

AMPLIFYING BRILLIANCE

**CENTERING DIGNITY
THROUGH
CONNECTEDNESS**



Centering dignity
amplifies
brilliance.

Kristin Hovious

Kristin Hovious is an educator with over two decades of experience in vocational and adult education. Her love of anatomy and the science of human development brings her to the work, supporting adults in intentionally creating environments centering dignity and mutual respect.



In 2020, Hovious published *Our Brain Book*, a children's rhyming book written to help children and adults understand the brain science behind self and co-regulation.

Through SEL Chicago, Hovious serves teacher preparation programs, Chicago Public Schools, private and parochial schools and youth serving organizations in the Midwest and beyond. She resides in Chicago, IL with her husband and two children.




Welcome: Sawubona


Call and Response

C: Sawubona. We see you here.

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



PHYSICAL NOTETAKING



LaTysa Flowers

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

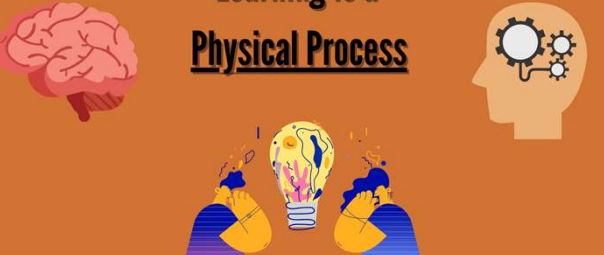
LaTysa advises organizations in developing culturally responsive systems and programs. She serves as a CASA for youth in foster care, holding educational rights and advocating for access to services to allow youth to reach their academic potential.



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.



Learning is a Physical Process





Anatomy "Learning" Hack



- The physical movement of the hand on paper can increase *self-regulation*
- Writing by hand fires the brain's *encoding process*
- Happens in the brain's *hippocampus* - the decision to store the information long-term or let it go
- Writing something by hand *increases* the chances the knowledge will be *stored for later* and helps the brain process in a *more detailed way*

LEARNING OUTCOMES



- Examine the origin of disparities in preschool suspension and expulsion that contribute to discouragement in young children
- Exploring power of self-regulation in empowering adults caring for young children.
- Understand the importance of horizontal relationship and ways in which horizontal relationships provide encouragement
- Identify self-regulation and co-regulation

SHARED LEARNING AGREEMENTS

Creating Safety

- TODAY'S TOPIC MAY BE UPSETTING. PLEASE CARE FOR YOURSELF & ENGAGE IN 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

- CONNECTING & SHARING WITH ONE ANOTHER FOSTERS OUR LEARNING & TRANSFERRING IDEAS.

Reflection

- WE ENCOURAGE REFLECTING ON THE CONTENT & IDEAS OF OTHERS TO FOSTER SELF-AWARENESS

REGULATION TECHNIQUES

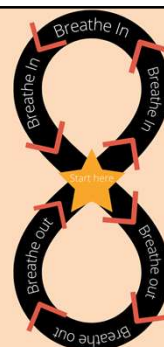


What Do We Need?

The *Sankofa Bird* reminds us that we must continue to move forward as we remember our past. And at the same time we plant the seed for the future generations that come after us.



Figure 8 Breathing



HEART FOCUSED BREATHING



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.

WHAT ?

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



POLL

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



COGNITIVE DISSONANCE



Sometimes people hold a core belief that is very strong. When they are presented with evidence that works against that belief, the new evidence cannot be accepted. It would create a feeling that is extremely uncomfortable, called cognitive dissonance. And because it is so important to protect the core belief, they will rationalize, ignore and even deny anything that doesn't fit in with the core belief.

- Frantz Fanon



THE DOLL TEST



Played from <https://www.youtube.com/watch?v=tkpUyB2xgTM>



LEARNING AND UNLEARNING

"selectivity based on ethnic differences is not present in the first days of life, but is learned within the first 3 months of life."

Kelly et al (2005)

"by the time they start kindergarten, children begin to show many of the same implicit racial attitudes that adults in our culture hold"

Kinzler, K. D. (2016)

With sufficient reasoning and positive information, negative implicit attitudes about people can be unlearned.

