

Pushing Past Bias and Challenging Classroom Behaviors: Changing Children's Behavior Starts With Changing Ourselves



By

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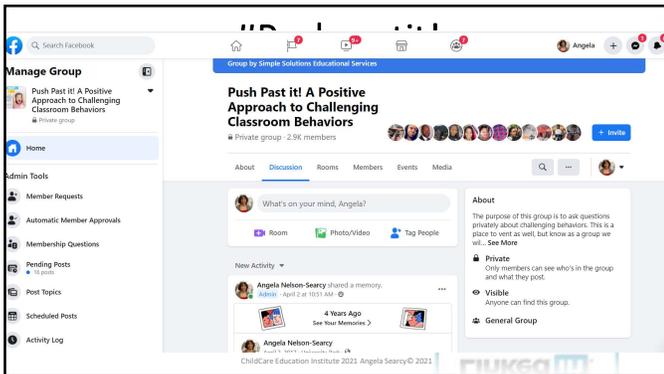
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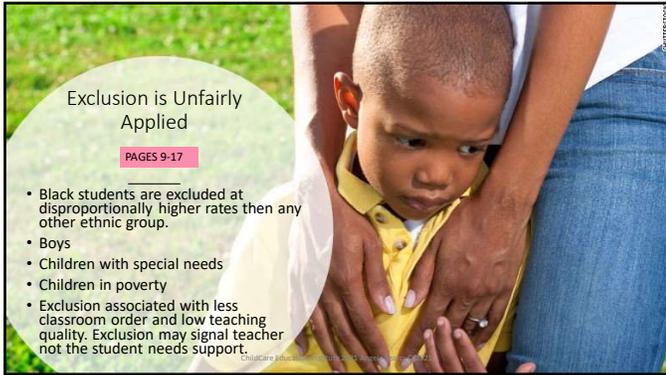
- Dr. Angela Searcy holds a B.A. degree in English and secondary education with teacher certification through the state of Illinois and a M.S. degree in early childhood development from Erikson Institute, with a specialization in Infant Studies and a **Doctorate in Education** with a specialization in assessment and response to intervention. Her research revolves around brain-based learning as assessed by CLASS and it's correlation to aggressive behaviors in preschool children.
- An educator since 1990, Angela is the owner and founder of Simple Solutions Educational Services and has experience at all levels of education. Angela is currently a seminar leader and adjunct faculty at Erikson Institute, a professional development provider for **Learnman Educational Services, Teaching Strategies, LLC, a CLASS Pre-K Affiliate Trainer for Teachstone, a Bureau of Education and Research trainer and author of Push Past It! A Positive Approach to Challenging Classroom Behaviors for Gryphon House Publishing**
- A former neuro-developmental specialist, Angela has specialized training in neuroscience and is a nationally recognized speaker. She has been featured on Chicago's WGN Channel 9 **Morning News, WGN Channel 9 Midday Fix, WTTW's Chicago Matters, Chicago Public Radio's Chicago Matters, Chicago Parent and Chicago Baby Magazines**



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Exclusion is Unfairly Applied

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- Black students are excluded at disproportionately higher rates than any other ethnic group.
- Boys
- Children with special needs
- Children in poverty
- Exclusion associated with less classroom order and low teaching quality. Exclusion may signal teacher not the student needs support.

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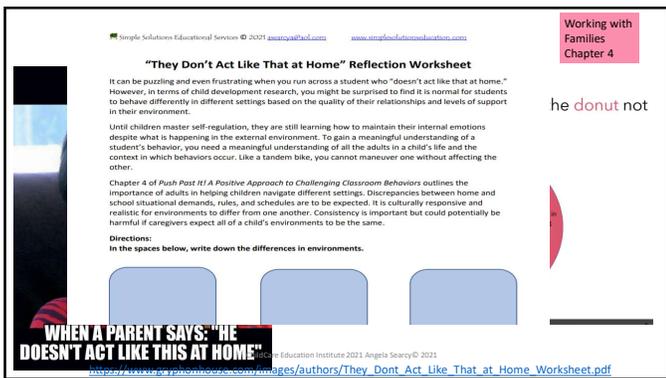


Are Black Kids Worse?

Russell Skiba and Natasha Williams set out to answer that very question in a summary of research report "Are Black Kids Worse? Myths and Facts about Racial Differences in Behavior" (2014)

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"They Don't Act Like That at Home" Reflection Worksheet

It can be puzzling and even frustrating when you run across a student who "doesn't act like that at home." However, in terms of child development research, you might be surprised to find it is normal for students to behave differently in different settings based on the quality of their relationships and levels of support in their environment.

Until children master self-regulation, they are still learning how to maintain their internal emotions despite what is happening in the external environment. To gain a meaningful understanding of a student's behavior, you need a meaningful understanding of all the adults in a child's life and the context in which behaviors occur. Like a tandem bike, you cannot maneuver one without affecting the other.

Chapter 4 of *Push Past It! A Positive Approach to Challenging Classroom Behaviors* outlines the importance of adults in helping children navigate different settings. Discrepancies between home and school situational demands, rules, and schedules are to be expected. It is culturally responsive and realistic for environments to differ from one another. Consistency is important but could potentially be harmful if caregivers expect all of a child's environments to be the same.

Directions:
In the spaces below, write down the differences in environments.

