

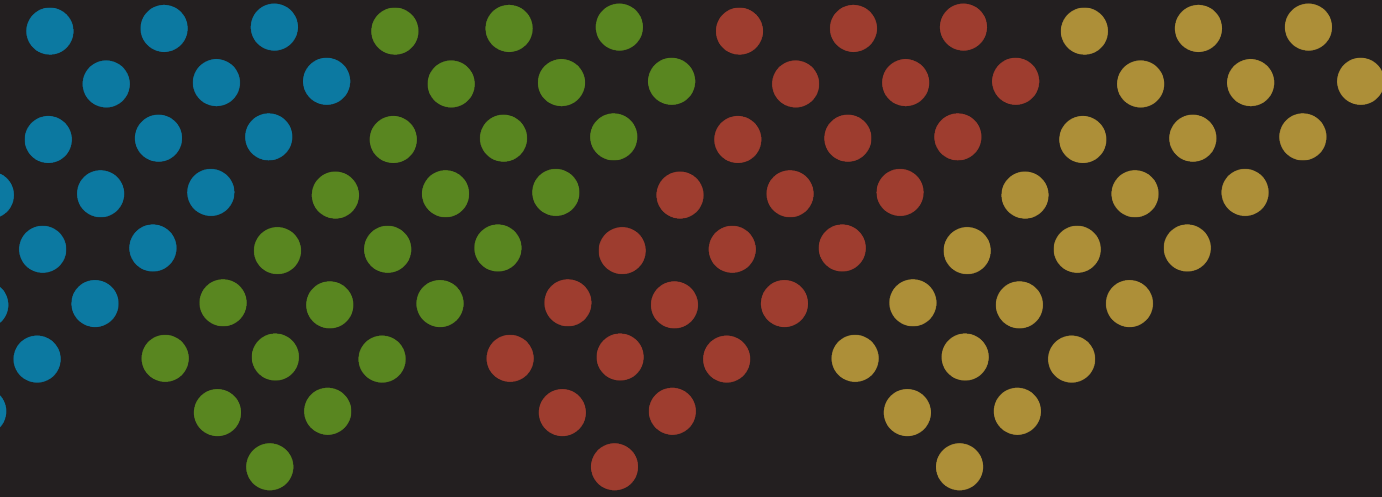


DC EARLY EDX

ZONE 1 A: BIRTH TO AGE 3

Breakout Sessions





Content Expert Session

Level-Up!
High-Impact
Teaching Practices
for Early Childhood
Educators



Level-Up!

High-Impact Teaching Practices for Early Childhood Educators

DC Early EdX 2024

Zone 1: Birth to Age 3 • Breakout Sessions #1 & #2
April 5, 2024

Sarah LeMoine

Senior Director, Professional Innovations



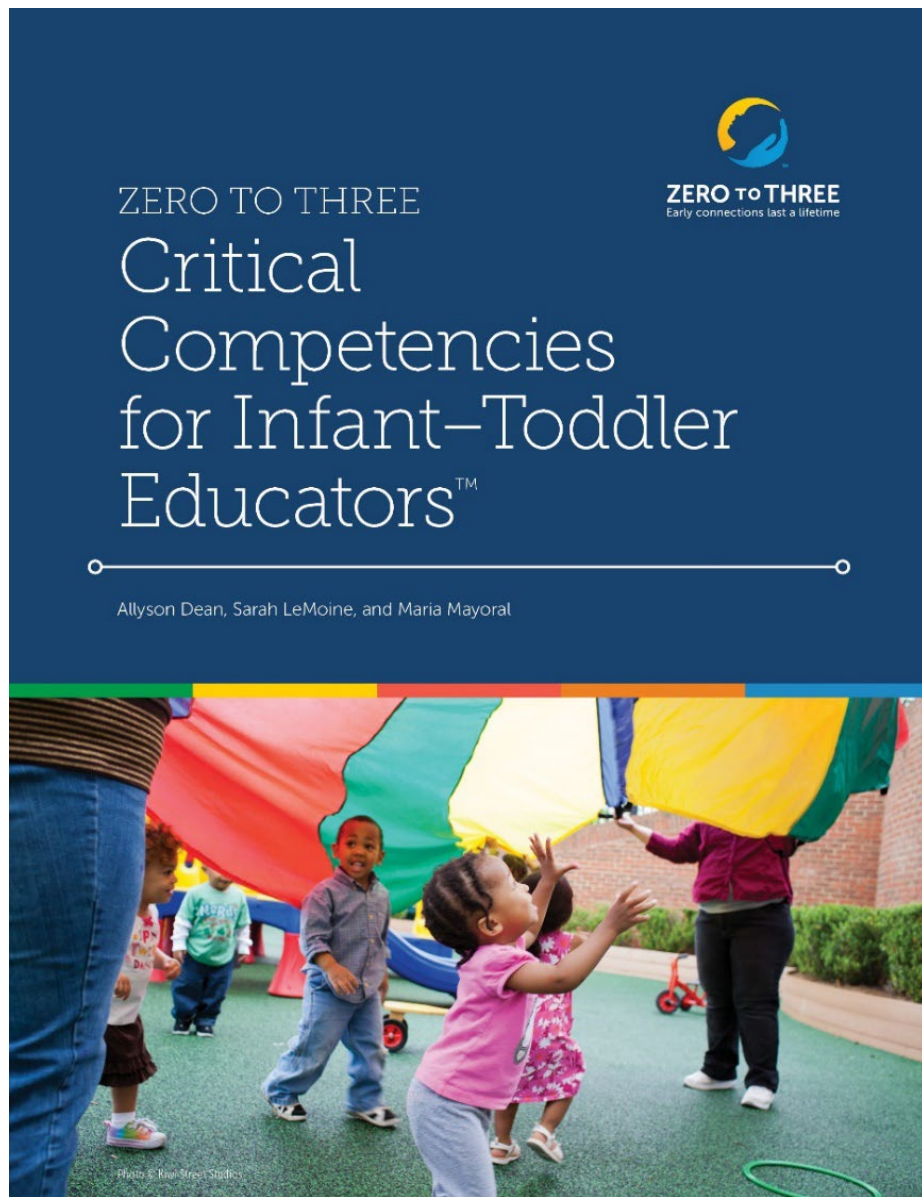
Inhale

Exhale

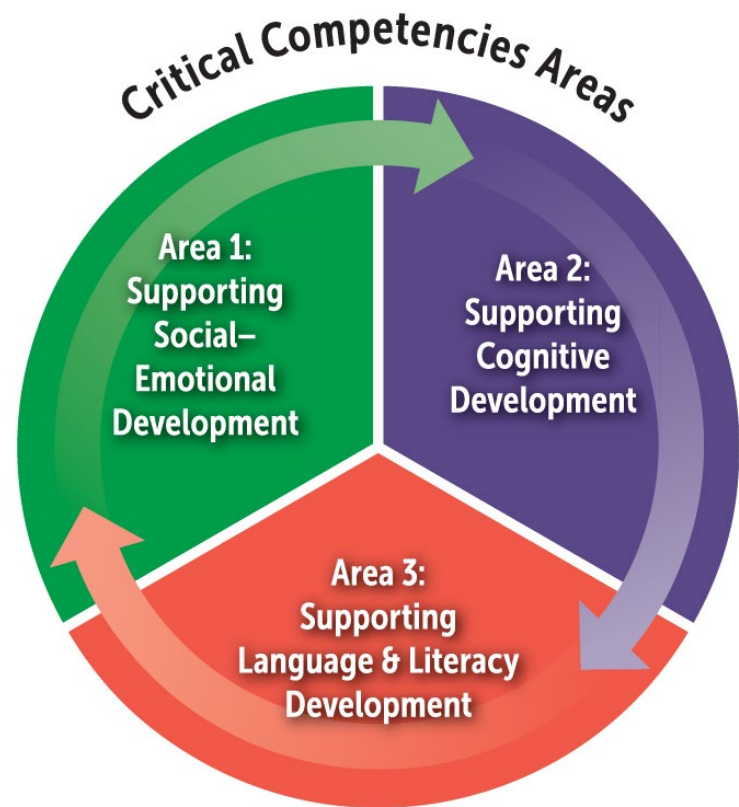
Release

We See YOU!





Download the Free *Critical Competencies* eBook



Our time together

Check our vision

Rekindle our motivation

Spark connections



What 50+ years of science says about ECE

Lesson 1: Early childhood education can have large and lasting effects.

Lesson 2: Only high-quality programs achieve large, positive impacts.

Lesson 3: High-quality requires a lot of planning and careful implementation.

Lesson 4: Effective implementation requires skilled, multi-level leadership.

Each of these lessons confirm the central role that educators play in early learning quality

YOU matter.



Your relationship with each child helps shape their **identity, confidence, and well-being.**

You are their “thinking partner” in **exploring, investigating, creating, experimenting, and building theories.**

Your conversations and interactions help shape them as a **communicator and member of a community.**



**Coined by Jeree Pawl and adapted with inspiration from Kandace Thomas, Carmen Rosa Noroña, and Maria Seymour St. John (2019).*

Excellent educators are intentional!

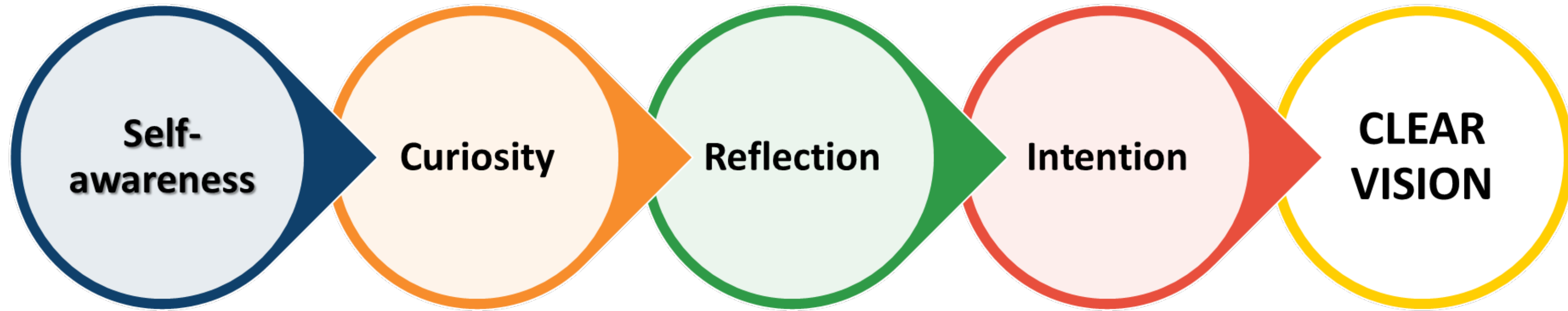
Self-awareness leads to better services for families.

