Creating an Inclusive Environment for All

Understanding how culture and diversity play a role in child development and student well-being
Agenda

- Culture & Child Development
- Culturally Responsive Education
- ACEs, Trauma & Hope
- Relationships & Engagement
- Other Considerations

Acknowledgements

The Child Adult Relationship Enhancement (CARE) Development Team
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I wish my teacher knew...

https://youtu.be/6k1-KExA9p8
JUST ONCE, I want to be part of a staff meeting where the agenda reads ‘Things We Are Removing From Teacher Plates.’

“Today we’re going to learn how to…”

*phone rings*
*kid walks in with a note from another teacher*
*a silver Taurus has its lights on in the faculty lot*
*fire alarm goes off*

THERE’S NO TIME THERE’S NEVER ANY TIME !!!!!
Culture, Diversity & Child Development

- Cultural background gives children a sense of who they are.
- A child's interactions shape their perception and judgment of others.
- Children as young as 2-3 years old become aware of and begin to absorb ideas and feelings about themselves and others.
- Toddlers notice differences, but generally do not act on those differences.
- However, by age 5, children express preferences for their own race (Kinzler & Spelke, 2011).
Culturally Responsive Education

- Understand and embrace diversity
- Focus on the assets students bring to the classroom with them from their home and community
- Be aware of your own unconscious bias
- Maintain an attitude of cultural humility
A Glimpse Into Trauma & ACEs

Adverse childhood experiences are potentially traumatic events that occur in childhood 0-17 years.

- 64% of youth have been exposed to 1+ ACE
- 38% of youth have been exposed to 2+ ACEs
- 20-25% of youth from lower socio-economic status backgrounds experience 4+ ACEs

Among school-aged youth:
- 8% experience sexual assault
- 16% experience cyber bullying
- 17% experience physical assault
- 39% witness violence

The greater the number of ACEs the greater the risk for poor life outcomes later in life (such as disease, substance use, unstable employment, etc.)
The Impact of Trauma & ACEs

Potential Behavior Changes

- Changes in school performance
- Decreased attention & concentration
- Changes in sleep
- Changes in appetite
- Changes in mood
- Increased irritability
- Increased big emotions or anger outbursts
- Increased withdrawal
## Trauma Informed Mindset

<table>
<thead>
<tr>
<th>Traditional View</th>
<th>Trauma Informed View</th>
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<tbody>
<tr>
<td>Students choose behavior and challenging behavior deserves immediate consequences</td>
<td>Students want to do well, but may lack the skills; challenging behaviors may indicate other issues and should be explored</td>
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<tr>
<td>Student has anger management issues or is uncontrollable</td>
<td>Student is using non adaptive responses to get their needs met and/or has difficulty self regulating</td>
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<tr>
<td>Uses labels and diagnoses to describe students (problem child, SPED, ED, EBD, ADHD)</td>
<td>Reframes behavior to identify strengths</td>
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<tr>
<td>Authoritarian</td>
<td>Collaborative and supportive</td>
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<tr>
<td>Uses jargon and acronyms with students and caregivers</td>
<td>Uses language that all can understand</td>
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<tr>
<td>Students should already know the expectations</td>
<td>Teaches and reteaches expectations using social emotional learning strategies</td>
</tr>
<tr>
<td>Creates systems that make students work for or caregivers advocate for support</td>
<td>All students receive support regardless of their needs</td>
</tr>
<tr>
<td>Minimizes coping strategies</td>
<td>Behavior is a communication and serves a function</td>
</tr>
<tr>
<td>Focuses solely on academic performance and cooperative behavior</td>
<td>Views students from a whole person perspective, including their life outside of the classroom</td>
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There is Hope!

- The majority of children after traumatic events are resilient
- Research supports that Positive Childhood Experiences help children grow into healthy, resilient adults.
- HOPE = Healthy Outcomes from Positive Experiences
  - Relationships
  - Safe, equitable, stable environments
  - Social & civic engagement
  - Emotional Growth

https://youtu.be/bypJUDxfZTU
How to Support Social-Emotional Learning

SEL is the process through which learners acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve goals, demonstrate empathy, establish and maintain supportive relationships, and make responsible and caring decisions.

CASEL, 2022.
Children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development.
Now what?
The Qs - Things to Avoid*

- **Quash** the “Need to Lead”
- **Quit** unnecessary Questions
- **Quiet** the criticisms (no, don’t, not, stop and quit)

*Note: these “AVOIDs” may not always apply, but are ideas to consider as you work to enhance engagement with students*
The Ps

• Praise

Specific labeled praises:
➢ Let students know exactly what you like
➢ Increase positive behavior
➢ Motivate change
➢ Make you and your students feel good

Paraphrasing or reflecting:
➢ Allows students to lead the conversation
➢ Shows that you are listening
➢ Demonstrates acceptance
➢ Increases speech and language development

• Paraphrase

• Point-Out

Pointing out or describing:
➢ Allows students to lead
➢ Shows engagement
➢ Can teach concepts or ideas
➢ Increases student’s attention to a task
➢ Models appropriate speech
Choose Your Battles

Strategic Attention

- For addressing attention-seeking behaviors
- The behavior may get worse before it gets better
- **ALWAYS ADDRESS** aggressive and violent behavior per school policy

Positive Opposites

- Pay attention to the behavior you want to increase
- Give a labeled praise whenever you see the positive opposite
Take Away Examples

Labeled Praises
You’re doing awesome finishing assignments on time.
That was kind of you to help him with his science.
I appreciate how clearly you explained your point of view.
Fill in the blanks:
Thank you for...
I love it when you..
You made a great choice to...

Paraphrase/Reflections:
Student: He has a cool ass name.
Adult: Yea, it is a cool name.
Student: This piece don’t fit.
Adult: Yes, that piece doesn’t fit.

Point out / Describe
You’re sitting very quietly.
You’re working to get organized.
You took your hat off like I asked.

Paraphrase/Reflections:
Student: He has a cool ass name.
Adult: Yea, it is a cool name.
Student: This piece don’t fit.
Adult: Yes, that piece doesn’t fit.

Positive Opposites:
Negative behavior: Interrupting
Praise: Thanks for waiting patiently for me to finish talking.
Negative behavior: Not following directions
Praise: You did a great job following directions!
Other Considerations

- Is your classroom or workspace welcoming & safe for students?
- Are posted rules positively stated? (Dos instead of Don’ts)
- Do you learn to pronounce your students’ names correctly?
- Do you display multicultural artwork?
- Do you acknowledge a variety of holidays?
- Do you have any class traditions or rituals?
- Do you do relationship housekeeping?
USE IT OR LOSE IT!

Write down how you plan to implement something you learned today.

Learn, Practice, Improve
Every Child Deserves a Champion

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator

https://youtu.be/SFnMTHhKdkw
Sources


Healthy Outcomes from positive experiences. Tufts Hope. (2022, April 1). Information retrieved April 20, 2022, from https://positiveexperience.org/


Thank you!

“What a teacher writes on the blackboard of life can never be erased.”