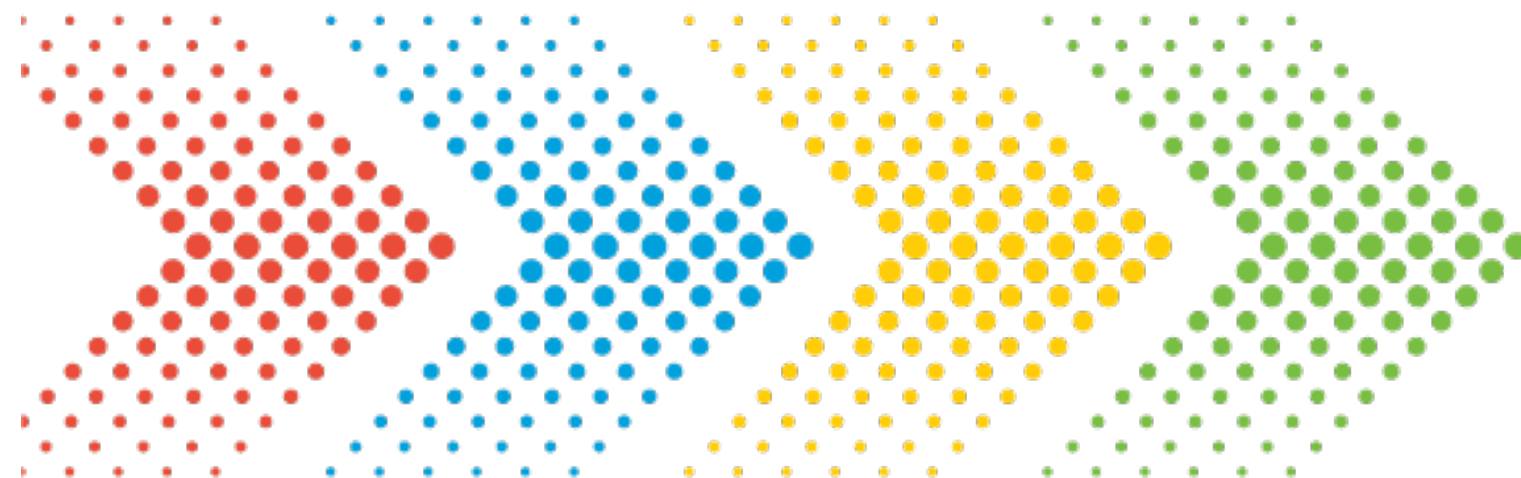


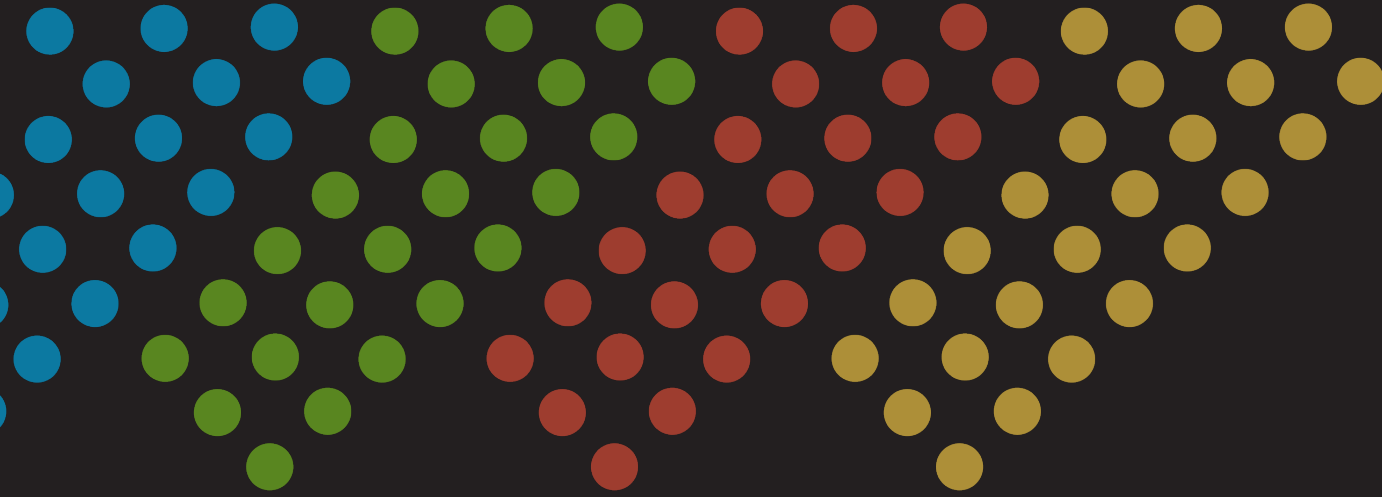


DC EARLY EDX

ZONE 4: HOME-BASED EARLY LEARNING

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

Facilitator: Dezire'e Mattocks Ed.S.

Dezire'e is the Director of Professional Development at NAFCC, In this role, she is responsible for creating and implementing a comprehensive range of educational programs and resources tailored to the needs of family childcare educators through the PD Academy and conference workshops. She also is responsible for organizing and facilitating NAFCCs national annual conferences each year. Dezire'es' background includes an Ed.S. in Early Childhood Education and as a lifelong educator with a combination of over 25 years experience in the areas of:, leadership, coaching, mentoring, and building program!

20XX





Name one way that you are a reflective practitioner.

Learning Objectives

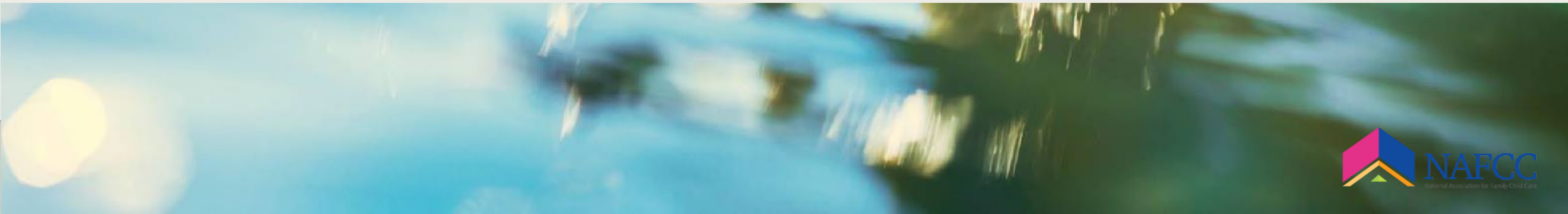
1. Participants will Examine their own teaching practices (Reflection Practitioner)

2. Participants will Deepen their understanding of a broad repertoire of DAP and evidence-based teaching approaches.



Part I

Examining your own Teaching Practice



“Children in a classroom are not automatically friends—they are classmates. Time, effort, and desire go in to creating relationships and friendships.

One of my jobs is to model and teach children about creating those relationships.”



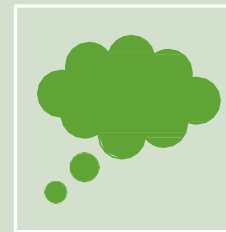
Why is it important?

ENGAGING IN
SELF-ASSESSMENT
OR ANOTHER
WORD YOUR
PEDAGOGY.

1. Gain insights into their teaching methods and strategies, which enables you to identify areas for improvement



By asking yourself questions and self-assessing, you will understand what your strengths are and any areas where development might be needed.



This Drives Professional development and allows you to be intentional about the workshops you choose.



It encourages you to develop an understanding of different perspectives and viewpoints (feedback from peers or colleagues)

2. It is important to exam your own teaching practice because, **You can**-Make necessary adjustments to improve children's outcomes in your program.



Reflecting on your teaching will help you to understand how your children best learn



Allows you to be accountable for their progress.

What are some ways we can examine our teaching practices?

Refelective Practice
And
Intentional Choice

Lesson Plan review (share wit a peer)



Observations & Anecdotal notes

What are some ways we can examine our teaching practices?

Refelective Practice
And
Intentional Choice

Use a rubric or checklist



Children's Portfolios

What are some ways we can examine our teaching practices?

Refelective Practice
And
Intentional Choice

Be open to change



Peer observation

What are some ways we can examine our teaching practices?

Refelective Practice
And
Intentional Choice

Self-Reflection



Ask yourself what went right or what did not go well?

Research

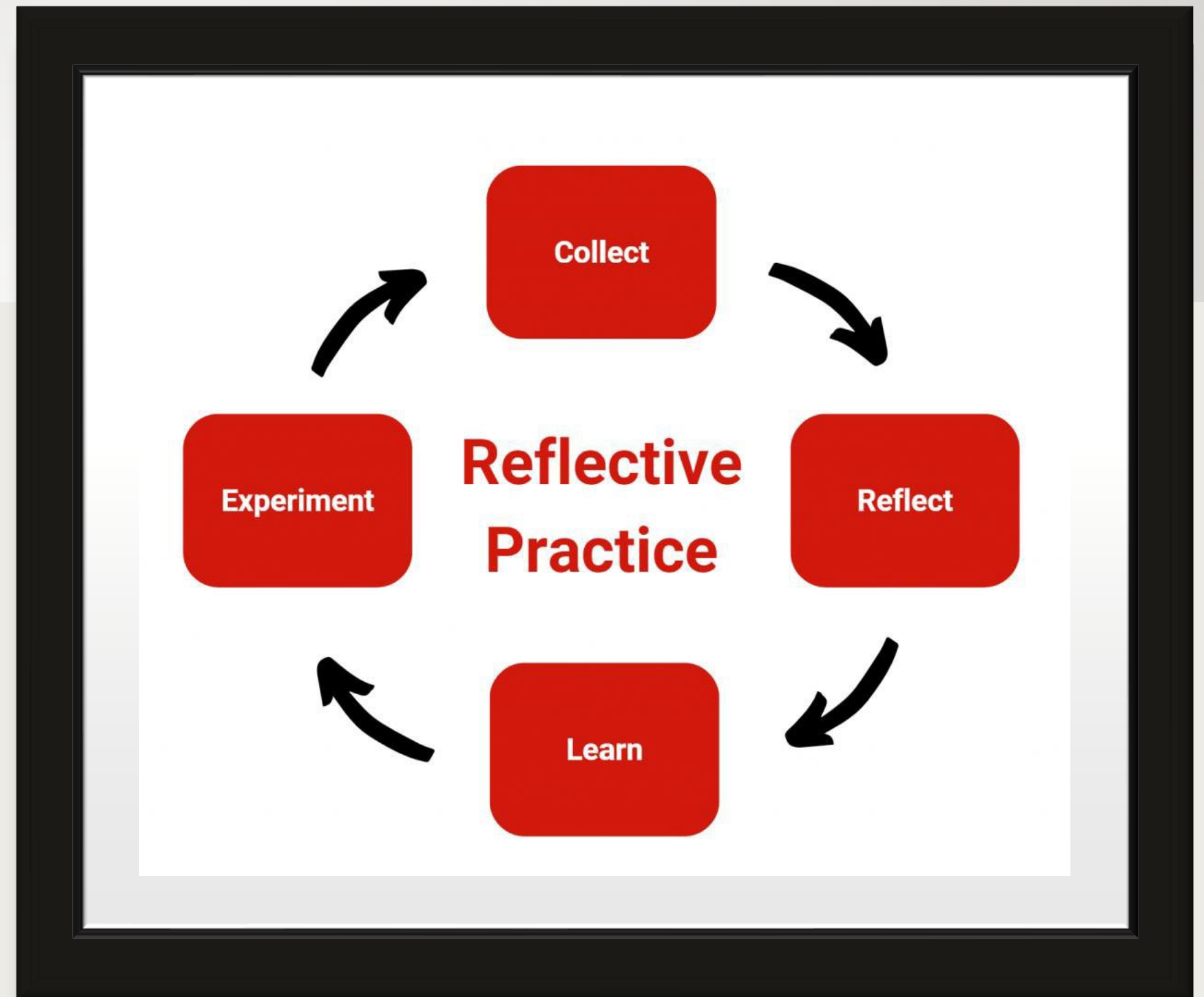
- **Teaching Practices**

According to Head Start, Effective, nurturing, and responsive teaching practices and interactions are key for all learning in early childhood settings. They foster trust and emotional security; are communication and language rich; and promote critical thinking and problem-solving. They also support social, emotional, behavioral, and language development; provide supportive feedback for learning; and motivate continued effort. Teaching practices and interactions are responsive to and build on each child's pattern of development and learning. They can be measured by the Classroom Assessment Scoring System (CLASS®) and other adult-child interaction tools. These observations may then be used to support professional development. Teaching practices also include how schedules and routines are carried out, how settings are managed, and how children's challenging behaviors are addressed.

- <https://eclkc.ohs.acf.hhs.gov/programs/article/home-based-option>

Self-Assessment tools

- NAFCC Accreditation Quality Standards
- FCCERS-3, ITTERS-3, & CLASS
- Model Work Standards
- Family-Centered Care Self-Assessment
- NAPSACC self-assessment
- FCC self-assessment



What are you trying to measure?

What should students be learning?

How are you going to measure it?

What instructional approaches improve student learning?

What are students learning?

What variables are you going to change?



