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CAPTIONER KELLY: Connected to Zoom, standing by for breakout session to begin.

Supporting Children of Color with Disabilities with Culturally Responsive Practices.

>> JENNY BRAUNGINN: Do we need to change for anything else for other people like make the screen a different way for them to start logging in? It's when you have to start the webinar?

>> Yeah, when I do that, people can log in.

>> Recording in progress.

>> JENNY BRAUNGINN: We will be waiting just a minute . And then we will be starting. Making sure we have everything for the --

>> JENNY BRAUNGINN: Thank you to everyone signing in as participants. We'll give it just a minute so we'll get all the screen lined up properly. And get started.

>> JENNY BRAUNGINN: Give us just a second, we are trying to get the right screen for everyone to see. Otherwise we can go ahead and I can get started with my part.

>> Is that better?

>> JENNY BRAUNGINN: I see a big picture of Steph our tech person. If you can see me, please put in the Q&A, and the chat is disabled. We'll go ahead I guess it's our version here, it's not a problem. I want to welcome you to the Social Workers, Confronting Racial Injustice conference, I'm Jenny Braunginn one of the teaching faculty at the Sandra Rosenbaum Sandra Rosenbaum. I'm happy you are here today for the breakout session entitled Supporting Children of Color with Disabilities with Culturally Responsive Practices. And in creating a more inclusive and accessible presentation and video, I'm providing a visual description of myself.

I am an older White woman with shoulder length red hair and brown framed flayses. I'm wearing a gray sweater today with hoop earrings and a necklace made of colorful beads.

We are providing large captioning CART services available by clicking the captioning icon.

The presentation is recorded and will be available on our conference website soon. On behalf of the planning committee for the Social Workers Confronting Racial Injustice conference I ask that you join me in acknowledging the University of Wisconsin-Madison campus here on the shores of Waaksikhomik or Lake Mendota resides within the sacred

homeland of the Ho-Chunk people a place they called Teejop for our lakes. As the reach of the university extends to the far corner of our state we also respectfully recognized the inherent sovereignty of the 12 First Nations of Wisconsin.

Whether you are watching from from the land of these 12 First Nations or you are more distant we encourage you to learn more about the land you are on.

As Social Workers we have a duty to look critically at the role our profession played in the attempted cultural genocide and destruction of Indigenous families such as the aim of boarding schools in the state and across the continent.

The conference is rooted in critical reflection as our work as Social Workers. Our goal is to bring clarity about the past also to inspire us and challenge us all to move in action conference the conference is over.

We hope the conference provides space for reflection and humility and openness to allow us to reflect, to hear and tell truths and move towards action and transformation to support Indigenous rights, cultural equity and racial equity.

With acknowledgment and gratitude we move forward today in our journey.

Before I introduce our speaker a few Zoom items.

To access this presentation you are required to provide your name and email. This allow us to log the attendees and CEUs for the presentation, which will be distributed via email at a later date. Your cameras and microphones will remain muted but you do have a Q&A feature where you can submit questions for the presenter.

Due to large number of attendees we will not be able to get to all questions submitted but we'll do our best. It's my pressure to present you to our presenter Dr. LaShorage Shaffer.

She's a professor in early childhood education in the University of Michigan, Deerborn from the Department of Education.

She attended the University of Illinois where she earned her doctorate in special education.

Dr. Shaffer's research interest is across the professionals in the medical fields serves young people at risk with disabilities and those with disabilities and their families.

Culturally responsive practices, social and emotional development, challenging behavior, emotional behavior disorders, policy issues and professional development.

For over 20 years, Dr. Shaffer has been engaged in teaching young people and adults and training and advising , evaluating curriculum and serving on boards and committees and leading programs and leading research and dissemination.

I would like to welcome Dr. Shaffer and we'll turn over to her to provide the keynote and I'll be back at the end to provide closing remarks and re

>> LASHORAGE SHAFFER: Thank you, Jenny, I mean I'll share my screen for everyone. If you are not seeing this, let me know. And we'll get

it worked out. I'm hoping everyone is capturing that. Is everyone able to see the screen? Jenny, can you let me know.

>> JENNY BRAUNGINN: Yes, I can see it just fine, thank you.

>> LASHORAGE SHAFFER: Wonderful, I'll go ahead and begin. Thank you for joining me everyone this afternoon for us to take time and think about the practices we use when we work with children and their families and particularly Children of Color and children with disabilities.

I'm happy to be here with you with among this group of professionals. Social Workers have a great impact on children and families and the work that you do supporting them, and providing resources. And it's really important that you are here during this time to really I think continue to enhance your skillset, your knowledge and what you bring to the work that you do. So thank you. Our objectives today will be looking specifically at 4/7 of the Uncommon Core practices to look at the societal practices that impact Children of Color.

We'll be looking at strategies to effectively identify some variations that we come across across the whole school and community in respect to expectations we as practitioners have and how to support families to support their children's emotional and social development and be preventative of the challenges we see.

And also nurturing supporting environments and relationships in children's overall development and how that can change the trajectory of care.

And finally turn to you as a professional and look at your own wellness and supports in order to prevent burnout.

So when we think about the topic that we are coming into today, one of the things that you may question is why is it important? I want to set the stage with a framework based on evidence and research that's been done. And we that when young kids have an opportunity to be able to adapt to environments in order for them to be able to function and to be able to learn specifically early on in early childhood classrooms that that is a predictor of later school success.

So being able to have that influence at a younger age when we are working with kids really change that had trajectory for them. And also looking at the systems that impact children in and of itself is important. So we must recognize what those systems are. We are part of that system. There are many systems across our society that are impacting children. But we have to recognize them and know what some of those inequities within the system that can impact their overall growth and development.