Heinen T., Ferguson M. (2019)

"3 year olds hold adult-like prejudices believing that race determines whether or not one is honest, smart, or clean."

Hindorf, L. A. (2008)

"avoiding conversation about race only encourages prevalent stereotypes [to] remain unchanged"

Katz, Kofkin (1997)

**Anti-racism a process of...
unlearning
co-learning
engaging
enacting**

EXPLICIT BIAS

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



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

IMPLICIT BIAS

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



WHAT IS BIAS?

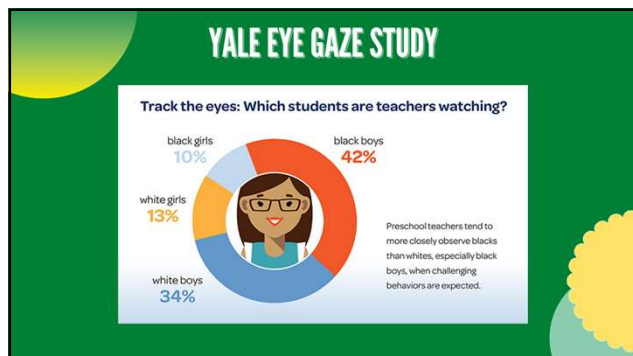
1. Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
2. Cause to feel or show inclination or prejudice for or against someone or something.



RACIAL BIAS

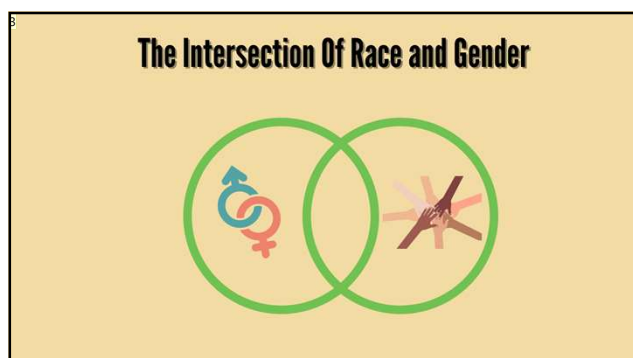
A form of implicit bias that is more specific to the attitudes or stereotypes that affect our understanding, actions, and decisions based on race.





SO WHAT ?

Bias in action that creates othering, shaming and exclusion negatively impacts the social emotional well-being and behavioral presentation of young children.



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.

W.E.B DUBOIS

"We continually judge the whole from the part we are familiar with."

W.E.B. Du Bois

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 a Ph.D.

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

OUR HIDDEN BIAS



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

REGULATION TECHNIQUES



Now what



A MOMENT FOR WRITTEN REFLECTION

Where were you feeling this in your body?

What were you feeling?

What were you thinking?

What were you deciding?

This other person is _____.

I am _____.



BELONGING

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



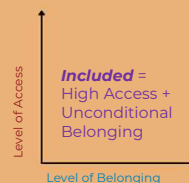
CONSIDER BEHAVIORS ...

What are some of the challenging behaviors that you have seen in the virtual or physical classroom?



Belonging

The extent to which people feel personally **appreciated**, **validated**, **accepted** and **treated fairly** within an environment.



Cobb & Krownapple, 2019

Consider An Iceberg...



What are some of the reasons that a young person might show us those behaviors?



Human Development Link

Essential human need.

Human beings are social beings and their basic motivation is to belong.

– Rudolf Dreikurs

We need each other as we need the earth we share.

– Maya Angelou

Our nervous systems seek **secure attachment** to others and are supported in this journey by the presence of responses that increase experiences of **safety**, **soothing** and **feeling seen**.

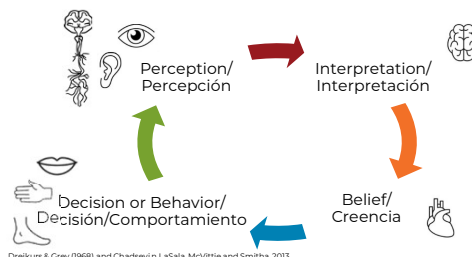
Behavior is Communication

Behavior = skill level + encouragement level.