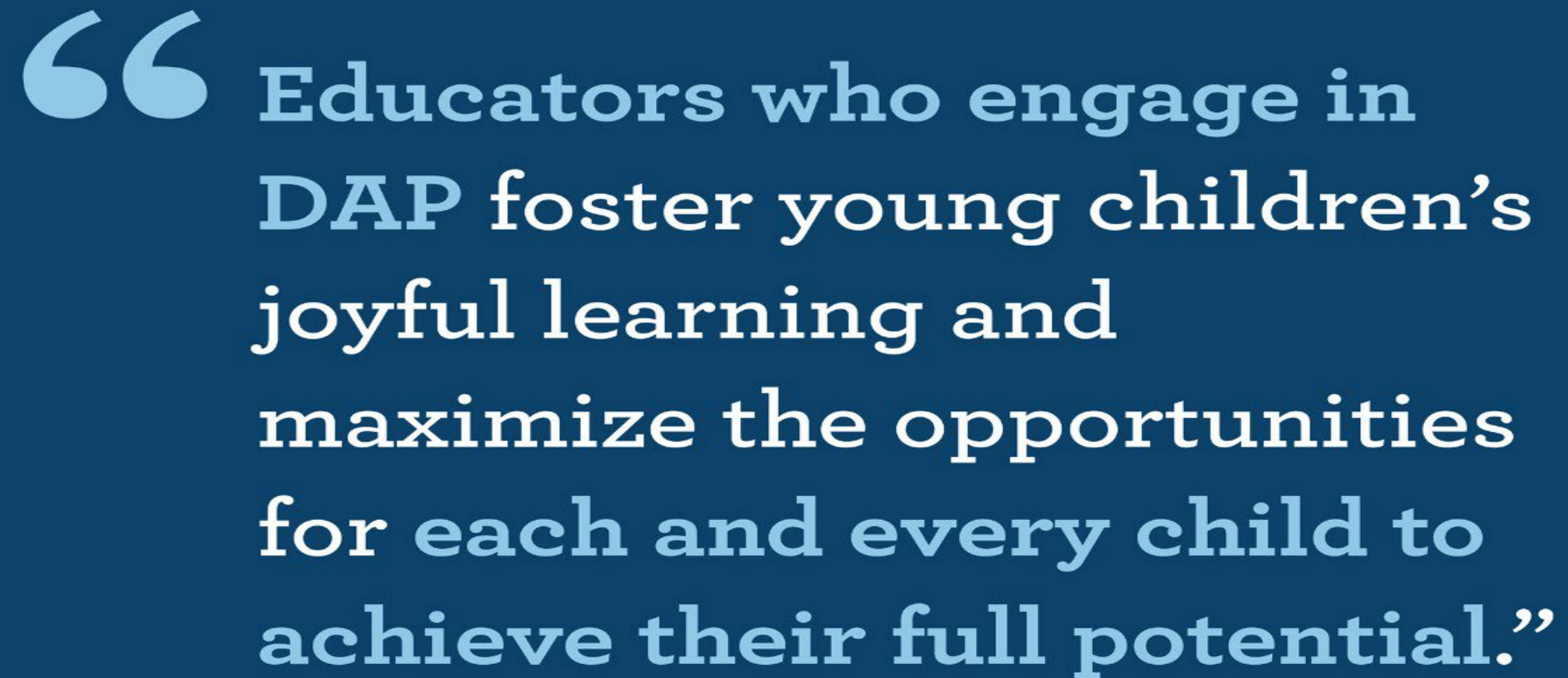
**BREAKOUT
SESSIONS**



Part II

DAP and Evidence-based Teaching Approaches



The logo for the National Association for the Education of Young Children (NAEYC), featuring the word "naeyc" in a bold, white, lowercase sans-serif font on a dark blue rectangular background.The hashtag "#naeycDAP" in a white, lowercase sans-serif font, positioned to the right of the NAEYC logo.A large quote graphic on a dark blue background. It features a large, light blue double quotation mark on the left, followed by the text "Educators who engage in DAP foster young children's joyful learning and maximize the opportunities for each and every child to achieve their full potential." in a white, sans-serif font.

Research

- The document begins with the statement of NAEYC's position regarding the importance of equity in early childhood education. It then provides recommendations for advancing equity, beginning with recommendations for self-reflection that apply to everyone. Specific recommendations are also provided for early childhood educators; administrators of schools, centers, family child care homes, and other early childhood education settings; facilitators of educator preparation and professional development in higher education and other spheres; and public policymakers.

<https://www.naeyc.org/resources/position-statements/dap/statement-position>



DAP and Evidence-based Teaching Approaches

Educators demonstrate and model their commitment to a caring learning community through their actions, attitudes, and curiosity



Educators use their knowledge of each child and family to make learning experiences meaningful, accessible, and responsive to each and every child.

DAP and Evidence-based Teaching Approaches

Educators effectively implement a comprehensive curriculum so that each child attains individualized goals across all domains (physical, social, emotional, cognitive, linguistic, and general learning competencies) and across all subject areas (language and literacy, including second language acquisition, mathematics, social studies, science, art, music, physical education, and health).

DAP and Evidence-based Teaching Approaches

Educators plan the environment, schedule, and daily activities to promote each child's development and learning.



Educators possess and build on an extensive repertoire of skills and teaching strategies.

DAP and Evidence-based Teaching Approaches

Educators know how and when to scaffold children's learning



Educators differentiate instructional approaches to match each child's interests, knowledge, and skills.

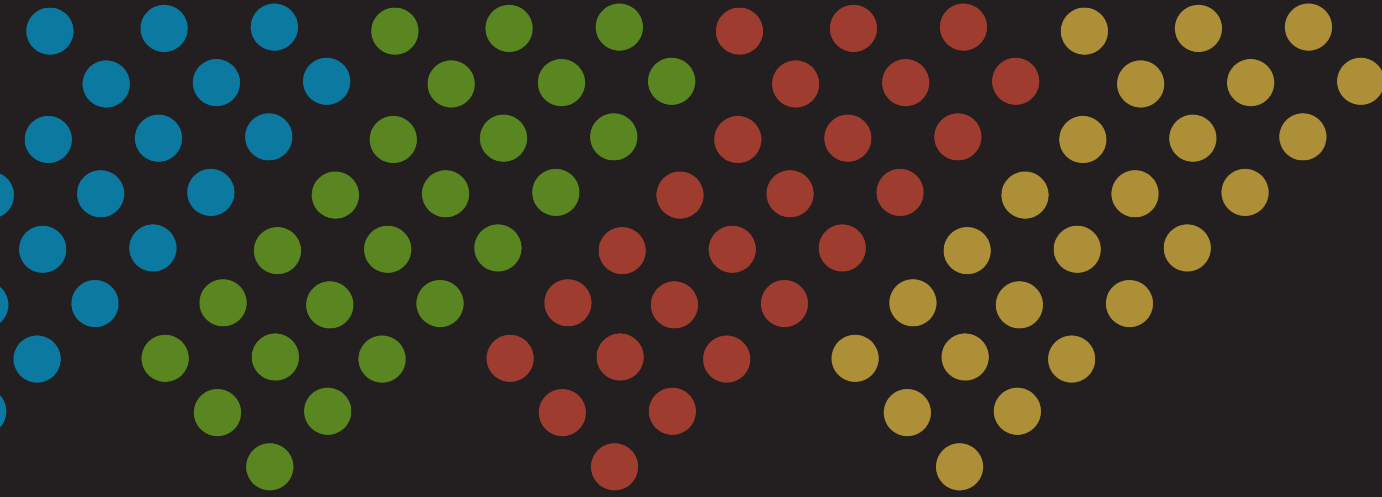
DAP and Evidence-based Teaching Approaches

Self-Reflection



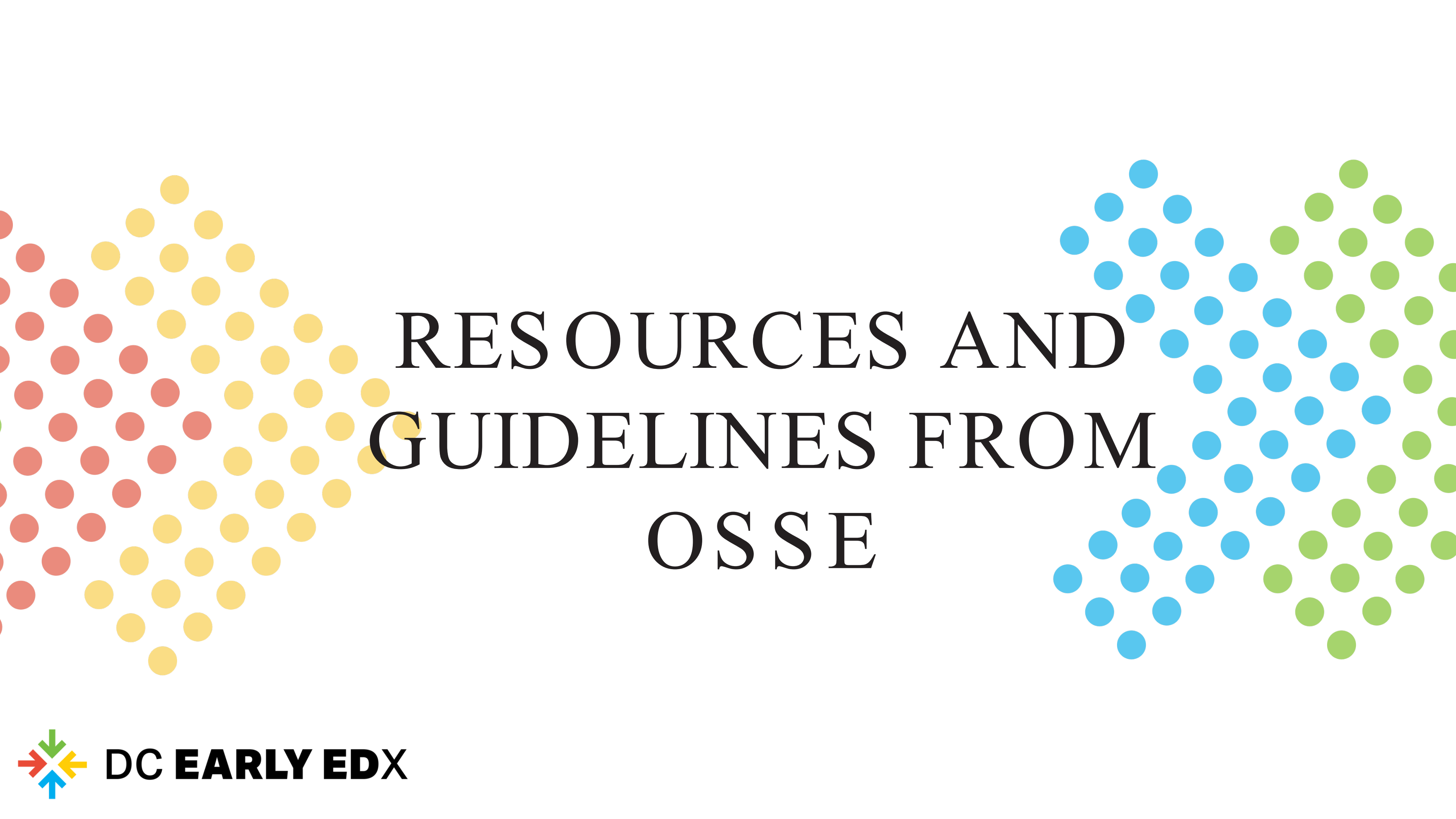
Ask yourself what went right or what did not go well?





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



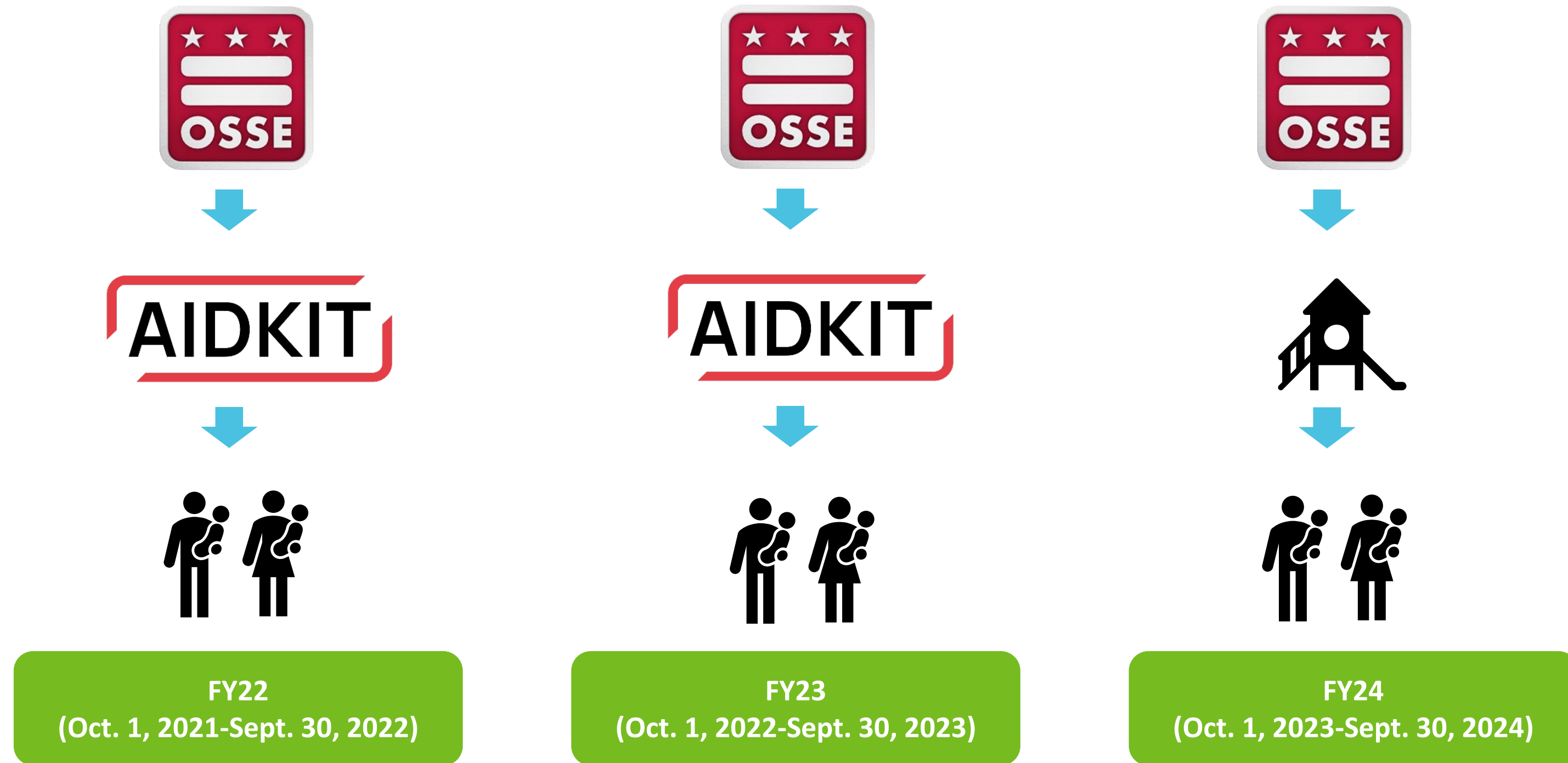
 **WE ARE
WASHINGTON
DC** GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR



