

**NRCEC 2020 Opening Session  
Submitted Questions with Answers from Panelists**

**Questions for Walter Gilliam:** ([walter.gilliam@yale.edu](mailto:walter.gilliam@yale.edu))

**Q:** So how do we remedy this? (Implicit bias)

**A:** Check out the work of Dr. Howard Stevenson on racial literacy. There are several directions that people take -- from workshops on bias to training on empathic responses to whole-systems efforts to infuse equity and social justice into the very fabric of an organization. But for each of these the common element is honest and heartfelt dialog.

**Q:** Was the study done in an urban, suburban, or rural setting?

**A:** 132 early educators from around the country attending a national early childhood education conference.

**Q:** Is there any research that explores the function of where these biases come from in our world (e.g., media, other messages)? Is there any research on the function of this presence of the lack of empathy across difference races?

**A:** Biases come from everywhere -- from the things we see and hear to the things we think we may have seen or heard. And they are highly contagious. The path forward likely will not be to stop biases from reaching us, but rather to be more aware of them when we see them in ourselves and others and know how they impact how we feel and behave.

There is some research on empathy across skin tone. In one study that has been replicated several times, brain imaging suggests that our brains register pain just by seeing someone else be hurt. (Like crying during the sad parts of a movie. You know it's not real, but you feel sorry for the other person anyway and literally feel their pain.) But, in the study, the degree of empathic pain increases when the person experiencing the pain is of a similar skin tone to the person watching the harm happen. The challenge to us is to see ourselves in others regardless of externally visible factors.

**Q:** Was the movement of the children factored into the eye movement study? I found myself watching the kids due to their body movements and in those few seconds it appeared to me the black children showed "bigger", more noticeable movements. Thanks for this great study!!!

**A:** Thanks! This is a great question. We could not easily control for movement using real children. We may be able to measure movement levels better. However, it would be great to replicate the study using very believable computer-generated imagery (CGI) effects to change the appearance of children in the videos. CGI has come a very long way in the past few years. To pull this off would likely be incredibly expensive, but it may be possible.

**Questions for Brenda Jones Harden:** ([brenda.jones-harden@ssw.umaryland.edu](mailto:brenda.jones-harden@ssw.umaryland.edu))

**Q:** Was there any support/intervention to the ECE educators at the Head Start program while there was the ABC Intervention for parents?

**A:** We provided training to staff on addressing parent-child interaction in the context of home visits, but we provided this after we conducted our randomized controlled trials.

**Q:** Which staff conducted the ABC intervention in the Early Head Start (EHS) program? Or was it done by external clinicians?

**A:** We did use external clinicians. We did a feasibility study which suggested that the EHS staff had so much to do to meet the Head Start Program Performance Standards that they did not have the time to add another intervention to their work.

**Q:** thank you for your work! What trauma measure did you use?

**A:** We used two measures: Childhood Trauma Questionnaire (CTQ; Bernstein & Fink, 1998) and the Hurts, Insults, Threatens, and Screams Screening Tool (HITS; Sherin et al., 1998).

**Questions for Kyong Ah Kwon:** ([kkwon@ou.edu](mailto:kkwon@ou.edu))

**Q:** How can we help our non-Head Start teachers and their well-being?

**A:** Yes, non-Head Start teachers include child care centers and some preK classrooms in the public school settings.

**Q:** What falls in the “better resources” on that slide?

**A:** Better resources—that means Head Start teachers have more additional staff, supplies, wages, and benefits like retirement plans, health insurance, and paid sick leaves.

**Q:** Did the non-Head Start teachers include individuals from Child Care?

**A:** I think the early childhood workforce shares very similar demands and risk factors whether or not they are Head Start teachers and non-Head Start teachers. So the recommendations I provide would apply to both groups. One thing I wanted to highlight is that though Head Start teachers are more likely to work with children exposed to trauma, which has a huge emotional toll on them, so it is important to be aware of this and provide appropriate support for them like more daily breaks and support for dealing with behavioral and emotional challenges.

**Q:** I enjoyed your sharing so much. Have you heard of this project in SC? The Be Well Care Well Project. It supports a lot of the approaches you discuss in your research. Scpitc.org

**A:** Yes, I am aware of the BWCWP and connected with them. I agree that we have a lot of overlaps and should find ways to collaborate.

**Questions for Shannon Lipscomb:** ([shannon.lipscomb@osucascades.edu](mailto:shannon.lipscomb@osucascades.edu))

**Q:** What can I do to be part of your early childhood teacher’s team?

**A:** If you would like to connect directly with our team please feel free to email me at [shannon.lipscomb@osucascades.edu](mailto:shannon.lipscomb@osucascades.edu). If you’d like to participate in the online course, which is open to the public now you can go visit our project blog, which takes you to a link for registration: <https://blogs.oregonstate.edu/earlychildhood/register-for-online-course/>

**Q:** What kind of camera did you use to video tape the classrooms? What platform did you upload the videos securely?

**A:** We have had the most success with checking out iPads to teachers. The use the iPads for recording directly through the Box app, which automatically records for 10 minutes and then stops. The recordings go directly (through Box) to our secure Box platform at Oregon State University. We set up a Box folder for each teacher's films.

**Q:** Do teachers have to use an iPad or can android equip work?

**A:** We have used android tablets in the past but (at least at the time we tried this) the Box app did not automatically stop recording at 10 minutes so it was a) less practical for teachers, and b) led to very large file sizes, which were hard for uploading. The filming and uploading was more difficult and frustrating.

**Q:** What are some ideas for measures that we can use to gauge if the classroom is trauma-informed?

**A:** I wish we had measures of trauma-informed practices and procedures. There are some checklists designed for organizations and/or programs in other fields, but we need to create ones that are appropriate for early childhood. In Roots of Resilience we have a lot of strategies and a course book with activities, reflection questions, and action plan guides. For more information about the online course (open to the public) see: <https://blogs.oregonstate.edu/earlychildhood/register-for-online-course/>

**Q:** I do professional development for my agency and I'm really enjoying the conference so far. Do you have an assessment for supervisors to take on themselves, to increase providing support and success to the teachers they work with?

**A:** I don't have a formal assessment to recommend, but the key things I'd suggest that supervisors do to support teachers in trauma-informed practice would be to participate in professional learning on trauma-informed care together with their teachers and have conversations about what they are learning, and then make and implement action plans for both teacher wellness and trauma-responsive practices with children and families.