

Addressing the Early Childhood Expulsion & Suspension Crisis with preservice teachers

Presentation by Dr. Cindy Collado, Sacramento State University
Friday, February 1, 2019

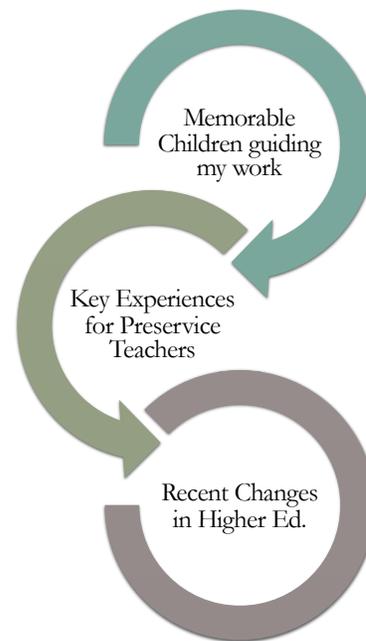
Panel: Early Start and Early Childhood Education Policy Update and Current Trends in Early
Intervention

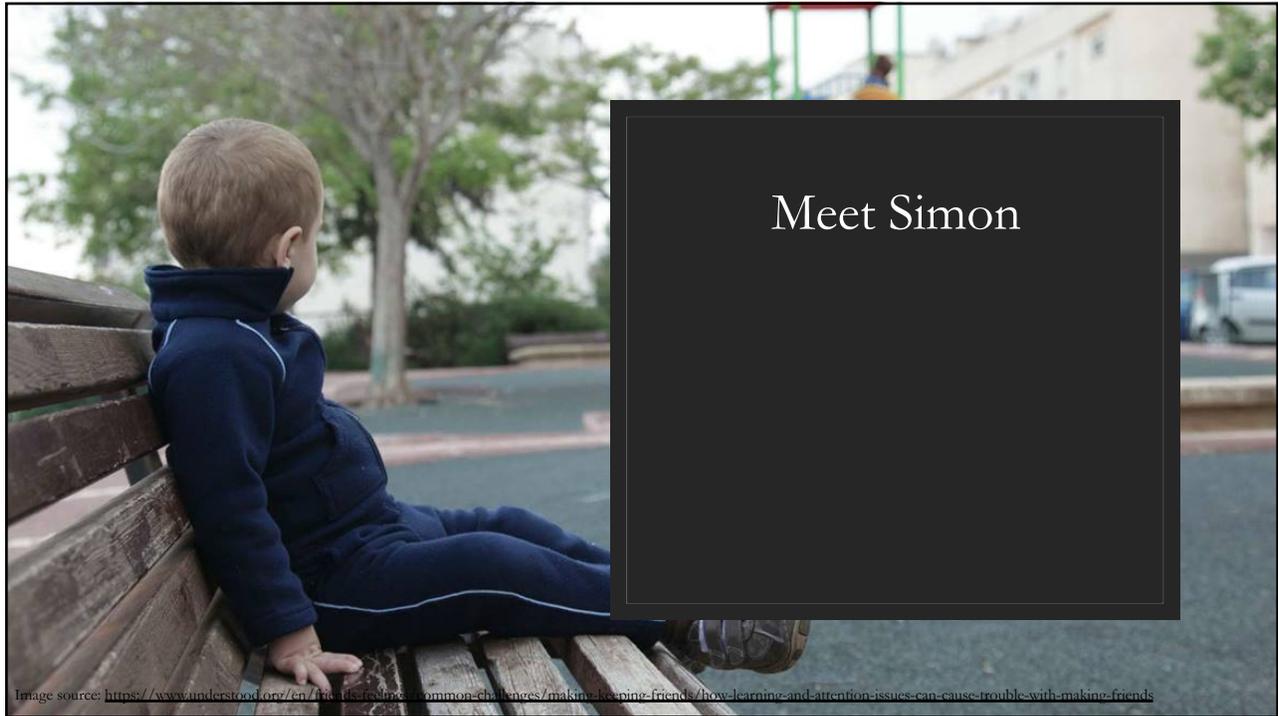
Sponsored by: the Infant Development Association (IDA) of California



SACRAMENTO STATE
Redefine the Possible

Today's plan
for a talk on
the Early
Childhood
expulsion/
suspension
crisis







Greatest challenges facing preservice teachers new to Early Childhood Special Education



Deficit-based thinking



Developmentally inappropriate expectations for learning, behavior, and play



Cultural, linguistic, and trauma-based misunderstandings and biases



Limited knowledge of evidence-based practices

Experiences for Preservice Teachers that proactively address the suspension/expulsion crisis

Underlying tenets of our ECSE preservice program



Mission Statement: The Teaching Credentials Branch prepares socially just teachers and teacher leaders to be agents of change, committed to equity and inclusion in culturally and linguistically diverse schools and communities.