Then we need to think about how we look at and report the need and the supports to address externalizing behaviors and concerns that's usually indicated from professionals working with them, mainly teachers, looking at that data.

And finally, thinking about how can we identify practices and strategies that are culturally responsive in order to support children? I want us to start by looking at data of course

specifically at the preschool suspension and expulsion that's been gathered from several researchers.

We know there's a higher percentage of children being expelled and suspended from preschool. And those individual children were African American. And when we look at the data even closer, we recognize that children who are specifically African American, like I said, and boys are 91% more likely to be suspended.

So that really is stark compared to the number of children that are represented within enrollment in programs, which doesn't correlate to the number of those kiddos that are being suspended.

So when we also break that down even more for children with disability who is represent about 20% of preschool enrollment, 15% of those children are receiving one or more out of school suspensions.

And that's preschool, that's even before they are entering into quote unquote formal schooling of kindergarten and first grade and above.

If that's starting that pattern for them, what is going to look like for those kids as they continue to progress in school? How is that going to impact the work we do for them?

I wanted us to take a moment as we are starting to watch a video about 3 minutes long. Sha shares with us the preschool to prison pipeline. And the impact it's having on schools and families that are presented within these.

>> 4-year-old and his brother are doing what children their age do. Running and playing one minute. Pushing the next. When they got too much, they are disciplined.

>> I think they are typical 3-year-olds.

>> But at school.

>> He was suspended at 3. I wish I was making this up. He pushed a kid on the arm and they sent him home and said he was a danger.

>> Several children are suspended from preschool and information from the Department of Education say Black students are expelled at a rate 3 times greater than White kids at all grades.

>> We know there's a correlation between doing out of school suspension and expulsion and locking children up. For these communities the preschool to prison pipeline is real and. The facts as young as 4. It's not good enough.

>> In Los Angeles, superintendent finds the trendies tushing.

>> Why are these numbers playing out this way?

>> I think they are the same bias as society. I think this is a reflection of the growth we have yet to do in this country around these issues.

>> What shocked him? The reason. The majority of suspensions in his district district for something called willful defiance.

>> Things like failing to do homework. Failure to bring your notebook to class. That's not willful defiance that's adolescence.

>> The school became the first in the nation to get rid of willful defiance and the suspensions dropped. The teacher union never took a stance on the 1450 with some teachers saying willful defiance has been abused and others saying it was a important disciplinary tool. Janette learned that the hard way long before her sons we are born she

was labeled a troublemaker. As the daughter of a drug addicted daughter she struggled in life.

>> I was expelled in preschool. And when I first got the phone call about JJ, [crying]

I immediately thought back to that. And at a young age I was told I was a bad kid in school.

>> Janette proved them wrong. Eventually got her college degree and wrote a book and became a public speaker giving a Ted Talk. They worked hard to make a good life for their children.

>> My fear is they'll be labeled and believe it.

>> She fights to inspire her boys more from preschool to premed mentality. Than prison. CNN, Omaha.

>> LASHORAGE SHAFFER: That video is one example of the impact that suspension and expulsion is having on a child a family, a school district but it's happening across the United States. And it's happening to many, this families and p so one of the things we have recognized is that looking at data from 1995 to around 2001, there has been 36% to 42% increase from children from high-risk environments. And these children are even more likely to experience preschool expulsion and suspension. And we know that it stems from this idea of challenging behavior. And subjectively identifying what that is. So even like the willful defiance that the superintendent reported within that news clip, that is something in and of itself that increases the likelihood of a child being suspended and expelled from school. And so if that's happening to children beginning at the age of 2 or 3 when they are entering preschool, and it continues to have an impact on them long -- for even a longer time in the video of their mom reflecting back on her time as being expelled.

And we are looking at some of these with the factors that increase the likelihood that professionals and our teachers are setting kids up for expulsion and suspension. And some of those causes we see here is job stress. Lack of preparation. Lack of professional development. Not having the mental health supports. The class sizes. And of course implicit bias.

Some recommendations when we look at them is to really think about how can we proactively address children's emotional and behavior needs and being able to support teachers as well in order to combat -- this phenomena that's happening for this community.

The next thing I wanted to share with you is what has been identified as the pandemic effect. Of course we have moved out of COVID but research was conducted during this time. And even prior to that. Really looking at, you know, the impact that, um , you know, any type of psychological impacts on the health of a family and children. Any health-related disasters such as the pandemic and the economic stressors have on children and families and also looking at anxiety. Young children have been known to anxiety and depression, especially when their family has been exposed to different types of trauma and are related to any type of public health crisis. And finally looking at the last research that is presented here.

Is looking at some of those protective factors that may not be in place in order to be able to support families that are going through increased demands on stress. So there's many things that are happening within the communities and environments that impact families. And some of the data that was shared through the rapid assessment and of pandemic impact on development in early childhood team from the University of Oregon shows some concerns that families have pre-pandemic and during the pandemic as well.

As you can see, the lighter colored red bar shows that care in education wasn't as of a high concern pre-pandemic but during the pandemic that concern raised. And when we look at the exclusion of children from their environments that during the pandemic that was increased as well. And so we really have to look at the voices from families that are shared during research and really thinking about how does that going to change the trajectory of our practices that we utilize with families. But this family really wanted to present the voices of families which I think is so important and many times not often heard through research that we present. But as you can see, documented here, there are concerns that families have. And it's important for us to be responsive to those concerns.

