THE PRACTITIONER’S ROLE IN THE PROMOTION OF SELF-EFFICACY IN CHILDREN WHO HAVE SUFFERED TRAUMATIC EVENTS

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Abstract

The intent of this critical ethnographic study was to identify the perceived role preschool practitioners have in the promotion of self-efficacy in children who have suffered from traumatic events. This study additionally explored the application of the four principal sources which foster self-efficacy (Bandura, 1977) in everyday interactions and in curriculum implemented in the classrooms. Two research questions guided this study that included 1.) What perceived role does the preschool practitioner have in promoting self-efficacy in preschool children who have suffered from traumatic events? 2.) What methods do practitioners use to integrate the four principal sources of forming self-efficacy into the daily classroom experiences for the children who have suffered from trauma? The data sets were collected in the form of field notes that were previously transcribed by an organization employee, tally sheets, and semi-structured interview transcripts. The participants for the semi-structured interview portion of this study included five practitioners employed at various sites within the organization. Social Cognitive Theory provided the lens which data sets were analyzed. After completing the open-coding and axial-coding phases, triangulation was applied which led to the emergence of three key sections that offered insight into the questions specified. These three key sections were (a) practitioner
experiences of working with children who experience trauma: children’s displayed behaviors; (b) Research Question 1: practitioner’s perceived role in promotion of self-efficacy; (c) Research Question 2: integration of four principal sources self-efficacy is derived from. The critical ethnography methodology applied in this qualitative study provided the existing body of literature with perceptions drawn from the participant observer perspective. Further research on this topic would provide additional depth and understanding of the perceived role practitioners have in the promotion of self-efficacy in preschool children who have suffered trauma. Also, additional identification of tangible methods used by practitioners to integrate the four principal sources self-efficacy is derived from into the classroom experiences could be used to continue to inform practice. The methods carried out in this study have not been applied often in the previous literature, allowing this research to offer new insight on the topic of self-efficacy in education.
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CHAPTER 1: INTRODUCTION

Children’s self-efficacy beliefs strongly influence their perception of their own skill-sets. This plays an important role in their development and understanding of themselves (Gambin & Swiecicka, 2012). The role of self-efficacy serves as a characteristic that encourages, or deters, children’s ability to adapt, think optimistically, and promote their level of motivation that drives them to complete tasks they are presented (Bandura, 1977). The choices children make, and the well-being of their own emotional states are also determined by the building of self-efficacy (Bandura, 1977).

According to Maatta and Jarvela’s (2013) research, self-efficacy beliefs in children are an important factor in their early learning and achievement. Self-efficacy is defined as people’s beliefs in their capabilities to produce given accomplishments (Bandura, 1997). Self-efficacy influences students’ motivation to learn; those students with weak self-efficacy beliefs are less willing to learn, have limited ability to concentrate, and are unable to confront difficulties presented to them (Bandura 1993). Bandura (1977) stated that students’ self-efficacy is formed based on the information they acquire through four principal sources:

1. Performance mastery; the child’s experience of successfully mastering a new task.
2. Vicarious experience; the process of the child being influenced by watching others successfully perform difficult tasks.
3. Verbal influence; suggestions from others in the child’s social setting that foster their ability to work through adverse experiences during task completion.
4. Psychological states; also referred to as emotional arousal, informs the child of their competency level to cope with adverse circumstances (Bandura, 1977).

Preschool children remain susceptible to experiencing contrary outcomes as they undertake swift developmental advances during the progressive stage of early childhood (DeYoung, Kenardy, & Cobham, 2011). Because young children have restricted coping skills and are strongly dependent on their primary caregiver to protect them physically and emotionally, preschool age children are at high risk for trauma that leads to a lowered self-efficacy level (DeYoung et al., 2011). Children who experience trauma can engage in avoidant behaviors, hyperarousal, separation anxiety, and other opposing behavioral and emotional displays (Levendosky, Huth-Bocks, Semel, & Shapiro, 2002).

During the preschool developmental stage, psychiatric disorders can emerge after children experience traumatic events. Trauma has a direct impact on a young child’s emotional and behavioral functioning, but it has been hypothesized that trauma also leads to insecure attachments with primary caregivers, as well as influencing undesirable interactions with others (DeYoung et al., 2011). Trauma causes children to trust less in their caregiver to keep them safe, while the adverse experiences influence the building of healthy relationships which impact the child’s achievement of developmental tasks (DeYoung et al., 2011).

Repeated adverse attempts at completing new tasks particularly influences negative self-efficacy levels, which fosters low motivation in children (Bandura, 1977). When trauma is experienced the events can negatively impact children’s social, emotional, psychological, and cognitive domains which lower self-efficacy levels and deters them from academic success (Kramer et al., 2015). When
children who have experienced trauma fail at tasks the cycle of internalized low self-efficacy continues. Many school aged children have been a victim of a traumatic event that has caused psychological issues (Ko et al., 2008). Types of trauma students may face include a death in the family, abuse, loss or desertion of a loved one, a serious accident or illness, and neglect.

According to Bandura (1993) the students’ learning and mastery of academic activities determines their aspirations, level of motivation, and their academic accomplishments. Due to Bandura’s (2000) findings that identified self-efficacy as predominantly being influenced by personal experiences and observational learning, children who have experienced traumatic events may not have the opportunity to build a high self-efficacy level. When children experience traumatic events, practitioner interventions may play a key role in determining these children’s understanding of their capabilities both socially and academically (Dubow, Schmidt, McBride, Edwards, & Merk, 1993).

Kramer et al. (2015) advised that the wellbeing of children who suffer from trauma remains a growing health concern for the public. Children who suffer from trauma do not receive effective services even though evidence strongly suggests that traumatic events cause social, emotional, cognitive, and psychological impairment (Kramer et al., 2015). It is vital for educators to be aware of the most effective strategies and services available to children who have suffered traumatic events to promote self-efficacy in these children and encourage better outcomes in their futures (Statman-Weil, 2015).

Previous literature (Bandura, Barbaranelli, Vittorio Caprara, & Pastorelli, 2001; Danielsen, Samdal, Hetland, & Wold, 2009; Prince-Embry, 2015) indicated that educators can impact students’ sense of self-efficacy, though these children may come from families that do not promote self-efficacy in the home.
Even though the building of self-efficacy may be hindered, previous research supports the claim that educators have the ability to encourage positive outcomes and build self-efficacy in these children (Bandura, et al., 2001; Danielsen et al. 2009; Prince-Embry, 2015). Building pro-social behavior, resiliency, and self-efficacy promotes success in children who may not thrive otherwise (Bandura, 2000; Ko et al., 2008). Providing training and awareness of traumatic interventions supports practitioners through this process. Attentiveness to outside services available, and methods to measure intervention success remain the key to the promotion of self-efficacy, which can be applied by practitioners (Kramer et al., 2015; Phan & Ngu, 2016).

**Statement of the Problem**

The problem examined in this dissertation is that preschool children may be vulnerable to the consequences of experiencing traumatic events due to their limited ability to cope, and their high level of dependency on primary caregivers (DeYoung et al., 2011). Children who experience trauma can lack the opportunity to build high levels of self-efficacy, because self-efficacy levels are influenced by personal experiences and observational learning (Bandura, 2000). Traumatic experiences may negatively impact children’s socio-emotional and cognitive development, which lower self-efficacy levels and limits their ability to succeed academically (Kramer et al., 2015). When repeated attempts at mastering new tasks are failed, self-efficacy is negatively influenced, which leads to low-motivation in children (Bandura, 1977).

**Theoretical Framework: Social Cognitive Theory**

Social Cognitive Theory provided the foundation for this research and supported the manner in which data were collected and analyzed. This theoretical
construct views individuals as being manufacturers, and the products of their environmental circumstances (Bandura, 2000). Within the Social Cognitive Theoretical Framework an individual’s core belief of their personal efficacy remains the emphasis of the philosophic perspective (Bandura, 2000).

The Social Cognitive Model embraces the awareness of emergent interactive agency (Bandura, 1989). Individuals are identified as being both influenced by, and as affecting their environment. Both factors contribute to the individual’s motivation and behaviors within their social system (Bandura, 1989). Social Cognitive Theory supports the perspective that when people distinguish their own capabilities through a positive lens, they are able to realize their level of control in situations they experience. In contrast, when people view their capability level to succeed negatively, self-hindering actions and behaviors occur (Bandura, 1989).

As depicted in Figure 1, triadic reciprocal causation is used to explain human behavior (Bandura, 1999). The framework suggests that individuals can affect outcomes through the application of various methods based on their perception of their own skill-sets gained through the interaction between environmental, personal, and behavioral factors. These factors are influenced by reinforcement, expectations, and self-perceptions that lead to the display of specific behaviors.

Levels of self-efficacy can vary in people based on their appraisal of their own capabilities. When self-efficacy is high, difficult goals are set and commitment to completion of a task is raised (Bandura, 1989). Bandura (1989) explained that people who over calculate their ability level tend to apply the additional effort necessary to succeed at new tasks and work through challenges. When self-efficacy is low, and the individual holds a pessimistic perspective of
their own capabilities, dysfunctional issues may arise. This is due to their misjudgment of their capability to succeed; the internalization of low self-efficacy levels tends to limit the individual’s success rate to effectively complete tasks (Bandura, 1989).

Social Cognitive Theory suggests that though people are subject to the impact of their environmental circumstances, they are capable of enabling various outcomes through processes based on their perspective of their ability to do so (Bandura, 1989; Bandura, 2000). People are capable of influencing their environments through actions, which are processed through thoughts, emotions, and behaviors (Bandura, 1999). Within Social Cognitive Theory self-efficacy
remains the key to perceiving oneself as capable of successfully working through difficult tasks by promoting behaviors, goals, aspirations, and the motivation to persevere through challenges.

**Purpose of the Study**

The purpose of this study was to identify the perceived role preschool practitioners have in the promotion of self-efficacy in children who have suffered from traumatic events. This study aimed to explore the impact educational practitioners in a preschool program in California’s Central Valley have on building self-efficacy levels in children served in their classrooms who have previously experienced trauma, when the events have fostered low levels of self-efficacy. This study additionally explored the application of the four principal sources which foster self-efficacy (Bandura, 1977) in everyday interactions and in curriculum implemented in the classrooms. The four principal sources which self-efficacy derives from include performance mastery, vicarious experience, verbal influences, and psychological state (Bandura, 1977).

**Research Questions**

Guided by the previous literature these research questions were examined:

1. What perceived role does the preschool practitioner have in promoting self-efficacy in preschool children who have suffered from traumatic events?

2. What methods do practitioners use to integrate the four principal sources of forming self-efficacy into the daily classroom experiences for the children who have suffered from trauma?

Past research (Kramer et al., 2015; Phan & Ngu, 2016) led to the hypothesis that the use of intervention techniques by the educators will lead to higher self-
efficacy levels in children who have suffered from traumatic events. Also, the relationship the educator is able to build with the student will promote a higher self-efficacy level, which encourages pro-social behaviors, better relationships with peers, and a positive academic outcome.

**Significance of the Study**

Educators have the ability to positively impact students’ sense of self-efficacy when they have suffered from traumatic experiences (Bandura et al., 2001; Danielsen et al., 2009; Prince-Embury, 2015). Children who suffer from trauma often have family structures that do not promote self-efficacy in the home (Coggshall, Osher, & Colombi 2013). The researchers further explained that it could be difficult for the educators to promote self-efficacy in these children, as well as encourage successful social and academic outcomes. Though this has been determined, practitioners can counteract the impact of traumatic factors on children that can leave them at a higher risk for adverse outcomes when interventions are not implemented (Coggshall et al., 2013).

**Summary**

The previous research (Bandura, et al., 2001; Danielsen et al. 2009; Prince-Embury, 2015) revealed that practitioners have the ability to encourage positive outcomes and build self-efficacy in children who suffer traumatic events. Building pro-social behaviors, resiliency, and self-efficacy promotes success in children who may not succeed otherwise. Due to the positive impact practitioners can have on high-risk students who have suffered traumatic events, and the ongoing traumatic experiences preschool children may experience, this research remains significant to the current population (Bandura, et al., 2001; Danielsen et al. 2009; Prince-Embury, 2015). The consequences of not addressing the topic of self-
efficacy in children may lead to adverse outcomes (Bandura, 1989). Providing practitioners with training and awareness of trauma interventions, as well as attentiveness to outside services available, and methods that measure intervention success remain key to the promotion of self-efficacy in this student population (Kramer et al., 2015; Phan & Ngú, 2016).

**Definition of Key Terms**

**Academic Success** – the attainment of satisfactory or superior levels of academic outcomes obtained through educational experiences (Cuseo, n.d.).

**Adapt** – to change or modify specific behaviors or circumstances to adjust to new conditions (Lorig & Halsted, 2003).

**Coping** – cognitive and behavioral methods and attempts implemented to manage stress (Carpenter, 1992).

**Intervention** – an event that occurs between two other events that is incorporated after an initial action is abandoned and new actions are implemented which then become conventional through persistent use (Rosenau, 1968).

**Motivation** – activation to action. Motivation levels are reflected in courses of action chosen by the individual, and in the persistent effort displayed (Bandura, 1994).

**Perception** – viewed from the behavioral analysis level, a response to a formation of stimuli. The process of an individual informing themselves about objects and the processes that are displayed in them (Macia, 1979).

**Performance Mastery** – a principal source that self-efficacy is derived from that involves the individual’s experience of successfully mastering a new task (Pajares, 2003).
Pro-Social Behavior – behaviors and actions that are viewed as being positive and advantageous by a specific culture. The behaviors are considered constructive, and beneficial to an individual or a group as a whole (Nugent, 2013).

Psychological State – a principal source that self-efficacy is derived from that incorporates stress responses which inform the individual of their competency level to cope with the presented adverse circumstances (Bandura, 1977).

Resilience – an individual’s ability to adapt proactively when experiences of trauma, adversity, threats, stress, or tragedy occur (American Psychology Association, n.d.-b).

Self-Efficacy – an individual’s beliefs in their capabilities to produce given accomplishments (Bandura, 1997).

Social Cognitive Theory – a theoretical framework that views mastery experiences as the method which changes behaviors. This framework suggests that individuals can affect outcomes through the application of various methods based on their perspective of their own capability level. This theory is based on the assumption that human behavior is influenced by thoughts, beliefs, and expectations based on the individual’s social environment (Bandura, 1989).

Task – work to be completed that is undertaken regularly, unwillingly, or with difficulty (Littlewood, 2004).

Trauma – an emotional response to a horrible experience or event which can include an accident, rape, or natural disaster. Immediate responses include shock and denial. Long term responses include flashbacks, physical symptoms, unpredictable emotions, and strained relationships (American Psychology Association, n.d.-a).

Verbal Influence – a principal source that self-efficacy is derived from that involves verbal suggestions from others in an individual’s social setting which
encourages them to work through adverse experiences during task completion (Bandura, 1977).

**Vicarious Experience** – a principal source that self-efficacy is derived from which involves the process of an individual watching a model source successfully perform a difficult task which promotes the perception that the individual can also complete the specific task successfully (Zimmerman, 2001).
CHAPTER 2: REVIEW OF THE LITERATURE

Self-efficacy is defined as people’s beliefs in their capabilities to produce given accomplishments (Bandura, 1997). Self-efficacy beliefs have an influence on students’ motivation to learn, which is formed based on the information they acquire through four principal sources: performance mastery, vicarious experiences, verbal influence from their social setting, and psychological states. Bandura (1977) hypothesized that personal efficacy determines applied use of coping mechanisms, how much effort individuals employ, and the length of time one will sustain during difficult situations and aversive experiences.

Principal Sources: Derivations of Self-Efficacy

Though mainly influenced by personal experiences and observations of the environment, the four principal sources of information that personal efficacy is derived from can change the individual’s perspective when they view gathered information received as dependable (Bandura, 1977). This evidence provides support for the idea that outside sources can promote self-efficacy in people, even when the individual’s viewpoint is tainted with negative connotations. The definition of the four principal sources self-efficacy is derived from are as follows.

Performance Mastery

Performance mastery is a specific source of information concerning self-efficacy, which is based on individual experiences regarding personal mastery of tasks (Pajares, 2003). When children successfully master a skill, expectations are raised. Through repeated successful experiences higher levels of self-efficacy develop. This leads to advanced levels of motivation to face challenges and work through difficulty when confronted with other tasks or circumstances. Persistence
continues to develop as success is experienced, and by overcoming obstacles children realize mastery can still occur with effort (Zimmerman, 2001).

When undesirable encounters and failures are internalized, self-efficacy is lowered, particularly when failure is experienced early in new skills. Similar to positive self-efficacy experiences, negative associations begin to emerge in other areas of involvements (Zimmerman, 2001). Inadequate and repeated adverse attempts at successful task completion promote negative self-efficacy beliefs that will encourage low-motivation in children while supporting false beliefs in their abilities (Bandura, 1977; Pajares, 2003; Zimmerman, 2001).

**Vicarious Experience**

Watching others perform tasks endorses the building of self-efficacy in children. Observation of others completing difficult tasks successfully, while working through adverse impacts fosters the belief that the observer is also capable of completing the task, when the needed effort and persistence is applied (Zimmerman, 2001). The closer an individual being observed displays similar features of the observer the impact of their success intensifies (Bandura, 1977). The opportunities to compare similarities between spectator to the observed, and their abilities supports the impression that the observer can succeed if they attempt the modeled task (Phan & Ngu, 2016).

This principle, though implacable, is regarded as promoting weaker change in self-efficacy perceptions then actual evidence of success through accomplishment (Bandura, 1977). When the individual questions their ability to successfully complete a task witnessing others who have mastered the same task enhances their efficacy level (Bandura, 1977). The process of self-comparison is vital to obtain higher self-efficacy levels through this source, if the individual views the model as being more talented or able then themselves, the success
modeled for the observer becomes irrelevant to their own possible outcomes for task accomplishment (Zimmerman, 2001).

**Verbal Influence**

Verbal influence and persuasion are vocally communicated suggestions for a specific task that is offered by others to an individual in their own social setting while the individual is attempting a new task or skill (Zimmerman, 2000). Verbal influence from others in a school environment is often times readily available, and eagerly offered to individuals throughout their time spent partaking in the learning process (Pajares, 2003). The use of verbal influence and persuasions during task completion can lead the individual to believe they can cope with overwhelming circumstances presented to them in various forms (Pajares, 2003).

This source though useful, is viewed in the research as providing limited effects on self-efficacy levels due to the lack of the individual directly experiencing successful outcomes (Bandura, 1977). The impact of verbal influences and persuasions on the promotion of self-efficacy levels is purely dependent on the individual’s perceived reliability of the persuader (Zimmerman, 2000). Because of this source’s limited impact on the promotion of self-efficacy (Bandura, 1977), this method is regarded as being an implemented strategy to raise outcomes rather than elevate self-efficacy (Pajares, 2003).

**Psychological State**

Bandura (1977) identified an individual’s psychological state (also referred to as emotional arousal) as being the final principal source self-efficacy is derived from. He specified that adverse situations experienced during an individual’s attempt at a new task that is perceived as stressful will illicit emotional responses. These emotional responses can present themselves as stress, fatigue, and other
emotions, which are often perceived by the individual as indicating what their own physical capabilities are (Zimmerman, 2000). Emotional arousal can potentially inform the individual of their competency level of dealing with adverse circumstances (Pajares, 2003).

The individual’s perceived self-efficacy can be determined through their chosen coping mechanisms and engagement in the task process while the person is emotionally provoked (Bandura, 1977). When an individual faces a fear, and successfully combats the experience, the preconceived notions associated with the fear are subsided (Bandura, 1977). The new experiences provide the knowledge that the individual does have the ability to successfully complete an outcome or task (Bandura, 1977).

**Self-Efficacy**

Children’s self-efficacy is considered a highly effective predictor of motivation and learning (Zimmerman, 2000). Self-efficacy begins to develop in infancy through the observations of causal relationships (Gambin & Swiecicka, 2012). Infants observe the outcome of other individual’s actions and begin to assess the human ability to cause events to occur. As children begin to learn to speak they are able to express their experiences and then begin to acquire self-knowledge regarding their strengths and weaknesses (Bandura, 1997). Through this processing children identify what they are capable of doing, which encourages self-reflection of competency levels of completing specific tasks (Bandura, 1997; Gambin & Swiecicka, 2012).

According to Bandura (1993) the students’ learning and mastery of academic activities determines their aspirations, level of motivation, and their academic accomplishments. Schunk (1984) studied the effects of performance rewards and goals on children’s task motivation, self-efficacy, and performance
skill to determine if self-efficacy impacts student motivation to learn. The study included 22 children who were randomly selected from two elementary schools, the children ranged between the ages of 9 years old to 11.4 years old ($M = 10.2$ years old). Participants came from middle class homes and consisted of 20 girls and 13 boys. Children’s self-efficacy levels for solving division problems correctly were measured using the efficacy scale which scored tasks from 0 to 100 with ranges from high uncertainty (1), intermediate perception of skill level (50-60), to high certainty (100).

Children were introduced to the scoring system by the adult test facilitators and were aware of the scale values (Schunk, 1984). The children were shown 15 sample division problems for 2-seconds each and then were asked to judge their certainty of being able to solve each type of problem correctly that they were presented with. This efficacy scale did not score actual ability to successfully solve any of the division problems, but rather, the perception the child had about their ability to successfully solve the problem. Self-efficacy scores were averaged across the 15 judgments measured to find the average.

Following the pretest Schunk (1984) randomly assigned children to one of three treatment groups ($N=11$), the groups consisted of a treatment of rewards only, a treatment of goals only, and a treatment of rewards and goals. Children who partook in the study attended a 45-minute training session where they worked on two training packets covering the division problems they were to solve. Each of the three treatment groups were presented with the motivational factor (the reward or the goal, or both) by the adult facilitators. The groups that were to receive a reward, or reward and goal were asked to complete the assignment and then given the rewards promised. The groups who were to set a goal, or receive a reward and
goal were provided with a goal by the facilitators prior to the training sessions, then they were asked to identify their ability to complete the goal.

Following the training session, a posttest was administered to each of the groups, at this time the children were informed that rewards would not be given (Schunk, 1984). The results determined that children who were in the reward and goal treatment group indicated higher self-efficacy levels of their division performance ability (Schunk, 1984). Though both the reward only and goal only groups showed a higher sense of self-efficacy for performing well on the specific task, the combining of both rewards and goals set a clearer standard and promoted validation of skill level. These findings support the claim that self-efficacy is developed more successfully through the offer of rewards and goal setting. The implementation of rewards helped to strengthen the commitment to the goals, while the setting of goals and accomplishing them led to a validation of capability level which strengthened levels of self-efficacy in the students (Schunk, 1984).

Practitioners in the education field recognize that students’ opinions about their academic proficiencies play a vital role in their motivation to achieve. These self-conceptions concerning academic abilities primarily proved problematic to measure in a scientifically effective way (Zimmerman, 2000). Bandura’s (1977) theory of Social Cognition provides an understanding of specific task competencies and the emergence of a tangible method of measuring self-efficacy in various realms of functioning. Studies promoted the proposed theory of origins as well as the various effects of self-efficacy beliefs (Pajares, 2003; Zimmerman, 2000, 2001).

**Social Cognitive Theory and Self-Efficacy**

Social Cognitive Theory encompasses the notion that individuals are products and producers of their environmental circumstances within their social
setting (Bandura, 1999). The concept of self-efficacy remains a key factor in the Social Cognitive Theoretical Framework (Bandura, 1989). Sewell and St. George (2000) conducted a study aimed at finding the best methods of nurturing self-efficacy in the classroom while attempting to build knowledge skills and self-belief in students. It was hypothesized that these skills would promote confidence and good citizenship in students who participated in the intervention program. To complete the study 30 participants from one primary school class in New Zealand were selected to partake in a classroom intervention program called Creative Problem Solving (CPS). Students consisted of 16 females and 14 males, the ages ranged from 6.1 years old to 8.8 years old ($M = 7.8$ years old). A pretest was given to measure student self-efficacy levels regarding tasks involving social studies prior to the intervention program. The responses were recorded for each statement using a 4-point scale ranging from (1) no, never to (4) yes, always.

The CPS intervention program consisted of 6-steps that were taught to the whole class. According to Sewell and St. George (2000) the 6-steps were strategically placed to support the development of higher-level thinking and problem solving. These steps followed a process including sensing problems, finding facts, finding the problem, finding ideas to solve the problem, finding solutions, and then implementing the best planned solution. These steps were presented to the entire class, and time was provided for children to practice skills. Methods used to allow children to successfully master skills were formed based on the four principles self-efficacy is derived from, which included performance mastery, vicarious experiences, verbal influence, and psychological state (Bandura, 1977).

Sewell and St. George (2000) followed the use of elements of storytelling, modeling of skills, role playing, and feedback. The children were allowed to
practice, and then were encouraged to begin implementing the strategies regarding a problem in their school environment (Sewell & St. George, 2000). Following the intervention program students were asked to complete the same scale measuring self-reported self-efficacy levels. Findings from the study indicated pretest scores of all students fell between a score range of 22 to 38 ($M = 31$). The posttest scores of all students ranged from 27 to 41 ($M = 35$). There was an overall increase in scores, which showed a significant improvement in efficacy beliefs regarding social studies skills across the whole class (Sewell & St. George, 2000).

Bandura, Barbaranelli, Caprara, and Pastorelli (1996) in *Multifaceted Impact of Self-Efficacy Beliefs on Academic Functioning* completed a quantitative study in the attempt to analyze psychosocial influences “through which efficacy beliefs affect academic achievement” (p. 1206). Subjects included 279 children (155 males, 124 females) between the ages of 11 to 14 years old ($M = 12$ years old). The subjects attended sixth and seventh grade classes located at two middle schools near Rome, Italy. Questionnaires were given by two female interviewers with measurements administered over a period of several days. Using 37 items, representing seven domains of functioning, the study measured children’s self-efficacy beliefs. Each participant used a 5-point response format to rate their level of competency to implement specific activities. These measures were used to identify the children’s perceived self-efficacy levels and related it to their academic coursework. The coursework included mathematics, science, biology, language arts, and social studies. The findings showed that children’s perceived beliefs surrounding their academic ability level impact their aspirations and are linked to levels of pro-socialness, positive peer acceptance, and low levels of emotional and behavioral problems.
Self-Efficacy and Self-Regulated Learning

Another scoring scale was used to measure efficacy levels for self-regulated learning (Bandura et al., 1996). This instrument assessed participant self-efficacy to structure environments supportive of learning, to plan and organize academic activities, and the ability to execute strategies that enhance understanding and memory of taught coursework. The scales further measured participant ability to gather information and obtain teacher and peer support when necessary, ability to motivate self to complete schoolwork, successfully complete academic assignment deadlines, and to pursue scholarly activities when other interests were presented. The tool implemented consisted of 37 items in each specified category: ability to complete schoolwork, successfully complete academic assignment deadlines, and to pursue scholarly activities when other interests were presented. Children self-rated using the tool. To rate the items children used a 5-point response format to measure their belief in their capability level to complete specific activities (Bandura et al., 1996).

Findings from Bandura et al.’s (1996) research indicated that participant’s perception of their academic ability is directly linked to academic success, as well as showing the impact of perception on aspirations, pro-social behaviors, and a lowered level of depression. The research supports the conclusion that multiple attributes of a child are impacted by efficacy levels that support academic achievement fostered by beliefs and aspirations of the individuals. The child’s belief in their ability to control specific situations in their learning and coursework mastery show higher levels of achievement in their academic accomplishments.

Phan and Ngu (2016) conducted a longitudinal, quantitative study to further identify the role self-efficacy has on children’s academic success. The research aimed to determine the formation of self-efficacy in terms of academic ability in
elementary school students and its impact on academic achievement in various subject matters. Phan and Ngu (2016) determined that the development of self-efficacy through application of the four principal sources in curriculum vary in accordance with learning experiences and development levels.

In Phan and Ngu’s (2016) research the participant sample included 328 (141 girls, 187 boys) sixth grade students attending four government elementary schools in Sydney, Australia. Three time points were selected throughout one school calendar year where questionnaires were administered to each participant. The selected times included Time 1, first week in February; Time 2, second week of July; Time 3, first week of December. The school year began the last week of January and continued to the third week of December.

The tool used scored specific abilities using a Likert-scale, which was administered during normal class time by either the teachers or the research assistant (Phan & Ngu, 2016). Time taken to administer each questionnaire was 55 to 60-minute increments where during Time 1 the concept of self-efficacy was explained to the children. The four principles recognized by Bandura (1977) were implemented to identify which principles influenced students in the longitudinal study. Findings indicated that Time 1, described as enactive learning experiences and vicarious experiences, positively influenced self-efficacy. Time 2, which the researchers controlled for prior variance of Time 1, showed enactive learning experiences remained a significant attributor to self-efficacy levels. During Time 3, the researchers controlled for autoregressive paths. Enactive learning experiences remained significant, and verbal persuasion, as well as emotion and physiological states positively influenced self-efficacy. This showed that self-efficacy had a significant impact on academic achievement across the three time spans during one academic year (Phan & Ngu, 2016).
Children’s Aspirations and Self-Efficacy

Bandura et al. (2001) determined that the perception children hold regarding their academic, social, and self-regulatory efficacy impacts the types of professional activities chosen by them. Children judge themselves to be efficient both directly and through their impression of their academic aspirations. Perceived occupational self-efficacy gives route to the kinds of careers children seriously consider for their life’s work and those they do not consider. Children’s perceived efficacy, rather than their actual academic achievement, is the key determinant of their perceived professional self-efficacy and preferred choice of career. Analyses of gender differences exposed that perceived occupational self-efficacy predicts traditional career choice.

According to Maatta and Jarvela (2013) self-efficacy beliefs in children are an important factor in the young child’s learning and achievement. Maatta and Jarvela focused on whether it is essential to involve children in the discussion about their learning experiences and self-efficacy beliefs. The researchers promoted participatory approaches involving young children in aspects of the analysis and provided imperative information on how teachers can scaffold young children’s confidence and promote self-efficacy.

Maatta and Jarvela (2013) implemented a qualitative study by conducting video research that included 48 classes totaling 32 hours of video. They chose video clips that were appropriate for the interview that included moments that highlighted the children’s experiences of confidence and success. Findings indicated that children’s experiences of self-efficacy could be justified with subjective reasons that include thoughts and feelings, behavior, actions, and previous experiences. The validation of self-efficacy experiences can also be
accomplished through contextual reasons, which include task-related factors, support, and feedback. (Maatta & Jarvela, 2013).

Self-efficacy beliefs hold an important role in children’s development and understanding of themselves (Gambin & Swiecicka, 2012). The role of self-efficacy serves as a characteristic that promotes or deters children’s ability to adapt, think optimistically, and the level of motivation that drives them to complete a task (Bandura, 1977). The choices they make, and the well-being of their own emotional states are also supported by the building of self-efficacy (Bandura, 1997).

**Children’s Role as Active Informants of Their Experiences**

According to Bandura (1997) children who viewed their own actions as contributing to a specific outcome were motivated to act. Educators recognize the importance of implementing curriculum that supports understanding amongst the learners in the classroom, providing knowledge that the students can internalize and use in their everyday lives (Graffam, 2003). The term “understanding” is defined by Graffam (2003) as the capacity to use current knowledge, concepts, and skills to solve new problems or issues. Graffam (2003) stated that when a student has understanding they are able to think and act flexibly with what they know.

**Theoretical Framework: Social Cognitive Theory**

Social Cognitive Theory provided the foundation for this research and supported the manner in which data were collected and analyzed. This theoretical construct views individuals as being manufacturers, and the products of their environmental circumstances (Bandura, 2000). Within the Social Cognitive
Theoretical Framework an individual’s core belief of their personal efficacy remains the emphasis of the philosophic perspective (Bandura, 2000).

The triadic reciprocal causation is used to explain human behavior from the lens of Social Cognitive Theory (Bandura, 1999). Behaviors, environmental factors, and personal elements all interact together to influence actions displayed by individuals (Bandura, 1999). These elements become internalized processes of action, which are implemented by the individual when they are faced with similar environmental circumstances they have previously experienced (Bandura, 1999).

According to Social Cognitive Theory individuals are able to think therefore, they are able to formulate future courses of action before engaging in situations (Bandura, 1999). Through this process individuals assess their capability level, plan, and organize choices in implementing movement through a situation, and evaluate their ability to produce actions to make changes in their social circumstances. Social Cognitive Theory promotes the perspective that individuals can motivate, regulate, and guide their social circumstances by assessing outcomes and categorizing them as either positive or negative (Bandura, 1999). In general, people are motivated and driven to tasks, or actions, that they have seen successfully completed, or successfully completed themselves. Likewise, they are led to avoid previously failed situations (Bandura, 1999).

The Social Cognitive Model embraces the awareness of emergent interactive agency (Bandura, 1989). Emergent interactive agency is the belief that individuals are the manufacturers, and the products of their environmental circumstances (Bandura, 2000). Both factors contribute to the individual’s motivation and behaviors with-in their social system (Bandura, 1989). Social Cognitive Theory is guided by the perspective that when people distinguish their own capabilities through a positive lens, they are able to realize their level of
control in situations they experience. In contrast, when people view their capability level to succeed negatively, self-hindering actions and behaviors occur (Bandura, 1989). The concept map (see Figure 1, p. 6) provides a visual representation of Social Cognitive Theory.

Figure 1 (p. 6) provides a visual example of the concepts that support Social Cognitive Theory. The framework suggests that individuals can affect outcomes through the application of various methods based on their perception of their own skill-sets gained through the interaction between environmental, personal, and behavioral factors. These factors are influenced by reinforcement, expectations, and self-perceptions that lead to the display of specific behaviors. Self-efficacy is identified as the key to perceiving capability levels to successfully work through difficult tasks by applying behaviors, goals, aspirations, perspective of conclusions, and the motivation to preserve through challenges (Bandura 1989, 2000).

Humans are proactive, self-regulating, self-organizing, and self-reflecting organisms that can influence environmental outcomes presented to them (Bandura, 1999). Individuals and the environment are seen as interacting in a bidirectional format, which acknowledges that both affect each other. People are only able to impact the environment through their actions that are influenced by thoughts, emotions, and further behaviors (Bandura, 1999).

Social Cognitive Theory suggests that individuals can motivate, regulate, and guide experienced circumstances within their environment. Through the process of assessing outcomes and categorizing them as either positive or negative people choose methods to engage in situational circumstances (Bandura, 1999). In general, people are motivated and driven to tasks or actions that they have seen
successfully completed, or successfully completed themselves, while they are led to avoid previously failed situations (Bandura. 1999).

**Impact of Trauma on Children’s Self-Efficacy**

The self-efficacy belief a child holds impacts his or her ability to cope with trauma (Diehl & Prout, 2002). When traumatic events occur in a child’s life, social, emotional, psychological, and cognitive impairment occur; this may lead to lowered self-efficacy in the child and this deters them from academic success (Kramer et al., 2015). According to Diehl and Prout (2002) children who experience serious forms of maltreatment and abuse label themselves using negative terms, report higher levels of being inadequate and incompetent, and pay less attention to developing self-awareness skills when the attention of the child is directed at external threats.

The threats experienced by the child are processed as negative evaluations of self and this causes self-efficacy levels to be hindered. This is a problem because those students with weak self-efficacy beliefs are less willing to learn, have limited ability to concentrate, and are unable to confront difficulties presented to them (Bandura, 1993). If children experience threats in their home life, their self-efficacy can be impacted, which negatively effects the child’s academic and behavioral functioning (DeVoe, Dean, Traube, & McKay, 2005).