- **Strengths-based perspective:** presuming competence, viewing children holistically, fighting ableism, becoming advocates for inclusion and change, modeling compassion, building on assets
- **Family & Student Centered approach:** gaining perspective of families and children, developing respectful communication, being a collaborative team member, fostering relationships, honoring family values and goals
- **Developmentally appropriate practices and expectations:** understanding development, valuing play, collecting formative data to inform practice, embedding learning in routines
- **Evidence-based practices and interventions:** being strategic, developing coaching skills, grounded in a holistic PBIS lens, understanding the field of ECSE and resources, knowledgeable about evidence-based practices and interventions (and how to use them!)

Strengths-based Perspective

- Learning to presume competence of young children with disabilities and their families
- Writing Learning Stories & Child/Student Stories
- Taking a holistic, proactive, preventative approach to behavior via Positive Behavior Intervention Support
- Addressing and challenging implicit bias through autobiographies, biographies and cross-cultural analysis

Let's Build A Tower!

Joseph
March 23, 2017



It was centers time in the room and I glanced over to see Joseph and Elise working together building a tower with the magna tiles over and over. Joseph had that determined look on his face that told me he really had a plan of what it was he was building. What was even better was that in the process, Joseph and Elise were talking to each other and taking turns putting tiles together! Elise asked Joseph to make a giant one and he said, "ok". Joseph then looked at Elise as he held out a ball and asked her to "put in" the tower. As they were putting tiles together, making the tower grow taller and taller, it suddenly fell. Joseph looked right at Elise with shock in his eyes and the two of them started laughing. Elise asked to make another and Joseph said with great excitement, "ok ok!"

Share your family story to help future teachers



By sharing your family's journey raising your young child with developmental delays or a disability, you can make a real difference in the lives of future early childhood special education providers & teachers.

Sharing your family's journey can help in three ways:

1. Help educators develop empathy.
2. Shed light on the celebrations and needs of families and their children with disabilities.
3. Shape future educators' approach to working with families and children with disabilities.

Guest Speakers are invited to speak to Early Childhood Special Education credential candidates during their weekly online class focused on collaborating with families and professionals



Tuesday evenings in September, October, & November

WHEN: any 30-45 minute period between 4:30 - 7pm

WHERE: Class is held in Zoom, a free online video conference tool

HOW: join from the comfort of your home via phone or device with video capability

WHO: moms, dads, caregivers, grandparents, siblings, and others raising young children with developmental delays and/or disabilities

Interested? Contact Dr. Cindy Collado for more information:

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Family-centered approach

- Family Stories guest speaker series
- Individual Family Story Project (person-centered planning)
- Skilled Dialogue approach to engaging with families and professionals in culturally responsive dialogue
- Involving families at every stage: information gathering and intervention
- Coaching families and paraprofessionals
- Understanding the impact of trauma on children, families, and themselves (ACEs)

Preservice Teachers reflect on the impact of hearing about their colleague's Family Story Projects

"This family story helps me see how much a child can be going through personally and to never judge them."

"It was great to hear how the Eco-map was a powerful tool for the family to see the support network they had in such a simple and impactful way."

"Shows me that we often overlook the positive components to having a child with a disability."

"I liked that her worldview was changed by the family."

"As a professional, this story reminded me to always look at the family from a strengths based perspective and find unique ways to connect with them and build relationships."

"As a professional, this family's story showed me how important it is to help families find their voice."

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"If a child
can't learn
the way we teach,
maybe we
should
teach the
way they learn."

