

**“Young Warriors  
in  
Preschool Classrooms”**

**(Preschool Teachers**

**&**

**Black Male Preschoolers)**

# **A Dissertation Study Proposal**

**Developed**

**By**

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**VIEWER  
WARNING**

**OFFENSIVE  
LANGUAGE**

# Scenario # 1

***“Punk ass bitch. Faggot motherfucker”.*** His eyes narrowed as his body tensed. With balled fist he exhaled deeply, looked me in the eyes and calmly said, ***“Stupid bitch”.***

## Scenario # 2

*“I’m gonna kill you! You bitch,”* he said confidently as he defiantly walked away from me. He glanced back over his shoulder ready to engage in a physical battle if I opted to pursue him. *“I hate your ass”*, he calmly proclaimed as he continued to walk away.

# Scenario # 3

I stood at the door to give my official end of the day personalized departing message. I physically positioned myself to allow for direct contact. *“Remember what I told you”*, I said never breaking eye contact. *“My name is Ms. Nunley”*. His eyes brighten signaling a connection was being made. *“Not bitch”*, I said using a no nonsense tone.

# Research

Brain Development

Public Education Funding

Early Education Programs

Student Diversity

Student-Teacher Relationships

Self Regulation

# Racism

In spite of our best efforts and our evidence that race is a social construct, studies reveal

1) race continues to matter

and

2) the public education sector is not immune to its effects.

# Racism Reminders in Education

***Kill Them Before They Grow*** – Michael Porter

***Up Against Whiteness*** – Stacey Lee

***Race in the Schoolyard*** – Amanda Lewis

***Bad Boys*** – Ann Ferguson

***The Litmus Test & Given Half a Chance*** – The Schott Report

***From Cradle to Prison Pipeline*** - The Children's Defense Fund

***The Shame of the Nation & Savage Inequalities*** – Jonathan Kozol

***Subtractive Schooling*** – Angela Valenzuela

***Other People's Children*** – Lisa Delpit

***Racism Learned at an Early Age Through Racial Scripting*** – Robert L. Williams

***Teaching to Transgress*** – bell hooks

***Conspiracy to Destroy Black Boys*** – Jawanza Kunjunfu

***Learning While Black*** – Janice Hale

***We Charge Genocide*** - Patterson

# Sexism

The field of Education is disproportionately populated by females, the majority of which are White.

Studies continue to support the claim that traditional classrooms are bias toward girls.

# Classism

“The most dangerous place in America for children is the intersection between race and poverty.”

The Schott Report,

# Traumatic Violence

*Ghost in from the Nursery* – Karr-Morse & Wiley

*Trauma Through A Child's Eyes* – Levine & Klein

*Neurodevelopment impact of violence in childhood* – Perry

*The Vortex of Violence* - Perry

*Context of Violence for Children of Color* - Jipguep & Sanders-Phillips

*Community Violence* – Oravec, Koblinsky, & Randolph

*Inner City Children of Trauma* – Parson

*Rethinking the Brain* – Shore

*Early Childhood Trauma* – Kaplow, Saxe, Putnam, Pynoos, & Lieberman

*Vulnerable Brains* - Carlowe

# **Educational Outcomes**

**We know that each of these factors:**

**Racism,**

**Sexism,**

**Classism,**

**and**

**Traumatic Violence**

Impact  
a student's  
school success.

