

Stepping Stones to Equity, One Family at a Time

Maryland Family Engagement Summit
August 2019



Kim Buckheit

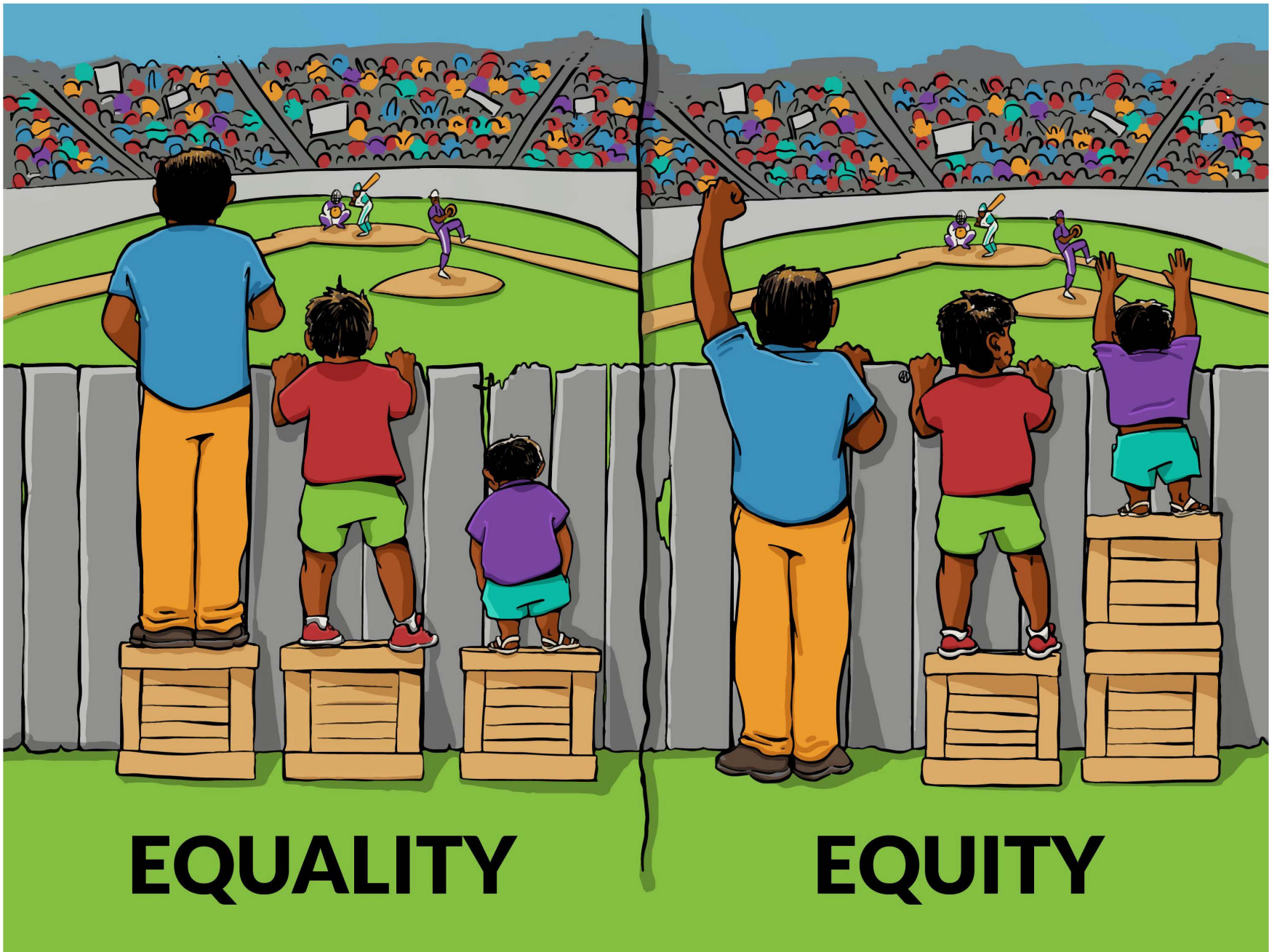
Specialist, School Completion & Alternative
Programs

Terrell Sample

Maryland Coordinator, Project Aware

Objectives for Session

- Identify the difference between equity and equality.
- Increase awareness of ways to decrease and eliminate equity gaps in the learning environment.
- Understand what Adverse Childhood Experiences (ACES) are and identify different ways to support students and caregivers.
- Engage in activities and dialogue that allow for the creation of an equitable learning environment for all.



