Specialized Training in Early Childhood Education

Monday, June 25, 2018

Developed by the Mississippi Department of Education
in partnership with
North Mississippi Education Consortium

Coordinated by:
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Mississippi Department of Education

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Director
Office of Elementary Education and Reading

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Kristi Gary
Office Coordinator
MDE Early Childhood Specialized Training Agenda  
June 18th – 22nd

**Week 1**

**Monday, June 18**

Jill Dent  
Office of Early Childhood  
Mississippi Department of Education  
*Early Childhood Guidance and Best Practices*  
*Executive Function and Self-Regulation*

Laura Dickson  
Office of Early Childhood  
Mississippi Department of Education  
*CLASS Overview Training*

Teresa Laney  
Office of Special Education  
Mississippi Department of Education  
*SPED Early Language Development*

**Tuesday, June 19**

Gena Puckett & Monnie Vail  
The Graduate Center for the Study of Early Learning  
University of Mississippi  
*Moving Forward*

Cathy Grace  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
University of Mississippi  
*Read Right from the Start - The Power of Language Part I & II*  
*Equipping the Classroom on a Shoe String Budget*  
*Use of Learning Centers*

**Wednesday, June 20**

Pam Schiller  
Author and Curriculum Specialist  
Schiller Educational Resources  
*Nurturing Social and Emotional Intelligence*

Pam Myrick-Mottley  
Early Childhood Consultant  
*Trauma Sensitive Classroom*
Thursday, June 21
Pam Myrick-Mottley
Early Childhood Consultant
Using Conscious Discipline to Support a Trauma Sensitive Classroom

Friday, June 22
Laurie Weathersby and Jayda Brantley
Office of Intervention Services
Mississippi Department of Education
MTSS Instruction

Jen Cornett
Office of Intervention Services
Mississippi Department of Education
Gifted

Melissa Banks
Office of Elementary Education and Reading
Mississippi Department of Education
#tech4littles

Sandy Elliott
Office of Student Intervention Services
Mississippi Department of Education
Supporting English Learners
Week 2

Monday, June 25
Brittany Herrington
REACH-MS
The University of Southern Mississippi
*Behavior Challenges: Proactivity Counts*

Nicole Briceno
Mississippi Early Childhood Inclusion Center
The University of Southern Mississippi
*Reaching and Teaching All Children in the Inclusive Classroom*

Tuesday, June 26
Shenikia Robinson and Darna’ Robinson
Atlanta Speech School
*Read Right from the Start*
*Empowering Children’s Lives Through Language*

Wednesday, June 28
Kenya Wolff and Burhanettin Keskin
Early Childhood Education
The University of Mississippi
*Working with Diverse Families Lee Anne Grace Barnes*

Lee Anne Grace Barnes
Tupelo School District
*Utilizing Music to Foster Early Literacy*

Thursday, June 29
Lydia Boutwell
Office of Early Childhood
Mississippi Department of Education
*Schedules, Standards, and Planning…Oh My!*

Laura Dickson
Office of Early Childhood
Mississippi Department of Education
*STEAM*
*Pulling it All Together*