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. 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. 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. 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. 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. 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. 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 by 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](#)





RESOURCES AND
GUIDELINES FROM
REINVESTMENT
FUND

CLOSING THOUGHTS



THANK YOU



DC EARLY EDX

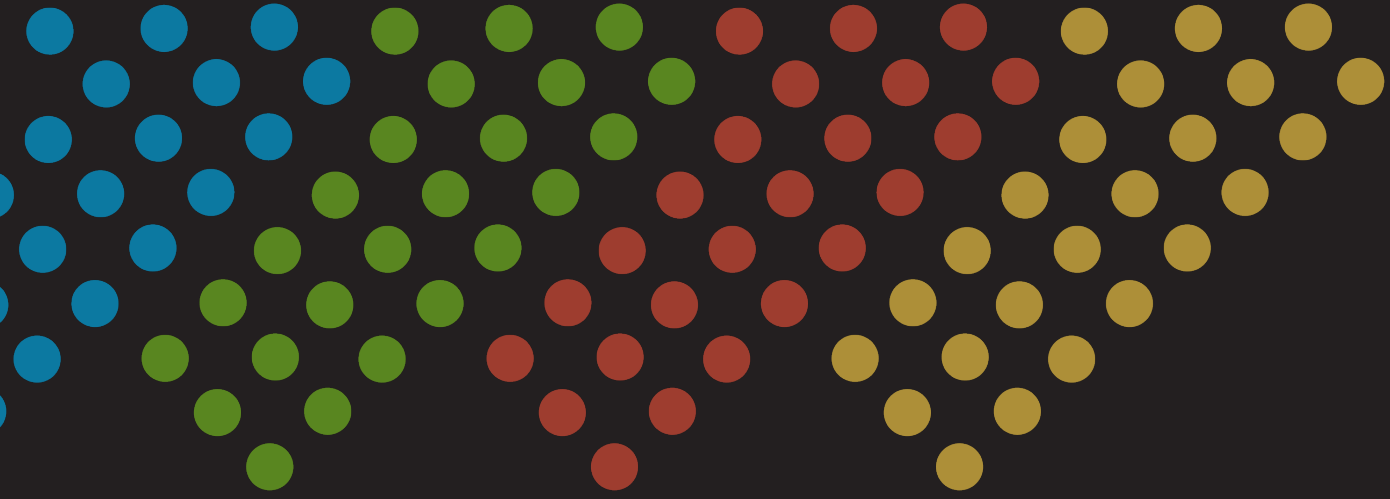


DC EARLY EDX

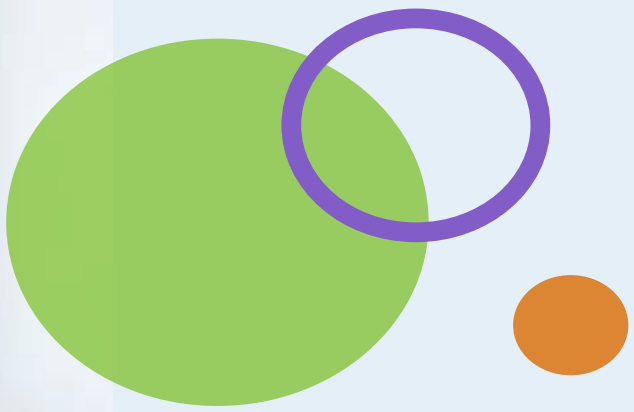
ZONE 4: HOME-BASED EARLY LEARNING

Breakout Sessions





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



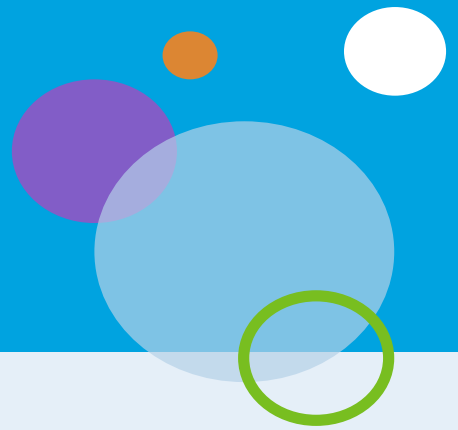
IT'S TIME FOR RADICAL SELF-CARE!



**TAKING CARE OF OURSELVES:
STRESS REDUCTION WORKSHOP**



GETTING TO KNOW EACH OTHER

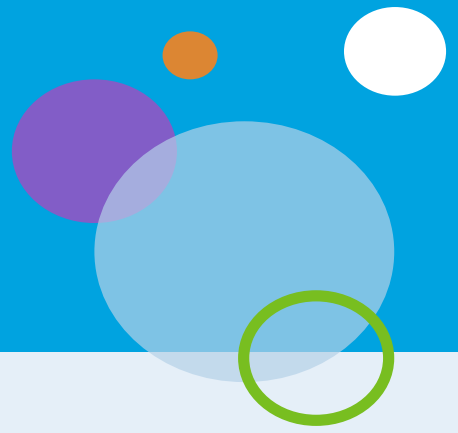


Arrealia Gavins, M.S.Ed
Director of Early Learning Practice
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Leadership & Community Mental
Health
Early Childhood Innovation Network
Center for Child and Human
Development
Georgetown University Hospital
Department of Pediatrics

OUR INTENTION FOR THIS SESSION



KNOW

- The definition of stress and radical self-care.
- How to identify common sources of stress and describe their sources and signs of stress.

FEEL

- Inspired to practice self care
- Motivated experience wellness, healing and transformation change

DO

- Promote wellness for others when they take the time and space needed to promote their own healing
- Reflect on ways to incorporate self-care

WARM-UP ACTIVITY:

3 -minutes Stress Buster Journaling Activity:

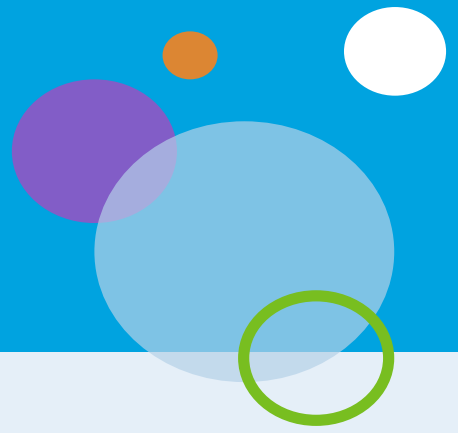
Journal about a time when you were stressed and you found a way to manage your reaction and feelings.



When the song ends, turn to your neighbor and finish this sentence:

“One of the best things I can do for myself when I am feeling stressed is.....”

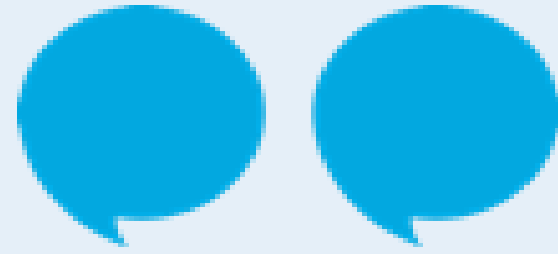
WHY WORKFORCE WELLNESS



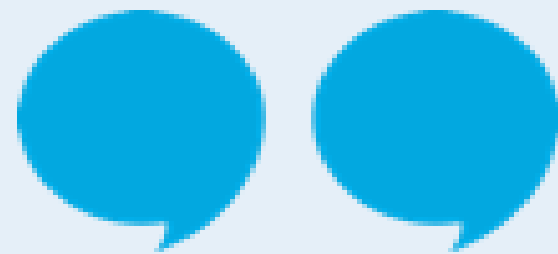
Workforce Development

- Leaders and educators are often part of this same community, in this same environment and we expect them to be able to help children with social/emotional development
- Leaders are facing or have faced similar stresses and traumas as the staff, families and children they serve.
- Secondary trauma – serving staff, families and children that are facing these wellbeing challenges.
- Lot of staff are drawn to work because of their own early experiences.



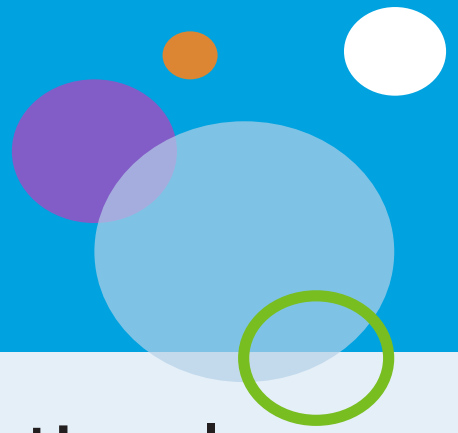


The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet.



— Rachel Naomi Remen

WORLD HEALTH ORGANIZATION (WHO) REDEFINES BURNOUT



Many of us are familiar with workplace burnout — the feeling of extreme physical and emotional exhaustion that often affects the professionals in Early Childhood Education.

It now refers to burnout as “syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed,” in the organization or professional climate context.

The three symptoms included in the list are:

- feelings of energy depletion or exhaustion
- increased mental distance from one’s job or feelings negative towards one’s career
- reduced professional productivity

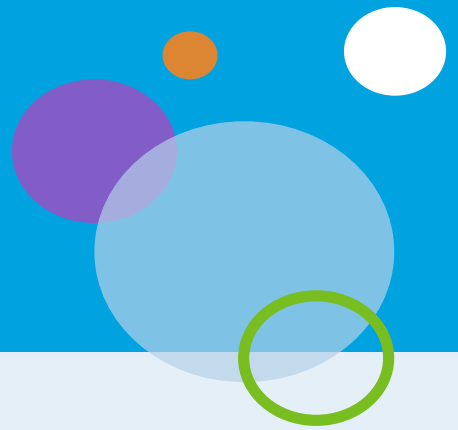
3 Major Workplace Identification Stressors



Brian A Jackson, 2019

- Burnout
- Compassion Fatigue
- Secondary Traumatic Stress (STS)

DEFINITION OF STRESS



- **Stress:**
 - Is a physical, mental or emotional response to events that causes bodily or mental tension
 - Comes from a situation or a thought that makes you feel frustrated, nervous, anxious or angry
 - Can be a good thing
 - Can also be harmful

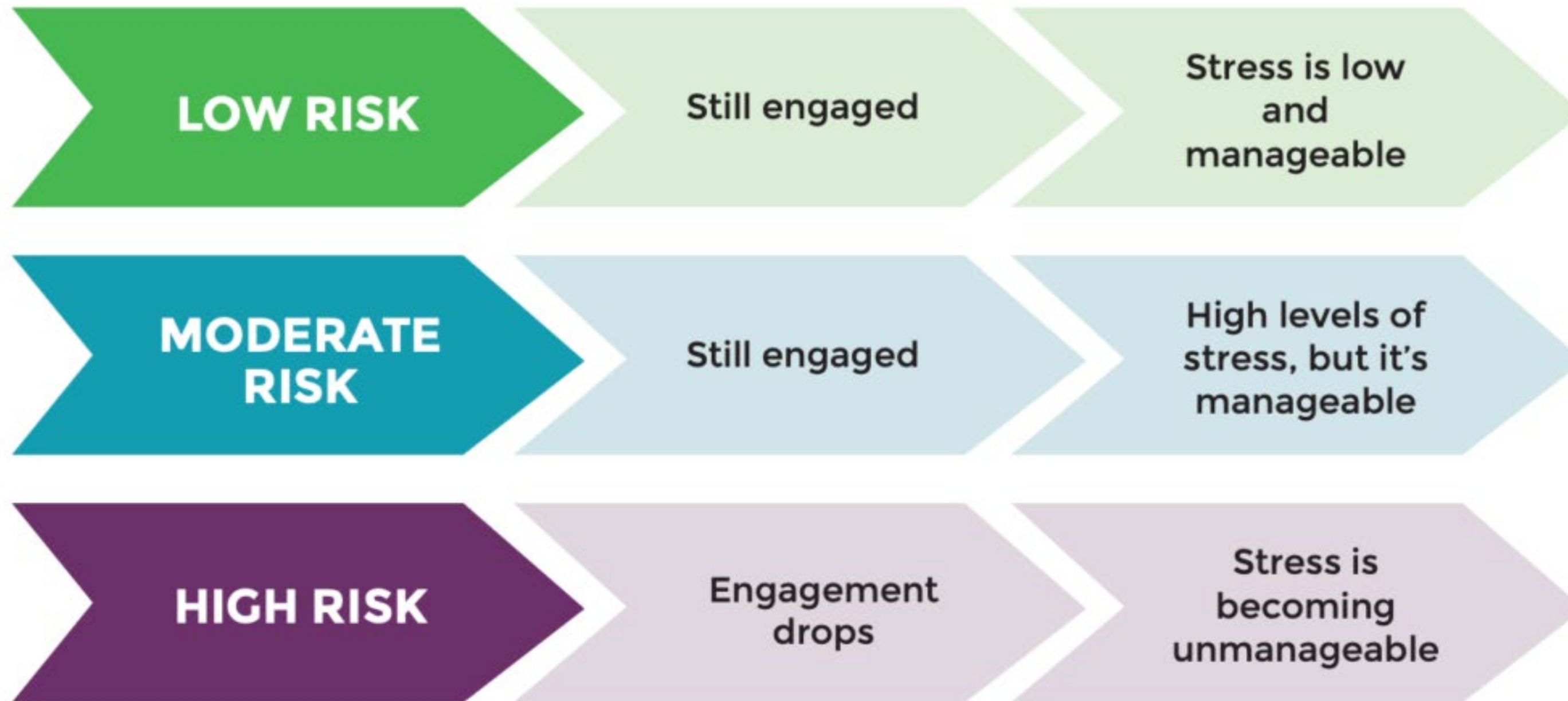
Harmful Stress:

