

Seminar Series:
It's a Calm, Calm World
Session 1 of 3: Foundation
January 11, 2017

Trombone Player Wanted
Marcus Buckingham

<https://youtu.be/X2N0hidgKe>



Why THIS Seminar?

What brought you here?
What are you hoping to gain from this series?
How might this Seminar Series relate to the Opportunity Gap?

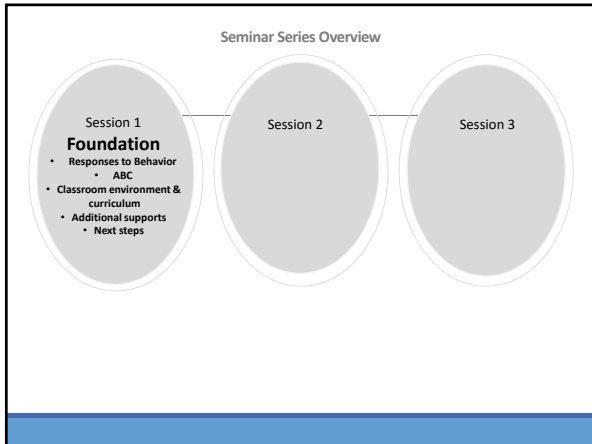


Table Activity: Class Rosters/Group share

Using the rosters located at your table, self-reflect about how the roster informs you about the children entering your classroom. Take a few minutes to write down your responses to the following:

1. What do you notice?
2. How would you prepare for the children coming into your class?
3. Are there specific plans you may want to reflect about with your team?
4. What are a couple of questions you plan to ask the families?

What Impacts our Responses to Behavior?

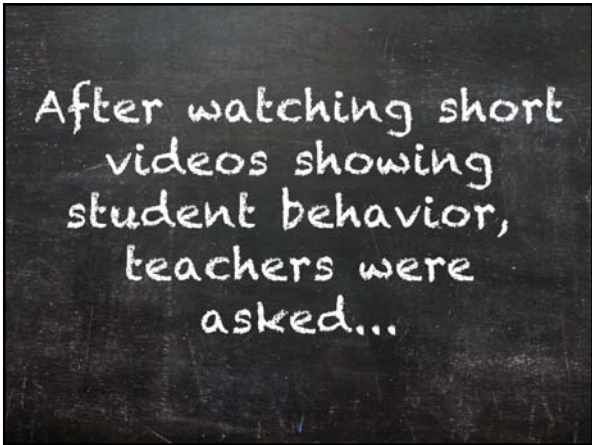
- **Implicit Bias**
- **Institutional Racism**
- **Expectations**
- **Personal Life Experiences**

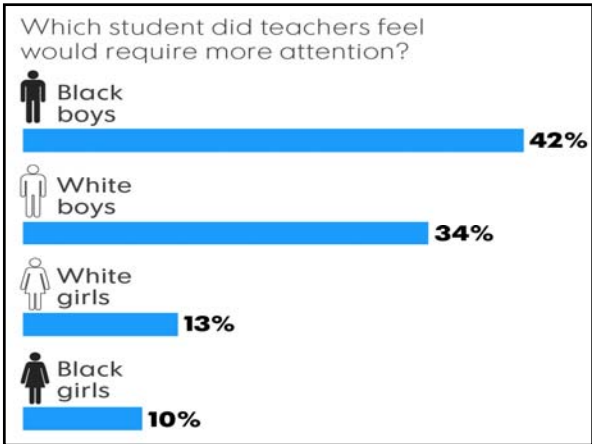
NPR – Implicit Bias in Preschool

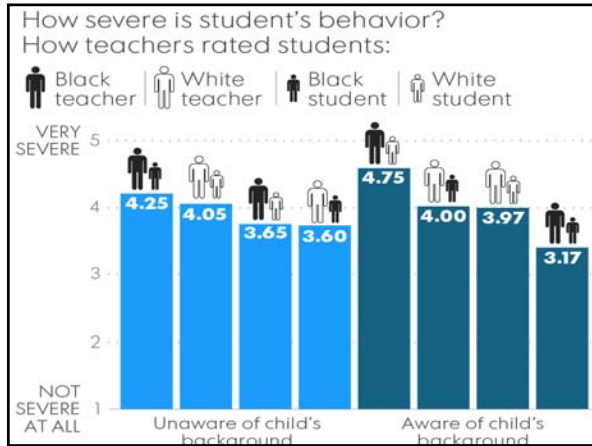
Morning Edition – Listening (4.5 minutes)