Going along the same line of the pandemic really thinking about how we've all been exposed to trauma from the pandemic in and of itself. But we specifically look at the definition of childhood trauma, one of the things we have presented that as is any type of abuse or neglect the child is posed to, family violence, school violence, life threatening accidents and injuries. Loss or separation from their parents and discrimination and extreme poverty.

You may have seen this in the work you do working with children and families and knowing being exposed to this on a continuual basis how that's going to impact the child long term.

And what that does to them as they are coming to our environments and the work that we do. So I have another video that I wanted to share with you that presents again the trauma this young child went through and how it's impacting the community. And really get us to, again , you know, think about so many things that kids are exposed to at such a young age. And how we are going to be able to support them when they are have these experiences.

[video not coming through clearly]

>> this is what the kids relate to. I'm from the gutter, I'm from the projects. So when you been to the daycare, the middle schools, don't judge me. [off microphone]

I wake up every morning and ask the lord [off microphone] to help me, you feel what I'm saying? [off microphone]

>> [video coming through choppy, captioner not able to accurately caption video]

>> My son ain't lost, Trevon isn't lost. [off microphone]

I owe Trayvon to him [off microphone]

They ain't giving no money in the community. They ain't going out and preaching and pulling these kids out of bad -- [off microphone] don't you see these kids out here? But a lot of politicians [off

microphone] but they judge me. [off microphone]

>> I can not keep taking all this. Our young family members. [off microphone]

>> Video audio not coming through clearly, captioner unable to hear. [choppy video, no clear audio]

>> Saying a child has to experience that type of pain, kids aren't supposed to know pain like that. And salespersons their pain like that that early. It's just heartbreaking. So we have to keep letting light shine on these situations as much as possible.

>> LASHORAGE SHAFFER: So the videos that I showed you would identify them as probably many may have heard of adverse childhood experiences or what we call ACEs. It impacts our brains and our body and impacts the behavior that we see in young children and adults as they are continuing to be exposed to that. So what we have to really think about is, you know, overarching where this is impacting young children and how it can continue to manifest itself as they get older. So having, again, impacting the brain, thinking about that anxiety, that depression that take place. We see unintended pregnancies, we see exposure to HIV and other STDs. We see things that they are engaging any type of risky behavior such as drug and alcohols and then the opportunities that are taken away because of the lasting effects and the adverse effects of these adverse childhood experiences. So with this in mind, the suspension, the exposure, the ACEs that have really seem to consume our society and our educational system really thinking about what approach that we can take in order to be able to support them.

One that you may have heard of is trauma-informed care and support. There's four things that really help us to be able to move forward in this work, especially with this trauma-informed lens. Is realizing there's a widespread impact on trauma. And really understand that how that exposure can impact someone. And what needs to be put in place. Recognizing the signs and symptoms of trauma in the families that we are working with, the children, our colleagues that we are working with, staff that are in these systems that we are working in.

And then being able to respond by really taking the opportunities to inform ourselves and become more knowledgeable about trauma and what are practices and policies in place within the agencies and the systems, the schools we may be working in. And then, you know, try to put forward a barrier in order to avoid and resisting being re-traumatized and not having ongoing exposure to a trauma but building a resilience to be able to continue to move beyond what has happened like we saw in the first video with the mom. And being able to change that outcome for one's life.

In order to effectively address the social overarching emotional development we really need to think about it as a systems issue. And, um, -- my monitor is going. I hope it will jump back in for you. Oh, technology.

>> LASHORAGE SHAFFER: Hopefully my screen -- let me start my screen

sharing back up again. I think it stopped. All right. I apologize. There we go. So if we think about it as a systems issue, we have to think about the staff development, again, the training. And their wellness. What administrative supports that we have within our programs.

How are we supporting communities having access and that community-based expertise and their resources as well. And a lot of times we forget about the resources and the expertise that communities bring. They know their communities and it's important for us to really reach out to communities and really think about also what are some of the best ways we can partner with them in order to support the children and the families that we are working with as we are engaging with. And so that bring us then really thinking about culture. And how can we equip ourselves with understanding culture and the dynamics of culture that takes place within the communities? And so we look at this quote from Barrera like the purpose of recognizing culture and cultural dynamics is not to predict or anticipate [reading slide] So the speakers in the last video, Mr. Carter, are we open to what he can bring to us as a partner? Are we respectful enough for the experiences that we had in order to be able to support the community that he's working hard to change as well. And really thinking about ways that we approach our work and who we approach our work with. And are we open to diverse backgrounds and experiences and that varies things that individuals come with and how respectful of those areas as well.

And thinking of who is being impacted in the communities and how we can work hand in hand with others in order to change the impact of that [off microphone]

That leads to us being culturally responsive and thinking about the practices and strategies. So if we are open and we are respectful to the many, many resources and partners that we can have then we can build our own cultural responsiveness to this work. So now we'll really think about what are we talking about when we talk about culturally responsive practices? And what does that look like for us?

And in and of itself is that application, right, of practices and strategies that acknowledge the cultural heritage of children. And thinking about the experiences they have and the disposition and their attitudes they come to us with. And thinking how we can utilize that within the context of the curriculum that we do that we are working with them or interventions that we are utilizing and how to bring the home and school or organization experience that we have when we are working children and their family, especially with the younger children we are really partnering with the families.

Our culturally responsive professionals should be looking at their work from these characteristics embodied in these characteristics and in these practices.

Thinking of a social and cultural consciousness and thinking of themselves as change acts and having an impact and or with the children and the families and communities they are working with. Being able to cultivate one's own knowledge with the children and



students they are working with. And are we coming to our work with an affirming attitude with? Within the work? Are we looking at from a social constructivist perspective? And then adding into that a culturally responsive teaching into what we do.