This is the kind of stress that would be helpful to limit and learn to manage in a healthy way

Stress	Burnout
You put in too much effort	It's hard to put in any effort
You feel emotions more strongly	Your emotions feel blunted
You feel hyperactive and anxious	You feel drained and helpless
You have less energy	You have less motivation
It takes a physical toll	It takes an emotional toll

Dr Craig Dike, 2017

PHASES OF BURNOUT

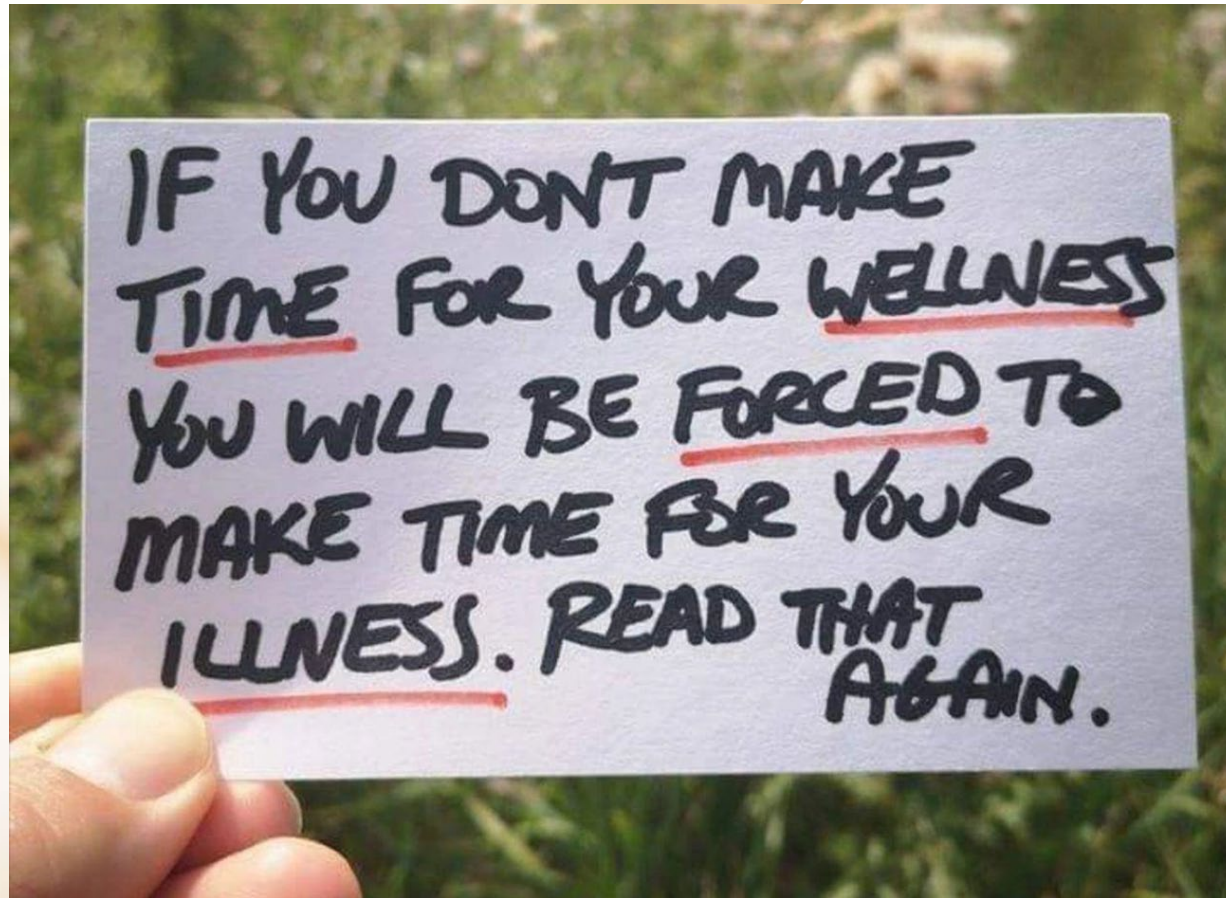


BURNOUT	COMPASSION FATIGUE	Secondary Traumatic Stress (STS)
SIGNS	SIGNS	SIGNS
<ul style="list-style-type: none"> • Fatigue • Anger • Frustration • Negative reactions towards others • Cynicism • Negativity • Withdrawal 	<ul style="list-style-type: none"> • Sadness and grief • Avoidance or dread of working with some patients • Reduced ability to feel empathy towards patients or families • Somatic complaints • Addiction • Nightmares • Frequent use of sick days • Increased psychological arousal • Changes in beliefs, expectations, assumptions • Detachment • Decreased intimacy 	<ul style="list-style-type: none"> • Anxiety • Sadness • Confusion • Apathy • Intrusive imagery • Loss of control, trust, and independence • Somatic complaints • Relational disturbances
SYMPTOMS	SYMPTOMS (mirror PTSD)	SYMPTOMS (mirror PTSD)
<ul style="list-style-type: none"> • Physical • Psychological • Cognitive • Relational disturbances 	<ul style="list-style-type: none"> • Physical • Headaches • Digestive problems • Muscle tension • Fatigue • Poor concentration, focus, judgement • Psychological distress • Cognitive shifts • Relational disturbances 	<ul style="list-style-type: none"> • Physical • Psychological distress • Cognitive shifts • Relational disturbances
TRIGGERS	TRIGGERS	TRIGGERS
<ul style="list-style-type: none"> • Personal characteristics • Work-related attributes • Work organizational characteristics 	<ul style="list-style-type: none"> • Personal characteristics • Previous exposure to trauma • Response to stressor • Work environment • Work-related attitudes • Empathy and emotional energy • Prolonged exposure to trauma material of clients 	<ul style="list-style-type: none"> • Personal characteristics • Previous exposure to trauma • Type of therapy • Organizational context • Resources • Re-enactment
REMEDIES	REMEDIES	REMEDIES
<ul style="list-style-type: none"> • Time away from work (vacation, leave) to recharge • Positive change in work environment 	<ul style="list-style-type: none"> • Remedy is treatment of self • Similar to trauma treatment 	<ul style="list-style-type: none"> • Remedy is treatment of self • Similar to trauma treatment



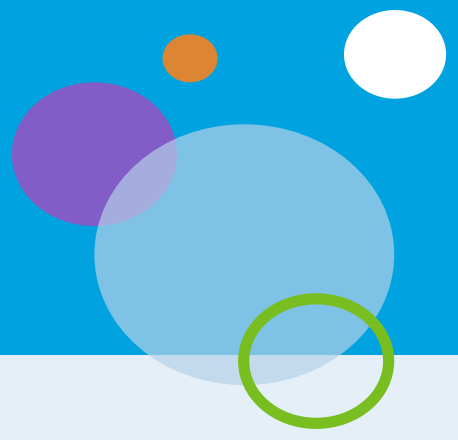
How has burnout, compassion fatigue, and/or secondary traumatic stress showed up for you?

Reflective Pair and Share



- What healthy habits do you find yourself using when experiencing burnout?
- What unhealthy habits do you find yourself using when experiencing burnout?

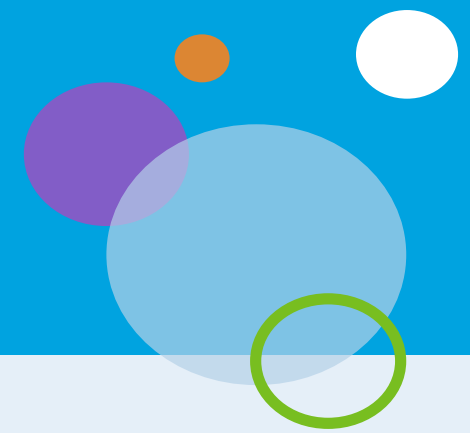
UNDERSTANDING HOW INDIVIDUAL & HISTORICAL TRAUMA EXPERIENCES OF EDUCATORS IN THE ECE PROFESSION



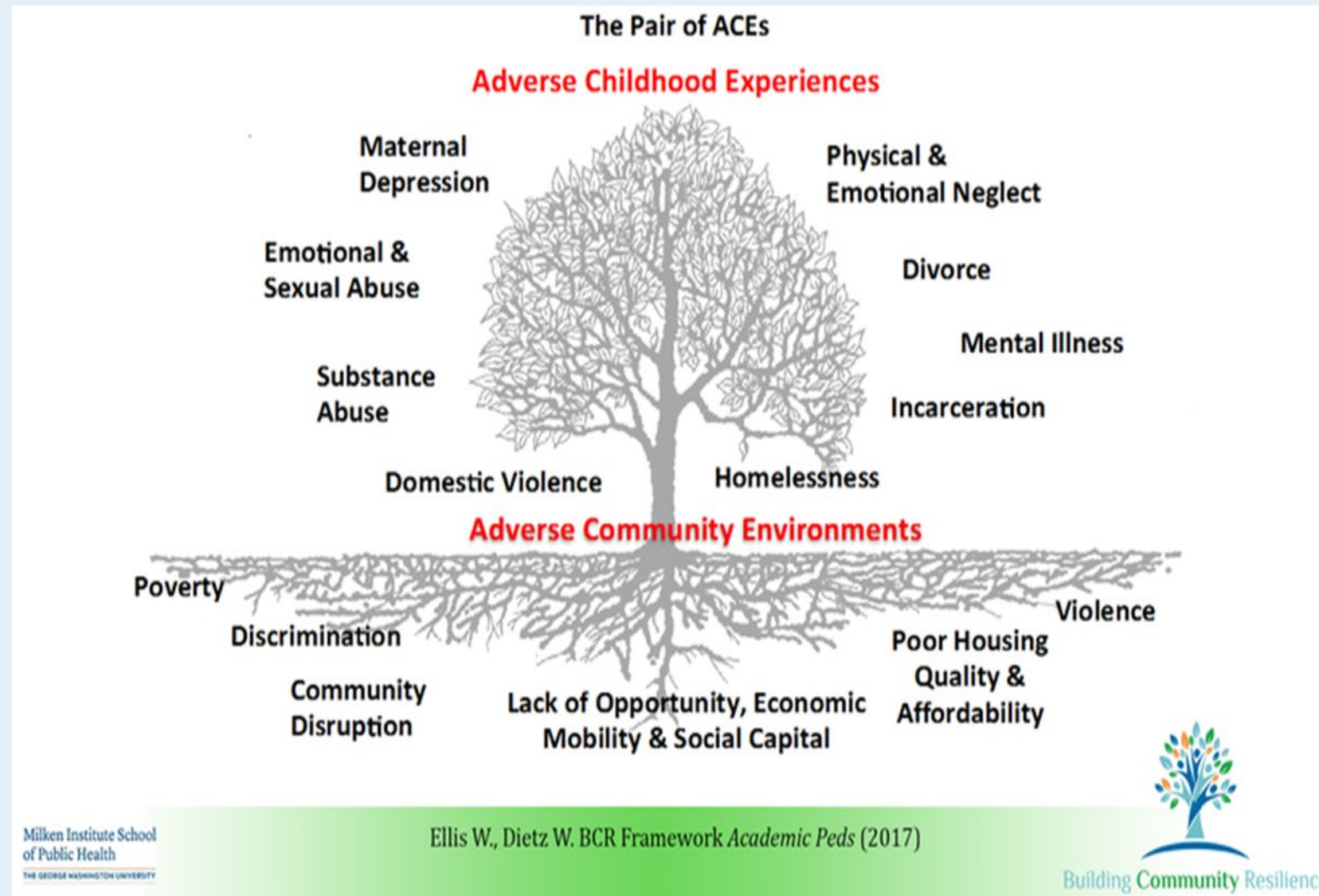
“Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individuals functioning and mental, physical, social, emotional or spiritual well-being.”



TRAUMA-INFORMED CARE STARTS WITH A CHANGE IN PERSPECTIVE

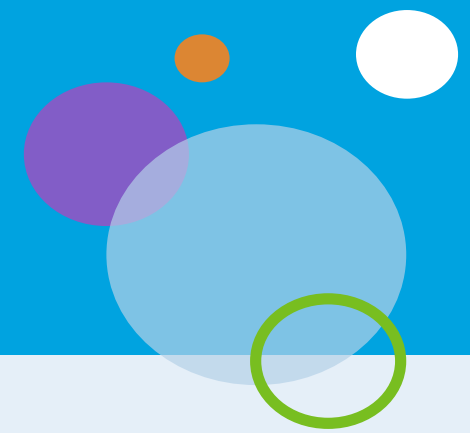


“Trauma-informed care is a shift from wondering what is **WRONG** with a person that would have made them **ACT** the way they do, to **WHAT HAPPENED** to a person that would have them **REACT** the way that they do?”