The social and emotional regulation of children who experience trauma leads to the inability to self-adjust (DeVoe et al., 2005). This is observed through the child’s failure to control impulses or implement pro-social tactics when engaging with others. Therefore, children disconnect with those they come into daily contact with and incorrectly gage others’ social cues. They do not possess the necessary word knowledge to express their feelings which allows them to engage and identify with others. The identified set of behaviors that include lack
of impulse control, neglect of applying pro-social behaviors, and incorrectly gaging social cues expressed by others are identified as inappropriate social behaviors by peers and teachers. This can lead to a history of poor social experiences that destructively influences the building of relationships. When children’s early experiences have been unsafe and unstable, keeping others at a distance is a way for children to emotionally and physically protect themselves (DeVoe et al., 2005).

Kramer et al. (2015) indicated that childhood trauma is a growing health concern for the public. Children who suffer from trauma often do not receive effective services even though evidence supports the conclusion that traumatic events cause social, emotional, cognitive, and psychological impairment. It is vital that educators are aware of the most effective strategies and services available to children who have suffered traumatic events in order to promote self-efficacy in the children while encouraging better outcomes for their futures (Statman-Weil, 2015).

**Domestic Violence as Trauma**

In a study completed by Levendosky et al. (2002), the effects of domestic violence on trauma symptoms in the understudied population of preschool children ages 3 to 5 years old was examined. The authors reviewed post trauma stress disorder (PTSD) in preschool children who witnessed domestic violence against their mothers. Participants included 62 preschool children and their mothers living with domestic violence in a midsize, midwestern city. To participate in this study subjects had to be the mother of a child between the ages of 3-5 years old who did not have any developmental disabilities (Levendosky et al., 2002). The participants included 25 boys and 37 girls ages 3-5 years old, the family mean income was $41,321. The ethnic makeup of the participants included 24%
Caucasian, 42% African-American, 19% bi-racial, and 15% from other minority groups. Marital status of the mothers consisted of 39% single, 37% living together/married, 24% separated/divorced. Families were recruited by distributing flyers at Head Start Family Independence Agency (DSS) offices, apartment complexes, bus stops, and retail stores.

Measurements taken included a 46-item Severity of Violence Against Women Scale, which was used to assess the mothers’ experiences of domestic violence (Levendosky et al., 2002). The questionnaire focused on identifying violence experienced in the past year. Four types of violence were identified on the instrument: threats of violence, severity of violence either mild or severe, and sexual violence. Higher scores of the participants indicated more frequent abuse experiences. Another instrument identifying children’s behavioral functioning levels was implemented to measure children’s emotional and behavioral functioning reported by the mother on the Child Behavior Checklist. Children’s raw scores were changed to T-scores to allow for sections to be categorized together. The checklist included two broadband subscales, which were internalizing and externalizing behaviors. Children’s Trauma Symptoms were measured by maternal report and this allowed mothers to identify their child’s external behaviors present for more than one month. Mothers rated the presence or absence of these behaviors on 18 symptoms.

Levendosky et al. (2002) held interviews at the homes of the families or in university offices; each lasting roughly 2 hours. Mothers were informed about the study and signed a consent form stating they were aware that a report would be made to Child Protective Services if any child abuse or neglect was discovered during the procedural process. Three reports were filed with the Child Protective Services. All participating mothers were paid $50 to be involved in the study.
Results determined that mothers experienced an average of 10 episodes of physical abuse threats during the past year from their partners. Four episodes of mild violence, two episodes of severe violence, and one to two episodes of sexual violence were identified.

The four types of violent experiences were correlated with the scores for the trauma symptoms from the PTSD-PAC questionnaire. Findings determined that re-experiencing symptoms in preschool children was associated with increased violence of all types. Also, hyperarousal symptoms in preschool children were associated with increased threats of violence, mild violence, and sexual violence experienced by their mothers. Only re-experiencing symptoms was linked with children’s functioning, and more symptoms were associated with increased levels of externalizing behaviors ($r = .32$, $p < .05$). The whole sample of children had highly elevated externalizing behaviors when compared to the typical population. Forty-two percent of the sample had T-scores of at least 60, concluding that 29% of the sample fell into the clinical range (Levendosky et al., 2002).

**Teachers’ Experiences with Young Children Who Have Experienced Trauma**

When teachers encounter young children who have experienced trauma they may observe the child’s inability to learn and form solid relationships (Statman-Weil, 2015). The impact of experiencing trauma can be devastating for preschool age children specifically. Trauma leads to their inability to self-regulate when feeling strong emotions due to the deficiency of support provided to them. When trauma is experienced by preschool age children their stress response becomes highly reactive, or difficult to stop, when there is a perceived threat. With the reoccurrence of stress and fear, cortisol and adrenaline hormone levels rise and
this leads to an elongated state of hyperarousal, meaning the children are constantly on guard (Statman-Weil, 2015).

**Young Children and Trauma**

The youngest children are vulnerable to suffering adverse outcomes as they are undergoing swift developmental advances during this growing stage (DeYoung et al., 2011). Because they have restricted coping skills and are strongly dependent on their primary caregiver to protect them physically and emotionally, this group is at high risk for trauma leading to a lowered self-efficacy level (DeYoung, et al., 2011). Psychiatric disorders can emerge after children experience traumatic events at this vulnerable stage in their development. Children may engage in avoidant behaviors, hyperarousal, separation anxiety, and display other behavioral and emotional issues. Trauma has a direct impact on a young child’s emotional and behavioral functioning, but it has been hypothesized that trauma also leads to insecure attachments with primary caregivers, as well as influencing undesirable interactions with others (DeYoung et al., 2011). Trauma causes children to trust their caregiver less to keep them safe. These adverse experiences influence the building of healthy relationships and can impact the child’s achievement of developmental tasks (DeYoung et al., 2011).

Ryan, Lane, and Powers (2017) stated that negative experiences occurring in the early years of a child’s development that are chronic may lead to fear based, overreactive stress systems that promote a hyper-alert system of interactions. Repeated experiences of early maltreatment on children may lead to psychological issues in brains that are developing at an intense rate. Risk for the development of severe behavioral disorders, as well as delays in socio-emotional and cognitive development, are all elevated when early trauma is experienced. The children who
experience trauma may find it difficult to adjust to the preschool classroom, which leads to an inability to build friendships with peers (Ryan et al., 2017).

Children in the infant-preschool years are extremely vulnerable to traumatic events that reoccur. Due to inadequate coping skills and the high dependence on their caregiver, traumatic influences can affect the rapid growth of emotional, physical, neurological, social, behavioral, and cognitive development (DeYoung et al., 2011). Not a great deal of research has been done in this area, and further study regarding these issues are necessary to improve the outcomes of children who experience trauma. With the attempted aim at minimizing the impact these experiences may have on the developmental aspects of the whole child (DeYoung et al., 2011).

**Interventions for Building Self-Efficacy in Children Who Have Suffered Trauma**

Training teachers to successfully encourage pro-social behaviors is vital to the development of children who have suffered from trauma. Ko et al. (2008) explained services provided for children exposed to traumatic events that resulted in positive outcomes. Many children in educational systems have been victims of traumatic events that have caused psychological issues. Service areas including health care, first responders’ actions, child welfare, and juvenile justice systems are not coordinated and there is not a systematic approach within these structures that address the impact of trauma on the children being served.

**Resiliency**

Prince-Embry (2015) emphasized the importance of personal resiliency in the promotion of academic success in children. Resiliency is a highly significant factor in the building of self-efficacy in children after suffering psychological
effects from traumatic situations. Measuring resiliency in children and finding if an intervention has been effective can help determine outcomes of specific strategies (Prince-Embury, 2015). The Resiliency Scales for Children and Adolescents (RSCA) is a tool that can be used to assess these factors in children. Evidence shows that mediating roles of sense of mastery, sense of relatedness, and emotional reactivity in predicting outcomes may be examined for future intervention. Effective screening and prevention can help determine if future intervention is necessary to ensure positive outcomes for children who have experienced trauma (Prince-Embury, 2015).

Girard, Girolametto, Weitzman, and Greenberg (2011) examined the effects of educators’ participation in an in-service program that provided training on the aggressive and pro-social behaviors of preschool age children. The findings indicated that children in the experimental group used significantly more pro-social behaviors following the teacher’s in-service training. The results supported the importance of in-service training for teachers that focuses on the promotion of peer interactions to improve children’s use of pro-social behaviors during play and small-group activities. Training educators to successfully implement strategies does improve children’s pro-social behaviors that lead to higher self-efficacy levels in children.

Children who suffer from traumatic events often receive services. Sometimes, the service areas work hand in hand for the betterment of the child (Heller et al., 2012). When there is not a systematic structure in place to guide the intervention practices, issues may arise and the child may not receive the best care possible. Educators and other service areas have an obligation to work together in promotion of consistency and continuity of intervention for the sake of the child’s successful outcomes.
Educators need to understand the support systems available outside of the classroom for the children they serve. Heller et al. (2012) examined the effectiveness of a statewide 6-month early childhood mental health consultation model on teachers’ emotional support of children and classroom organization. Participants included 445 teachers from 158 various child development centers located throughout the state. Educators were trained by the mental health consultants, and with their support were able to provide better care for the children in their classroom. Heller et al. (2012) stated that mental health consultants and early childhood educators can successfully partner together and provide support that enhances classroom factors that foster high-quality care and positive child outcomes.

Educators can use interventions to promote self-efficacy in children who have suffered traumatic events (Girard et al., 2011; Heller et al., 2012; Prince-Embrey, 2015). Outside sources are available that may be able to support the teacher during interventions. The implementation of professional growth that teaches the educator techniques that support the promotion of self-efficacy in the students has shown positive outcomes when applied in the academic setting. These interventions should include techniques that support the child in their ability to experience the mastery of skills that promote their self-efficacy.

Practitioners’ Promotion of Self-Efficacy in Students Who Have Suffered Trauma

Previous literature (Bandura et al., 2001; Danielsen et al., 2009; Prince-Embrey, 2015) indicated that educators may impact students’ sense of self-efficacy. The school staff possesses the ability to build and validate children’s cognitive capabilities despite whether the children have strong self-efficacy (Bandura, 1994). Children who suffer from trauma often have family structures
that do not promote self-efficacy in the home. Coggshall et al. (2013) explained that when efficacy is not promoted in the home culture it may be difficult for the educator to foster positive self-efficacy in these children, while encouraging social and academic success.

Practitioners who are successful at building self-efficacy in children structure situations to promote success, while avoiding placing the children in situations that will lead to failure (Bandura, 1994). Through these structured situations that incorporate the four principal sources (Bandura, 1977) of promoting self-efficacy (performance mastery, vicarious influences, environmental influence, and psychological state) practitioners can influence the building of pro-social behaviors, resiliency, and self-efficacy to promote success in children who may not thrive otherwise. Providing training and awareness of trauma interventions for practitioners, while bringing attention to outside services available, and methods to measure intervention success are key to the promotion of self-efficacy in children who have suffered from trauma. (Bandura et al., 2001; Danielsen et al., 2009; Prince-Embury, 2015).

Dubow et al. (1993) conducted a quantitative study to determine if a prevention program would effectively promote improved abilities in children. To effectively implement this intervention children were provided information and taught solutions for stressful situations while perceptions of positive self-efficacy levels were encouraged. To complete the study 88 children attending two schools were selected from two differing fourth grade classrooms at each school located in Midwestern towns. Subjects were demographically from white, lower middle-class families. Participants included 55% girls and 45% boys, who were 85% white, and 59% came from two parent homes. In this study, the subjects were randomly assigned to participate in either an immediate-intervention group \((n = 44)\) or a
delayed-intervention group \((n = 44)\). The immediate intervention group attended the intervention sessions during the fall semester, and the delayed intervention group attended in the spring semester.

The prevention program called *I CAN DO* consisted of 13-sessions broken into 45-minute blocks of time (Dubow et al., 1993). The program taught coping skills to children in relation to five life experiences that a significant number of children experience and were considered to be stressful. These include parental separations/divorce, loss of a loved one, relocation to a new school/home, unsupervised time with need for self-care, and the feeling of being different (ethnically, physically, etc.). The program curriculum which was taught included role-play, modeling of behaviors, videotaped scenarios indicating successful coping, and activities designed to enhance the children’s motivation to perform the behaviors. These coping mechanisms were deemed appropriate to manage various stressors, creating a skilled foundation for children to apply toward successful outcomes in the future.

A pretest, posttest, and follow-up questionnaire was given at specified times to measure the program outcomes (Dubow et al., 1993). This was completed to determine if those in the immediate-intervention group had improved more than children in the delayed-intervention group, if the delayed-intervention group improved after receiving the intervention, and if the immediate intervention group had improved or maintained self-efficacy levels and coping strategies at follow-up. A true/false instrument was used in surveying self-efficacy levels and included 19 items which children rated on their perceived level of difficulty in enacting positive coping responses to a given stressor. Dubow et al. (1993) attempted to determine if the intervention was successful at building self-efficacy by presenting effective coping strategies to stress. The findings indicated that children in the
immediate-intervention group showed a significant difference in perceived self-efficacy levels in ability to cope with death and divorce situations than children who did not receive the intervention.

Following the posttest, the second group received the same intervention (Dubow et al., 1993). Findings indicated that the group significantly improved in their self-efficacy levels to implement positive coping strategies when faced with divorce, self-care, and moving situations. The immediate intervention group also showed a continued improvement in total self-efficacy scores, and a significant delayed improvement in their self-efficacy to cope with differences, self-care, and moving situations. The immediate-intervention group did not receive any intervention during the spring semester. The improvements in self-efficacy levels were concluded to be based on the intervention program provided in the fall (Dubow et al., 1993).

**Educating Practitioners on Roles**

Because teachers may work with children who have suffered traumatic incidences, it is necessary to educate practitioners of the fundamental role they can have in encouraging positive outcomes for this population of students (Statman-Weil, 2015). Trauma can have a profound impact on children, making it necessary that early childhood environments promote a safe, trauma-sensitive space where children are supported in creating a positive sense of self. The task of building a classroom environment that supports the development of efficacy beliefs in children relies on the skill level of the practitioner in the classroom (Bandura, 1994). Practitioners can build a learning environment that motivates students, while enhancing cognitive development.

**Fostering positive settings that advance self-efficacy.** Children form personal beliefs and internalize their perception of the type of learner they view
themselves to be before the age of 8-years-old; therefore; it is crucial that positive settings aimed at the advancement of self-efficacy is provided to these children (Stacks & Oshio, 2009). To best do this, teachers must understand how to support young children who may display socially inappropriate behaviors that lead to a negative view of the child’s future potential (Statman-Weil, 2015). If teachers understand the influence of early attachment patterns, and the neurobiology of the early years, this knowledge can help practitioners face these challenges with patience and compassion for all children, even when children display difficult behaviors (Statman-Weil, 2015).

**Fostering secure attachments.** Children who have built secure attachments have parents who support them when establishing a sense of safety and control when they feel fearful or distressed (Statman-Weil, 2015). When children experience early trauma involving the individual who should be a trusted adult, the facility to build healthy attachments and experience guidance that focuses on teaching the child how to regulate emotions and reactions to stress is stunted (Statman-Weil, 2015). This type of experience leads to high stress responses that are reactive or difficult to end when there is a threat. With the frustration and overwhelming feelings these types of encounters can cause teachers, support is necessary to educate and promote awareness while supplying techniques that will support positive outcomes. Without these essential skills traumas can lead to children’s developmental domains being impaired (Statman-Weil, 2015).

**Fostering positive environments.** To promote a positive environment for children it is suggested that teachers create consistent daily routines for the classroom, providing stability that empowers children (National Child Traumatic Stress Network Schools Committee [NCTSNSC], 2008). Practitioners should offer
warnings and time to transition when an unexpected event arises during the day. Because unexpected events can promote trigger responses in children, these warnings can help clarify these situations to children, while supporting them proactively through fears they may have surrounding the trauma (NCTSNSC, 2008). Children are presented with choices that promote control and ownership of daily events through these actions, counteracting the lack of control that the traumatic experiences stripped them of. Allowing children time to make sense of what they experienced by reenacting through play with peers and adults is also recommended (NCTSNSC, 2008).

Because children may struggle with listening and concentrating when they freeze, or withdraw, due to a stress response, academic failure can begin (Statman-Weil, 2015). Children who experience trauma need continued support, nurturing interactions from adults, and love when they experience a range of emotions. Children can change and reorganize responses to new experiences. Consistent and healthy interactions with educators can influence their ability to engage with others successfully in the present and the future (Statman-Weil, 2015). Helping children process and cope through traumatic events is necessary. When families cannot provide this experience, other adults play an important role in the development of trust. Trust can be offered through support and encouragement by the practitioner. This influence can mitigate the effects of trauma experienced by children by providing a safe, consistent, and loving environment by the educators (Statman-Weil, 2015).

**Conclusion**

Self-efficacy is the perceived belief an individual has internalized regarding their ability level to successfully produce specific outcomes regarding task completion (Bandura, 1997). Self-efficacy is identified as differing from other
constructs including self-esteem and locus of control (Bandura, 2006). In students, self-efficacy beliefs affect their motivation to learn, future aspirations, and academic accomplishments (Bandura, 1993), which impacts their display of prosocial behaviors and academic success (Bandura et al., 1996).

A child’s level of self-efficacy influences applied coping methods when they experience traumatic events (Diehl & Prout, 2002). When children experience trauma their socio-emotional, psychological, and cognitive functions may become impaired, which negatively impacts their self-efficacy levels (Kramer et al., 2015). To positively influence these children’s levels of self-efficacy, practitioners must understand how to support them, as the practitioners do possess the ability to build self-efficacy in these children (Statman-Weil, 2015). With possible interventions, self-efficacy beliefs can be promoted in children who have suffered from traumatic events, who may not flourish otherwise (Bandura, 2000; Ko et al., 2008).
CHAPTER 3: METHODOLOGY

This chapter outlines the methods and design applied to complete this research. The main components that will be addressed include the purpose of the study, the research design guiding the study, a description of the participants in the study, the instruments that were utilized during the data collection process, and the methods and procedures that were followed throughout the course of the research.

Based on the framework of Social Cognitive Theory (Bandura, 2000), this study explored the perceived role of preschool practitioners in the promotion of self-efficacy in children who have suffered from traumatic events and discovered the methods implemented by practitioners that integrated the four principal sources self-efficacy is derived from (Bandura, 1977) to support high self-efficacy levels in the children they serve. Social Cognitive Theory emphasizes that individuals are products, and manufacturers of their environmental circumstances (Bandura, 2000). When individuals view their capabilities optimistically, they comprehend their own control over situations that manifest within their environments (Bandura, 1989). The perceptions the individual holds of their own skill-sets, whether positive or negative, influences their motivation and displayed behaviors within the environment. Guided by the research questions, an ethnographic methodological approach was applied to complete this study and gain a rich, in-depth understanding of the practices and perceptions of the individuals who belong to the specific culture involved in this exploration.

**Purpose of the Study**

The purpose of this study was to identify the perceived role preschool practitioners have in the promotion of self-efficacy in children who have suffered from traumatic events. This study aimed to explore the impact educational
practitioners in a preschool program in California’s Central Valley have on building self-efficacy levels in children served in their classrooms who have previously experienced trauma, when the events have fostered low levels of self-efficacy. This study additionally explored the application of the four principal sources which foster self-efficacy (Bandura, 1977) in everyday interactions and in curriculum implemented in the classrooms. The four principal sources which self-efficacy derives from include performance mastery, vicarious experience, verbal influences, and psychological state (Bandura, 1977).

**Research Questions**

The research questions guiding this study were

1. What perceived role does the preschool practitioner have in promoting self-efficacy in preschool children who have suffered from traumatic events?

2. What methods do practitioners use to integrate the four principal sources of forming self-efficacy into the daily classroom experiences for the children who have suffered from trauma?

**Research Design**

The methodological approach for this study was critical ethnography. According to Emerson, Fretz, and Shaw (2011) ethnographic research includes the study of the everyday life of people or specific groups. Ethnography is a methodological approach that allows researchers to understand and interpret cultural norms within a specific group of individuals. This type of research supports investigation of social procedures with a focus on these processes. In ethnography, data analysis allows for interpretation of the discovered cultural
customs surrounding the concepts being explored in the study (Creswell & Poth, 2018).

The researcher was a participant observer who engaged within the daily functions of the community and was a part of the shared culture within the organization. The data collected were used to reveal emergent evidence that led to an understanding of the research questions presented in this study. The Social Cognitive Theoretical Framework was applied throughout the course of this research, this was done by analyzing already existing field notes collected by an employee of the educational organization. These field notes were provided to the researcher for the purpose of this study. The field notes were then used to investigate the social interactions between practitioners and students to determine how the four principal sources self-efficacy derives from was integrated to build self-efficacy in the students who have suffered from traumatic events. During the semi-structured interview phase, open-ended questions were presented to practitioners that aimed to determine their perceptions of how the educational environment can best influence the forming of self-efficacy in the students served.

To begin the data collection process field notes that were completed by an employee of the educational organization were collected between February 26, 2018 to March 16, 2018. These field notes included recordings of rich, detailed written observations that documented the daily interactions in the classrooms. The field notes were composed over a period of approximately 3 weeks’ time.

To provide a deeper understanding of the data collected and allow for triangulation during the analysis process five practitioners that were employed by the organization were interviewed. The semi-structured interviews were implemented throughout the dates of March 20, 2018 to March 23, 2018. Interviews were conducted at the practitioners’ site of employment in locations
that promoted privacy and security, this permitted participants to answer questions honestly. The interview protocol was supported by past research (Bandura, 1977; Pajares, 2003; Zimmerman, 2001) which identified the four principal sources self-efficacy is derived from.

The questions aimed to explore the experiences the practitioners have had with children who have suffered traumatic events, identify the practitioner’s experiences with children who have suffered low-efficacy levels due to experiencing trauma, and identify the strategies implemented by the practitioners to build self-efficacy by incorporating the four principal sources self-efficacy is derived from into curriculum and daily interactions with their students.

After completing interviews, the lens of Social Cognitive Theory was applied to drive the analysis process. The analysis was completed through open and axial coding to discover themes that emerged from the data sets. The process of triangulation was employed to promote a rich understanding of the findings in order to reveal conclusions drawn that were guided by the research questions presented in this study.

**Participants**

Participants included five preschool practitioners from multiple sites that ranged in demographics and programs served. To explore multiple practitioner perspectives based on specific site cultures and norms, as well as further encourage concealment of identities the researcher was granted access to practitioners employed at various sites. The participants were hired at a range of locations that varied in demographics including rural, suburban, and urban areas. For anonymity of each participant, information regarding location and program duration were not included, and this information was not allowed to be incorporated in the findings per the Human Subjects Review by the educational
organization. During the time of this study each participant was employed by the educational organization in various roles for over a 5-year duration.

**Instrumentation**

Three instruments were used in this study. These included field notes, a tally sheet, and an interview questionnaire created for this study.

**Field Notes**

Field notes were previously collected by an employee of the organization during observations of the daily interactions of various classrooms. Procedures were implemented to incorporate the inclusion of member checking that involved the researcher and other organization member’s review of notes. The educational organization required that an employee of the organization record the field notes as part of the Human Subjects Review process at the organization. The employee was a highly trained individual in the four sources self-efficacy derives from. The employee was also trained in how to take rich descriptions in the field notes. These field notes were collected between the dates of February 26, 2018 to March 16, 2018.

The focus of the field notes during the process of analysis included how the practitioners in the classrooms incorporated the four principal sources self-efficacy is derived from into the daily curriculum and how interaction strategies between practitioner and student were used to enhance self-efficacy. Children who have suffered from traumatic events were focused on during the taking of the field notes. The field notes were collected for investigation, for each observation two children who had suffered trauma were identified to support the analysis process. To alleviate interpretation of observed situations language that described facts based on what was seen and heard were utilized.
To provide anonymity of participants any identifying factors were removed from the field notes and replaced with pseudonyms. Individual names of children and practitioners, schools, towns, and any other identifying evidence was changed. The data transcribed included key terms, phrases, and occurring dialogue that highlighted the events happening in the moment. The detailed accounts of the observations written in the field notes were put aside until the data analysis process began.

**Tally Sheet**

A tally sheet (see Table 1) was utilized to calculate the documented amount of times daily events promoted the building of self-efficacy using the incorporation of the four principal sources self-efficacy is derived from (performance mastery, vicarious experiences, verbal influence, and psychological states). Specific scenarios that could be transferred to interactions occurring during instruction in various situations were noted in the field notes collected. Two additional boxes were added to the tally sheet to allow for transcription of possible additional scenarios that were identified.

One tally sheet was used for each field note. The researcher read through the field notes once; guided by the research questions, eight general a priori codes emerged and were documented in the tally sheet. During the reading of each field note situations that were identified as promoting the four principal sources self-efficacy is derived from were tallied. This information supported the formation of findings when identifying the integration of the four principal sources that foster self-efficacy in the classroom curriculum. Tally sheets were merged in the data analysis process to supply a deliverable report of accounted observed scenarios that may encourage higher self-efficacy levels in the specific student population of that classroom.
Table 1

*Tally Sheet*

<table>
<thead>
<tr>
<th>Performance Mastery</th>
<th>Vicarious Experiences</th>
<th>Verbal Influence</th>
<th>Psychological State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice time in classroom to master tasks</td>
<td>Model of task representative of child</td>
<td>Inclusion of positive suggestions during tasks</td>
<td>Acknowledgement of child’s feelings</td>
</tr>
<tr>
<td>Developmentally appropriate tasks presented in curriculum</td>
<td>Positive modeling experiences incorporated</td>
<td>Verbal encouragement offered</td>
<td>Curriculum promoting coping strategies when strong feelings arise</td>
</tr>
</tbody>
</table>

**Interview Questionnaire**

The questions (see Table 2) in the interview protocol emerged from information obtained from the previous literature on this topic (Bandura, 1977, 1993, 2000; Kramer et al., 2015; Maatta & Jarvela, 2013; Pajares, 2003;
Zimmerman, 2001). The questions aimed to further understand and enrich the data collected in field notes involving the practitioner’s perceived role in the promotion of self-efficacy in the students who have suffered from traumatic events. The four principal sources determined to form self-efficacy beliefs in individuals (Bandura, 1977; Pajares, 2003; Zimmerman, 2001), and the methods which the practitioners applied were focused on in the interview questions. Perceptions and daily interactions were included to promote the cultural perspective of this phenomenon within the organization.

Table 2

**Interview Questions**

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What have you experienced while working with preschool children who have suffered from traumatic events?</td>
</tr>
<tr>
<td>2. How do you perceive this has impacted their self-efficacy beliefs?</td>
</tr>
<tr>
<td>3. What strategies have you implemented to build academic self-efficacy levels in these students?</td>
</tr>
<tr>
<td>4. What strategies have you implemented to build socio-emotional self-efficacy levels in these students?</td>
</tr>
<tr>
<td>5. How do you help children successfully learn new skills?</td>
</tr>
<tr>
<td>6. What strategies do you use to promote the children’s beliefs of their own capabilities when trauma has impacted their perception negatively?</td>
</tr>
</tbody>
</table>

**Procedure**

To begin this study the application to conduct research was submitted per the regulations of the Institutional Review Board (IRB) at California State University, Fresno. This was completed following the protocols after preliminary defense was passed. Upon approval received by the IRB, the educational
organization administration was contacted and met with to obtain permission to conduct the research. A detailed description of the purpose of the study, the methodology that would be implemented, and the role of participants were explained thoroughly. The study then underwent a detailed review by the educational organization, and the organization stipulated some directives in terms of data collection.

Upon approval from organization administration, detailed field notes that had been collected previously from an employee of the educational organization of various preschool classroom’s daily routines and interactions were provided. Field notes dated from February 26, 2018 to March 16, 2018 and ranged in durations of 1-hour observations to 5.75-hour observations were provided. The researcher read through the field notes, guided by the research questions eight general a priori codes emerged and were documented in the form of a tally sheet.

For the semi-structured interview portion of the data collection process the organization provided permission to ask the prospective participants to partake in the semi-structured interview portion of this study. To contact each participant the researcher commuted to the individual’s place of employment and asked in person if they would be willing to participate. Time was set aside the day of the site visit to complete the 15-22-minute interview which was audio-recorded for transcription to be used during data analysis.

After sitting down for the interviews each participant was provided a copy of the questionnaire and an informed consent form. The reason for the interview, amount of time it would take, and the informed consent form was verbally explained to the participant prior to beginning the interview. Each participant was offered time to review the questionnaire and ask any questions regarding the study
and the participant process. After this was completed, each participant signed the informed consent form and verbally agreed to be interviewed.

To promote honesty, and responses representative of the participant perspective open-ended questions were asked. Following the audio-recording of the interviews member checking was applied by providing the interviewees with the opportunity to listen to their recording, and if any contradictions or issues were determined or needed changes were identified those were corrected. The recording of each interview was sent to rev.com for transcription, and then dated and stored for the analysis process.

**Control for Biases During Data Collection**

To control for awareness of any held biases the researcher reflected on any preconceived assumptions which allowed these to be brought to the forefront. Throughout the study an intentional attempt to identify and record facts was applied, and presumptions were set aside to view the culture through an anti-bias lens. To deter possible reactivity from participants during the interview process an intentional attempt to promote “typical” interactions was applied by allowing the participants to lead processes.

**Data Analysis**

**Open-Coding Process**

The method identified by Emerson et al. (2011) was followed to complete the ethnographic coding process. The process included reflection and analysis of the complete collection of data sets and began with the different phases of coding. First, open-coding was applied, this included a line-by-line analysis where the identification of themes, issues, and/or ideas was completed. Following this process, focused-coding was initiated.
During this portion of analysis of field notes and interview transcripts the memos that emerged which were interesting and/or supported findings regarding the research questions were identified and categorized by themes or topics. This process was repeated until themes and analysis had been exhausted, and fine tuning of memos was accomplished. To address the issues of bias which may have been present prior to coding, the perspective of viewing the evidence as if it were written by a stranger was implemented as suggested by Emerson et al. (2011).

Once focused-coding was completed the major themes and topics were identified. The process of writing to elaborate ideas and link codes together was completed. Integrative memos were applied and allowed for the reorganization of field notes and interview transcripts. This was done to identify the relationships and connections between the memos. This process tied themes together and began the examination of the major emergent themes within the data sets.

**Axial-Coding Process**

To allow for triangulation of data sets axial-coding was implemented. This process was done by examining the themes that emerged from the field notes and the interview transcripts to identify the similarities and differences in the discovered evidence from each data set. The individual data sets were not used to support the findings from the other, but rather to promote a deeper, and richer understanding of the conclusions drawn. These were incorporated in the results determined to support conclusions of the research questions this study aimed to explore.

**Ethnographic Text Completion**

Following the analysis process a thematic narrative was completed which included the intellectual examination of the data sets (Emerson et al., 2011). This
explanation of the findings incorporated the major themes determined by the researcher to resonate with the topic being studied and the research questions identified. Upon incorporation of voices of the community that was studied, administrative leaders within the organization were each given a copy to encourage member checking of the narrative. After all issues were considered, and necessary edits completed the narrative was used to examine the results of the research.

**Limitations**

Identified limitations in this study included the limited demographic of the participants. Due to this study’s exploration of one single educational organization the discovered major themes concluded may not be transferable to other locations outside of this specific community. The small sample size may also limit explanations and conclusions that were drawn through the research process.

Other limitations included participant levels of honesty, the perception they believed wanted to be heard, and the relationship that may have formed through the process of the researcher becoming a participant observer. Trustworthiness of findings could be questionable due to these issues. To deter this from occurring all participants were informed of the importance of their voice being heard as a member of the community, and communication regarding confidentiality was addressed. The researcher also incorporated anti-bias approaches while implementing the interviews by adjusting voice-tones, body language, and other individual actions that could possibly be viewed as leading participants to answer from specific viewpoints.

Biases that may be held by the researcher as a participant observer also brings forth further limitations within this study. The biases held could have impacted the analysis of data based on assumptions thought prior to data
collection. Biases can taint the views and perceptions held by the observer and becoming overly involved in the culture or sympathetic toward the observed culture could lead to a loss of objectivity. To control for these limitations awareness of any held biases was brought to the attention of the researcher so that throughout the study an intentional attempt to identify and record facts was applied, and presumptions set aside to view the culture through an anti-bias lens. During the data analysis process evidence was examined as if it were written by a stranger as suggested by Emerson et al. (2011).

Furthermore, influencing behaviors and leading others to act in a specific way could be a factor as a participant observer in this study due to the involvement the researcher had within the community, thus raising the issue of reactivity. To control for these possible limitations biases were noted prior to data collection, and awareness of these perspectives were reexamined to promote an objective, factual collection of data. Reactivity was deterred through this process also, and an intentional attempt to promote “typical” interactions and daily occurrences was done by allowing the participants to lead processes.

Analysis of data sets could also be influenced by the biases and assumptions held by the researcher as participant observer. To improve accurate and credible interpretations of the data collected and analyzed, member checking was incorporated. Interview participants in this study were asked to examine their interview audio-recording to allow their specific contributions to be noted to lead to authenticity of the written work. The major themes and ethnographic text completion were also reviewed by the administration of the organization to provide validation of the synthesized narrative.
**Delimitations**

Delimitations within this study included the examination of the specific culture through the process of implementing a critical ethnography methodological approach to draw conclusions to answer the research questions. Identifying themes to disseminate to the individuals within this group had the ability to provide vital information that could inform their practices regarding promoting self-efficacy in children who have suffered trauma. The knowledge obtained through this study has the capacity to guide future implementation of teaching strategies that can be applied by the practitioners within this organization.

**Summary**

This chapter described the purpose of the study, research design, identified the research questions, participants, instrumentation that was implemented to collect data, the data collection process, the data analysis process, and the possible limitations/delimitations of this study. This section attempted to identify themes that emerged from the data sets that suggested conclusions regarding the perceived role of the practitioner in the promotion of self-efficacy in children who have suffered from traumatic events, and how the sources self-efficacy derives from were integrated into the daily interactions and classroom curriculum.
CHAPTER 4: RESULTS/OUTCOMES

The purpose of this study was to identify the perceived role preschool practitioners have in the promotion of self-efficacy in children who have suffered from traumatic events. This study intended to explore the impact educational practitioners have on building self-efficacy levels in children served in their classrooms who have previously experienced trauma, when the events have fostered low levels of self-efficacy. This study additionally explored the application of the four principal sources which foster self-efficacy (Bandura, 1977) in everyday interactions and in curriculum implemented in the classrooms. The four principal sources which self-efficacy derives from include performance mastery, vicarious experience, verbal influences, and psychological state (Bandura, 1977).

Research Questions

The two research questions that were examined in this study were

1. What perceived role does the preschool practitioner have in promoting self-efficacy in preschool children who have suffered from traumatic events?

2. What methods do practitioners use to integrate the four principal sources of forming self-efficacy into the daily classroom experiences for the children who have suffered from trauma?

The methodological approach for this qualitative study was critical ethnography. The researcher was a participant observer who engaged within the educational organization’s daily functions and was a part of the shared culture. The data were collected and used to reveal emergent themes that led to an understanding of the research questions presented in this study. Social Cognitive
Theory was implemented throughout the course of this research to provide the lens that was used to analyze the data sets.

The Social Cognitive Model embraces the awareness of emergent interactive agency (Bandura, 1989). Individuals are identified as being both influenced by, and as affecting, their environment. Both factors contribute to the individual’s motivation and behaviors within their social system (Bandura, 1989). Social Cognitive Theory supports the perspective that when people distinguish their own capabilities through a positive lens, they are able to realize their level of control in situations they experience. In contrast, when people view their capability level to succeed negatively, self-hindering actions and behaviors occur (Bandura, 1989).

