



HEAD START

Regional T/TA Network

SCHOOL READINESS:

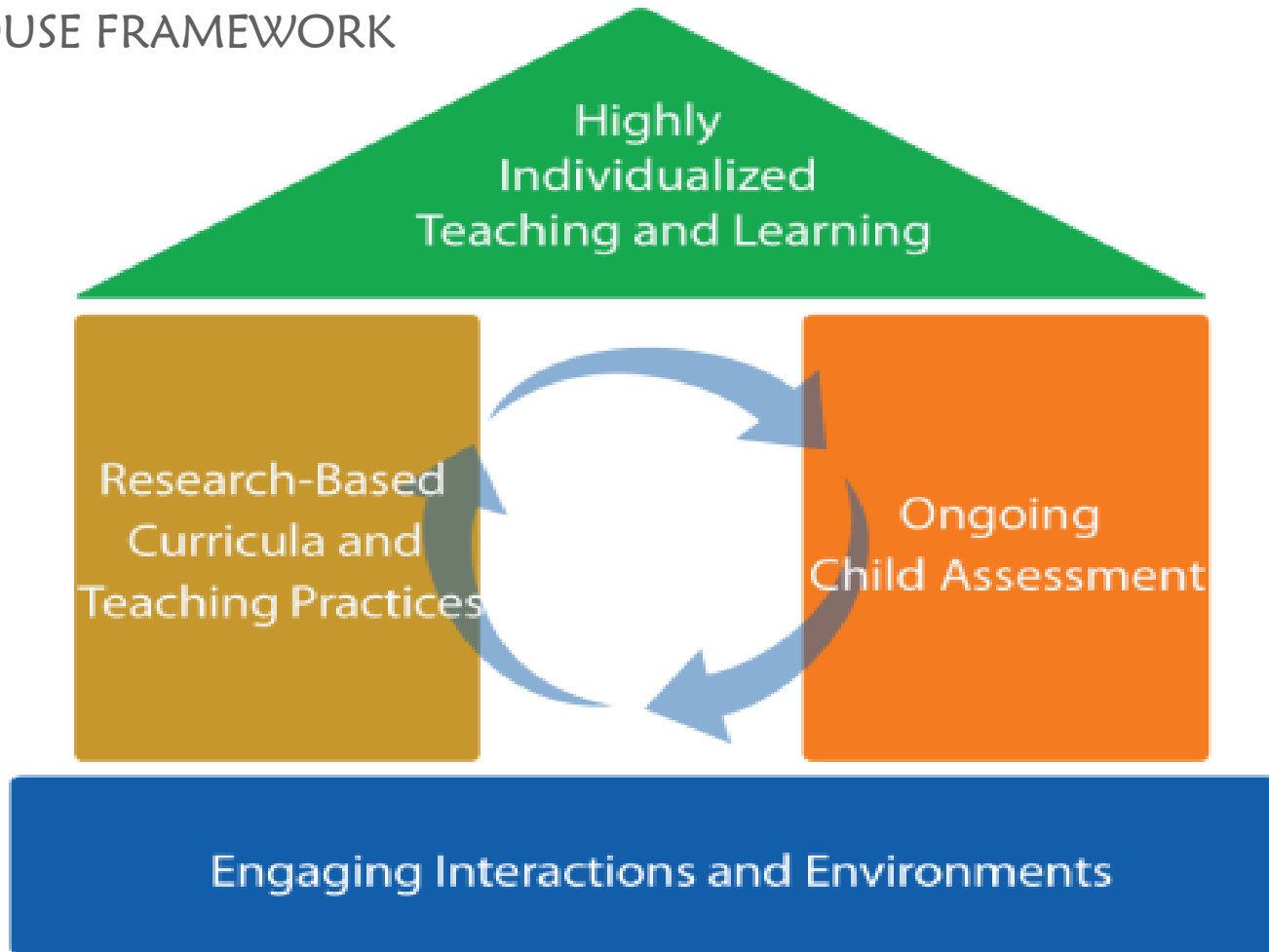
Creating RESPECTFUL LEARNING communities for children and adults

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AIAN Region XI TTA Head Start EC Specialists