We'll take a look at each one of these practices in a little bit more depth in order to identify what these look like. So when we are talking about social and cultural consciousness, are we able to self-reflect on our own culture? Do we understand our own culture and where we come from? Are we able to identify the institutional dynamics that have a negative impact on the children and the families and the communities we are working with?

Are we identifying the societal and unique qualities that are continuing to take place and/or to be added to our communities that are having negative impact on the children and families we are working with?

And do we acknowledge the cultural conflicts and negative perceptions that are out there that is, um, impeding the positive outcomes of certain cultural and ethnic groups that we work with? Are we constantly being reflective of all of these in the work that we do? When we are sitting at a table with our colleagues. When we overhear maybe some phrases or conversations that individuals are having. When we are making decisions not just for ourselves but for others in the work that we do.

Are we coming to that work with a social and cultural consciousness in what we do? And that's something that is not always innate in what we do but it's something that we have to build upon. And that cultural reflection is something that should be ongoing. It is not like oh well I know who I am. I don't need to think about it. Or I heard some individuals say, I don't have a culture and that is definitely untrue for each and every one of us. We all come to this work from some cultural background that we are experiencing so we have to recognize that in order to move forward in this work.

Social cultural constructivism is a philosophical perspective that believes children develop when they have a learning environment that's authentic, that's student-centered that allows children to construct their own knowledge. That allows for interacting learning to take place. To allow for situated learning to take place within a context and the activities they are engaging in, which embeds culture. It's a perspective that provides support to children, providing scaffolding, guiding them. And being able to understand what's happening in the world around them. It provides an opportunity for kids to be able to, you know, play and integrate their understanding of the world and the learning they are engaging in.

And it provides opportunities for kids to build upon their own preexisting knowledge and allowing them to share ideas, providing them opportunities to work within the context of groups and individually. So there's a lot that goes on within this philosophy in order for us to be able to really, really think about the many different ways in order to be able to help children develop and grow.

And thinking about what does it -- what does it mean to help kids

cultivate their own understanding of themselves in this work. So we have to also be able to cultivate our own knowledge regarding the children we are working with and the families we are working with and the communities.

And knowing it takes time but also being able to think about who can share this knowledge with us in order for us to build our knowledge and in order for us to help build children as well. So thinking about, again, family members and thinking about those experts in the community is going to take time for [audio out] about what it is that interests them both in school when they are new to school environments and as we are working with them. But also really thinking about, you know, what is it that interests them outside of that? That's also something that we have to tap into as we are cultivating our own knowledge with our own children that we are working with is not just understanding and knowing what interests them in the school but outside of the school. So that takes time for us to really build that knowledge and that information through questions that we ask children and families regarding what are their interests? What do they enjoy doing both in the classroom and outside of the classroom.

When we continue to build on our practices, we want to think about, are we supporting children's identity development? Through their cultural heritage, through getting the opportunity to participate in diverse learning that's taking place within the context of their educational environment. Do we have our own disposition of inclusiveness? And being able to think about the different abilities and the different learning styles of the children that we are working with. So we have to really take the whole child within the context of developing interventions and activities that we want to engage them in. And place that also within the context of that child's culture, their home, the school, and their overarching community. So we have to really think about our approach being inclusive, being responsive, and being caring in order to develop and help develop the young children that we are working with.

So in doing so, we are empowering students themselves within this work. When we are taking all this within the context of the work that we do in our engagement and our interactions that we have. And so I want to take a quick moment to ask if there's any questions that have been posed that I should be aware of.

>> JENNY BRAUNGINN: There was one question that had come up earlier that was asking about your data. Said that what is the reason that education concern was the only thing that was increased during the pandemic? Is it due to school being online or that other categories dropped? Or do you know anymore about that particular data in.

>> LASHORAGE SHAFFER: That was one data point that I pulled out from that article. When I share the handout that I have from the PowerPoint and the links you'll be able to see that full report but

there was economic concerns and health concerns that families voiced concerns about. So education was just one of the data charts that I presented.

>> JENNY BRAUNGINN: Oh, thank you. That was the only main question that had. Except for that -- want to let everyone know that your slides and materials will be shared later on. And we'll let people know whether it will a link right on our website or whether it will be an email. But people will know either way. And yes they'll be getting all of your information. Otherwise, that was it for the questions at this point.

>> LASHORAGE SHAFFER: Okay, wonderful. So as we move forward as we are thinking about this, I want us to move into this I don't find pedagogy of empathy and that's another aspect of being culturally responsive we should take into consideration in the work that we do. So when we think about empathy, it's this idea of perspective taking. And it's been looked at from Davis said it says adopting the psychological point of view of others in everyday life. To do that, one must I think build a capacity in doing that. So I just have an image here that we can think about what quickly comes to your mind of what you see within this image. So next. If I -- if I change it, what image do you see from this perspective in so the first one you may have saw a bird with something in its mouth, maybe a worm, maybe a nut or something. And the second image is oh, there's a man in a canoe off the small island and he's pulling in a big fish. It's that perspective taking that we really need to take into consideration. And really think about relating it to another person's life experiences and point of view.

So a lot of times what we see on the surface level is only part of a situation. And it's really not until we dig deeper or we look deeper that we see another person's whole experience they are having. And what we are seeing this manifesting at the surface is because of what happened prior to that.