-Diversity Informed Tenets for Work with Infants, Children, and Families



***How is YOUR
vision?***

Four dispositions



Adjusting your vision, transforming your practice



Mindfulness is a process of intentionally bringing our attention to what's happening in the present moment with acceptance and openness.



We're all on a learning journey together

“Children are at once deeply familiar and profoundly alien. Sometimes they feel just like us and sometimes they seem to live in a completely different world.... The younger children are, the more mysterious they are.”

Alison Gopnik in *The Philosophical Baby*

If we wonder often, the gift of knowledge will come.

Arapaho proverb

A vision based on hope



While they are in my program, I hope each child experiences...feels...knows...

As I look to the future, I hope each child becomes...

As I think about my aspirations for these children, I hope that I...



How you see the children in your care—and how you see yourself and your relationship to them—affects everything you do.

consider

hold in mind

count

find

contemplate

evaluate

value

treat

make sense of

think of

appraise

interpret

take into account



To regard is to...



Regarding children





Do you see a person intent on making sense of his world?



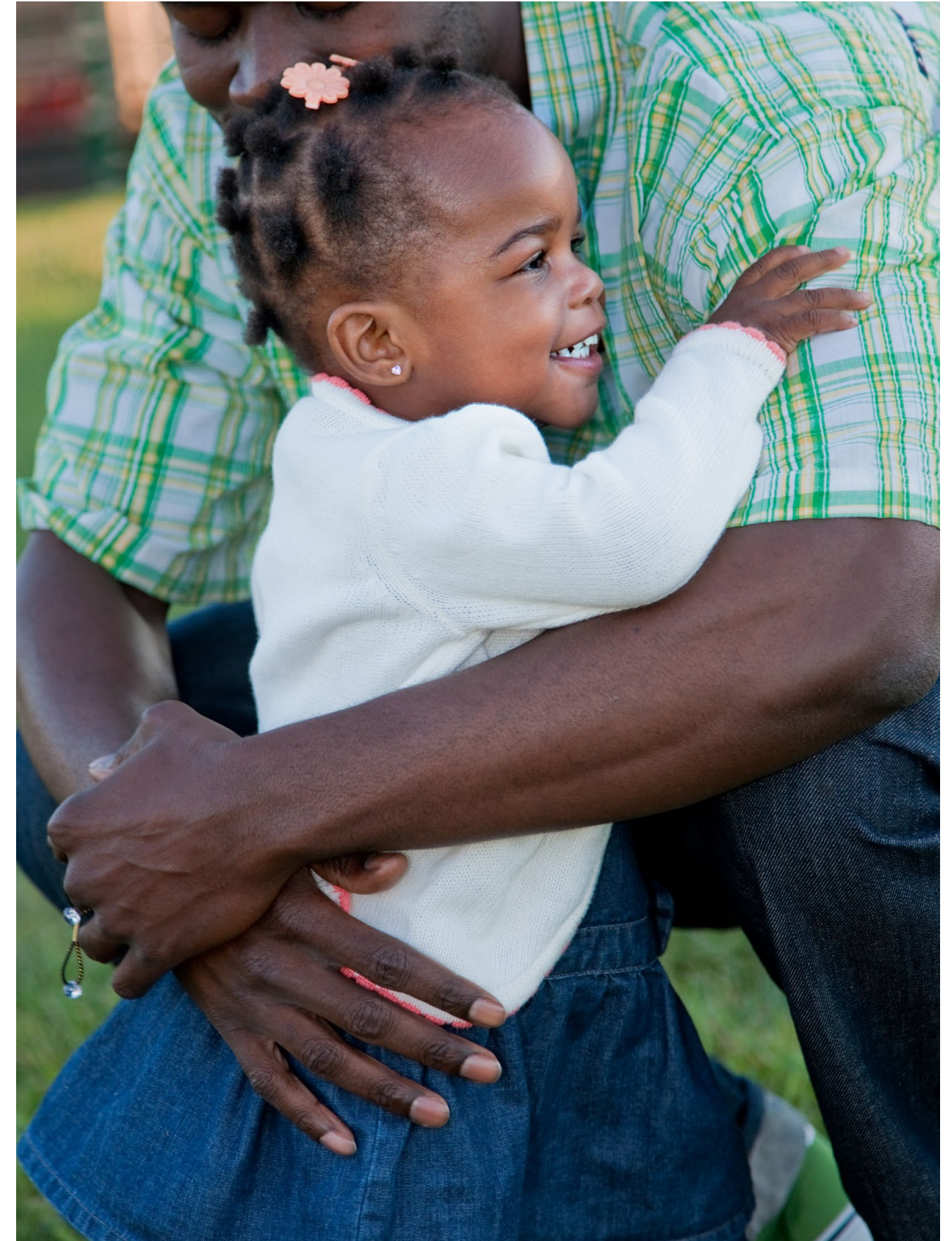
Do you see a data collector? A theory-builder?



Do you see someone trying to understand if the world is a safe place? A place where she belongs and has value?

Our sense of self

An adult's curiosity about who the child is, and their likes and dislikes, sparks the child's curiosity as they begin thinking about themselves as a separate person with their own wants and motivations.

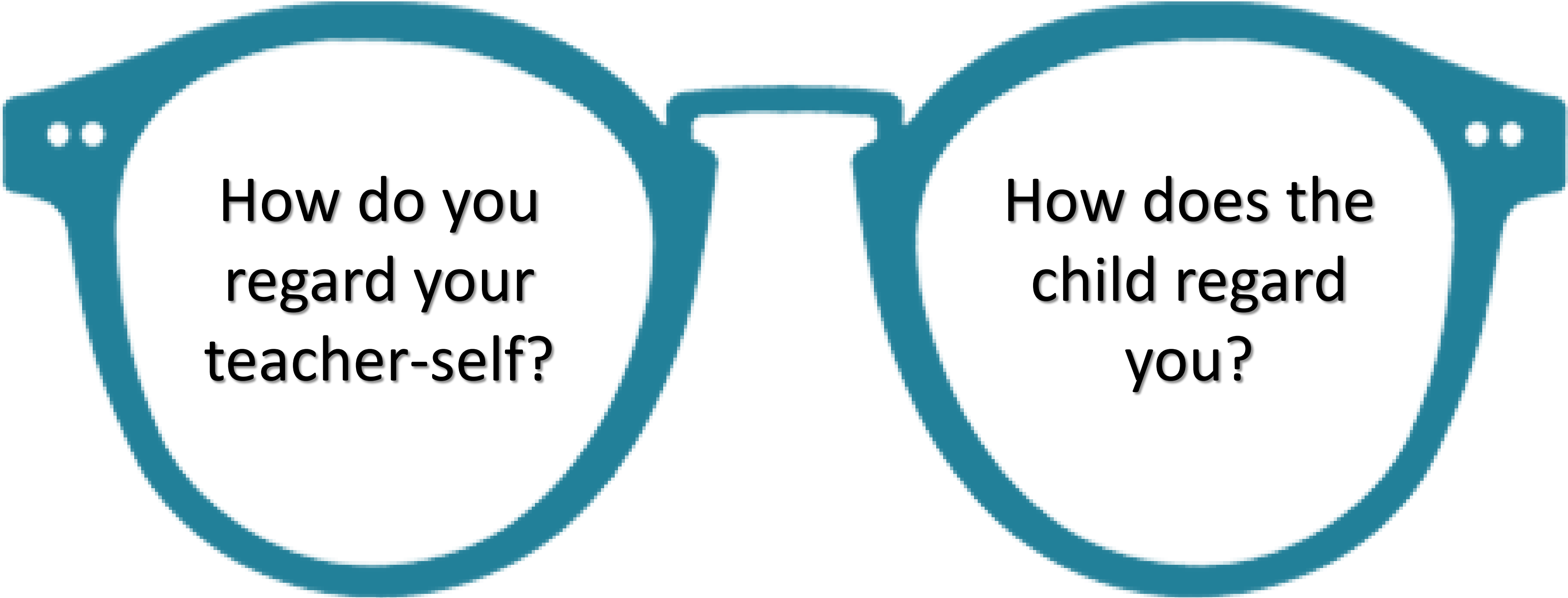


A wondering lens



**At the heart of
infant-toddler care is
a way of seeing
that leads to
*a way of being.***

Regarding ourselves



How do you regard your teacher-self?

How does the child regard you?

Because YOU matter!



You matter most to the most vulnerable



- The more adversity families experience, the greater potential for negative impact on development
- Persistent adversity without warm, responsive caregiving changes the architecture of the developing brain
- Consistently warm, responsive caregiving in an early education setting reduces the negative impacts of adverse family circumstances on young children

National Scientific Council on the Developing Child (2005/2014).

Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper No. 3. Updated Edition. Retrieved from www.developingchild.harvard.edu



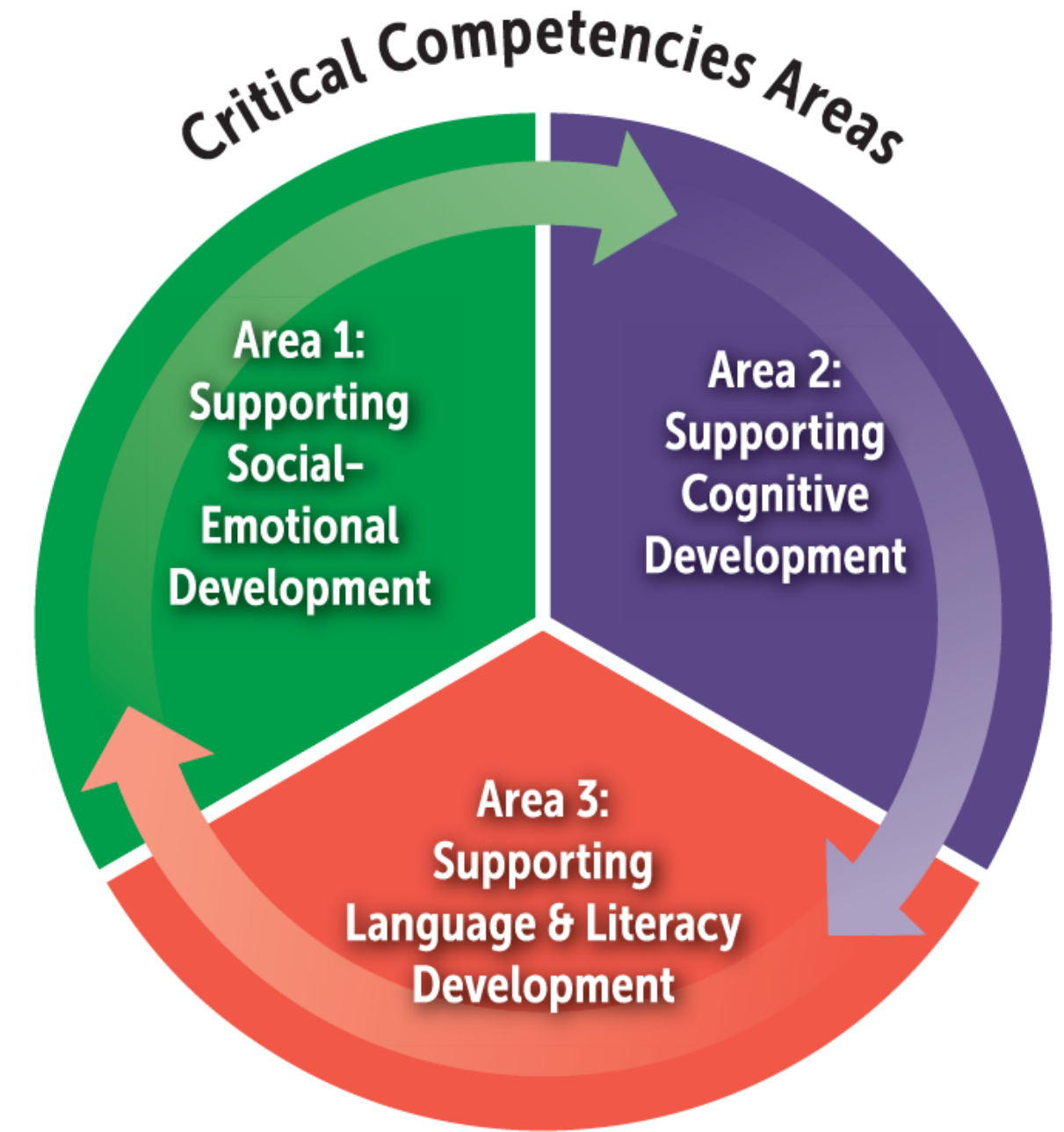
**Coined by Jeree Pawl and adapted with inspiration from Kandace Thomas, Carmen Rosa Noroña, and Maria Seymour St. John (2019).*

Who and how you are *and* what you do

Area 1: Supporting Social-Emotional Development Area and Sub-Areas

Sub-Areas

- SE-1** ***Building Warm, Positive and Nurturing Relationships***
- SE-2** Providing Consistent and Responsive Caregiving
- SE-3** Supporting Emotional Expression and Regulation
- SE-4** Promoting Socialization
- SE-5** Guiding Behavior
- SE-6** Promoting Children's Sense of Identity and Belonging



Who and how you are *and* what you do



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Quick Reference Guide AREA 1: Supporting Social-Emotional Development

SE-1 Building Warm, Positive, and Nurturing Relationships

- SE-1a Convey warmth and affection toward children by smiling, laughing, and also by showing empathy when a child is sad or upset
- SE-1b Frequently engage in nonverbal positive affirmations with children while respecting and expressing variations in affirmation across cultures (e.g., nodding, lowering voice, raising eyebrows in surprise, as appropriate and consistent with the child's culture)
- SE-1c Use gentle and nurturing touch to provide emotional support and to communicate affection
- SE-1d Use children's names during communication
- SE-1e Make positive comments about children and their activities
- SE-1f Sit in close proximity to children, depending on age
- SE-1g Make eye contact with children when culturally appropriate and talk with them at eye level
- SE-1h Demonstrate interest in children's activities by joining play or commenting about children's actions when culturally appropriate
- SE-1i Use a tone of voice, facial expression, and level of enthusiasm that is in synch with each child's
- SE-1j Support children's attempts at autonomy by promoting self-initiated exploration while remaining available to provide help when a child indicates a need for it

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1d. Use children's names during communication

When educators make their messages personal in this way, even very young children feel respected and affirmed, creating a greater sense of connection.

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1j. Support children's attempts at autonomy by promoting self-initiated exploration while remaining available to provide help when a child indicates a need for it

Part of nurturing relationships is supporting developing independence and self-confidence in children. Children's innate need for exploration is nurtured by adults who allow and encourage them to investigate the environment and are readily available to help when needed.

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1a. Convey warmth and affection toward children by smiling, laughing, and also showing empathy when a child is sad or upset

Our nonverbal actions convey a powerful message, especially to infants and toddlers who rely on these nonverbal cues as a base for trusting relationships. Showing caring responses attuned to individual children's emotional state through these nonverbal messages is an important aspect of creating a positive connection.

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1f. Sit in close proximity to children depending on age

As children grow older, they venture out in the environment more and more. But young children look to adults, to their educators, as anchors as they explore the space around them. When educators stay near to children, it sends the message to the children that they want to be near them, are interested in what they are doing, and are readily available to help—again adding positive layers to the nurturing relationship.

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1i. Use a tone of voice, facial expression, and level of enthusiasm that is in sync with each child

When an educator's demeanor is responsive to a child's emotional state, it helps validate his feelings and shows that his educator is empathetic to what he is feeling.

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1c. Use gentle and nurturing touch to provide emotional support and communicate affection

Babies are predisposed to respond well to touch, and educators should use caring physical contact, including skin- to-skin touch, as appropriate (e.g., hand to face, hand to hand), as a tool for helping infants and toddlers feel supported.

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1g. Make eye contact with children when culturally appropriate, and talk with them at eye level

Looking directly at another person in many cultures is a sign of respect and acknowledgment. Young children early on equate eye contact with attention. Think of how babies will pull your face during feeding to prompt you to see them.

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1b. Frequently engage in nonverbal positive affirmations with children while respecting and expressing variations in affirmations across cultures

A gesture goes a long way—nonverbal cues not only create a foundation for trust but also sustain relationships by building familiarity between the children and their educators. However, it's important to remember that different social groups can vary in the way that they express warmth, encouragement, and affection.

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1h. Demonstrate interest in children's activities by joining play or commenting about children's actions when culturally appropriate

When educators engage a child during play, it signals to the child that their actions are appropriate and worthwhile. Shared interests and experiences also strengthen the bonds between the child and the educator.

Who and how you are, what you do, *and* why it matters

Building warm, positive, nurturing relationships

SE-1e. Make positive comments about children and their activities

Acknowledging young children's identity and value, and crediting them for their actions, contributes to their sense of worth and accomplishment.

Internal mental (“working”) models



Model of oneself



Model of important adults



Model of the world

Putting ourselves in their place



Because of these moments with you, I am learning that...



I can figure things out, I'm capable

It's safe for me here

I can trust you; I can find help when I need it

I have good ideas worth exploring

I belong here, I'm connected

When I communicate, others will listen

Considerations for missed connections



Missed connections are bound to happen—a LOT!

Infants and toddlers will try new strategies to reconnect

Be aware of and sensitive to a child whose bids are easier to miss

My daddy is deployed.

My family lives in a high-rise building in the city.

My brother and I were adopted by parents whose skin is a different color.

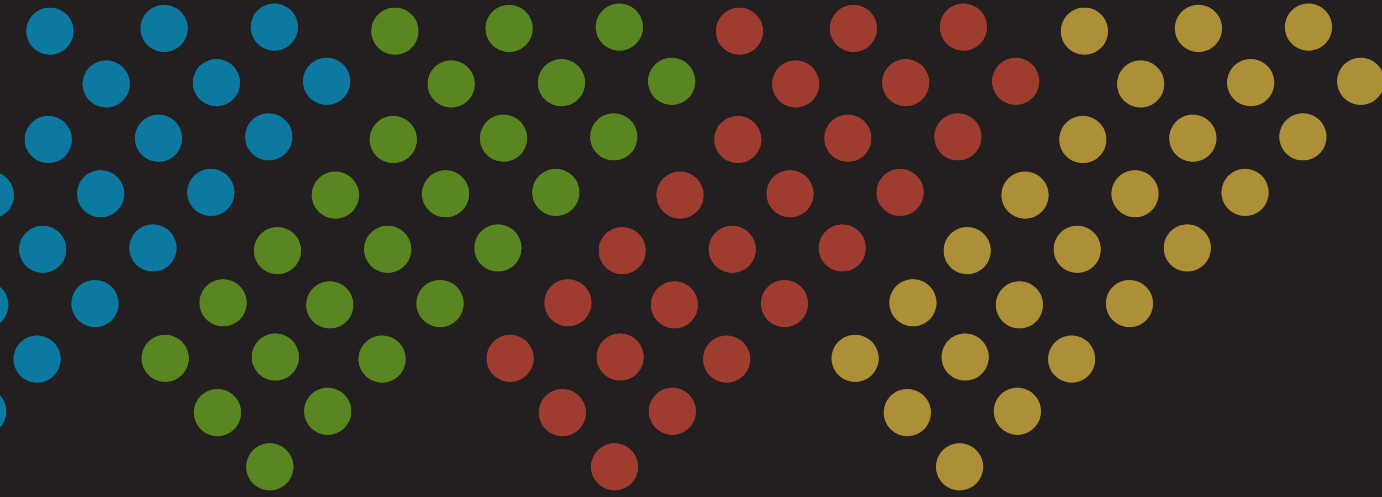
I live with my parents, three siblings, grandparents, and near lots of other relatives.

What is it like to BE that child when they are in my program?

I was very sick when I was born. I spent most of my first year in and out of hospital.