Social Cognitive Theory suggests that though people are subject to the impact of their environmental circumstances, they are capable of enabling various outcomes through processes based on their perspective of their ability to do so (Bandura, 1989; Bandura, 2000). People are capable of influencing their environments by implementing actions that are processed through thoughts, emotions, and behaviors (Bandura, 1999). Within Social Cognitive Theory self-efficacy remains the key to perceiving oneself capable of working successfully through difficult tasks by promoting behaviors, goals, aspirations, and the motivation to persever through challenges.

**Research Setting**

The educational organization offered multiple preschool programs throughout the Central Valley in California that served a large number of preschool children of diverse backgrounds, experiences, and ethnicities. Preschool practitioners taught in a 3-year-old classroom that enrolled 17 children or a combined 3-5-year-old classroom that enrolled 20-21 children. Instruction was
provided for children Monday-Friday in various classrooms that operated for 3.5 hours, 6 hours, or 10.5 hours (full-day program).

The number of staff in each classroom varied by program length. The 3.5-hour programs employed one lead teacher and two assistant teachers. The 6-hour programs employed two lead teachers and one to two assistant teachers. The 10.5-hour program (full-day program) employed three lead teachers and two assistant teachers. Additional support staff was included depending on need; this may have included transitional aides, directors of sites, other teachers on site, and food service staff.

Depending on the site and location, children’s families could be responsible for transportation to and from school or children took buses that were offered through the education system. Students attending 3.5-hour programs were provided transportation to and from school and some 6-hour programs received busing to school, and parents were responsible for transportation after school. In some of the 6-hour programs and the 10.5-hour programs families were required to provide transportation to and from school. At the locations that provided busing the schools employed a bus driver per bus and various education staff working at the specific sites rode each route to ensure student safety.

**Data Collection**

Three methods were used to collect data for analysis in this study. This included already existing field notes that were collected by an organization employee, a tally sheet, and semi-structured interviews with preschool practitioners employed by the educational organization.
Field Notes and Tally Sheets

Detailed field notes that had been collected previously from an employee of the educational organization were provided for this study. The observations took place in various preschool classrooms and detailed accounts of the daily routines and interactions were transcribed. The field notes were dated from February 26, 2018 to March 16, 2018 and ranged in durations of 1-hour observations to 5.75-hour observations. After reading through the field notes one time, the emergence of eight general a priori codes were discovered that were supported by the previous literature regarding the four principal sources self-efficacy is derived from. This provided a format that did not need to engage in interrater reliability (Saldana, 2010). The codes were determined after the initial review of the field notes to encourage consistency amongst the research questions and the conceptual framework of Social Cognitive Theory (Saldana, 2010).

Semi-Structured Interviews

To provide a deeper and richer understanding of the data collected and allow for triangulation during the analysis process, five practitioners who were employed by the organization were interviewed. The semi-structured, face-to-face interviews took place throughout the week of March 20, 2018 to March 23, 2018. Interviews were conducted at the practitioner’s employment site in a location that promoted privacy and security to allow participants to answer questions honestly.

The organization gave permission to ask the prospective participants to partake in the semi-structured interview portion of this study. To contact each participant the researcher commuted to the individual’s place of employment and asked in person if they would be willing to participate. Time was set aside the day of the site visit to complete the 15-22-minute interview which was audio-recorded for transcription to be used during data analysis.
After sitting down for the interviews each participant was provided a copy of the questionnaire and an informed consent document. The reason for the interview, amount of time it would take, and the informed consent document were verbally explained to the participant prior to beginning the interview. Each participant was offered time to review the questionnaire and ask any questions regarding the study and the participant process. After this was completed, each participant signed the informed consent and verbally agreed to be interviewed.

Participants

As a participant observer the researcher was permitted by the organization to interview various preschool practitioners employed during the time of data collection. To explore multiple practitioner perspectives based on specific site cultures and norms, as well as further promote concealment of identities the researcher was granted access to practitioners employed at various sites. Participants included five preschool practitioners from multiple sites that ranged in demographics and programs served. The practitioners were employed at locations in rural, suburban, and urban areas. For anonymity of each participant, information regarding location and program duration were not included. Each participant had been employed by the educational organization in various roles for over a 5-year duration.

Data Analysis

Tally Sheets

To support the progression of data analysis a tally sheet (see Table 1, p. 46) was created by the researcher. To begin the open-coding process eight a priori codes were noted that emerged through the first reading of the field notes provided to the researcher from the educational organization. Two a priori codes were
documented under each of the four principal sources self-efficacy derives from including performance mastery, vicarious experiences, verbal influence, and psychological state. The tally sheet was then utilized to calculate the observed amount of times daily events promoted the building of self-efficacy using the incorporation of the eight general a priori codes. The specific scenarios that could be generalized to interactions that were recognized in the field notes through observation of instruction in various scenarios were incorporated. Two additional boxes were added to the tally sheet to allow for transcription of possible additional codes that might emerge.

One tally sheet was used for each field note, demonstrations that occurred within and outside of the focal observation scenarios were included in the tallied situations. Additional information was supplied including the day and time the field note was taken. This information was used to support the formation of findings when identifying the integration of the four principal sources self-efficacy is derived from in the classroom curriculum and interactions. Tally sheets were incorporated in the data analysis process to supply a deliverable report of accounted scenarios within each field note. These scenarios noted were accounts of methods implemented that were perceived to foster higher self-efficacy levels in the specific student population of the classroom.

The formation of the eight general a priori codes identified in the tally sheet were driven by Bandura’s (1977) research which determined that self-efficacy is formed based on the information individuals acquire through four principal sources. These sources included performance mastery, vicarious experiences, verbal influence, and psychological state.

**Performance mastery a priori codes.** Two general a priori codes emerged when identifying interactions that support positive self-efficacy under performance
mastery. Performance mastery impacts self-efficacy based on the child’s experience of successfully mastering tasks (Bandura, 1977). During the first reading of the field notes the two a priori codes that were recognized as fostering this principal source were (a) practice time in classroom to master tasks; (b) developmentally appropriate tasks presented in curriculum.

To promote performance mastery (Bandura, 1977) time in class that was set aside to practice new tasks were identified in the field notes. Time was offered in various ways to practice specific academic and socio-emotional tasks throughout the school day. These opportunities included independent choice where children were able to practice self-chosen tasks, and during teacher instructed scenarios in the form of one-on-one, small group, and large group practice times.

Developmentally appropriate tasks were also noted in performance mastery due to the importance of addressing the individual child’s stage of development and ability to comprehend and implement the presented tasks. Scenarios that supported the emergence of this a priori code included the implementation of developmentally appropriate practices within the learning experiences offered by the practitioners and the inclusion of age-based consideration of tasks supplied.

**Vicarious experience a priori codes.** The first reading of the field notes identified two a priori codes that support the formation of self-efficacy through vicarious experiences. This principal source was identified by Bandura (1977) as being the process of the child being influenced by watching others successfully perform difficult tasks. The two a priori codes that emerged in support of vicarious experiences were (a) model of task representative of child; (b) positive modeling experiences incorporated.

The model of the task representative of the child was noted in opportunities offered throughout the day where children were able to identify with the modeled
experience. The closer an individual being observed exhibits comparable features of the observer the impact of their success intensifies (Bandura, 1977). Observing peers, reading books with characters that were similar to the child, and the incorporation of curriculum materials that the child could identify with led to the emergence of this a priori code.

The building of self-efficacy using vicarious experiences is most effective when the child can perceive themselves also being successful at completing the task and working through adverse experiences (Zimmerman, 2001). Positive modeling experiences emerged through documented interactions that were perceived as offering involvements that incorporated encouragement and support through the process of observing task completion. Scenarios where children were invited to observe and included in observed individual’s processes promoted the emergence of positive modeling experiences incorporated.

**Verbal influence a priori codes.** Verbal influence includes suggestions from others in the child’s social setting that foster their ability to work through adverse experiences during task completion (Bandura, 1977). Based on this definition two a priori codes emerged through the first reading of the field notes, these were (a) inclusion of positive suggestions during tasks; (b) verbal encouragement offered. The two a priori codes integrated verbal methods applied by practitioners during implemented tasks.

Inclusion of positive suggestions was demonstrated in the field notes through the offering of proposed methods that possibly could lead the child to successful task completion. The impact of verbal influences on the promotion of self-efficacy levels is purely dependent on the individual’s perceived reliability of the persuader (Zimmerman, 2000). The positive suggestions led to the presumption that those who had experience and expertise in the child’s
environment and offered positive suggestions would be viewed as dependable sources based on the interaction type. Positive interactions incorporated in these verbal influences were viewed as opportunities to influence the child’s own perception of their ability levels.

Verbal encouragement offered emerged based on the communicated reassurance offered by practitioners that was directed toward the specific task being encouraged or implemented by the child. The use of verbal influence during task completion can lead the child to believe they can cope with overwhelming circumstances presented to them in various forms (Pajares, 2003). The verbal encouragement scenarios that were tallied included supportive interactions that were supplied to the child while attempting new tasks when adversity was experienced.

**Psychological state a priori codes.** Psychological states; also referred to as emotional arousal, informs the child of their competency level to cope with adverse circumstances (Bandura, 1977). The methods applied by practitioners to support the building of positive self-efficacy in children who have suffered trauma that encouraged coping competencies led to the discovery of two a priori codes. The two a priori codes that emerged through the first reading of the field notes that promoted the principal source psychological state were (a) acknowledgement of child’s feelings; (b) curriculum promoting coping strategies when strong feelings arise.

Acknowledgement of child’s feelings was documented throughout the field notes. The identification of emotions was perceived to support children in their ability to identify feelings and understand the physical characteristics of the emotions. Additionally, the psychological impact the feelings have on the individual was also considered. Bandura (1977) stated that adverse situations
experienced during a child’s effort at a new task that is perceived as stressful will encourage emotional responses. The identified scenarios in the field notes were viewed as building the child’s emotional competencies by supporting their understanding of the feelings produced during new tasks when self-efficacy levels were low.

Bandura (1977) identified an individual’s psychological state (also referred to as emotional arousal) as being the final principal source self-efficacy is derived from. These emotional responses can present themselves as stress, fatigue, and other emotions, which are often perceived by the individual as indicating what their own physical capabilities are (Zimmerman, 2000). Emotional arousal can potentially inform the individual of their competency level of dealing with adverse circumstances (Pajares, 2003).

The individual’s perceived self-efficacy can be determined through their chosen coping mechanisms and engagement in the task process while the person is emotionally provoked (Bandura, 1977). When an individual faces a fear, and successfully combats the experience, the preconceived notions associated with the fear are subsided (Bandura, 1977). The new experiences provide the knowledge that the individual does have the ability to successfully complete an outcome or task (Bandura, 1977).

Each table in this study is organized with desegregated data by field note number and a priori code. A complete compilation of the 13 tally sheets and the equated amount of times each of the four a priori codes were tallied under the two principal sources self-efficacy is derived from: performance mastery and vicarious experiences that emerged by field note number can be found in Table 3.
Table 3

*Total of Performance Mastery and Vicarious Experiences A Priori Codes Talled by Field Note*

<table>
<thead>
<tr>
<th>Field Note Number</th>
<th>Performance Mastery</th>
<th>Performance Mastery</th>
<th>Vicarious Experiences</th>
<th>Vicarious Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practice time in classroom to master task</td>
<td>Developmentally appropriate curriculum</td>
<td>Model of task representative of child</td>
<td>Positive modeling experiences</td>
</tr>
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<td>Field Note 1</td>
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<td>Field Note 9</td>
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<td>Field Note 10</td>
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<td>Total</td>
<td>196</td>
<td>140</td>
<td>116</td>
<td>136</td>
</tr>
</tbody>
</table>
A complete compilation of the 13 tally sheets and the equated number of times each of the four a priori codes were tallied under the two principal sources of self-efficacy is derived from: verbal influence and psychological state that emerged by field note number can be found in Table 4.

**Table 4**

**Total of Verbal Influence and Psychological State A Priori Codes Tallied by Field Note**

<table>
<thead>
<tr>
<th>Field Note Number</th>
<th>Verbal Influence</th>
<th>Verbal Influence</th>
<th>Psychological State</th>
<th>Psychological State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inclusion of positive suggestions</td>
<td>Verbal encouragement offered</td>
<td>Acknowledgement of child’s feelings</td>
<td>Curriculum promoting coping strategies for feelings</td>
</tr>
<tr>
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<td>19</td>
<td>16</td>
<td>1</td>
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<td>35</td>
<td>17</td>
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</table>

A complete compilation of the 13 tally sheets and the equated amount of times the a priori code of practice time in classroom to master task was tallied...
under the principal source self-efficacy is derived from: performance mastery by field note number can be found in Table 5.

Table 5

<table>
<thead>
<tr>
<th>Field Note Number</th>
<th>Performance Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practice time in classroom to master task</td>
</tr>
<tr>
<td>Field note 1</td>
<td>8</td>
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<tr>
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<tr>
<td>Field Note 8</td>
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<td>Field Note 9</td>
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<td>27</td>
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<td>Field Note 12</td>
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<td>Field Note 13</td>
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</tbody>
</table>

A complete compilation of the 13 tally sheets and the equated amount of times the a priori code of developmentally appropriate tasks presented in curriculum was tallied under the principal source self-efficacy is derived from: performance mastery by field note number can be found in Table 6.
Table 6

*Total of Developmentally Appropriate Tasks Presented in Curriculum Tallied by Field Note*

<table>
<thead>
<tr>
<th>Field Note Number</th>
<th>Performance Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developmentally appropriate tasks presented in curriculum</td>
</tr>
<tr>
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<td>6</td>
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</table>
A complete compilation of the 13 tally sheets and the equated amount of times the a priori code of model of task representative of child was tallied under the principal source self-efficacy is derived from: vicarious experiences by field note number can be found in Table 7.

Table 7

<table>
<thead>
<tr>
<th>Field Note Number</th>
<th>Vicarious Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model of task representative of child</td>
</tr>
<tr>
<td>Field Note 1</td>
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<tr>
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<td>116</td>
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</table>

A complete compilation of the 13 tally sheets and the equated amount of times the a priori code of positive modeling experiences incorporated in classroom
experiences was tallied under the principal source self-efficacy is derived from: vicarious experiences by field note number can be found in Table 8.

Table 8

*Total of Positive Modeling Experiences Incorporated in Classroom Experiences Tallied by Field Note*

<table>
<thead>
<tr>
<th>Field Note Number</th>
<th>Vicarious Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive modeling experiences incorporated in classroom experiences</td>
</tr>
<tr>
<td>Field Note 1</td>
<td>12</td>
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<td><strong>Total</strong></td>
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</table>

A complete compilation of the 13 tally sheets and the equated amount of times the a priori code of inclusion of positive suggestions was tallied under the principal source self-efficacy is derived from: verbal influence by field note number can be found in Table 9.
Table 9

*Total of Inclusion of Positive Suggestions Tallied by Field Note*

<table>
<thead>
<tr>
<th>Field Note Number</th>
<th>Verbal Influence</th>
<th>Inclusion of positive suggestions</th>
</tr>
</thead>
<tbody>
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<td>Field Note 1</td>
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</tr>
<tr>
<td>Field Note 2</td>
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</table>
A complete compilation of the 13 tally sheets and the equated amount of times the a priori code of verbal encouragement offered was tallied under the principal source self-efficacy is derived from: verbal influence by field note number can be found in Table 10.

Table 10

**Total of Verbal Encouragement Offered Tallied by Field Note Number**

<table>
<thead>
<tr>
<th>Field Note Number</th>
<th>Verbal Influence</th>
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</thead>
<tbody>
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<td>Field Note 13</td>
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</table>

A complete compilation of the 13 tally sheets and the equated amount of times the a priori code of acknowledgement of child’s feelings was tallied under the principal source self-efficacy is derived from: psychological state by field note number can be found in Table 11.
A complete compilation of the 13 tally sheets and the equated amount of times the a priori code of curriculum promoting coping strategies when strong feelings arise was tallied under the principal source self-efficacy is derived from: psychological state by field note number can be found in Table 12.
<table>
<thead>
<tr>
<th>Field Note Number</th>
<th>Psychological State</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Curriculum promoting coping strategies when strong feelings arise</td>
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</tbody>
</table>
Qualitative Data

Open-Coding of Field Notes and Semi-Structure Interview Transcripts

During this portion of analysis, the field notes were further examined to explore the emergence of additional memos that supported findings regarding the research questions. These were identified and categorized by themes or topics. This process was repeated until themes were determined to be repetitive.

Open-coding was then completed to analyze the interview transcriptions. The emergence of memos that promoted a deeper and richer understanding of the proposed research questions were noted. After possible themes were exhausted the process of focus-coding was completed.

Focused-coding was completed to discover major themes and topics that were identified in the field notes and the interview transcripts. The process of linking codes together was accomplished. Integrative memos were implemented, which encouraged the reorganization of field notes and interview transcripts. This was done to identify the relationships and connections between the memos. This process supported the researcher in connecting themes together and begin the discovery of the major themes within the data sets.

Axial-Coding Process

To allow for triangulation of data sets axial-coding was applied and completed by examining themes that emerged from the field notes and the interview transcripts to identify the similarities and differences in the explored evidence from each data set. The discoveries rendered from each data set promoted a deeper, and richer understanding of the findings drawn. Through the axial-coding process memos that supported findings led to the evolution of major themes (Table 13) that assisted in comprehension of the two research questions that were identified.
### Major Emergent Themes

<table>
<thead>
<tr>
<th>Section</th>
<th>Lens of Analysis</th>
<th>Theme/Subtheme</th>
</tr>
</thead>
</table>
| Practitioner experiences of working with children who suffered trauma | Children’s Displayed Behaviors   | 1. Children act out aggressively  
2. Children withdraw emotionally from the school experience  
3. Children seek attention for reassurance from the classroom community |
| Research Question 1                               | Practitioner’s perceived role in promotion of self-efficacy | 1. Build a positive classroom climate,  
2. Identify individual child’s levels in specific tasks being taught  
3. Define clear expectations and rules to follow in the classroom |
| Research Question 2                               | Integration of four principal sources self-efficacy is derived from | 1. Performance mastery: practice time in the classroom to master task  
2. Vicarious experience: model skill and/or behavior  
3. Verbal influence: offer positive suggestions during task practice  
4. Psychological state: apply curriculum surrounding socio-emotional development  
5. Psychological state: provide positive reinforcement by celebrating all levels of success |
Major Emergent Themes

To provide clarity of the self-reported experiences of the preschool practitioners involving children who have experienced trauma that promoted low levels of self-efficacy in the students, themes were identified from the participant interviews. These provided a deeper understanding of the findings to the research questions. To drive a richer conclusion to be drawn three major themes emerged through the coding process regarding the practitioners’ experiences when working with children who have suffered trauma. These themes were (a) children act out aggressively; (b) children withdraw emotionally from the school experience; (c) children seek attention for reassurance from the classroom community.

Children Act Out Aggressively

Children who have experienced trauma act out using aggressive behaviors directed at peers, teachers, the environment, or the child themselves. The children’s low levels of self-efficacy lead to coping mechanisms viewed as anti-social. These behaviors continue to impact the child’s ability to successfully engage in tasks which leads to a continued cycle of reaffirming the child’s internalized negative self-efficacy. Aggression is seen in forms of physical displays, verbal outbursts, and defiant behaviors. Hitting, cursing, breaking materials, and yelling at others are examples of possible methods applied by the children who have suffered low levels of self-efficacy.

Participant 1 described their experience when working with children who have suffered from traumatic events that promoted a lowered self-efficacy level. Participant 1 said, “Their emotions are just really high, and they act out. They act out by hitting, they act out by putting themselves in situations that’s dangerous for them, cursing…”

Participant 1 went on to say:
For the ones who get angry, it seems they don’t have the other method instilled in them yet, and so they know to go there, or maybe it’s something that’s modeled at home or in whatever situation and they see the results of that (Participant 1, 2018).

Participant 3 described their experience of working with children during the school year who began showing aggressive behaviors after they had experienced trauma: “Then you start to see the aggressiveness. You start to see the hitting, the being defiant, the not wanting to follow directions, and so forth.”

Participant 4 offered an example of how the anger rises in children who have suffered traumatic events:

Yeah, for example, let me see… they struggle with…Okay, let’s say they want to work on something and they’re struggling with, for example, activities, or even trying to accomplish some manipulatives that they’re trying to figure out, problem solving, it frustrates them, and impacts them and they lose interest. Because of the fact that they do get frustrated, and then they become angry and other issues in that area (Participant 4, 2018).

The participants offered examples of what they experienced when students entered their classrooms that had experienced traumatic events that promoted a low self-efficacy belief in the children. The behaviors noted in the interviews included showing frustration, hitting, defiance, and refusing to follow directions.

**Children Withdraw Emotionally from the School Experience**

Children who experience trauma will display behaviors of shyness and emotional withdraw from the classroom community. The negative self-efficacy levels internalized by the children after suffering trauma can cause some to become fearful of their environment and proceed with learning new skill-sets cautiously. During the interview process all participants were asked what they have experienced while working with preschool children who have suffered from traumatic events. Participant 1 said, “…from as low as being withdrawn, probably
not wanting to participate…” Participant 1 then explained, “they withdraw and won’t try things, or methods, or strategies, or they just kind of know to go one way with it.”

Participant 3 described their involvement with children who have experienced trauma, “I’ve seen children that have experienced traumatic events where they were really outgoing, talkative, and then all of a sudden, they just start to withdraw from the staff, from the children.”

Participant 2 provided their account regarding children who have entered their classroom after experiencing traumatic events: “I have a child who came to me very shy, no language, but at the same time, anxious to learn and be accepted in the classroom with the classmates.”

Participant 4 recognized trauma as leading students to withdraw when they struggle at task completion. Participant 4 said, “it impacts them by not being able to focus as well. Their attention span is not as large as it should be. They struggle at times with what they want to be successful at.”

During the interview process the participants provided their perceptions of the impact traumatic events have had on their students and their experiences witnessing students who chose to withdraw from the classroom experience. The participants described various accounts of seeing this occur in their students. This included (a) student distributing characteristics of shyness; (b) not wanting to participate in activities they previously had; (c) the children shutting down emotionally; (d) the children struggling with what they want to be successful at.

**Children Seek Attention and Reassurance**

Children who have internalized negative self-efficacy levels, and do not have their needs met by other caregivers, will seek out reassurance from members of their school community through attention seeking behaviors. These behaviors
are seen by others as being clingy or the child verbally seeking acknowledgment of their worth during the times they engage with teachers and peers. Practitioners found themselves providing multiple forms of communication that offer these children a sense of acceptance, and encouragement of their abilities to be successful.

During their interview, Participant 5 was asked if there were any noted behavioral or emotional issues that have been noticed when children suffer from traumatic events. Participant 5 provided a response to the experiences:

They do suffer through social, emotional, self-confidence, self-esteem. They go through a lot of the belonging to places. I do have had one that particular age that has been through foster place here and there, and the child really have a lot of these social, emotional, how to interact with the kids in a classroom issues, been quite a lot, and the child doesn’t know which house is going to be next. When the child comes to school, they’ll come in and ask me, “Teacher, can I stay with you?” or “Is Grandma coming?” or “Is this person coming to pick me up?” We asked the child, “How about your mom and dad?” They don’t know about mom and dad (Participant 5, 2018).

Participant 5’s experience identified a need for reassurance when the child asked if it would be possible to stay with the teacher. After being asked how

Participant 5 perceived that the traumatic experience impacted the student’s self-efficacy belief they explained:

…because a lot of kids come inferior. I’m a loser. I’m bad, and then you have to tell them all the time, “No, you’re not. You’re good. You are capable. You got the potential. You could do it. Just focus. I know this happened to you, but you can make it better. I’m here. If you need help, I’m always here with you” (Participant 5, 2018).

Participant 4 also indicated that children who have suffered traumatic events seek attention. While Participant 2 explained their recollection of the impact of trauma on some of their previous students:

When they come over here to our center, it’s a new place and they don’t go immediately to explore activities or the areas. They wait for you to see what
is the environment because they are used to one environment at home and here, our school is safety, is taking care of them, is different and they wait a little bit, like exploring the areas, and they always depend on you (Participant 2, 2018).

Participants spoke about the children’s need for reassurance in the classroom environment, and the need to know that the teacher supports them. Due to negative perceptions the children have internalized about their own abilities based on the traumas experienced the participants noted that the children depend on the teacher to provide reassurance and attention before they will attempt new tasks. As Participant 5 stated, “It takes a lot of patience. It takes a lot of effect to build that self-esteem, to build that ability they can do it…”

Summary

Three major themes emerged through the process of data analysis regarding the participants’ experiences of working with children who have suffered traumatic events. These themes did not align specifically with discoveries from within the data sets that support understanding of the research questions, but these themes did offer an awareness of what factors drive the practitioners to perceive their role in building self-efficacy in the students through a certain lens. Also, the themes promoted awareness of why they may implement certain methods of integrating the four key principles self-efficacy is derived from, rather than just how. The behaviors the participants described, and the understanding they expressed may possibly support the practitioner’s ability to identify students who have internalized negative self-efficacy believes due to the trauma experienced.

Research Question 1

Research Question 1 in this study was: what perceived role does the preschool practitioner have in promoting self-efficacy in preschool children who have suffered from traumatic events? Interview answers from the participants
provided the major themes that encouraged understanding of the conclusions drawn through the coding process to support findings of this question. Through the data analysis process three themes emerged regarding the practitioner’s perceived role in building positive self-efficacy beliefs in their students who have suffered trauma. These themes were (a) build a positive classroom climate; (b) identify individual child’s levels in specific tasks being taught; (c) define clear expectations and rules to follow in the classroom.

**Build a Positive Classroom Climate**

Practitioners are not always aware of the full extent of trauma the children experience who attend their classes. Though this may be true, practitioners have the ability to promote their role in building a positive classroom climate that supports these children outside of the experienced trauma. A welcoming, warm, and inviting environment encourages children who have low self-efficacy levels by creating an awareness that they are valued and accepted for who they are. Participant 5 described their involvement with a child who was not provided security at home due to the transient experience of being moved from home to home. Full disclosure was not given to the teaching staff. This was determined based on the response given from the child when staff asked about mom and dad who were not available to care for them at that time.

Participant 3 was asked the last question of the questionnaire. What strategies have you used to promote the children’s beliefs of their own capabilities when trauma has impacted their perception negatively? Participant 3 provided their methods that enforced a positive classroom climate:

I just make sure that they feel welcome in the classroom, that they feel safe in the classroom. If I know what the trauma is, then I can kind of gear towards what I need to do for that specific child. But I always make sure that when the child comes in, that they’re greeted, you’re smiling, you’re
happy they’re there. If they’re out, we make sure that, “oh, you know, we missed you yesterday. We’re so glad. Welcome back.” And that sort of thing. We also, just whatever their needs are. If they need to be not sitting with us at circle time, if they need to spend some time alone, they’re more than welcome to go over and sit in the library, cuddle with the bear, read a book. We just want them to feel comfortable, safe and let them know that they’re welcome here and that we’re happy that they’re here (Participant 3, 2018).

In Field Note 11, Mrs. Fisk responded to Axel’s absence from being sick in a similar way described by Participant 3.

Over at the neighboring table, Axel sits independently and explores a set of snap blocks. Mrs. Fisk walks by him and says, “Axel, I’m glad you’re back. Are you feeling better?”

Axel has his head laying on the table while he works on his snap blocks. “I’m feeling bad,” he replies to Mrs. Fisk.

Mrs. Fisk responds to Axel, “you’re feeling bad still. I’m happy to see you today. I’m glad you’re back.”

When elaborating on the growth in children who have suffered trauma Participant 2 provided insight of their experience after promoting a positive classroom climate:

I see a big difference because they believe in themselves, because the school is different at home. We don’t know what’s happening at home. We don’t know what is over there, but we teachers know that when they come to our environment, to our place, they are safe here, and we need to transmit that to provide not only the materials or the activities, by we need to be there helping them meeting all their needs and that’s when they change, “This is my home here. Three hours a half, I’m happy, I’m safe and I can do everything that I can in a safety way, following classroom expectations” (Participant 2, 2018).

In Field Note 4, Mrs. Anderson and Mrs. Acadia promoted a positive classroom climate by encouraging the children to be involved in the inclusion process of the entire community. When all of the children entered the large group
area and found a spot to sit, Mrs. Anderson asked the children to say good morning to each other before she played the good morning song. In response, the children told their neighboring peers good morning.

In Field Note 6 Mrs. Anderson and Mrs. Acadia again promoted a positive classroom climate that celebrated all of the children’s accomplishments. In this example from the field notes Mrs. Anderson worked with the children on writing letters. Through the process she modeled and verbally explained how to create the long lines, short lines, and curved lines of the letters. Noticing Lyle’s fast progression of mastering the concepts of letter writing after recently joining the classroom, Mrs. Anderson encouraged the entire class in the acknowledgement of his accomplishments.

“See friends, you are very smart, you know how to make your letters. Like Lyle, Lyle learned his letters in one week. Very good work Lyle,” Mrs. Anderson says. “He learned his letters very fast didn’t he?” Mrs. Anderson asks Mrs. Acadia.

“Yes, he did learn his letters very fast,” Mrs. Acadia replies looking at Lyle and smiling.

Lyle smiles back and begins to lick his lips and clasp his hands, wiggling his fingers while he looks back at Mrs. Acadia.

“He did. Friends, can we give Lyle a hand for his fast learning please? Let’s clap for Lyle,” Mrs. Anderson says as the rest of the class claps for Lyle (Field Note 6, 2018).

The participants in the interview process spoke of making the children feel like they belong, they are safe, and they are supported in and by a community that they belong too. The positive classroom climate allowed the children who had their self-efficacy negatively impacted by trauma to build on the exchange of those
beliefs with positive ones. By providing the students these opportunities where they can comfortably attempt the process of new tasks the children are supported in the building of skill-sets that lead to task mastery.

**Identify Child’s Individual Levels in Tasks Being Taught**

Children who enter school and have experienced traumatic events leading to low self-efficacy levels often times do not have the skill-sets that are typical of their development stages. Because of their internalized negative beliefs regarding their own skill-sets the motivation to attempt new tasks independently is stifled. The perceived role of the practitioner included identifying the child’s individual levels in tasks being taught. This was found to offer practitioners the ability to provide learning experiences that build on the individual’s own skill-sets and offer successful experiences to build the child’s self-efficacy level.

Throughout the interview process it was expressed multiple times in various ways that children are each individual, with individual needs that have to be met to promote positive self-efficacy. Before answering the question regarding what strategies Participant 1 has implemented to promote academic self-efficacy levels in their students who have suffered trauma they shared this perception, “well some strategies I’ve used…Once again each child is an individual so what works with some may not work with others.”

When asked how Participant 1 perceived the way trauma has impacted the student’s self-efficacy beliefs when they experienced trauma the reply included, “well each child is individual, so each child is, from what I see, is impacted differently.”

Participant 4 included this perception of the importance of identifying the child’s individual level in tasks being taught,
We try to, again depending where they’re at, build up on it. For example, let’s say their name. Now, if they’re not able to write their name at first, it’s okay, we’ll start with forms, shapes, and how to do a lot of fine motor skills in order for them to be able to have a good pencil grip. And from there we’ll start letter-by-letter starting with the first letter of their name. Little by little we’ll start doing it and focus on just small areas to help them be successful (Participant 4, 2018).

Field Note 11 gave an account of building on the individual child’s skill level which was observed and documented. This account is as follows:

Mrs. Dwyer hands her a spoon and says, “if you want to scrape your yogurt closer together so you can eat it you can use this.” Referring to the spoon.

Cleo attempts to complete the task, and when difficulty arises Mrs. Dwyer gets a spoon and shows her how to move the remaining yogurt into a pile. She takes a clean spoon and shows Cleo before she says, “this is scraping, I’m scraping the yogurt so it is easier to eat. See? This is scraping.” After modeling the task, Mrs. Dwyer points to the yogurt on Cleo’s plate and says, “that was called scraping.” She again says, “that will make it easier for you to eat” (Field Note 11, 2018).

An interaction observed in Field Note 7 also depicted how the practitioners perceived their role in the building of self-efficacy in the children who have suffered traumatic events by identifying the child’s individual level of the task being taught and using this information to build their knowledge to set the children up for success.

Louis looks at Mr. Carrington, the sides of his mouth turned downward and says, “I can’t write my name.”

“What part can’t you do?” Mr. Carrington asks.

“None of it,” Louis says.
Mr. Carrington gets up and walks around the table. He looks at Louis’ work and thinks for a second. He then kneels down and readjusts Louis’ hand on the marker he is holding.

“Okay, you have to make a line here,” Mr. Carrington says as he draws an invisible line on Louis’s paper with his finger. Louis then makes the line.

After describing some of the shapes of the letters with Louis, and Louis creating the lines independently Mr. Carrington wraps his hand around Louis’s hand that is still holding the marker. Mr. Carrington then helps Louis to draw the remainder of the letters. He continues to provide descriptions, then he let’s go of Louis’s hand and says, “that’s the o there.” Mr. Carrington then creates an invisible o on Louis’s paper.

Louis then finishes writing his name and Mr. Carrington returns to his seat. He says to Louis, “see, you can do it. You wrote your name right there” (Field Note 7, 2018)

**Define Clear Expectations and Rules to Follow in the Classroom**

Children who have internalized low self-efficacy levels often times have negative experiences regarding task success. The understanding of how to be successful motivates attempts at new tasks and the ability to preserver through adversity. This is not present in children who have negative self-efficacy beliefs due to the contrary perceptions the child holds of their capabilities. Defining clear expectations and rules was perceived by the practitioners as a role they were able to take on to provide these children with instruction clarity that identifies how the child can be successful when in the classroom setting.

During analysis of the field notes multiple examples were discovered that prompted the emergence of this theme in the data. In Field Note 5 a child
identified as Chris had a difficult time coming to the carpet to join the rest of the children getting ready to go home. This is the account of Mrs. Marley defining the expectation to Chris, while she remains empathetic to his feelings.

“Thank you for cleaning the milk so that friends don’t slip,” Mrs. Marley says to Chris when they finish.

Mrs. Marley begins to support Chris in the process of making it to the carpet, he attempts to wander through the classroom. She walks over to him and explains, “we need to go sit at the carpet.”

Chris replies by letting out a loud whine while he tries to walk away from her. Gently, Mrs. Marley takes Chris’s hand and guides him back toward the carpet. Chris begins to let his feet drag and the sides of his mouth turn downward.

“I know it is hard, but we need to go to the carpet because it is almost time to go home. Let’s sit here and we can wait to go home.” Mrs. Marley sits on the carpet on a shape and pulls her legs underneath her to sit with crisscross legs. She then turns to Chris and guides him to sit next to her. “Let’s listen to the book,” she says to him, referring to *The Itsy-Bitsy Spider* being read by Mrs. Carden (Field Note 5, 2018).

Mrs. Marley provided support after Chris was able to clean up the milk that was spilt. After the task was completed by Chris, Mrs. Marley clearly identified the next expectation of joining the others at the carpet. When Chris had a hard time with the direction given, Mrs. Marley offered support and clearly identified again what the expectation was.

In Field Note 13 a conversation that took place between Faith and Mrs. Walsh, after Mrs. Walsh returned from a break offered further support of this theme. The classroom had been working on learning to play a game of Musical Chairs over time due to the rain. The teachers had worked with the children to
clearly communicate the rules and expectations while playing the game. The scenarios described in the interaction is as follows:

While washing hands Faith begins to catch Mrs. Walsh up on what happened while she was on lunch.

“We played Musical Chairs,” Faith says.

“You played Musical Chairs?” Mrs. Walsh asks with excitement in her voice. “Did everyone play fair?” She asks Faith.

Faith responds, “yes.”

Then Mrs. Walsh asks, “was everyone friendly and kind during the game today?”

Faith replies again, “yes.”

“Were there any tears this time? Were there friends who are sad?” Mrs. Walsh asks Faith, continuing the conversation about the game of Musical Chairs.