And that's something that perspective taking challenges us to do in order for us to really instead of imagining the other, imagining the self. And really being able to ask ourself these questions of, you know, what is life like for that person? Um, what might be influencing how, you know, they are perceiving this situation that we can't see right now? And how can I relate to their experiences to really understand how they feel about that? And so perspective taking is something that really, really presents itself understanding how others are thinking, how others are feeling and that knowledge that they bring to that situation or their experiences they have. And it's really important for us to really think about all the hidden influences that we may not see ourselves but to ask ourselves those questions of how is this situation impacting that individual from these different lenses that They are bringing forward to the situation?

And so that application of empathy really is a way for us to adopt,

you know, within the work that we do within the perspectives that we have by integrating students' lived experiences, family lived experiences and by asking them those questions and by really asking children. Many times they can articulate what is happening in and around them. Asking their families about what is happening. So understanding the communities, really thinking about what it is that continues to impact them in their overall development. And thinking about both the political, again, and the historical context that are taking place and continue to take place. And how can we take that perspective of the other individual that we are working with in order for us to be able to be responsive to that?

Next I want us to talk about the opportunity gap that we have seen and this goes back into this the understanding of enrollment and expulsion of children. And so the Office of Civil Rights I showed you shows that the percentage of preschool enrollment of Black children was 18%. However, the male preschool is 19% and we might be like, how can that be? And again it's the perspectives I think of the individuals that are putting those performs in place for that expulsion. But this provides us I think an opportunity for us to really think about development and learning of children. For us to really think about racism and poverty and the school challenges that children are facing and that professionals and educators are facing and being able to educate the educators. And by educators I mean those that work every day with children. And that's specifically with school systems a reading specialist

a language pathologist a Social Worker, a school council lore. So there's many, many educators that work with children throughout their educational career. And so as we look at development and learning we really want to make sure that are we thinking about things that are culturally specific to children's overall development in learning in that could be the language that individual child speaks, their first language. The language that's spoken at home. And are we integrating that within the learning and development experiences that we are providing them? Are we thinking about the relationship that child has both at home and in school?

And those relationships are they responsive? How do children enter into the relationships with us and how that's going to impact going forward. And we also need to think about children's basic and psychological needs and whether those are being met. And can we be responsive to those needs if they are not being met? That means we are not just, you know, making assumptions on our own. But again, it's talking to other team members, talking with families regarding these. Are we creating environments that are high quality and culturally responsive to young children? And trying to identify what does that mean for quality-quality, culturally responsive environment? And what is not a high quality environment? How can we create one in order to be able to support kids?

And then really thinking about how we can strength young kid's self-efficacy and self-identity.

The next opportunity gap for us to think about as I said before is

racism and poverty. 38% of African-American children specifically live below the poverty line. We know that communities are segregated. The resources that are in those communities are less, which means that the schools don't have those resources. And then the neighborhoods don't have the resources. So there's many communities that are identified as being food deserts, meaning there's no grocery stores in those communities. And being able to access a grocery store is something that can be a strain for families.

So thinking about how the children and the families in the communities they live in are being impacted by the resources that are not within those communities. And also recognizing there are remnants of slavery that's present in particularly with African-American children. And there's other communities that are also living with remnants of atrocities that happened to them in the past as well. And are we recognizing that? Are we thinking about that that it's something that's continuing to impact that individual family, that community, and that child. And so being able to recognize that and really think about the impact that's having on a child is really important. The denial of culture and language or whatever itself. So when we refusing children to be able to use their language and recognize their culture outside of their home and their community. So can that be brought into the schools that we are working with? And again that exposure to that

toxic stress and extreme environment or neglect and how that seems to continue to present itself within communities and individuals who have been marginalized from the past.

Next, again, those school challenges. We know there is a culture gap that are within the school as we know there are more and more educators that have grown up, specifically female that have grown up to be teachers. The majority of individuals that are in our profession, educational profession, including, again, Social Workers and speech language pathologists and occupational therapists are women. And predominantly it's occupied by White women. And knowing that the change in demographics has shifted, how has that impacted the response when individuals are working with children that are not of the same background as them? We also look at some of the other data that's presented in the middle box providing that expulsion rate prior to kindergarten. And then the data from Gilliam looking at the expulsion rate of Latino and kaw kition kids and also the expulsion rate across genders and also disabilities. So really thinking about how

we can address these challenges.

And I bring you back to the picture of this video in order for us to remember the long-term impact that preschool expulsion has on kids and their family.

So if we are thinking about continuing to educate ourselves and it's a continual journey, which is why there are conferences and webinars and additional professional development and ongoing education that we receive, we have to think about how are we balancing our teaching approaches, our interventions in order to meet the needs of the

children we are working with?

Are we integrating and balancing that curriculum? Are we critical of the curriculum that's put forth in front of us? And thinking whether it's culturally responsive to the children we are working with. And how can we make sure that we can add our culturally responsive practices and resources to the curriculum that we are utilizing with children. And then really thinking about building these high-order thinking skills within ourselves and within the children that we are working with. So if we think about the child that we are working with, we have to think about the many variables that are impacting them. We see here that the child is impacted by health, play, their environment, instruction, their family and family. The recreational activities and their friends and other interactions that we have. And so some things we have to think about is how these overall impact the development of a child. And we have to think about these many, many variables.

And there are also maybe others that are not even listed here in which are going to impact that child's growth in development.

So we have to be able to ask, again, multiple questions of families of the partners that we are working with of other agencies and really thinking about how are all of these being responded to in order to be able to support the child that -- the child of color in the communities?

So next we are going to move into some of the Uncommon Core practice. And the first practice I want to present to you is partnering with families. And you might be saying that's not something new or unfamiliar. But looking at it from a culturally responsive perspective is something that I'm hoping will add to your -- the work that you do.