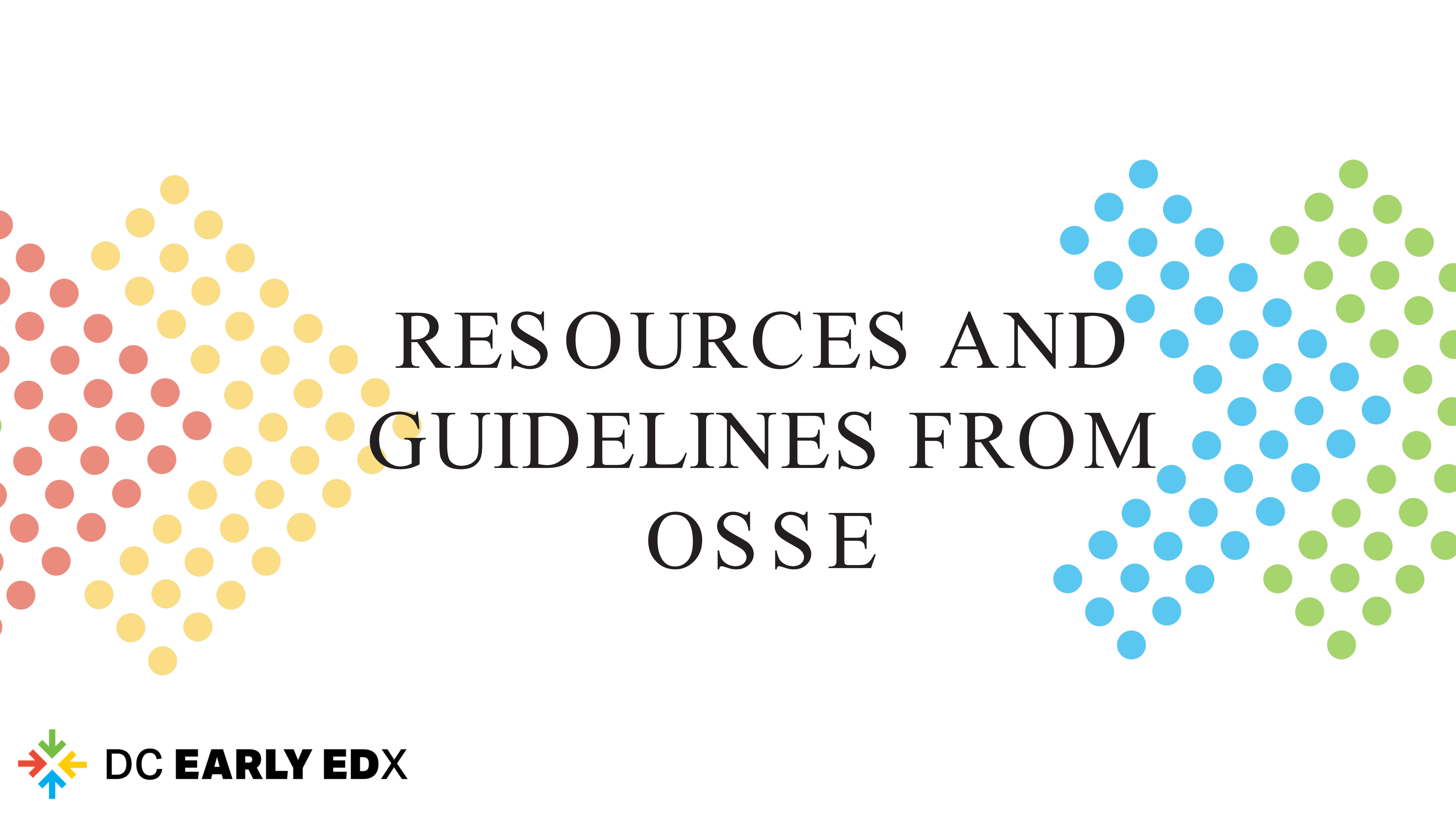
I have a LOT of allergies.

Somedays I go with my daddy to his house and other days I go with my mommy to her house.



Educators as Experts Session

Level-Up!
High-Impact
Teaching Practices
for Early Childhood
Educators



RESOURCES AND
GUIDELINES FROM
OSSE



EARLY CHILDHOOD EDUCATOR PAY EQUITY FUND

Fiscal Year 2024 (FY24) Early Childhood Educator Pay Equity Fund

April 2024

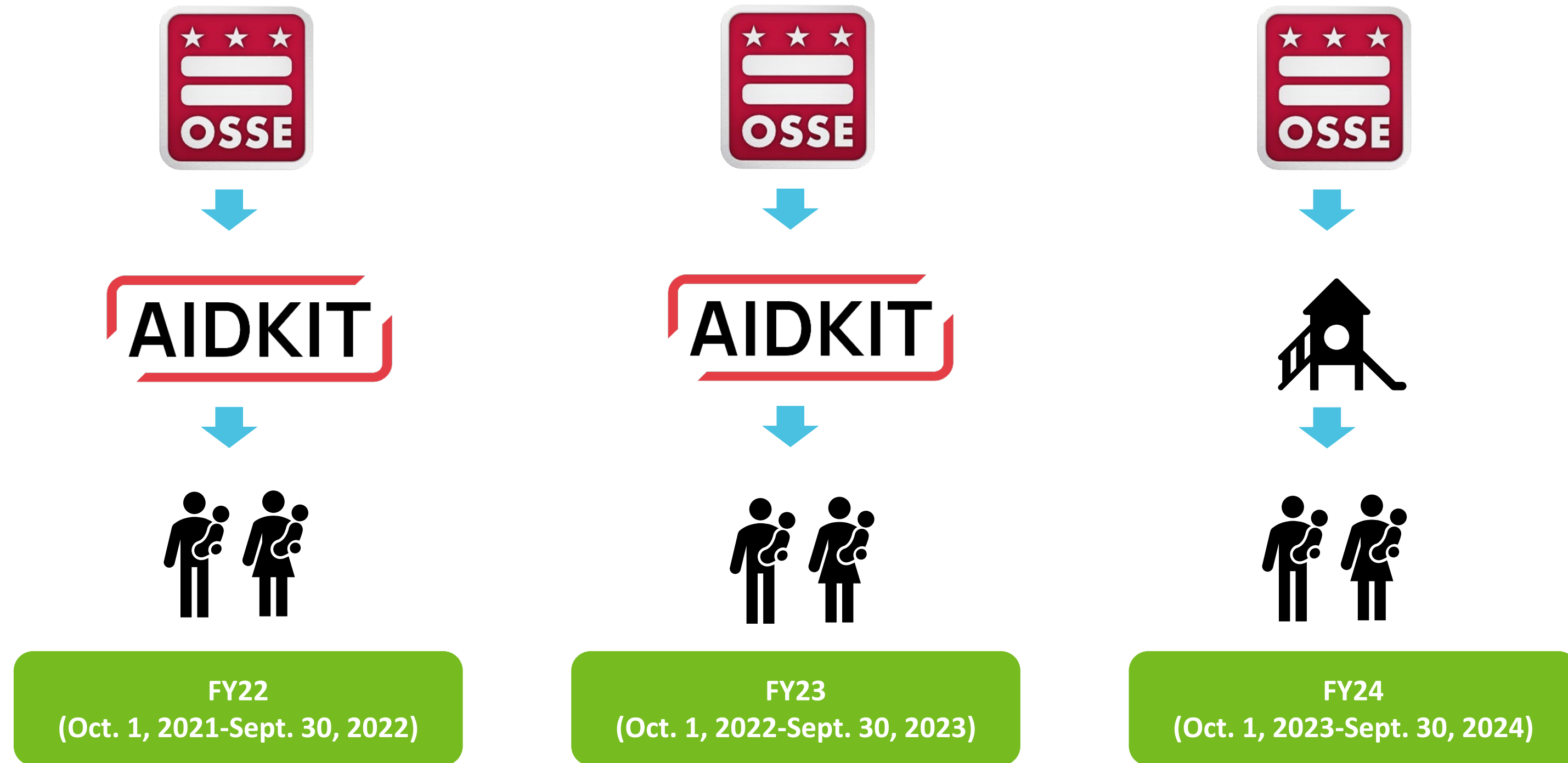


 **WE ARE
WASHINGTON
DC** GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR



Overview of FY24 Early Childhood Educator Pay Equity Fund

Following Task Force recommendations, the Office of the State Superintendent of Education (OSSE) distributed funds directly to educators in FY22 and FY23, and through child care providers starting in FY24



FY24 Early Childhood Educator Pay Equity Fund

- OSSE is distributing Early Childhood Educator Pay Equity Funds to child development facilities to help them increase compensation for early childhood educators.
 - Direct payments from AidKit ended in September 2023.
- To receive funds, a child development facility must be licensed by OSSE and agree to pay eligible staff, by role and highest credential, salaries that meet or exceed the [minimum salaries](#) established by OSSE.
 - Note: Providers that are approved for a waiver are not required to pay the minimum salaries
- Providers must opt-in to the Early Childhood Educator Pay Equity Fund and complete a provider agreement by deadlines established by OSSE to receive funds.



What does it mean for me if my employer is participating in the Early Childhood Educator Pay Equity Fund?

- If you are employed at a facility participating in the Early Childhood Educator Pay Equity Fund, your employer is required to pay eligible staff at least the FY24 minimum salaries, unless they have been approved for a waiver.
- Your employer will include the funds in your regular paycheck if you are employed in an eligible staff type.
- Employers are not required to pay eligible staff the minimum salaries until after they receive their first award payment from OSSE.
 - Providers that started participating in the Early Childhood Educator Pay Equity Fund in quarter one received their first award payment in December 2023 and were required to pay the minimum salaries starting in the next feasible payroll cycle. For many providers, that payroll cycle was in January 2024.
 - Providers that started participating in the Early Childhood Educator Pay Equity Fund in quarter two received their first award payment in March 2024 and are required to pay the minimum salaries starting in the next feasible payroll cycle. In many cases, that payroll cycle will occur in April 2024.



Facilities with Waivers

- If OSSE approves a provider for a waiver, the provider is **not** required to pay eligible staff the minimum salaries established by OSSE for the Early Childhood Educator Pay Equity Fund in FY24.
- However, the facility **must** pay eligible teachers and assistant teachers salaries or wages that are higher than those paid on Sept. 30, 2023.
- The facility must use all funds received from the Early Childhood Educator Pay Equity Fund to:
 - Increase salaries or wages for eligible staff;
 - Cover taxes and mandatory benefits associated with higher salaries or wages; and/or
 - Provide health or other discretionary benefits for staff.