“No, not today,” Faith replies.

“Well you guys are learning how to take turns and participate in a game now, I’m glad to hear that you all worked together and were friendly during the game.” Mrs. Walsh expresses (Field Note 13, 2018).

In the 3-year-old classroom observed in Field Note 9 Mrs. Fahmy provided clear expectations and rules to Connie. She also asked Connie if she was ready to actually follow through with the expectations of being responsible and respectful. When Connie asked what being responsible is, Mrs. Fahmy provided a developmentally appropriate definition for Connie.

While helping Jay with his shoes Mrs. Fahmy turns back to Connie, “Connie are you ready to be respectful and responsible and go to the carpet to help Mrs. Arenz?”

Connie answers, “no.”
Macky remains on his shape and Mrs. Fahmy says to him, “Macky, you are sitting on your shape and listening, you are being respectful and responsible.”

As Mrs. Fahmy finishes putting on Jay’s shoes Connie comes out of the cube and asks, “what is being respectful?”

Mrs. Fahmy explains, “being respectful is using your listening ears, and following the rules to show that you have come to school to learn. When you sit at the carpet and help we can tell your mommy about how you were being respectful and learned at school today.”

Mrs. Fahmy finishes helping Jay to put on his shoes, she then helps him to sit at the carpet. Mrs. Arenz continues the book showing various types of exercises (Field Note 9, 2018).

Connie chose not to follow through with the choice of joining the group at the carpet or being respectful and responsible. This observation in the Field Note 9 provided an example of the practitioner providing clear rules and expectations in the classroom. It also depicted being respectful of the individual child’s needs. By promoting further understanding of the expectations of the classroom the teacher offered an opportunity to build on the child’s skill level already present and promote further mastery of this specific skill of participating in a group setting.

The coding process of the field notes and the interview transcripts provided information to support discoveries that emerged through the analysis of the data sets. To support conclusions that led to understanding of the first research question, three major themes were identified. These themes were (a) build a positive classroom climate; (b) identify individual child’s levels in specific tasks being taught; (c) define clear expectations and rules to follow in the classroom. These three major themes provided further understanding to Research Question 1:
what perceived role does the preschool practitioner have in promoting self-efficacy in preschool children who have suffered from traumatic events?

Research Question 2

To discover themes that emerged through analysis of the data sets Social Cognitive Theory was applied to provide the lens in which the data were examined. Research Question 2 asked: what methods do practitioners use to integrate the four principal sources of forming self-efficacy into the daily classroom experiences for the children who have suffered from trauma? To investigate the themes each of the four principal sources of forming self-efficacy were segregated and the data were coded specifically for each principle. Five themes emerged, including one theme under the principal sources performance mastery, vicarious experiences, and verbal influence, and two themes under the principal source psychological state. These themes were (a) performance mastery: practice time in the classroom to master tasks; (b) vicarious experience: model skill and/or behavior; (c) verbal influence: offer positive suggestions during task practice; (d) psychological state: apply curriculum surrounding socio-emotional development; (e) psychological state: provide positive reinforcement through celebrating all levels of success.

Performance Mastery: Practice Time in the Classroom to Master Task

One major theme that evolved from the analysis that supported the first principal source of performance mastery included the practitioners offering time in class to practice tasks which promotes mastery and builds self-efficacy. Practice time in class offers children with low self-efficacy levels the opportunity to experience success at various levels of task mastery. These successful experiences
promote motivation to continue to build skill-sets while promoting higher levels of self-efficacy. Participants stated that they worked with children who struggled with their ability to complete tasks. They also offered insight on how they encouraged self-efficacy for these children in the classroom setting. Analysis of the data sets provided examples of how practice time was provided in the class to master tasks.

**Practice time in classroom to master task.** The interview with Participant 3 offered an example of how practice time was offered in class when children had not mastered specific tasks and self-efficacy levels were impacted by traumatic events:

> Just giving them a lot of encouragement to come over and try to do what it is that we want them to participate in, whether it’s the art activity, whether writing their name, the small group where it’s coming to read the story. A lot of times too, try to get them to be the helper. For them to come up, hold the book, hold the pointer, turn the page, that sort of thing (Participant 3, 2018).

In Field Note 1, Bianca is provided the time to practice writing the first letter in her name.

As children transition to independent choice each child is asked to write the first letter of their first name on a piece of paper, “Bianca, can you make your first letter?” She is asked as she moves toward the board and is handed a pen. “What is your letter?” Mrs. Ornelas asks Bianca.

Bianca answers, “B.” She draws a B sideways on the paper.

Mrs. Contreras reminds her, “remember, make an awake B, not a sleeping B, when it’s awake it stands up.” She reminds Bianca as she traces the letter B in the air with her finger.

Mrs. Ornelas models the lines in the letter B also before Bianca recreates a B in the correct direction (Field Note 1, 2018).
Field Note 13 provided another example of how the preschool practitioners offered practice time to master tasks at Majestic Preschool.

“So be sure to sign-in and mark how you feel so we know.” Mrs. Walsh reminds the children as she hands two markers to two different children excused to go and sign-in and document how they are feeling today.

Stella comes over to sign-in and she turns around to Mrs. Qualls (who is also supporting children with tooth brushing at the sink), “I am happy when I come to school,” Stella says as she chooses a card with a picture of a child smiling and the word happy below it. She attaches it with Velcro to the small Velcro circle placed on the wall by her name.

The children sign-in on a laminated strip of paper hung on the wall next to a hand-written version of their name completed by an adult. After this is complete they transition to independent choice (Field Note 13, 2018).

In Field Note 8 time was offered during independent choice for children to practice tasks chosen by them. During this incident the children in this experience had the opportunity to practice chosen tasks, and opportunities to practice tasks brought by circumstance.

Ian continues to practice on the stilts, when he falls Ezra goes to get Mrs. Owensby to inform her. Mrs. Owensby gets an icepack and hands it to Ezra, Ezra then walks over and offers it to Ian (Field Note 8, 2018).

In this situation the practitioner seized the opportunity offered by unforeseen circumstances to promote time to master a task. When Ian fell, Mrs. Owensby offered practice time to a child to gain task mastery by giving Ezra the icepack to give to Ian.

Practitioners offered opportunities to practice skills to master tasks throughout the course of the school day. At Cartwright Preschool in Field Note 2,
Mrs. Contreras evaluated the opportunity at mealtime to offer practice in math skills based on Jasper’s interest. This opportunity to practice task mastery also offered other children at the table time to practice the task of adding numbers.

Over at Mrs. Contreras’s table Jasper turns to her and says, “5+5 =10.” Mrs. Contreras answers Jasper, “yes, you’re right.” Mrs. Contreras then asks Jasper, “what is 2+2?”

She begins to work with Jasper at her table, using her fingers to show how to add 2+2 together. She holds up two fingers on one hand and two fingers on the other hand.

“Try this. 2+2 is what?” Jasper looks at her fingers and pauses to count.

Jasper then answers, “4.”

Mrs. Contreras then asks, “okay, what is 1+1?” She again uses her fingers to show all of the children, holding one finger up on one hand, and one finger up on her other hand.

Gina joins the conversations, “That’s 11.”

“Yes,” Mrs. Contreras answers, “1+1 does look like 11 because the 1s are next to each other. But what is 1+1?”

Colbi answers, “2” (Field Note 2, 2018).

The major theme that emerged driven through the lens of Social Cognitive Theory under the principal source self-efficacy is derived from, performance mastery was practice time in class to master task. The interviews and the field notes offered examples of the various methods implemented by practitioners to promote task mastery of the children who have suffered from traumatic events, and who have internalized negative self-efficacy levels. The analysis process also brought forth further understanding of the major theme that emerged in Research Question 1: identify child’s individual levels in tasks being taught. Practitioners
implemented methods throughout the day driven by the children’s individual levels of task mastery. The tactics applied also supported the individual child through offering opportunities to practice and build positive self-efficacy levels.

**Vicarious Experiences: Model Skill and/or Behavior**

Children who have negative self-efficacy levels often have not been provided the opportunity to watch others model skills and/or behaviors successfully. The vicarious experiences allow children to witness the methods implemented by the observed during task attempts and the coping mechanisms they apply when adversity arises. Children’s beliefs in their own abilities to succeed can be positively impacted when they are provided the opportunity to view others that they can connect with.

The data were analyzed to seek a deeper understanding of the implemented strategies used by practitioners that align with the second principal source self-efficacy is derived from; vicarious experiences. The major theme that emerged was model skill and/or behavior. Through the lens of Social Cognitive Theory practitioners both executed modeling techniques that were identified in the field notes and the interview transcripts.

**Model skill and/or behavior.** During the interview process Participant 2 was asked a serious of questions. When asked how they helped children successfully learn new skills and the tactics that were applied to teach new tasks this was the reply provided:

Yes, definitely. Role model. I believe that we have all like I said before, curriculum, great curriculums at our program, but also, I believe if the child doesn’t know something you teach him. This is the beginning, okay? Some kids come with no knowledge at all (Participant 2, 2018).
Participant 5 also described how they use role modeling to teach tasks to children in their classroom who have suffered from trauma that has led to negative self-efficacy levels in the child:

Okay, I had to do what they call formats. I had to show it to them step-by-step. Let’s say that if I got to do cutting, for example. I’ll get a scissors. I’ll get a paper. I’ll show this is a scissor, and this is how you hold it, so I will show them step-by-step how to use it and I’ll explain to them the dangers of the scissors, and to be safe, that’s not for cutting other people’s hair or cutting your hair or cutting yourself. It’s cutting paper, cutting shapes. Do your art, because as you cut it, you can create it with art, with your cuttings (Participant 5, 2018).

The examples offered in the field notes further detailed how practitioners model skills and/or behaviors in the classroom. In Field Note 12 Mrs. Crassus sang a new song with the children and modeled the movements with them.

After, Mrs. Crassus finishes the book she sings a song about ponies galloping into town. The children listen for a moment before they incorporate the hand motions and attempt the words to the song that Mrs. Crassus has modeled. After they finish the song Mrs. Race moves back to the front of the room to get the children ready to go outside and play (Field Note 12, 2018).

In Field Note 3 Mrs. Perez helped Evan write his name by using modeling tactics.

Evan says to Mrs. Perez, “I can’t do it.”

“Well I can help you,” she says as she wraps her arm around Evan’s to place her hand over his which grasps the marker. “See, that’s an E, let’s make an E.”

Mrs. Perez guides Evan’s hand gripping the marker to create an E. “See you did it, keep going,” Mrs. Perez encourages him (Field Note 3, 2018).

When Evan continues to struggle with a perceived negative level of self-efficacy, Mrs. Perez offered further modeling of the skill.
“I can’t write my name,” Evan tells her.

“Yes, you can. I will help you,” Mrs. Perez places her hand back on his hand that is gripping the pen, “E, V, A, N. See you can do it. Try to do it again.” (Field Note 3, 2018).

Mrs. Smoyer, in Field Note 10, provided modeling for Travis who was exploring the magnifying glasses.

Travis asks, “can I take this and this outside?” Referring to one of the tubes and one of the magnifying glasses.

Mrs. Smoyer picks up the magnifying glass and says, “you can take the magnifying glass outside and look at things.” She picks up the magnifying glass and pretends to look at objects closely, holding the magnifying glass close to her eye while she explores the shelving unit (Field Note 10, 2018).

At Lincoln Preschool, in Field Note 5, the children practiced implementing a fire drill. During the fire drill each child’s name is called so that they are identified as being present after leaving the classroom. Mrs. Delano modeled the process of answering Mrs. Carden to Erika.

The children line up along the fence and the teachers take roll. Each child is encouraged to raise their hand and say here.

“Erika?” Mrs. Carden calls as she reads her name off of the sign in sheet.

Mrs. Delano says to Erika, “Erika, raise your hand, and say here.”

Erika raises her hand and says, “here.” She looks at Mrs. Delano and Mrs. Carden, then chooses to swing on the fence (Field Note 5, 2018).

Practitioners in the interview process provided their input and examples of how they implemented modeling specific tasks and behaviors for children who are working toward performance mastery. The children who have suffered traumatic events and have lowered self-efficacy levels were offered these modeled
experiences in the classroom which were described throughout the field notes. The method of modeling behaviors and/or skills were perceived to offer knowledge to children working toward task mastery.

**Verbal Influence: Provide Clear Direction**

Verbal influences are often provided in the school setting due to the culture of instructional methods in education. Clear direction through the implementation of verbal communication offers children with low self-efficacy beliefs clarity of the path that will lead to a successful experience. Giving clear directions deters the children from ambiguity when facing a new task in the school setting.

One major theme emerged while analyzing the data in regard to strategies that promote verbal influence which was provide clear direction. In the interviews the participants provided this as a method to promote self-efficacy levels and task mastery in their children who have suffered traumatic events. Examples were also described in the field notes.

**Provide clear direction.** Participant 1 was asked what strategies they used to build academic self-efficacy levels. One strategy offered by Participant 1 included, “Well some strategies I’ve used ... Once again, each child is an individual so what works with some may not work with others. Some of the strategies I use is like giving the child the answer before I ask a question…” (Participant 1, 2018).

Participant 5 shared how they provided clear direction while teaching letters in the alphabet.

…like the alphabet letters, and the child had a difficult time to just retain those letters, and I have that one-on-one, so they just go one letter at a time with the students and show them, “Okay, that’s A or A is for apple. A is for your name. This is how A’s look like,” and the letter sounds with the child (Participant 5, 2018).
Examples of clear direction carried through verbal experiences to students was found in Field Note 12 by Mrs. Race. “What are these friends?” Mrs. Race asks the children. “These are goggles that you can wear,” she informs the children who have gathered closer to her to look at what she holds. “You can wear these today. We will take 5-minute turns, so everyone gets a chance to play.”

Mrs. Anderson offered instruction and the expectations verbally to children during a game played at large group time.

“Okay friends, we have time for one more game. Let’s play Little Mouse.” Mrs. Anderson begins to take out small flannel board houses in green, yellow, purple, orange, red, and blue. A small flannel mouse is also included in the prop set.

“Okay friends cover your eyes, so you don’t see where the mouse is hiding. I want you to learn your colors and practice and pay attention so you can remember and pay attention when the mouse is not there.” The children cover their eyes, some peeking between their fingers.

“When you come up I want you to tell me the color, not just pick it up. But if you pick the blue, then say I pick blue, or yellow, before you look for the mouse,” Mrs. Anderson instructs the children as she points to the colored houses she identified while speaking (Field Note 6, 2018).

In Field Note 7, teachers clearly stated directions to the students during a transition from large group to small group activities.

When the book is over Mrs. Penaloza asks the children, “okay, before you move to bingo, or another activity I want to know which of the instruments were your favorite.”
By this time two other children have left, and the class is at 10 children total. Mrs. Penaloza stops for a second to do a count and then communicates, “10,” with Mr. Carrington.

Mr. Carrington also confirms 10 children are present before he changes the number on the board.

Mrs. Penaloza changes her focus to the group of children again, “okay, Harmony, can you come and show me which one of the instruments was your favorite please?”

Harmony stands up and walks to point to her favorite instrument. During this time Clyde moves to the middle of the carpet, in the walking path of Harmony.

Mrs. Ceres turns to Clyde, “Clyde, can you move back to your spot please so you’re safe? And, you don’t want to trip Harmony.”

Clyde moves back to his spot and holds on to his ankles with both hands. Mrs. Penaloza looks over to him and says, “Clyde, you have sat well during the book. Will you come and show me which instrument was your favorite?” She points to the page the instruments are on (Field Note 7, 2018).

In Field Note 7 Mrs. Penaloza provided clear direction before she called children up to the front of the classroom. When calling each child to the front to identify their favorite instrument Mrs. Penaloza clearly provided direction once again. When Mrs. Ceres directed Clyde to move back to his spot she also offered a clear explanation of why she is directing him.

During data analysis one major theme emerged while identifying codes for the third principal source self-efficacy is derived from; verbal influence. The major theme identified was provide clear direction which emerged from the interview transcripts and the field notes. Examples of field note observations and
explanations offered from participants in the interview process promoted understanding of how practitioners implement this strategy of building self-efficacy in the preschool children after suffering trauma.

**Psychological State**

When attempting a new task emotional arousal or the psychological state of the child is impacted by their past experiences of trying new tasks. When children’s attempts at successful task completion are negative their emotions may impact their motivation to try. When curriculum is implemented that supports socio-emotional development in children they are taught how to identify and cope with strong feelings. The implementation of positive reinforcement through celebrating the various levels of success at task mastery reinforces the new coping mechanisms the children attempt in the classroom setting.

Two major themes that emerged from the data supported the principal source: psychological state. These themes were (a) application of curriculum that supports socio-emotional development in children; (b) provide positive reinforcement through celebrating all levels of success.

**Application of curriculum that supports socio-emotional development.** The interview and field notes offered insight into the curriculum used by practitioners that fostered understanding of feelings in children who have suffered from traumatic events and do not have the ability to cope with their feelings in a pro-social manner. Through data analysis it was understood that advocating for these skills is perceived by the practitioners to advance the psychological state of children who have formed negative self-efficacy levels.

Participant 1 was asked during the interview process how they implemented tactics to promote socio-emotional self-efficacy levels and task mastery in children:
Well what I find with the children that suffer traumatic events is the first step is usually just having them recognize what they’re feeling. Identifying it, because sometimes they just don’t even know. I’m not sure why that is, but just saying hey you’re angry, your fist is balled, and your face is turning colors, you’re angry. Or, when they calm down, oh look you’re not angry anymore, you’re calm. Just kind of helping them to be able to identify what they feel. Then after we get that basis, then it’s tell me what you’re feeling. Can you tell me? Trying to get them to talk about it.

Then you can use, we use feeling cards. We have cards that have different emotions listed on there, and they can either point to how they’re feeling if they can’t tell it to us, or you have mirrors. Like, wow look at your face you’re really mad, and kind of describe what their face is looking like and have them actually see it for themselves. What else are things we do? Have them kind of write it out. Just, I’m going to write what you say. Can you tell me what happened? When you’re asking them and you actually write it out with the words, and they get to talk about it, they’re kind of working out exactly what it is that they’re feeling.

Yeah. We definitely implement different strategies, and I feel like those are the first steps before we can get them to identify it, as well as to see what it looks like, and have them feel what it feels like. Then after that start encouraging them to tell us how they’re feeling. Don’t let me tell you what I think. You tell me what you think. So then, they can be heard, and then they can talk it out (Participant 1, 2018).

Participant 1 clearly explained how socio-emotional curriculum has been applied in the classroom to support the children in building a vocabulary that included naming their feelings, how the feelings are felt, what they look like, and recognizing when the feelings change. This curriculum incorporated by the practitioners was perceived by Participant 1 as being the first steps to helping children understand and then identify the feelings that they experience. The result promoted is children are able to identify their own feelings and talk about them when they arise.

Participant 4 also explained how they included curriculum that supports socio-emotional development:

Well, we have the Second-Step curriculum that we use, which is excellent, and we use that to help them learn, and remind them about how to share,
how to build their self-esteem again, how to deal with their emotions, and how to ... Sorry. How to deal with anger issues. We have books, we have games, again, anything that will help them with the social-emotional skills. There will be a time that, if it means we’ll read them a story, and from there we start talking to open-ended questions, and answers, and discussions (Participant 4, 2018).

Participant 2 also identified the types of curriculum implemented to build the psychological state of the children in the preschool classroom they teach in:

Well, our program is very rich in the curriculum that we have. We have the Teaching Pyramid. That is one of the best tools that I have been working with. Second-Step, all the emotional activities that we can have. Language, songs, posters, pictures… (Participant 2, 2018).

Participant 3 added description of how curriculum was implemented in their classroom:

In the program that I’m in, we have what we call Second-Step, which is a social-emotional curriculum. So, there it’s a lot about identifying their feelings, what to do when they do have a strong feeling. We teach them to calm themselves down, we teach them like, “smell the flower, blow out the candle.” And that’s just for them to calm themselves down. We do also have what we call the Teaching Pyramid, which also implements a lot of the social-emotional and, for the kids, identifying their feelings. So that’s a big thing, like saying, “instead of lashing out and hitting somebody, you can say, I’m mad. And it’s okay to be mad.” And we also teach that to the kids, that it’s okay to be mad.

We also recently implemented, it’s like a feelings chart that we have in the classroom. And that’s from the Teaching Pyramid. So, what I did was, I got Popsicle sticks. I wrote the kid’s name on there, and before they go and play, they get the Popsicle stick and they walk over to the feelings chart. There’s a teacher assistant standing there, and they place their name by how they’re feeling. So, we have like happy, sad, excited, disappointed, frustrated, calm, angry. All of those feelings we have talked about them previously, they already know what it means to feel frustrated or disappointed. They walk over, they put their little stick in the little pocket and then they tell the teacher assistant why they’re feeling that way, how they’re feeling that way, and then they go and play. It’s a lot of identifying their own feelings and being able to express it in a positive way. Like I said earlier, it’s okay to be angry, but it’s not okay to call somebody names
when you’re angry or hit somebody when you’re angry (Participant 3, 2018).

Further examples of how application of curriculum supporting socio-emotional development was provided in the field note collection used for data analysis.

Mrs. Anderson changes the subject and begins with, “we are going to review our classroom expectations. See here is our list. Okay friends, we are friendly and…”

Children say, “kind.”

Mrs. Anderson continues, “we are respect…”

“…ful,” the group of children finish the word.

Mrs. Anderson then says, “we are safe and health…”

Children reply, “healthy.”

Mrs. Anderson finishes with, “and, we are respons…”

The children then say, “responsible.”

Mrs. Anderson said, “Remember, we need to be kind to our friends and respect their space.” Mrs. Anderson then refers to a small poster of five children standing in a line at a sink. One child is washing his hands, one child is standing and looking back at another child while kicking her ankle. And, two other children are present. The last children in the line are standing further back with their hands close to their bodies. “This is Olivia, and she is waiting in line, what does she needs to do?” Mrs. Anderson asks pointing to the child who is kicking another in the poster.

Reina replies, “Show waiting.”

Mrs. Anderson points to Reina and shakes her head yes. “Show waiting and respect. Is she showing respect when she is kicking like that?”

“Noooo,” the children reply.
Mrs. Anderson continues, “no it’s not respectful, we need to be friendly and kind.” She then points to the two children standing in the back of the line in the picture. “Are they showing respect, the children in the back?”

Mrs. Anderson waits for the children to answer. They reply with “yes” and head nods up and down.

“Yes, they are. They are waiting patiently. What can you do when you need to move?” Mrs. Anderson asks.

“Excuse me,” Layla answers.

“You can say excuse me and be kind and friendly. You can be respectful, safe, and responsible when you are being patient and waiting,” Mrs. Anderson says (Field Note 4, 2018).

Mrs. Anderson incorporated curriculum that included the classroom expectations of being kind and friendly, respectful, safe and healthy, and responsible. The classroom expectations were followed by curriculum that included instruction offered visually and through auditory delivery for those learning styles of the children. Open-ended questions were applied to offer problem-solving opportunities to the students regarding the topic, as well as discussion to allow for clarity of the curriculum.

**Provide positive reinforcement through celebrating all levels of success.**

This major theme emerged often throughout the data analysis process of coding the interview transcripts and the field notes. Participant 4 stated,

Definitely a great deal of praise. Not only just praise but be specific about the praise and build on that also. Any little thing that you see that they’ve accomplished make sure they are aware of it, and we’re aware of it. Let them know.

Participant 3 explained how they incorporate Positive Descriptive Acknowledgement (PDA) to celebrate success at various levels in the classroom:
Yes, of course, we do use PDA, the Positive Descriptive Acknowledgement. So, when, for example, if there’s a child who is not wanting to come over and practice writing their name. So even if they come over and they hold a pencil, they do just a little scribble or something, we say, like, “oh, wow, look at you. You’re trying to write your name. I see you’re trying to write your name.” And we give them, it could be just a thumb’s up, a high five, any little thing like that to make them feel good about themselves (Participant 3, 2018).

Participant 5 also explained how they celebrate success at various levels in the classroom:

I’ll just show them step-by-step, and I told them, “I believe in you that you could do it,” by verbally encourage them and show them that they can do it. I also give them, when they accomplish a task or they master something out of their comfort zone, I give the high-five, I give them thumbs up, I give them a pat on the back, and I say, “Tell yourself and give yourself a hug that ‘I did a wonderful show. I did it. I can do it. There’s nothing in this world that I cannot do, as long as I focus and concentrated on. I can master it. I can get it done.’ “ Give them a big smile, and that’s how I see my children. That’s how I see them making progress that really help them out. I also get them a sticker for doing, like for the children that have a behavior problem or they have a difficulty for all the children in the classroom, I give them the stickers when they do some things that accomplish it. I give them a sticker (Participant 5, 2018).

At Banting Preschool, in Field Note 9 a discussion and acknowledged celebration of Macky’s success by the practitioners is observed in a scenario.

As Mrs. Fahmy walks by the block area she acknowledges Macky putting away blocks he was finished using. “Oh, thank you for picking up the block area Macky,” Mrs. Fahmy says as she acknowledges his work. Mrs. Fahmy then makes eye contact with Mrs. Hadler and engages her in the conversation. “Macky is cleaning up the blocks, he is being very responsible,” Mrs. Fahmy says to Mrs. Hadler who joins in the block area to recognize Macky’s classroom contribution.

“Thank you, Macky, your sorting the blocks in the correct areas,” Mrs. Hadler says (Field Note 9, 2018).
Mrs. Dwyer in Field Note 11 responded to a child who identified a letter during a fishing game.

…Jett fishes and “catches” the letter D. Mrs. Dwyer asks him, “what letter did you catch?”

Jett responds with excitement in his voice, “I caught a D, I have the letter D!”

Mrs. Dwyer opens her mouth slightly and gasps, “you caught a letter D!” (Field Note 11, 2018).

Two major themes emerged during the data analysis process to understand how practitioners implemented strategies with a focus on the fourth principal source self-efficacy derives from, psychological state. The themes were (a) application of curriculum that supports socio-emotional development in children; (b) provide positive reinforcement through celebrating all levels of success. The interviews and field notes provided clear examples of how these implemented strategies are perceived and implemented by the preschool practitioners.

**Summary**

This chapter identified the results and the outcomes of this study. The purpose of the study and research questions were reiterated to guide the descriptions provided. This chapter included the data collection process, participants, the data analysis procedure, and the major themes that emerged out of the data sets. The major themes have been categorized by topic and research questions to promote understanding of the practitioner’s role in the promotion of self-efficacy in preschool children who have suffered from traumatic events.
CHAPTER 5: DISCUSSION/SUMMARY/CONCLUSION

The purpose of this study was to identify the perceived role preschool practitioners have in the promotion of self-efficacy in children who have suffered from traumatic events. This study aimed to explore the impact educational practitioners in a preschool program in California’s Central Valley have on building self-efficacy levels in children served in their classrooms who have previously experienced trauma, when the events have fostered low levels of self-efficacy. This study additionally explored the application of the four principal sources which foster self-efficacy (Bandura, 1977) in everyday interactions and in curriculum implemented in the classrooms. The four principal sources which self-efficacy derives from include performance mastery, vicarious experience, verbal influences, and psychological state (Bandura, 1977).

This chapter includes a discussion of the findings as they link to Social Cognitive Theory and the previous literature, an ethnographic text completion which offers an explanation of the findings incorporated with the major themes determined by the researcher to resonate with the topic being studied and the research questions identified, implications for practice, implications for future research, and the conclusion to this research.

The research questions driving this study were
1. What perceived role does the preschool practitioner have in promoting self-efficacy in preschool children who have suffered from traumatic events?
2. What methods do practitioners use to integrate the four principal sources of forming self-efficacy into the daily classroom experiences for the children who have suffered from trauma?
The methodological approach for this qualitative research was critical ethnography. The theoretical framework that provided the lens which guided the data analysis process was Social Cognitive Theory (Bandura, 2000). According to Emerson et al. (2011) ethnography involves the study of the everyday life of people or particular groups. Creswell and Poth (2018) determined that data analysis of ethnographic studies provided a method of understanding cultural customs involving the perceptions being examined in the research.

The critical ethnography methodological approach was found to align with the aims of this study. In the attempt to discover the perceived role practitioners had in the promotion of self-efficacy in preschool children who suffered trauma critical ethnography supported the researcher’s role as a participant observer. The role of the researcher within the educational organization promoted a shared common culture and an understanding of the societal norms of the sites and participants included in this research. Based on the factors incorporated in this study the critical ethnography methodology was determined to be the approach that best encouraged the collection of detailed and rich data sets that led to a deeper understanding of the research questions presented in this study.

To collect data sets three instruments were implemented. These included field notes that were previously collected in the organization and provided to the researcher for exploration, a tally sheet, and a questionnaire that was employed during the semi-structured interviews. The data analysis process included the examination of data sets to discover codes that emerged. The processes of open-coding and axial-coding were applied to identify major themes that promoted further understanding of the research questions guiding this exploration.
Discussion

Three key sections were discovered that led to the emergence of major themes out of the data sets. These three key sections included

- Practitioner experiences of working with children who experience trauma: children’s displayed behaviors.
- Research Question 1: practitioner’s perceived role in promotion of self-efficacy.
- Research Question 2: integration of four principal sources self-efficacy is derived from.

To help identify the major themes that emerged in each section Table 13 was created during the data analysis process described in Chapter 4.

Table 13

Major Emergent Themes

<table>
<thead>
<tr>
<th>Section</th>
<th>Lens of Analysis</th>
<th>Theme/Subtheme</th>
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<tr>
<td>Practitioner experiences of working with children who suffered trauma</td>
<td>Children’s displayed behaviors</td>
<td>1. Children act out aggressively</td>
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<td>2. Children withdraw emotionally from the school experience</td>
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<td>3. Children seek attention for reassurance from the classroom community</td>
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<tr>
<td>Research Question 1</td>
<td>Practitioner’s perceived role in promotion of self-efficacy</td>
<td>1. Build a positive classroom climate</td>
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<td>2. Identify individual child’s levels in specific tasks being taught</td>
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<td>3. Define clear expectations and rules to follow in the classroom</td>
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<td>Research Question 2</td>
<td>Integration of four principal sources self-efficacy is derived from</td>
<td>1. Performance mastery: practice time in the classroom to master task</td>
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<td></td>
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<td>2. Vicarious experience: model skill and/or behavior</td>
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<td>3. Verbal influence: offer positive suggestions during task practice</td>
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<td>4. Psychological state: apply curriculum surrounding socio-emotional development</td>
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<td></td>
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<td>5. Psychological state: provide positive reinforcement by celebrating all levels of success</td>
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**Children’s Displayed Behaviors**

Kramer et al. (2015) stated that children’s social, emotional, psychological, and cognitive development could be impaired when they experience trauma; this may lower self-efficacy levels in these children, which can discourage their academic success. To encourage a clear understanding of the research questions three major themes emerged from the data involving the practitioners’ descriptions of behaviors exhibited by children who had suffered trauma. These themes emerged through analysis of interview transcripts that included participation from five practitioners employed by the organization who consented to be a part of the semi-structured interview process that was completed during data collection.

The lens of Social Cognitive Theory was applied to the data analysis process that identified three major themes that emerged. These themes included (a) children act out aggressively; (b) children withdraw emotionally from the school experiences; (c) children seek attention for reassurance from the classroom community. Social Cognitive Theory suggested that individuals can affect outcomes through the application of various methods based on their perception of their own skill-sets (Bandura, 2000). The major emergent themes supported the lens of Social Cognitive Theory through the identification of the behaviors children who have suffered trauma and formed negative self-efficacy perceptions displayed and how it impacted outcomes of their success.

Children who experience trauma lack the capability to self-adjust, which can be observed in the children’s inability to apply pro-social tactics when engaging with others or control impulses (DeVoe et al., 2005). The major themes that emerged encouraged understanding of the practitioners’ experiences of identifying behavioral factors of children who have experienced trauma that encouraged the formation of low self-efficacy levels of their own skill-sets. The
participants’ descriptions provided actual examples of practitioners’ experiences of the children’s inability to apply pro-social tactics or control impulse as described by DeVoe et al.’s (2005) findings of children’s outward coping mechanisms.

The major themes that emerged offered rich, real-life descriptions of practitioners’ experiences when working with children who have suffered trauma that has led to lowered self-efficacy levels. These themes supported the understanding of the practitioners’ perceptions of their role in building self-efficacy levels. Data analysis promoted a more accurate interpretation of the data sets during the coding process that led to the major themes that emerged to support understanding of the research questions in this study.

The Practitioner’s Perceived Role

Research Question 1 was: what perceived role does the preschool practitioner have in promoting self-efficacy in preschool children who have suffered from traumatic events? Statman-Weil (2015) determined that practitioners who encounter young children that have experienced trauma are able to detect the child’s learning deficiencies and inability to form solid relationships. Being able to observe this deterrence in the children’s development provided the practitioners with the foundation to begin to form their perceived role in promoting positive self-efficacy in their students. The application of the lens of Social Cognitive Theory led to the discovery of major themes that emerged from analysis of the field notes and interview transcripts to identify the perception of the practitioners regarding Research Question 1. These major themes were (a) build a positive classroom climate; (b) identify individual child’s levels in specific tasks being taught; (c) define clear expectations and rules to follow in the classroom.
**Build a positive classroom climate.** The field notes and interview transcripts identified the methods used by the practitioners to promote a positive classroom climate. To discover the strategies and tactics used by the practitioners to encourage a positive classroom climate the interview data was analyzed first. The described accounts of the participant methods of building self-efficacy in the students who have suffered trauma through their role of building a positive classroom climate was revealed. The role of the practitioner included making the children feel welcome, comfortable, that their needs were met, and acknowledging the children in various ways. The practitioners discussed using strategies that were similar to Statman-Weil’s (2015) findings which encouraged support, nurturing interactions from adults, and acceptance.

The practitioners offered detailed accounts of interactions that supported a nurturing environment and acceptance of the children. The perceived practitioner’s role in promoting a positive classroom climate aligned with the triadic reciprocal causation that is used to explain human behavior through the lens of Social Cognitive Theory (Bandura, 1999). Included in the triad, the environmental aspects were identified as influencing actions that promoted displayed behaviors by individuals.

The incorporation of involving the entire classroom community in the process was also identified in the field notes. Teachers encouraged students to interact with one another by saying good morning, using language to communicate needs, feelings, and wants with each other, and by encouraging them to make choices for themselves that promoted a positive classroom climate. Statman-Weil (2015) stated that the influence of providing a safe, consistent and loving environment can actually moderate the effects of trauma on the children. Aligned with the findings of Statman-Weil (2015), the role of the practitioner in promoting
a positive classroom climate in this study offered the proactive influences that can counteract the impact trauma has had on the children in the classroom. The role of the practitioner in supporting a positive classroom climate encouraged positive self-efficacy beliefs in the children who had suffered trauma.

**Identify child’s individual levels in tasks being taught.** Practitioners throughout the interview transcripts and the field notes identified the importance of viewing children as individuals with specific needs. The practitioners in multiple examples were able to assess the children’s needs based on their experiences of interacting with the children, they then provided varied tactics to support the children in mastering a task. The participants interviewed explained that identifying the individual level of the child allowed teachers to set up instruction that built on the child’s actual skill-set that already existed. Comparable to the framework of Social Cognitive Theory that suggested people are led to avoid previously failed situations (Bandura, 1999), the practitioner’s perceived role included the identification of the child’s individual levels in tasks being taught to promote success and encourage participation rather than avoidance.