EQUALITY

EQUITY

Some Factors That Create Equity Gaps In the Learning Environment

- Native language that is different from staff & community
- A lack of experiences to develop background knowledge and skills
- Behavioral expectations and norms different from staff & community
- Cultural expectations and norms different from staff & community
- Physical, cognitive and social limitations
- Behavioral regulation problems
- Adverse Childhood Experiences (ACES)













Possible resources to fill equity gaps

Consider as Resources Within a Framework of Positive Behavior Interventions & Supports

- The distribution of which students you ask to complete classroom helping tasks.
- The distribution of non -verbal attention during the day, such as; conversations, play interactions, smiles & high fives.
- The distribution of verbal attention to parents and students during the day.
- Displaying/showcasing children 's work on bulletin boards or as exemplars to the class. What books, toys and family structures are represented within the learning space?
- The time you take to listen to parents and students and reciprocate/engage in conversation. Does this vary by student and family?
- To whom do you give corrective feedback and at what rate to particular students?

How can you make
the learning environment
as **EQUITABLE**
as possible?

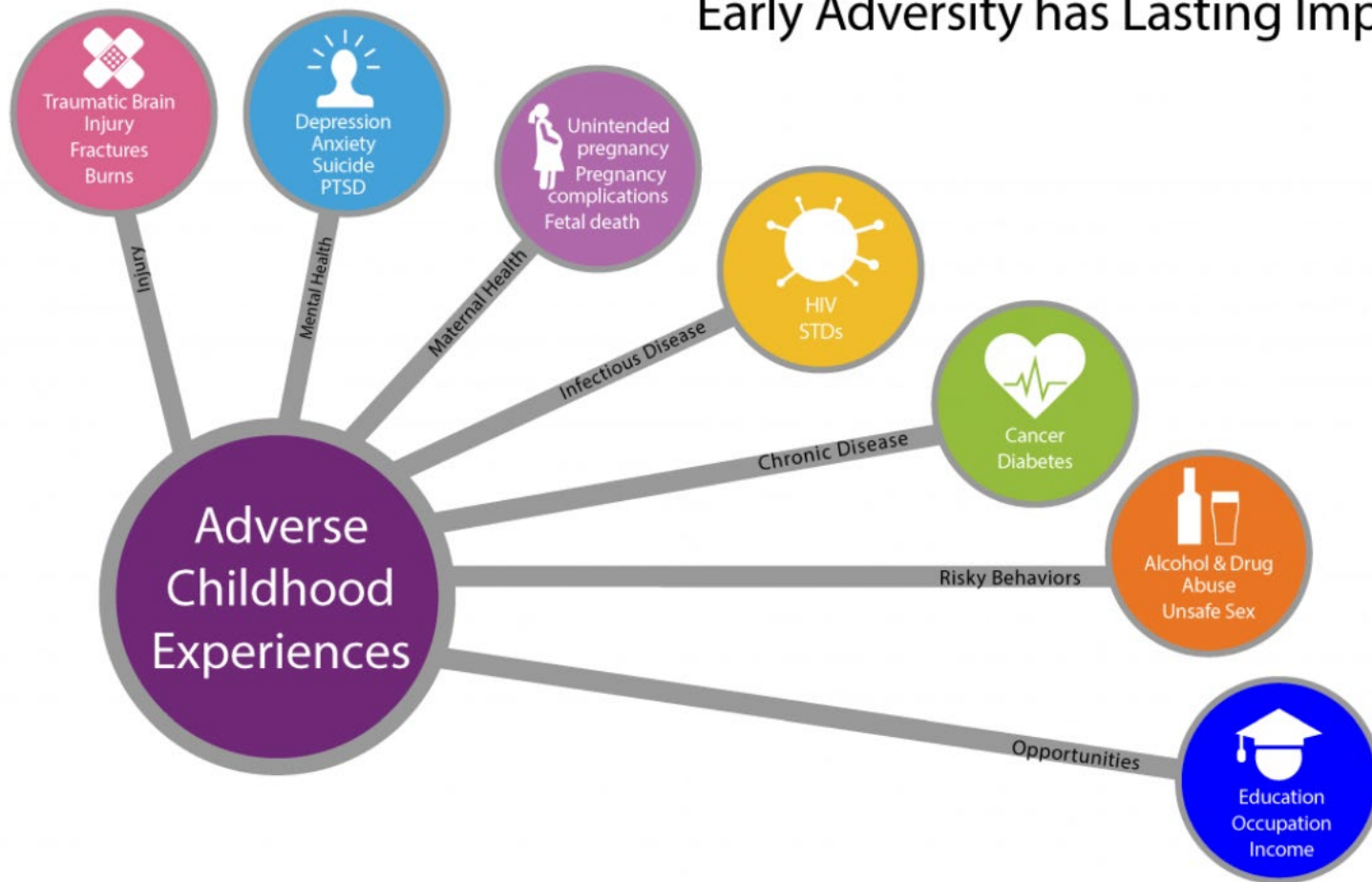
KNOW the needs of children
in your care

KNOW available resources
within your community

MONITOR the distribution
of resources

ACEs – Adverse Childhood Experiences

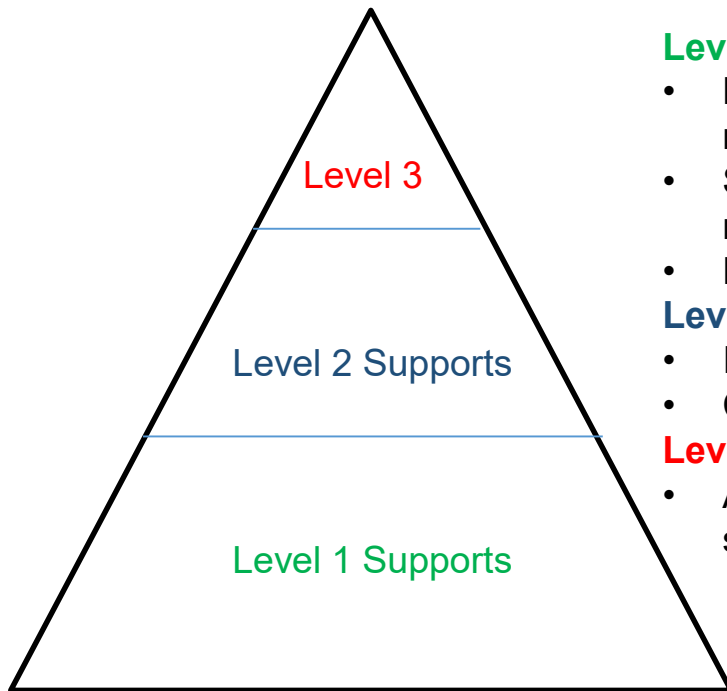
Early Adversity has Lasting Impacts



Center for Disease Control and Prevention

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/aboutace.html>

Ways to Mitigate ACES



Level 1 Ideas:

- Monthly newsletter, social media posts with tips & suggested routines
