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Land Acknowledgements

Before we begin, we acknowledge the original inhabitants of this area, the Kuma Kumeyaay Nation. The Kumeyaay (translates to those who face water from a cliff), also known as Tipai-Ipai, are a tribe of Indigenous peoples of the Americas who live at the northern border of Baja California in Mexico and the southern border of California in the United States. We want to recognize and respect the Kumeyaay as traditional and current stewards of this unceded land, who less than a year ago put their bodies on the line against construction crews to prevent the construction of a border wall through sacred sites. In addition to formally recognizing Indigenous peoples as the original inhabitants of this land, we believe in Land Back, putting unceded Indigenous land back under Indigenous control, respecting Indigenous rights, preserving languages and traditions, and ensuring food sovereignty, housing, and clean air and water.

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Welcome: Sawubona

Call and Response

C: Sawubona. We see you here.

R: Yebo,sawubona. We see you seeing us.

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LaTysa Flowers

LaTysa Flowers. Family Support Specialist and Certified Positive Discipline Educator, supports adults to increase their capacity to foster positive relationships based on mutual respect.

LaTysa advises organizations in developing culturally responsive systems and programs. She serves as a CASA for youth in foster care, holding educational rights and advocating for access to services to allow youth to reach their academic potential.




LaTysa founded Parents Empowerment Services to provide educational advocacy, consultation, and coaching for parents and caregivers of children with academic, developmental, and social emotional challenges.


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Aisha Pope

SAN DIEGO CENTER FOR CHILDREN
Healing Hearts and Minds

Aisha Pope is a Licensed Clinical Social Worker who has worked in the San Diego Children's System of Care for over 20 years. She's currently the Program Director at the FFAST Program at San Diego Center for Children and is in Private Practice in La Mesa.

She is passionate about supporting children and their families to grow and thrive together. She is a proud mom of 2, Certified Positive Discipline Lead Trainer, and a rostered provider in Child Parent Psychotherapy.



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SHARED LEARNING AGREEMENTS

- Creating Safety** • TODAY'S TOPIC MAY BE UPSETTING. PLEASE CARE FOR YOURSELF & ENGAGE IN A WAYS THAT FEEL SAFE TO YOU
- Choice & Control** • KNOW THAT YOU HAVE CHOICE IN HOW YOU PARTICIPATE & WE ENCOURAGE YOU TO LEAN INTO THE PROCESS FOR LEARNING & GROWING
- Regulation** • WE ENCOURAGE YOU TO NOTICE WHAT YOUR BODY & EMOTIONS ARE TELLING YOU AS CUES FOR PRACTICING REGULATION AS YOU NEED TO THROUGHOUT OUR TIME
- Relationships** • US CONNECTING & SHARING WITH ONE ANOTHER FOSTERS OUR LEARNING & TRANSFERRING IDEAS.
- Reflection** • WE ENCOURAGE REFLECTING ON THE CONTENT & IDEAS OF OTHERS TO FOSTER SELF-AWARENESS

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Challenges	Life Skill & Characteristics
<ul style="list-style-type: none"> Communication Power struggles Talking back Hitting/biting screaming regression Lack of focus Disruptive in class disengaged Not listening Not sharing Low motivation Sleep disturbance Tantrums Excluding others disobedience Hurting self Results focused (competitive) 	<ul style="list-style-type: none"> Cooperation Empathy Self advocacy Emotional Intelligence responsible Self esteem Social skills independent confident Thriving vs surviving Health coping Communication Integrity Helping the community honesty Healthy relationships Happy and fulfilled Self love Boundaries

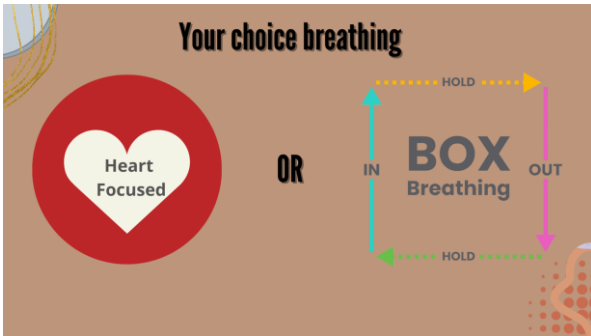
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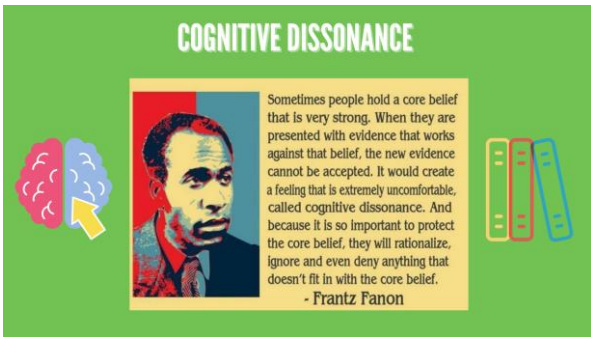
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SAY WHAT YOU SEE ACTIVITY