Friday, June 30
Limeul Eubanks
Office of Secondary Education
Mississippi Department of Education
*Collages Inspired by Eric Carle*
### Week 1 Specialized Pre-K Training Schedule 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.18</th>
<th>Tuesday 06.19</th>
<th>Wednesday 06.20</th>
<th>Thursday 06.21</th>
<th>Friday 06.22</th>
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<td>AM LIVE FROM JAX, BILOXI after lunch and JAX to finish the day</td>
<td>LIVE FROM GREENVILLE</td>
<td>AM LIVE FROM JAX AND PM LIVE FROM HBURG</td>
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<td>LIVE FROM JAX</td>
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<tr>
<td>8:30AM-9:45AM</td>
<td>JILL DENT</td>
<td>MONNIE VAIL AND GENA PUCKETT</td>
<td>PAM SCHILLER</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>LAURIE WEATHERSBY and JAYDA BRANTLEY MTSS Instruction</td>
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<td>10:00AM-11:15AM</td>
<td>JILL DENT</td>
<td>CATHY GRACE</td>
<td>PAM SCHILLER</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>JEN CORNETT Gifted</td>
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<td>1:00PM-2:15PM</td>
<td>LAURA DICKSON CLASS Overview</td>
<td>CATHY GRACE</td>
<td>PAM MOTTLEY</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>MELISSA BANKS #tech4littles</td>
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<td>2:30PM-3:45PM</td>
<td>TERESA LANEY SPED Early Language Development</td>
<td>CATHY GRACE</td>
<td>PAM MOTTLEY</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>SANDY ELLIOTT Supporting English Learners</td>
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<td><strong>AM LIVE FROM MERIDIAN AND PM LIVE FROM BILOXI</strong></td>
<td><strong>LIVE FROM JAX</strong></td>
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<tr>
<td>8:30AM-9:45AM</td>
<td>BRITTANY HERRINGTON Behavior Challenges: Proactivity Counts</td>
<td>SHENIKIA ROBINSON and DARNA’ ROBINSON Empowering Children’s Lives Through Language</td>
<td>KENYA WOLFF AND BURHANETTIN KESKIN Working with Diverse Families</td>
<td>LYDIA BOUTWELL Schedules, Standards, and Planning...Oh My!</td>
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<td>NICOLE BRICENO Reaching and Teaching All Children in the Classroom</td>
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<td>LAURA DICKSON Putting it All Together</td>
<td>FINAL QUESTIONS &amp; ANSWERS</td>
</tr>
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Behavior Challenges: Proactivity Counts

State Personnel Development Grant
(Grant No. H323AO50005)

REACH MS PBIS Initiative...
Realizing Excellence for ALL Children in Mississippi

• Mississippi’s State Personnel Development Grant

• Focuses primarily on supporting school-wide and district wide implementation of PBIS

• Awarded to the Mississippi Department of Education in 2005, 2010 and 2016

• The grant is operated by the University of Southern Mississippi’s Department of Curriculum, Instruction and Special Education
Alignment to ELS

- Approaches to Learning Standards
  - Overarching interaction with others, engagement, problem-solving
- Social and Emotional Development Standards
  - Overarching interaction with others
- Physical Development Standards
  - Safety rules
- Social Studies Standards
  - Individual rights and responsibilities
  - Our World – 1 (treat with care)

Setting up for the Beginning of the Year
What do you plan for the first day of school?

1st Day of School

- Daily Schedule
  - Develop it.
  - Post it.
  - Explain it.
  - Practice routines.

- Rules
  - Develop them.
  - Post them.
  - Explain them.
1st Day of School

- Reinforcement and Consequence System
  - Explain it.
  - Reminder/review throughout day
- Activity
  - Social-emotionally driven (leaving home from first time or first time in a while)
  - What did you do this summer?

Daily Schedule and Classroom Climate
Daily Schedule

Using your group’s set of strips, work together to order a daily schedule.

- You may or may not use all of the provided strips.
- You may write on blank strips or the back of strips to create additional ones.

Daily Schedule Examples
Daily Schedule

- The schedule is reviewed at the beginning of the year and as needed.
  - Any schedule changes are reviewed daily.
- Keep sitting/one activity to a minimum.
- Alternate activities so that it isn't all teacher choice at once and child choice later.
- Model the routine during the routine time at the beginning of the year and then as needed.
- All students should be able to participate in all components of the daily schedule or have an alternate schedule.

Classroom Climate

- Positive tone is used throughout the classroom.
- Positive feedback is given for successes and attempts at accomplishing a task.
- Deposits vs. Withdrawals
  - 4 or more positives should be used for every negative.
Think about your classroom rules.

- Do you have classroom rules?
- How many do you have?
- Are they posted? Where?
- How are they displayed?

Now, write down YOUR classroom rules!
**Rules**

Rules should be:

- Few in number (3-5)
- Developed for the classroom and other areas (i.e., playground, cafeteria, activity classes)
- Positively stated
- Observable and measurable
- Displayed in a manner where all students can see and understand them
- Reviewed at the beginning of the year, after breaks, and periodically as needed

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**Rules**

1. Using a different color marker, make changes to your original classroom rules based on our discussion.

   OR

2. Redesign your classroom rules based on our discussion.

   Also, write down notes for yourself regarding using Board Maker cards, real pictures, etc.
Reinforcement and Consequence System

Think about your reinforcement and consequence system.