# **Head Start**

**A Historical Safety Net**

**For**

**America's**

**Most Vulnerable**

**And**

**Youngest Students**

# Positioned to Specialize

Research

Best Practice Models

Specialized Curriculums

Assessment Tools

Formal Education

In-Service Training

Comprehensive Program

Funding

# The “RGPV Factor”

**Race**

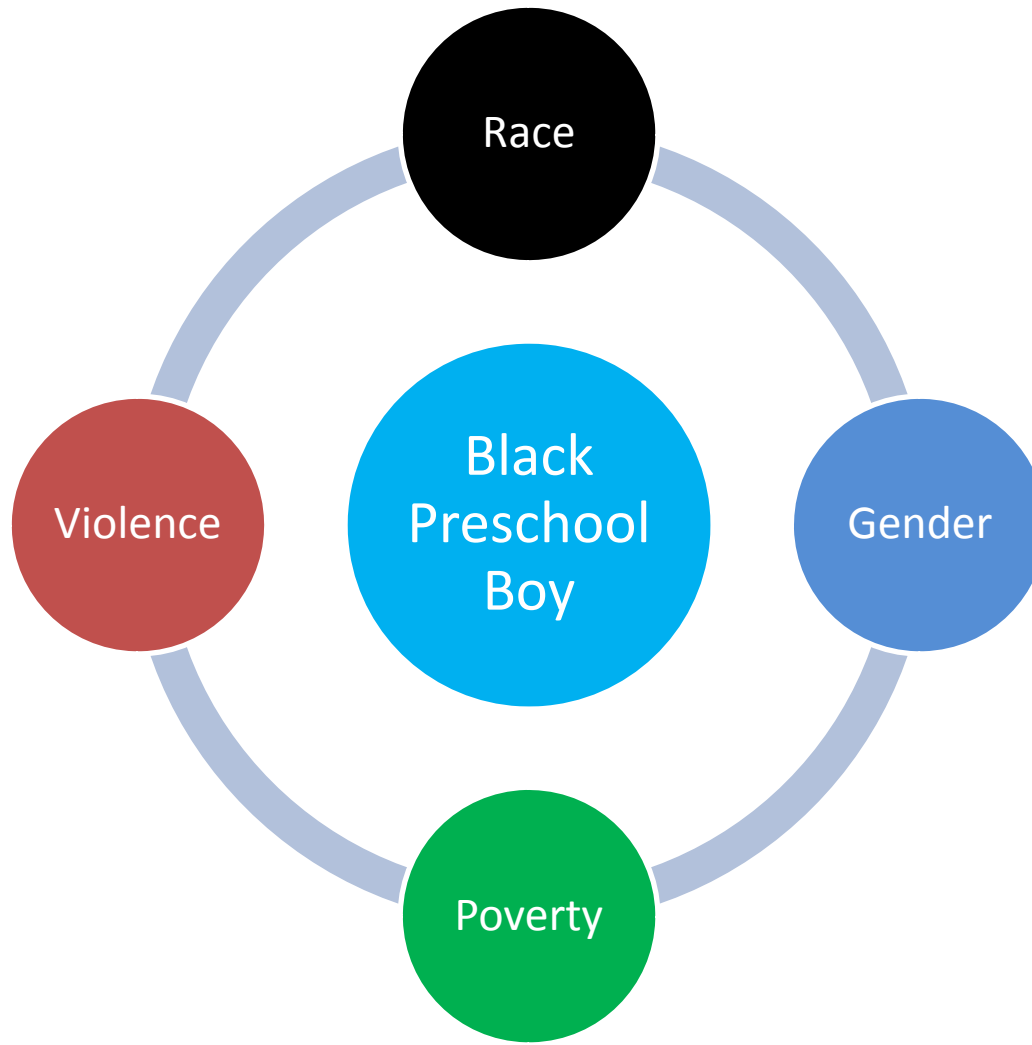
**Gender**

**Poverty**

*Continuous exposure to*

**Community Violence**

# The RGPV Factor & The Black Boy



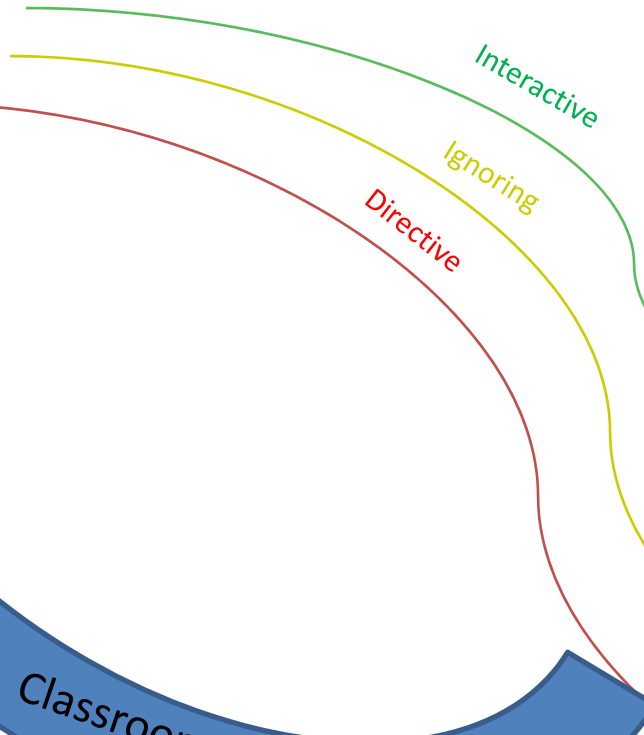
# **The Classroom**

## **Interaction**

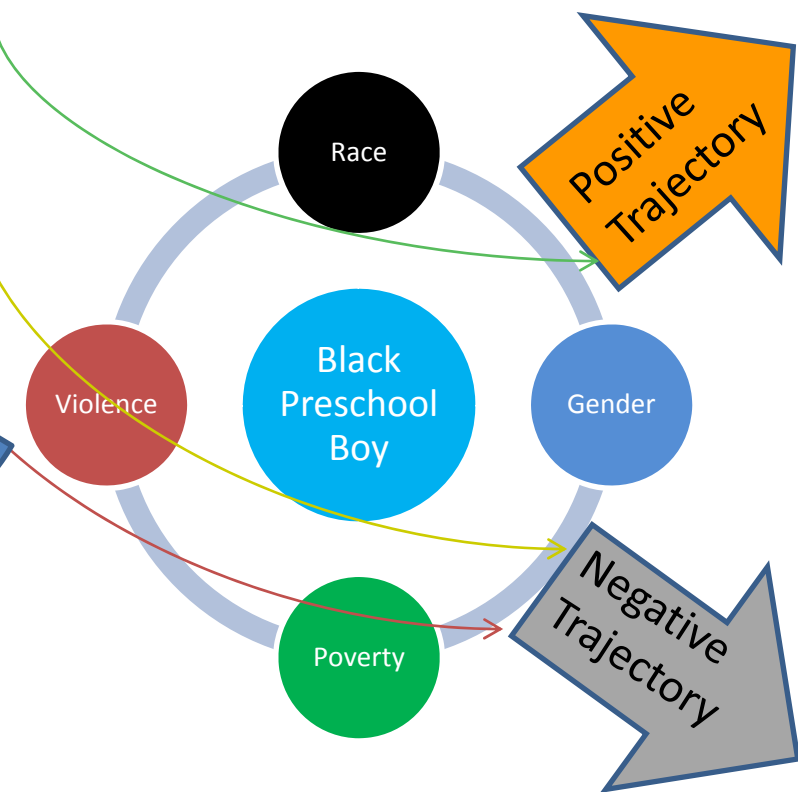
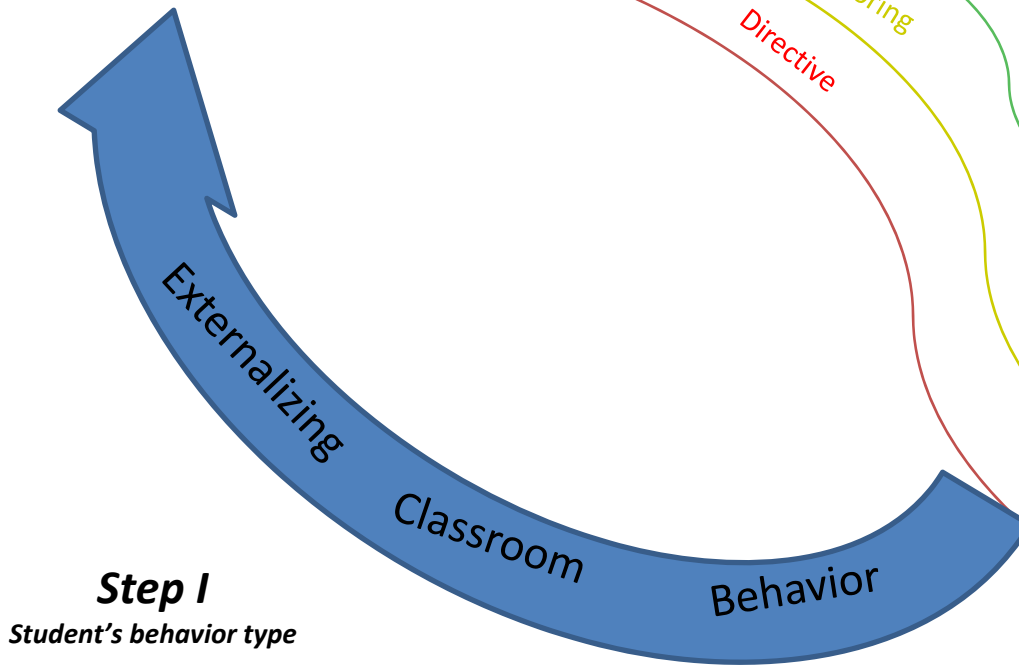
### **Model**