Look at the chart and say the **COLOUR** not the word

YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
ORANGE	GREEN	BLACK
BLUE	RED	PURPLE
GREEN	BLUE	ORANGE

Left - Right Conflict
Your right brain tries to say the colour but your left brain insists on reading the word.

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POLL

Did I learn that some cultures, races, ethnicities or groups were good and some were bad?



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THE DOLL TEST



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LEARNING AND UNLEARNING

<p>"selectivity based on ethnic differences is not present in the first days of life, but is learned within the first 3 months of life." <small>Kelly et al (2005)</small></p>	<p>"by the time they start kindergarten, children begin to show many of the same implicit racial attitudes that adults in our culture hold" <small>Kessler, K. D. (2016)</small></p>	<p>With sufficient reasoning and positive information, negative implicit attitudes about people can be unlearned. <small>Waters T., Ferguson M. (2015)</small></p>
<p>"3 year olds hold adult-like prejudices believing that race determines whether or not one is honest, smart, or clean." <small>Herschfeld, L. A. (2008)</small></p>	<p>"avoiding conversation about race only encourages prevalent stereotypes [to] remain unchanged" <small>Katz, Kofkin (1997)</small></p>	<p>Anti-racism a process of... unlearning co-learning engaging enacting</p>

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SEPARATE IS NOT EQUAL

Brown V. Board of Education
1954

*"To separate children from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone."
Chief Justice Earl Warren*

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WHAT ?

Implicit bias in early childhood educational settings is discouraging. Discouragement is at the root of perceived misbehavior.

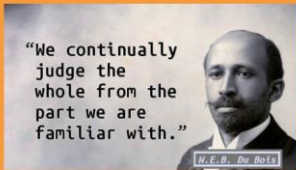
Misunderstood behaviors of Black children can be pathologized contributing to the

- disproportionate rate of suspension
- expulsion from their learning environments
- overrepresentation in special education



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W.E.B DUBOIS



African American civil rights activist during the early 20th century. William Edward Burghardt Du Bois (1868-1963) was an African American scholar, historian, educator, author, and founding member of the NAACP. He was the first African American to receive an Ph.D.

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WHAT IS BIAS?

1. Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

2. Cause to feel or show inclination or prejudice for or against someone or something.



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EXPLICIT BIAS

Attitudes and beliefs we have about a person or group on a conscious level.



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IMPLICIT BIAS

Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.



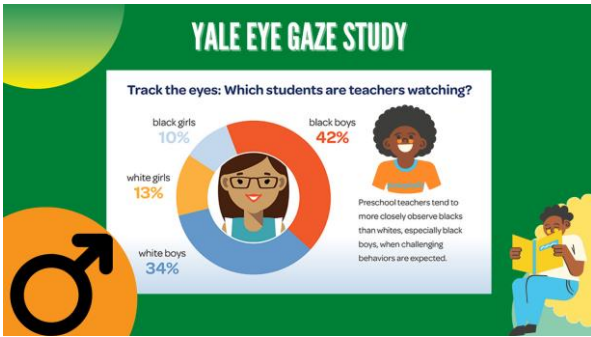
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RACIAL BIAS

A form of implicit bias that is more specific to the attitudes or stereotypes that affect our understanding, actions, and decisions based on race.



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SO WHAT ?



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IMPLICIT BIAS IN THE EARLY CHILDHOOD CLASSROOM

Teacher's lack of knowledge (cultural competence) regarding culture can fuel the development of biased beliefs and expectations.

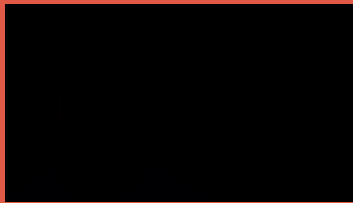
Teaching is contextual and situational process and is most effective when ecological factors, such as prior experiences, community settings, cultural backgrounds and ethnic identities of teachers and students are included in its implementation.
(Gay, 2002)

'Do Early Educators' Implicit Bias Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsion and Suspensions?' -Yale University Child Study Center, September 2016.



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OUR HIDDEN BIAS



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WHAT IS THE 'PRESCHOOL TO PRISON PIPELINE?'