This major theme supported the understanding of the practitioner’s ability to identify the child’s individual level of tasks being taught. This supported the researcher in concluding that within the early childhood profession practitioners are successful at assessing levels of skill-sets in their students. Phan and Ngu (2016) specified that self-efficacy development varied based on the child’s learning experiences and developmental levels, comparably, the practitioners in this study described the importance of identifying the individual’s level in tasks being taught. This perceived role of the practitioners supported their ability to
assess their students’ skill level, and then provide learning experiences that built on the child’s existent skill-set.

**Define clear expectations and rules to follow in the classroom.** Social Cognitive Theory supported the perspective that individuals assess outcomes and categorize them either positively or negatively, this process leads to the action of motivating, regulating, and guiding their social circumstances (Bandura, 1999). The field notes and interview data indicated that teachers clearly defined the expectations and rules of the classroom that allowed the children to assess outcomes accessible to them. The practitioners presented children with information that would help them experience positive outcomes, which also assisted the children in avoiding situations that led to formerly unsuccessful experiences (Bandura, 1999).

The expectations and rules explained clearly to the children who have suffered trauma allowed them to be aware of what actions to incorporate throughout the day to lead to successful outcomes. The practitioners perceived role of defining clear expectation and rules of the classroom promoted self-efficacy levels in the children who had experienced trauma through the incorporation of clarity offered. Providing children with tangible rules and expectations by the practitioners encouraged the successful outcomes of task completion by children, supporting the building of positive self-efficacy regarding the tasks attempted.

**Methods and Integration of the Four Principal Sources**

Research Question 2 was: what methods do practitioners use to integrate the four principal sources of forming self-efficacy into the daily classroom experiences for the children who have suffered from trauma? The major themes were discovered implementing the lens of Social Cognitive Theory with the focus
on each of the four principal sources self-efficacy is derived from (Bandura, 1977). The five major themes included (a) performance mastery: practice time in the classroom to master tasks; (b) vicarious experience: model skill and/or behavior; (c) verbal influence: offer positive suggestions during task practice; (d) psychological state: apply curriculum surrounding socio-emotional development; (e) psychological state: provide positive reinforcement by celebrating all levels of success.

**Performance mastery: practice time in the classroom to master tasks.** Practitioners offered multiple activities that promoted children’s opportunities to practice tasks in the classroom. Various methods were integrated into learning encounters that permitted children practice time throughout the day provided in multiple settings. These included one-on-one experiences with the child and teacher, small group settings that structured learning opportunities with a low number of children, large group activities that were also structured opportunities to practice within a whole group dynamic, and during independent choice where children chose tasks to practice at their own paces with teacher and peer support.

The practitioners in the interviews identified the importance of recognizing the child’s own knowledge level before offering practice opportunities, which promoted the child’s successful attempts at gathering information that led to task mastery. This is supported by Zimmerman (2001) who stated that children who are involved in repeated successful attempts at task mastery experience advanced levels of motivation to work through adversity, which raises self-efficacy levels. The practitioners’ presentation of tasks that allowed children who had suffered from trauma practice time in the classroom is reinforced by the first principal source identified by Bandura (1977) to promote self-efficacy levels.
The practitioners were able to gauge the importance of practice time when mastering tasks in the classroom for the children with negative self-efficacy beliefs. The practice time in class to work through adversity supported the children’s experiences of dealing with frustration that led to specific outcomes. The practice time offered in a secure environment, such as the classroom settings reinforced the children’s success at task completion through practicing and forming positive perceptions of their own ability levels.

**Vicarious experience: model skill and/or behavior.** The second principal source self-efficacy is derived from is vicarious experiences which Zimmerman (2001) described as providing individuals with the opportunity to watch and observe others completing tasks successfully. Social Cognitive Theory specified that modeling the act of working through difficulty fostered the belief in the observer that they are capable of completing the task when they apply effort and persist through adversity (Zimmerman, 2001). During the interviews Participant 2 stated that role modeling supported children in the process of learning new skills and tactics. Further examples by the practitioners where identified during the coding process where the teachers supplied modeling of various skills that inspired children to continue working toward task mastery when they faced adversity.

The one-on-one modeling tactics were perceived by the researcher to offer the most meaningful modeling experiences between teacher and child. These opportunities prompted additional focus from the child and allowed the practitioner to enhance modeled skills based on the child’s specific needs. This major theme was discovered to integrate vicarious experiences into the daily interactions of the classroom.

**Verbal influence: Offer positive suggestions during task practice.** Field note and interview transcript analysis provided information on the integration of
the third principal source self-efficacy is derived from, verbal influence. The major theme that emerged was offer positive suggestions during task practice. Social Cognitive Theory suggested that the use of verbal influence during task completion can lead the child to believe they can cope with overwhelming circumstances presented to them in various forms (Pajares, 2003). The practitioners in this study promoted verbal influence through offered suggestions to students during tasks in the form of choices, questions, and direction. These strategies were integrated in all segments of the classroom schedule and offered in one-on-one interactions as well as group experiences.

The offered positive suggestions during task practice provided children with clear possible next steps to take during task completion. The suggestions were communicated to children in a manner that promoted the child’s choice to implement the recommendations by the practitioners. The power to choose which offered suggestions to apply encouraged a sense of power and control in the outcomes of the task completion. This strategy promoted the child’s positive belief in their own abilities to choose strategies that led to successful outcomes during tasks. Practitioners promoted positive self-efficacy using constructive suggestions in a meaningful way that acknowledged the child’s level of power during task processes. These situations allowed the practitioners to use verbal persuasion that led children with low self-efficacy levels to change their thought processes of their skill-sets positively.

**Psychological state: Apply curriculum surrounding socio-emotional development.** Practitioners identified the application of curriculum involving socio-emotional identification and coping methods as a tactic of integrating the source self-efficacy is derived from, psychological state. This strategy was viewed as a method implemented to promote the child’s perception of their own
social skill-sets and was determined to be an important aspect of the daily classroom experiences. The ability to identify feelings and apply pro-social tactics of dealing with strong feelings promotes relationships and the building of friendships for children who have suffered trauma and may not have these experiences in their earliest developing years (Statman-Weil, 2015).

Social Cognitive Theory stated that the child’s perceived self-efficacy can be identified through their elected coping mechanisms during the process of engaging in tasks while emotionally aroused (Bandura, 1977). Aligned with the Social Cognitive Theoretical lens, the practitioners were able to recognize the importance of incorporating curriculum that teaches children how to identify and cope with their feelings productively. This method of integrating the fourth key principle in building self-efficacy encouraged a deeper understanding of how the psychological state can be influenced by the classroom environment.

**Psychological state: Provide positive reinforcement by celebrating all levels of success.** Celebrating individual successes was the final major theme that emerged through the coding process that promoted further understanding of how the final principal source self-efficacy is derived from, psychological state is integrated into the children’s classroom experiences. The practitioners celebrated the children’s achievements when self-efficacy levels were viewed as being lowered due to traumatic experiences. These celebrations were carried out in both large group and one-on-one experiences identified in the field notes and the interview transcripts.

Offering positive exchanges in the form of emotional expression, verbal acknowledgement, and physical encouragement (high-fives, clapping, etc.) were included in the delivery of positive reinforcement strategies. These methods offered new experiences to the child that acknowledged their ability to
successfully proceed and complete an outcome or task (Bandura, 1977). This major emergent theme provided the method used by practitioners to build self-efficacy levels in children and impact their beliefs of their own capabilities positively.

Bandura (1977) stated that the experience of adversity during individual attempts at new tasks could be perceived as stressful and lead to emotional responses. The major emergent themes that were discovered promoted identification and understanding of the methods and integration of the final principal source self-efficacy is derived from, psychological state. The major themes were viewed as practitioner’s attempts to counteract past experiences of children which may have led to negative emotional responses. The inclusion of curriculum that promoted positive socio-emotional development and the celebration of individual successes at various levels were offered to encourage coping mechanisms and constructive experiences aimed to influence the psychological state of the children positively.

**Ethnographic Text Completion**

Through data analysis major emergent themes were discovered in three key sections that offered awareness of the practitioner’s role in the promotion of self-efficacy in preschool children who had suffered trauma. These key sections included the identified behaviors of children who experienced trauma that has led to internalized low levels of self-efficacy, the practitioners perceived role, and the methods incorporated into the daily interactions that integrated the four principal sources self-efficacy is derived from (Bandura, 1977) into classroom curriculum. Through the lens of Social Cognitive Theory, the identified sections supported a deeper understanding of the research questions driving this study.
The hypotheses were the use of intervention techniques by the educators would lead to higher self-efficacy levels in children who had suffered from traumatic events. Also, the relationship the educator was able to build with the student would promote a higher self-efficacy level, which would lead to pro-social behaviors, better relationships with peers, and a positive academic outcome. These hypotheses were not fully supported through the data analysis, but the belief of the researcher is that the opportunity for further study may support these propositions.

The perceived role of the practitioners was understood to be evaluated by the identified behaviors of the individual children who had suffered trauma. These were recognized as being (a) children act out aggressively; (b) children withdraw emotionally from the school experience; (c) children seek attention for reassurance from the classroom community. To offer clarity of the experiences reported by the practitioners and understand how practitioners formed perceptions of their roles in promoting positive self-efficacy the researcher found these major emergent themes were of importance to the study.

Research Question 1 was: what perceived role does the preschool practitioner have in prompting self-efficacy in preschool children who have suffered from traumatic events? The major emergent themes included (a) build a positive classroom climate; (b) identify individual child’s levels in specific tasks being taught; (c) define clear expectations and rules of the classroom. These themes were understood to be drawn based on the experiences of the practitioners and their ability to assess how they are best able to support the forming of positive self-efficacy in the preschool children who had suffered trauma through various roles. The practitioners perceived roles suggested that the practitioners in this study supported their children, while including positive efforts to build self-efficacy levels in the students they interacted with.
Research Question 2 was: what methods do practitioners use to integrate the four principal sources of forming self-efficacy into the daily classroom experiences for the children who have suffered from trauma? The five major themes that emerged were (a) performance mastery: practice time in the classroom to master tasks; (b) vicarious experience: model skill and/or behavior; (c) verbal influence: offer positive suggestions during task practice; (d) psychological state: apply curriculum surrounding socio-emotional development; (e) psychological state: provide positive reinforcement by celebrating all levels of success.

These integrated methods included the four principal sources self-efficacy is derived from (Bandura, 1977). These tactics viewed through the lens of Social Cognitive Theory were perceived by the researcher to promote positive self-efficacy levels in the children. These examples provided experiences to the children who had suffered from trauma incorporating the key principles that support the formation of internalized positive self-efficacy levels. Through analyzing the data driven by Social Cognitive Theory it is believed that the major emergent themes will support the children’s future academic and socio-emotional success.

**Implications for Practice**

Children can form positive self-efficacy levels after experiencing trauma with the support of the practitioners. Understanding the definition of self-efficacy and the four principal sources self-efficacy is derived from would help practitioners to engage children in meaningful experiences that build self-efficacy levels. Based on the themes that emerged from this study, the formation of the identified recommendations is encouraged for practice.

It is recommended that educational organizations provide training surrounding the topic of self-efficacy and how it influences students. Trainings
that support practitioner understanding of why self-efficacy is an important factor in the development of children and how children form positive self-efficacy levels would promote the ability of the practitioner to identify self-efficacy levels and gage the needs of their children. Teaching practitioners about the four principal sources self-efficacy is derived from would inform practice and encourage assessment of the individual needs of the children who have suffered trauma that has led to negative self-efficacy perceptions.

Teaching practitioners how to tangibly integrate Bandura’s (1977) four principal sources self-efficacy is derived from (performance mastery, vicarious experiences, verbal influence, and psychological state) is also encouraged. This would further support the practitioners’ ability to promote the building of self-efficacy in children. Identification of how these sources can be incorporated in the classroom is an important factor in the delivery of curriculum surrounding self-efficacy.

Further dialogue involving the topic of self-efficacy amongst practitioners has the capability to deepen understanding in the educational field. Sharing experiences and skills could potentially strengthen practitioner ability to positively impact children with low self-efficacy levels. It is recommended that practitioners initiate and engage in conversations surrounding concepts of self-efficacy to further inform their practice.

The inclusion of the identification of children’s perceived views of their self-efficacy levels can support practitioners in the process of assessing their role in the building of self-efficacy in preschool children who have suffered from traumatic events. Trainings that incorporate research-based practices could support practitioners in the identification process of determining self-efficacy levels in children. This would support the practitioner’s ability to determine and implement
tactics based on their role in daily practices. This, incorporated with a plan would further support children in the process of internalizing positive perceptions of their capability levels, that is why this strategy has been recommended.

Lastly, it is recommended that educational organizations inform practitioners of their possible roles based on the assessment of children’s individual skill-sets. This would help individualize the engaged role of the practitioner based on the child’s specific needs and level of task knowledge. Implementation of teaching practitioners the roles they may form, and how to incorporate their role in meaningful teaching methods that better support students in raising self-efficacy levels is encouraged.

**Implications for Future Research**

To identify if the hypotheses presented in this study could be supported it is suggested that a lengthened time of studying this topic be applied. The inclusion of additional qualitative studies involving the research of self-efficacy in preschool children would provide a richer and deeper understanding of how to support children further in building positive beliefs through integration of quantitative studies that are mainly available to the field. The researcher was unable to find studies in the previous literature that were similarly implemented. In support of growing the knowledge base of the studied topic, implementation of this study is recommended to understand transferability of methodology to various demographics.

Case studies based on identified traumas of children and the implemented strategies applied to build self-efficacy are also recommended. Incorporation of individual experiences, behaviors, and practitioner roles would support understanding of detailed studies. This would promote information of specific traumas and their impact on self-efficacy levels in children who experience them
which could inform practice further regarding the successful methods that can be implemented by the practitioner on a case-by-case basis.

**Conclusion**

The significance of this study was that educators have the ability to positively impact students’ sense of self-efficacy when they have suffered from traumatic experiences (Bandura et al., 2001; Danielsen et al., 2009; Prince-Embry, 2015). Coggshall et al. (2013) explained that though it can be difficult for practitioners to alter the child’s internalized perception of their own skill-sets, they can counteract the influence of trauma on children that can leave them at a higher risk for adverse outcomes. Through the incorporation of intervention strategies practitioners have the ability to encourage children’s positive reframed self-efficacy beliefs (Coggshall et al., 2013).

The critical ethnography methodology applied in this qualitative study provided the existing body of literature with perceptions drawn from the participant observer perspective. Further research on this topic would provide additional depth and understanding of the perceived role practitioners have in the promotion of self-efficacy in preschool children who have suffered trauma. Also, additional identification of tangible methods used by practitioners to integrate the four principal sources self-efficacy is derived from into the classroom experiences could be used to continue to inform practice. The methods carried out in this study have not been applied often in the previous literature, allowing this research to offer new insight on the topic of self-efficacy in education.
REFERENCES


Field Note 1

Location: Cartwright Preschool
Date: February 26, 2018
Time of Observation: 8:00 am – 11:30 am
Teacher: Mrs. Ornelas
Teacher Assistants: Mrs. Contreras and Mrs. Rascon
Transitional Aide: Mrs. Rojo
Number of Children Present: 12 Students
Classroom Ages: 3-year-olds

The classroom is set up with clearly defined areas. When walking in the front door and looking to the left a book area with a couch, a bookstand filled with books, a table that is child sized, stuffed animals on the couch, and chairs surrounding a circular table can be seen. Posters of the alphabet cover the wall. To the right are cubbies labeled with children’s names, backpacks and jackets are seen left hanging after entering from the rain that is coming down outside. As I move further into the room, a writing area and cabinets with writing supplies fill two open cabinets that are easily accessible to children. The dramatic play is separated from cubbies by a larger cabinet that is then backed up to the block area.

As I look to the right again, three tables are found that children are setting with utensils, napkins, and plates. A carpeted area can be seen further into the room, next to the carpet manipulatives are set in individualized containers with pictures labeled on the outside to indicate the contents. A calendar marking the days of February, number posters from 1-10, and real pictures of children showing four different actions can be seen. Eyes are watching, ears are listening, voices
quiet, bodies calm, are the words written under each poster with pictures of real children depicting each action. Also, a poster labeled Classroom Expectations is displayed. Children’s artwork decorates the walls, as does monthly meal plans, licensing information, and parent information that can also be seen on bulletin boards.

The room is loud with talk between teachers and children. Children have set tables and others have found a chair to sit for breakfast around one of three rectangular tables that sit on a linoleum flooring. Bowls of food are passed around as children serve themselves, and teachers model how to serve themselves using specific tools. The teachers also model how to eat using different utensils for each specific food. Children are asked to pass food around the table.

John turns to Mrs. Rascon and states, “I didn’t get any milk.”

Mrs. Rascon looks at John and replies, “the milk is right there if you want to pour it in your cup.”

Over at Mrs. Contreras’s table a conversation has started between her and a child named Bolton, who begins the conversation, “I don’t know how to write my name.”

Mrs. Contreras answers, “yes, you do, you know how to make a B, you know how to make an o.” Mrs. Contreras continues, “let’s try to make the letter. Line down, line up, curve line, then another curve line.” She tells this to Bolton while she uses her finger to trace the motions she is describing. “Let’s try again, one line down, circle, and another half circle, now you try.” Bolton tries the motions modeled by Mrs. Contreras, also using his finger to create invisible lines described verbally.

Mrs. Contreras then says, “you know how to make it.”

Bolton answers, “yeah I do.”
Mrs. Contreras then says, “yes, you remember your I’s?”

Mrs. Rascon is heard over at the table she is sitting at, “…21, 22, 23, 24, 25, 26, 27, 28, 29, 30… what comes after 30?”

Children at her table repeat each number as Mrs. Rascon states it, and Mrs. Rascon waits to give the children a chance to answer the question presented to them.

Mrs. Rascon then continues the process of counting, “31, 32, 33, repeat that.” Children follow and repeat each number Mrs. Rascon presents to them.

Back over at the other breakfast table Mrs. Contreras can be heard, “scissors are for cutting, not our hair or our friends.” Morgan, at the table has a plastic butter knife and is wiggling it around. Mrs. Contreras reminds him, “we are safe, keep it on your waffle to be safe.” Morgan drops the knife on the ground, and is asked to throw it away, which he does.

As breakfast ends the sound level in the room begins to get louder. Mrs. Contreras tells the children, “now, I am using my voice. We aren’t shouting now, I use my voice.”

Children clean up and move to the carpet to begin to sing Rules of the Classroom. Before Mrs. Ornelas asks, “who remembers the rules of our classroom?”

Before the children can answer, she opens the book that is used and turns on the music. The pages of the book are turned, and movements to model the words sang in the song are acted out as they sing about the rules. “Loud voices outside, soft voices inside….”

After the song is finished, Mrs. Ornelas reiterates as she points to the book she has closed in her hand, “what are these again?”

Children answer as a group, “the rules!”
“The rules of what?” Mrs. Ornelas asks.

“The class,” three children answer.

Carl moves to the back of the room to wash hands. Mrs. Contreras uses the posted hand washing directions to guide the process of hand washing. “Make bubbles, look, like there,” she points, referring to the direction sign posted over the sink. She continues to model scrubbing and rinsing hands thoroughly before her and Carl get paper towels to dry their hands. “Now let’s go back. Should we tip toe?” Mrs. Contreras asks Carl as they return to the carpet area where the rest of the children are seated. They tip toe back together to the carpet.

As they join the class at the carpet a song about colors is being sang. During the song Mrs. Ornelas says, “I see Shane is listening. I like how Shane is listening.”

Shane clasps and yells, “yay!”

Kasey replies, “shhhh, that’s loud,” as she covers her ears and looks over at Shane.

Mrs. Ornelas looks at Shane and back at Kasey before she says, “I’m using my quiet, indoor voice.”

At the carpet Brian and Shane begin to argue, Mrs. Ornelas reminds both of them, “you can tell him you don’t like that.”

Shane listens to Mrs. Ornelas and then looks to Brian and says, “I don’t like that, you hurt my ears,” as he covers his ears.

Shane and Brian continue to argue. Mrs. Ornelas waits for a minute then offers Shane another place to sit and encourages him to move over to another spot at the carpet.
After the incident, voices continue to rise at the carpet. Mrs. Ornelas again models the tones that are acceptable to use including loud and soft through another song before excusing children to choose an activity for independent choice.

As children transition to independent choice each child is asked to write the first letter of their first name on a piece of paper, “Bianca, can you make your first letter?” She is asked as she moves toward the board and is handed a pen. “What is your letter?” Mrs. Ornelas asks Bianca.

Bianca answers, “B.” She draws a B sideways on the paper.

Mrs. Contreras reminds her, “remember, make an awake B, not a sleeping B, when it’s awake it stands up.” She reminds Bianca as she traces the letter B in the air with her finger.

Mrs. Ornelas models the lines in the letter B also before Bianca recreates a B in the correct direction.

“What about K for Kelly?” Mrs. Ornelas continues as she offers each child the chance to write the first letter of their name before moving to an independent choice activity.

Bianca and Shane both choose to come to the dramatic play area to write letters and put them in the mailbox. Envelopes, stickers, stamps, paper, pencils, markers, and crayons are all supplied to children to support their imaginary scenarios surrounding mail making and mailboxes.

Bianca tells Shane, “see, that’s the mailbox you put your mail in there.”

Bianca shows him where the slot in the mailbox is. Shane grabs a calculator and tries to put it through the mailbox slot. “Right here.” Shane states, showing Bianca where the slot is to put the mail in.

Bianca tells him, “not that, a letter.” Referring to Shane’s attempt to put the calculator into the mail slot.
Mrs. Contreras says to Bianca, who shows her a letter she has written, “when you write a friend a letter, they like to do lots of reading. So, you can fill up the space.” As she shows Bianca the empty space on the paper.

Shane takes a star sticker and says, “it’s a star, I’ll put it on the table.”

Bianca turns to respond to his action, “no, you don’t put that there.” She tells him as she takes the star stickers from Shane and moves them away.

Other children move into the dramatic play area. Michelle, who doesn’t talk much is told by Nicholas, “I need that,” referring to the star stickers.

Jacob turns to Nicholas and tells him, “let’s make one for everyone.”

Nicholas says, “yeah, let’s do that.” His eyes widen, and both Jacob and Nicholas move to make more letters.

Bianca comes to Michelle, “Michelle, I need to get stars.” Again, referring to the star stickers Michelle holds. Michelle does not reply with words, but instead hands over the sheet of star stickers that are still full to Bianca.

Jacob states again, “I’m making one for everyone!” As he works on adding stickers and stamps to a stack of 3x5 cards.

Mrs. Rascon hands out Pete the Cat puzzle pieces over in the carpet area. Shane yells. Mrs. Rascon states, “we aren’t outside Shane.” He lowers his voice.

Carl walks around with a calculator and Mrs. Ornelas tells him, “Carl, the calculator belongs over there.”

She reminds him three times, by stating the same statement and pointing to the dramatic play area. Shane does not take the calculator back, and then acts out, in the process pushing Jolee.

“We are nice, no hitting.” Mrs. Ornelas responds to his action.

As Carl continues to move through the room with the calculator Mrs. Ornelas informs him, “we have to share, other people want a turn.”
When he shares the calculator Mrs. Ornelas says, “thank you for sharing with a friend.”

Carl chooses another activity at a table with Mrs. Rascon. At the table markers and paper are laid out for children to draw a picture of themselves and their families. After Carl chooses a marker and a piece of paper Mrs. Rascon begins to encourage Carl by saying, “draw a circle, legs, arm, nose…That’s Daddy. Now draw a circle for Carl.” As she repeats the same directions to support his process of creating a person figure.

Mrs. Ornelas comes in and helps Carl to regrip the marker correctly, by moving his fingers slightly. Mrs. Rascon continues to walk him through the process of making a person. “Make a nose….” She tells Carl while using her finger to make invisible lines, modeling the process while speaking encouraging words.

Mrs. Ornelas moves over to the large group area and informs the class that it is clean up time. During this time children begin to put their activities away, and other children ask to be taken to the bathroom. The bathroom is located out the door, and into another part of the building. Mrs. Rascon takes three children to go use the bathroom. Shane runs to look out the window after the group that has just left. Mrs. Ornelas comes to show him the red lines on the ground that outline a rectangle around a proximity of the door used to enter and exit the room that leads outside into the play yard.

“Remember red lines, stand back here,” Mrs. Ornelas reminds him.

Shane runs back to the red line and stops, he looks back and Mrs. Ornelas and points to the red lines.

At 9:30 am children move to the carpet to sing songs, during this time the class sings *The World Is a Rainbow*. During part of the song the class grabs each
other’s hands and rocks side to side. Carl reaches for Brian’s hand and encourages him to hold it. When the song ends the children begin to speak louder and Brian puts his hands up in a stop signal and says, “no! No! No!”

Mrs. Ornelas tells him, “okay,” and lowers her voice to sing the song more quietly.

Jacob follows Carl to the area with calculators and tells him, “it’s over.” Referring to independent choice time being complete.

Carl runs from the area and Mrs. Contreras tells him, “we walk inside.”

After a few songs are sang the children transition to a small group activity to read books and discuss different parts of the stories. Over in Mrs. Contreras’s group, Shane is allowed to hold the book with her as she reads.

Mrs. Ornelas sits Brian next to her, and she uses sounds to engage him. When he makes sounds after the portion of the book has moved on, she shows him a picture and asks, “is it raining?” After which he focuses on the picture and doesn’t make any more sounds.

Over in Mrs. Rascon’s group Carl begins to cry. Mrs. Rascon looks over at him and says, “you’re okay Carl, you’re going to be line leader.” She comforts him by hugging him. She puts on quiet music and the other children transition to the carpet to move to going outside.

Shane says, “I want to go outside.”

Mrs. Contreras replies, “I’m sitting on the carpet.”

Mrs. Ornelas tells Nicholas, “you have been a good listener, you can be line leader. You have been a very good listener.”

Brian will not sit so Mrs. Ornelas tells him, “you need to sit to go outside.” Brian sits. “I like the way you sat,” Mrs. Ornelas tells him as she gestures for him to go line up. Brian runs to the back of the room after moving toward the line.
When this happens Mrs. Ornelas tells him, “it’s okay Brian, you can come with me.” As she reaches for his hand and guides him to the line while the children walk out to the playground.

As Shane makes it to the other side of the yard Carl sees him. Carl begins to walk toward Shane as he becomes more upset with Shane when he notices the bike he is riding. Mrs. Contreras sees Carl and says, “you got off, it’s someone else’s turn,” to Carl as she points to the bike Shane continues to ride.

Mrs. Contreras tells him, “it’s your turn in five minutes.” She shows him her watch and counts the minutes that she reinforces during Carl’s wait for the bike.

Shane comes back around the bike path and stops. He gets off the bike and walks it over toward Carl. He parks it and says, “Carl, I’m done.” As he pats Carl on the shoulder and points to the parked bike.

Mrs. Contreras says to Carl, “see, you waited, now it’s your turn. You waited.”

Over by the side of a building some of the children run on the cement and are reminded, “please remember to walk,” by the teachers.

As time moves along Mrs. Contreras starts a game of basketball with Carl, she models the word basketball for him, “you’re playing basketball, that’s a basketball.” She then asks Carl, “what color is the ball?”

Carl then tries to get a ball from Nicholas that he is kicking around the yard. “What color is the ball you have?” Mrs. Contreras asks Carl again.

Carl answers, “brown.”

Mrs. Contreras asks, “is that ball brown?” Carl looks at her. “That ball is grey, that’s Nicholas’s ball. Go find your brown ball please.” Which leads Carl to go back and retrieve the brown ball he previously had.
Brian comes by on a bike and yells, “yee haw!”

As Carl chooses to move to the bikes expectations are set up for transitions regarding the scooter and taking turns in five minutes.

Mrs. Rascon is seen on the grass playing catch with Nicholas. After the pair throw and catch the ball a few times consistently she tells him to scoot back more after she notices he has mastered catching and throwing from that certain distance.

Catie comes to throw the ball and Mrs. Rascon includes her. She shows her how to catch the ball and encourages Jacob and Catie to practice together. As she continues to work with Carl she holds Carl’s hands and helps him work toward catching the ball. Nicholas joins them and throws the ball to Carl, who Mrs. Rascon continues to guide. When the ball is missed, Nicholas helps to retrieve it and try again.

Mrs. Ornelas stands by the bike path when Bianca rides by and tells her, “he’s going too fast. I told him he’s going too fast.” Referring to another boy riding a bike.

Mrs. Ornelas answers Bianca, “okay, I’ll keep an eye on him.” Acknowledging the concerns of the child.

As Mrs. Ornelas scans the yard she finds Michelle sitting on the structure alone. Mrs. Ornelas walks over to her and asks, “Michelle, would you like to play ball? Or ride a bike?” She holds Michelle’s hand and guides her to a group of girls Michelle sits to join. The other girls sit below a building eave with a ball and chat.

When Michelle is left again alone, Mrs. Ornelas stands close by in case she needs further support.

Brian kicks a ball and Mrs. Ornelas engages him by kicking the ball back. She smiles at him, and he jumps up and down. He smiles, then runs to climb on the structure.
Children using words outdoors is overheard by Mrs. Ornelas. “I like when you use your words,” she says to the group as she walks passed them.

Carl tells Brian, “I don’t like that Brian,” referring to an action of Brian’s that caused Carl to trip.

Mrs. Contreras comes over to the boys and says, “I like when you use your words, but you only need to say it once, then we’re done.”

At 10:30 am the class returns from outdoors and moves to the carpet. Quiet music is put on and children are asked to get out their “pillows” which is a reference to their hands being placed on their faces to allow them to rest.

After the music ends Mrs. Ornelas tells the children, “we are going to talk about dealing with our feelings now. How to be patient, manage waiting, and learn about sharing.”

Children are broken into four groups to read books and discuss various feelings. Each group can be heard explaining and naming multiple feelings including frustrated, happy, sad, caring, sick, and upset. Mrs. Contreras asks all of the children in her group how they feel, and then asks why they feel that way.

Mrs. Ornelas tells the children in her group things she notices they individually do to show they care, by listening, sitting, etc.

After they move to the larger group area each teacher identifies children who have listened and engaged during the small group activity regarding discussions of feelings.

“Bianca and Kelly, you can please go wash your hands. I like the way you have listened and waited,” Mrs. Ornelas says to the two girls.

Children again move to set the table then sit to eat lunch. Children serve themselves, and teachers model serving, as do students who have learned how to complete the task.
“Can you pass me the ketchup please?” Mrs. Ornelas asks Mrs. Rojo. Mrs. Rojo hands her the ketchup. Mrs. Ornelas then says, “thank you.”

Mrs. Bliss comes in and engages with teachers and students. She then says, “okay, Mrs. Ornelas, I’m going to clock out and go to lunch.”

“Okay Mrs. Bliss,” Mrs. Ornelas replies, acknowledging her.

Mrs. Ornelas turns her attention back to the children and asks, “is this barbeque chicken, baked chicken, or chicken strips?”

Bianca replies, “it’s chicken strips.”

Children and teachers discuss where applesauce comes from, children begin holding conversations with other children regarding meals, tastes of food, food likes, and dislikes, etc.

Teachers discuss conversations of children’s interests and use facial expressions, body language, and voice tones that indicate interest in their conversation. During this time, conversations are modeled, pro-social interactions are encouraged, and academic concepts are incorporated.

Open ended questions are asked including, “you touch snow? How did it feel?” and “is there cold air in the mountains?” Asked by Mrs. Rascon to a child at her table who began talking about seeing snow.

One child names a shape, Mrs. Ornelas replies, “I like the way you name the shapes.”

As tables begin to be cleaned off after lunch, Mrs. Ornelas asks the children, “how do you show me you are ready?” Children begin to finish lunch and stack plates, utensils, and used products into a pile and wait to be excused.

When Carl’s grandma comes to pick him up Mrs. Ornelas walks him over to her while his grandma signs him out. He begins to tell his grandma, “mail, grandma, it’s mail.” As he points to the mailbox added to the dramatic play area.
His grandma asks, “is that where mail goes?”

While dancing to the song *Listen and Move* children implement movements in a circle at the carpet following the directions of the song. When it’s time to skate, Michelle will not move. Jordan gets behind her and helps her do the moves correctly by moving her arms and guiding her gently from behind and pushing her forward.

Parents begin to pick up children. Positive reminders are incorporated, goodbyes, and quick, small talk with parents can be heard.

During book reading and departure Nicholas coughs and Mrs. Ornelas reminds him to cover his mouth, as she models the act by coughing into her elbow.

**Field Note 2**

Location: Cartwright Preschool  
Date: February 26, 2018  
Time of Observation: 12:30 pm- 4:00 pm  
Teacher: Mrs. Bliss  
Teacher Assistants: Mrs. Contreras and Mrs. Rascon  
Number of Children Present: 18 Students  
Classroom Ages: 3-5-year-olds

The classroom is set up in clearly defined areas. When walking in the front door to the left is a book area with a couch, a bookstand filled with books, a table that is child sized, stuffed animals on the couch, and chairs surrounding a circular table. Posters of alphabet letters cover the wall. To the right are cubbies labeled with children’s names where backpacks and jackets are hung. As I move further in the room a writing area and cabinets with writing supplies fill two open cabinets that are easily accessible to children. The dramatic play is separated from cubbies by a larger cabinet that is then backed up to the block area. As I look to the right
again, three tables are found where children are setting tables with utensils, napkins, and plates.

A carpeted area sits further into the room where manipulatives are set in individualized containers with pictures labeled on the outside to indicate the contents. A calendar marking the days of February, number posters from 1-10, and real pictures of children showing four different actions can be seen. Eyes are watching, ears are listening, voices quiet, bodies calm. Also, the classroom expectations are posted. Children’s artwork decorates the walls, as does monthly meal plans, licensing information, and parent information that can also be seen on bulletin boards.

Mrs. Bliss sits at the large carpet area with the other children. Children coming in to start the school day find their name tags located at a small table while the staff welcomes them and the parents.

Before singing a song, Mrs. Bliss counts to 10 with the children. “1, 2, 3, 4, 5, 6, 7, 8, 9, 10,” she counts while marking each number with the fingers on her hands.

“Jackie is going to be late,” Mrs. Rascon announces, “we need to save some food for her.”

Children have moved from the carpet to the tables after washing their hands, each place setting has been set by the children independently, without guidance or direction from any of the teachers. After children have set down for lunch, they begin to sing their meal song and pass the bowls of food to their neighbors around the table after independently serving themselves.

Logan begins to fumble with one of the serving bowls filled with applesauce. “Use two hands so it doesn’t fall,” Mrs. Bliss reminds the child.
Logan regrips the bowl with both hands before securely passing it to the neighboring child.

Mrs. Rascon says to Dell, “why don’t you try your applesauce? Do you like the vegetables?”

Dell smiles back at Mrs. Rascon but doesn’t answer her.

A parent comes in and asks Mrs. Rascon if she can make a copy of a document. She says okay, and lets the teachers know, “Ms. Anne?” She asks, directing her question to a parent volunteer already sitting at the same table as her. “Will you watch my table while I make a copy please?”

Anne replies, “yes, I can do that.” Anne stands up and moves to the seat previously occupied by Mrs. Rascon. Mrs. Rascon walks out to make the copy.

Mrs. Bliss begins to open a folder and pull out a paper packet. “I’m going to ask you what you are eating friends, please listen for your name.” She begins, “Callie, what are you eating today?”

Callie answers, “I’m eating my applesauce.”

“Kyle, what are you eating today?” Mrs. Bliss asks another child.

Kyle answers, “I’m eating my applesauce.”

“Albert, what are you eating today?” Mrs. Bliss continues down the list, making a mark on the paper after each child answers.

“I’m putting my applesauce on my plate,” Albert answers, as he scoops a large spoonful of applesauce from the serving dish to his plate.

Mrs. Ornelas walks into the room and says, “hi everyone.” She then looks at Mrs. Rascon’s table and asks, “who’s sitting here?’