- Special events (day & evening) to share resources, strategies, modeling techniques
- Role model approaches when caregivers are present

Level 2 Ideas:

- Individual coaching and feedback – relationship & frame
- Caregiver shadowing during the day

Level 3 Ideas:

- Assist with connections to community resources for specialized support

Must Assume!

Every Child & Caregiver Can & Wants to Succeed

- Importance of developing and nurturing a positive, trusting relationship with caregivers.
- Have expectations for caregivers and the child – be clear about your expectations.
- Use a variety of “frames” to approach and coach caregivers during difficult situations.

Adverse Experience – child comes to the learning environment with different experiences.	How might the experience manifest in school?	What can you do to make school a more equitable experience for the child?
A parent has recently been released from incarceration and returned to the home		

Ways to Monitor the Distribution of Resources

- Consider simple caregiver surveys monthly about whether they and their child feel valued and respected in the learning environment.
- Self-monitor by focusing on a particular behavior for a small window of time, ex 9:00-9:30 track the verbal corrections you make by how many and to whom.
- Have another adult do an observation or record yourself - looking at a particular behavior (movement, praise, corrections) – get an objective view of how you interact with all students.
- Student and caregiver interviews – do your own or have a friend you trust ask specific questions to give you feedback.

Kimberly.buckheit@maryland.gov

Specialist, School Completion & Alternative Programs
410-767-4420

Terrell.sample2@maryland.gov

Maryland Coordinator, Project Aware
410-767-0305

Questions