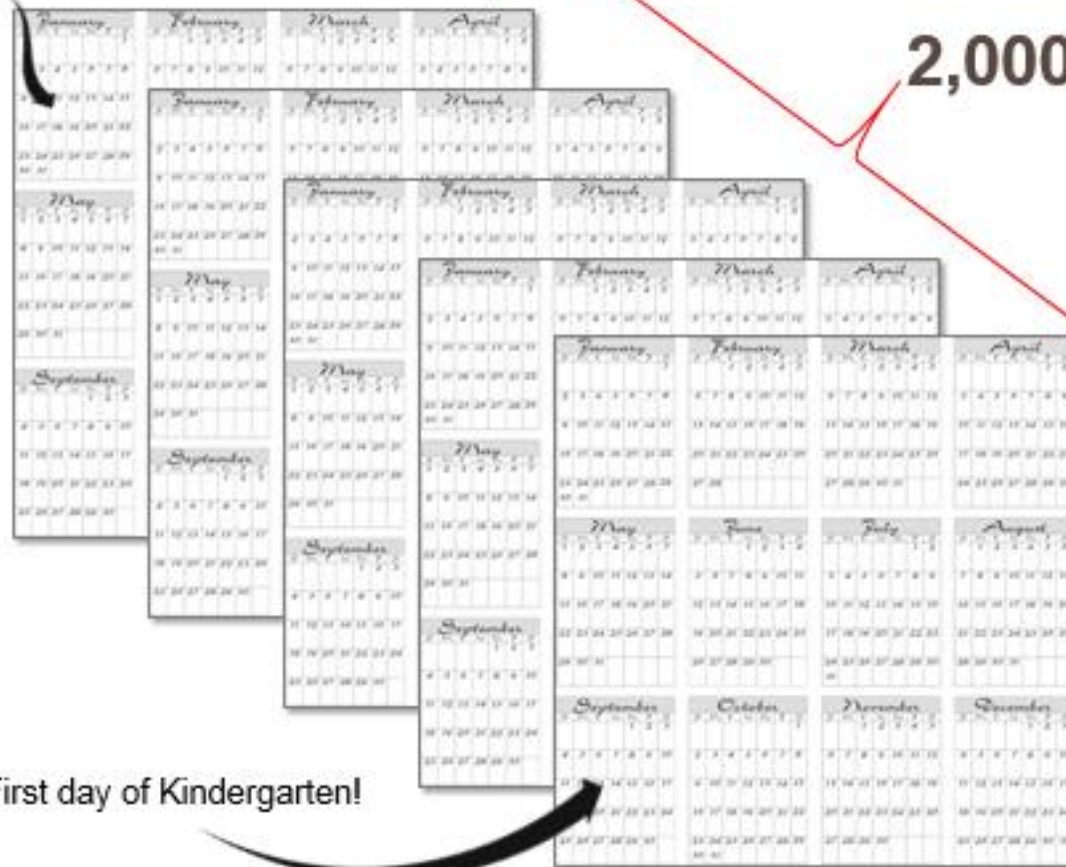
WHY ARE WE HERE?

NCQTL HOUSE FRAMEWORK





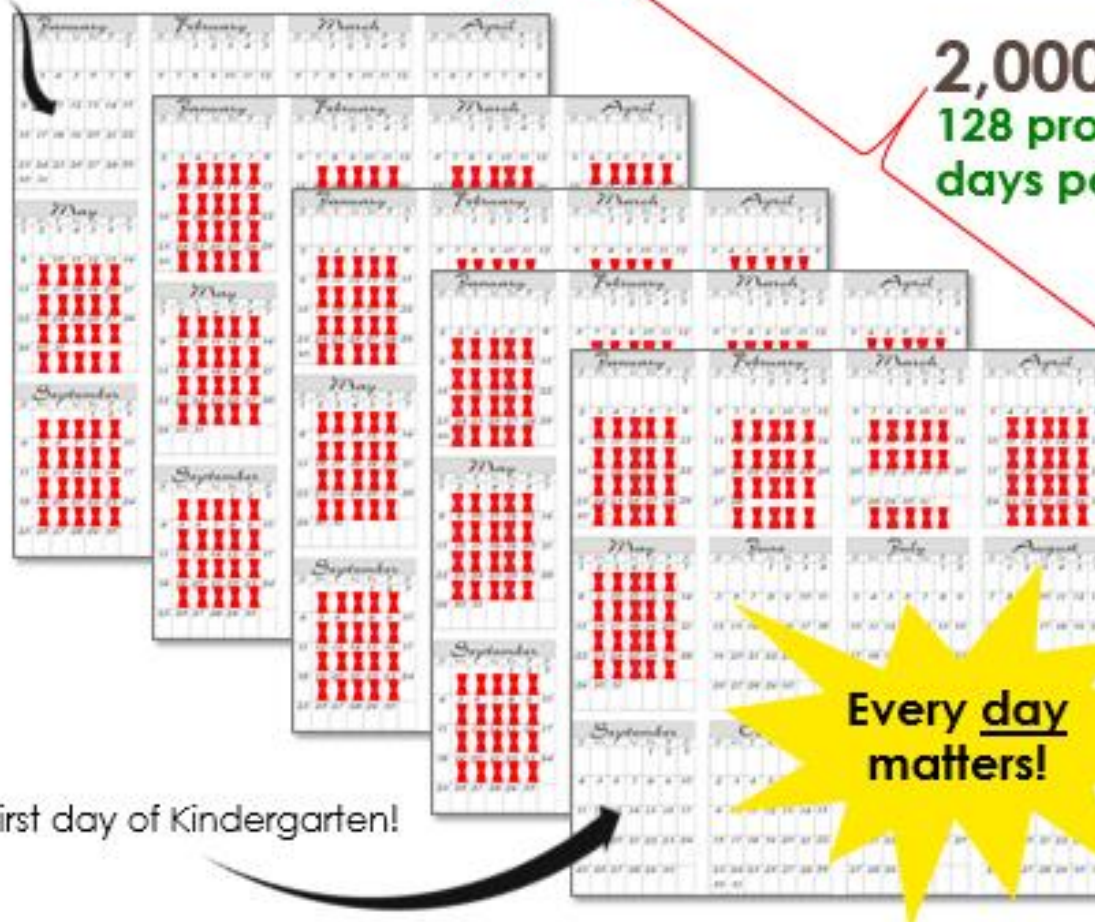
Born!