Anne answers, “it’s Mrs. Rascon’s table. She went to make a copy for a parent.”
Mrs. Bliss counts children after she completes asking each of them what they are eating. After counting the children, she refers to the paper packet in her hand that she has been writing on. “16 children,” she acknowledges. Nodding her head up and down once before placing the paper packet back into the folder. She closes the folder and places it next to her on the table. Then, the front door opens and Jackie and her mother walk in.

“Hi Jackie,” the teachers say as Jackie and her mother move to put her jacket in her cubby and get her signed in.

Jackie’s mother turns to the teachers and says, “thank you so much for waiting for her. “Where should she sit?”

Jackie begins to bounce while standing next to her mother, her mother turns her attention to Jackie and says, “okay, it’s time to calm down. Can you calm down?” She asks Jackie as she slinks down to her level and moves one hand to hold each of Jackie’s shoulders.

Jackie begins pulling on her long-sleeved shirt, to which her mother replies, “are you sure? It’s cold.” Jackie continues to insist by pulling on her shirt and trying to take it off herself. Her mother moves to help her while she announces, “she has to experience everything. She’ll be asking for it pretty soon,” she then removes Jackie’s long-sleeved shirt and begins to untangle it to hang in her cubby.

Before leaving, Jackie’s mother says, “thank you,” and waves to the teachers. The teachers wave back, and goodbyes are heard from various people.

Mrs. Bliss recounts the children and moves toward the whiteboard to change the number. Counting out loud, “…14, 15, 16, 17. We’re at 17 children now,” she says as she erases the 16 and writes in the number 17.

Over at Mrs. Rascon’s table a child says, “hey.”
Mrs. Rascon looks at the child and states, “I’m not hey. What’s my name?” She smiles at the child and pauses for an answer.

“You’re Mrs. Rascon.” Jackie responds.

Mrs. Bliss asks, “who’s missing today friends? Who didn’t come to school today?” The children begin to answer, saying names of the children not present.

Soon the conversation changes, and the children and Mrs. Bliss begin to discuss the first letter of the names of the children in the class. Mrs. Bliss begins with the letter J, “Ja, ja…” she overemphasizes the J sound to encourage the children to engage and begin saying names that begin with the letter.

Over at Mrs. Contreras’s table Jasper turns to her and says, “5+5 =10. Mrs. Contreras answers Jasper, “yes, you’re right.” Mrs. Contreras then asks Jasper, “what is 2+2?”

She begins to work with Jasper at her table, using her fingers to show how to add 2+2 together. She holds up two fingers on one hand and two fingers on the other hand.

“Try this. 2+2 is what?” Jasper looks at her fingers and pauses to count.

Jasper then answers, “4.”

Mrs. Contreras then asks, “okay, what is 1+1?” She again uses her fingers to show all of the children, holding one finger up on one hand, and one finger up on her other hand.

Gina joins the conversations, “That’s 11.”

“Yes,” Mrs. Contreras answers. “1+1 does look like 11 because the 1s are next to each other. But what is 1+1?”

Colbi answers, “2.”

Mrs. Contreras smiles at Colbi and nods her head up and down. Then she moves on to another problem. “What is 7+7?”
“100,” Dominic answers.

Mrs. Contreras turns to Dominic and asks, “7+7=100?”

Dominic shakes his head side to side and smiles at Mrs. Contreras.

Mrs. Contreras smiles back, and then she says, “7+7=14, 14+100=114.”

At Mrs. Rascon’s lunch table, the children begin to sing the alphabet song correctly, in unison. “A, B, C, D, E, F…”

Mrs. Rascon listens to them sing the song and then reminds the children of time passing, “there are 3 more minutes to eat lunch, and then we are done friends.” She pauses for a breath and then says, “we ate everything at Mrs. Rascon’s table. All vegetables, all chicken, all applesauce. Only milk left.” She then looks around the table. “How many girls at Mrs. Rascon’s table?”

One of the children sitting in front of her answers, “1.”

“What about Mrs. Rascon?” Mrs. Rascon asks, taking both of her hands and placing them flat on her chest while she opens her eyes wide and exaggerates her words spoken.

The children at the table smile, and some scrunch up their noses before one speaks, “you’re a lady.”

“Yes, I am a lady.” Mrs. Rascon answers. She then scans the three tables full of students and teachers finishing their meals and adds, “you know, we have more boys than girls in this class? There are 7 girls, and 13 boys in this class. 13 is bigger than 7.”

The children begin to clean up their waste from lunch and transition to the carpet area for large group. Joel runs over and begins to cross the line from the linoleum flooring to the carpet. Mrs. Rascon, standing by a line of children waiting for their classmates to finish clean up reminds him, “use walking feet please Joel.”
Joel looks at Mrs. Rascon, he stops and wiggles his body before choosing to line up and begins to walk behind the other children. As the group moves to the carpet and sits Mrs. Rascon begins to call out three names of children to take to the bathroom, which is located outside of the classroom. She calls their names and tells Mrs. Bliss and Mrs. Contreras, “I’m taking three to the bathroom.”

Mrs. Bliss repeats back to her, “three to the bathroom. We’ll have 15 here waiting.”

Simon, sitting at the carpet still, stands up and walks quickly over to Mrs. Rascon who is getting ready with the other three children to walk out of the door. Mrs. Rascon asks Simon, “Simon, did you let Mrs. Bliss know you need to go to the bathroom?”

Simon looks at Mrs. Rascon and nods his head up and down.

Mrs. Rascon looks over to Mrs. Bliss, who has overheard the conversation and asks her, “did Simon let you know he has to use the bathroom?”

Mrs. Bliss answers, “no, he did not.”

Mrs. Rascon turns to Simon and reminds him, “you have to tell Mrs. Rascon you need to go to the bathroom. If you leave carpet, she needs to know.” Mrs. Rascon guides Simon closer to the other children and announces, “I’m taking four.”

Mrs. Bliss answers back, “four to the bathroom.”

While children move into their selected space Mrs. Bliss goes around the circle and sings each child’s name and asks them, “are you happy or sad?” Each child is given time to answer before the next child’s name is sung and each child identifies if they are feeling happy or sad.
The children sitting at the carpet then move into singing an alphabet song that also includes the sounds of each letter before Mrs. Bliss says, “I like how you sang. You were kind and loud. I like it when you sing that way.”

The class then returns to the book depicting pictures of each letter in the alphabet. Each child is given a chance to name a letter. “Karen, please keep your head still, you’re hitting your friend with your hair. He might not like that.” Mrs. Bliss stops to add when she notices Karen swinging her long hair in circles.

Mrs. Rascon returns and takes more children to the bathroom that announce they also need to go.

Continuing with identifying the letters in the book, Mrs. Bliss turns to Joel and asks, “Joel, what letter is this?” As she points to a picture of the letter U.

Joel answers, “C.”

“It’s a U. That’s a U.” Mrs. Bliss says as she points to the letter while saying the correct name.

“A U,” Joel repeats.

Simon then speaks up, “I didn’t get to do one,” he informs Mrs. Bliss.

Mrs. Bliss acknowledges his statement by making eye contact and nodding her head up and down, “you didn’t, you’re right. You were in the bathroom.” Mrs. Bliss turns the page in the book and shows Simon the letter N. “What letter is this?” She asks Simon, while she points to the picture of the N.

Simon looks at the letter, and then back at Mrs. Bliss, “what letter is that?” He asks her.

Mrs. Bliss answers, “what is it?”

Simon looks back at the letter on the page, then to Mrs. Bliss, “I don’t know.”
Mrs. Bliss waits for a second and then answers Simon, “It’s a N, an N. But,” she continues as she shuffles through pages of the book, “I know you’ll know this letter.” She turns to a page in the book that displays the letter S, she points to the S and asks Simon, “what is this letter?”


“And who’s name starts with the letter S?” Mrs. Bliss asks Simon. Simon looks at Mrs. Bliss, and after giving him time to think she says, “your name starts with an S, Simon starts with the letter S.”

The children finish naming letters, and as a large group the discussion turns to talking about ways to communicate with others before they transition to independent choice time. Before being excused each child is asked what their “special letter is,” referring to the first letter of their first name before they choose their activity.

Over in the dramatic play area Mrs. Bliss joins a group of children who are pretending to write letters and mail them in a mailbox. Supplies are set up including paper, pencils, stamps, stickers, small cards, and a pretend mailbox for children to explore communicating through written letters.

Mrs. Bliss begins to explain the process of writing letters, she shows the children paper and says, “see you can write a letter. Here you can write…Dear Mom, I love you because you brought me to school. Love your son, Cole.” As she speaks she points to the paper and finger tracks the direction the words should be written in, as well as the position on the paper each line the words should go.

Located close to the dramatic play area, in the book area Joel and Simon sit and begin to play with stuffed animals that are located on the couch in the quiet area. After skipping and some throwing of the animals, Mrs. Bliss turns and asks
them, “Joel and Simon, do you need to walk away from the quiet area?” Simon and Joel look toward Mrs. Bliss, then she says, “we don’t run in the classroom.”

Simon chooses a book to read, and Joel continues to jump and move around on the couch, flailing the animals before Mrs. Ornelas joins them. “Joel, be nice, don’t hit with the animals.”

Joel continues the same behavior and Mrs. Bliss joins them, “Joel, you aren’t using your listening ears. You’ve been asked three times, please walk away and find something else to play.” Joel moves away and chooses the playdough table to begin to work at.

Simon continues to hug a lion and read a book. Mrs. Ornelas sits in a chair near him and says, “oh, Simon, I love how you are sitting in the quiet area reading a book. You’re focused and reading, that’s wonderful to see you doing.”

“I’m looking for the book about the snowman,” Simon says to Mrs. Ornelas.

“The snowman book? Let’s find it,” Mrs. Ornelas says, as she moves to the bookshelf to help Simon find the book he is looking for. They look on the bookshelf and find it. Mrs. Ornelas sits with him and listens to him read the book to her.

After he is finished reading Simon gets up and moves toward the middle of the room. As he is walking Simon and Phillip bump into each other and hit their heads together. Mrs. Bliss asks both of the children, “oh, are you okay?” As she hugs them.

Danica, who witnessed the collision offers an explanation of the incident, “they hit heads,” she tells Mrs. Bliss.
Phillip holds his head, Simon stands and looks at him. Simon asks Phillip, “are you okay?” Phillip doesn’t answer but continues to hold his head where he was hit.

Mrs. Bliss asks both of the boys if they are okay, as she checks their heads and faces for any possible marks. Simon nods his head up and down in reply to the question.

Phillip, who continues to hold his head with both hands rocks back and forth while he answers with a sound, “uuuhhhhh…”

Mrs. Bliss analyzes the situation then turns back to Phillip, “Phillip, I’m sorry you got hurt, it was an accident. Simon has asked if you are okay. Can I get you an ice pack? Would that help?”

Phillip answers by nodding his head up and down, he slowly removes his hands from his head and follows Mrs. Bliss to another part of the classroom.

Moving back over to the dramatic play area, Albert has joined the post office play, he begins to talk to me, he says, “I need more cards.” Using language that I struggle to understand.

Callie, another child sitting to the right of me, who is working on stamping a card with a lock stamp lifts her head and looks at me, then to Albert. “He needs more cards,” Callie explains to me, before returning to stamping the lock stamp into a red stamp pad before she places it on the card she is working on.

I hand Albert a stack of 3X5 cards, and he takes them.

Albert says, “thank you.” And then walks away to find markers at the writing desk.

When Albert leaves I turn back to Callie and say, “thank you Callie for helping me understand what your friend Albert was asking for. That was very kind.
and friendly of you to tell me what he said so that I could hand him the cards. I appreciate that.”

Callie smiles at me and answers, “you’re welcome.” She then returns to finishing her card.

Phillip returns to sit in the dramatic play area where myself and Callie are located. He holds a wadded-up paper towel with one hand to his head. Upon closer inspection of the wadded-up paper towel an ice pack is visible that has been wrapped with the paper towel.

Mrs. Bliss comes back over to check on Phillip. She asks him, “how are you feeling now?” As she reaches and puts a hand gently on his shoulder. “Do you need anything?”

Phillip looks at Mrs. Bliss and answer, “no.”

Mrs. Bliss walks away, passing Joel, another child who comes over to me. He sticks out his hand and offers an open palm to me. “My name is Joel,” he says to me as I reach forward, take his hand, and shake it. “What is your name?” He follows up with.

“My name is Miss Milone,” I answer, “it’s nice to meet you Joel. How is your day going?”

Joel replies, “I’m playing over there,” as he points toward the large group area where manipulatives are spread across the carpet area.

I look over to where he is pointing and nod my head up and down to acknowledge I see what he is showing me. I then say, “thank you for introducing yourself to me, that makes me feel welcome. That’s very friendly and kind of you. Thank you, Joel, for making me feel welcome.”

He smiles at me and then quickly turns around and walks back to the activity he was working on prior to engaging in conversation with me.
Quickly the door sensor chirps, and I look up to see a group of children and Mrs. Rascon returning from the bathroom. Cole, who had been in the dramatic play post office before leaving to go to the bathroom returns to the area to find the grey calculator he had left on the table being looked at by Albert. Cole walks over to Albert and says, “hey, I had that! I want it back!”

Albert looks at Cole and hands the calculator back to him as Albert’s facial expression changes to scrunching his nose and pulling his eyebrow together, as his lips move into a tight, straight line. This conversation catches Mrs. Bliss’ attention and she walks over to the area.

“Cole, you had that for a long time before you went to the bathroom,” Mrs. Bliss says to him in a calm voice. “Do you think it might be Albert’s turn now?” She asks after making the statement.

Cole looks away from Mrs. Bliss and shakes his head slowly side to side four times before he turns back around and hands the grey calculator back to Albert. Albert reaches out his hand slowly and accepts the calculator from Cole. Cole tightens his face and slowly lets his body go limp before he sinks to the floor where he lays down. “But I want it!” He announces.

As Cole remains on the floor and Albert reengages in investigating the calculator Mrs. Bliss announces, “five more minutes, then we are going to clean up.”

Children continue to work on their activity, and some get a start on cleaning up. After 5 minutes passes the children begin to help clean up the classroom. After they clean up the children transition back to the large group area, where they sit on the carpet.
“You are all sitting so nicely and listening.” Mrs. Bliss says to the children as she begins to get comfortable at the carpet. “It’s going to be so hard to pick a line leader!” She informs the children.

Jovan says, “I’m a good boy.”

Mrs. Bliss scans the area to see who the statement came from, then she replies, “yes, you are being helpful sitting nice and quiet.”

While walking through the classroom to make sure cleanup has been successful in all of the classroom areas, Mrs. Contreras notices the children in the block area still working to organize the blocks and props in an orderly fashion.

“Wow! You cleaned this and categorized it too!” She says to the children in the area, as her eyes widen, and a smile grows across her face.

She guides the last three children from the block area to the carpet. They sit and join their waiting peers.

Already sitting at the carpet, Phillip, who had bumped his head earlier, continues to hold the ice pack to his injured head. Mrs. Rascon goes to check on him and asks, “are you okay now Phillip?”

Phillip turns his head slowly to make eye contact and shakes his head side to side as he grips the ice pack tighter to his head with his hand. The wadded-up paper towel incasing the ice pack still in place.

Mrs. Rascon replies to his gesture, “you’re not okay?”

Phillip again looks at Mrs. Rascon and repeats the same gesture offered before, he shakes his head slowly side to side. With that, Mrs. Rascon gets Phillip’s coat out of his cubby and offers to help him put it on. As she helps him, Mrs. Rascon engages in a conversation with Philip about how his injury happened. He provides her a descriptive explanation of how he and Simon bumped heads.
Before going outdoors, the children are excused one at a time, depending on who is following the directions of sitting nicely, and respectfully waiting their turn. The children get their jackets and begin to put them on, some needing assistance from their teachers and peers to accomplish the task of zipping, buttoning, and correcting inside-out sleeves.

Once children line up and movement of individuals slows, the teachers count the children. For this task the class counts with the teachers to help them confirm the number of children going outside. “1, 2, 3, ...16, 17, 18.” The group of teachers and children count together, repeating the process twice.

The class heads outside, Mrs. Bliss follows behind the end of the line and the children are excused to go and play. The yard includes a climbing structure, some balls, and bikes that the children can ride on a cement track that surrounds the climbing structure. A sandbox can be seen further back, but that area is closed to the children due to it being wet from rain.

The children engage in various outdoor activities, in groups, pairs, and individually before Mrs. Bliss can be heard saying, “I feel raindrops!”

“I feel it too,” Jackie says. “It’s raining!”

Mrs. Bliss and Jackie continue their conversation by discussing the clouds and the rain drops. After the rain becomes harder the children line up again and come back inside.

The children remove jackets and hoods, wash hands, and then transition to where the large group area is. The children sit at the carpet before they are excused to a small group session.

Mrs. Contreras’s group can be heard talking. They begin reading a book about various places people live. After reading a page and showing the children
the picture, Mrs. Contreras begins a conversation talking about where the children in her group are from.

“We are in the city of Fresno,” Mrs. Contreras informs the children.

“Fresno,” the small group of children repeat.

Mrs. Contreras continues with the conversation, “we live in the state of California. And, we live in the United States of America. That is the country we live in.” Mrs. Contreras then asks the children, “what city are we in friends?”

One child in her group can be heard saying, “Frrrr….”

Mrs. Contreras prompts her answer, “Fresss…”

The child then says in a loud voice, slightly jumping out of her chair, “Fresno!”

“Right!” Mrs. Contreras says, followed by, “what state do we live in?”

Two children answer in unison, “California!”

“Yes! California!” Mrs. Contreras says to them.

The children and teachers then decide to play musical chairs since their outdoor time was cut short by rain. Children move from the large group area and begin to pick up chairs and bring them over to make a circle for the game.

“If you do not want to play you can sit somewhere else and watch,” Mrs. Bliss lets the children know, and informs them of their possible choices. Everyone who chooses not to play is acknowledged again to make sure they chose not to participate. Mrs. Bliss asks each individual child the same question.

“Callie, you don’t want to play?”

Callie replies, “no.”

“Cody, you don’t want to play?”

“No,” Cody responds.
After all individual children are asked and give a reply Mrs. Rascon turns her attention to the group of participating children. “This is a game friends, you don’t have to cry because this should be fun!”

Children look at her and remain smiling, getting ready to play the game. The children who chose not to participate are encouraged to cheer on those playing musical chairs.

Children play a few rounds of musical chairs, and on one round Cole does not find a chair to sit in when the music stops. He is sent to sit with the children who have also been sent out of the game or chosen not to participate.

Karen, who has chosen not to participate moves over to Cole and begins to tease him. Mrs. Contreras notices, she reminds Karen of the rules.

“That’s not friendly to tease friends, that can hurt their feelings. Please say sorry.” Mrs. Contreras says to Karen.

Karen then turns to Cole and says, “sorry.” She then sits back into her chair and watches the end of the musical chairs game.

When the last round of the game begins, two children and one chair are left in the middle of the carpet. The children then begin the round. When Mrs. Rascon stops the music, Kyle finds the last chair and sits quickly. “Yay Kyle!” Mrs. Rascon says, “you won!”

The children in the room clap for Kyle, and some cheers are heard. Mrs. Bliss quickly encourages the children to put chairs back in their proper location before they return to the carpet to transition to another small group session. Quiet music is put on and children are allowed and encouraged to calm down.

“Okay friends, time to move to small groups,” Mrs. Bliss informs them as she begins to excuse the children.
When Mrs. Contreras stands up, Jackie grabs her arm. “I want to go with you,” Jackie says to Mrs. Contreras.

Mrs. Contreras answers her, “yes, come on.” Then Mrs. Contreras reaches for Jackie’s hand and they walk over to a rectangular table to sit down and read another story.

Mrs. Bliss reads a book over in the block area. The book chosen discusses feelings. Emotions named in the book include sad, grumpy, worried, happy, and scared. When Mrs. Bliss reads about being grumpy she asks the children to show her what a grumpy face looks like. The children make their version of grumpy faces, and Mrs. Bliss acknowledges each of their grumpy face attempts by saying each child’s name followed by, “…I see your grumpy face.”

As she continues to read the book, Mrs. Bliss says, “…when you feel sad, smile at your friend. It’s okay to be sad.” She then asks the children to now show her a sad face. The children show their version of a sad face.

Mrs. Bliss scans to look at their faces, then begins to ask the children a question, beginning with Cole. She asks, “how do you feel today Cole?” She gives him time to answer before she provides prompts, “are you happy, sad, grumpy, scared, excited?”

Cole then replies, “I’m happy.”

“Can you show me your happy face?” Mrs. Bliss asks Cole.

Cole thinks for a few seconds, then he smiles at Mrs. Bliss to show what his happy face looks like.

Mrs. Bliss then tells the children, “you know how I feel today?” She waits again for children to have an opportunity to answer. With no reply she continues, “I feel excited, because I get to be here with you. This is my excited face,” she
says as her eyes open wide, her eyebrows lift, and her mouth creates a circle shape.

The children in all three small groups finish their time together before children again move to the carpet to transition into snack time before they go home for the day.

Field Note 3

Location: Lincoln Preschool
Date: February 27, 2018
Time of Observation: 9:00 am – 11:30 am
Teacher: Mrs. Gaynor
Teacher Assistants: Mrs. Perez and Mrs. Hampton
Number of Children Present: 15 Students
Classroom Ages: 3-year-olds

Walking into the classroom, to the right is a computer and printer set on a child size table, looking further to the right an oval shaped carpet sits on the carpeted floor area with a calendar showing the word February and the days that have passed so far. Also, on the wall is a poster picturing real children modeling how to complete the process of “belly breaths” to calm down. Another poster hanging depicts pictures of real children showing facial expressions that display various feelings, labeled with the printed word underneath the pictures. Further over is the dramatic play area complete with a housekeeping set up that is children’s size. A mirror, couch, dining set, and props are added to support children’s imaginary scenarios. To the left of the entrance cubbies are set up for children’s belongings, labeled with their names.

Glancing further toward the back of the room and scanning from left to right on the carpeted area is a book area, complete with another softer carpet, two
chairs, and a stand full of children’s books at the children’s level to choose independently. To the right is a writing desk composed of two chairs and supplies including paper, crayons, and markers. The desk is backed up to a block area complete with wood blocks, where two girls use rectangular wood blocks to create a line on the floor where they line up various farm animals.

In the block area with the two girls, Mrs. Perez is going through each animal and asking the two girls what the name of each animal is and what sound they make. She provides the girls with time to answer each question, and when they answer correctly she smiles and repeats back to them what they have stated and nods her head up and down.

Looking into the back of the classroom, children are sat at three different tables complete with activity choices. At the far-left table dinosaurs and clear tubes are available, where five children sit bouncing the various plastic dinosaurs and stacking clear tubes into several structures. The middle table offers children playdough in orange, red, and green colors placed on trays defining space for three children to work. The last table, to the right, has shredded paper pieces, glue, and small brushes where children sit and glue the pieces onto the already outlined first letter of their name. Small paintbrushes are used to paint glue onto the outline of the letter, where children grab the shredded paper and press it firmly to the glued spaces of their paper.

Evan has chosen to sit at the playdough area, he takes a rolled-up piece of red playdough and tosses it onto the ground before chasing it and jumping toward it.

Mrs. Perez says to Evan, “your letter E is waiting for you.”

Evan picks up the red ball of playdough and puts it back on the table before answering, “I don’t want to do it.” After stating this, Evan moves to the table to
complete his letter. He takes a small paintbrush out of the glue and runs it through his hand before he shakes his hand off. Shredded paper previously stuck to the paintbrush shakes off of his hand, with the glue that splashes onto the floor.

Adeline, who is sitting at the table smiles, and chuckles before making eye contact. Evan looks at her and says, “you’re supposed to put that on the inside of your letter.”

Adeline looks back to her paper and continues to work.

Mrs. Perez asks Evan, “how are you doing Evan?”
Evan answers her, “good.”
Mrs. Perez asks, “what letter are you working on?”
“E,” he answers.
Evan moves toward the child size sink in the back where he washes his hands. He drops his paper towel on the ground and walks back to the playdough table. June and Cora are using one tray together, both adding extra playdough from the other trays to their tray for them to work with.

Evan announces, “they took all of my playdough.”

Mrs. Gaynor moves to the table, “girls, you have a lot of playdough, please share with your friends.”

Mrs. Gaynor helps Evan place playdough onto his tray. He goes to cut his playdough. A staff member in the kitchen catches his eye contact and says, “Evan, I know you can make good choices.”

“I’m cutting it with my name tag, I’m cutting my playdough with my name tag,” Evan tells the staff member in the kitchen.

“I don’t know if that is what it is for. Make good choices Evan,” she warns before going back to her task.
Mrs. Gaynor moves back to the playdough table where Evan has started to attempt to stand on the chair.

Mrs. Gaynor says, “Evan we need to be safe, please sit in the chair.”
Evan answer, “I’m going to stand.”
Mrs. Gaynor answers, “I need you to sit in the chair because we are safe.”
Evan says, “I won’t get hurt.” As he still attempts to stand in the chair.
Mrs. Gaynor holds the back of the chair as she says, “I don’t want you to get hurt, we don’t stand on the chair.”
“I won’t get hurt,” Evan argues as he sits in the chair.

During clean up Mrs. Carden comes in to give Mrs. Perez a break. Clean up continues and Evan chooses to roll the playdough on the tray. Mrs. Gaynor tells him, “Evan, I need your help to clean up please.”

After waiting a few minutes Mrs. Carden tells him, “it’s time to clean up, I’m going to put this away.”

Evan’s face tightens and his eyebrows lower before he says, “hey!”
Mrs. Gaynor walks over to him and states, “Evan, we speak kind to teachers please.”

Evan continues to kick a cabinet and then moves to the dramatic play area while the others move to the carpet. He stays in dramatic play, which is separated from the carpeted area where children and Mrs. Gaynor are located. Evan looks over the cabinets and opens and closes the pretend refrigerator door.

Mrs. Gaynor begins, “let’s first start with our classroom expectations, we are friendly and kind.”

The children sitting at the carpet shake their heads up and down, while a few of the children repeat, “friendly and kind”
Mrs. Gaynor says, “does that mean we yell at our teachers and friends?”
The children at the carpet state, “noooo.” While they shake their heads from left to right.

Evan moves to the back of the room and loudly announces, “I’m going to the bathroom.”

Mrs. Carden asks him, “you need to go to the bathroom? I’ll take you.”

After exiting the bathroom Evan washes his hands, Mrs. Carden says to him, “you are washing your hands, I like that you wash your hands.”

Mrs. Carden and Mrs. Gaynor have a short conversation of what group Evan is to join, and Mrs. Gaynor says, “he comes over with me, come on over Evan.” She says happily, as she gestures with her hand to invite him over.

Mrs. Carden reminds Evan, “please listen to your teacher.”

He replies, “no,” and moves to the writing desk where he shuffles through some of the supplies.

“Come on over Evan,” Mrs. Gaynor tells him, “this is a really good book.”

She returns her attention back to the book and the group of children sitting in front of her.

Evan joins the group and sits in the back of the other children.

“Here Evan, come over here,” Mrs. Gaynor says as she points to a spot that is closer to her on the carpet.

As Mrs. Gaynor continues to read the story to the children that includes a part about dogs, Evan announces, “I’m going to get two and name them Princess and Diamond, they’ll be named Princess and Diamond.” Referring to names he would give his dogs when he gets them.

Mrs. Gaynor stops reading to acknowledge him, “those are good names.”

Evan continues, “I’m gonna get two.”

Mrs. Gaynor says, “okay, that is okay.”
Mrs. Gaynor encourages the children to refocus on the book. “How many sprouts are there now?” She begins to count with the children, “1, 2, 3, 4.”

While continuing through the book Evan focuses on the pictures. Before Mrs. Gaynor makes it through the words on the current page, Evan grabs the page and bends it to look at the page coming. Mrs. Gaynor continues to read. When the book is over Evan stands up and pulls on the blinds.

“Sit down Evan, we’ll go outside in a little while,” Mrs. Gaynor says.

“It’s raining out there,” Evan informs anyone who is listening.

Mrs. Gaynor guides him back to the group gently, and reminds him, “we’re going to go outside.”

When it’s time to line up Juliet is chosen to be the line leader, Evan begins to jump up. “Evan sit down, it’s not your turn,” Mrs. Gaynor reminds him.

After children get jackets and line up Evan comes to me. “This is my jacket,” he informs me.

“I like your jacket” I tell him.

When he goes to get in line he knocks another child by accident and says, “I’m sorry,” before getting into line.

The children finish putting on jackets and lining up when Evan asks Dalia, “you want to feel my jacket? It’s awesome.” Dalia touches his jacket and smiles. “It’s awesome huh?”

They walk outside and it begins to rain. When trying to get the children in Evan runs back to the climbing structure. Mrs. Martinez stays with him.

Evan tells her, “I’m going one more time,” as he begins to prepare to go down the slide.

“Okay, I like how you tell me one more time and use your words. Let me see.” Mrs. Martinez says to him.
Evan begins to slowly go down the slide, halfway down he tries to scoot himself back up. Mrs. Martinez tells him, “be careful, we could slip.” She helps to guide him down the slide and back to the line.

The children come back inside and begin to move to the carpet, Evan and two other boys begin to pull on each other’s arms. Mrs. Gaynor says, “oh, that makes me sad, please put your hands down.” Referring to the children pulling arms, “we need to be gentle.” She continues to the group, “my friends, usually we are outside right now, but it is raining. My friend has asked to do Skip to My Loo.” Some of the children respond by saying, “yeah!”

During the song Evan lays on the ground, in the path that the children are skipping through as the song plays.

“Someone might step on you if you’re lying on the ground Evan.” Mrs. Gaynor says to him. “Would you like a turn Evan?”

Evan remains laying on the floor. Mrs. Perez asks Evan, “would you like me to do it with you? Come on.”

Evan smiles, stands, and takes Mrs. Perez’s hand. She skips around the oval with him and he returns to his spot.

When the song Shake Your Sillies Out is on Evan chooses to walk in circles inside the area the children are dancing and following the directions in the song. Mrs. Gaynor encourages him by saying, “come on Evan, you can do it.”

He continues to walk in circles, “come on Evan,” Mrs. Gaynor says again as Evan stops and looks at her.

Evan replies, ‘I don’t want to.”

“But Evan, you won’t be stretched and rested, you can help us. Come and help us Evan,” Mrs. Gaynor encourages.
Evan continues to walk in a circle until the next transition to small group begins. Evan is excused to Mrs. Perez’s group. He runs to a chair present in the book area and jumps onto it, he stays standing.

Mrs. Perez tells him, “come down from the chair Evan, we need to go sit over there.” Referring to the table a few feet away. She holds his hand and guides him over to the table. Children are given rectangular whiteboards and whiteboard markers. Seven children sit in Mrs. Perez’s group. Each child is given a card with their name presented in typed form on it.

“Are we making letters or numbers?” Mrs. Perez asks.


Evan says to Mrs. Perez, “I can’t do it.”

“Well I can help you,” she says as she wraps her arm around Evan’s to place her hand over his which grasps the marker. “See, that’s an E, let’s make an E.”

Mrs. Perez guides Evan’s hand gripping the marker to create an E. “See you did it, keep going,” Mrs. Perez encourages him.

Michael sits next to Evan and Evan watches him, Evan takes his whiteboard and name card, he hands it to Mrs. Perez. “He can’t do it. Can you help him? Can you help him?”

Evan hands Mrs. Perez Michael’s whiteboard and she answers, “sure, there, that’s an I. One line down.” She hands Michael back the whiteboard.

Evan continues his conversation with Michael, “that’s not how you do it. You gotta do it like this.” He continues to work with Michael.

When Mrs. Perez sees Evan starting to move further into Michael’s space she asks him, “can you write your name?”

“I can’t write my name,” Evan tells her.
“Yes, you can. I will help you,” Mrs. Perez places her hand back on his hand that is gripping the pen, “E, V, A, N. See you can do it. Try to do it again.”

Evan moves to begin to draw on his Kleenex that is used to clean the whiteboard, he then begins to write on himself.

“Please write on the board, not on yourself.” Mrs. Perez tells him. “Don’t write on yourself, your mother is going to be sad that you are drawing on yourself.”

Evan moves to the book area and sits on the chair. He places the marker in his mouth, and rocks the chair off of the legs, and hits the ground back onto all four.

“Please take the pen out of your mouth Evan, I don’t want you to hurt your mouth.” Mrs. Perez tells him, as she stands up and walks over to him. “You can hurt your mouth or spread germs to yourself or other kids. You can draw on your board please.”

“You won’t let me do it!” Evan says to Mrs. Perez.

Mrs. Perez answers, “you can draw on the board, but not on yourself.”

“I will write on the paper,” Evan informs her. Evan sits down in a chair located in the book area and grabs a book.

“Don’t write in the book, you can look at it, but don’t write in the book,” Mrs. Perez says.

Evan yells, “I won’t, I’m reading it.”

Mrs. Hampton enters the room and takes over Mrs. Perez’s group as Mrs. Perez stays focused on Evan who she has started to read a book with.

Evan looks at the pictures in the book, “what is happening there?” Mrs. Perez asks him.

“He ate all the grass!” Evan replies to Mrs. Perez’s question.
“What happened after he ate all the grass?” Mrs. Perez asks him.  

“He got faat!” Evan squeals as he points at the picture of the dog he has chosen to look at.  

“What is he?” Mrs. Perez asks Evan pointing at the dog.  

“He’s a ghost. He’s a ghost right there,” Evan says. “He’s a ghost,” Evan repeats.  

As they continue toward finishing the book Evan asks Mrs. Perez, “do you want to read it again?”  

Mrs. Perez answers, “sure.”  

“Would you like to read it to me?” Evan asks her.  

“I can read it to you, I would like that,” Mrs. Perez replies with a smile, eye contact, and a nod up and down with her head.  

Evan ends up picking another book, Mrs. Perez stays and continues to read to Evan. “That’s his butt, that’s his butt right there,” Evan tells Mrs. Perez, he covers his mouth and giggles.  

“That’s his bottom,” she says to him, “we can say that instead.”  

“They are helping him there,” Evan points to a different picture.  

“Do you think they like that flower?” Mrs. Perez asks Evan.  

“Yeah, they like that flower,” Evan answers.  

“How about another one? Which one do you like?” Evan asks Mrs. Perez, pointing to the books on the bookshelf.  

She looks at the bookshelf and chooses a book, “would you like me to read this one for you?” she asks.  

“No,” he replies, “I’ll read it to you.”  

Evan stands and picks up the small, blue chair, and moves it for her. “There you go, you can sit there.”
Mrs. Perez says, “that chair is too small for me.”

Evan runs over to a larger yellow chair in the group area to bring to her, he hits himself in the face with it and Mrs. Perez moves over to him.

“Next time, let’s pick up the chair like this so we don’t get hurt.” She models how to pick up the chair, “you can pick it up like this next time. I’ll go get you an icepack.”

“Do you want to read this book?” Evan asks.

“I’m going to go get you an icepack,” Mrs. Perez responds. She goes and returns with an icepack.

“That’s cold!” Evan says, as he places the icepack on his head.

He then puts it on Mrs. Perez’s face. “That is cold,” she replies. “Put it back on your face to help your ouchie.”

“It’s squishy,” he says while he squishes the icepack in his hands.

“It is, it helps to bring down your ouchie. I’ll tell Mrs. Gaynor so that she can tell your mom. But it’s going to be okay because it was an accident.”

“Can I go look in the mirror, can I go look at it?” Evan asks Mrs. Perez.

“Yes, the mirror is over there.” Mrs. Perez points to the dramatic play area for Evan to see where the mirror is located.

Evan jogs to the mirror and focuses on his face, he scrunches his eyebrows together and begins to point to the mark on his face. He looks back at Mrs. Perez and informs her, “yep, it’s still red.” He points to the spot on his face and nods once in the direction of Mrs. Perez.

