood education and adult learning through experience as a classroom teacher, faculty in higher education and facilitator of professional learning. She has coached educators and leadership teams to build effective professional learning systems for early childhood teachers in large urban districts, small rural schools and regional community networks. Her work includes coaching teachers and leaders onsite and remotely to model practices and support deeper understanding of effective instruction and impactful professional learning communities.

4 STORYTELLING 101

Bridget Flaherty, LORE Storytelling, and Te'Jal Cartwright, What's the Biz

Te'Jal will share a story and then Bridget will explain the brain science behind stories, how to craft a story using the story arc and five major story components. Then participants break into pairs and share a story with one another with an exercise called "The Pair Share."



Bridget Flaherty is a storyteller, podcaster, story coach, facilitator, mentor, mother, grandmother, lover and friend. She is the founder of LORE Storytelling, a business dedicated to teaching the art of storytelling for personal and professional growth. She hosts business storytelling workshops and on-stage, community storytelling events.

She also provides one-on-one coaching and hosts dreaming sessions. She has witnessed, over and over again, the power of a personal story to change the room, ripple out into the community, and change the conversation. Bridget is passionate about giving voice to the reality of your personal experience through storytelling.



Te'Jal Cartwright joined LORE in 2019 as a storyteller and brand ambassador. In 2021, she stepped into a new role as Story Coach, leading workshops and providing one-on-one story coaching. With experience in community outreach, fundraising, public speaking, hosting and digital branding, Te'Jal brings a wealth of experience and passion to every interaction. Her ability to ask insightful questions gives workshop participants thoughtful feedback on how to improve their communication and storytelling skills.

Recommended Resources: <https://www.lorestorytelling.com/>

5 CONSCIOUS DISCIPLINE, THE BRAIN AND THE STORIES

Anita Craighead, Conscious Discipline and Curriculum Coaching Specialist, Preschool Promise

Participants will discuss how to help children develop more positive stories by taking Dr. Perry's research and putting it into classroom practice through the use of Conscious Discipline's powers, skills and structures. Practical Conscious Discipline strategies, interconnected with the Neurosequential brain model, will be shared to promote regulation and relationships in the Preschool classroom. People newer to Conscious Discipline would probably find this session helpful.



Anita Craighead is a Conscious Discipline Certified Instructor and coaching specialist for Preschool Promise. She is currently working towards certification as a Neurosequential Model in Education trainer. Anita has 18 years of experience in providing professional development to educators and over 20 years of experience in working with Preschool-aged children.

Recommended Resources: [*Conscious Discipline: Building Resilient Classrooms*](#), by Dr. Becky A. Bailey.

6 RESILIENCE THROUGH STORYTELLING

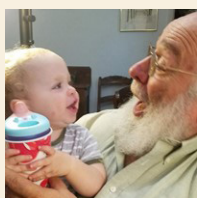
Grace Schoessow, MS, OIMHP-III, ECMH-C, Social Emotional Learning & Development, Director, Greene County Educational Service Center (GCESC); John Kinsel, GCESC Infant and Early Childhood Mental Health Consultant and Reflective Supervisor; and Lillian McCree, Family & Community Partnership Liaison, GCESC

"Tell me the facts and I'll learn. Tell me the truth and I'll believe. Tell me a story and it will live in my heart forever." (Native American Proverb) Join us in exploring the power of storytelling to heal the heart and create connections essential for learning. Telling one's story is a powerful reflective practice that informs the journey towards resilience and emotional wellness. In this session, you will experience the empowering process of

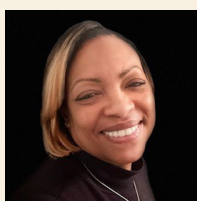
claiming and telling one's narrative and engage in practicing the sister power of listening, which enhances shared understanding and curiosity about personal and cultural identity. Leave feeling inspired to be an instrument of empowerment through the practice of storytelling.



Grace Schoessow, MS, OIMHP-III, ECMH-C, leads a team of infant and early childhood mental health professionals at the Greene County Educational Service Center (GCESC) in Yellow Springs. As an Infant Early Childhood Mental Health Consultant and Master Trainer and Certified Trauma Practitioner, she draws from 20+ years of stories about working on behalf of our youngest children with complex social, emotional and behavioral health needs. She seeks to inspire and engage us in strengthening early childhood systems to ensure psychologically safe and mentally healthy learning spaces for all children.