• Do you have a classroom reinforcement system?
• Is the system the same for everyone?
• Do you use reinforcement?
  • What types?
  • How often?
• If leveled, how do students move from level to the next?
• What types of consequences are given?
  Now, write down YOUR system!
Classroom System

The classroom system should be:
• Based on the rules set for the classroom
• Displayed in the room
• Easy to follow

Classroom System

• Consistency is key.
• Caution giving the whole class or group reinforcement or consequences.
Classroom System

Reinforcement
• Include multiple types that aren't always tangible
• Consider giving BOTH reinforcement at a fixed rate (daily, weekly) and also a larger type of reinforcement that each student must work towards.

Classroom System
Consequences
• Linked to behavior and setting
• Recommended use of “time out” is one minute per year old.
• Taking away outside time is counter productive.
Reinforcement and Consequence System

1. Using a different color marker, make changes to your original reinforcement and consequence system based on our discussion.

OR

2. Rewrite your original reinforcement and consequence system based on our discussion.

Individualizing Systems
Understandings the ABCs

Understanding behavior = determining what happens before and after the behavior
- **A** – Antecedent (before)
- **B** – Behavior
- **C** – Consequence (after)

Antecedents and Behaviors

- Previous circumstances prompt the behavior to occur
- **External**
  - Ex. Caleb calls Victoria a name, so Victoria pushes Caleb.
- **Internal**
  - Ex. Frustrated with the letter worksheet, Sasha scribbles all over the sheet and throws her crayon on the floor.
Behaviors and Consequences

- Reinforce the behavior to continue
- Stop the behavior from occurring
- Occur Naturally
  - Ex. Jeremy shares his toy with a friend, and the friend lets him go first on the slide.
  - Ex. Jacob runs in the classroom and stubs his toe on a shelf.

\textit{Consequences are not synonymous with punishment.}

Behaviors and Consequences

Adult-controlled consequences
- Developmentally appropriate
- Suitable for the behavior
  - Ex. Danielle uses some of her free play center time to help a friend clean a mess in the art center, so the teacher lets Danielle choose a center first the next day.
  - Ex. Roshelle keeps disrupting whole circle by distracting her friends, so the teacher has Roshelle sit out for 2 minutes of outside time.
Reinforcement and Consequences

• Complete an interest inventory or observe preferences over time.
• Individual reinforcement and consequences can be different than the classroom system based on a particular student’s needs and preferences.

Reinforcement and Consequences

Immediate vs. delayed

- How long can the student remember?
- Target behaviors may need a different rate of reinforcement and consequences.
Activity
As a group, discuss and write down one item for each of the following and how you would implement it:
1. A whole class reinforcement opportunity (e.g., Mr. Potato Head or caught ya being good)
2. A consistent class system (e.g., Be a Bucket Filler or Sticker Board)
3. An individualized reinforcement system (e.g., Token Board)
4. A unique reinforcement item/event/etc. to use in your classroom or individualized system that is little to no cost

Contact Information
Brittany Herrington
Brittany.herrington@usm.edu

REACH MS
www.usm.edu/reachms
601-266-4693
The overarching goal of the Mississippi Early Childhood Inclusion Center (MECIC) is to meet the needs of early childhood educators, families, and young children with special needs by providing high quality early childhood inclusion.

1. Special Needs Credentials
2. Quality Trainings
3. Technical Assistance
4. Screening and Diagnostic Evaluations
5. Family Navigation

MECIC is a division of the Institute for Disability Studies (IDS), Mississippi’s University Center for Excellence in Developmental Disabilities (UCEDD) Research, Education, and Service. IDS is housed at The University of Southern Mississippi in Hattiesburg. The mission of IDS is to positively affect the lives of Mississippi citizens with developmental and other disabilities and their families across the life span and to work toward increasing their independence, productivity, and integration into their communities.
AGENDA

Discuss components of high quality early childhood inclusion.