- Ignacio Estrada

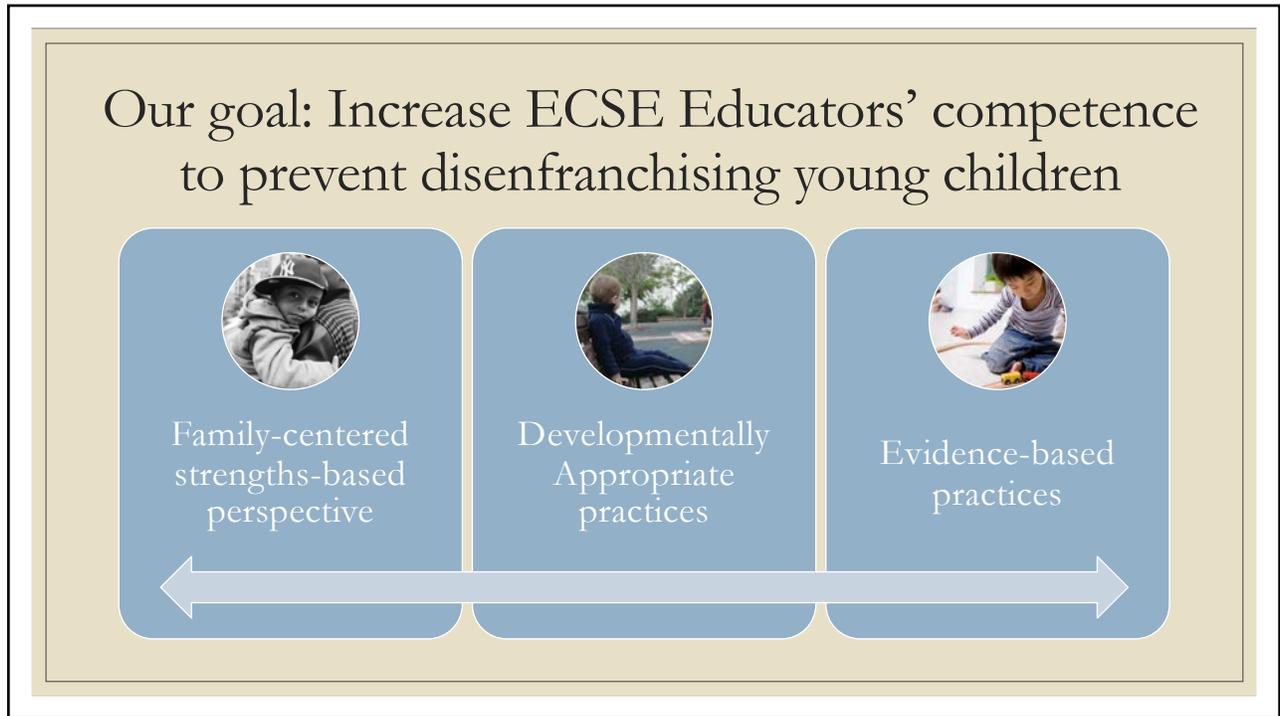
THERE IS
ONLY ONE WAY TO LOOK AT THINGS
UNTIL
SOMEONE SHOWS US HOW
TO LOOK AT THEM
WITH DIFFERENT EYES.

-PABLO PICASSO

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Evidence-based Developmentally Appropriate Practices

- Culturally responsive child-centered curriculum
- Play-based learning
- Teach social, emotional, behavioral, and cognitive skills
 - Evidence-based Systematic Instructional Practices & Interventions
 - Embedded Routines-based Learning Opportunities



New California Education
Specialist Teacher Performance
Expectations (TPEs)

Passed the California Commission on Teacher Credentialing (CTC) August 2018

Source: California Commission on Teacher Credentialing (CTC) Meeting Agenda item 4B, February 2018 meeting

New ECSE Teaching Performance Standards (TPEs)

- Guides our work with Preservice Teachers
- Passed August 2018, implemented by Fall 2020
- Extended ECSE credential training: birth to Kindergarten
- “Common trunk”

Key changes at Sac State’s ECSE credential program

NEW course for both general and special education preservice teachers to take together: Strategies for Inclusive Classrooms

NEW blended Masters in Arts of Teaching with ECSE teaching credential: focus on research and evidence-based practices

Upcoming ECSE program revisions based on new ECSE TPEs:

Supervised fieldwork EVERY semester in the program

Increased focus on Dual Language Learners, Coaching, Planning instruction, Inclusion



THANK YOU

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