**Step II**  
Teacher's Reaction Choices



**Step III**  
Student's Predicted School Success



# Teacher-Student Classroom Interaction Model

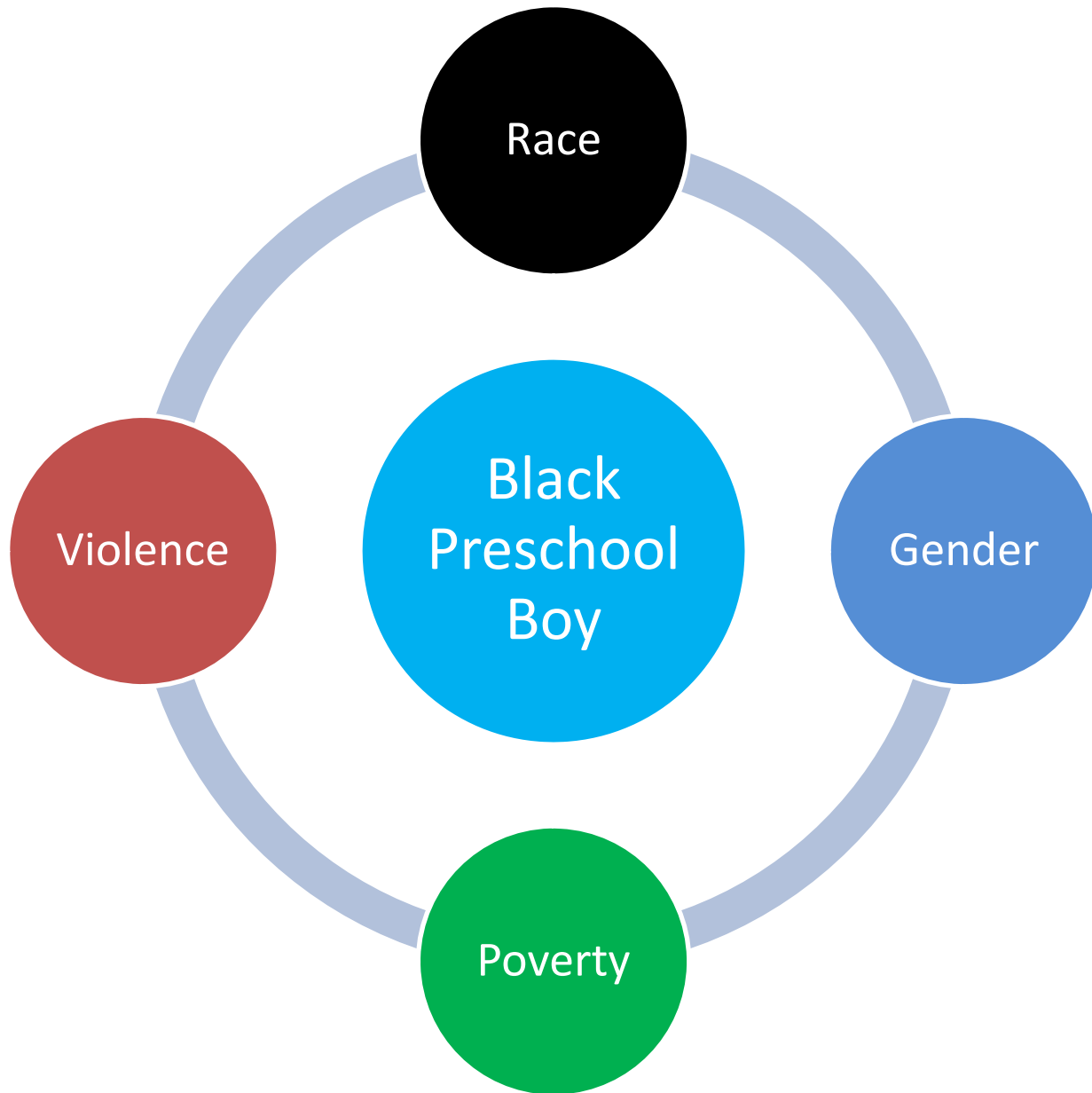
## Step I

### “The Young Black Male”

*The student,*