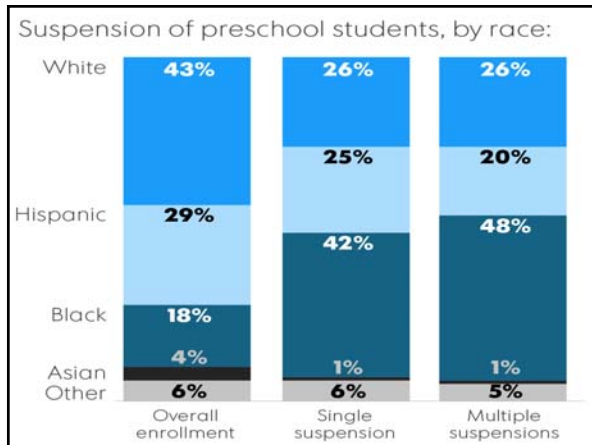
<http://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem>

<https://implicit.harvard.edu/implicit/>









"Implicit biases do not begin with black men and police. They begin with young black boys and their preschool teachers – if not earlier."
– Walter Gilliam, Yale

What Impacts our Responses to Behavior?

- **Implicit Bias**
 - Race
 - Culture
 - Age
 - Gender
 - What else?

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What Impacts our Responses to Behavior?

- **White Superiority/Racist Education Systems**
 - Why does this exist and how is it perpetuated?
 - How might we see systems of white superiority in:
 - Site requirements
 - Classroom requirements
 - Supervisors expectations
 - Child/Family expectations
 - Assessment tools
 - And????

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What Impacts our Responses to Behavior?

- **Teacher Expectations**
 - Culture
 - Triggers
 - Upbringing
 - Education
 - Experience
 - Peers
 - And.....

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What Impacts our Responses to Behavior?

- **Personal Life Experiences**

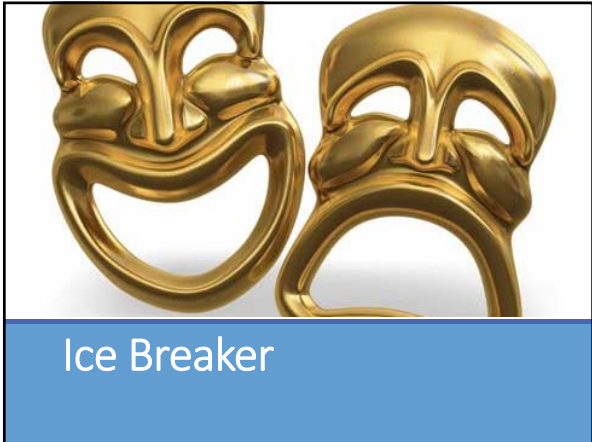
- Own childhood
- Daily experiences
- Mood/state of mind
- ???






It's Time For A Break

Breathe Deeply. Stretch. Relax.





All Behavior is Communication

IF we teach children expectations and how to meet their needs with socially acceptable behavior, **THEN** behavior that challenges us/others will decrease.

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How do we define behavior?
A behavior refers to a specific action—it can be observed.

Labels	Observable Actions
<ul style="list-style-type: none"> Aggressive 	<ul style="list-style-type: none"> Hits and kicks
<ul style="list-style-type: none"> Friendly/affiliation 	<ul style="list-style-type: none"> Enters and sustains play with peers for <u>XX</u> minutes/ specific part of the day
<ul style="list-style-type: none"> Disruptive 	<ul style="list-style-type: none"> Touches other children sitting near during circle time
<ul style="list-style-type: none"> Oppositional 	<ul style="list-style-type: none"> Does not follow directions when requests are made
<ul style="list-style-type: none"> Engaged 	<ul style="list-style-type: none"> Attentive at group time and sustains play with materials at free choice

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What Might be Impacting Behavior?



Brainstorm Activity

WHAT DO WE KNOW IMPACTS BEHAVIOR?

WHAT DO WE WONDER ABOUT BEHAVIOR?