First day of Kindergarten!



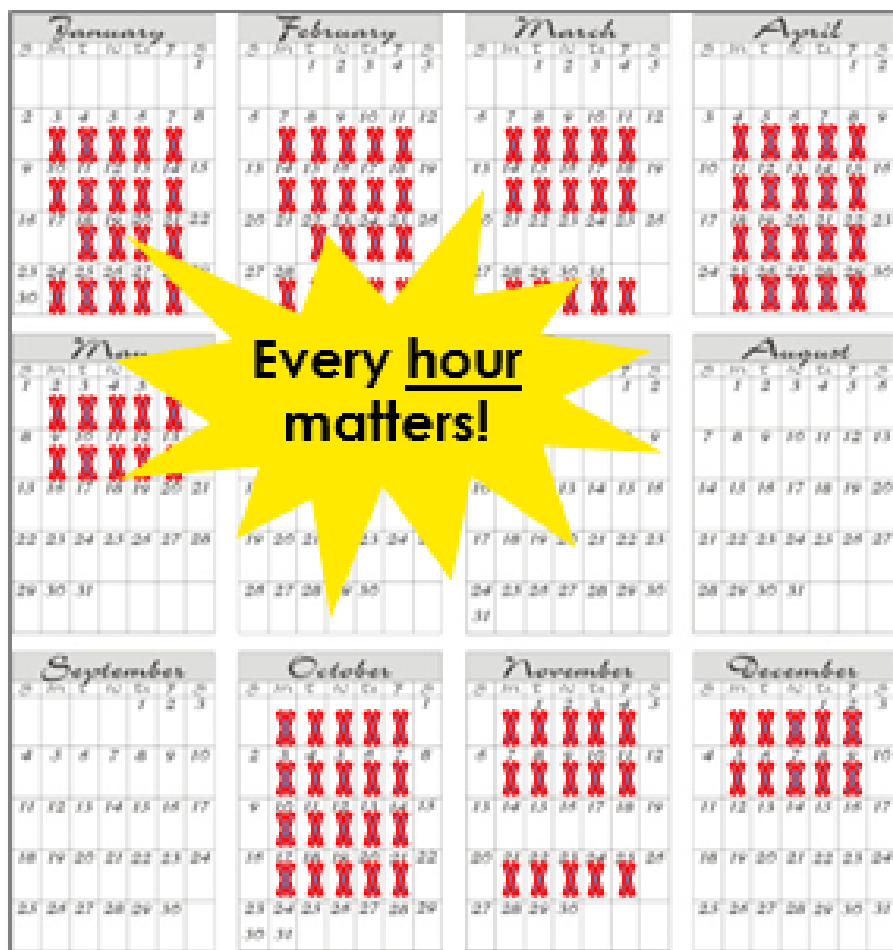
Born!



2,000 days
128 program
days per year

**Every day
matters!**

First day of Kindergarten!

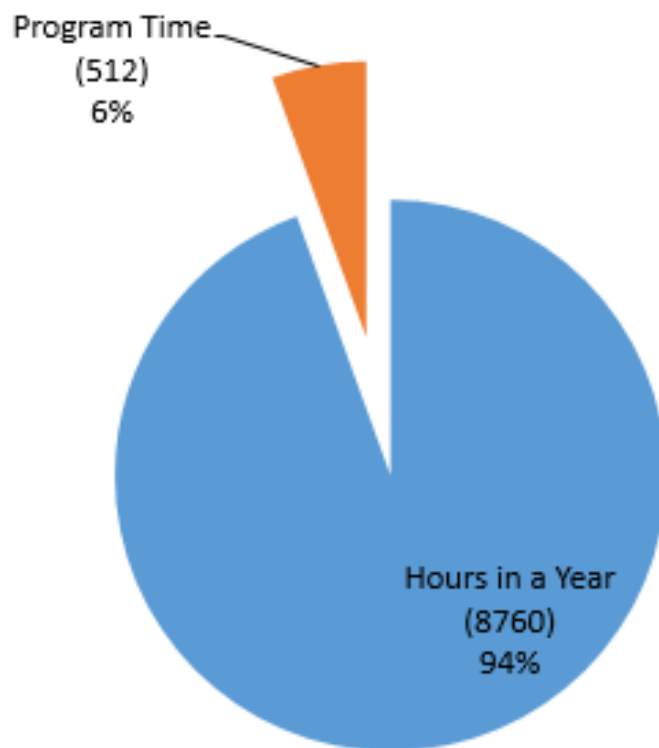


128 days
X 4 hours

512
hours
per year



Every day...every hour...
every moment matters...





