USBE Prevention Webinar: Knowledge of Development

2024-25 USBE Prevention Webinar Series
December 18, 2024

Learning Intentions

- Introduce the Protective Factor: Knowledge of Child Development and key components
- Discuss why this protective factor is important and how it can be applied to our work in education
- Consider the protective factor in the context of real examples, from the perspective of an administrator
- Hear considerations from a mental health professional

The Protective Factor Framework

Knowledge of Development is comprised of:

Child and Youth Development includes:

- Physical Growth
- Cognitive and Intellectual Skills
- Brain Development, including impact of trauma
- Language and Speech
- Fine and Gross Motor skills
- Social and Emotional skills
- Identity development
- Stages of Growth: Infancy, Early childhood, Middle Childhood, and Adolescence

Knowledge of Development within the PF Framework

- Understanding important aspects of human and brain development, especially as it applies to learning

- Important for BOTH students and the adults that work with students to have an understanding of development

- Intelligence is not fixed

- Attachment issues affect Development

- Effects of trauma and positive childhood experiences

Why is Knowledge of Development Important for Educators?

- Allows educators to tailor instructional methods to the specific needs and abilities of the age group they are teaching
- Creates a more effective learning environment by helping to maintain realistic expectations
- Helps address individual needs and provide personalized supports for learning
- Allows for the design of materials to challenge students and foster optimal learning and growth
- Can help in the identification of developmental delays
- Promotes positive social interactions and enhancement of student well-being

Why is Knowledge of Development Important for Students?

- Normalizing the changes they are experiencing provides a safe space for them to ask questions
- Helps encourage self-reflection and healthy coping mechanisms to navigate what they are experiencing

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Why is Knowledge of Development Important for Parents?

- Helps parents know if their child is reaching developmental milestones
- Parents can assist in the learning process with their child
- Helps parents have realistic expectations for their children
- Parents can respond appropriately to the child's needs
- Helps parents utilize parenting strategies appropriate to their child's specific developmental stage and establish a healthy parent-child relationship
- When parents know better, they can do better

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Schoolwide Implementation (1)

- Professional learning opportunities and coaching for staff regarding child development issues (specific to the ages they teach)
- Help staff understand the importance of positive adult connections, nurturing behaviors, and age-appropriate expectations for students
- Learn and implement trauma-sensitive school approaches
- Provide professional learning opportunities regarding the effects of trauma
- Examine and update policies and procedures to ensure that they are trauma-informed and reflect understanding of child development
- Implement strategies and methods to help students learn about their development

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Schoolwide implementation (2)

- Parent nights focusing on developmental issues
- Teachers can discuss developmental issues with parents in a broad way during parent teacher conferences
- Teach students about brain development and functioning
  - Dan Siegel's hand model, window of tolerance, etc.

What else have you done at your school?

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Classroom Implementation

- Make time to learn about the child developmental issues of the age group of students that you work with, including those associated with social skills and learning
- Participate in professional learning opportunities regarding trauma-informed and restorative practices and implement those practices in the classroom
- Facilitate a welcoming classroom environment for all students
- Create predictable routines and articulate clear classroom expectations to students
- Help students develop a growth mindset

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Helping Students Learn about their own development

- Set clear boundaries and expectations
- Encourage "play" and learning at all ages
- Ask questions and facilitate open communication
- Promote healthy coping mechanisms
- Appropriately share your feelings and model appropriate emotion regulation
- Validate their experiences
- Encourage self-reflection
- "Err and repair"
- Teach and help model appropriate social skills
- Be present
- Celebrate successes

Helping Parents learn about Development

- Develop resources to help parents understand child development associated with the age group of their student
- Encourage parents to discuss development with their student, especially regarding academics, and provide them with resources and ideas for having those conversations
- Teach parents about how to model and strengthen a growth mindset in their student
- Provide information to parents about the effects of trauma and positive childhood experiences on learning

Krisanne Lewis, MOT, OTR/L

- Graduated from the University of Utah with a Bachelor's Degree in Psychology and a Master's Degree in Occupational Therapy
- Worked in a variety of settings in Texas and Utah, including outpatient, in-home, early intervention, and schools
- Specialized her practice in the treatment of children with autism and behavioral disorders
- Extensive experience with assistive technology, and loves implementing innovative solutions in classrooms
- Has served as adjunct faculty at the University of Utah
- Served as the Director of Related Services at Spectrum Academy for 17 years
- Recently joined the Utah State Board of Education as the Student Services Coordinator

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Why is it important to understand child development