The Preschool to Prison Pipeline is a metaphor used to describe the progression of early school removal practices into the correctional system

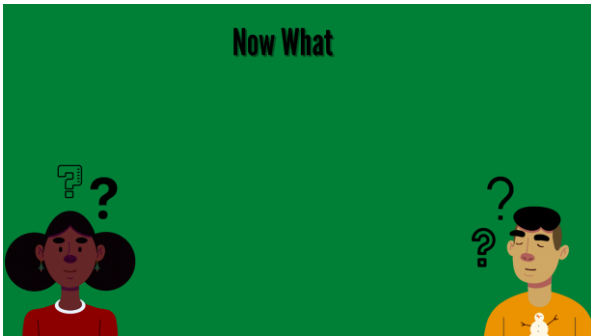
(Adamu & Hogan 2015)

conceptualized as a series of roadblocks and obstacles that hinder black children from academic success but funnel them into the criminal justice system

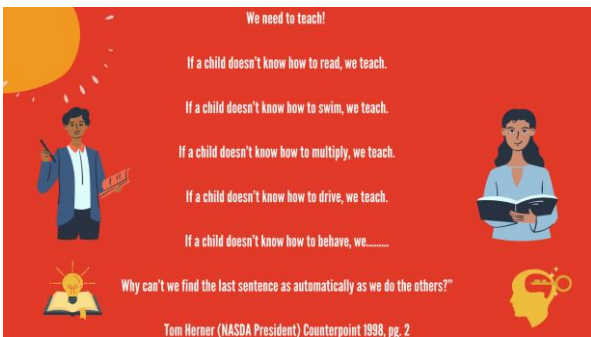
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BORN BRILLIANT



I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them." - Asa Hilliard

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CENTERING DIGNITY

COGNI+IVE

CULTURES OF DIGNITY
ROSALIND WISEMAN

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BELONGING

The sense that I fit in and am a part of something




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Significance

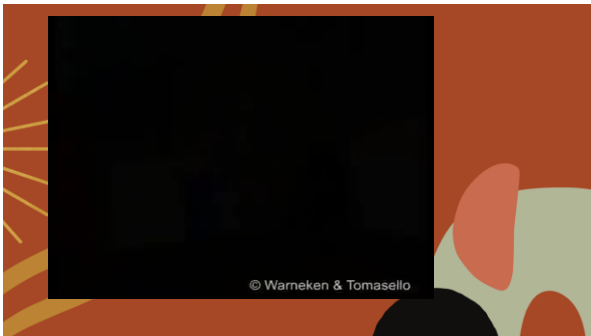
The sense that I am important, capable, and contributing, often achieved through meaningful work.

Meaningful Work should...

- Make sense
- Have a point
- Contribute to the greater good

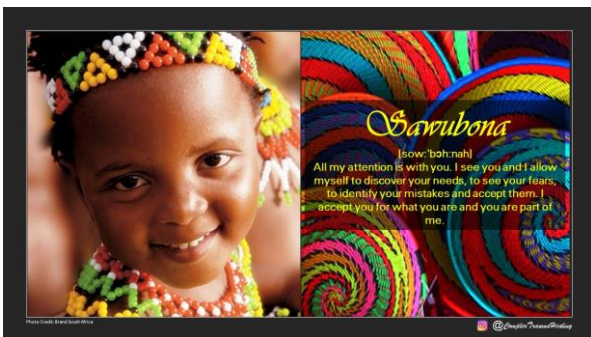


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© Warneken & Tomasello

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Sarubona
[sow-'boh-nah]

All my attention is with you. I see you and I allow myself to discover your needs, to see your fears, to identify your mistakes and accept them. I accept you for what you are and you are part of me.

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Laddership to Leadership

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CHALLENGES

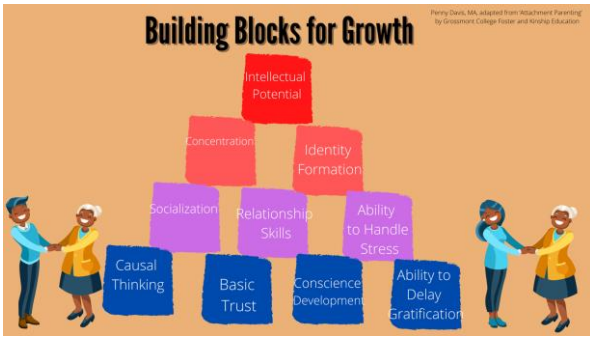
LIFE SKILLS AND CHARACTERISTICS

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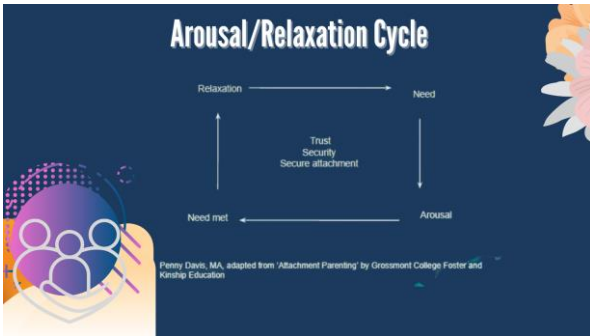