John D. Kinsel, MS, LPCC-S, is an Infant and Early Childhood Mental Health Consultant and Reflective Supervisor with a team of early childhood mental health consultants at the Greene County Educational Service Center. He has provided infant and early childhood mental health services to very young children and their caregivers as a clinician, consultant, trainer and advocate for 40 years. John is president of the Association for Infant Mental Health in Ohio (AIMHiOhio).



Lillian McCree, M.Ed., IS, is Family and Community Partnership Liaison with GCESC where she shares a wealth of experience supporting families in the education and behavioral health systems. Lillian has been an intervention specialist for the GCESC education programs and has more than 10 years' experience teaching in charter and community schools in New Mexico, Florida and Springfield, OH. Lillian is a U.S. Air Force veteran, where she served as a mental health specialist; a former child protective caseworker; and college advisor and adjunct instructor. Lillian has joined the GCESC consultative Early Childhood Mental Health team, and works to build capacity for effective family engagement among area school districts.

7 STORY BOOKS TO HELP CHILDREN COPE

Lindsay Green, Social Emotional Learning and Development Training Coordinator, Greene County Educational Service Center (GCESC); Elizabeth Smith, GCESC Early Childhood Mental Health Supervisor; Catherine Guimaraez, GCESC Early Childhood Mental Health Consultant; Kayla Hairston, GCESC Early Childhood Mental Health Consultant

During this session, discover ways to use read-aloud storybooks and oral storytelling to help children identify their emotions in the process of coping with traumatic events. It can be intimidating for adults to help children work their way through complex emotions. As caregiving educators we may worry that our words aren't comforting or that our answers to questions could be re-traumatizing. The Infant Early Childhood Mental Health Team will share storybooks selected with care to begin deeper

discussions as you learn the needs of children in your care and discuss strategies for creating the space and time to listen to stories. This session will inspire and equip you as the educator/listener to flip roles and provide safe and supportive opportunities for children to become the storyteller.



Lindsay Green, M.Ed., OIFP-II, ECMH-C, is a licensed Early Childhood Educator and Intervention Specialist. Lindsay has 17 years of experience working with children and families, as a Kindergarten teacher, an Intervention Specialist (2nd grade) and home care provider. As an IECMH trainer and consultant, she is dedicated to helping others see relationship-building as the foundation of education, and to support children, caregivers and educators in having access to the best possible services to support student success.



Elizabeth Smith, MA, OIFP-II, ECMH-C, has more than 20 years of experience working in the early childhood field and a background in social work and conflict resolution. Beth worked at Head Start as a Child Advocate and Social Emotional Development Coach in local and multi-county early learning environments, part of efforts to improve social and emotional readiness for learning by addressing the mental health and wellbeing of children and their caregivers in the early years. She provides onsite or virtual early childhood mental health consultation services for early learning environments and the families they serve, along with professional development training for staff.



Catherine Guimaraez, MA, ECMH-C, is an Early Childhood Mental Health Consultant and licensed Early Childhood Educator. Catherine received her undergraduate degree in Montessori Education from Xavier University, and worked for six years with children and families in an urban, public Montessori environment as a 1st-3rd grade teacher. She is completing a master's degree in Clinical Mental Health Counseling. Catherine has a passion for the intersection of mental health and education, believing that the two are inextricably linked and meaningful relationships are at the core of both. She is interested in social justice in classroom settings, encouraging safe, culturally responsive communities for all children.



Kayla Hairston, OIFP-II, MPH, CHES, is an Infant and Early Childhood Mental Health Consultant at the Greene County Educational Service Center. She brings to the team her public health background and the skill sets of being a Certified Health Education Specialist as well as a Certified Coach recognized by the International Coaching Federation. Kayla is very passionate about empowering others to be advocates of their life journeys and is dedicated to addressing the social determinants of health that stand in the way of one's future success.