PIR AIAN 2015 DATA

	(1) # of Classroom Teachers
B.5 Total number of preschool child development staff by position	1,228

	# of classroom teachers
B.16 The number of classroom teachers who left your program during the year.	384
B.17 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	83
b. Change in job field	116
c. Other	185
B.18 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	112
B.19 Number of classroom teachers hired during the year due to turnover	228



CLASS SCORES OVER TIME

Mean National HS Monitoring CLASS Scores

Domain	2010	2011	2012	2013	2014	2015
ES	5.35	5.55	5.90	5.99	6.10	6.03
CO	4.73	4.94	5.45	5.63	5.83	5.80
IS	3.35	3.14	2.98	2.72	2.90	2.88

Mean AIAN HS Monitoring CLASS Scores

ES	5.19	5.45	5.70	5.90	6.10	6.3
CO	4.36	4.70	5.20	5.50	6.05	6.0
IS	3.30	2.85	2.60	2.50	2.70	2.9

National Lowest 10% CLASS Scores

ES			5.4926	5.5417	5.7167	5.6562
CO			4.8571	5.0556	5.3646	5.2708
IS			2.1923	2.1061	2.2027	2.2261



SEIZE THE MOMENT!





OBJECTIVES

1. Learn how to enhance our work with children, families and others by refining our relationship with ourselves: understanding our purpose, discovering our creativity, and embracing a sense of wonder...all in an effort to increase School Readiness outcomes for children.
2. Acquire the foundations necessary for coaching others, including Executive Functioning.
3. Create an Action Plan for developing **center-wide /classroom-wide** cooperative behaviors and high level executive functioning for all.



HEAD START PERFORMANCE STANDARD

§1304.52 (a)(1)

-Grantee and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support.



WATER

Source: Dr. Becky Bailey 2014



- 80% of the brain is water
- 4 oz. for each 10 lbs. of weight each day
- Reduce colon cancer by 45%; breast cancer by 79%; bladder cancer by 50%
- Cut risk of fatal heart attack by 50%
- Slight dehydration slows metabolism by 3X
- Lack of water is the #1 trigger for daytime fatigue
- Water eases joint pain in 80% of people
- 2% drop in body water = fuzzy thinking, = poor math skills



WHEN WE FEEL STRESSED WE LOSE ACCESS TO THE PREFRONTAL LOBES

Source: Dr. Becky Bailey 2014

- Attention: read same paragraph
- Time management – usually late
- Organization – can't find anything
- Prioritization – every task is overwhelming
- Working memory – can't find anything
- Impulse control – OOPS
- Flexibility – my way or highway
- Empathy – everything is about you
- Metacognition – judge and blame
- Goal achievement – none
- Task initiation





*“The root of teaching
lies in the messy business of human relationships.
Who we are and how we relate to the world
around us makes a difference in our teaching.”*
– Palmer, 1998





OBJECTIVE 1

1. Learn how to enhance our work with children, families and others by refining our relationship with ourselves: understanding our purpose, discovering our creativity, and embracing a sense of wonder...all in an effort to increase School Readiness outcomes for children.





UNDERSTANDING OUR PURPOSE

REFLECTION:

- Why do you work in an early childhood setting?
- Who is your model for teaching/leading in the EC setting?
What are this person's qualities that made him/her a great teacher?
- What situations make you doubt yourself and/or your abilities?
- What situations confirm your belief that you were meant to teach/lead in EC settings?



FOSTER A SENSE OF PURPOSE BY:

- Understanding that there is no more purposeful a job than supporting the engineering of children's lives or the lives of others – you are all Life Engineers!
Positions supporting children and families require you to be fully “ON” in all domains of development: physically, socially, emotionally, cognitively, and spiritually (sense of purpose).
- Maintaining the vitality needed in life by regularly reflecting on the question, “Am I BEING all that I am meant to be, all that I can be?”