“It’s still red,” she repeats back to him. “Put the icepack back on it then, it will go away soon.”

“It’ll go away soon,” he repeats.
While Evan continues back to the book area he finds a Mickey Mouse figurine, and Mrs. Perez asks him, “you want to sit with Mickey Mouse?” Then she suggests, “you can talk to him.”

Mrs. Perez hands him the Mickey Mouse and he begins to talk to it. “Where were you at?” He asks the figurine. “I had the hotdogs, I ate the hotdog.”

When it’s time to move to the carpet, Mrs. Perez asks, “do you want to go to the carpet Evan?” He moves to the carpet and once there, begins to cry. He stops crying quickly and sits with his pretzel legs, placing Mickey Mouse next to him.

Once the children come to the carpet they begin to engage in using a pair of sticks to tap various rhythms. Evan is reminded to use the sticks to tap the rhythms before he is given the sticks. He takes the sticks and stays in a spot where the Mickey Mouse figurine can sit next to him. He hits the sticks quick and hard. He uses the sticks to push Mickey Mouse across the carpet. He then puts Mickey Mouse in Bailey’s face. This causes Bailey to swing her arms in his direction. He continues to hold the Mickey Mouse close to her face. She moves closer to him and swings her arms.

Evan responds to the action and tells Bailey, “don’t hit me.” Which he states in a quiet, and low voice.

Mrs. Gaynor reminds Bailey, “we keep our hands to ourselves please Bailey.”

Mrs. Gaynor then turns to Evan and reminds him, “Evan, please sit on your shape.”

He moves over to his spot and stays for a short time while Mrs. Gaynor excuses other children to set the table. She puts on a song for the waiting children to dance to. Evan begins to hit his hands at Gisselle.
“Evan, keep your hands to yourself.” Mrs. Gaynor says.

He continues the action so Mrs. Gaynor repeats, “Evan, no hitting please.”

Mrs. Hampton hears Mrs. Gaynor so she moves over to Evan and asks him to sit on his shape.

Evan moves to the book area with another child, Thomas who is reading a book. Evan crawls toward him and tries to grab the book out of Thomas’ hand. Thomas pulls the book back from Evan.

Mrs. Hampton moves into the space and asks Evan, “can you sit here Evan?” Pointing to a chair next to Thomas in the book area.

Evan sits in the chair and begins to take each book out of the bookshelf and stacks them in a stack. “Those are all of the books I want,” Evan says. “That’s awesome huh?”

Thomas places the book on his head and Evan takes it from him before he places it on the book stack he created. “Wowww….” Evan says as he knocks the book stack over.

Mrs. Hampton asks Thomas, “are you done reading the book Thomas?”

Thomas nods his head up and down.

Mrs. Hampton says to Thomas, “Thomas can you look at the clock? What time is it now? What are we going to do now?” Thomas looks at the clock. “Do you want to wash your hands to eat lunch?”

Thomas gets up and moves to wash his hands. Evan also gets up and runs toward the sink to wash.

“Come back and put your books away Evan,” Mrs. Hampton says.

Evan continues to move toward the sink. Mrs. Hampton moves toward the group of children.
Thomas returns to the book area and Mrs. Gaynor comes over to him. “Thomas, can you pick up your books please?” Mrs. Gaynor asks him.

Thomas quickly puts the stack of books away. A small discussion takes place between Mrs. Hampton and Mrs. Gaynor. Evan stands at a chair at Mrs. Gaynor’s table and pushes it forcefully into the table.

“Evan, please pick up the books next time instead of leaving them on the floor. Thomas picked them up for you. He helped you, but you should clean up after yourself.”

Evan continues to push the already pushed in chair into the table. Mrs. Gaynor removes the chair from the table and encourages him to sit next to her.

Evan serves himself pears at the table and passes the bowl to Gisselle. Mrs. Gaynor states, “I like how you passed the bowl, that is good manners Evan.”

Evan then uses his butter knife to cut his meat, “you’re using your knife safely, thank you Evan for being safe. Thank you, Evan,” Mrs. Gaynor continues on.

Evan sits and eats as Mrs. Gaynor calls role and asks each child if they are eating. “Evan, are you eating? Evan good choices, you are making good choices,” she continues.

Evan nods his head up and down at her.

“Small bites, remember to take small bites so we don’t choke,” Mrs. Gaynor reminds all of the children.

As lunch continues Mrs. Martinez enters to allow Mrs. Gaynor to leave the classroom. Evan asks Mrs. Martinez, “can I have more meat.”

She answers him, “we don’t have anymore, would you like to ask someone else? Who is that?” Mrs. Martinez asks as she points to the table next to them.

Evan answers, “yes.”
Mrs. Martinez walks with Evan and asks him to go ahead and ask Mrs. Hampton.

Evan begins, “can I have more of your chicken? Because our table ran out.”

Mrs. Hampton answers, “you would like more meat? Sure, here’s a piece for you.”

Mrs. Martinez moves back with Evan to their table and tells Evan, “I really like those words you used, they were so nice. You used your manners. I’m so proud of you. That was wonderful”

As they sit and eat Mrs. Gaynor returns. Mrs. Martinez says to Mrs. Gaynor, “Evan used his manners while you were gone, and George was very worried I would eat your lunch. I let him know I wasn’t going to eat your food.”

“Thank you, Evan for using your manners. And George, you saved me. I was really hungry,” Mrs. Gaynor responds.

As the children transition to the carpet Evan moves to get his jacket, he turns around and hits Bailey with his jacket. Mrs. Gaynor reaches for his jacket, and says to him, “oh no, that’s not what our jackets are for. That will hurt our friends.”

Evan begins to run away with his jacket and Mrs. Gaynor sits back down, “hitting will hurt our friends Evan, come and sit down please.”

Evan continues to run around as Mrs. Martinez comes back in.

“He needs to sit on his shape before he comes to the bus,” Mrs. Gaynor informs Mrs. Martinez as Evan moves into the line for the bus.

Mrs. Martinez reminds Evan to sit on his shape. As he stays and moves along with the bus line Mrs. Gaynor reminds him, “Evan, you may go sit on your shape like everyone else did before you line up.”
Evan grabs his jacket and yells, “stupid teacher!” As he stomps and swings his jacket before sitting on a shape. Mrs. Perez touches his back gently and he throws his jacket on the ground. “Leave me alone!” He yells at her.

“Okay Evan, I’m sorry I’ll leave you alone,” Mrs. Perez says gently, in a quiet voice.

Evan chooses to sit down and Mrs. Gaynor says, “that is a good choice Evan, thank you for sitting down.”

Mrs. Perez also says, “that’s a good choice you made to sit on your shape, thank you Evan.”

Evan responds with, “leave me alone teacher!”

Mrs. Gaynor sings, “good bye Evan, good bye Evan, we’re happy to have you here.”

Evan comes back to line up and Mrs. Gaynor reiterates, “thank you Evan for making good choices. Let’s go get on the bus.”

Field Note 4

Location: Lincoln Preschool
Date: February 27, 2018
Time of Observation: 1:00 pm – 4:00 pm
Teacher: Mrs. Anderson
Teacher Assistants: Mrs. Acadia
Number of Children Present: 17 Students
Classroom Ages: 3-5-year-olds

Walking into the front door and to the right, cubbies are present against the wall filled with the children’s jackets that hang from hooks. To the left, the computer is located on a child sized table where a listening station complete with two sets of ear phones are set up. Further to the left, the wall is covered with a
poster that depicts pictures of real children expressing certain emotions with the feeling written under the facial expression. Next to that, a pocket chart hangs with four small poster cards with real faces of children that show eyes are watching, ears are listening, voices quiet, bodies calm. A pocket chart with the alphabet on it is located next to that, and then a poster showing the expectations also hangs. All of this is hung on the wall that sits in view of a large carpet with bees and numbers decorating it.

Separated by cabinets, the dramatic play area is set up as a post office with various sitting areas and supplies to write letters and send them in the mail. Moving to the center of the room, a book area is present with a book shelf filled with books, and a chair and couch that are both child size for children to sit while they read. Moving to the left is the writing desk that is supplied with markers, crayons, paper, and other writing supplies, then the cabinets that hold the blocks and the block area are backed to the desk. The block area cabinets are filled with wooden blocks, foam blocks, and wooden buildings. Props are also present including vehicles and street signs.

To the back of the room three rectangular tables are set on a linoleum floor, surrounded by seven small blue chairs and one slightly larger yellow chair. Further into the room, against the back wall an easel is set up, and a small sink for children’s handwashing is seen to the right, and a larger sink for adult handwashing to the left.

Children are provided a stick with a number that matches the number on the bee they are asked to sit on. Each child moves from the tables to the carpet. Mrs. Anderson begins by asking the children to sit on their numbers and models the name of the numbers if children are not sure of the answer. Upon all children joining the group at the carpet Mrs. Anderson asks the children, “what day is it?”
Two children answer, “it’s Tuesday.”
Mrs. Anderson answers, “that’s correct. Can you clap Tuesday.”
The class in unison claps and says, “Tuesday.”
“How many claps friends?” Mrs. Anderson asks.
“Two,” students in the class answer.
“And, what month are we in?” Mrs. Anderson asks the large group.
Two girls answer, “February.”
“Yes, it’s February, that’s the month we’re in,” Mrs. Anderson repeats back to the group.

Upon the class settling into large group Mrs. Anderson goes around to each child to collect their numbered sticks that were provided.

“What number is this?” She asks each child individually, when they answer, she replies the number back to them, and nods her head up and down. When a child needs support with naming the number on their stick Mrs. Anderson tells them what the number is and asks them to repeat the answer. After they repeat it she tells each child, “you are right.”

After collecting each stick Mrs. Anderson asks the children to say good morning to each friend before playing the good morning song. Children look at their neighboring peers and tell them good morning. The song is then put on and the children sing to the song.

When the song ends, a child in the front begins to have a confrontation with another. Mrs. Anderson intervenes and reminds the child with modeled body language, “you can tell them, stop, you’re in my personal space! Go ahead, that’s all you have to tell them.”

The child being spoken to tells the other child, “Stop! you in my space!” Putting his arm up and showing a flat palm to the other child.
Mrs. Anderson reiterates, “that’s all you have to say. Remember friends, you can say when someone is in your space, tell them you’re in my space.”

Mrs. Anderson changes the subject and begins with, “we are going to review our classroom expectations. See here is our list. Okay friends, we are friendly and…”

Children say, “kind.”

Mrs. Anderson continues, “we are respect...”

“…ful,” the group of children finish the word.

Mrs. Anderson then says, “we are safe and health…”

Children reply, “healthy.”

Mrs. Anderson finishes with, “and, we are respons…”

The children then say, “responsible.”

“Remember, we need to be kind to our friends and respect their space.”

Mrs. Anderson refers to a small poster of five children standing in a line at a sink. One child is washing his hands, one child is standing and looking back at another child while kicking her ankle. And, two other children are present. The last children in the line are standing further back with their hands close to their bodies.

“This is Olivia, and she is waiting in line, what does she needs to do?” Mrs. Anderson says pointing to the child who is kicking another in the poster.

Reina replies, “show waiting.”

Mrs. Anderson points to Reina and shakes her head yes. “Show waiting and respect. Is she showing respect when she is kicking like that?”

“Noooo,” the children reply.

Mrs. Anderson continues, “no it’s not respectful, we need to be friendly and kind.” She then points to the two children standing in the back of the line in the picture. “Are they showing respect, the children in the back?”
Mrs. Anderson waits for the children to answer. They reply with “yes” and head nods up and down.

“Yes, they are. They are waiting patiently. What can you do when you need to move?” Mrs. Anderson asks.

“Excuse me,” Layla answers.

“You can say excuse me and be kind and friendly. You can be respectful, safe, and responsible when you are being patient and waiting,” Mrs. Anderson says.

During this time frame Victor begins to move around the classroom before stopping near Mrs. Anderson.

“Go sit on your number Victor,” Mrs. Anderson says as she points to it on the carpet.

Victor continues to run around the carpet area and run into various spaces on the wall.

“Can you tell your friend Victor good morning friends?” Mrs. Anderson asks the children.

Various children answer and say, “hi Victor.”

Larry says, “he keeps running around the carpet.”

Mrs. Anderson answers, “I see that, he’s going to go sit with Mrs. Acadia.”

Mrs. Acadia offers her hand to Victor and lifts him gently to help guide him to a closer location to her chair. He begins to cry.

Mrs. Acadia replies, “I’m sorry friend. Can you sit by me?” Mrs. Acadia then points to the music book being read by Mrs. Anderson which goes to the song *The Wheels on the Bus*. Victor moves away from Mrs. Acadia and again runs around the classroom.
When the teachers and a volunteer break into small groups to read books, the volunteer offers to encourage Victor to come and join her group.

“Come on Victor,” the volunteer offers her hand.

“Go ahead and let him go,” Mrs. Anderson says to the volunteer.

The groups move into three areas of the classroom and read stories. Mrs. Anderson asks the volunteer, “would you mind reminding them of the classroom expectations and how we do that at school?” The volunteer looks back and nods her head up and down.

After finishing small groups, the class transitions to independent choice. During this time various activities are present. The writing desk has two children who are working on tracing numbers. One child sits in the front and matches letters to the upper and lowercase alphabet hung on a pocket chart located in the front. Five children play in the post office in dramatic play. At the tables, activities offered are painting on paper with small paintbrushes, playdough on trays, and magnet tiles with small animal figurines.

Victor goes to the block area and Mrs. Burbank, a staff member from another class comes in. “Okay, everyone, freeze,” Mrs. Burbank says to the classroom. The children stop moving and she counts the 17 children. Mrs. Acadia also counts 17 children before she goes to break.

Victor, who has been playing in the block area takes the blocks off of the shelf, he then is asked to put the blocks away. As he walks with Mrs. Burbank, who is holding his hand, he begins to heavily, but slowly fall to the floor. Once there he begins to scream.

“Come on Victor, we need to clean up the blocks please,” Mrs. Burbank reminds him as she supports his movement to the floor.
He chooses to lay on the ground and then gets up, “come on, let’s pick up the blocks.” She says again. Mrs. Burbank walks with Victor to the blocks and attempts to help him put a few blocks away. He then runs again.

Mrs. Burbank moves to the table to work with the children who are painting. Victor joins this activity when his mother comes in to the classroom. He continues painting and drops some down the front of his shirt.

“Come on baby, you’re done. Let’s go wash your hands,” Victor’s mother says as she reaches for his hand. Victor yells and gets up from his chair quickly. He stomps his feet and throws two paint containers on the floor.

After cleaning it up, his mother guides him over to wash his hands and then they move over to the magnet tiles and animal figurines. He again stands up quickly and throws the magnet tiles on the ground and yells while stomping his feet.

As independent choice continues another child, Lyle works at the playdough table. While shaping playdough he becomes upset with Joshua. Lyle tells Joshua to leave his space alone. When Lyle’s request isn’t followed, he asks Mrs. Anderson for support.

“Joshua, Lyle asked you to leave his playdough there. Please be friendly and respect what he asked you, to leave his playdough there please,” Mrs. Anderson says to Joshua.

Lyle moves back to his playdough area and begins to make snails. He walks over to Mrs. Acadia and says, “I made you a snail.”

Mrs. Acadia takes the snail from him and says with a smile on her face, “thank you.”

Another peer sitting in the book area is given a snail from Lyle, “here, I made you a snail.”
His peer takes the snail and looks at it with an open hand. “Thank you,” the peer tells Lyle.

Lyle then brings me a snail, “thank you, you worked hard on the snail. That’s so friendly of you to create that for me,” I tell him.

He smiles before walking back to the playdough table.

At the playdough table Joshua begins to yell, “no, no, no, no!”

Mrs. Acadia returns to the area and asks him to lower his voice because he is inside.

Joshua continues, “no, no, no!”

Mrs. Anderson asks Mrs. Acadia to ask Joshua if he would like to play a game with her. Joshua stands up and moves over to the carpet area with Mrs. Anderson and they begin a beanbag toss game. The beanbag is thrown on a carpet number and then the players write the numbers on the whiteboard. Joshua works with the other children, throwing the beanbag on the numbers and writing those numbers on the whiteboard.

When clean up time begins, Joshua cleans off the whiteboard with the eraser, and he returns the marker to Mrs. Anderson who says, “thank you for helping to clean up.”

Children then move back to the carpet after clean up to transition to small groups. Children are broken into small groups where Mrs. Anderson works with the children in Spanish, Mrs. Acadia works with the children in English, and Mrs. Burbank also works in English with the children.

Victor’s mother sits with him at Mrs. Burbank’s table where they are playing a number bingo game. Victor’s mother sits Victor on her lap and places the pieces on his bingo card.
When Mrs. Burbank pulls a 14 she asks the children, “what number is this?”

Victor melts to the floor, his mother uses gestures to guide him to sit with her and focus. Victor looks at the card Mrs. Burbank is holding and says, “4,” before he stands up and sits back in his mother’s lap.

Mrs. Burbank answers, “you’re right, that is a 4,” she points to the 4. Then points to the 1 in front of the 4. This is a 1, so this is a 14.”

Children in Mrs. Acadia’s group use wooden shapes to create pictures based on the picture cards they are provided.

Joshua sits by Mrs. Acadia and matches the various shapes to the dinosaur picture he has chosen, as Lyle uses the yellow shapes to make a fox. During this time Lyle’s sister is heard yelling from next door. Lyle looks over at the room. He begins to rub his fingers together and look around. Mrs. Acadia tells him, “Erika is having a hard time, she isn’t listening right now.”

When clean up time begins Lyle works to clean up the pieces independently with two other peers. Jordan begins to argue with Joseph, who holds the container for the shapes. Lyle waits patiently and looks around the area, waiting to put his shapes away. When Mrs. Burbank intervenes, he puts his shapes away and goes to get his jacket so that they can go outside.

When the children finish getting their jackets on and line up in two lines, one line of boys, and one line of girls, Lyle is asked to count the first line of boys. “1, 2, 3, 4, 5, 6,” then counts himself, “7.” Lyle independently counts and then announces.

Mrs. Anderson looks back to the other side of the room and says, “oh Lyle, we are going to have to count again. Jordan and Joseph are still cleaning up back there, we are going to have to count again.”
When Jordan and Joseph join the line, Mrs. Anderson asks Lyle to count again. He begins with himself this time. “1, 2, 3, 4, 5, 6, 7, 8, 9.” Then he turns around to Mrs. Anderson and says, “9.”

Mrs. Anderson repeats him, “there are 9 boys Lyle.”

“Okay Yvonne, go ahead and tell us how many girls there are.” She gestures to Yvonne to begin counting.

“1, 2, 3, 4, 5, 6, 7, 8. There are 8 girls,” Yvonne announces to the teacher and class.

“Okay boys and girls repeat after me,” Mrs. Anderson says to the students as she walks over to the whiteboard that is present. She pulls out her whiteboard marker and begins to write as she speaks.

Mrs. Anderson: “B.”
Children: “B.”
Mrs. Anderson: “O.”
Children: “O.”
Mrs. Anderson: “Y.”
Children: “Y.”
Mrs. Anderson: “S.”
Children: “S.”

“Boys,” Mrs. Anderson reads out loud as she simultaneously finger tracks the word.

“Boys,” the children repeat.

Mrs. Anderson then begins to write another word on the whiteboard

Mrs. Anderson: “G.”
Children: “G.”
Mrs. Anderson: “I.”
Children: “I.”
Mrs. Anderson: “R.”
Children: “R.”
Mrs. Anderson: “L.”
Children “L.”
Mrs. Anderson: “S.”
Children: “S.”
“Girls,” Mrs. Anderson reads as she finger-tracks the word girls she has just written.

“Girls,” the children repeat.
Mrs. Anderson returns to the word boys and says, “there are 9 boys.” As she writes the number 9.
The children repeat, “9”.
“There are 8 girls,” Mrs. Anderson says as she writes the number 8.
“8.” The children repeat.
Then Mrs. Anderson begins to use tally marks under the number 9 and the children count along, “1, 2, 3, 4, 5, 6, 7, 8, 9.”
Mrs. Anderson says, “that is 9.”
Then Mrs. Anderson begins to write tally marks below the number 8, “1, 2, 3, 4, 5, 6, 7, 8.” The children say as she makes the tally marks.
“So, 9 boys and 8 girls is 17,” Mrs. Anderson informs the class as they go outside.
After returning from outdoor play, the children take off their jackets, hang them in their cubbies and sit on the carpet. After they are settled Mrs. Anderson takes out an alphabet book that shows each letter on a different page.
Mrs. Anderson asks Lyle, “what letter is this Lyle?”
Lyle says, “u, u, u.”

The classroom repeats back, “u, u, u.”

Mrs. Anderson states, “wow Lyle, you are learning so many letters. Class, can we give Lyle a hand? He has been doing a lot of learning and learning all of the letters.”

The class begins to clap for Lyle as he smiles. “You are working a lot Lyle, we are so proud,” Mrs. Anderson says.

After finishing the alphabet Lyle is excused by Mrs. Anderson to set tables, “Lyle, you were the line leader, so can you help set the tables for snack please?”

Lyle nods his head up and down as he stands to go set the table. Once back there he wanders around the back of the classroom.

Mrs. Acadia asks him, “Lyle, what are you back here to do?”

Lyle replies, “set the table.”

Mrs. Acadia tells him, “okay Lyle, can you wash your hands and set the table here?”

Lyle walks over to the child size sink to wash his hands and sets the middle table by independently setting a plate, napkin, and cup at each spot.

Meanwhile, children continue to transition to snack, singing the children’s names and asking what they see. Mrs. Anderson announces to the children, “do you remember how Olivia in the picture was not following the classroom expectations? We have to be respectful and patient while we wait in line.”

When Joshua’s turn comes Mrs. Anderson sings with him, “Joshua, Joshua, what do you see? Who do you see Joshua, look at your friends and say who you see.”

Joshua points at Richard, Mrs. Anderson asks “Richard? Okay go ahead and show me walking feet and go to wash your hands Joshua.”
Joshua begins to run and is reminded three times by Mrs. Anderson, “Joshua, show me walking.” To which he slows down and walks.

Children sit at the table to begin eating snack, as they independently pass the bowls and pitchers around the table. Children serve four crackers to their plates and hold the pitchers and pour milk into their cups.

Mrs. Anderson announces, “tomorrow is Wednesday, everyone come to school tomorrow on Wednesday. It’s the last day of February. It’s going to be February 28, and then Thursday will be a new month. It’s going to be the first day of March.”

Children return to the carpet and get ready to go home for the day. The children sing a goodbye song and get coats before getting ready to depart for the day. Seven children are lined up to the side to catch the bus and children who do not ride the bus are asked to wait on the carpet as they say good bye to each other.

**Field Note 5**

Location: Lincoln Preschool  
Date: February 28, 2018  
Time of Observation: 1:00 pm – 4:00 pm  
Teacher: Mrs. Carden  
Teacher Assistants: Mrs. Perez and Mrs. Hampton  
Number of Children Present: 14 Students  
Classroom Ages: 3-year-olds

Walking into the classroom, to the right is a computer and printer set on a child size table, looking further to the right an oval shaped carpet sits on the carpeted floor area with a calendar showing the word February and the days that have passed so far. Also, on the wall is a poster picturing real children modeling how to complete the process of “belly breaths” to calm down. Another poster
hanging depicts pictures of real children showing facial expressions that display various feelings, labeled with the printed word underneath the pictures. Further over is the dramatic play area complete with a housekeeping set up that is child size. A mirror, couch, dining set, and props are added to support children’s imaginary scenarios. To the left of the entrance cubbies are set up for children’s belongings, labeled with their names.

Glancing further toward the back of the room and scanning from left to right on the carpeted area is a book area, complete with a softer carpet, two chairs, and a stand full of children’s books that they can easily access. To the right is a writing desk composed of two chairs and supplies including paper, crayons, and markers. The desk is backed up to a block area complete with wood blocks and props including farm animals and vehicles to support play.

During independent choice dinosaurs and small wooden blocks are set out where two boys explore the presented materials. Red glitter playdough is present at the middle table where five trays mark individual spaces. Various playdough materials are present to support play. The far-right table, where Mrs. Perez sits, a painting activity is offered where children can use red paint to paint lines on a piece of paper cut out to look similar to the hat worn by the cat in Dr. Seuss’ *The Cat and the Hat*.

Children move independently through the classroom, choosing what they would like to engage in. Four children are in the dramatic play area, while three children move around the carpet following the directions of the *Listen and Move* song. In the middle of the carpet two girls, Mallory and Lucy, line up cars and drive them on a wooden car garage.

Mrs. Hampton engages with the children who are following *Listen and Move*. “Jump like a bunny, in place,” Mrs. Hampton says to them. She jumps in
place, with two feet together. Four girls, including Erika, watch her and then begin to jump as well.

Mrs. Perez gets ready to go on her break, she asks the children to “freeze,” before she counts them. “…12, 13, 14. 14 children, I’m going on my break,” she announces.

“Okay,” Mrs. Carden answers.

Mrs. Hampton observes Erika listening to a song on the radio, she moves over and asks Erika, “you like this song?”

Erika smiles and nods her head up and down. Mrs. Hampton then turns the CD to another track using the buttons on the CD player. She begins to dance to Tooti Ta with Erika.

“Thumbs up, eyes shut, turn around,” Mrs. Hampton is heard singing while Erika watches the movements demonstrated by Mrs. Hampton and then attempts to do it as well.

“You like Tooti Ta Erika?” Mrs. Hampton asks.

“Yes,” Erika answers as she nods her head up and down.

Over at the table with dinosaurs and blocks Mrs. Gaynor has arrived to give Mrs. Carden a break. “Which dinosaurs are the same?” Mrs. Gaynor asks the four boys sitting at the table.

Aaron grabs two of the dinosaurs and says, “these ones.” He shows Mrs. Gaynor two dinosaurs.

“How do you know those two are the same?” Mrs. Gaynor asks Aaron.

“They both have teeth,” Aaron answers.

At the playdough table Grace places an orange object in the middle of a ball of playdough. “See, I made a car seat,” She tells Mrs. Gaynor.
“I see that, you placed that in the middle. Where do you sit in your car seat?” Mrs. Gaynor asks Grace.

Mrs. Gaynor’s attention is shifted by Chris, who begins to cry when the clean-up song comes on. Mrs. Gaynor says to him, “please come help clean up the dinosaurs Chris.”

“No!” Chris yells at Mrs. Gaynor.

“Can you please help me put the dinosaurs in this container?” Mrs. Gaynor asks again as she shows Chris the container and models how to put the dinosaurs in the container.

Chris yells again, “no!”

“Can you help put the shapes on the tray please Walter?” Mrs. Gaynor asks another child who has been exploring the materials at the dinosaur table.

Chris chooses to sit under the table and begins to roll around. Aaron continues to stack the blocks on the tray. The rest of the class has moved to sit at the carpet to transition to small groups. Kayla begins to gallop around the classroom, Erika moves to the dramatic play area, and Mrs. Hampton engages Chris with finishing clean up.

“Can you put this away?” Mrs. Hampton asks Chris. He takes the tray and puts it away, then joins Mrs. Perez at the far table to read Sam I Am.

Kayla chooses to take shakers to Mrs. Hampton’s table where she begins to roll it across the table. Mrs. Hampton reads to the group in Spanish, the book also by Dr. Seuss.

Mrs. Hampton says to Kayla, “Kayla, it’s time to read the book. Can you put that away please?”

Kayla ignores Mrs. Hampton’s request and begins to climb under the table and crawl across the ground. The other five children at the table look under the
Mrs. Hampton looks under the table and asks Kayla, “Kayla can you help me? I need your help.”

Kayla stops crawling across the floor and looks at Mrs. Hampton. “Can you help me hold the book Kayla?” Mrs. Hampton asks Kayla again, as she reaches for her hand.

Kayla takes Mrs. Hampton’s hand. Mrs. Hampton then tells the group, “Kayla is going to help me hold the book, come on Kayla.”

Mrs. Hampton places Kayla on her lap and hands her the book. She guides Kayla’s hand when it is time to turn the page. This helps Kayla to engage in the book for a few minutes before she focuses on the shaker again. Kayla stays near Mrs. Hampton’s table, exploring other materials as Mrs. Hampton and the other children finish the book.

Over at the carpet area Mrs. Carden reads another book by Dr. Seuss. “Tomorrow is Dr. Seuss’ birthday, and this is a book he has written,” she explains to the four children.

“How long is his birthday?” Daryl asks.

“It will be all day tomorrow. And you can wear the hats you made then.” Mrs. Carden looks over at the dramatic play area and asks Erika, “Erika, what are you doing over there? Are you dressing the baby?”

“Yes,” Erika answers as she works on putting a white shirt on a baby doll. Erika then begins to pull various clothing out of a suitcase in dramatic play, looks at it and places it on the ground.

“Wow, Erika, I like how you dress the baby,” Mrs. Carden says, continuing to look at Erika from her seat at the carpet. “Erika, we are reading our book over here. Would you like to come and join us?” Mrs. Carden then asks her.

“No,” Erika says.
“Okay Erika, it’s a good book, come and join us if you want to,” Mrs. Carden replies to her as she begins to continue the book with the other children in her group.

As small group finishes the children transition back to the carpet and begin to sit. “Okay friends, let’s get our jackets on and get in line,” Mrs. Carden says as the children move over to their cubbies, pull their jackets out, and work at putting them on. She supports the children who need help, showing them how to zip jackets, get arms in sleeves, and work on the skill of getting clothes on correctly.

Mrs. Carden and Mrs. Hampton both count the children before they exit to get outside. Erika is taken to change clothes, when she returns Mrs. Martinez helps her by explaining the process of washing hands to Erika. “I like how you wash your hands,” Mrs. Martinez tells Erika. She adds, “you are rubbing your hands together really good, we have to wash our hands after we use the restroom.”

Erika finishes washing her hands and reaches for a paper towel. Mrs. Perez returns from the dumpster and begins to take Erika outside. “You washed your hands Erika, good work. Let’s go outside,” she says as they begin to walk to the door.

When the children return into the classroom the fire drill sounds. “Okay everyone, line-up, hurry.” Mrs. Carden tells the children.

“Let’s count them,” One of the other teachers says. The teachers begin to count children, they finish, take the roll book, emergency cards, and the first aid kit.

When walking out to the designated meeting spot, Mrs. Martinez explains to the students close to her, “this is pretend, this is so we can practice in case there is a real fire. But, this is practice,” she continues to explain to the children. “Please
stay in line and hurry friends.” She encourages as they enter the next area on the yard.

The children line up along the fence and the teachers take roll. Each child is encouraged to raise their hand and say here.

“Erika?” Mrs. Carden calls as she reads her name off of the sign in sheet. Mrs. Delano says to Erika, “Erika, raise your hand, and say here.”

Erika raises her hand and says, “here.” She looks at Mrs. Delano and Mrs. Carden, then chooses to swing on the fence.

When the children return from the fire drill they move to three small groups. Mrs. Carden offers the children trays with number cards and playdough. The children work on shaping the playdough to form the number presented on their card. Then they are asked to count the number displayed on their card.

“Walter, what number is this?” Mrs. Carden asks, pointing at the number 5 on his card.

“5.” Walter answers.

“Can you count the number you have?” Mrs. Carden asks Walter as she points to the location of the number represented by five circles on the card.

Walter begins to count, “1,” Walter looks at Mrs. Carden who points to the same circle and nods her head up and down. “…2, 3, 4, 5.” Walter counts as Mrs. Carden works with him to also point to the circle being counted.

“That’s right Walter, that’s 5. You counted to 5,” Mrs. Carden smiles as she acknowledges Walter’s accomplishment.

“Did you like this activity friends?” Mrs. Carden asks the children.

The children nod their heads up and down, some answer by saying, “yes.”
“Would you like to do this another time friends? It was a fun activity wasn’t it?” Mrs. Carden says as the children begin to be excused to music and movement time.

At the carpet, Erika sits in the yellow chair where the teacher usually sits.

“I’m the teacher,” Erika says to Mrs. Perez.

“You’re the teacher Erika?” Mrs. Perez asks.

Erika answers by rocking in the chair side to side after grabbing the bottom of the chair with both hands.

“Okay Erika, can we find you another chair?” Mrs. Perez asks her.

Both Mrs. Perez and Erika scan the area for another chair for Erika to sit in.

Another chair is placed next to the yellow chair. Mrs. Perez pulls out rhythm sticks and hands them to Erika who begins to pass them out to her peers. Giving each child two sticks.

Mrs. Carden looks at Erika, “wow Erika, you’re being very helpful, thank you for passing out the sticks.”

After passing out the sticks, Erika chooses a spot on the carpet and sits.

“You’re sitting very nicely Erika, thank you.” Mrs. Carden says.

The children listen to a song and play the rhythm sticks. Chris chooses to sit in the chair next to Mrs. Perez.

Mrs. Carden says to Chris, “you must have enjoyed that song. Would you like to do it again?”

Chris nods his head up and down, and smiles. They play the song again.

After it is over Erika stands up and begins to collect the other children’s sets of sticks.

“Wow, Erika thank you. You’re picking up all the sticks. How helpful you’re being,” Mrs. Carden says to her.
Erika looks back and smiles at Mrs. Carden. She walks back to Mrs. Perez, with all of the sticks, she fumbles with the armful of items. She makes it to the cabinet where Mrs. Perez helps her put them away.

“Thank you, Erika, for helping to pick up all the sticks,” Mrs. Perez says.

After the sticks are all collected Mrs. Perez chooses helpers to set the table. To determine who is to be a helper Mrs. Perez chooses three different name cards and asks the children whose name is on the card.

“Whose name is this?” Mrs. Perez asks, as she shows the group a name.

Erika raises her hand and says, “Me.”

“Yes Erika, that is your name,” Mrs. Carden says.

“That says Erika,” Mrs. Perez says as Erika reaches for her name tag.

“What letter is this Erika?” She asks pointing to the letter E in her name.

“E, Erika,” Erika says as she snatches her name card and smiles, she moves her name card closer to face and wiggles it around.

“You’re right, E for Erika.” Mrs. Perez says.

“Very good Erika, that is an E for Erika,” Mrs. Carden says.

Erika washes her hands and moves to begin to set the table. She waves a few napkins around and gets some of the items out before Zander and Julio move over to her table and begin to help her finish the table setting. She hands them various items that they place into differing place settings depending on the need.

At the carpet the children begin to review the days of the week, date, and month. “Today is the last day of February friends, it’s the 28th.” Mrs. Perez says as she points to the word February and the number 28 on the calendar.

“Does anyone know what the day of the week is?” Mrs. Perez asks, and waits for the children to answer. When no answer is received she points to the word Wednesday on the calendar and says, “Wednesday, that says Wednesday.”
The children repeat the word, “Wednesday.”

“Would you like to sing the days of the week?” Mrs. Perez asks the children who are still sitting at the carpet. With the response of some head shakes up and down they sing a song with the names of the days of the week. Mrs. Perez points to each of the words on the calendar.

“Okay, who is ready to count now?” Mrs. Perez asks. “Let’s count to 28.”

The class begins to count to 28, “…26, 27, 28,” the group says in unison.

“Now, we need to go and wash our hands before we sit down and eat snack,” Mrs. Carden says as they begin to excuse groups of children to wash hands and sit at the table.

The children sit and begin to serve themselves using bowls and spoons. They pass the bowls to their neighbors as the teachers discuss milk and cereal with the children.

When children get ready to clean up they are excused to throw their bowls and cups in the trash. Chris spills milk on the ground and Mrs. Marley explains to him, “be careful Chris, we’re going to have to clean that up please,” she says as she points at the puddle on the floor. Erika stands up and joins them to view the puddle of milk.