Behavior we see is the child's solution to a problem we might not see. Behavior = barometer of **belonging**.



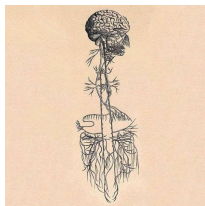
Theory of "Private Logic"



Dreikurs & Grey (1968) and Chadsey in LaSala, McVittie and Smitha, 2013

Science behind this

- Vagus (vey-guhs) Nerve
 - Cranial Nerve X (10)
 - Known as the "wanderer"
- Sensory And Motor
- Innervates:
 - Muscles of facial expression
 - Voice
 - Every organ in our torso including
 - Heart
 - Lungs
 - GI tract



Learn more – Stephen Porges – Polyvagal Theory and Resmaa Menakem – My Grandmother's Hands.

#BrainSciencelsMagic



Cerebral Cortex Essential Questions:

¿Qué puedo aprender?

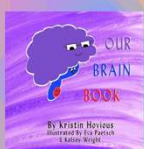
- What can I learn?
- How can I solve this?
- How can I contribute

Tools

Creative wisdom, executive functioning, problem solving, ability to manage stress

Hovious, 2020, Siegel & Hartzel, 2003, Bailey, 2013

Understanding the brain's responses to stress help us become more habitual "belonging" responders



Hand Model of Brain



Calm and ready to process, ask questions and problem solve

Mi mano representa como funciona el cerebro.



Disconnected from the cortex's control center

Hand Model of Brain

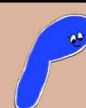
**Integrado
Integrated**

Calm and ready to process, ask questions and problem solve

Mi mano representa como funciona el cerebro.



(Siegel and Hartzel, 2003, 2014)



Cerebral Cortex Essential Questions:

- ¿Qué puedo aprender?
- What can I learn?
 - How can I solve this?
 - How can I contribute

Tools

Creative wisdom, executive functioning, problem solving, ability to manage stress

Brainstem Essential Question:

- Am I safe?

Tools

Fight, Flight, Freeze
Faint
Fawn

Limbic System Essential Questions

- Am I liked? Am I loved?
- Do I like and love myself?
- Do I belong?
- Am I seen?
- Am I being treated with dignity?
- Am I being listened to
- Am I being treated in a way that celebrates and preserves my personal autonomy and dignity.

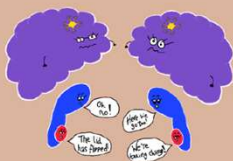
Tools

Name calling, blaming, shaming, defensiveness, gossiping

Our brains are wired to connect....



So sometimes when your lid is flipped, it flips the lid in me.



And reflect back and feel what we see....

Operationalize learning

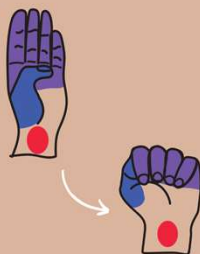


Teach this "simple" concept to the adults and children in your life.
 Create non verbal signals for communicating connection and upset
 Teach children to recognize the physical sensations of emotions
 Build emotional vocabulary together
 Normalize error – practice how community responds to community member error.
 Build emotional vocabulary together and explicitly teach physical sensations of emotions as a cue that pause is needed.
 Avoid calling behavior "good" or "bad."
 Normalize the depth and breadth of human emotions.
 Model pause and proactive self-regulation strategies in your learning spaces.
 Co-Create a "calming spot" to feel more integrated
 Solve problems only when all parties are emotionally regulated.
 Pay attention to the Vagus Nerve Responses

Reflection

What are some of the physical sensations I have when I am emotionally dysregulated?

What actions help me return to regulation?



Consider looking at behavior as communication & with curiosity

- What skill is missing?
- How could this student be encouraged – look for strengths?
- Where can intentional action be made toward intentional creation of belonging and other actions to increase sense of safety and belonging?

Reflection

- What is interesting/new/helpful in this learning for me?
- How might I use this learning with others in my care?



We need to teach!

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we.....

Why can't we find the last sentence as automatically as we do the others?*

Tom Herner (NASDA President) Counterpoint 1998, pg. 2