CENTER COMMUNITY CHART:

Ask _____: For help with _____:

Candy

Writing your newsletter to parents

Jasmine

Talking with parents about low developmental and/or mental health screening scores for their child

Marianne

TS GOLD & Lesson Planning

Steve

CLASS assessment

Sammie

Active Supervision

Leslie

Family meetings or education session ideas

Vivian

Addressing the Tribal Council about children's needs



CLASSROOM COMMUNITY CHART:

Ask _____: For help with _____:

Areana

Zippping your coat

Jose

Writing your name

Mia

Feeling better if you're sad

Adrian

Cleaning up a spill

Monique

A puzzle

Rodrick

Finding something you lost

Mesmiray

Reading a story

Cameron

Tying your shoes

Sariah

A push on the swing

Jaydin

Fixing a hurt with a Band-Aid

Aziza

Facilitating an argument



DISCOVERING OUR CREATIVITY

Creativity is the spark of life.

Closely related to our sense of purpose, creativity is the result of inspiration that comes as we live out our vocation.

Creativity in the workplace encourages vitality, engagement, and loyalty.

Burnout isn't about the workload; it is about the inability to be creative at work.

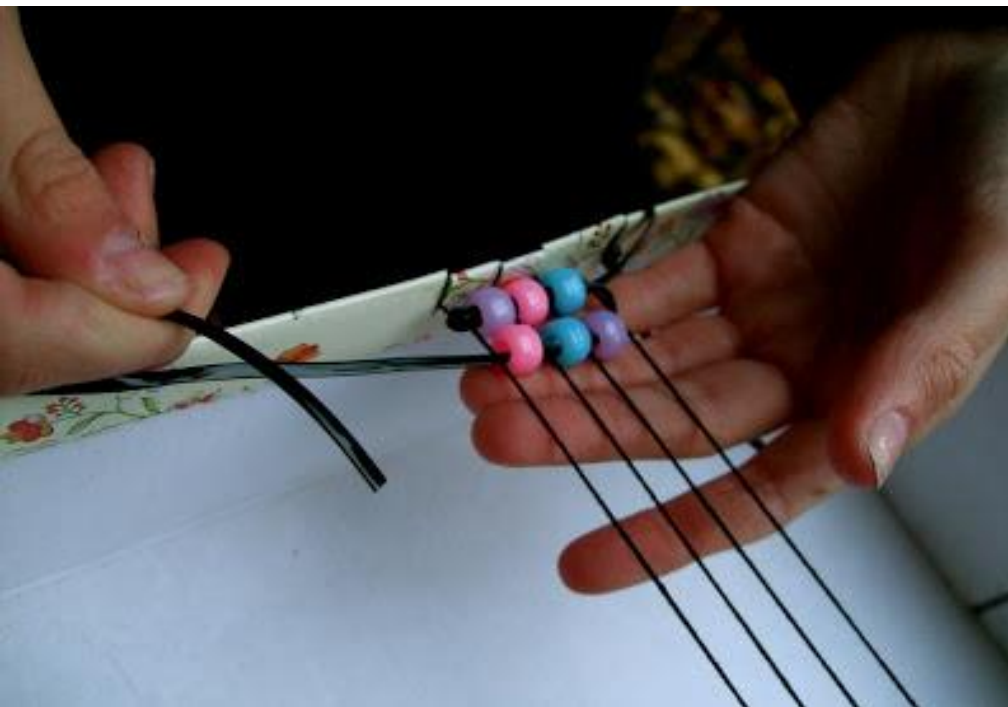


FOSTER CREATIVITY BY:

- Finding places where you can express creative option in teaching/leading EC Educators, e.g. classroom design. (or develop lesson plans and goals within specified frameworks.)
- Finding needed support, planning time, and encouragement to maintain feelings of empowerment and excitement.
- Exploring creative outlets in personal lives.
- Enlivening the staff lounge – give it as much attention as you give to the children’s environments – devote space for staff to store projects-in-process for break times, e.g., knitting, etc.









EMBRACING A SENSE OF WONDER

Wonder goes beyond curiosity;
it is a deep desire to be present in the world, to witness the marvels of the children as they learn and grow, and to be inspired to share this sense of wonder.

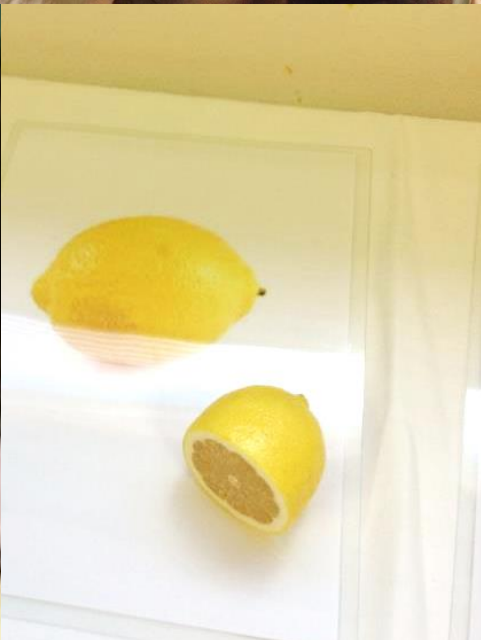




CULTIVATE WONDER BY:

- Connecting to the world around; enter the world of children – see through their eyes – share in their insatiable curiosity, deep feelings, and pure delight.
- Transforming observational practices into a tool for wonder by reflecting on what the children experience, rather than only on what they did.
- Sharing moments of wonder or joy during staff meetings.