*who is effected by*

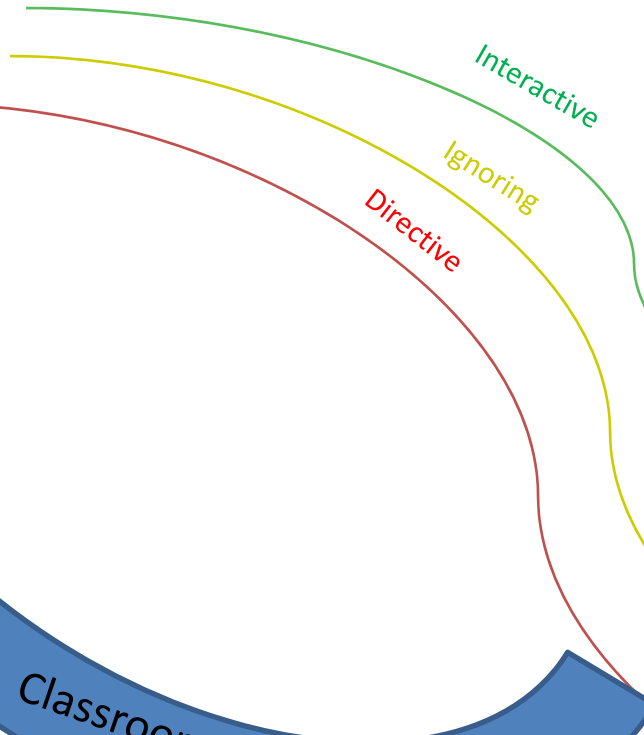
*the RGPV Factor*



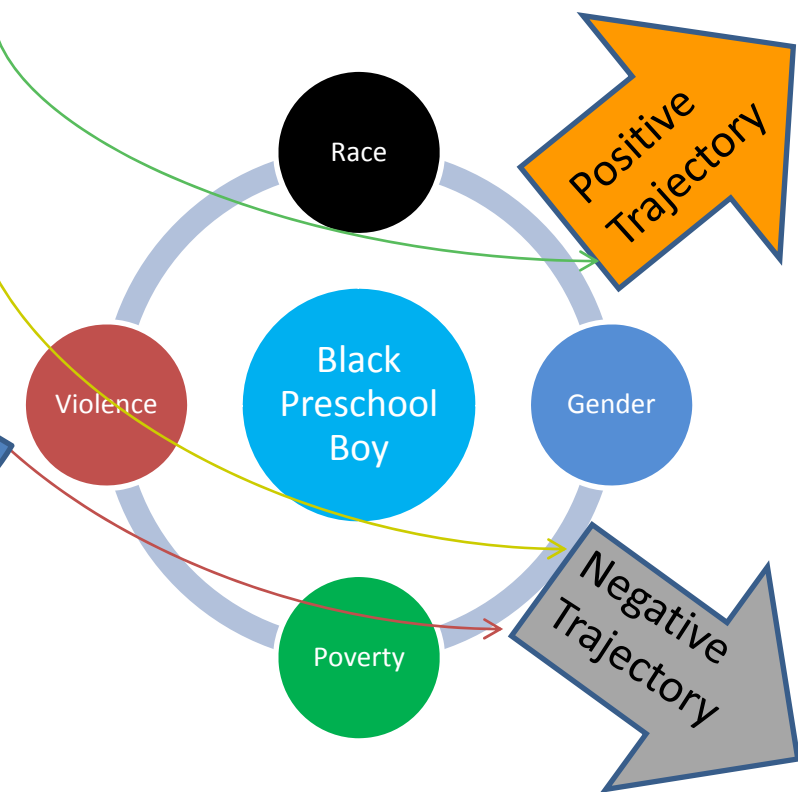
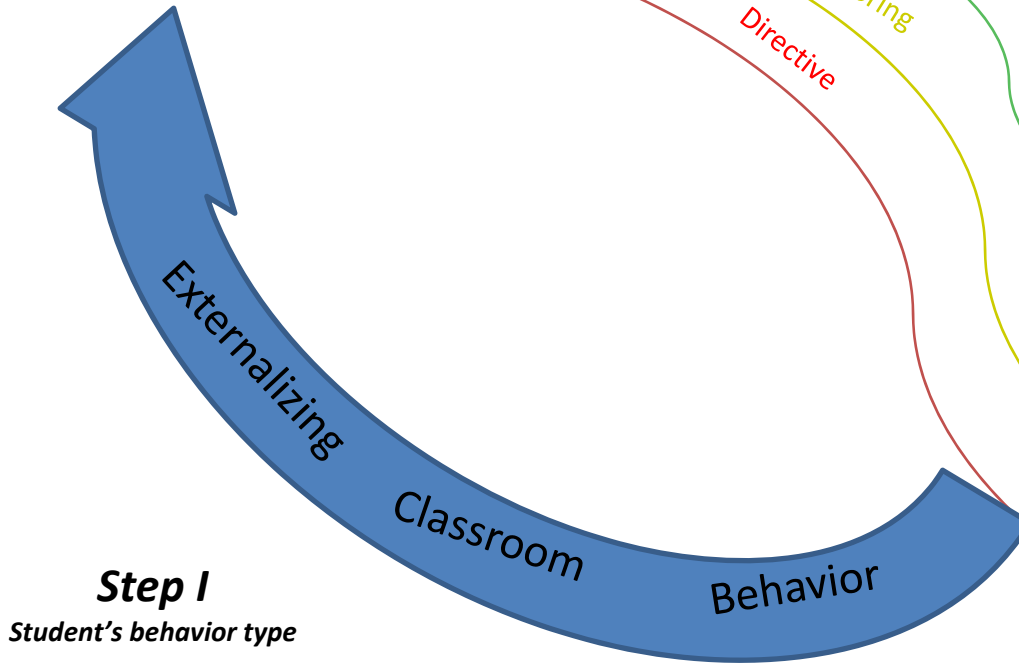
Exhibits a Behavior  
That Disrupts The  
Classroom