8 A NEW MODEL FOR EARLY LEARNING: BUILDING RESILIENT BRAINS FROM THE INSIDE OUT

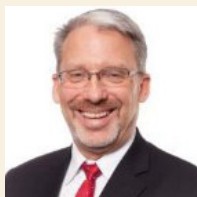
Shannon Cox, Superintendent, Montgomery County Educational Service Center (MCESC); Jessica Davies, Director of Social Emotional Learning Services, MCESC; and David Paxton, Chief Clinical Officer, The Village Network

Learn how the Montgomery County ESC has partnered with Dr. Bruce Perry and the Neurosequential Network, and The Village Network to create the first Neurosequential Model (NM) Preschool in the world. This unique early learning center is grounded in cutting edge neuroscience to support the social, emotional and educational growth for our students, staff, and families. The goal of NM is to educate staff, students and families in basic concepts of neurosequential development and then teach them how to apply this knowledge to the teaching and learning process. NM is not a specific "intervention;" it is a completely new way to educate school staff in how to effectively use that knowledge to change children's life trajectories, especially those students with adverse childhood experiences.



Shannon Cox is Montgomery County Educational Service Center's first female superintendent. Shannon has been a classroom teacher, building principal, athletic coach, K-12 curriculum director and MCESC's associate superintendent. Her experience has been in multiple counties and different types of districts, giving her a variety of education experiences at the PreK-12 level. She chairs the Youth

Advisory Council for Montgomery County's Workforce Investment Board and serves on the boards of ThinkTV/CET; Air Camp USA; Montgomery County Overdose Action Team; Family and Children First Council; Dayton Region Manufacturers Association; and is past president of the Germantown Historical Society.



David Paxton, LISW-S, is the Chief Clinical Officer for The Village Network (TVN) in Ohio, a flagship organization of Dr. Bruce Perry's and The Child Trauma Academy's Neurosequential Model of Therapeutics (NMT). TVN provides mental health services to children in more than 70 Ohio schools. Mr. Paxton is responsible for training and assuring fidelity to NMT and the Collaborative Problem-Solving

approach, which have significantly reduced the need for high-risk interventions such as physical restraints. Mr. Paxton received a B.A. from DePaul University in Chicago, Illinois and a Master's in Clinical Social Work from the University of Chicago.



Jessica Davies, MS, CAGS, is the Director of Social Emotional Learning (SEL) Services for Montgomery County Educational Service Center. SEL supports school districts with implementing whole-child focused initiatives including creating Trauma Informed SEL schools, integrating systematic social emotional learning practices, implementing comprehensive prevention programs and improving

staff wellness. Jessica is a licensed pupil services administrator and school psychologist who has worked in school districts in Pennsylvania, Massachusetts, and Ohio. She holds a B.A. from American University and an M.S. in Educational Psychology and Certification

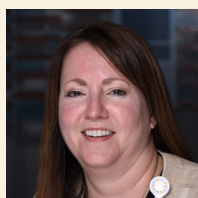
of Advanced Graduate Study in School Psychology from Northeastern University.

Further Information/Resources: Neurosequential Network, <https://www.neurosequential.com/>

9 TRAUMA-INFORMED RESPONSES TO YOUNG CHILDREN

Joy Miceli, Psychologist, Dayton Children's Hospital, and Kari Bump, Mental Health Therapist, Dayton Children's Hospital/Child Advocacy Center of Warren County

This session will focus on basic physiological responses of the young brain to trauma and how this manifests in young children physically, emotionally, and behaviorally. Guidelines and strategies for responding to these behaviors will be discussed.



Joy Miceli, Ph.D., received a B.S. from University of Georgia and a Master's and Ph.D. in Clinical Psychology from the University of Alabama. She has focused on child and adolescent mental health, particularly related to sexual abuse and trauma. In her position at Dayton Children's Hospital, Dr. Miceli provides trauma-based treatment at CARE House, the Montgomery County child advocacy center, to children who have experienced abuse and other traumas. She has worked with this population for more than 20 years.



Kari Bump, LPCC, received her B.A. in Psychology from Miami University and M.A. in Clinical Mental Health Counseling from Grace College. She has specialized in childhood trauma treatment since entering the mental health field in 2015. In her current position with Dayton Children's Hospital, she provides trauma therapy for children and adolescents at the Child Advocacy Center of Warren County.

Previously, she worked at the Butler County Therapeutic Interagency Preschool (TIP) program providing trauma therapy for Preschoolers who experienced abuse, neglect, and attachment disruptions.

10 TRAUMA-INFORMED CARE IN EDUCATION

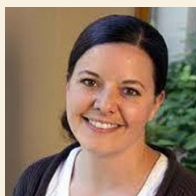
Trey Clements, Education Department Instructor, Sinclair Community College, and Lucy Salgado, Director, Bombeck Center, University of Dayton

Attendees will receive an overview of the Trauma-Informed Care in Education Certificate being offered at Sinclair Community College (Fall 2022) and will be introduced to applicable trauma-informed approaches and practices in PreK-5 classrooms.