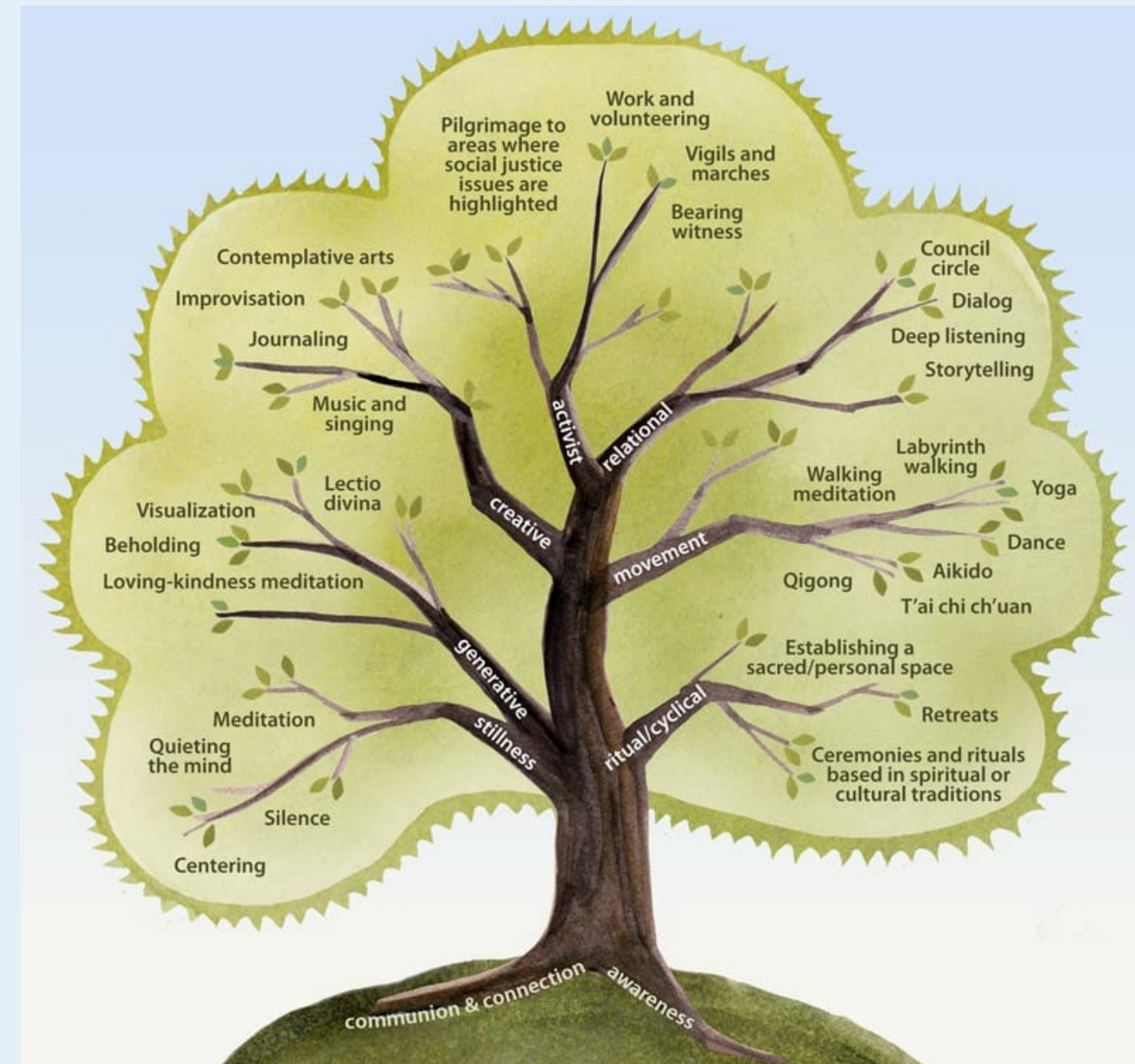
- Trauma experiences can vary
- They occur at different ages and stages in a person’s life
- Different people experience trauma differently — resilience can be mediating factor!

THE FUTURE OF HEALING: SHIFTING FROM TRAUMA INFORMED CARE TO HEALING CENTERED ENGAGEMENT



While the term trauma informed care is important, it is incomplete.

A healing centered approach to addressing trauma requires a different question that moves beyond “what happened to you” to “what’s right with you” and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events.



LET'S IMAGINE AND REFLECT...

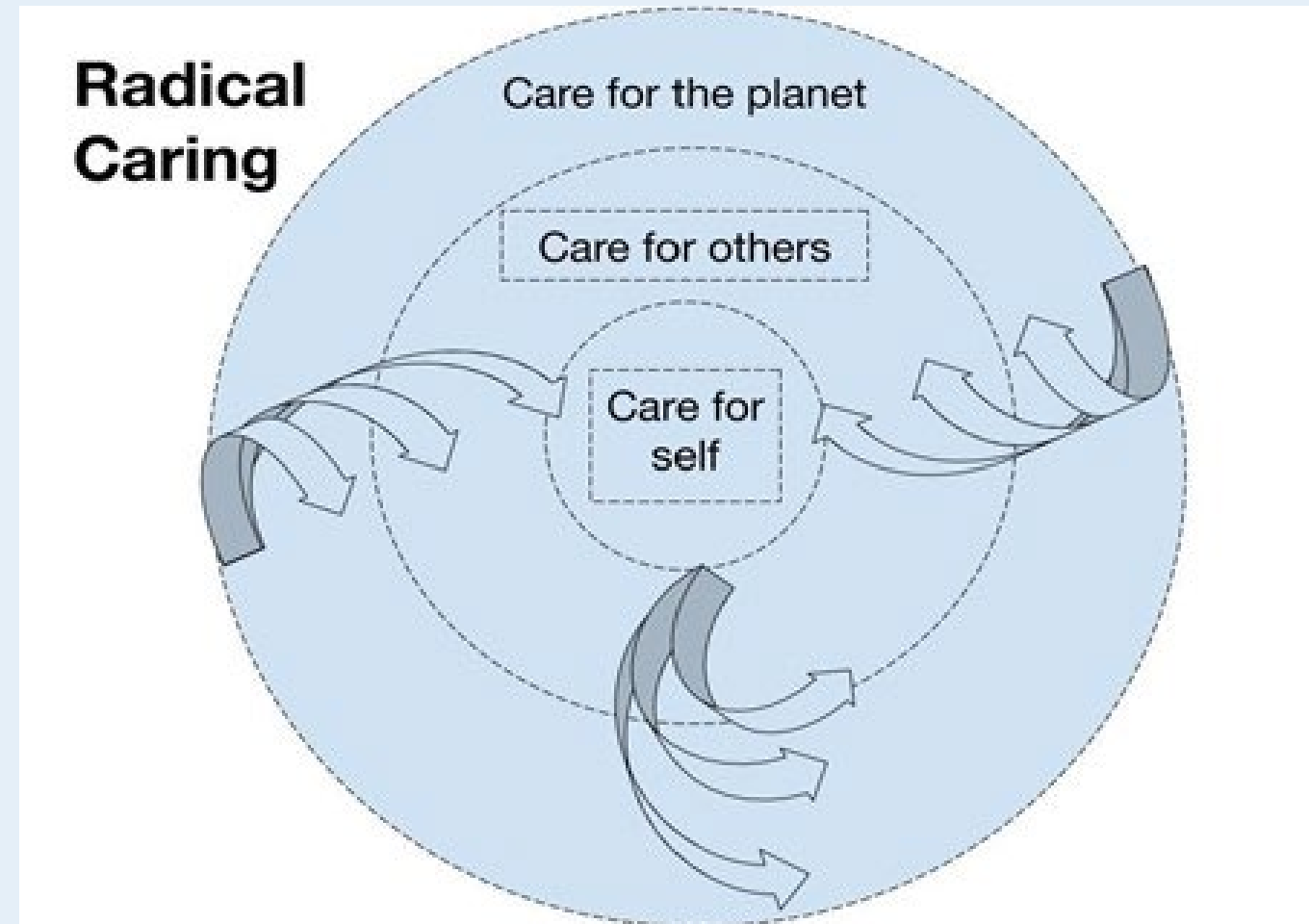
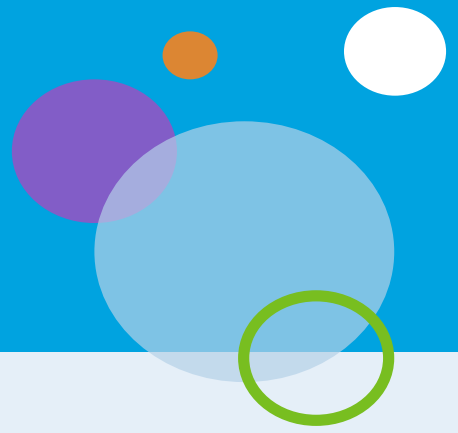
Imagine that it's 5-years in the future...each leader and educator in DC is experiencing emotional wellness and thriving in their mental health and wellbeing.

There are no meaningful disparities in the DC, and in fact, your work as a leader has been recognized as the region with the most equity in health, education and wellbeing for ECE professionals, families and children in the United States.

- **If we met each of you 5 years from now and you were to show us your staff and early learning programs what would we see?**
- **What would be different about the wellbeing of yourself as a leader from where we are today?**



SO, WHAT IS... RADICAL SELF-CARE?

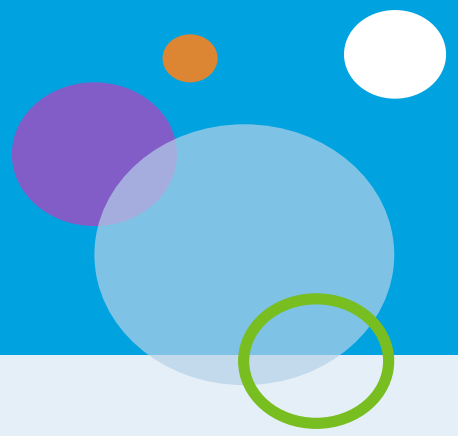


Radical self-care is the prioritization of placing your needs before someone else's. Radical self-care is carving out a space for yourself by defining your own self-care.



HELP YOURSELF FIRST IN ORDER TO HELP OTHERS

SO, WHAT IS... RADICAL SELF-CARE?



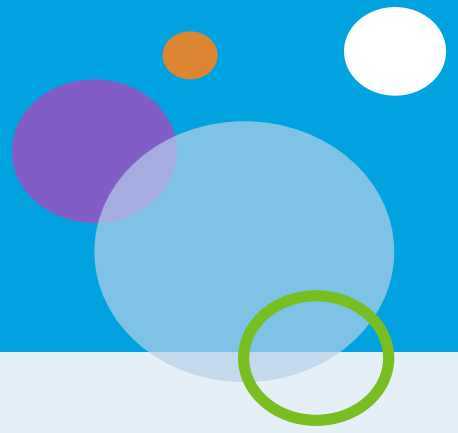
Radical self-care is essential to sustain our leadership, activism, our community, and ourselves.

It is radical because it is the act of fully engaging in self-care and ourselves. We know ourselves the best, what we are feeling, and what we need. It is because we know ourselves best, that we can assert what it is that we need. When we are addressing ourselves, it positively trickles out to the community and the environment around us.



It is healing. It is self-acceptance. It is radical.

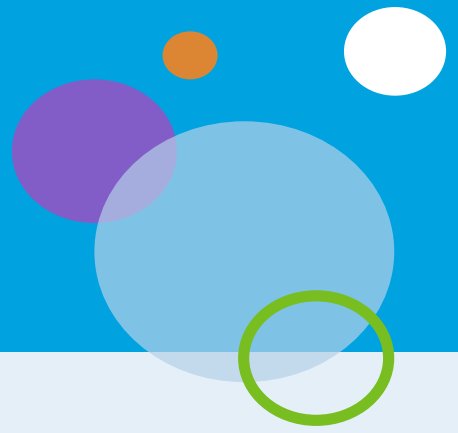
THE HISTORY OF RADICAL SELF-CARE



Self-care, more specifically, radical self-care, was and continues to be an act of investing in oneself within a system that withholds acknowledgment and resources from minoritized groups. At first the term self-care was only used in a medical context. The term entered public vernacular in the late 1960s, specifically for the Black community during the Civil Rights Movement.

Radical self-care is self-preservation, as well as a call for greater access to resources. Self-care became an act of appreciation and acceptance for one's mind and body as it was and is.





“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: ‘Love your neighbor as yourself.’ There is no commandment greater than these.” Mark 12:30-31 NIV



What comes up for you when you read this quote?

Self-compassion

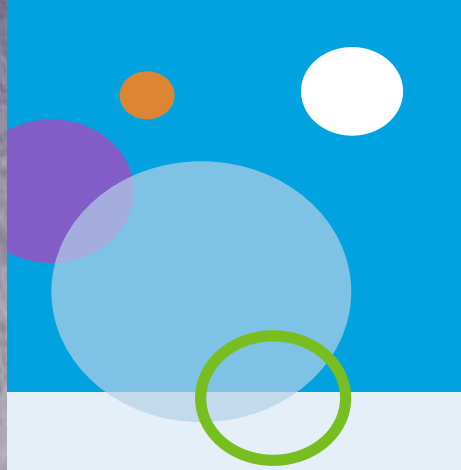
Be kind with self-talk

Have patience

Forgive yourself



*“If your compassion does not include yourself, it is incomplete.”
-Jack Kornfield*





- First, write down the kind words you use to describe yourself...
- Now list any of the unkind words you use to describe yourself...

SITUATION

THOUGHTS

What was going through your mind?