Introduce principles of Universal Design for Learning.

Discover how to build reciprocal interactions with ALL children.
EARLY CHILDHOOD INCLUSION

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, development and learning to reach their full potential.

DEFINING FEATURES OF HIGH QUALITY INCLUSIVE PROGRAMS

Access  Participation  Supports

ACCESS INCLUDES...

Believing that all children have the potential to learn.
Knowing and understanding child development.
Having a physical environment that meets the needs of all children.

PARTICIPATION INCLUDES...

Adults promoting belonging, participation, and engagement of children with and without disabilities in inclusive settings in a variety of intentional ways.
Secure relationships with teachers as the foundation of development.
Teacher’s use of adaptations and embedded learning opportunities are evidenced.
SUPPORTS INCLUDES...

Collaboration among key stakeholders (family, service providers, teachers, administrators) is a cornerstone for implementing high quality early childhood inclusion.

Professional development and support to acquire the knowledge and skills to implement effective inclusive practices.

HOW DOES INCLUSION OF ALL PRESCHOOLERS SUPPORT POSITIVE CHILD OUTCOMES?

✓ Research shows individualized, high-quality experiences during childhood supports brain development and peer interactions and provides a strong foundation for development and learning for all children.

✓ Meaningful inclusion benefits all children and supports children with disabilities in making significant developmental and learning progress.

✓ Children who are included in early childhood programs have important opportunities for building peer-interaction, communication, and problem-solving skills.

✓ Research also shows typically developing children have positive development, social, and attitudinal outcomes in inclusive environments.
“WHAT DO WE HAVE TO DO TO MODIFY OR ACCOMMODATE OUR PROGRAM FOR A CHILD WITH A DISABILITY?”

“How can we design and implement a program to meet the diverse needs of all children?”

“CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!”
UNIVERSAL DESIGN FOR LEARNING (UDL)

• An approach that ensures all children have equal opportunities to learn
• Allows flexible approaches that can be customized for individual needs

MULTIPLE MEANS OF REPRESENTATION:

- Auditory
- Visual
- Tactile
- Taste
- Smell
- Movement
EXAMPLE: INTERACTIVE GROUP EXPERIENCE

Plan ways that children can actively participate in all aspects of circle time versus being a passive learner in the experience.

ACTIVITY: LIFE WITH THE WRIGHT FAMILY
MULTIPLE MEANS OF ACTION & EXPRESSION:

How do children participate?
- Talking
- Doing
- Manipulating
- Writing
- Observing

How are materials used?
- Sorting
- Dumping
- Coloring
- Stacking
- Pretending
- Connecting

How do children express their understanding?
- Showing
- Telling
- Demonstrating

EXAMPLE: ALTERNATIVE WAY FOR A CHILD TO EXPRESS UNDERSTANDING
MULTIPLE MEANS OF ENGAGEMENT:

1. Attention
2. Choice
3. Relevance
4. Vary Demands
5. Vary Challenges
6. Minimize distractions
7. Foster communication and interactions with peers
8. Options for self-regulation
9. Build self-esteem
10. Build relationships

EXAMPLE: SCHEDULE
BUILDING THE FOUNDATION

Relationships are the foundation for learning and development.

“The true gifts of life lie in the moment. That is why we call it the present.”

Our goal is for every child to feel love, nurturance, security, responsive interactions, trust, understanding, and caring in our presence.

CREATING RECIPROCAL INTERACTIONS

Shared attention  Engagement  Problem solving
HOW DOES BEING ENGAGED SUPPORT POSITIVE CHILD OUTCOMES?

- Increases in children’s engagement are related to positive outcomes in thinking, reasoning skills, behavior, and interactions with others.
- Children with disabilities tend to spend less time engaged with adults, peers, and materials than children without disabilities.
- When children are actively engaged with their environment, they interact with others more, manipulate materials more, and therefore learn more.
- Increasing levels of engagement lowers the amount of aggression and off-task behaviors displayed by children.

UDL IN ACTION...
REFERENCES