Trey Clements is a former 3rd grade teacher from the West Carrollton City School District. He holds a Bachelor's in Early Childhood Education, and a Master's in Higher Education Administration and is a tenure-track instructor in the Education Department at Sinclair Community College. He is one of the co-creators of the Trauma-Informed Care in Education Certificate soon to be offered by Sinclair College, alongside his colleague Lucy Salgado.

With a growing expertise in trauma-informed classroom approaches and practices, sharing his knowledge with interested professionals is quickly becoming Trey's personal passion.



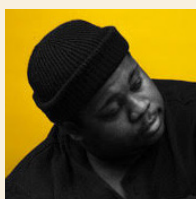
Lucy Salgado has worked in Early Childhood Education for more than 20 years. She has been in every position from Preschool teacher to curriculum specialist to director and everything in between. In her spare time, she is an adjunct professor at Sinclair Community College and the University of Dayton. She is passionate about social emotional learning and supporting children and families who have experienced trauma.

Recommended Resources: [*The Supportive Classroom: Trauma-Sensitive Strategies for Fostering Resilience and Creating a Safe, Compassionate Environment for All Students*](#), by Laura Anders and Jon Bowen; [*The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*](#), by Bessel van der Kolk, M.D.

11 FOSTERING CREATIVITY

Shon Curtis, Freelance Photographer, and Kathleen Houston, Parent and Educator

Participants in this breakout session will reimagine what efforts and skills are necessary to guide children through their creative processes, ultimately promoting positive academic experiences.



Born and raised in Dayton, **Shon Curtis** has been working as a photographer and storyteller for six years. It is from the lens of social activism and culture that he developed his keen focus on storytelling and style of image-making. His work has been shown in Dayton's Visual Voices 2019 Skyscraper Exhibit and BLASM: Black Life As Subject Matter, now on display at Ebonia Gallery. He has worked with agencies and organizations including OMS Photo (Cincinnati) and The New York Times. Shon has been selected for Diversify Photos' "Up Next" list, which fosters community and nurtures emerging photographers.

Kathleen Houston has more than 30 years of education and healthcare experience. She is a mother and active community member in both Trotwood and Dayton, providing food and temporary shelter for at-risk youth. She is retired and lives in Trotwood.

12 GRIEF & GRACE

Quanita Roberson, Nzuzu Consulting



In a time when we are all surrounded by grief there is a need to learn more about what our personal relationship to grief is and how it affects the way we are able to be with ourselves, our students, our colleges and the larger community. Learning how to grieve well teaches us how to live well.

Quanita Roberson is an entrepreneur, author, coach, consultant, organizational shaman, keynote speaker and keynote listener. She is

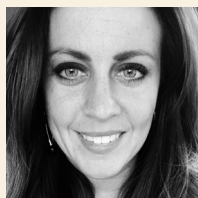
dedicated to addressing embedded trauma. Her work over the past 20 years has been focused in the areas of healing, initiation, grief, trauma, leadership, diversity and inclusion. Her recent work has included work with the W.K. Kellogg Foundation's Truth, Racial Healing & Transformation program and People's Action's Heartland Initiative: A Listening Tour of Rural and Small Town America.

Recommended Resources: [*The Wild Edge of Sorrow*](#), by Francis Weller

13 MUSIC THERAPY AS A HEALING INTERVENTION

Sarah Miller, Board Certified Music Therapist

Attendees will learn more about music therapy and the benefits of using music therapy with early learners. Specific applications of music therapy and how music therapy can support academic concepts will be discussed (developmental method) along with how music therapy can aid in the restoration of the learner (psychodynamic approach.)



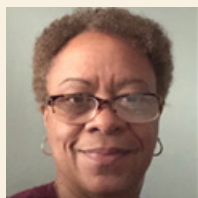
Sarah Miller has been working as a music therapist since 2003, serving diverse populations throughout Ohio, and working in the Greater Dayton area since 2009. Sarah previously served as a supervising music therapist for undergraduate music therapy students at the University of Dayton Department of Music. She serves as a district music therapist with the Beavercreek City Schools' Special Education Department and has a private practice serving families and facilities throughout Greene and Montgomery counties. Sarah also works with veterans at the Dayton Veterans Administration who have medical and mental health conditions.