**Step II**  
Teacher's Reaction Choices



**Step III**  
Student's Predicted School Success



# Teacher-Student Classroom Interaction Model

## Step II

### “The Preschool Teacher’s Response”

*Three responses are possible:*

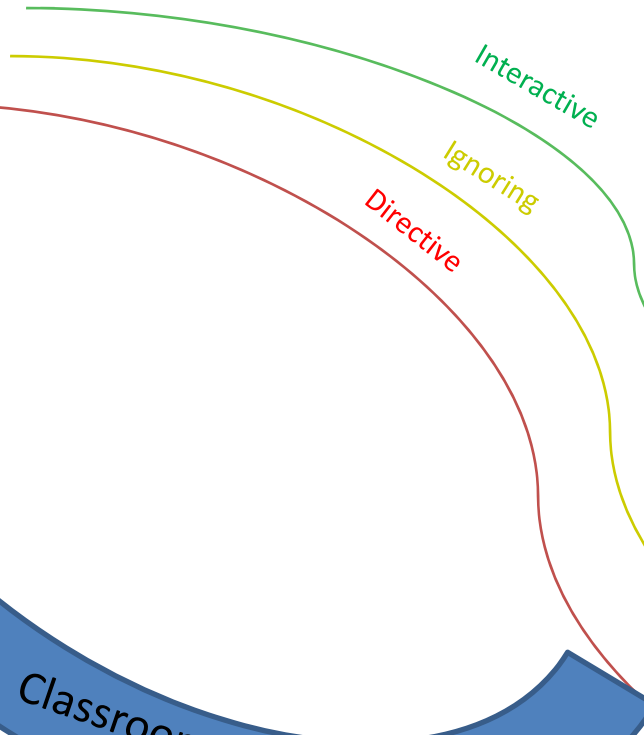
*(1) interactive*

*(2) ignoring*

*(3) directive*

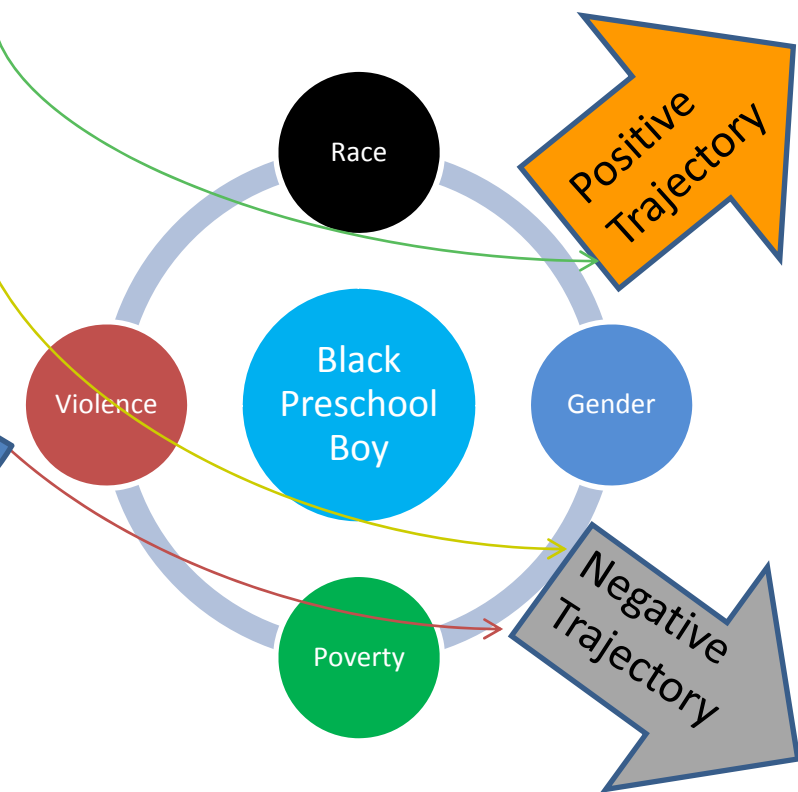
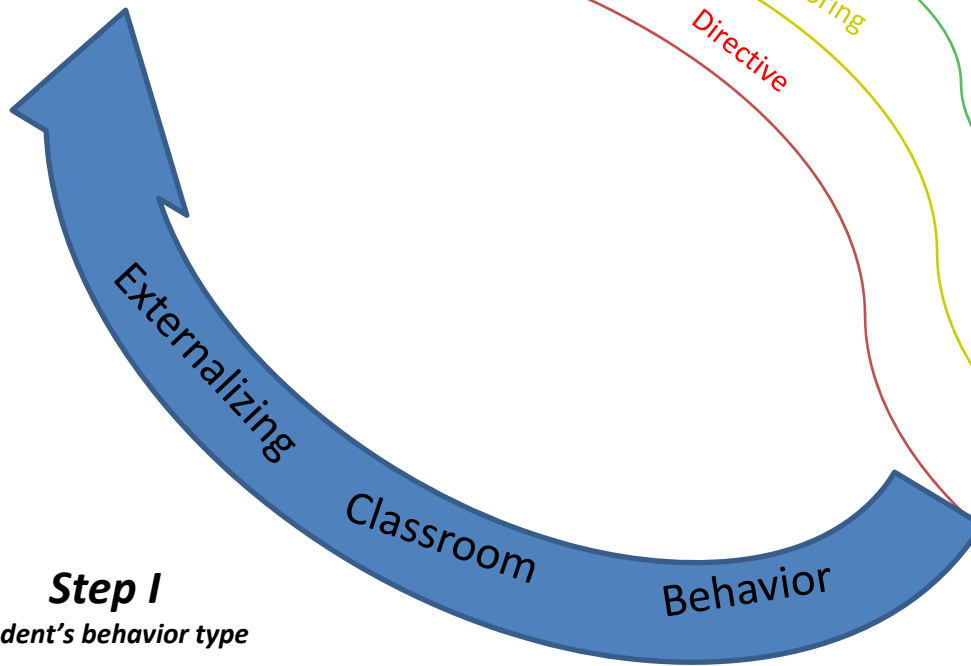