What if my employer has chosen not to participate?

- If you are employed at a facility that is not participating in the Early Childhood Educator Pay Equity Fund, your employer does not receive any funds from the program and is not required to pay staff the minimum salaries.
- Employers can choose to opt-in to the Early Childhood Educator Pay Equity Fund at any time and receive the next quarterly payment.
- All facilities must comply with [other District and/or federal laws and requirements](#) regarding worker wages and hours that apply to all employers, including the Fair Shot Minimum Wage Act of 2016, and for child care providers participating in the District's child care subsidy program, the Living Wage Act of 2006.





Wage Supplements and Minimum Salaries



Educator Credentials

- The required minimum salary and corresponding wage supplement are based on the highest credential or degree held by an educator as documented, reviewed and approved in OSSE's Division of Early Learning Licensing Tool (DELLT).
- For **lead teachers**:
 - To qualify for the “BA or higher” wage supplement, have a bachelor’s degree (or higher) in early childhood education (ECE) *or* a bachelor’s degree in any field (or higher) with at least 24 credit hours in ECE.
 - To qualify for the “AA” wage supplement, have an associate degree in ECE *or* an associate degree in any field with at least 24 credit hours in ECE.
 - To qualify for the “CDA” wage supplement, have a Child Development Associate (CDA) or 48 credit hours with at least 15 hours in ECE.
- For **assistant teachers**:
 - To qualify for the “AA or higher” wage supplement, have an associate degree (or higher).
 - To qualify for the “CDA” wage supplement, have a CDA or 48 credit hours with at least 15 hours in ECE.
 - To qualify for the “less than CDA” wage supplement, have less than a CDA.



Educator Staff Types

- Child development facilities that receive funds from OSSE must pay eligible lead teachers and assistant teachers, in the following staff types in DELLT, salaries that [meet or exceed the minimum salaries](#).

The following staff types in DELLT qualify as an **assistant teacher**:

- Assistant teacher
- Montessori assistant teacher
- Pre-K Enhancement and Expansion Program (PKEEP) assistant teacher
- Associate home caregiver

The following staff types in DELLT qualify as a **lead teacher**:

- Teacher
- Montessori teacher
- Expanded home caregiver
- Home caregiver



Staff Wages and Salaries

- After receiving the first quarterly CDF payroll funding formula payment, providers must pay all eligible teachers and assistant teachers salaries or wages that meet or exceed minimum salary requirements by role and credential, unless the facility has an approved waiver.

Staff Type	Credentials	Minimum Salaries for FY24 (annual salary)	Minimum Salaries for FY24 (hourly wage)
Assistant Teacher	Less than a CDA	\$43,865	\$21.09/hour
	CDA	\$51,006	\$24.52/hour
	Associate degree or higher	\$54,262	\$26.09/hour
Lead Teacher	CDA <u>or</u> 48 credit hours with at least 15 hours in ECE	\$54,262	\$26.09/hour
	Associate degree in ECE <u>or</u> an associate degree with at least 24 credit hours in ECE	\$63,838	\$30.69/hour
	Bachelor's degree (or higher) in ECE <u>or</u> a bachelor's degree (or higher) with at least 24 credit hours in ECE	\$75,103	\$36.11/hour



Staffing Changes

- Newly hired lead teachers and assistant teachers must be paid salaries or wages that meet or exceed the minimum salary requirements following OSSE approval of staff record in DELLT, unless the facility has an approved waiver.
- Educators who are assigned a new staff type (e.g., from assistant teacher to teacher) or obtain a higher credential or degree (e.g., a teacher with an associate degree completes a bachelor's degree in ECE) should be paid the appropriate minimum salary following OSSE approval of the record change in DELLT.
- If a lead teacher or assistant teacher changes jobs:
 - New employer that is participating in the Early Childhood Educator Pay Equity Fund must pay the teacher or assistant teacher salaries or wages that meet or exceed the minimum salary requirements following OSSE approval of staff record in DELLT.
 - New employer that is participating in the Early Childhood Educator Pay Equity Fund and has an **approved waiver** is not required to pay the minimum salaries established by OSSE; early educators should speak with employers that have an approved waiver about the salary or wages they can expect prior to accepting an offer of employment.
 - New employer that is **not** participating in the Early Childhood Educator Pay Equity Fund is not required to pay the minimum salary (but must follow other applicable federal and local laws).



Revised Licensing Regulations: Education Requirements

- On Dec. 20, 2023, State Superintendent Dr. Christina Grant signed a [Notice of Emergency and Proposed Rulemaking \(NEPRM\)](#) for the Licensing of Child Development Facilities, which updated the licensing regulations set at 5A DCMR Chapter 1.
 - [Summary of Changes](#) ([Español](#) | [Amharic](#))
- The updated regulations maintain the District's commitment to high standards for early educators while providing additional pathways and flexibility in how early childhood educators can meet education requirements.
- The proposed changes took effect the day the NEPRM was signed (Dec. 20, 2023).



Revised Licensing Regulations: Education Requirements

- The licensing changes provide additional pathways and flexibilities for some early childhood educators to meet the education requirements for a staff role that they otherwise would not be qualified for.
- In most cases, the revised regulations do not change the minimum salary that an individual early childhood educator qualifies for under the Early Childhood Educator Pay Equity Fund, nor do they alter the amount of funding a provider receives through the CDF payroll funding formula for that staff member.



Pay Examples

Individual	Pay Equity Role and Credential	Employer Status	Minimum Salary
<p>Example 1.</p> <p>Debbie has an associate degree in accounting. Debbie's staff type is an assistant teacher.</p>	<p>Debbie qualifies as an assistant teacher with the "AA or higher" wage supplement (and minimum salary).</p>	<p>Debbie's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Debbie's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 2.</p> <p>Tommy has a CDA. Tommy's staff type is associate home caregiver.</p>	<p>Tommy qualifies as assistant teacher with the "CDA" wage supplement (and minimum salary).</p>	<p>Tommy's employer opted in to the Pay Equity Fund starting in Q1 and has been approved for a waiver starting in Q1.</p>	<p>Tommy's employer must pay him a higher salary than he was receiving on Sept. 30, 2023. His employer is required to pay him the increased salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 3.</p> <p>Veronica has a high school diploma and is enrolled in a CDA program. Veronica's staff type is associate home caregiver.</p>	<p>Veronica qualifies as an assistant teacher for the "Less than a CDA" wage supplement (and minimum salary).</p>	<p>Veronica's employer opted in to the Pay Equity Fund starting Q2. The employer does not have a waiver.</p>	<p>Veronica's minimum salary is \$43,865. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q2 payment in March 2024.</p>

**Examples assume individuals have staff records in DELLT that are approved and include all required supporting documentation.*



Pay Examples

Individual	Pay Equity Role and Credential	Employer Status	Minimum Salary
<p>Example 4.</p> <p>Julia is a home provider with a CDA.</p>	<p>Julia qualifies as a teacher with the “CDA” wage supplement.</p>	<p>Julia is self-employed and does not have any employees.</p>	<p>Julia will receive the CDA teacher wage supplement from OSSE. Since she is self-employed with no employees, she does not need to report on use of funds to OSSE and can choose how to spend the funds.</p>
<p>Example 5.</p> <p>Sandra has a CDA and 25 years of experience as an early childhood teacher. Sandra's staff type is teacher, with a continuous service certification.</p>	<p>Sandra qualifies as a teacher with the “CDA” wage supplement (and minimum salary).</p>	<p>Sandra's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Sandra's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 6.</p> <p>Maria has a CDA and is currently enrolled in a degree program to earn an associate degree in ECE. She has an enrollment-based certification and her staff type is teacher.</p>	<p>Maria qualifies as a teacher with the “CDA” wage supplement (and minimum salary).</p>	<p>Maria's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Maria's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023. After Maria earns her associates in ECE, she should provide proof of her new credential to her employer. After her staff record is updated by her employer and approved by OSSE, her employer is required to pay her \$63,838.</p>

**Examples assume individuals have staff records in DELLT that are approved and include all required supporting documentation.*



Pay Examples

Individual	Pay Equity Role and Credential	Employer Status	Minimum Salary
<p>Example 7.</p> <p>Rachel has an associate degree in accounting. Rachel's staff type is teacher.</p>	<p>Rachel qualifies as a teacher with the “CDA” wage supplement (and minimum salary).</p>	<p>Maria’s employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Rachel’s minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 8.</p> <p>Roberta has an associate degree in accounting and 12 hours of credit in ECE. Roberta's staff type is teacher.</p>	<p>Roberta qualifies as a teacher with the “CDA” wage supplement (and minimum salary).</p>	<p>Roberta's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Roberta's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 9.</p> <p>Naomi has an associate degree in accounting and 24 hours of credit in ECE. Naomi's staff type is teacher.</p>	<p>Naomi qualifies as a teacher with the “AA” wage supplement (and minimum salary).</p>	<p>Naomi's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Naomi's minimum salary is \$63,838. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 9.</p> <p>Charles has an associate degree in early childhood. Charles' staff type is teacher.</p>	<p>Charles qualifies as a teacher with the “AA” wage supplement (and minimum salary).</p>	<p>Charles' employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Charles' minimum salary is \$63,838. His employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>

**Examples assume individuals have staff records in DELLT that are approved and include all required supporting documentation.*



Questions?

For more information on FY24 Early Childhood Educator Pay Equity Fund, please visit:
osse.dc.gov/fy24ecepayequity.

Questions:

- OSSE.ECEPayEquity@dc.gov

Additional Resources

[Frequently Asked Questions for Early Childhood Educators](#)



[Guide for Determining an Educator's Minimum Salary](#)



[How Staffing Changes Impact CDF Payroll Funding Formula Awards](#)



[FY24 Waivers: What Early Childhood Educators Need to Know](#)



CLOSING THOUGHTS

YOU have a powerful role as a child's attachment figure



“We tend to go through life feeling the way our attachment persons made us feel—be that happy or depressed, loved or neglected, at peace or in turmoil.”

—Honig, 2002, p.5

Source: Honig, A. S. (2002). *Secure relationships: Nurturing infant/toddler attachment in early care settings*. Washington, DC: National Association for the Education of Young Children.