WHEN A PARENT SAYS: "HE DOESN'T ACT LIKE THIS AT HOME"

Working with Families Chapter 4

he donut not

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English, Spanish, and Mandarin
<https://bit.ly/2lvz0W6> free download

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Educators must look inside the child to know how to care for him

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<https://www.gryphonhouse.com/books/details/push-past-it>

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The "mis" in misbehavior is sometimes a misunderstanding of child development

Whole Body Listening
REVISÉD

Eyes
• eye contact
• direct gaze
• or looking elsewhere
helps you listen

Body
• facing the speaker
• moving, and
• being in a direction that helps you listen

Hands
• open palms
• relaxing, releasing, avoiding, staying still, or doing what helps you listen

Legs
• relaxed posture
• walking, moving, stopping, still, however is comfortable for you, or doing what else helps you listen

Feet
• standing, moving, stopping, still, or doing what helps you listen

@JULIECARTERLAW Julie Carter

Instead of Criss Cross Applesauce try **SOS**

Sit Or Stand so everyone is safe and can see.

This honors the diverse ways children can learn and gives freedom of movement.

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“Whining is Winning”
L.R. Knost

Aggression is an opportunity to learn alternative ways to behave!

If They Don't have the Cognition to Play Hide and Seek, They Don't Have the Cognition to Manipulate You!

Chapter 5

When children use profanity, they are using their words!

When children say “I am not your friend” they have progressed from doing mean things to saying mean things!

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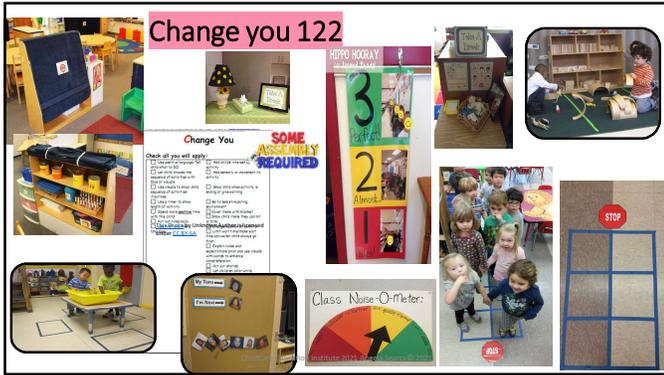
Negativity Bias: What Is Happening in Your Brain?

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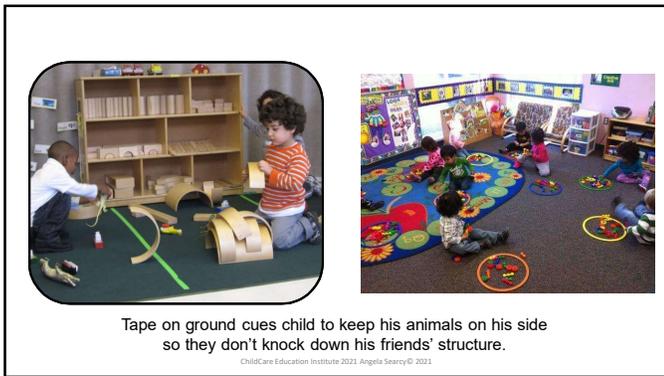
- Survival requires urgent attention to possible bad outcomes but less urgent with regard to good ones
- Emotional brain activity processes information milliseconds earlier than the rational brain
- Negative emotions involve more thinking, and are processed more thoroughly than positive information
- Everyone remembers negative things more strongly and in more detail
- Bad impressions and bad stereotypes are quicker to form and more resistant to disconfirmation than good ones
- You are accessing the most primitive part of the brain and negative emotions can erode productivity and decision-making

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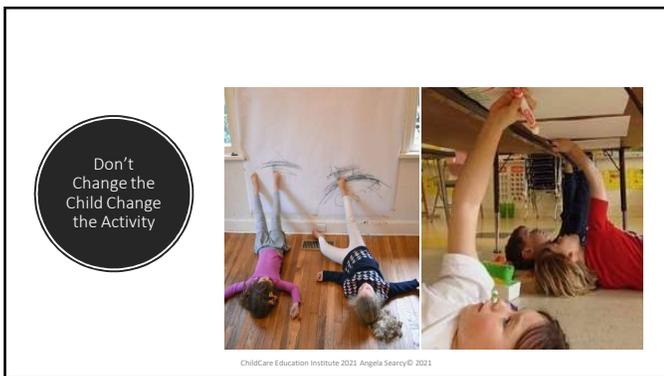
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Only the Adult
Can Take a
"Challenge"
and Make A
Purposeful
Challenge!




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Race is NOT the only bias we possess! Exploring Other Types of Implicit

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Cognitive Bias

With your table the following

- "We had nothing when I was growing up, but I never acted like these kids?"
- "I got a spanking whenever, I mouthed off and it made me what I am today"
- "My parents fought at home and I turned out okay"

- Do we all have same standard to measure whether someone is okay?
- If we are all okay, does that mean we have no desire to improve?
- You were able to tolerate a situation but does that mean everyone is?
- Is it possible you were able to tolerate a situation because of supports that are not available to everyone

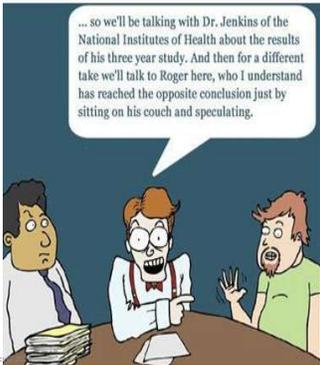
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Table Talk: Anecdotal Evidence VS. Evidence-based Do all sources share the same weight?

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- "Time out made me behave. Why shouldn't it work for kids nowadays?"
- That strategy will never work. So n so tried it and now they misbehavior more!"
- We put limits on our learning when we restrict ourselves to only taking lessons from personal feelings and experiences.
- **Research and experience are not in conflict with one another! Both can coexist in your learning and strategies**



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