WELCOME TO THE READ TO SUCCEED WEBINAR SERIES!

PRESENTED BY THE UNITED WAY OF GREATER NASHVILLE

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TRAUMA INFORMED PRACTICES FOR
DUAL LANGUAGE LEARNERS

A UNITED WAY OF GREATER NASHVILLE

READ TO SUCCEED PROFESSIONAL DEVELOPMENT
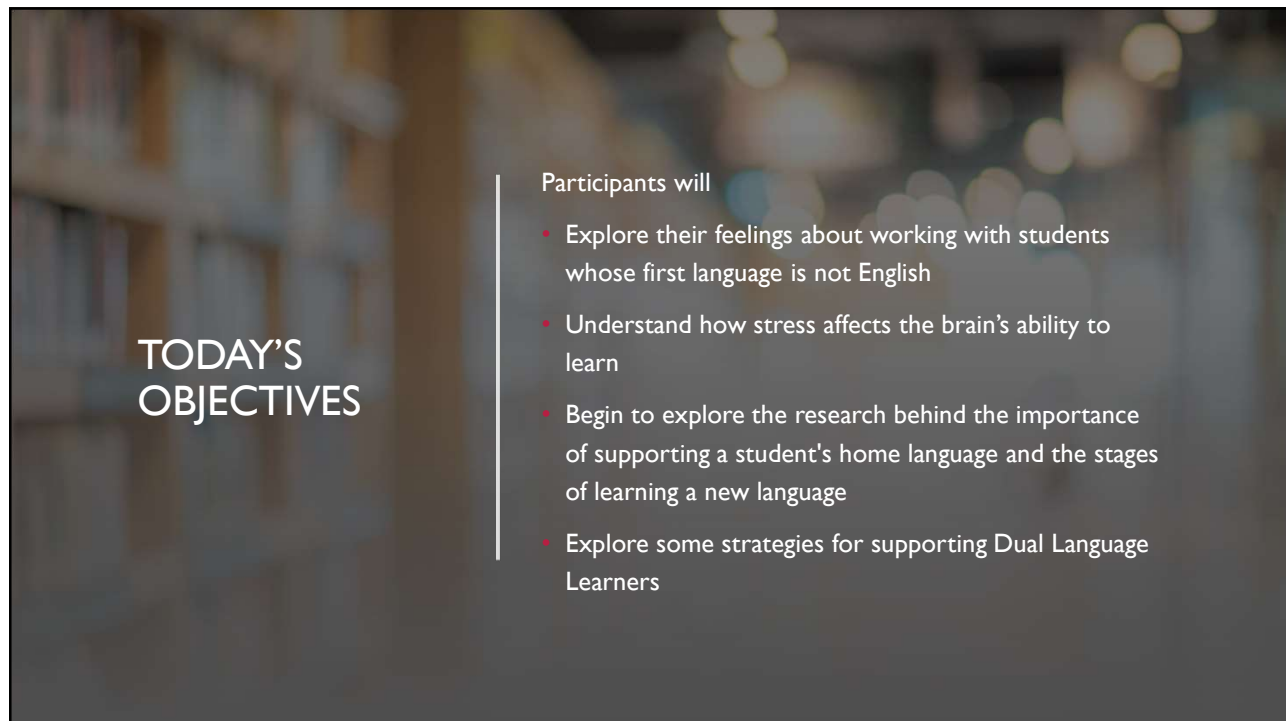
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WELCOME TO THE RTS WEBINAR SERIES!

Presenter

- Elandriel Lewis, Manager of Early Learning and Training

Brain Smart Start

- Unite and Connect
  - Please use the chat box to share your name, where you work, and a highlight from this past week.
- Disengage the Stress
  - Smile, Take a breath, And Relax
- Commit
  - What do you give yourself permission to do during today's webinar?
  - Share in the chat box if you are willing

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TODAY'S OBJECTIVES

Participants will

- Explore their feelings about working with students whose first language is not English

- Understand how stress affects the brain's ability to learn

- Begin to explore the research behind the importance of supporting a student's home language and the stages of learning a new language

- Explore some strategies for supporting Dual Language Learners

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A reminder of your importance:

Strong Communities   Healthy Economy

Successful Parenting of Next Generation

| Educational Achievement | Economic Productivity | Responsible Citizenship | Lifelong Health |