EXPLORE, WONDER, SEARCH, QUESTION, BE CURIOUS





AND BRING IN SOME JOY!



These materials were developed for OHS/Region XI under Contract No. HHSP233201500016C by ICF International.



OBJECTIVE 1

Take a few minutes to gather your thoughts about all we covered in this objective, and write on your handout some ideas for strategies you will use at your site.

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



BREAK - 30 MINUTES

Think about some distress signals/cues that have come from your own children or partners and how you could respond differently to them.





OBJECTIVE 2

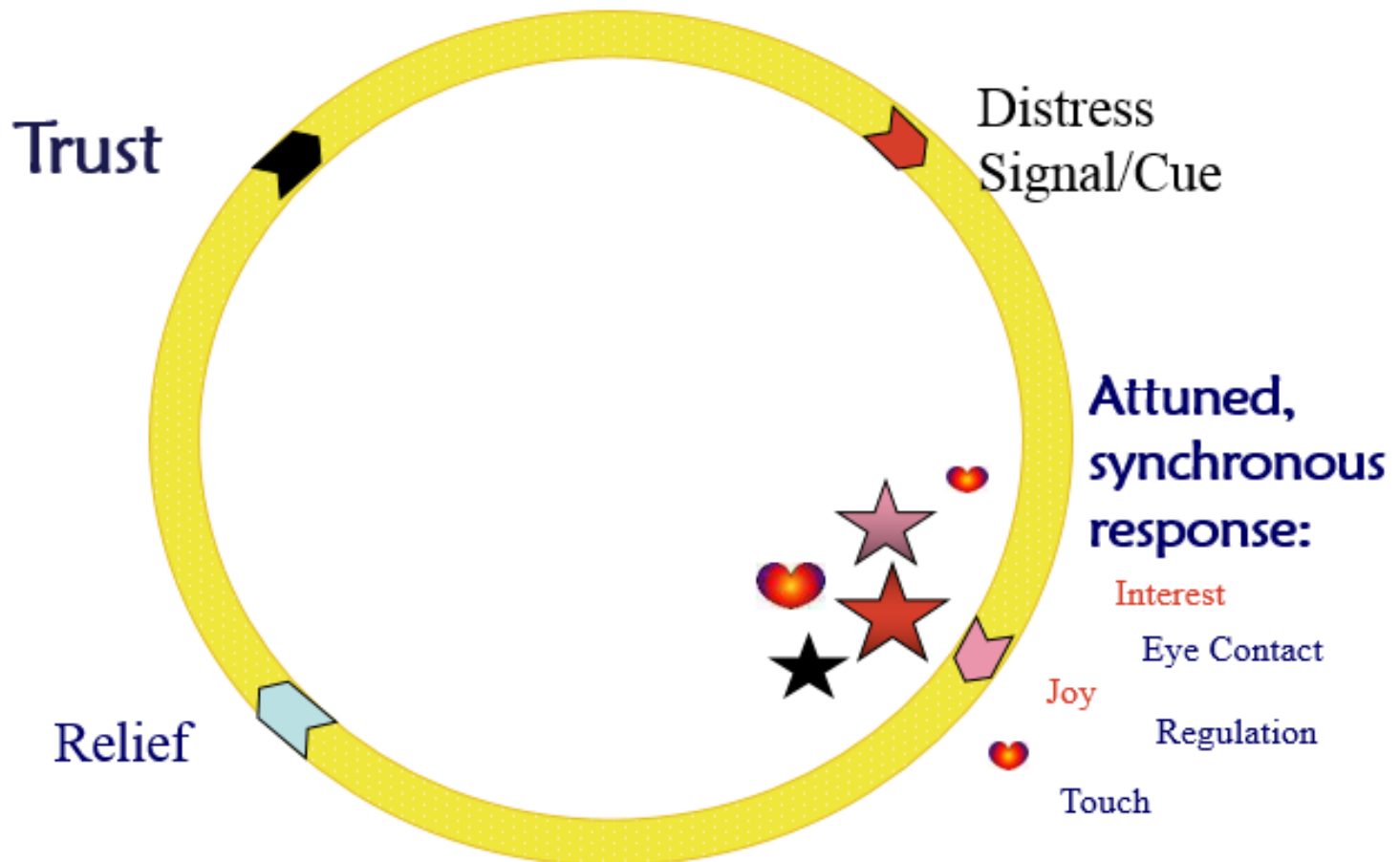
2. Acquire the foundations necessary for coaching others, including Executive Functioning.