So we should recognize there are differences that are expectations from the home, from the school and even from society. And so it's important that we know that others may not share the same experiences, the same knowledge base and the same expectations for children. So they are going to be those differences in expectations from the school system and from what children have experienced at home. It's important for us to note that the more closely matched the teacher expectations are from what's expected to the child from home the more likely we'll have success for that child.

In their outcome. And I should put a note in here or a caveat. The children that you see or the young man that you see here these are photos of my son. So he is not this young anymore. He is 21. So these are some captions for me to continue to think about the experiences he had and I had and the work I had while working with children in the classroom. And how that impacts my work, even today and ongoing.

So some factors that can impact the work that we do when we are partnering with family is communication. And, um, there's some things that can cause differences in communication. Communication styles that we have that are unique and difference to each of us. But one is ethnicity. And gender. Their socioeconomic status. One is age.

Their sexual orientation. Their religious background. Their access to varying communicative devices and/or how they are communicating with us.

So these are some of the factors that we should take into consideration that we may notice there is a mismatch even within our communication styles. Also some things we should think about is that continuum of communication that is out there.

When we think about communication, are we thinking about it from an encompassing approach that many communities have developed in their system or way of being? Or is it from an individualist perspective? Is our communication style low versus high? Is the one we are communicating with more silent than maybe I'm a very talkative communicator? So our understanding with our partners and where they are at communicatively. If I am just focusing on a child and I'm working with a family that's thinking how this will impact them as a family my individualist approach I not going to match the collectivist thinking of their family or even an extended family they are thinking about when they talk about their family. So it's really important for us to understand our communicative partners that we are working with. And where they are at on this continuum.

Communication is really, really key for us to have effective partnerships of families in the few slides we are going to look at next. But it's important we think about our own communication style, how we behave when we are communicating with others and our biases, and how others communicate with us.

And dimensions that could differ from others. And so it's important that once we identify our own communication style that we really try to think about how we can improve how we, you know, communicate with others more effectively. And so thinking about what strategies and skills do we need in order to match the communication styles of others?

We are trying to create this climate and partnership with families one of the things we have to think about is when is that going to begin? When do we start that communication and that partnership? And we want us to be beginning that as soon as services began. So whether it's through a letter or an email, home visit or a phone call, we want to make sure that that introduction of, you know, -- of ourselves and our work and what we are bringing to support the child and family, what is that? So we immediately once we have that child and family on our case load, we want to think about, you know, okay, well services begin the first day of school or a certain date that you set forth. So are we inviting parents in? Are we making phone calls? Are we providing opportunities to meet and have conversations?

Are we finding out what parents are thinking with the work that we'll be doing with their child? So really thinking about what does that look like? And what do we need to do in order to effectively communicate with the children and the families that we are working with?

In that, we should be thinking about are we identifying the knowledge that families are bringing? Culturally in and of itself. But also

the knowledge that we do not have as well within the services that we are bringing.

So it's what we call cultural capital. And that funds of knowledge and experiences that enable one to be able to understand and negotiate with the mainstream culture and so that would be I'm identifying mainstream culture as the work that we do.

Like the social service work that we do and the field that we are in. If I'm presenting my intervention and my approach to families and they don't have that information to really understand the work that I'm doing and why it's important to providing their child that support then that can also impact that relationship and impact the work that we are doing and the partnership that we are trying to build. So it's really important for us to be able to not just assume that families know what the work that we are engaging in but also the why and if they have any questions and really thinking about how we can be responsive to them within the cultural context.

We want to make sure that our communication is intentional with families. We want to really think about what information needs to be shared. What developmental and educational goals we are hoping to be able to help with their support, help their child to achieve. We want to be able to share with them if there's any questions they have, if there's any requests they are putting forth they can reach out to us and we have that open communication. We want to be able to utilize our problem solving skills because we won't agree with everything when we are working with parents regarding the intervention and a plan we have when working with their which I shall. So we want to be able to problem solve through that in order to best meet the needs and the goals of the child.

When we are communicating with parents we want to really be able to understand the parent's point of view of their child. One of the things we utilize a lot within education is what we you may have heard of it is the "compliment sandwich" technique. And starting your conversation with a positive. And then the areas of the concerns are in the mid to have believed sandwich. And then ending again with something that's positive. And really thinking about how you are constructing your conversations with families. And it's not just you reached out to communicate with them for something that's negative. Recognize that mistakes are a part of life and in order for us to learn and for children to learn, the mistakes they have to learn from them. So parents make mistakes too. They are not perfect so it's important for us to be able to support them through this partnership that we are building.

And our ultimate goal is to be able to help the children that we are working with.

I want to ask Jenny about our time. 0 in order for me to determine, this video is about 9 minutes and I want to be able to make sure that I --

>> JENNY BRAUNGINN: Yes, it is 4:11. I'm sorry , 3:11. So we have another 20 minutes, we did have a couple other questions. Did you



want me to read those off to you before you move on? I know the last couple videos were hard to see, we -- or hear, actually was the hard part. To keep that in mind. But I will read off both questions and then you can see what would be the best to start with.

One is asking, are there any new or innovative practices or applications of empathy in school that you are particularly excited about? Looking at the empathy issue.