EMOTIONS

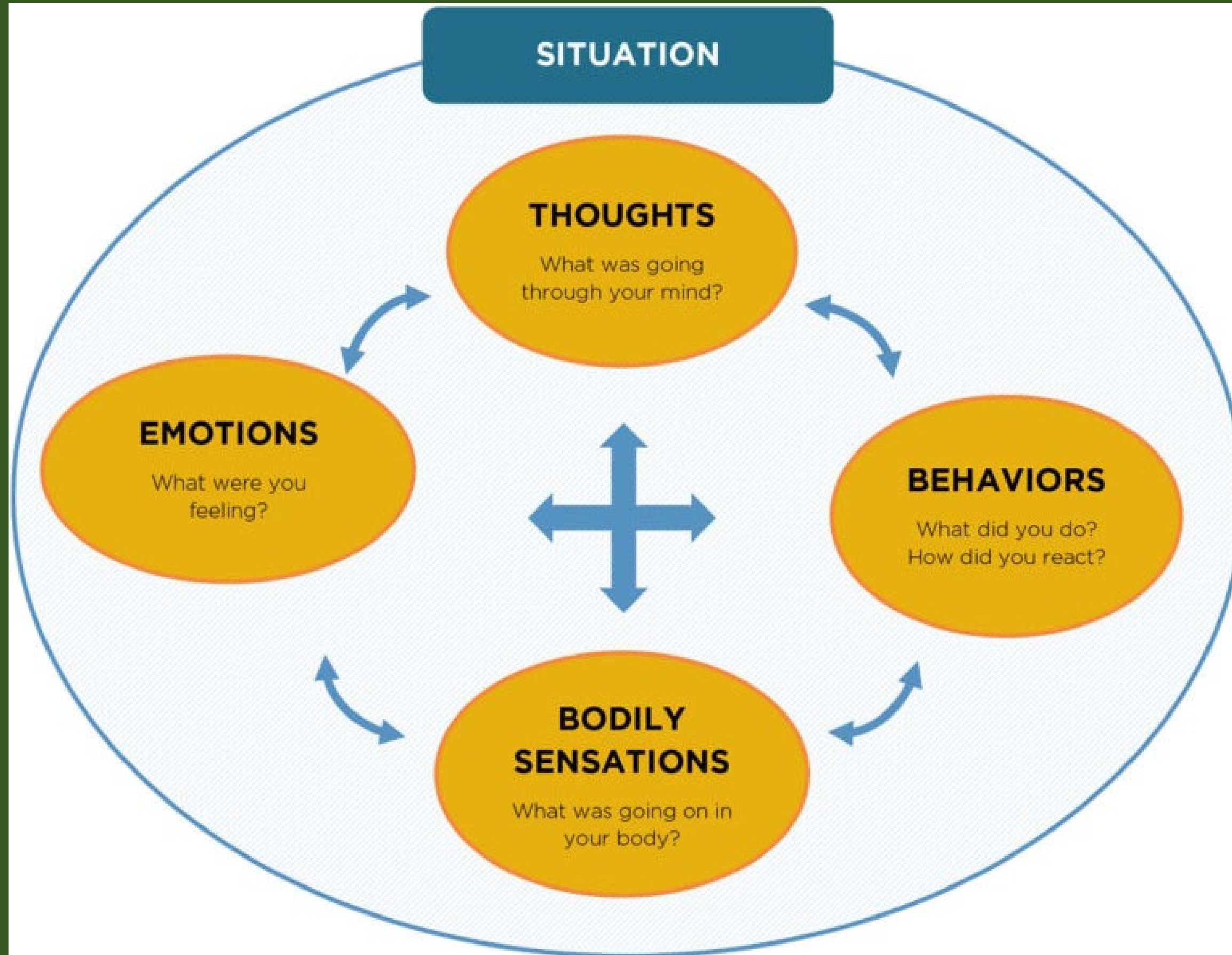
What were you feeling?

BEHAVIORS

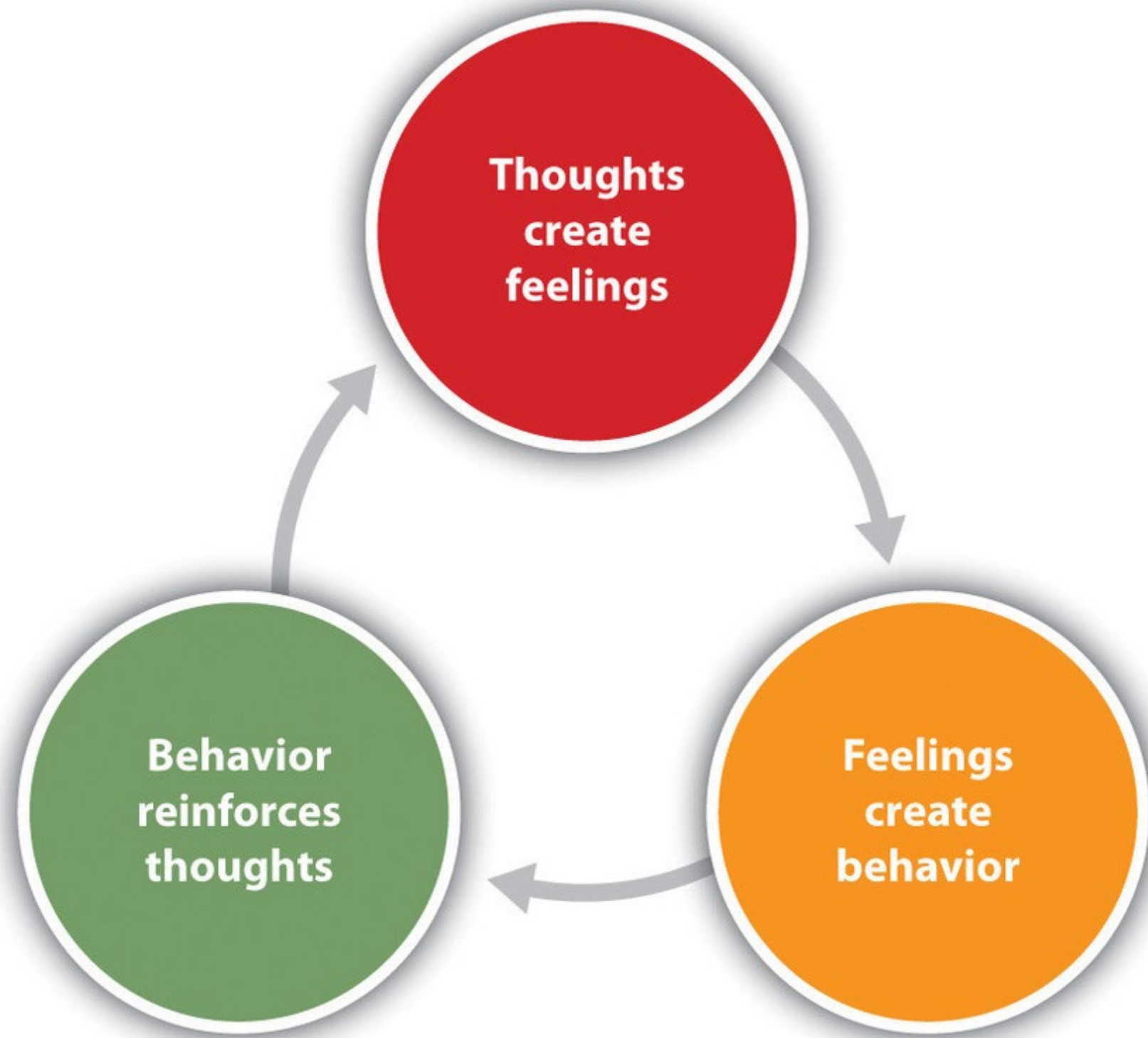
What did you do?
How did you react?

BODILY SENSATIONS

What was going on in your body?



Bottom Line





Bring to mind, a situation that regularly brings up self-judgement...in some ways that sense of falling short.

When I think____, I feel _____, and I do_____.

Who would I be, if I didn't have this self-judgement?

When I think _____, I feel _____, and I do_____.

**WATCH YOUR THOUGHTS,
FOR THEY BECOME WORDS.**

**WATCH YOUR WORDS, FOR
THEY BECOME ACTIONS.**

**WATCH YOUR ACTIONS, FOR
THEY BECOME HABITS.**

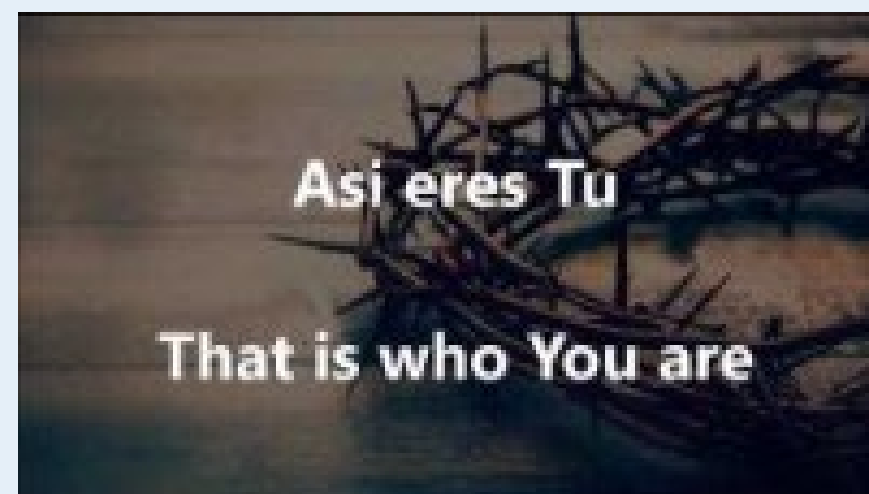
**WATCH YOUR HABITS, FOR THEY
BECOME YOUR CHARACTER.**

**WATCH YOUR CHARACTER,
FOR IT BECOMES YOUR
DESTINY.**

**WHAT WE THINK,
WE BECOME.**

Go to this link:
<https://self-compassion.org/self-compassion-test/>

It'll take about 5 minutes then screen shot your answers or write down your answers (or take a picture)



If your compassion does not include yourself, it is incomplete."

–Jack Kornfield

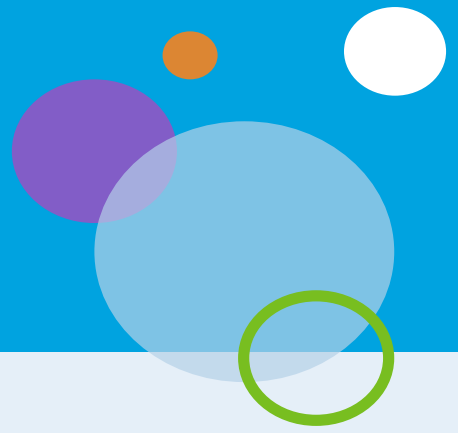


Debrief Pair and Share

How Do You Define

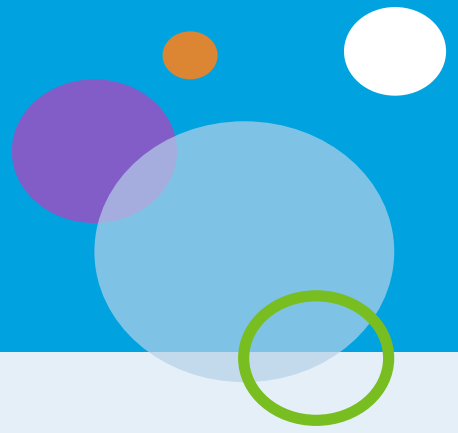
**Well-Being? Self-
Care? Self-
Compassion?**

WELL-BEING DEFINED



“Well-being” has broadened the term “wellness,” which referred to one’s physical health, to include additional components or dimensions of positive health. **There is no current agreed-on definition of well-being**, as it continues to evolve. For example, SAMSHA identifies 8 “wellness” components now to include physical, emotional, social, occupational, intellectual, environmental, financial, and spiritual.

- **Physical health** (nutrition, sleep, healthy activities such as exercise and music, sleep)
- **Occupational health** (creating positive life roles and career)
- **Intellectual health** (continuing to grow, flourish, and find meaning as one’s life progresses)
- **Social health** (creating positive social relationships and having positive social encounters)
- **Emotional health** (feeling positive emotions and managing distressing emotions effectively)



Wellness is multidimensional. Radical self-care starts from one of four categories.

•Physical

- How does your body feel? Do you need water? Food? Or Rest? Are you clenching your jaw?

•Mental

- How does your headspace feel? What kind of thoughts are filling your space?

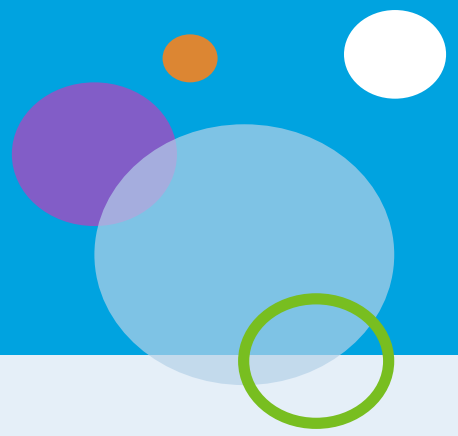
•Emotional

- What are the emotions in your headspace? How are they affecting your mind and body? What do you need to best express your current feelings?

•Sense of Self

- Are you listening to what your heart wants! Have you done something that you enjoy today?

WHAT DOES IT LOOK LIKE? AND WHAT CAN IT DO?



Radical self-care can take many forms. It is you recognizing your needs and defining what is needed to address them.

Radical self-care looks like:

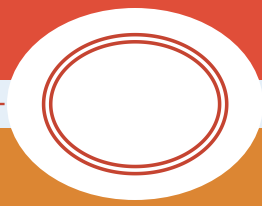
- Something that feels attainable to you
- A realistic routine for you that becomes a continued practice
- Listening to your mind and body as an ongoing process
- Time by yourself and/or with others that is sustainable

Reminders:

- Buying products is not self-care
- Overworking can lead to unsustainable reward systems
- Self-care does not look the same for everyone
- Be wary of distracting yourself from the matters at hand
- You are not being selfish



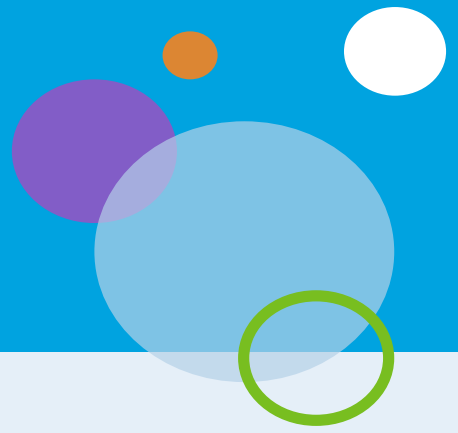
Radical self-care can help us reclaim our time and place. Burn-out is a common feeling radical self-care works to alleviate. Stress looks different depending on someone's environment and identity. Accessibility to many or few community resources can also shape someone's stress. Defining, understanding, and then acting upon our needs brings awareness to our macro, mezzo, and micro decisions.