SECURE ATTACHMENT CYCLE

Source: *Guiding Children's Potentials by Opening Hearts to Joy*. 2008. Humphries and Wolfsong.





BEING PRESENT STRENGTHENS HUMAN CONNECTION





ATTUNING TO STAY PRESENT

Nonverbal Components

- Posture
- Gesture
- Muscle tension
- Facial expression
- Breathing



Verbal Components

- Intonation
 - Pitch
 - Pace
- Volume
- Words

ESSENCE OF COMMUNICATION



LISTENING

- Coming present (attending)
- “Neutral” – *Institute of HeartMath*
- “Deep Heart Listening” – *Institute of HeartMath*
 - Word level – what is actually said
 - Feeling level – the feelings or frequencies behind the words
 - Essence level – the real meaning





BEING PRESENT STRENGTHENS HUMAN CONNECTION





ASK POWERFUL QUESTIONS

OPEN-ENDED



JUDGMENT FREE

INVITES THINKING



INSPIRES WONDER



EXECUTIVE FUNCTION

Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.





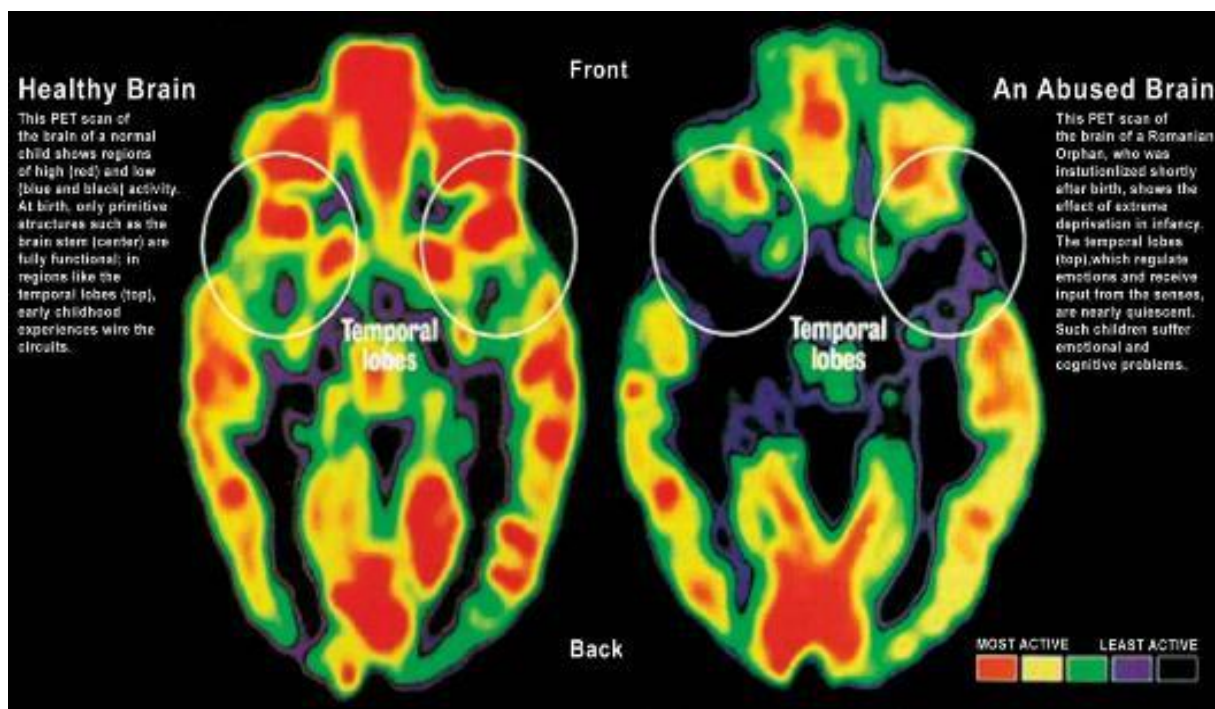
EXECUTIVE FUNCTION

- Depends on three types of brain function that are highly interrelated:
 - **Working memory** governs our ability to retain and manipulate distinct pieces of information over short periods of time.
 - **Mental flexibility** helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.
 - **Self-control** enables us to set priorities and resist impulsive actions or responses.



EXECUTIVE FUNCTION

- Providing the support that children need to build these skills at home, in early care and education programs, and in other settings they experience regularly is one of society's most important responsibilities.





EXECUTIVE FUNCTION

- Adults can facilitate the development of a child's executive function skills by establishing routines, modeling social behavior, and creating and maintaining supportive, reliable relationships.