- Progression of skills - skills should be taught in a developmental progression
  - Example: head control - trunk control - sitting - crawling - walking
  - Example: head control - trunk control - eating
  - Example: reflex integration - writing
  - Example (emotional awareness): visual recognition - self ID- others ID - contrived situation - real situation - regulation
- Hold appropriate expectations
- Develop appropriate goals
- Communicate with families
- Assessment/child find - students may not get needed services

Concrete examples

- Handwriting
  - Consequences
    - Maladaptive compensatory strategies
    - Increased behavior
- Self-regulation
  - Consequences
    - Increased behavior
    - Increased likelihood of depression, anxiety
- Executive function
  - Consequences
    - Inappropriate placement
    - Increased behavior
    - Poor progress with academics
- Communication (talking ≠ communication)
  - Consequences
    - Inappropriate discipline
    - Poor match between teaching and learning
    - Safety

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Resources

- Immersion trainings

- Assessment tools (ASQ-3, Beery VMI, BRIEF-2, Vineland-3)

- Children's Hospital "Wellness by Age"

- Johns Hopkins Kids and Teens Developmental Milestones

Teaching children about development

- Body charts
- Books/literature
  - Do not need to have human characters
- Strength-based approach
  - "The power of yet"
- Teach self-advocacy

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Specific example

"Ava"

- 5th grade
- Attending a charter school that required cursive writing, beginning in kindergarten
- Skills
  - Learning letters
  - Not yet reading
- Plan
  - Paired manuscript with cursive
  - Worked on basic motor skills/patterns (imitation, pre-writing strokes, crossing midline)
  - Reading intervention with trained reading specialist

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Specific example #2

"Sam"

- 6th grade
- Gestalt language learner
- AAC device user
- Plan
  - Intervention with SLP trained in gestalt language acquisition
  - Honor communication attempts
  - Language modeling

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Necha Lowry, LCSW

- **Assistant Clinical Director at Tree of Life Children's Center**
- Bachelor degree with an emphasis in human development
- Master's degree in Social work
- Worked for Child and Family Services for 7.5 years
- **Provides outpatient therapeutic services to children, teens, and families**

Conversations with a Mental Health Professional

- Why do you think it is important for Educators to understand child development issues and the effects of trauma?
- From your perspective as a therapist, can you share some examples of developmental issues that sometimes get missed or overlooked by adults, and may cause unrealistic expectations for children or youth?
- Do you have suggestions of ways to effectively teach children about their own development?
- Can you share some of the issues that you have seen in children affected by trauma that may affect their ability to learn and may present in the classroom?
- Any other insights you would share regarding trauma?

Trauma-Sensitive Schools learning modules

USBE CANVAS courses can be accessed on USBE Prevention website at
schools.utah.gov/prevention

- Course 1 - Becoming Trauma Informed - All school personnel
- Course 2 - Trauma-Informed Practices - All school personnel with a focus on those that support students
- Course 3 - Trauma-Sensitive Schools Implementation - School leaders and administrators

Opportunity to receive USBE Professional Learning Credit
with the completion of an extra assignment

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Other Resources

- [Child Development, *Center for Disease Control and Prevention*](#)
- [CDC's Development Milestones](#)
- [Principles of Child Development and Learning and the Implications that inform that practice, National Association for the Education of Youth Children (birth through 8)](#)
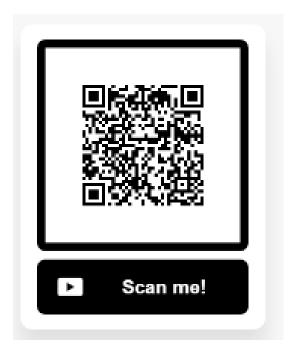- [Developmentally Appropriate Practice, National Center on Safe and Supportive Learning Environments](#)

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USBE Resources

➜ USBE Prevention Website

➜ Protective Factor Toolkit (coming soon!)

➜ 6 Hour Protective Factor training: If interested, sign up at pcautah.org/ufsn/ (spring)

➜ Can request USBE to come do Protective Factor training for 10 or more individuals (USBE training request portal)

➜ Prevention Listserv(s)

➜ *NEW* Prevention newsletter

Prevention Stars Nominations

- We would like to recognize successful prevention work happening across the state that has demonstrated promising outcomes for students.
- Please feel free to send us any success stories, excellent practices, or examples of exemplary prevention work that is happening in your District, School, or elsewhere.

Scan me!

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Evaluation Survey

We would really like your feedback, including suggestions for future topics.

Today's session:
Trainer - Tanya Albornoz
12/18/2024

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Next month: Social Connections

January 15
12:00-1:00 PM

Registration Link: https://tinyurl.com/USBEsocialconnections

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Contact Information

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schools.utah.gov/prevention/