Then do you find that families are not communicating back even when we reach out. How do we get them past their own childhood trauma to participate in a better and new culturally aware process? So one how to do with that about how to connect even when the families had a bad experience in the past

>> LASHORAGE SHAFFER: The first question regarding the perspective taking and the empathy. I think it ties into the second question as well. And, you know, having that this period of time that have been isolated, many people are looking inward of themselves and how everything impacted them. So as we are trying to reenter society in a way that we did before, that's not going to I think primarily work. I think expressing our understanding of these experiences and acknowledging again those experiences that individuals have in an authentic way as opposed to a passive way, like oh yes we all did that. But for some people, this -- these last two and three years coupled with the community experience they had has really put them in a place of mistrust. And I think that can add into the second question. Is that do I trust you?

Right? That's lot of mistrust that's out there of the educational system just because of, you know, children not receiving their services they needed during the pandemic. Not being able to reach the professionals outside of the Zoom quote unquote time they have. And so there's building the relationship and building that trust is going to take probably even more time than it has in the past. Because again, this isn't just a one-time moment that this has happened. But it seems it's continuing on, especially with so many different violent activities that are happening within communities and in schools as well. And so families are I think guarded at this time. I know there's some professionals who are also guarded. And makes it really hard to continue to reach out over and over and over again and taking that extra step, sometimes outside of school hours or quote unquote work hours in order to be able to reach families and meet their needs. So that idea of, you know, what can we do really quickly? I think it's taking that time to tap into the community not only just from an outward look but within that school environment, what is happening within the school community and that homeschool connection and relationship that we can really build that trust again in order to be able to get parents and families to be responsive to us in order to meet the needs of the children because what we are finding is that their experiences they had and that's ongoing that's where seeing that manifesting in the children.

And that in order for us to be able to work and to supporting kids

it's we're going to have to reach the families as well in order to put services in place. So I know that's not a quick answer that one may have been looking for. But I do believe going to take time in order to rebuild that trust between us as professionals and the families and the schools within the schools that we are working in

>> JENNY BRAUNGINN: Thank you.

>> LASHORAGE SHAFFER: No problem.

>> JENNY BRAUNGINN: The time, we have a little over maybe 12 minutes left. So we have time for the wrap up and definitely I know that the persistence we need to have with families and the changing different approaches is definitely time consuming but it's what we need to do to connect up with the families. Thank you those are the only two questions right now.

So it's the way I'll let you know when we're down to just a couple minutes

>> LASHORAGE SHAFFER: Wonderful. Some things that we are thinking about, some thoughts to keep in mind. Is we are continuing to advocate for the work that we do on behalf of children and families. Especially I think children with disabilities, children that we know that are most at risk for having to be impacted by everything that is going on. And so we need to really as this quote says it's such a critical part of the promotion of multicultural values. And many families do not feel they are valued. So it's for us to really think about them. So are we understanding the cultural perspective of the families that we are working with to make sure it's accurate. We want to continue to build and maintain the support in order for us to be able to support the learning and the growth and the development of children that we are working with.

So we have to continue to be reminded of the urgency of the work that we do in order for us to support the children that we are working with. So this goes into our next Uncommon Core is looking how or environment is set up for children as well. And again I talked about that learning gap between the current teachers that we have. And the children that we are working with. And how that is manifesting itself within, again, on the expulsion that's happening. So one of the things we need to think about are is environment. And are we being responsive to boys while being authoritative? So we think about the different parenting styles out there that's specifically what I am referring to. And how are we diffusing situations if we haven't really taking the perspective of the children that we are working with?

Do we talk within a private manner? Or do we call kids quote unquote out when they are engaging in behavior we have to determine and being intolerable. Making sure we are avoiding threatening kids. Making sure we are trying to follow through on what we say we are going to do. And making sure it's consistent contradiction all kids. And we

want to make sure we are talking with all children and specifically boys about their emotions and making sure they understand how to respond to their emotions that they are having in a non-violent and a non-threatening way. And we want to help all children manage their impulse control, boys as well. Being able to foster emotional connectiveness to the community. So the classroom community. The school community. Their family. Being able to nurture and foster that is something that's important.

We also need to make sure we are thinking about our expectations of children. And having high expectations of kids is so important. So when kids were in a that state of being remote, that is something that really seems to have shifted so we want to make sure that that is something that's not continuing to go on and being endured over a long term. And so we want to be able to think about the holistic needs of all kids and Providing them with the best environments for development and engagement. And really again setting our expectations high. And thinking about children and what their interests are. So we know that the research that children love to invent and discover new things. And to communicate. When we are silencing children we are not meeting their needs. We want to provide opportunity to engage in artistic expression and construction as well. And to being able to show their creativity. And for us to be able to value that creativity that kids are presenting to us.

And allowing them to and for us to challenge them in order for us to be able to help to continue to build their curiosity about learning and about the world around them. So these are some things that we can do to help create these environments that are going to support kids. Making sure we are all again allow children to talk asking those questions. And knowing that curiosity is sign of that child's intellectual power that helps to increase their knowledge.

It's important again we don't silence children when they have questions. You want to make sure there are spaces and places where children can develop their thinking skills and create opportunities for open conversations and discussions. And help kids develop those democratic values in order to help them drive and be successful in their ongoing education and in their community.

We want to allow kids to be open and cur tees you with their communication engagement. And also helping them develop resolution and conflict resolution skills.

So kids are going to be nervous, they are going to be excited, they are going to be anxious, they are going to be filled with questions when they come to our spaces and we need to adjust for that. They may many times come into our space and [off microphone] so we have to make sure we are reflective of where we are at in the times we are working with kids so we can put our best foot forward with them. They take note on whether we are ready to be engaged with them.

One of the things that we need to recognize is our influence that we have on kids's identity. If we put garbage in them, then garbage is going to come out.