Healthy Child Development
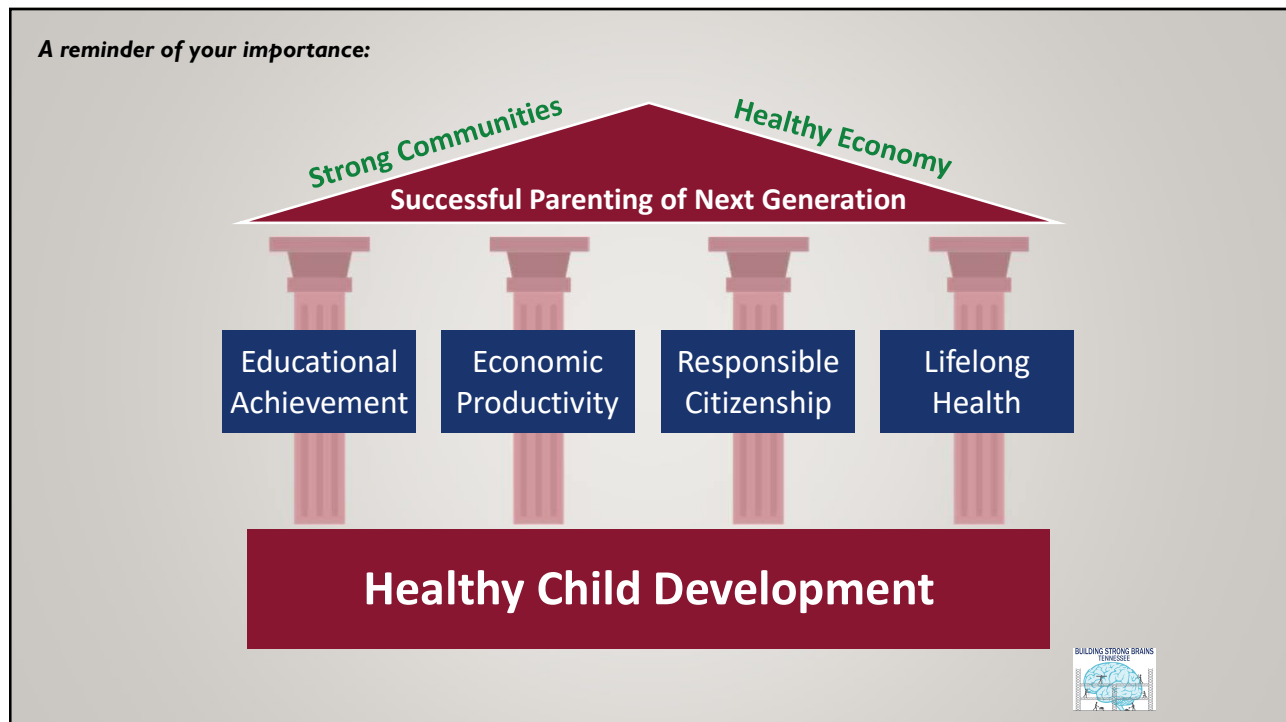
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WHY "DUAL LANGUAGE LEARNER?"

Historically, our nation has tended to regard differences, especially language differences, as cultural handicaps rather than cultural resources. (Meier & Cazden, 1982) "Dual Language Learner" conveys respect and value for a child's home culture, language, and diverse learning styles as much as the new language and culture they are working to acquire.

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THINK AND SHARE

FILL IN THE SENTENCE STARTERS IN A NOTEBOOK OR ON PAGE 2 OF YOUR PACKET.

It can be great to work with Dual Language Learners when…
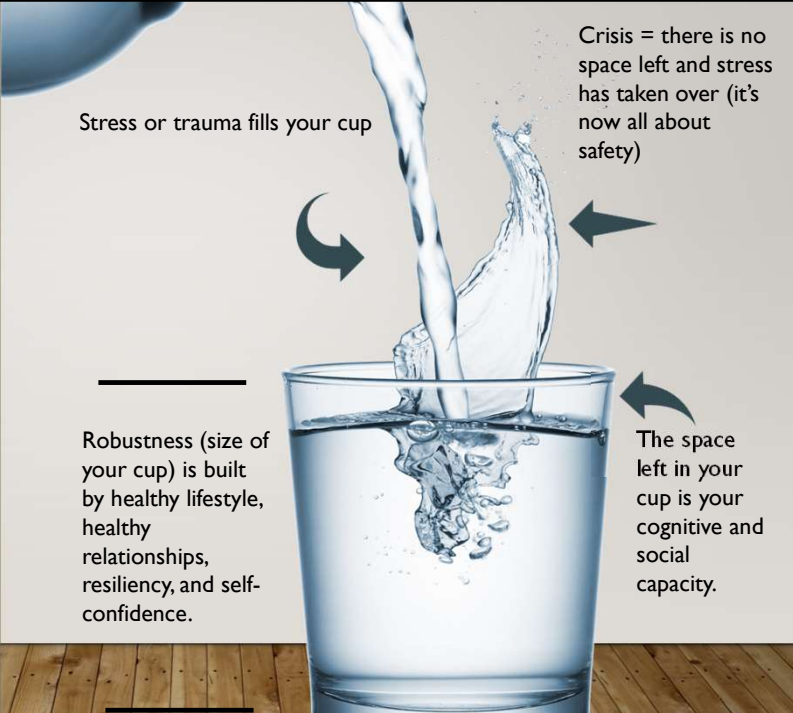
It can be difficult to work with Dual Language Learners when…