YOU can be a place of security for each child



“Knowing that we can be loved exactly as we are gives us all the best opportunity for growing into the healthiest of people.” — Fred Rogers

Regarding each child's unique lens on the world



- Each child comes to you with a unique set of filters through which he or she sees
- Some facets of children's lives are rich, meaningful assets to be tapped
- Other facets can be barriers to getting the most out of the relationships and experiences in an ECE program without an educator's careful consideration and support
- Other circumstances create risks that must be acknowledged and countered

Let the voice of the child guide you



Do you see me?
Can I trust you?
Do you let me fly?
Do you hear me?
Is this place fair for us?

Mindfulness pause



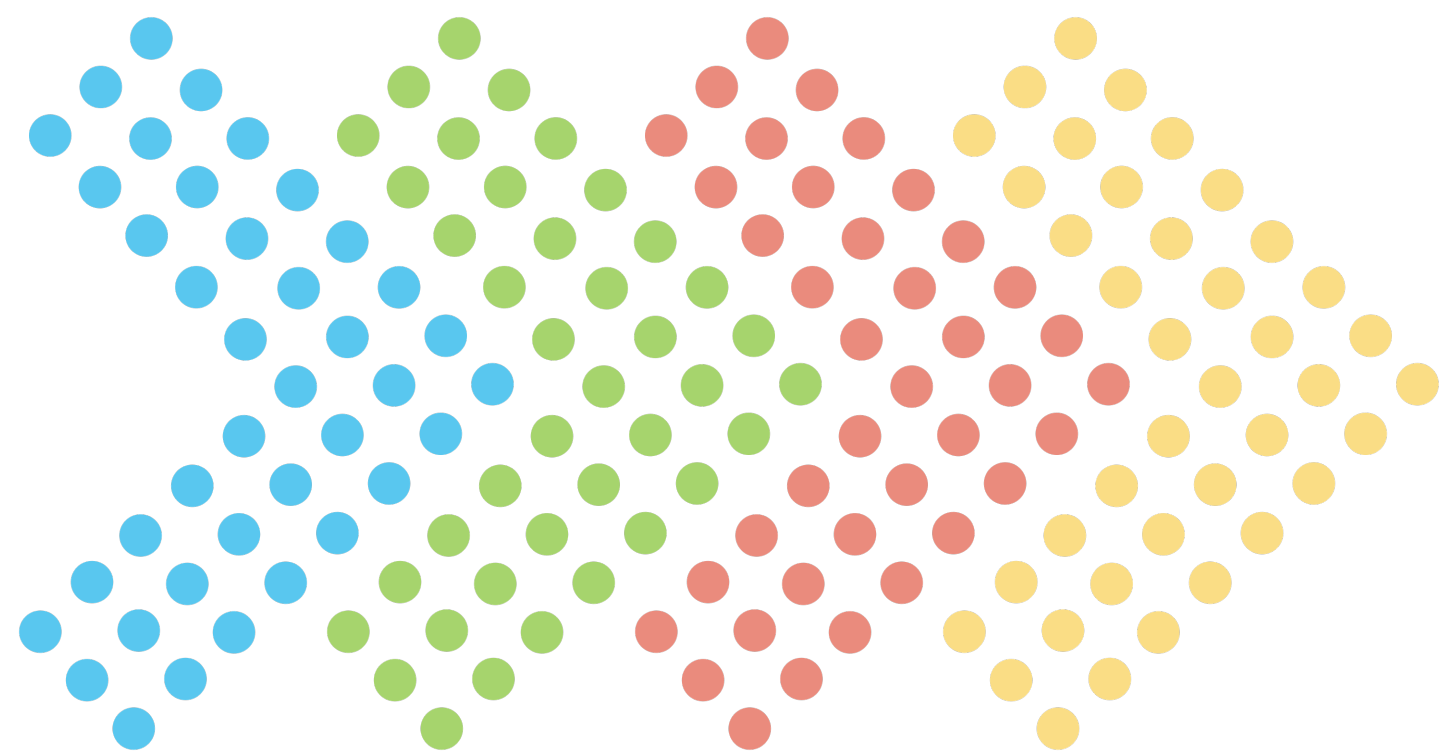
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THANK YOU

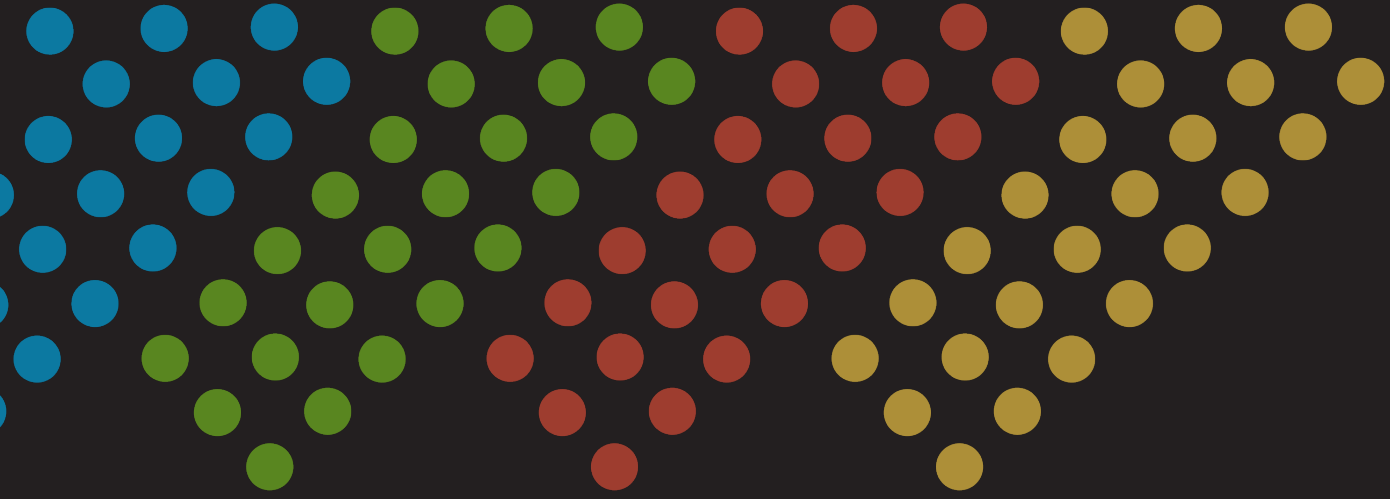


DC EARLY EDX

ZONE 1 A: BIRTH TO AGE 3

Breakout Sessions





Level-Up!
High-Impact Mental Wellbeing
Practices for Early Childhood
Educators



Level-Up! High-Impact Wellbeing Practices for Early Childhood Educators

Ghislaine Toussaint-Green, PhD

One Agency. One Mission. One Voice.



Wellbeing

- State of being happy and comfortable
- Doing what improves your quality of life



One Agency. One Mission. One Voice.

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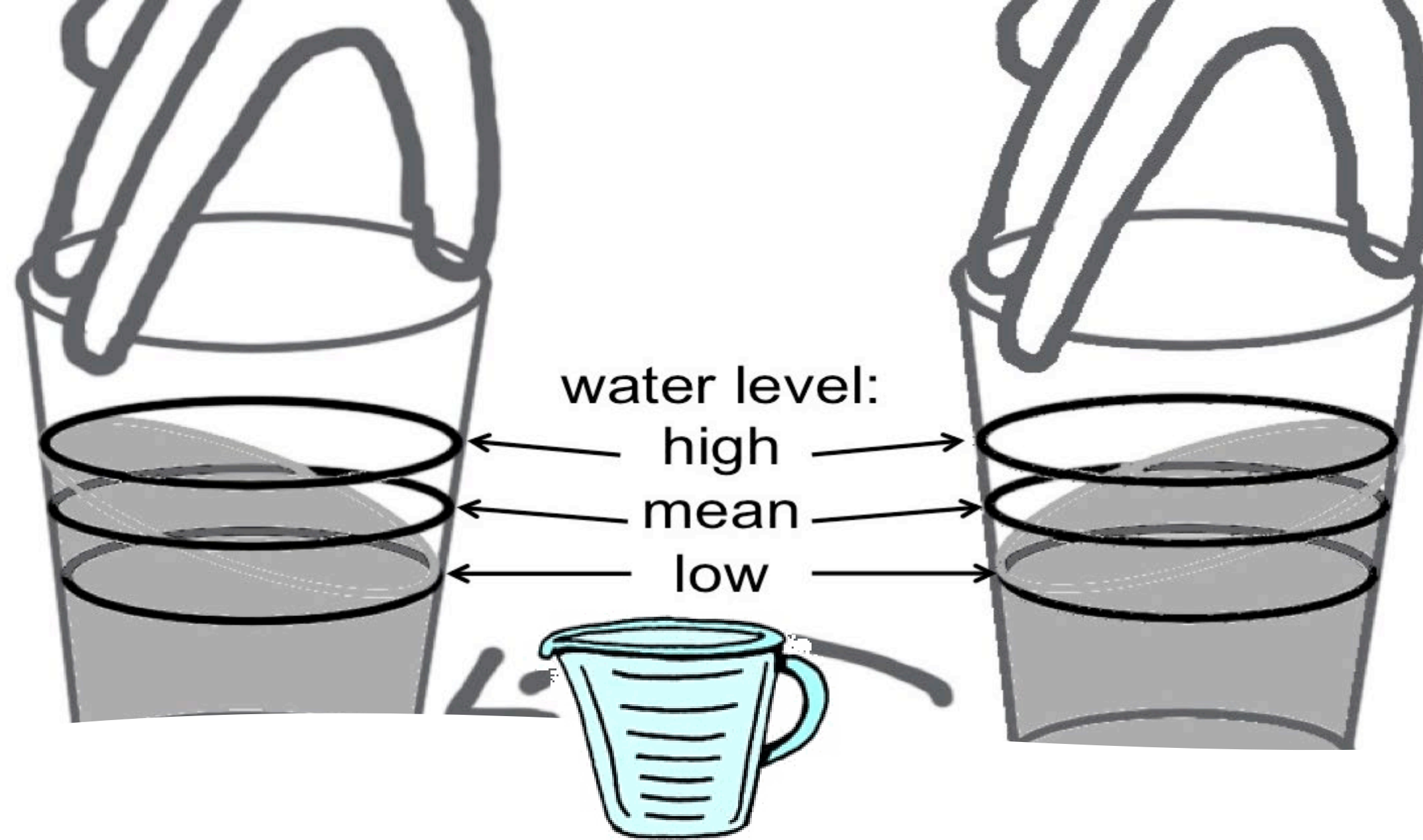


Importance of wellbeing/ Taking care of Yourself

- Helps prevent overload
- Helps you refocus
- Keeps you emotionally grounded
- Keeps you healthy
- You cannot help others if you are not ok – We need to take care of ourselves before taking care of others to avoid experiencing a decline in our own emotional and physical wellness.
- helps prevent overload

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Checking Your Levels

- How do you know when your pitcher is at an unsafe level?
- How do you fill your pitcher?
- Do you know when to stop pouring?
- Do you tend to over pour?