Recommended Resources: <https://www.musictherapy.org/>

14 CHILD MENTAL HEALTH, A COLLECTIVE OBLIGATION

Robbie Brandon, RN, Executive Director, Sunlight Village, Inc.

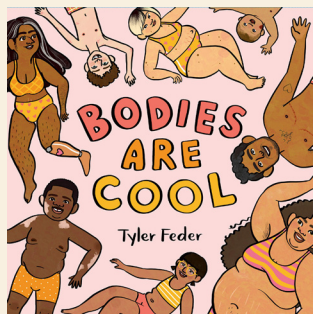
This session will increase participants' understanding of the importance of working collectively to address the mental health needs of our children and families, especially in underserved communities. We will explore mental illness versus mental health, the impact trauma has on children and families and the ways we can collectively encourage prevention and support healing.



Robbie Brandon is Founder & Executive Director of Sunlight Village, Inc., a faith-based nonprofit corporation. She began this ministry in 2006 to address the mental health needs of our youth and young adults. Ms. Brandon, a native Daytonian, is a registered nurse of 30+ years, businesswoman and Christian steward who combined her passion for youth, mental health, equity, and her love for West Dayton into Sunlight Village. Ms. Brandon, the Sunlight Village team and board are working on comprehensive plans to level the mental health and wellness playing field for minority youth and families, with a focus on our most underserved inner-city communities.

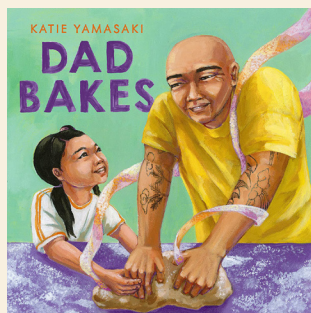
BOOK RECOMMENDATIONS

This list contains all new books that were published in 2021 and was compiled by Melissa Sokol, Children's Librarian at Dayton Metro Library's Wilmington-Stroop Branch. (Alphabetical by title).



[Bodies Are Cool](#)

by Tyler Feder
ages 3-6



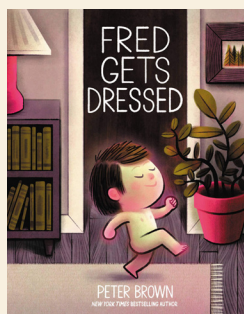
[Dad Bakes](#)

by Katie Yamasaki
ages 3-6



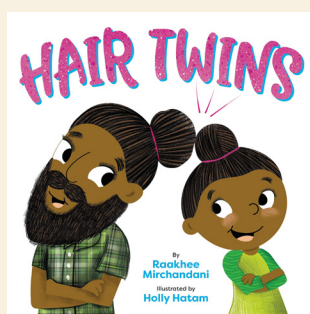
[Eyes That Kiss
in the Corners](#)

by Joanna Ho
ages 4-6



[Fred Gets Dressed](#)

by Peter Brown
ages 3-6



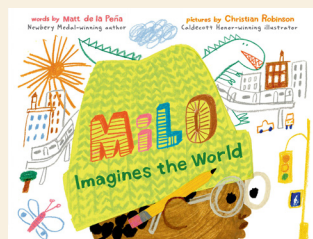
[Hair Twins](#)

by Raakhee Mirchandani
ages 3-6



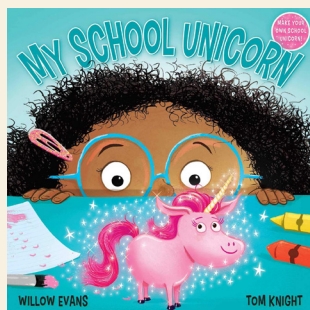
[Henry at Home](#)

by Megan Maynor
ages 4-6



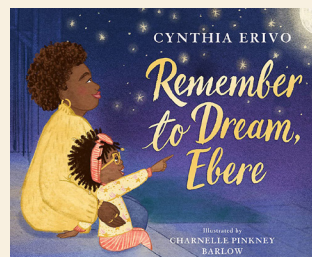
[Milo Imagines the World](#)

by Matt de la Pena
ages 4-6



[My School Unicorn](#)