And going back to King Carter and that little boy Robert. I know it

was hard to hear that video but one thing he was saying is I'm constantly told I'm stupid and I'm no good and I won't be anything. And that's garbage we are giving kids and what are they supposed to think about their own self-identity and self-esteeming. We are supposed to be building them up and if we are not presenting that to them we are tearing them down. And their opinion on their own self-confidence and their own self-worth is presented through our society. And we are one aspect of that. There's many things that we are fighting against that they have access to.

Videos and games, so on and so forth. So cartoons. So we really need to think about our influence and how we have these other outside influences that we are fighting against. Any negative data that kids are constantly receiving is going to build negative thoughts.

So we have to think about how to build the self of the child. And that's one of the next Uncommon Core practices I wanted us to think about on the emotional and behavioral and social support.

We want to breakdown the self-awareness and the self-concept and the self-control and the self-esteem in order for us to be able to support and building a positive and affirming individual in and of itself.

So many of you I'm sure you know this already within the context of the Social Work that you are doing. And thinking about self-awareness. Are we thinking about how that child is doing themselves as they are separate from others? That's going to continue to develop throughout their childhood.

Them understanding that their own self-esteem can be developed. And they are thinking about how others see them as well.

Next we have self-concept. And it's that knowledge that child acquires about themselves and they are receiving that information from others. So whether it's their physical appearance, their ability, their gender, their intellectual ability, that's something they are determining is this satisfactory? If I'm being compared to that individual student that's next to me or my sibling, that's something that is going to impact that child's self-concept and their behavior as well.

Next we think about self-control. And looking at how they are controlling their own impulses, how they are toll tolerating frustration and whether or not they need that immediate gratification.

I think that's one thing in our society, we need immediate gratification. If the computer doesn't load immediately, there's something wrong with it and it's broken. That's something we have to work against is sometimes things take time. And for kids to develop that self-control as well. It takes time.

The expectations that we have for a 3-year-old or I would say a 36 month old whose been on this earth doesn't always match where they are at developmentally. So how can we help kids really think about and help develop the self-control they have in providing opportunities to practice that self-control in different activities and situations and games of which we engage.

And another one is self-esteem. And thinking about how one evaluating the self based on what they learned about themselves and building

that.

And finally, it's that self-worth. And how they value themselves socially from a society perspective as well. And what significance do I have to the classroom community? To think family? To my community, to my neighborhood as a whole?

Does anybody care? Am I valued? So getting kids to really understand that about themselves.

And as we turn to this work it's important for us to think, do we have that affirming attitude to help develop that self-esteem and that sense of belonging and that self-worth? Are we empowering kids towards optimal growth? Do we help and encourage those feelings of empathy? Because children aren't allowed to develop empathy it's going to be hard for adults to have that as well and develop the mutual respect on themselves and the fears and the adults they engage with.

So thinking about that affirming attitude that we are bringing to our work that we are doing.

>> JENNY BRAUNGINN: We are almost at the end time wise, I'm sorry, Dr. Shaffer.

>> LASHORAGE SHAFFER: No problem, we are change acts so we have to move in a new direction.

I want you to think about your stress and that's my final core practice for you as administrators and leaders. There's primary trauma and secondary trauma. And we have to be self-reflective of ourselves and the things that may come forth. And notice if we are getting disorganized or distracted are we becoming I think rei early? Do we have headaches and body aches? Looking at the symptoms and conditions and do we recognize this in ourselves and the colleagues we work with?

It's important that we do that and notify our turning to our family and our friends, and fellow staff and counselors in order to help us address that.

Our own professional wellness is so important.

So it's important for us to think about that.

And think about the workplace self-care group if you have those. And what a balance case load looks like. Scheduling. And having self-care and having a buddy run with you or whatever you need. And using evident-based practices and therapies in order to help us.

So think about some ways you can feed your soul in a positive way.

And here are some examples, they'll be on the PowerPoint as well. And thinking about having high expectations for yourself.

And not just professionally but personally as well. And taking time to enjoy life and enjoying yourself and the family and friends that you have.

And the work with the children and family that we have as well.

So ah

>> JENNY BRAUNGINN: Okay, thank you, it was a lot to fit in.

>> LASHORAGE SHAFFER: Yes, and thank you again for allowing me to be in a space with you and to really thinking about how we are going to be culturally responsive. And being able to support the kids that we are working with, and the communities that we are in, and supporting ourselves as well. Thank you, thank you.

>> JENNY BRAUNGINN: Well, and thank you allegation too Dr. Shaffer and sharing your time and expertise and your valuable information with us today.

And thank you to everyone else here in attendance and being part of the event.

Wanting to make sure that you watch for an email with a link to be able to complete your evaluation for today's conference, including this particular session also.

And another email separate email about the CEUs for those that have requested them.

And hopefully we'll see you next Friday in the afternoon, with the reverse order with the breakout session first and the closing speaker at the end.

With the PowerPoints I'll make sure that people get notification whether it's on our website or specifically as emails. I have to get that specific question answered.

I know we weren't able to get to absolutely everything and looking at all the concepts. So is there a place that they can contact you? If they wanted to again also, Dr. Shaffer?

>> LASHORAGE SHAFFER: Yes, I'll add that to the PowerPoint but I'm at the University of Michigan Deerborn if you Google my name I'm sure it will come up with my email . And I'll make sure that's available in the information I share.

>> JENNY BRAUNGINN: Great, thank you so much. And appreciate that, and everyone have a good weekend. And watch for those emails. And hope to see you next week. Thank you.

>> LASHORAGE SHAFFER: Thank you.