**EVERY DAY
WAYS OF
TAKING CARE
OF MYSELF**



MICRO RESTORATIVE PRACTICES




Micro-restorative practices are small, short exercises designed to be used throughout the workday.

The goal of these activities is authentic presence. They help you learn to acknowledge *when you need to pause* — and then, to choose the best technique to help yourself in that moment.

Small methods to learn what your mind/body need and relieve stress that only take a few moments include:


- Mindfulness
- Showing self-compassion
- Breath awareness
- Mind/body techniques, like a body scan

VIRTUE CARD: MINDFULNESS



Mindfulness


Mindfulness is living reflectively, with conscious awareness of our actions, words and thoughts. Awake to the world around us, we fully experience our senses. We are attentive to others' needs. We refuse to rush. Living mindfully lightens our lives by helping us to detach from our emotions. We transform anger to justice. We seek joy instead of mere desire. We cultivate our inner vision, aware of life's lessons as they unfold. Mindfulness brings us serenity.



The Virtues Project™

“Can you cleanse your inner vision until you see nothing but the light?...Can you step back from your own mind and thus understand all things?”

TAO TE CHING



The Practice of Mindfulness

I seek always to be awake and aware.
I am considerate of the needs of others.
I keep a pace of grace.
I do not allow emotions and impulses to rule me.
I cultivate my spiritual awareness with daily reflection.
I am a lifelong learner.

*I am thankful for the gift of Mindfulness.
It keeps me present.*

© Virtues Project International
Photograph © 2005 JupiterImages Corporation

Micro Restorative Practice: Hand Massage

A **Hand Massage** is a brief technique that you can try during your break or anytime throughout your day to relieve stress and tension you may be feeling.

Try this practice and ask yourself...

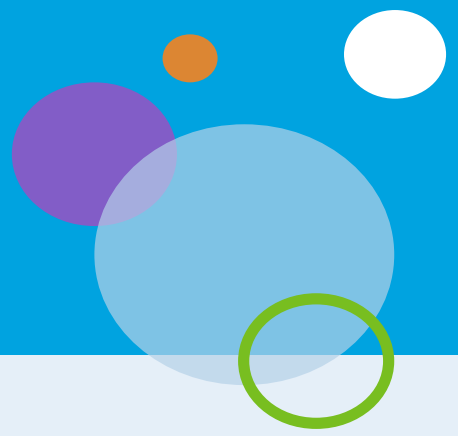
Before the activity I felt...

During the activity I felt...

After the activity I felt...



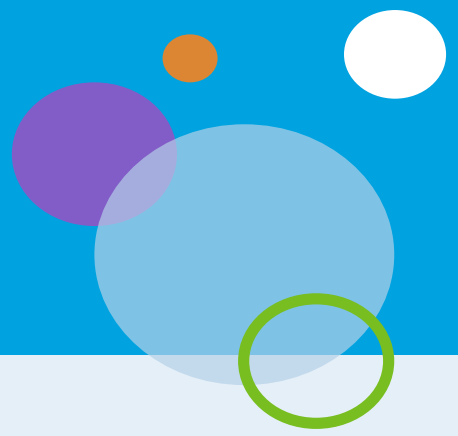
THE PRACTICE OF REST



According to the Merriam Webster dictionary, rest is “freedom from activity or labor,” but it is also “peace of mind or spirit” and to be “free from anxiety or disturbance.”

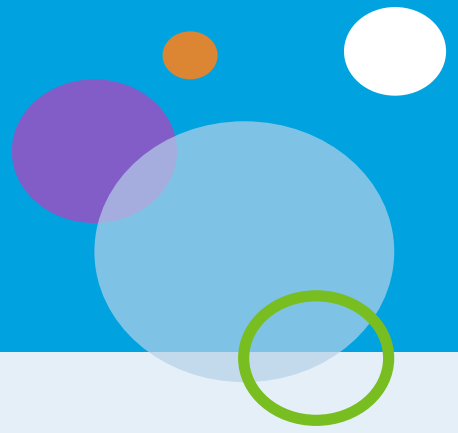


GROUP DISCUSSION:



- As a child, what messages did you learn about rest?
- Where did you learn these from?
- Do you feel guilty when you rest?
- Where does that guilt come from?
- What messages are you communicating to your staff and team about rest?
- What can you and your team do to transform the legacy of not resting?

OCTAVIA RAHEEM FROM HER BOOK, GATHER:



Do you ever feel guilty when you rest? When you pause? When you don't answer the call? When you say no? When you slow down?

Where does that guilt come from?

For me, the guilt is textured, layered, and sometimes chain-like. It's from deep conditioning at an honest, ancestral level.

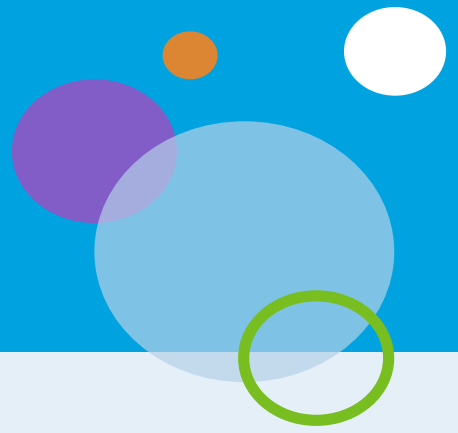
How much can you take? How fast? And with how little sustenance can you work? My Ancestors lived inside the systemic shackles of these questions and often died under their oppressive weight.

Add to that they lived the experience of working and doing, showing, and proving TRIPLE times more than others for half a shot. You have the perfect conditioning to over-identify with work and assign your greatest personal value to that work. It's challenging even to trust rest when you've worn weary for so long. The heaviness of it has soaked through to your blood.

Resting is a practice of freedom for me and as necessary as breath. Rest allows my heart to remember a slower rhythm. It retrains my cells, blood, soul to trust that there can be rest for the weary. I rest for all of [those] within me who never could.

- Octavia Raheem, Gather

MINDFULNESS JOURNALING



Next, spend a few minutes journaling their response to the following prompt:

How can you transform this legacy of not resting?



VIRTUE CARD: MINDFULNESS



Mindfulness

Mindfulness is living reflectively, with conscious awareness of our actions, words and thoughts. Awake to the world around us, we fully experience our senses. We are attentive to others' needs. We refuse to rush. Living mindfully lightens our lives by helping us to detach from our emotions. We transform anger to justice. We seek joy instead of mere desire. We cultivate our inner vision, aware of life's lessons as they unfold. Mindfulness brings us serenity.



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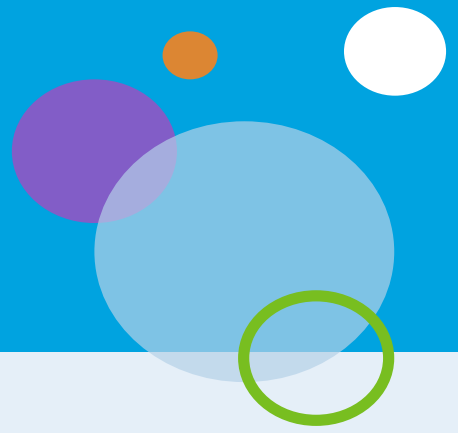
*I am thankful for the gift of Mindfulness.
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PURPOSE CONNECTIONS... UNDERSTANDING YOUR “WHY”



GRATITUDE PRACTICES



Gratitude is the way that we express appreciation

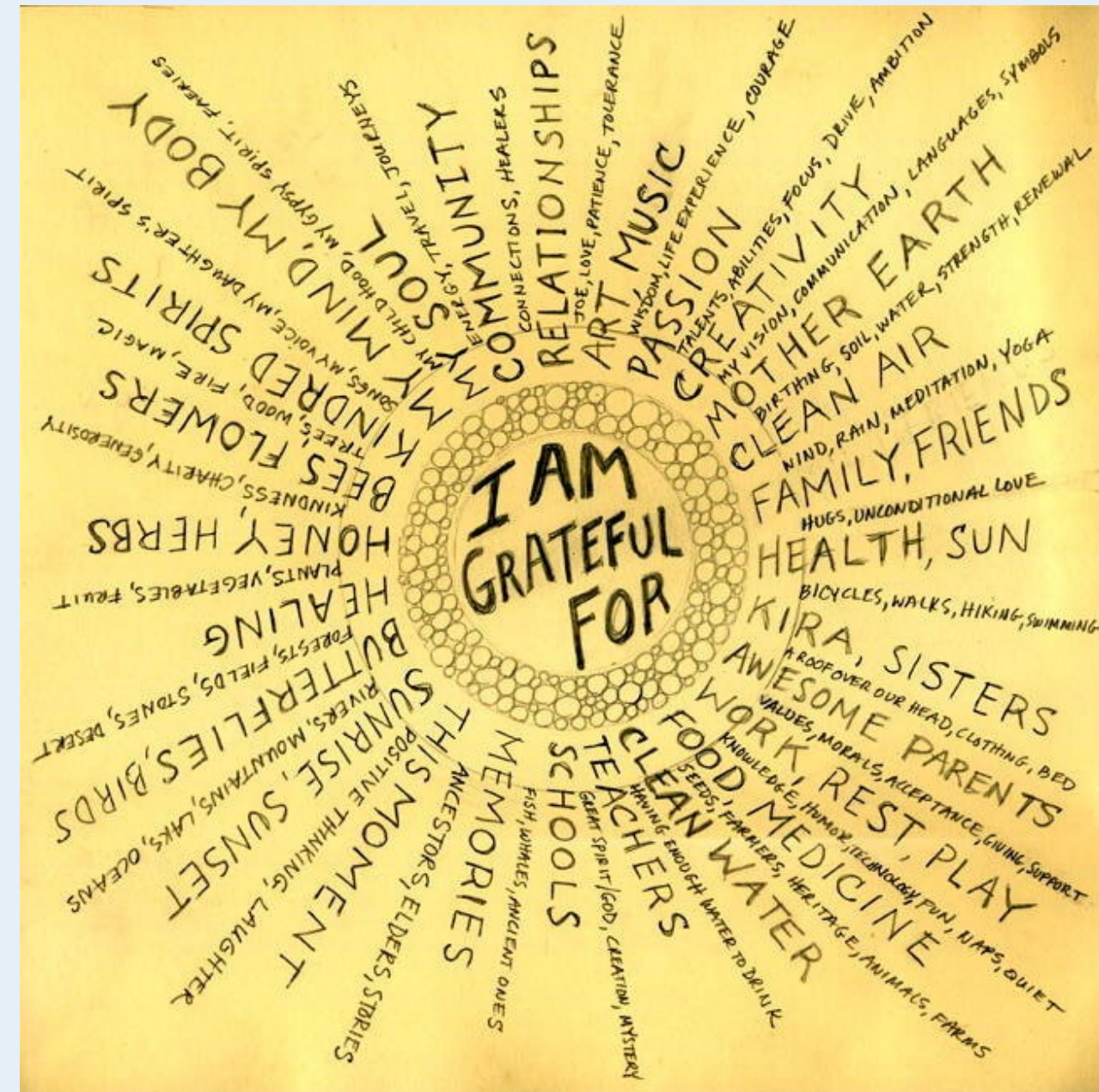
Share a memory about a time that they expressed gratitude. If comfortable, share the events that led to that moment of gratitude.

How did you feel when you were expressing gratitude?

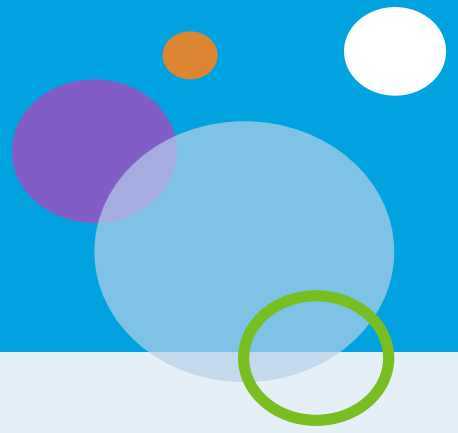
Now, as you share your story, what is coming up for you?

What emotions are you experiencing?

What do you notice about your mind, body, or spirit as you reflect on this moment of gratitude?



GRATITUDE ROUNDS

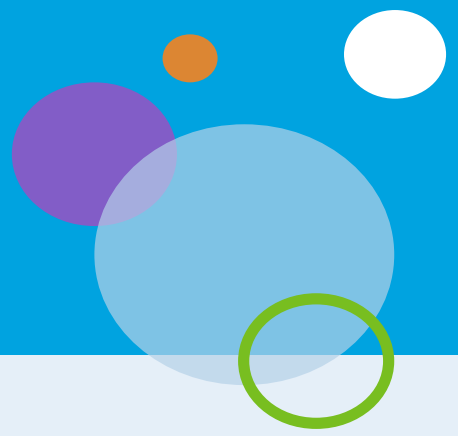


We begin this practice by inviting you all to imagine that you are at a point outside of space and time. (A few moments of silence).

We now invite you to participate in a practice in which we would like you to reflect on and remember together what it is that you love, first from a global, wide-reaching perspective, and eventually to a very personal, local perspective.

We will begin each round by asking that you complete a sentence. After each of you have completed the sentence, we will move to the next round.