EMPATHY IS SEEING WITH THE EYES OF ANOTHER, LISTENING WITH THE EARS OF ANOTHER, AND FEELING WITH THE HEART OF ANOTHER.
- Alfred Adler

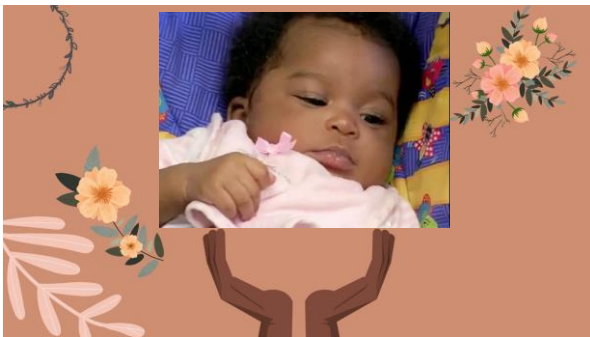
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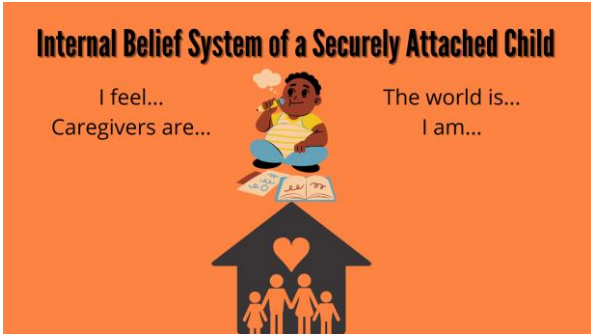
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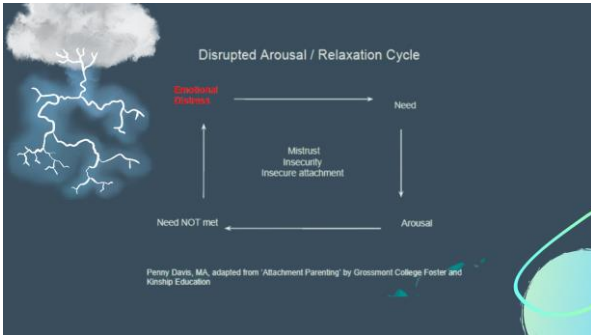
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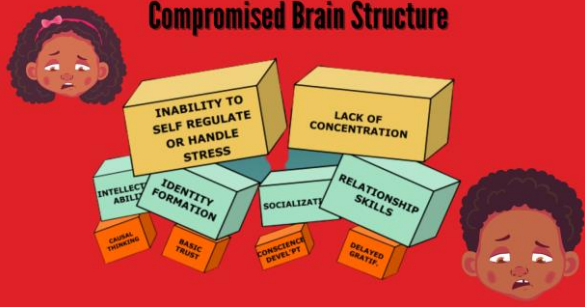
Internal Belief System of an Insecurely Attached Child

I feel... Caregivers are... The world is... I am...



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Compromised Brain Structure



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Foundational Skills

- Basic Trust**
Routines (including class meetings)
Consistency and reliability in the relationship.
Relationships based on dignity and respect (firm and kind)
Listening to their story
- Causal Thinking**
"What" and "how" questions
Limited choices
Focusing on solutions
- Conscience Development**
"What" and "how" questions
Class meetings
Gradual building of empathy (being listened to, feeling felt)
Respecting differences (Activity: Animal Kingdom)
- Ability to Delay Gratification**
Routines
Consistency
Relationships built on dignity and respect (firm and kind)
Class meetings – working with peers
Mistakes are opportunities to learn



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Higher Order Skills

Identity Formation and Intellectual Potential

- Classroom jobs and responsibility
- Being able to contribute in meaningful ways
- Using "I" statements and learning language for emotions
- Opportunities to practice during play
- Learning how to make amends and fix mistakes instead of "paying for them"
- "It seems like you feel... because..."