**Step II**  
Teacher's Reaction Choices



**Step III**  
Student's Predicted School Success

**Step I**  
Student's behavior type



# Teacher-Student Classroom Interaction Model

## Step III

### “Student’s School Trajectory”

*The teacher response effects the formation of a*

**+** or **-** *teacher-student relationship*

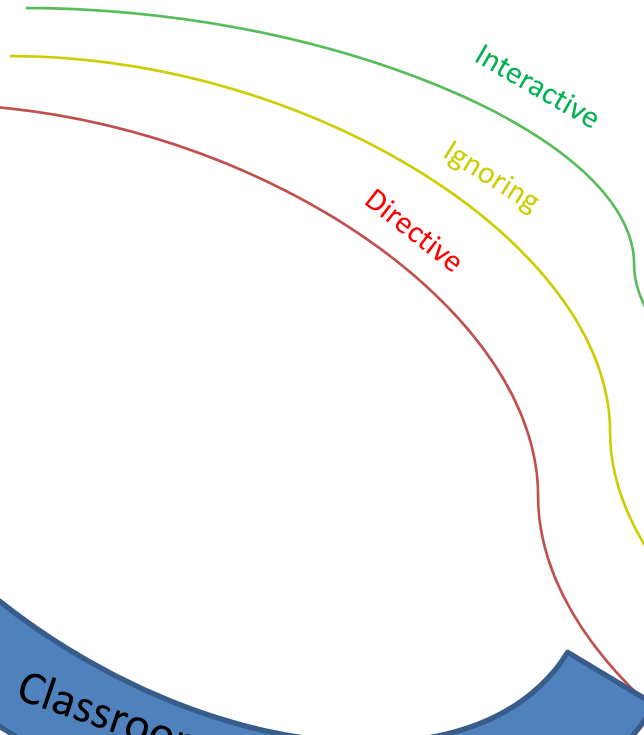
*which ultimately = a*

**+** or **-** *school progress trajectory*  
*for the Preschool student*

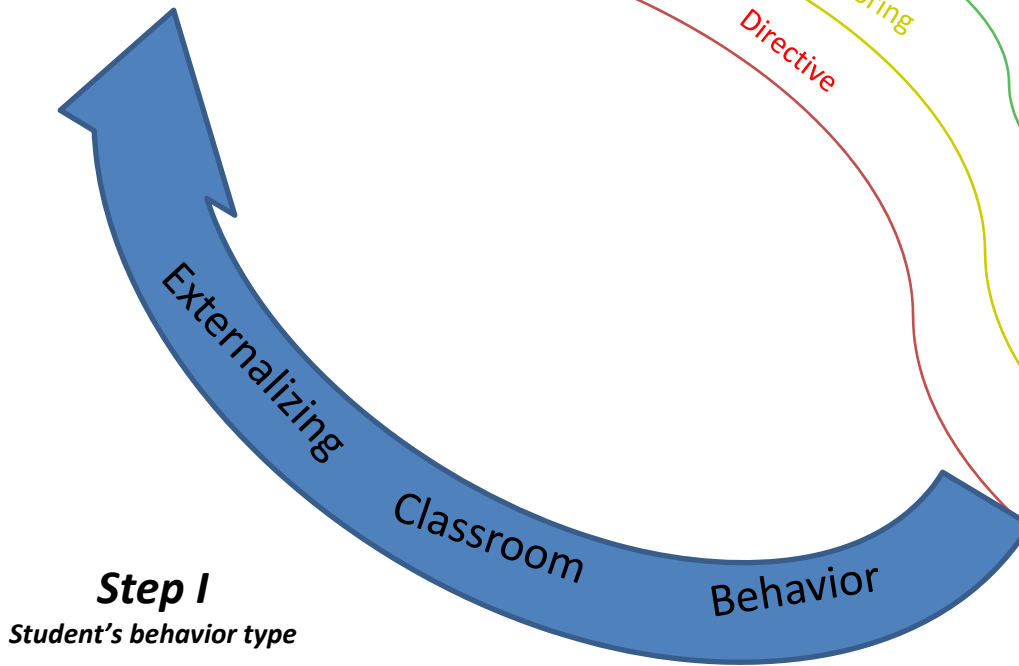




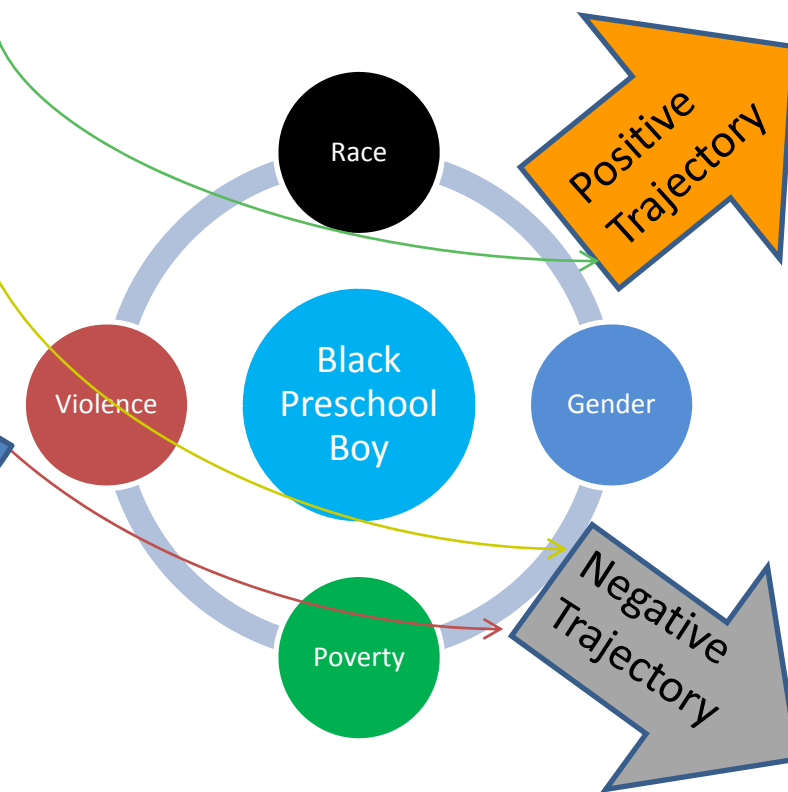
**Step II**  
Teacher's Reaction Choices



**Step III**  
Student's Predicted School Success



**Step I**  
Student's behavior type



# Student-Teacher Relationship Assessment Tools

## The Student Teacher Relationship Scale (STRS)

A self-reported assessment of teacher's perception of their **relationship type** with a specific student.

## Teacher Relationship Interview (TRI)

An in-depth interview about teacher's **feelings** about their relationships with a specific student.

# Classroom Management Inquiries

- *What does student self-regulation mean to you? What does it look like?*
- *Describe the specific strategies you use when your student's don't self-regulate.*
- *Do these strategies seem to benefit all students?*
- *Tell me about the times when they worked.*
- *Why do you think it worked?*
- *What did you think about when they worked?*
- *Tell me about times when your strategies did not work.*
- *Why do you think they didn't work?*
- *What did you think about when they didn't work?*

# Classroom Observation Inquires

- *I observed name, tell me about name.*
- *I observed name when he incident, is that typical behavior for him?*
- *What happens with name's self-regulation when you apply your strategies?*