Adverse Childhood Experiences: ACES





Universal Supports

- Implement an engaging curriculum and interest areas (Creative Curriculum).
 - Children who are receiving highly individualized instruction and have autonomy to choose activities based on their interest are less likely to communicate in challenging ways.
- Implement a social emotional curriculum (Second Step) to create a common language and procedures for the classroom.
 - Children will feel less "singled out" if it is a shared classroom value and if peers can help one another communicate.

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Teaching Expectations

IF we teach children expectations and how to appropriately meet their needs, **THEN** behaviors that challenge others will decrease.

<http://eclkc.vzaar.me/4499873>

What are your classroom behavior expectations?

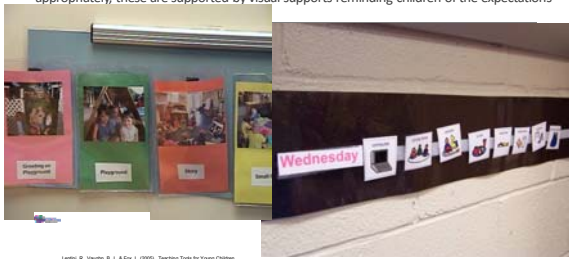
Please consider:

- Classroom routines
- Parts of the day
- Child expression

Please keep in mind:

- Implicit bias
- Racial/cultural influences

A daily schedule is set up, available in picture and written form (visual schedule), and has strategies in place for teaching children how to care for the classroom and materials appropriately, these are supported by visual supports reminding children of the expectations



LARSEN, S., VAUGHN, B. J., & FINE, L. (2005). Teaching Tools for Young Children with Challenging Behavior. Tampa, Florida: University of South Florida, Early Intervention Center Services Support.

Materials support children's abilities to complete self-initiated activities- this means that material locations are identified (labeled) to allow for efficient clean up. Materials are adequate to support the number of children allowed to play there



There is a clearly identified 'calm down' area or alone space for one child



Learning centers have clear physical boundaries



Transitions between activities are appropriate and wait times have been minimized, adequate visual supports (cues) are in place



Additional Prevention Strategies

- Offering **choices** using pictures or actual objects.
- **Safety signal** - providing a timeline (“5 minutes till clean-up”), use visual timer
- **Modify task length** – allow more time for individual activities.
- **Communicate** reinforcer prior to activity, “when we are done cleaning up, we will...”
- “Catch them doing well!”

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A walk through the website resources.....

PSESD: WWW.EARLYLEARNINGWA.ORG
 E-DECA: [HTTPS://WWW.E-DECA2.ORG/LOGIN.ASPX?TMO=Y](https://WWW.E-DECA2.ORG/LOGIN.ASPX?TMO=Y)
 TS GOLD: [HTTPS://GOLD.TEACHINGSTRATEGIES.COM/LOGIN.CFM?RURL=HTTPS%3A%2F%2FGOLD%2ETEACHINGSTRATEGIES%2ECOM%2FGOLD%2FLO@GININ%2ECFM&SYSTEM=GOLD](https://GOLD.TEACHINGSTRATEGIES.COM/LOGIN.CFM?RURL=HTTPS%3A%2F%2FGOLD%2ETEACHINGSTRATEGIES%2ECOM%2FGOLD%2FLO@GININ%2ECFM&SYSTEM=GOLD)
 CSEFEL: [HTTP://CSEFEL.VANDERBILT.EDU/](http://CSEFEL.VANDERBILT.EDU/)
 HEAD START INCLUSION: [HTTP://HEADSTARTINCLUSION.ORG/TEACHER-TOOLS](http://HEADSTARTINCLUSION.ORG/TEACHER-TOOLS)
 ECLKC: [HTTPS://ECLKC.OHS.ACF.HHS.GOV/HSLC/TTA-SYSTEM/TEACHING](https://ECLKC.OHS.ACF.HHS.GOV/HSLC/TTA-SYSTEM/TEACHING)

Thank you!

Heather Floyd
hfloyd@psed.org
 Julie Gretchen
jgretchen@psed.org

Please complete the MERIT evaluation and leave it on your table.

Use the index cards at your table to help plan the next session. Please answer the following:

1. I was most engaged when...
2. If I could change something it would be...
3. Next time I hope we have time to...