GRATITUDE ROUNDS



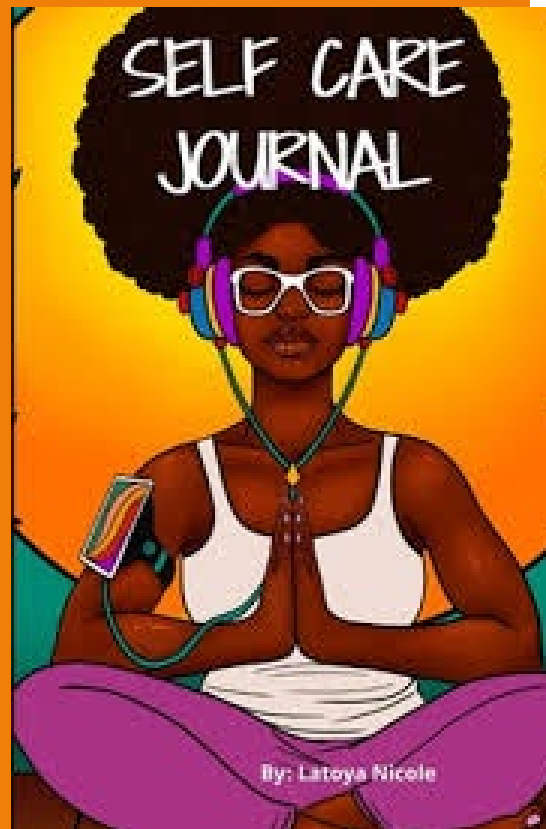
Round 1: What I love about the humans sharing space on this planet with me is...

Round 2: What I love about my own community is...

Round 3: What I love about my family and those who are closest to me is...

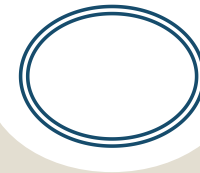
Round 4: What I love about myself is...

MIND



- Aim to **belly laugh** once a day. Instigate laughter by identifying the people, places and things that inspire belly laughs and shamelessly pursuing them.
- **Aromatherapy.**
- **Read books** that take you to worlds of possibility and promise.
- **Read quotes and Say daily mantras** that inspire and ground you in your worthiness and that affirm you.
- **Tidy your space.** A decluttered space can declutter your mind, too.
- **Write in a journal.** Unload everything on your mind on the page, so you have a place to both release and return to for insights.

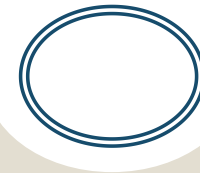
Mental Techniques



Thought Stopping

- Helps break the cognitive distortion cycle
- Gets you back on track
- Key: Notice your thoughts, use a trigger word to stop the thought
- Replace with a more helpful thought
- Example: “There is no point in trying”
STOP!
“ This situation could be easier if I first talked with”

Mental Techniques



Positive Self-Statements

- Introduce repetitive positive and motivating statements into your day and in reaction to your thoughts
- Examples of positive statements:
 - I am smart! I work hard! I always do my best.
- Examples of positive thought replacements:
 - Instead of: “ I need to be perfect or I fail.”
 - *Replace with: “ I did a great job learning this new curriculum!”*

Art



- **Doodle.** Even if you are "not" an artist. It can help with relieving stress and inspiring your imagination.
- **Draw how you feel.** You may be amazed at how you can express your feelings more effectively with images than with words.
- **Finger paint** with inexpensive paints. The combination of getting your fingers dirty and playing with colors may calm.
- **Learn a dance routine** and shake it out! #LIT.
- **Memorize a song you love** and sing your heart out
- **Train yourself to notice creative things** in everyday life. Art is everywhere. Noticing it could open you up to the unexpected beauty of the world around you and help interrupt negative self-talk.
- **Write an affirmation letter** to yourself.

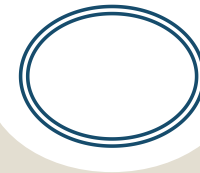
Body



- **Cook** some of your favorite meals.
- **Drink lots of water.** To make it easier, purchase an inexpensive water bottle and keep it with you.
- **Eat meals with more (naturally!!) green foods** on the plate than anything else.
- **Meal plan for the week.** Dedicate 1 - 2 hours a week to plan out and cook your food for the week.
- **Breathe.** No, really. Take 1+ minutes to focus on your exhale and inhale.
- **5 minute dance breaks** each day or whenever you remember to your favorite songs to get you loose and happy.
- **Daily stretches.** A good stretch helps with blood flow and will make your body feel a little better.
- **Set an alarm to go to bed to get 8+ hours of sleep.** Yes, you read right. Set the alarm for when you should start to go to bed.
- **Take warm baths** and soak in epsom salt. To add something extra, add eucalyptus or lavender oils.
- **Treat yourself** with a self-massage.



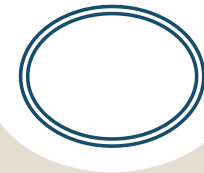
Relaxation Techniques



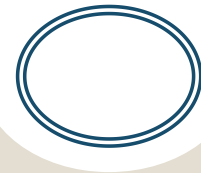
Controlled or Deep Breathing

- Simple, but effective! Can be done any time anywhere
- Controlled breathing helps us to calm down
- To keep thoughts calm and relaxed while breathing, introduce the words “calm” or “relax” while breathing out
- Imagine your other thoughts floating away in a balloon

Let's Try It...



Relaxation Techniques



Progressive Muscle Relaxation

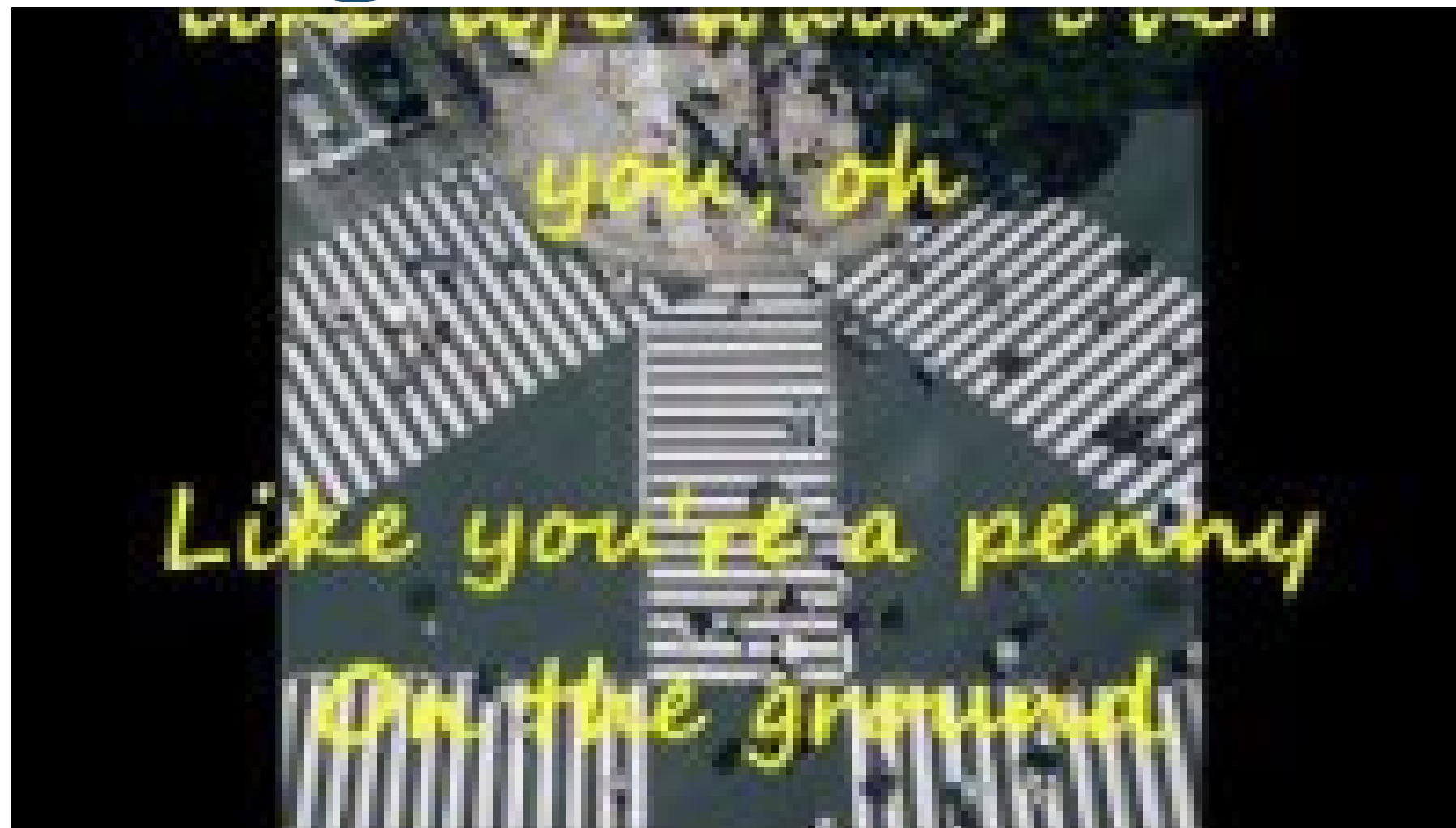
- Useful for relaxing the muscles when they feel tight because of emotional stress
- Progressive Muscle Relaxation provides the most optimal relaxation
 - Chair Technique
 - Standing Technique
- Key: tensing a group of muscles, hold in a state of extreme tension for a few seconds, relax the muscles

Spirit

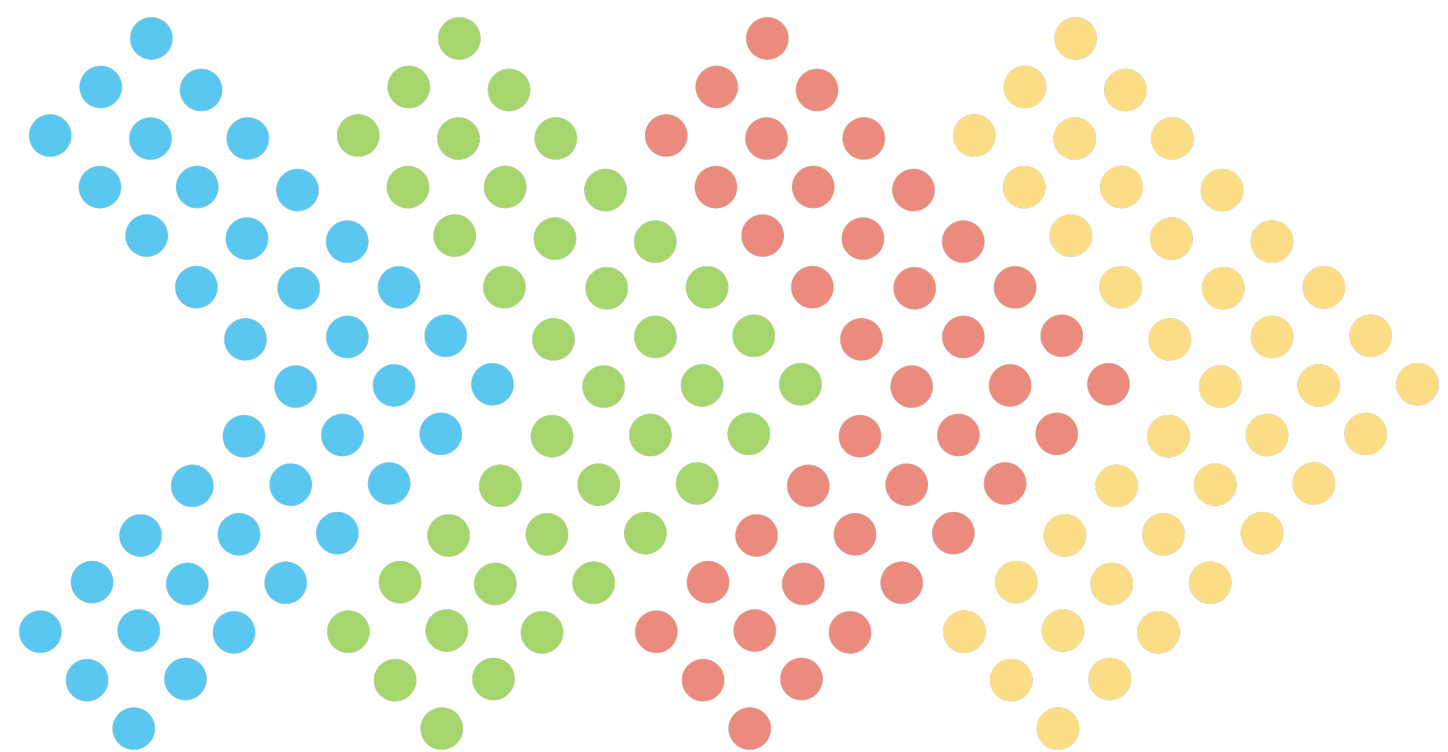


- **Strategize how you can create some more space for yourself.** Then, give yourself permission to try to do so.
- **Do mirror work.** Go in front of the mirror and tell yourself how valuable you are. Repeat it until you believe it more and more. Never did this before? Try it out next time you're brushing your teeth.
- **Get into nature.** Walk barefoot in grass. Try to see a sunset or sunrise. There is infinite wisdom in nature.
- **Schedule time for play/fun.** Even if it's rare, plan it. You deserve time that's just for things that make you smile big.
- **Scream** into a pillow to release some stress.
- **Take care of a plant.** Something about seeing a living thing grow with the right amount of water and sun can remind us to take care of ourselves as well.
- **Worship and pray** in alignment with your spiritual practice that fortifies you.
- **Write things you are grateful for.** Gratitude can shift your focus to abundance.

EYEmagine: see Yourself As you are, worthy



CLOSING THOUGHTS



THANK YOU



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