When I work with Dual Language Learners I wonder if…

My hopes for my Dual Language Learners are…

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Robustness = the capacity to hold the energy needed to live the life the individual desires to live.

Stress or trauma fills your cup

Crisis = there is no space left and stress has taken over (it's now all about safety)

Robustness (size of your cup) is built by healthy lifestyle, healthy relationships, resiliency, and self-confidence.

The space left in your cup is your cognitive and social capacity.

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Window of Tolerance
Where there's still room in the cup.

Outside our window of tolerance behavior shifts to keep us safe:
- Hyperarousal (fight or flight)
- Hypoarousal (freeze)

Within our window of tolerance we are:
- **Flexible**
- **Adaptive**
- **Coherent**
- **Energized**
- **Stable**

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THE CONSCIOUS DISCIPLINE BRAIN STATE MODEL
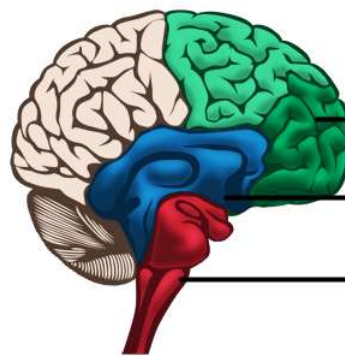
Executive State
Prefrontal Lobes
What can I learn from this?

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?

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TYPICAL BRAIN DEVELOPMENT IN A HEALTHY ENVIRONMENT…

Survival
• Comes online when we are born

Emotional
• Comes online when we acquire language

Executive
• This area of the brain fully develops by age 25.

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A TRAUMATIZED BRAIN…

Executive
• Everything is about SAFETY

Emotional
• Everything is about SAFETY

Survival
• Everything is about SAFETY

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What happens in school will have a tremendous impact on a child's social, emotional, and cognitive development, influencing the child's values, view of the world, perspectives on family, and connections to community.

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LEARNING ONLY HAPPENS WITH A FELT SENSE OF SAFETY
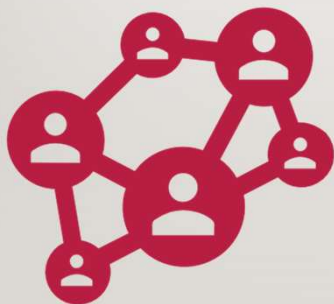
- A felt sense of safety is when a person feels accepted, respected, and connected.
  - Who I am is good
  - I contribute to my community (I matter)
  - I have value and am valued

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FOR THE OPTIMAL DEVELOPMENT AND LEARNING OF ALL CHILDREN, EDUCATORS MUST BE WILLING TO:

Accept	accept the legitimacy of children's home language,
Respect	respect (hold in high regard) and value (esteem, appreciate) the home culture
Promote and encourage	promote and encourage the active involvement and support of all families, including extended and nontraditional family units.

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HOW DO WE DO THIS?

WE START WITH THE SURFACE CULTURE OF OUR STUDENTS AND FAMILIES.

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Edward T. Hall's Cultural Iceberg Model

Surface Culture

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

Deep Culture

Communication Styles and Rules
facial expressions gestures eye contact
personal space touching
body language tone of voice
handling and displaying of emotion
conversational patterns in different social situations

Notions of:
courtesy and manners
friendship leadership
cleanliness modesty beauty

Concepts of:
self time past and future
fairness and justice
roles related to age, sex, class, family, etc.

Attitudes toward:
elders adolescents dependents
rule expectations work authority
cooperation vs. competition
relationships with animals age sin death

Approaches to:
religion courtship marriage raising children
decision-making problem-solving

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SURFACE CULTURE IS SIGNIFICANT (NOT SUPERFICIAL)

Surface culture "is the sacred visible component of a culture; a collective community of customs which were built from prior generations. Heartfelt memories and fragile emotions adhere to our family's history and ethnic roots. When we expose students to many surface cultures, we are creating an atmosphere of unbiased understanding and compassion with one another."