- *Why is it effective or ineffective with name?*
- *Describe name's relationship with other students in the class.*

# Classroom Observation

## Behaviors of Interest

Breaking Class rules

Refusal to comply with others requests

Aggressiveness

Other students telling teacher about student's actions

Demanding attention from others

Excessive noise making

Fighting

Kicking

Pushing

Shoving

Teasing

Profanity

Selfishness

Negative Facial Expressions

Hyper-sensitivity

Paranoia

Lack of interest

Temper Tantrums

Not listening to others

Slow compliance

Taking items from others

Anger

Frustration

Continuous movement

Lack of interest

Hitting

Lack of interest

Bullying

Negative Language

Irritation

Negative Mood

Hyper-vigilance

Impulsive

Wide Mood Swings

Impatience

Risk Taker

# Study Goal

Introduction of a **culturally specific approach** for classroom teachers to use **intentionally** in their interactions with **vulnerable** inner-city Black Preschool boys whose exhibited classroom behavior suggests limited or no possession of the self-regulation skills needed for school success. Utilization of this approach can foster the **formation and maintenance of positive student-teacher relationships** that will enable these student's to be amenable to **adult assistance** in the development of the **self-regulation skills** needed for school success.

# Study Objectives

- 1) Introduction of a new approach
- 2) Comprehension of a specific student populations development
- 3) Improved Teacher Reflection & Praxis
- 4) Improved Student-Teacher Relationships
- 5) Student assistance with self-regulation development

# **NEXT STEPS**

**Conduct the study  
&  
Continue the dialog**