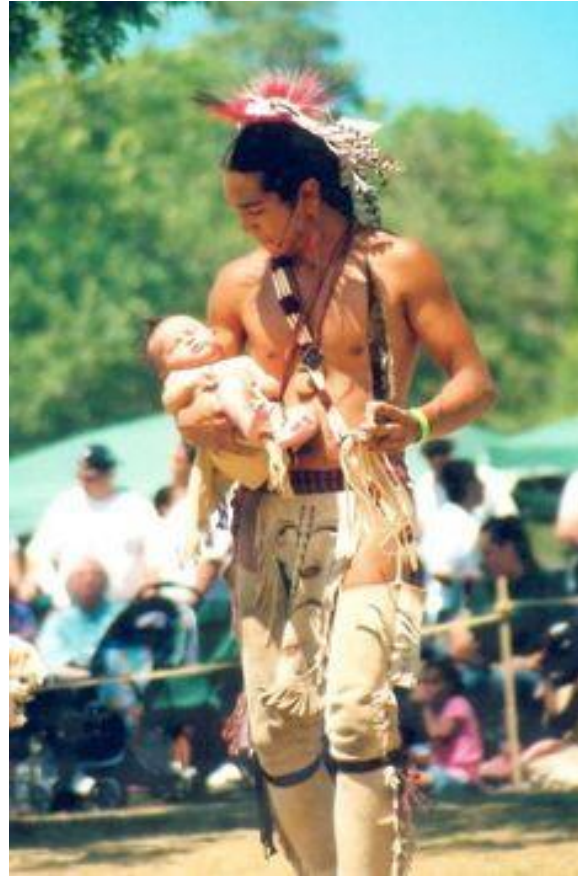
Mirror neurons ensure
that the moment
someone sees an
emotion on your face,
they will at once sense
that same feeling
within themselves. --
Daniel Stern





EYE-TO-EYE WINDOWS TO THE SOUL

- When two people's eyes meet, they interlink orbital frontal areas of the prefrontal lobe, downloading their inner states into one another.



- Eyes contain nerve projections that lead directly to key brain structure for empathy and matching emotions.



EXECUTIVE FUNCTION

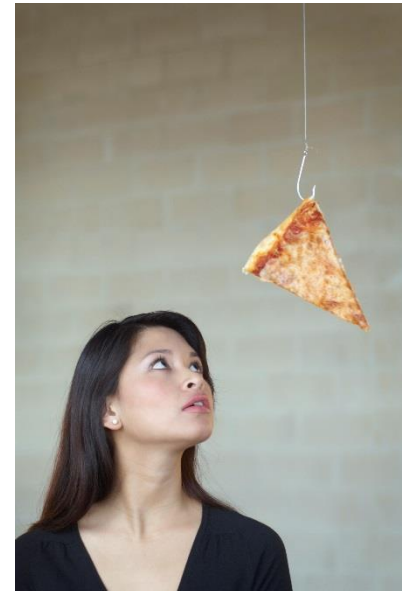
- Children must be offered opportunities to exercise their developing skills through activities that foster creative play and social connection, support their learning how to cope with stress, and develop their abilities to direct their own actions with decreasing adult supervision.





OBJECTIVE 2

Take a few minutes to gather your thoughts about all we covered in this objective, and write on your handout some ideas for strategies you will use at your site.





OBJECTIVE 3

3. Create an Action Plan for developing **center-wide /classroom-wide** cooperative behaviors and high level executive functioning for all.

ACTION PLAN			
WHO	WHAT	WHEN	HOW



CARING CREATES A RIPPLE EFFECT



“Love yourself — accept yourself — forgive yourself
and be good to yourself,
because without you the rest of us are without a source
of many wonderful things.”

—*Dr. Leonardo Buscaglia*



RESOURCES/REFERENCES

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- National Center for Quality Teaching and Learning (NCQTL). *The House.* <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/house-framework.pdf>
- OHS. *Steps to Success.* http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/edudev_hgm_00301_042106.html



WRAP UP SUMMARIES

- What was your favorite part of today?
- What are you grateful for?
- What are you going to do about that?
- How did that make you feel?
- How can we look on the bright side?
- What part of that can we learn more about?
- When do you feel happiest? What brings you joy?





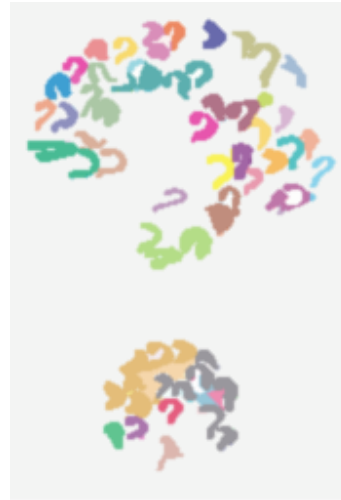
WRAP UP SUMMARIES

- What ideas do you now have for increasing children's school readiness outcomes?
- What ideas do you now have for understanding your purpose, discovering your creativity, and embracing a sense of wonder?





QUESTIONS



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