(Surface Culture: The Visible Gateway to Deep Culture by Melissa Campesi https://www.schoolrubric.com/surface-culture-the-visible-gateway-to-deep-culture/)

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CONNECTING THROUGH SURFACE CULTURE

1 Embed a child's language in the classroom alongside English examples

2 Invite families to participate in read-alouds, etc, in their own language.

3 Use images of the children and their families, as well as teachers and staff

4 Use images that counter stereotypes and reflect diversity in gender roles and family styles/configurations.

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CONNECTING SUPPORTING SEL NEEDS

1 Use predictable routines and visual schedules

2 Provide a safe place for children to be if they are overwhelmed

3 Explain to peers why a child may not be speaking English

4 Explain to peers some ways to interact with DLL peers

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CONNECTING THROUGH USING IMPACTFUL INSTRUCTIONAL PRACTICES
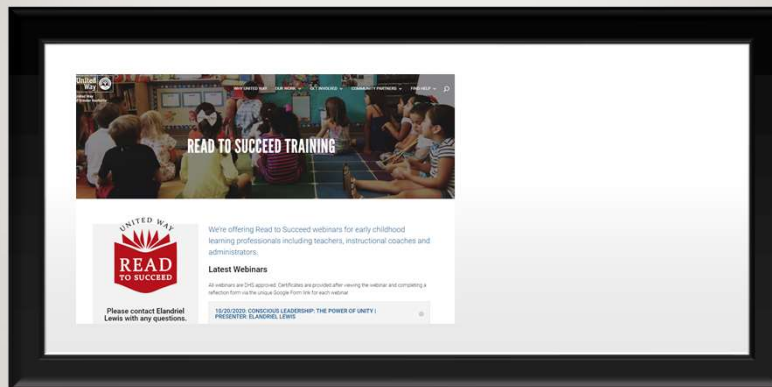
1 Use your body language

2 Narrate your day

3 Repeat, repeat, repeat
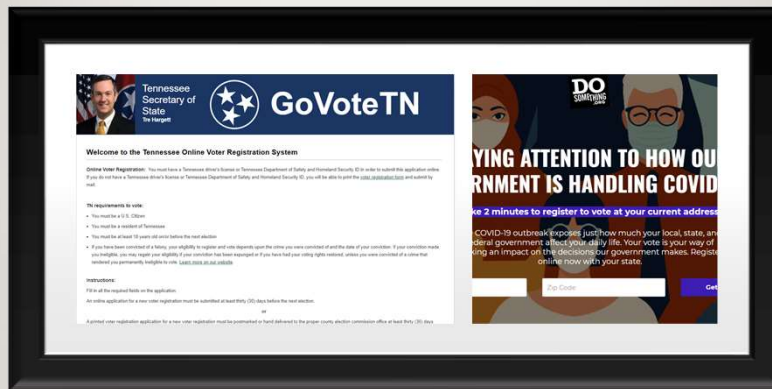
4 Choose meaningful content

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FIND WEBINAR RECORDINGS…

HTTPS://BIT.LY/2GFW1YB

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FIND AND REGISTER FOR FUTURE WEBINARS

HTTPS://BIT.LY/2YQWLQV

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FIND MORE EDUCATIONAL OPPORTUNITIES

- https://www.edutoolbox.org/earlylearning

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REGISTER TO VOTE!

GENERAL INFO ON REGISTERING TO VOTE -
HTTPS://VOTE.DOSOMETHING.ORG/?R=SOURCE:WEB,SOURCE_DETAILS:HELLOBAR

REGISTER TO VOTE IN TN - HTTPS://OVR.GOVOTE.TN.GOV/

WE ARE WORKING FOR HIGHER WAGES IN ECE!

- To do this, we want to better understand your day-to-day cost of living, compensation, responsibilities, and experience.
- Want to help with this work?
  - Complete this survey (you could win a Kroger Gift Card!)
    - https://docs.google.com/forms/d/e/1FAIpQLSf2jfZjqgULyD9Qqwf2izJ_V3nEPjEC-lAiOa4OltHHq7zUqg/viewform
  - Sign up for a virtual interview by filling out this form (you would be compensated for your time
    - https://docs.google.com/forms/d/e/1FAIpQLSeDGT-vT_s0ynzKfL_QaYqG3ZZgniDWsY3qEWGBloBgnIl_6w/viewform

I WISH YOU WELL

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