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The WELL

Willing

Engage

Limits

Love



STRATEGIES FOR PROMOTING WELLBEING

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Self Affirmation



- The act of affirming one's own worthiness and value as an individual for beneficial effect (Meriam Webster)

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Affirmations of Self Confidence

- I am strong
- I can persevere through this
- I can do anything that I put my mind to
- I am worthy
- I am proud of myself
- If I dream it I can do it!
- I am confident
- I am smart
- I love all of me
- I am resilient

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Self- Acceptance Affirmations

- I accept myself for who I am
- I love the way I look
- I am worthy of love
- I deserve all that is good in my life
- I bring light to the world
- I love my body
- My body is a gift that I cherish
- My thoughts and opinions matter

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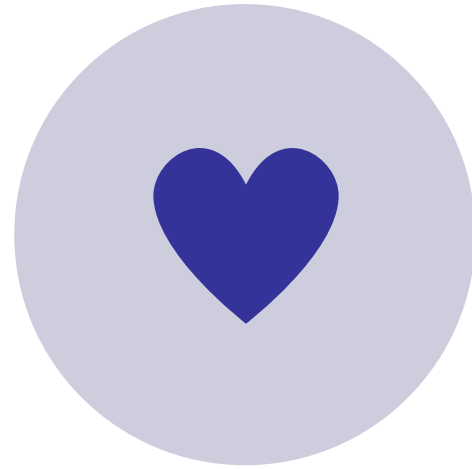
Self Love



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Self Love



THE ACT OF LOVING ONESELF



THE STATE OF APPRECIATION
FOR ONESELF



SELF- LOVE IS NOT SELFISH

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Importance of Self Love

You need to love yourself first

It shows you how to love others

It shows others how to love you

Allows you to practice self-compassion

Builds self esteem

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Focus on your Strengths

- List all the positive things about yourself
- Make a list of your best traits
- Make a list of all your accomplishments
- Work on making your areas of strength stronger

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Celebrate Your Achievements

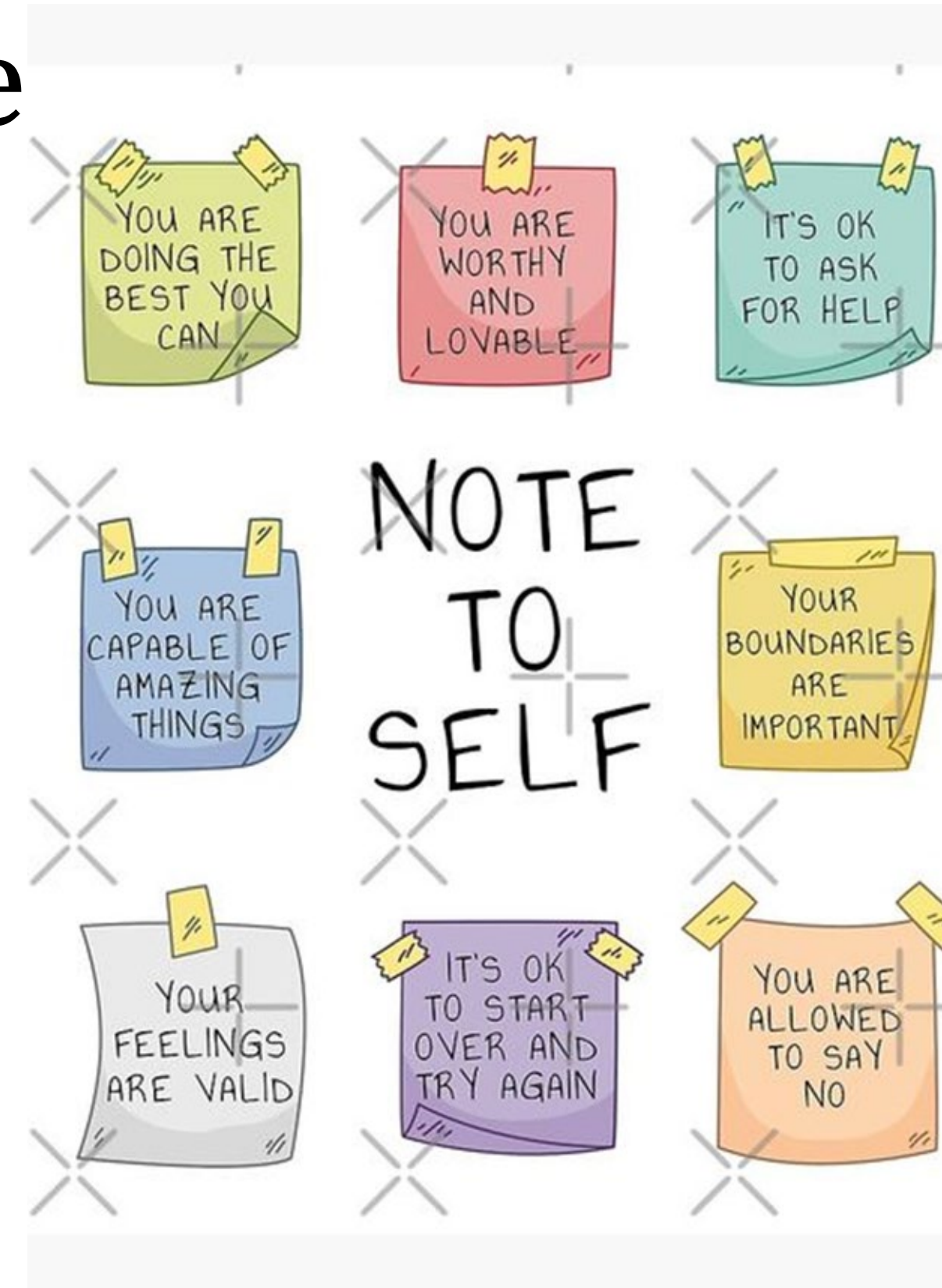
- Celebrate small wins; no achievement is too small
- Reflect on your wins
- Praise and encourage yourself
- Stop, notice, acknowledge
- Do not compare yourself to others
- Focus on progress over perfection
- Seek validation from within not from others

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Give Yourself Grace

- Practice self forgiveness
 - Let go of past shame and mistakes
 - See mistakes as opportunity to learn
- Be gentle with yourself
 - Speak to yourself as you would to a toddler
 - Avoid criticizing yourself



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Carve out some Me Time



Muscle relaxation



Listening to Music



Visualization



Deep Breathing



Laughter music



Mediation and prayer



Coloring

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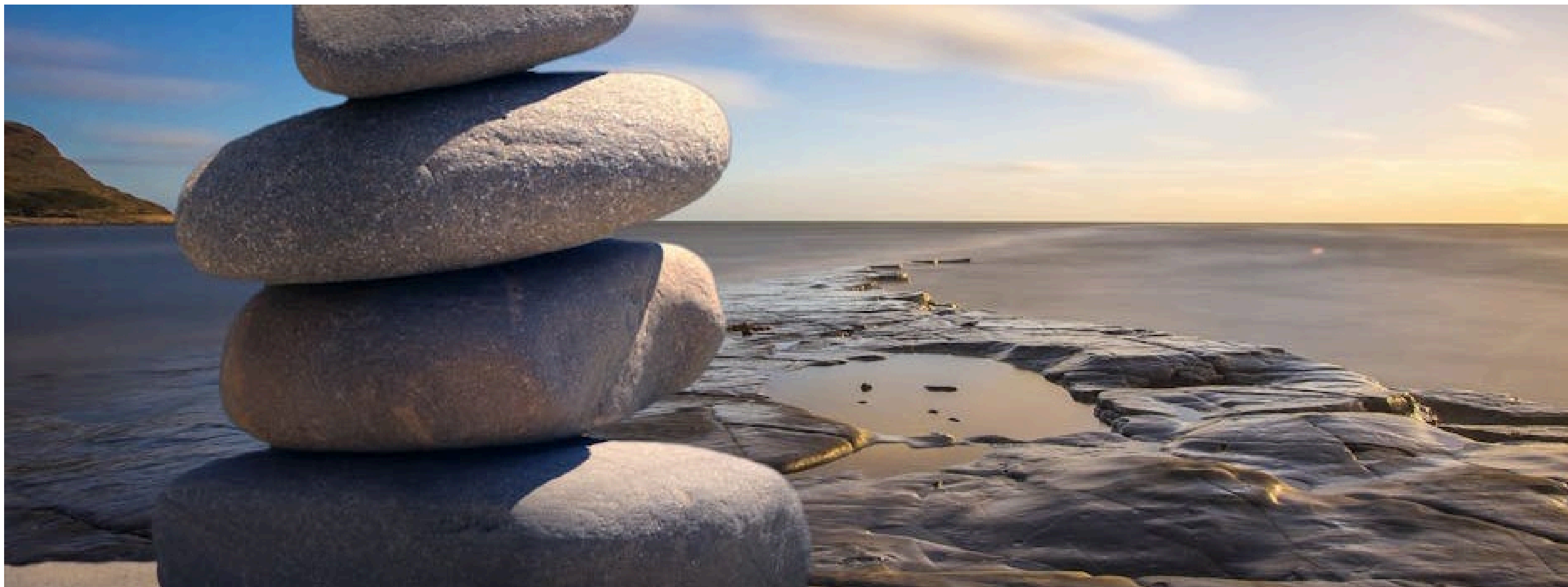
Practice Gratitude

- Gratitude significantly impacts wellbeing
- Expressing gratitude improves self confidence
- Helps you shift from a negative space to a more positive space
- Be grateful for the good things in your life
- Be thankful for yourself
- do you love about yourself?