by Willow Evans
ages 4-6



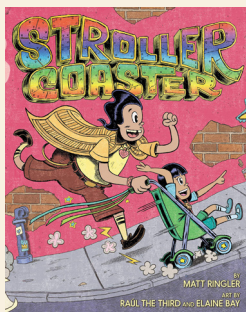
[Remember to
Dream, Ebere](#)

by Cynthia Erivo
ages 3-6



Stella's Stellar Hair

by Yesenia Moises
ages 4-7



Strollercoaster

by Matt Ringer
ages 3-5



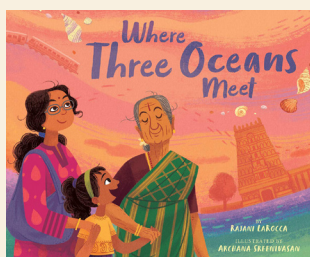
Time for Kenny

by Brian Pinkney
ages 3-5



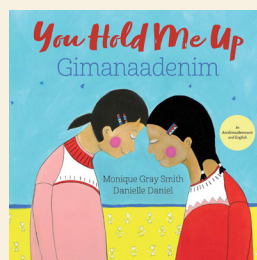
We Move Together

by Kelly Fritsch
ages 4-6



Where Three Oceans Meet

by Rajani LaRocca
ages 4-7



You Hold Me Up /

Gimanaadenim
by Monique Gray Smith
ages 3-5



SUMMER READING CHALLENGE

Help your students get ready for fall learning by encouraging them to participate in the Dayton Metro Library's Summer Reading Challenge, Oceans of Possibilities. Visit DaytonMetroLibrary.org/Educators/TeacherCollections or call (937) 463-2665, to connect with Children's Librarians eager to share the program with your classroom. In-person and virtual presentations are available to help get your students excited for the programs, activities, and PRIZES that will help them ride the reading wave!

TECH TIPS

for the Readiness Summit on Zoom




- Make sure you have the most up to date version of Zoom. You can check at <https://bit.ly/2YbpUWb>.
- When you join the Zoom call, please stay muted in the general sessions.
- Share your name and organization or school in the chat. Feel free to use the chat to ask questions; we'll be monitoring the chat for the Q&A with Dr. Perry.

Breakouts

For the first breakouts, after Dr. Perry's presentation, you'll be automatically sent to a breakout Zoom room with just a few people for a brief discussion.

For the second breakouts, you will choose the topic (pp. 7-15 in the program), noting the number on the description.

- A small icon will appear on your screen; click on it. 
- You'll see the list of breakouts, but you may have to scroll down to find your number.
- Click JOIN, then click it a second time to confirm.

When the session is complete, click the LEAVE ROOM button.

If you find yourself in the wrong session, click LEAVE ROOM. You'll return to the Main Room, where you can try again, using the process outlined above.

If you're still having trouble, we will move you to the right room. You can tell us which room by changing your name on the Zoom screen and adding a number: 2-Sharon Smith.

To rename yourself, wiggle your mouse to reveal the Zoom toolbar. Click on the PARTICIPANTS icon and find your name. Put your cursor over your name, and click on MORE, then RENAME. A small window will open and you can add the appropriate number to your name.

If you're still having trouble, email Barb Elrod at Barbara.Elrod@preschoolpromise.org or text or call her at (937) 980-5017.

THANK YOU

to our Summit Planning Committee

Jennifer Adams, Executive Director, Wren Works Consulting

Pam Albers, Director, Help Me Grow Brighter Futures

Lisa Babb, Strategic Director, Miami Valley 4C for Children

Ellen Belcher, Consultant, Preschool Promise

Markia Benjamin, Director, The Glen Early Learning Center

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Mandie Burns, Youth Services Director, Dayton Metro Library

Anita Craighead, Certified Conscious Discipline Instructor

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Grace Schoessow, Early Childhood Mental Health Consultant, Greene County Educational Service Center

Angela Stewart, National Park Service

Hope Vuto, Senior Manager, Parent & Family Voices, Preschool Promise

Noreen Willhelm, Consultant, Preschool Promise

Special thanks to our musical director, **Deron Bell**, and performers including The Deron Bell Band, soloist **Johnetta Moore** and **Created 2 Praise**.

Please take a minute to tell us how you felt about this year's Summit.

You can find the feedback form at <https://www.surveymonkey.com/r/CXY2JF>.



READINESS SUMMIT

2022