Relationship Skills and Socialization

- Adult relationships based on dignity and respect (firm and kind)
- Class meetings
- Problem solving
- Wheel of choice
- Opportunities for play and practice and making mistakes
- Mistakes are opportunities to learn


Ability to Handle Stress and Concentration

- De-escalation tools (modeled, taught, expected)
- Teaching students about their own brain (brain in the hand)
- Using "I-statements"
- Learning language for emotions
- Space for "chilling out" (Positive Time Out or Chill Down Time - CDT)
- Class meeting to be heard and validated, and to recognize that others have similar feelings
- Mistakes are opportunities to learn



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DISCOURAGEMENT AND MISBEHAVIOR



"A misbehaving child is a discouraged child."
-R. Dreikurs

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Children who are deeply discouraged or traumatized struggle to:

- Succeed academically and socially at school
- Problem solve
- Trust adults or peers
- Pay attention (preoccupied with worrying about danger or intrusive thoughts)
- Understand reasonable cause and effect or make meaning of consequences
- Take another's perspective
- Control impulses and read social cues
- Accurately perceive safety (may over perceive danger)
- Believe they matter

Adapted from: "Helping Traumatized Children Learn"

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Tools For Students Who Over Perceive Danger

Do:

- Teach routines
- Post schedules
- Practice transitions
- Be Kind and Firm
- Warn about potential surprises (even good ones)
- Connection rituals
- Emotional honesty



Avoid:

- Inconsistency/Irregular behavior
- Allowing bullying/name-calling
- Requiring students to spontaneously present in front of the class
- Poor follow-through
- Unpredictability

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Tools For Students Who Don't Believe they Matter

Adapted from: jody McVitte, MD www.SoundDiscipline.org

Do:

- Encouragement
- Appreciation circles
- Learning about the student
- Use their names as often as possible
- Not giving up when they try to shut you out

Avoid:

- Shaming/blaming
- Calling out publicly, humiliating/embarrassing
- Comparing with others (even as a good example)



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Tools For Students Who Have Difficulty Self Regulating

Do:

- Teach short self regulation tools
- Teach emotional awareness
- Use emotion rich language
- Connect with student - "It seems like you feel ___"
- Whole class activities requiring patterns of motion
- Give control where possible "I'm changing the seating chart...is there a place that feels most safe for you?"

Avoid:

- Raising your voice
- Punishment, threats, and put downs
- Trivializing feelings/behavior



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EMPOWERING

FOCUS ON EMPOWERING – DEFINED AS “TURNING CONTROL OVER TO YOUNG PEOPLE AS SO AS POSSIBLE SO THEY HAVE POWER OVER THEIR OWN LIVES”

- LISTENING AND GIVING EMOTIONAL SUPPORT AND VALIDATION WITHOUT FIXING OR DIMINISHING
- TEACHING LIFE SKILLS
- MAKING AGREEMENTS AND FOLLOWING THROUGH
- DECIDING WHAT YOU WILL DO CENTERING DIGNITY AND MUTUAL RESPECT
- SHARING YOUR THOUGHTS, FEELINGS AND DESIRES WITH OUR LECTURING OR MORALIZING
- FOCUSING ON SOLUTIONS WITHOUT “SCOPE CREEP”

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EMPOWERING CONSIDERATIONS

ENABLING RESPONSES MAY BE MORE HABITUAL AND FAMILIAR THAN EMPOWERING RESPONSES

PUNISHMENT IS ENABLING BECAUSE :

- CONTROL IS HELD BY THE ADULT
- FOCUS MOVES FROM THE PROBLEM TO POWER RELATIONSHIP
- CREATES RISK OF RESENTMENT, REVENGE OR RETREAT CYCLE.
- DOES NOT ENCOURAGE YOUNG PERSON TO TAKE RESPONSIBILITY FOR REPAIR.



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YOUR CHOICE BREATHING



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REFLECTIONS

Share one thing you learned, or a one word feeling,
or one thing you
might do or think differently about as a result of
the workshop.



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It is our responsibility to give every child a **culturally responsive, trauma informed and equitable academic experience** in their early learning environment.



After attending this session I hope that each of us takes the time to reflect on our own biases **before** ever considering excluding a child from valuable learning opportunities. When we isolate children, we limit their ability to play and make friends. As we have briefly touched on in this workshop, children learn through play and relationships the necessary skills needed to form positive identities of themselves and others. I implore you to check your biases before making an emotional decision that may impact the life of a child and put them on them on the "preschool to prison pipeline".

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REMEMBER:

**Rules without Relationships= rebellion, resistance,
resentment and regression**

Connection before Correction



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