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Mindfulness



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Mindful Self-Regulation

ABCs of MSR

- **Awareness**
Become aware of your own reactions, thoughts, feelings, and body tensions. Accept them.
- **Balance**
Use your strategies to come back to balance
- **Connection**
Connect with new awareness

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Common MSR Strategies

- Breathing
- Grounding
- Self-Affirmation
- Visualization

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Let's Practice

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Social Media



CONSIDER ELECTRONIC
FREE PERIODS



FILTER



KEEP PHONE AWAY
FROM BED

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Focus on What you Can Control



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Declutter

- Cleanliness is more than just a tidy space
- Declutter classroom/ space
- Body
- People

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Decluttering space

- Get rid of things that are no longer working/ beneficial(died markers)
- You can't keep all your children's work
- Storage bins

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Brain Dump Activity

- Write ever is on your mind
- Try not to filter or second guess
 - List of worries
 - To do list
 - Appointments
 - Classroom Taks
- Now what can you delegate or postpone

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HOW TO EFFECTIVELY *spring clean your mind*

Decluttering Your Mind

- Journaling/ Brain dump
- Let go
- Take time to unwind



01

LOOSEN THE NECKTIE

Cut your brain some slack. Do something that makes you happy, but you generally don't do.

PUT THE KEYS AWAY

Declutter the space you're sitting in. Sort out, declutter, & organize your thoughts by writing them down as different lists.

02

WASH UP

Create habits out of things that you have to do repeatedly. When you follow routines or make a habit of something, no additional thoughts are needed & your brain space frees up.



03

PUT ON SOOTHING MUSIC

Cut out negativity. Distance yourself from negative people. But more importantly, stop comparing yourself or your life to others. It clutters up our decision process.

04

RELAX & ENJOY THE MUSIC

2Start a brain dump diary. It literally de-clutters the brain transforming all rushing thoughts into written words on paper.



05

CLICK TO READ MORE

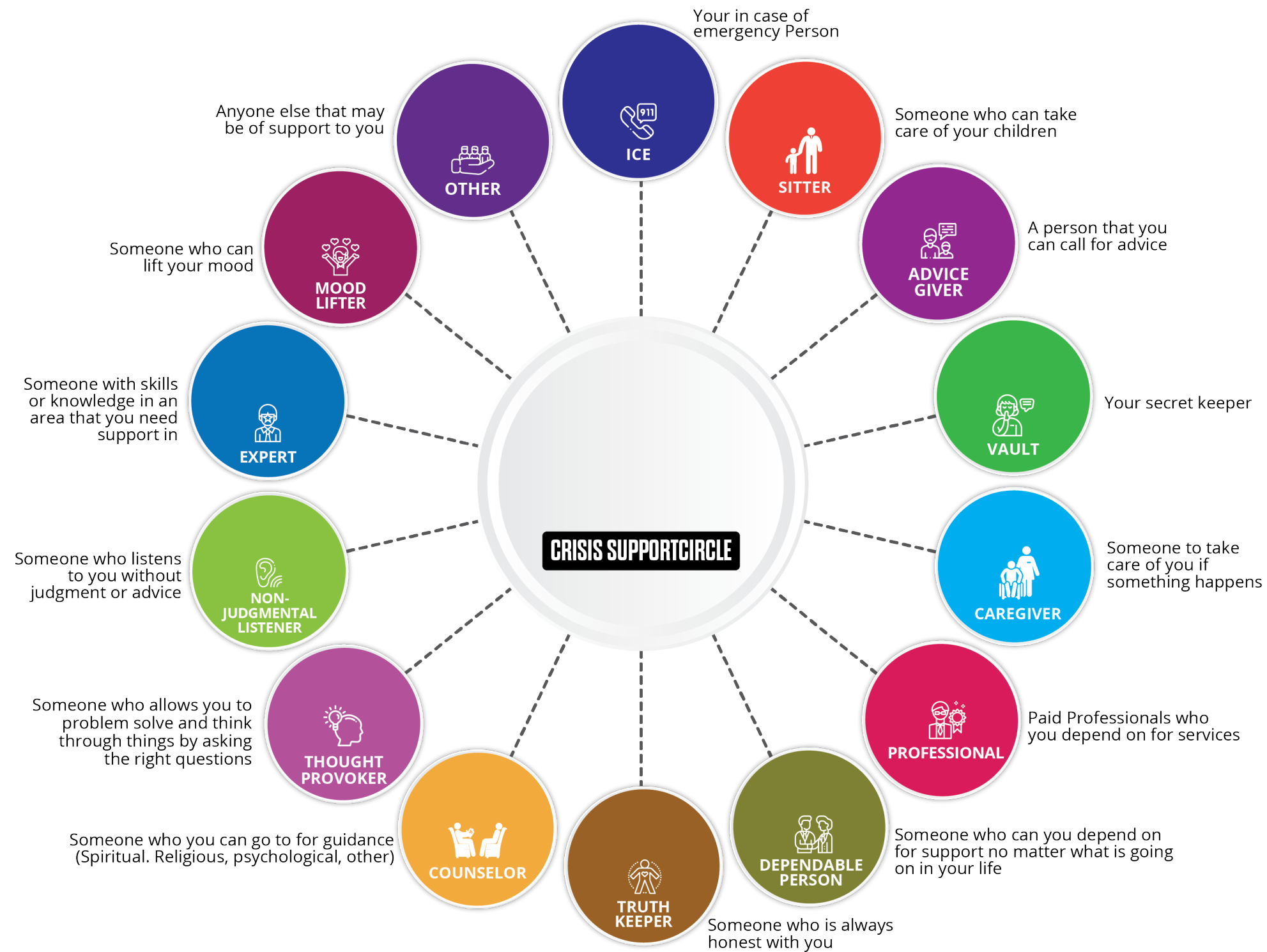
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Social Supports



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Setting Limits and Boundaries

- Measures to protect you from the conflicting demands of daily life
- Know your values
- To do list (one day at a time)
- Give yourself a time out
- Learn to walk away
- Trust yourself and have the courage to say NO
- Practice makes permanent

Experiential Session



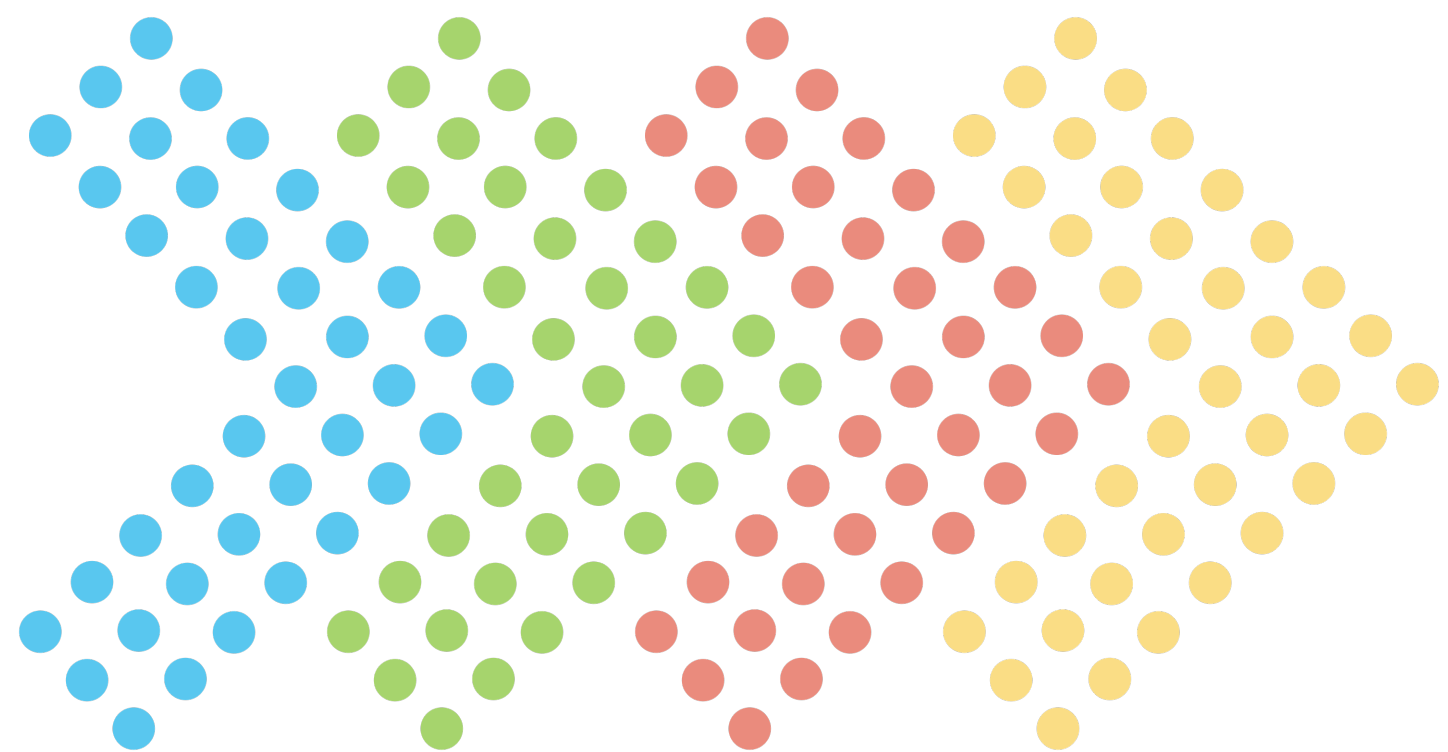
WELL-BEING

The logo features the word "WELL-BEING" in a bold, sans-serif font. The letters "WELL" are green, and "BEING" are blue. The text is surrounded by stylized leaf icons: a large blue leaf on the left, a green leaf on the right, and several smaller green leaves scattered around the text.

Racecourses

- <https://www.merriam-webster.com/dictionary/self-affirmation#:~:text=noun,confidence%20or%20raising%20self%20Desteem>)
- https://www.pathofbliss.com/blog/13233820?gad_source=1&gclid=CjwKCAjw5ImwBhBtEiwAFHDZx8oUKb3d2dbTG M4s5BQSAUf8Tf3SM4Rk MyR5Qgc2AhfI0mjxoZyRoCf30QA vD BwE

CLOSING THOUGHTS



THANK YOU



DC EARLY EDX