Erika points at the ground and begins to tell Mrs. Marley something that isn’t audible.

“Yes, the milk was spilled there, Chris is going to clean it up. Thank you, Erika, for showing us and helping us to be safe.” Mrs. Marley then turns to Chris, “Chris, can you please get a paper towel so we can clean this up?”

Erika returns to the table and continues to eat her cereal. Chris works on cleaning the milk off of the floor with support from the Mrs. Marley. “Thank you
for cleaning the milk so that friends don’t slip,” Mrs. Marley says to Chris when they finish.

Mrs. Marley begins to support Chris in the process of making it to the carpet, he attempts to wander through the classroom. She walks over to him and explains, “we need to go sit at the carpet.”

Chris replies by letting out a loud whine while he tries to walk away from her. Gently, Mrs. Marley takes Chris’s hand and guides him back toward the carpet. Chris begins to let his feet drag and the side of his mouth begins to turn downward.

“I know it is hard, but we need to go to the carpet because it is almost time to go home. Let’s sit here and we can wait to go home.” Mrs. Marley sits on the carpet on a shape and pulls her legs underneath her to sit with crisscross legs. She then turns to Chris and guides him to sit next to her. “Let’s listen to the book,” she says to him, referring to *The Itsy-Bitsy Spider* being read by Mrs. Carden.

While the bus riding children line up in the back of the room by the tables, Chris turns to look at the book and sits until his grandma comes to pick him up.

Erika, who had stayed in the back of the room also becomes upset during this transition. She begins to cry and run in the back of the room. Mrs. Martinez walks over to her and speaks to her in a low voice before walking with her toward the carpet where another staff member is holding a book.

Mrs. Martinez points at the book and tells Erika, “look at the book Erika.” Mrs. Martinez then turns to the other staff member and says, “can you show her the book?”

The other staff member shows her the book and Erika begins to steer her focus to the book, she then stops crying and points to the front of the book. The
other staff member sits with Erika on the ground and points to the letters in the book and makes the sounds with Erika’s help until she is picked up to go home.

The children leave for the day and teachers finish cleaning the classroom as some gather their belongings to clock out for the day. Good byes are heard, along with shuffling and movement of chairs being stacked and tomorrows equipment set out before the new day begins.

**Field Note 6**

Location: Lincoln Preschool  
Date: March 1, 2018  
Time of Observation: 3:00 pm – 4:00 pm  
Teacher: Mrs. Anderson  
Teacher Assistants: Mrs. Acadia  
Number of Children Present: 18 Students  
Classroom Ages: 3-5-year-olds

Eighteen children are present and sitting around the large carpet which is located in the middle of the floor. Each child has chosen a honeybee to sit on. Mrs. Anderson is sitting next to a self-standing whiteboard that displays the alphabet. A few letters are sporadically placed, including a P and u.

Mrs. Anderson explains to the children, “you can do this friends. You can make the letters. When I go visit your parents, I’m going to talk to them about the lines, so you can make your letters.” She begins to point at some of the letters, “I am going to tell them about the large line, short line, and curve line.” She points to the letters on the whiteboard that were previously written in red marker. “You see friends, those are all you need to make all the letters.”

She points to a line on the letter T, “What line is this friends?” Pointing to the long line on the capital T.
“Long line,” the children state.

“Yes, that’s a long line. What about this line?” Mrs. Anderson points to the line at the top of the capital T.

“Short line,” the class says.

“Yes, that is a short line. How about this friends?” She points to the line in the letter P.

“Long line,” the children say.

“Yes, you are right. You know that is a long line. What about this?” Mrs. Anderson points to the curve of the capital letter P.

“Curve line,” the class says.

“Yes, that is a curve line. See friends, you are very smart, you know how to make your letters. Like Lyle, Lyle learned his letters in one week. Very good work Lyle,” Mrs. Anderson says. “He learned his letters very fast didn’t he?” Mrs. Anderson asks Mrs. Acadia.

“Yes, he did learn his letters very fast,” Mrs. Acadia replies looking at Lyle and smiling.

Lyle smiles back and begins to lick his lips and clasp his hands, wiggling his fingers while he looks back at Mrs. Acadia.

“He did, friends can we give Lyle a hand for his fast learning please. Let’s clap for Lyle,” Mrs. Anderson says as the rest of the class claps for Lyle.

“Okay friends, we have time for one more game. Let’s play Little Mouse.” Mrs. Anderson begins to take out small flannel board houses in green, yellow, purple, orange, red, and blue. A small flannel mouse is also included in the prop set.

“Okay friends cover your eyes, so you don’t see where the mouse is hiding. I want you to learn your colors and practice and pay attention, so you can
remember and pay attention when the mouse is not there.” The children cover their eyes, some peeking between their fingers.

“When you come up I want you to tell me the color, not just pick it up. But if you pick the blue, then say I pick blue, or yellow, before you look for the mouse,” Mrs. Anderson instructs as she points to the colored houses she identified while speaking.

“Little Mouse, Little Mouse, come out to play, what color house are you in today?” The class chants before a child is chosen to come and look for the mouse.

“Jaya come up and tell me the color,” Mrs. Anderson instructs. Jaya reaches for the orange house and Mrs. Anderson reminds her, “Jaya, you did not tell me the color.”

“Orange,” Jaya says.

“Yes, that is orange, pick it up.” Mrs. Anderson tells Jaya who picks up the orange house and finds the mouse.

“Okay, I’m going to set it up again,” Mrs. Anderson hides the mouse under a different house.

“Little Mouse, Little Mouse, come out to play, what color house are you in today?” The class chants.

“Lyle, come up and find the mouse. What color do you think he is in?” Mrs. Anderson asks Lyle as he walks to the flannel board and studies the various colored houses that the mouse could possibly be hiding under.

Lyle looks at the various houses and says, “red.”

“You choose red? Go ahead and lift the red one,” Mrs. Anderson instructs him.

He lifts the red house and the mouse is not present.
“Oh, it wasn’t there!” Mrs. Anderson says with a disappointed sound in her voice. Lyle places the red house back on the flannel board and moves back to sit down with a slight smile on his face.

The game continues until Mrs. Anderson shows the children where the mouse is located, after each of the other color houses are chosen by individuals in the group twice.

When Mrs. Anderson lifts the green house and pulls the mouse out from underneath it the children become excited and jump up and down. “Yay!” the class shouts.

“Okay, we found it, there was where the mouse was hiding,” Mrs. Anderson holds the mouse up. She asks the children to then sit down. “Okay, friends go ahead and sit down, we are going to start getting ready for snack please.”

Children begin to settle, sitting on their chosen honeybee around the outline of the carpet. They begin to pull their legs underneath themselves and place hands in their laps to prepare to transition to their snack time.

Field Note 7

Location: Sarasota Preschool
Date: March 2, 2018
Time of Observation: 3:00 pm – 4:30 pm
Teacher: Mrs. Penaloza, Mr. Carrington, Mrs. Villa
Teacher Assistants: Mrs. Ceres and Mrs. Garfield
Number of Children Present: 15 Students
Classroom Ages: 3-5-year-olds

I begin by walking into an office before walking straight back into a door that opens into a classroom with multiple windows surrounding the back walls, the
type of windows that still use a turning lever to open the window. Blinds cover each window that are twisted open, but not lifted off of the windows. Two backdoors that lead to a playground also line the back wall. This single classroom consists of two room spaces that can be closed using an according style divider. Both rooms are square, and connected through a sectioned wall that is framed, similar to a door.

Though the space is used as a single classroom, two square rooms are defined by the arrangement of the furniture. When walking through the door that enters the room from the office the space is arranged in a manner that makes it open. All areas are easily scanned while standing up. To the right, two spaces are clearly defined that are located on a carpeted area, including the dramatic play area, which holds child size furniture that is similar to pieces found in any kitchen space. A small table with four small wooden chairs is placed on a smaller throw rug, each chair arranged and pushed in around the circular table.

At the far wall, pictures of the class families are hung, using a bordering type cut out that provides a “framed” look. The other wall depicts a multi-cultural decor that is headed Multi-Cultural Board. Artifacts including an American Flag, a map of California, a Mardi Gras mask, and a small sombrero are included with a border of pictures of real life children from various cultures and ethnicities.

Moving over to the back is a large oval shaped carpet that is bordered by squares of different colors to define seating spaces for the children. Within each square is another shape of a different color. Two shelving units set up in a shape of an L hold various types of blocks for building. Vehicles and wooden houses are included to support block play scenarios. The walls in this defined space include an alphabet poster, a poster with color crayons of various colors, and a Classroom
Job chart that holds a picture of a child, the name, and the specific child’s job of the day.

The back wall, which is the focus wall during large group shows six pictures that are set on top of a vertical strip of paper that has Velcro pieces spaced out along the three-foot strip of paper. Each picture is displayed equal distance apart portraying a picture of a real-life child expressing the facial characteristics of a certain emotion that is labeled with the written word of that emotion. Included feelings are sad, excited, scared, frustrated, happy, and angry. Next to that is a daily schedule chart that shows a picture of the various scheduled parts of the day, the pictures are of the actual teachers and children in the classroom. Also, a pictured chart with the classroom expectations shows pictures of the children in the classroom actually implementing the classroom expectations which includes being respectful, friendly and kind, responsible, and safe and healthy.

A calendar is also hung with the March 2, 2018 word cards, days of the week, and the numbers 1, and 2 that are placed in boxes under the days Thursday and Friday. These wall hangings are set low, at the children’s eye level. The vaulted ceilings in the classroom provide high ceilings that allow a display of four Care Bears that have been colored and laminated. On each care bear an emblem that represents each classroom expectation is placed on its tummy. A paper sun with an added happy face, and two clouds have been stuffed to create a three-dimensional look. A blue piece of butcher paper backs the display with additional clouds sponge painted on. A long stretch of linoleum connects the two individual rooms where three small rectangular tables are set. Seven small blue chairs are pushed in along the table, with one larger yellow chair placed at each table.

Following along the linoleum flooring, through the framed section that visually separates the two room sections, a science table is present that offers real
bugs incased in plastic. A technology table where the children use a tablet to interact with various programs and a book area with child sized furniture is also seen.

Moving into the second part of the day, after children have woken up from nap and had time to put their beds away, and teachers have had time to put the room back together children sit for snack at two tables. During this time the children hold conversations with the teachers. The food is passed around the table by the children, who serve themselves using utensils before they eat.

While the children eat and talk about the food they are eating and the events of the day, three other children go home. The teachers recount and change the number on the board. Parents are welcomed, they sign out, and everyone wishes each other well for the weekend.

The children move to the carpet to meet as a large group again, and Mrs. Penaloza puts on a CD that accompanies a book about musical instruments. The song explains different sounds of musical instruments. During the song Hannah and Harmony sing loudly and pretend to play the various instruments depicted in the song.

Clyde sits and rocks slightly throughout the song, on the last page of the book he moves to the middle of the carpet and points to the book, “ewwww, ewwww,” he says as the others continue to sing the song and finish the book.

When the book is over Mrs. Penaloza asks the children, “okay, before you move to bingo, or another activity I want to know which of the instruments were your favorite.”

By this time two other children have left, and the class is at 10 children total. Mrs. Penaloza stops for a second to do a count and then communicates, “10,” with Mr. Carrington.
Mr. Carrington also confirms 10 children are present before he changes the number on the board.

Mrs. Penaloza changes her focus to the group of children again, “okay, Harmony, can you come and show me which one of the instruments was your favorite please?”

Harmony stands up and walks to point to her favorite instrument. During this time Clyde moves to the middle of the carpet, in the walking path of Harmony.

Mrs. Ceres turns to Clyde, “Clyde, can you move back to your spot please so you’re safe? And, you don’t want to trip Harmony.”

Clyde moves back to his spot and holds on to his ankles with both hands. Mrs. Penaloza looks over to him and says, “Clyde, you have sat well during the book. Will you come and show me which instrument was your favorite?” She points to the page the instruments are on.

Clyde stands up and walks quickly toward Mrs. Penaloza and the book. He says something that is not understandable before he stops in front of Mrs. Penaloza. Mrs. Penaloza smiles at him and asks again, “which instrument was your favorite Clyde?”

Clyde looks at the picture, then holds the back of the book in his left hand before pointing with his right hand, then he answers, “I like this one here, the big bass drum. I like the big bass drum.”

“You like the big bass drum there?” Mrs. Penaloza asks Clyde as she points to the picture of the big bass drum he continues to point to.

“Yes. Big bass drum,” Clyde replies before he nods his head up and down twice.
Mrs. Penaloza then says, “okay, go ahead and choose your activity,” Clyde turns and begins to run. Mrs. Penaloza reminds him, “please walk inside Clyde, so you’re safe.”

Clyde walks and chooses a lock and key activity set at a table. Clyde lays on the table and pulls all of the locks and keys toward him. The closest locks and keys he pushes under his stomach, then he uses his arms to reach the remaining supplies, as he continues to push more under his belly. He then stands on his tip toes before pulling the last two locks under him. After he has completed this task he begins to look at each lock. He finds a lock that displays a picture of an x-ray that he puts on his hand. Clyde then walks over to Mr. Carrington and with the lock on his hand he stands next to him.

Mr. Carrington looks at Clyde and Clyde offers his hand, “touch my hand,” Clyde tells Mr. Carrington. Mr. Carrington looks at Clyde for a minute. Mr. Carrington notices the lock Clyde has put one of his fingers through. “Touch my hand,” Clyde repeats to him. Mr. Carrington’s expression changes to a smile and he shakes Clyde’s hand.

Mr. Carrington then begins making a “bzzzzzz...” sound and shakes his body. He then releases Clyde’s hand and tells him, “oh, you got me.”

Clyde then runs off to the table Mrs. Garfield sits at and says loudly to no one particularly, “I shocked Mr. Carrington. I shocked Mr. Carrington!”

Mr. Carrington sits back down where he is working with a group of children who are practicing writing their names. Louis is sitting across from Mr. Carrington and says, “I can’t do it!”

Mr. Carrington looks at Louis and asks, “what can’t you do?”

Louis looks at Mr. Carrington, the sides of his mouth turned downward and says, “I can’t write my name.”
“What part can’t you do?” Mr. Carrington asks.

“None of it,” Louis says.

Mr. Carrington gets up and walks around the table. He looks at Louis’s work and thinks for a second. He then kneels down and readjusts Louis’s hand on the marker he is holding.

“Okay, you have to make a line here,” Mr. Carrington says as he draws an invisible line on Louis’s paper with his finger. Louis then makes the line.

After describing some of the shapes of the letters with Louis, and Louis creating the lines independently Mr. Carrington wraps his hand around Louis’s hand that is still holding the marker. Mr. Carrington then helps Louis to draw the remainder of the letters. He continues to provide descriptions, then he let’s go of Louis’s hand and says, “that’s the o there.” Mr. Carrington says then he creates an invisible o on Louis’s paper.

Louis then finishes writing his name and Mr. Carrington returns to his seat. He then says to Louis, “see, you can do it. You wrote your name right there.”

Over at the other table Mrs. Garfield asks Mr. Carrington, “how has Clyde done today?”

Mr. Carrington answers, “I haven’t talked to him very much today.”

Mrs. Garfield then says, “I haven’t had to talk to him a lot today either.” Her attention then shifts to Clyde who is standing close to her, “okay Clyde, you did it today. I’ll go get them for you.”

Mrs. Garfield finishes her tasks on the other side of the room. Mr. Carrington meanwhile begins to clean up the name writing activity that children have finished. Clyde then runs over to Mr. Carrington.

“Did I do good today?” Clyde asks Mr. Carrington.
Mr. Carrington turns to Clyde and asks, “how do you think you did today Clyde?”

Clyde quickly replies, “I did good today.”

Mr. Carrington responds, “why do you believe that Clyde?” Mr. Carrington asks in an attempt to encourage Clyde to describe his thoughts behind his question. Without a response Clyde runs back to the other side of the room.

Clyde tells Mrs. Garfield, “I did good!”

Mrs. Garfield says back to Clyde, “you did good today Clyde, that’s good to hear.”

After answering that Mrs. Garfield walks to the office then returns with a big box of large, pretend plastic dinosaurs. As soon as she closes the door behind her Clyde appears and skips the few feet to the carpet area where Mrs. Garfield leaves the box in the middle of the floor. Clyde pours the entire box out onto the carpet.

“Here’s the dinosaurs Clyde,” Mrs. Garfield says as Clyde grabs the t-rex and turns back to Mrs. Garfield.

“I got the t-rex,” Clyde says to Mrs. Garfield.

“I see that Clyde, you do have the t-rex. Is that your favorite?” Mrs. Garfield asks him.

Clyde doesn’t reply, instead he is moving the t-rex around the carpet area as he growls, “grrrr, I have the t-rex.”

Field Note 8

Location: Vander Preschool
Date: March 6, 2018
Time of Observation: 1:00 pm – 4:00 pm
Teacher: Mrs. Owensby
Teacher Assistants: Mrs. Cica and Mrs. Mosey
Number of Children Present: 17 Students
Classroom Ages: 3-5-year-olds

A door opens into a rectangular shape classroom that holds three rectangular tables on the linoleum flooring. Tables have utensils placed on them to be set by the children when they arrive to school. Looking over to the right of the door a carpeted area includes clearly defined spaces divided by various pieces of child size furniture. The dramatic play area holds child size kitchen style furniture that has been turned backwards to allow for a different play scenario to be displayed. A hula hoop, stilts, a mat, and other materials have been added to support the idea of a gym. The block area is set up next to an open space for the entire large group to join together. The book area is available and surrounded by the cubbies. Here children’s pictures and names label their personal space. The sun has come out, and the weather has warmed up which has led to cubbies remaining bare, without jackets or long sleeve shirts in them.

I walk into the classroom at 1:00 pm and the children are sitting at the tables. Mrs. Owensby sits at the table closest to the front door with six children, Mrs. Mosey sits at the middle table with five children and Mrs. Rosel, a volunteer through the grandparent program. Mrs. Cira sits at the farthest table with five children.

Mrs. Owensby informs the children, “5 more minutes until we are finished with lunch.”

Dylan begins to look at the clock, Mrs. Owensby asks him, “Dylan do you see the number one on the clock?” She points to the analog clock hung on the wall. “When the big, black hand gets to the one it will be time to clean up.”
Dylan looks at the clock and says, “I see the one, it’s almost there.” He points to the clock, referring to the long black hand he waits to move so he can throw his plate away.

When the big, black hand gets to the one Mrs. Owensby refers back to the clock and points to it to acknowledge the time change. “See? The big hand has moved to the 1,” she says to Dylan before announcing, “okay friends, we need to clean up please.”

Each child cleans up their own places and then moves to the carpet. Mrs. Owensby begins with a welcome song and then asks the children to sit down. To get more of the children’s attention she begins a chant, “if you can hear me touch your head…” Mrs. Owensby continues as she finishes with asking the children to sit down on the large, oval carpet that is bordered by squares of different colors. This helps the children define their personal space while they sit with their pretzel legs and hands in their laps.

“Okay, it’s time to choose our helper for the day,” Mrs. Owensby announces as she pulls out small rectangular slips of paper, laminated with Velcro on the back of each. On the front of each slip is a child’s name that is in the classroom.

After she pulls the name slips out Ian stands up and walks over to the book area where two teddy bears sit on the child size couch. He picks them up and walks over to me.

“What’s your name?” Ian asks me as he stops next to the table I am sitting at.

“My name is Miss Malone,” I respond to him as he stands next to me smiling. “What is your name?” I ask as I extend my hand to him to shake.

He reaches for my hand and responds, “Ian.”
Mrs. Owensby turns to Ian and says, “Ian, come back over to the carpet and join us. Please come and be responsible.”

Ian does not respond to Mrs. Owensby’s invitation, instead he carries the two teddy bears over to a trash can and begins to throw them into one holding paper scraps. Ian throws each bear in, and then retrieves them over and over.

Mrs. Cira, who has moved over to the sink to start assisting children with tooth brushing invites Ian over. “Ian, would you like to come and brush your teeth?” she asks him.

Ian doesn’t reply so Mrs. Cira tries again, she pulls out a large picture of a tooth and asks, “Ian, want to come over and help me come and brush teeth?” She asks.

Ian continues to throw the teddy bears into the trash can and retrieve them.

Mrs. Owensby calls names in the stack and asks the children to identify the name of the next helper. “Who is this friends?” Mrs. Owensby asks as she holds up Misty’s name tag.

The children at the carpet respond, “Misty!”

“Yes friends, that is Misty,” Mrs. Owensby acknowledges. Then she continues, “Misty, there is room to work with the tablet today. Would you like a turn on the tablet?” Mrs. Owensby asks. Mrs. Owensby holds out Misty’s name card as Misty walks on her knees to retrieve it from her.

Misty takes her name tag and looks up at Mrs. Owensby to answer her question. Misty nods her head up and down, then replies, “yes.”

Misty continues to walk on her knees as she places the Velcro backed name tag on a picture of a tablet that marks the children who will have time on it today.
“There goes Misty,” Mrs. Owensby says, “she is being very responsible as she moves over and places her name there.” Misty turns around and smiles before returning to her spot on the carpet.

Each child’s responsible behavior is noted by Mrs. Owensby as they are asked if they would like to be a helper for the day.

Ian continues to use the teddy bears to throw into the trash can and retrieve them. After repeating the action Ian hits the art drying rack with the teddy bears and knocks pieces of cardboard down. The class looks back and Ian stops and looks.

Mrs. Mosey walks over to Ian and says, “uh oh Ian, we need to be responsible. We need to clean that up please. Can you put these back where they belong?” She asks Ian and hands him the cardboard pieces. Ian replaces the pieces back to the locations they were before they fell.

Mrs. Mosey continues, “that was very responsible of you Ian, thanks for picking this up.” Mrs. Mosey then picks up the teddy bears and brushes them off. “Oh, we don’t want to get these dirty.” She then hands the bears back to Ian and asks, “can you put these back on the couch so that we take care of them?” Ian takes the bears back to the couch, then heads toward the dramatic play area.

The dramatic play area is set up as a gym where a hula hoop, a small mat, and two pairs of stilts are provided to portray a setting that invites working out. The children have been excused to begin independent choice where multiple activities are offered other than dramatic play.

Playdough is offered at one table, two tablets are set out that offer interactive games for the children to implement, and various art projects are available. A writing desk, manipulatives, and puzzles are also easily accessible to
the children. A block area containing multiple types of blocks and various props to support play is offered, but no children have started in that defined area.

Ian comes over to the dramatic play area where Mrs. Owensby is located. She begins to talk to him, “look Ian, there is 1, 2, 3, 4, children in here. You will have to wait your turn please. This area is only open for four friends at a time please.”

Ian turns to walk away and begins to cry.

Mrs. Owensby says to him, “I’m sorry you’re sad Ian, it is hard to wait.”

Shortly after Ian chooses a basket of building supplies that he takes to the rectangular table closet to the dramatic play area. He places the basket on the table and sits in a chair and begins to dig through the supplies.

“That’s a good choice Ian. You picked another activity while you wait. That’s responsible of you friend,” Mrs. Owensby says.

Ian’s turn arrives to work in the dramatic play area. He puts the basket and supplies back on the shelf and walks over to an area Ezra is at.

Ian chooses the stilts to work with, as does Ezra. Ian and Ezra begin to swing the stilts at one another. Mrs. Owensby intervenes and says to Ezra and Ian, “oh it’s not safe to swing those,” she says pointing at the stilts. “You can walk on those and keep them on your feet.”

Ezra chooses to attempt to walk on the stilts until he makes it to the hula hoop and steps inside. He smiles back at Mrs. Owensby.

“You made it to the hoop Ezra, you’re smiling, are you happy about that?” Mrs. Owensby asks him.

Ezra continues smiling and nods his head up and down to answer her question.
Ian remains over on the side of the dramatic play area looking at Mrs. Owensby. Mrs. Owensby says to Ian, “your mouth is drooping down at the sides. Are you mad right now?”

Ian continues to look at her, scowling.

Mrs. Owensby points to Ezra, “Ezra made it to the hoop, would you like to try that too?” Mrs. Owensby asks.

Ian shakes his head up and down and then walks toward the hoop on the stilts.

Mrs. Owensby acknowledges other children wanting to come into the dramatic play area. She shows Ian a timer and explains to him, “you will get 5 minutes, then it will be someone else’s turn to use those.” Mrs. Owensby shows Ian the timer as she sets it for 5 minutes.

Ian continues to practice on the stilts, when he falls Ezra goes to get Mrs. Owensby to inform her. Mrs. Owensby gets an icepack and hands it to Ezra, Ezra then walks over and offers it to Ian.

“Ezra, that is friendly of you. You gave the icepack to Ian to help your friend,” Mrs. Owensby says.

Soon the timer beeps and it is Alexa’s turn to use the stilts. Mrs. Owensby brings the timer that has rung over to Ian and shows him, “it’s Alexa’s turn now please, see the timer is out.” Mrs. Owensby continues to show Ian.

“No!” Ian yells as he takes the stilts and runs away. Ian runs to the other side of the room and then runs back.

“Ian isn’t ready to share yet Alexa, I’m sorry.” Mrs. Owensby explains to Alexa. She then continues, “Alexa, you can go ask Ian if he will share with you because it is your turn.”

Alexa walks over to Ian and asks, “can I have those Ian?”
Ian swings one of the stilts and yells again, “no!” Then he runs away.

When Ian returns to the dramatic play area Dylan, who has just received a set of stilts comes over to Alexa and offers them to her.

Mrs. Owensby says, “Dylan, you chose to share with your friend Alexa. Thank you for being kind.”

Alexa takes the stilts and moves further into the dramatic play area. Ian watches from over by the table then walks back to the dramatic play area and tosses the stilt in the direction of Dylan.

“Are you choosing to share with Dylan?” Mrs. Owensby asks Ian.

Ian nods his head up and down, then tosses his shoe toward Mrs. Owensby.

“Do you need help to put your shoe on Ian?” Mrs. Owensby asks him. Ian nods his head up and down then he sits down on the ground in front of Mrs. Owensby.

As Mrs. Owensby picks up Ian’s shoe she says, “you can ask me to help you put on your shoe. You can say ‘can you help me with my shoe please’.” Mrs. Owensby finishes putting on Ian’s shoe and he stands up.

When time to clean up comes Mrs. Owensby announces to the children to clean up. Ian runs through the class and kicks over a structure of magnet tiles another group of children have been working with. Ian then grabs a stack of the magnet tiles, runs back the other way and throws them on the linoleum floor.

“If you would like to play with the magnet tiles Ian you may sit there. But we need to be respectful with our things and build with them,” Mrs. Cira tells him as she directs him to a table.

Ian sits and works on building with the tiles. When he begins to throw them again Mrs. Cira returns, “Ian, it is fine to build with them, but we don’t want to
break them by throwing them. If you throw them, I will have to put them away because that is not being responsible with our things.”

Ian jumps slightly out of his chair and pulls the magnet tiles close to him.

“Please build with them Ian,” Mrs. Cira reminds him.

At the carpet the children have gathered and Mrs. Owensby moves to the daily schedule and says, “we have finished independent choice,” she moves the arrow down one step and then asks, “what is it time for now friends?”

Horace and Lola answer, “Second-Step.”

Mrs. Owensby says, “yes, it is time for Second-Step.”

Mrs. Owensby sits back down in her seat and pulls out a poster that shows a picture of two children pulling on a toy. She explains the scenario to the children, “they both wanted the same toy, it looks like both wanted to play with the first aid kit so they started arguing and pulling on it.” Mrs. Owensby models pulling on an object.

Mrs. Owensby looks at the children and asks, “is that a friendly thing to do? Pull a toy out of another friend’s hand if you want it?”

The children at the group say, “no,” as some shake their heads side to side.

“Yeah, that is not okay to pull something away from someone is it?” Then Mrs. Owensby continues, “okay friends, I have a poster to show you. But, I need you to be very very quiet please.” The children begin to quiet and focus on Mrs. Owensby.

Over at the side table, Ian continues to build with the magnet tiles. Mrs. Cira checks in with him and asks, “Ian do you want to come and join us over here?”

Ian doesn’t reply, so Mrs. Cira reminds him, “we have a spot for you right here.”
As Mrs. Owensby opens the poster she begins to explain to the children the different actions they can take when there are two children that want to use the same equipment at the same time. “Okay, friends. Here are some things you can do,” referring to the poster in her hand, Mrs. Owensby points to three different pictures.

“You can share with friends,” Mrs. Owensby explains as she points to a real picture of peers sharing an object. “You can take turns,” she points to the reference picture and then explains, “one person uses the toy, and then the other friend takes a turn.” Then she points to the last picture and says, “or you can trade, you can offer a toy to another friend and ask if they will trade with you.”

The children then review the concepts. “So, is it okay to pull toys away from friends?” Mrs. Owensby asks. The children’s answers of no can be heard.

“Remember friends, we need to be friendly and kind and use our words,” Mrs. Owensby reminds them.

“Okay friends now we have finished Second-Step, and we are going to move to small groups now friends.” Mrs. Owensby says this and moves the arrow down. The children move into three groups to read books and discuss the topics.

After finishing small groups, the children walk back to the carpet to be excused to go outside. Mrs. Owensby asks Daniel to come up and acknowledge children who are ready to line up to go outside. Ezra stands up and runs to line up. Mrs. Owensby reminds him, “Ezra, please sit back down until you are excused.”

Ezra sits back down and makes a crying noise. After excusing one other child, Daniel looks over to Ezra and excuses him to line up. Ezra walks over to line up and Mrs. Owensby explains, “I see you are sad Ezra, but Daniel saw you waiting patiently and asked you to line up.”
The children line up and Mrs. Owensby asks Daniel to count the children, “there are 17 children written on our board, let’s make sure it matches the number in our line,” she announces before they count.

Mrs. Owensby holds Daniel’s hand and counts the line of children, “…15, 16, 17.” Daniel and Mrs. Owensby finish together.

“Okay friends, there are 17 children. Let’s go outside.” Mrs. Owensby stands at the back of the line and moves toward the door to count the children one more time with Mrs. Cira. They both count 17 again before they head outside.

Children return from outside and then sit at the carpet before they transition to the tables to eat snack prior to heading home for the day.

Field Note 9

Location: Banting Preschool
Date: March 7, 2018
Time: 8:00 am – 11:30 am
Teacher: Mrs. Arenz
Teacher Assistant: Mrs. Fahny and Mrs. Rourke
Number of Children: 14 students
Age of Children: 3-year-olds

I walk into a large facility that is actually a community center. After walking around the outside space and passing multiple doors a sign outside marks the facility front door, labeled with the name of the preschool. After Mrs. Kalra opens the door she invites me in and shows me the office space that holds the staff’s personal belongings. I put my belongings down and walk into a hallway where I see that the facility holds two classrooms. These are partitioned off by cubicle style divider walls. Looking from the openings made possible by the dividers, the 3-year-old classroom is the first room that is possible to enter.
I walk into the 3-year-old classroom that is being set up for the day. Eating utensils are placed in the middle of the table for children to set when they come to school. This includes cups, plates, napkins, and spoons. When looking around I see six spaces that are clearly defined on two different flooring types.

In the first flooring section covered in carpet, and looking to the right, a large blue area carpet lays in the center of an open space. The border of the carpet is a darker blue, covered in squares of multiple colors that encompass another shape. These are present to provide visual boundaries for individual children’s spaces when they sit as a large group. Hung on the walls is a visual schedule, a feeling chart, helpers pocket chart. Multiple posters that display pictures of real life children expressing various feelings, how to take belly breaths to calm down, how to play fair, and the rules of sitting at the carpet also hang on the wall.

To the left is a book area where soft seating pieces are offered next to a book stand that displays books easily accessible to children. This sits next to a writing desk that offers writing supplies that the children can get to independently. Moving to the linoleum flooring three tables are present that are rectangular in shape with multiple chairs surrounding the them. Cabinets that hold puzzles and other manipulates in containers that show the contents are displayed to allow for easy selection by the children.

A block area is present, multiple types of blocks are placed intentionally on shelving units that promote a visual space definition. Backed up to the block area is the dramatic play area that is furnished with child size furniture. The furniture is replicated from appliances found in a kitchen at home. A sink, microwave, and refrigerator are backed against the cubicle dividers separating the two classrooms. The open shelves are filled with baby dolls, boxes, blankets, and other props that can be used to promote play scenarios.
Breakfast is already placed on the table before the children have entered. Three children arrive to class and begin to set the tables to help prepare for meal time. A few more children arrive, who are signed in by parents. Children then move to the back sink to wash hands before finding a spot at one of the three tables to sit.

Mrs. Arenz stands with Macky at the sink and goes through the process of washing his hands, he gets his hands wet in the sink. Mrs. Arenz asks him to wash his hands thoroughly. She shows Macky the poster hung on the backsplash of the sink to support his hand washing process. Mrs. Arenz also shows Macky how she washes her hands through modeling. First, she gets her hands wet, then she adds soap, scrubs her hands (which she describes the process of), and then she rinses before reaching for a paper towel. Macky also washes his hands and dries them before he chooses a seat at a table next to Mrs. Fahmy.

As the children continue to enter, they move to the back of the classroom and wash their hands before they sit to begin to eat breakfast. When they all sit, Mrs. Arenz, Mrs. Fahmy, and Mrs. Rourke begin a chant “…with a shake, shake, shake, and a clap, clap, clap, and a snap, snap, snap…”

The children follow along and then they place their hands in their laps before they sing another song. The class starts to eat breakfast. During this time the teachers pass the bowls around the table and children serve themselves. The children serve themselves out of the serving bowls and then pass the bowls to their neighbors. Teachers hold conversations about the various foods, and the tastes.

When the time to finish eating breakfast comes Macky stands up, and touches Mrs. Fahmy’s shoulder. Macky says something to her and points to the block area.

“Would you like to build with the blocks Macky?” Mrs. Fahmy asks.
Macky nods his head up and down before he makes another comment to Mrs. Fahmy.

Mrs. Fahmy points to a timer located on the counter and says to Macky, “okay Macky, it’s almost time to go to the carpet. When the clock buzzes we will be done. Go ahead and sit down and finish breakfast.”

Macky sits back down and continues to wiggle around in his space. Shortly after the buzzer sounds, the teachers say to their tables, “oh, there is the buzzer, it’s time to clean up and go to the carpet.”

Children begin to clean up after themselves as they transition to the carpet. A few of the children begin to say that they need to go to the bathroom. Mrs. Rourke gathers four children and announces, “I’m taking four to the bathroom and I leave you with nine.”

Mrs. Arenz replies, “four to the bathroom, and nine in the classroom.”

Mrs. Rourke takes the children to the bathroom. She opens a small gate placed in the entrance of the manually created classroom space and walks down a hall to the bathroom with the children. The rest of the class sits down at the carpet.

Macky walks to the carpet and speaks to Mrs. Fahmy. She asks Macky, “you want to be a helper today?”

Macky rolls on the carpet and then jumps up on his feet and does a twirl to the ground.

“If you want to be a helper you can sit on the carpet and show how you are responsible, maybe you’ll get a turn to be a helper Macky,” Mrs. Fahmy says.

Macky sits on the carpet in a wide-open space. He sits on his knees and then begins to play with his shoes. When Mrs. Rourke comes back Macky tells her he needs to use the restroom. Mrs. Kalra comes over and offers to take Macky to
the bathroom. Mrs. Kalra asks the class, “does anyone else need to go to the bathroom with Macky?”

No other children answer, so Mrs. Kalra walks with Macky out to the bathroom space. “Twelve in the room,” she states on her exit.

At the carpet Mrs. Arenz sings a good morning song, and then another song that the children act out. When Macky returns, Bill asks to go to the bathroom. Mrs. Kalra says to Macky, “thank you for being responsible in the bathroom,” before taking Bill.

Macky walks over and sits at the carpet. Mrs. Arenz assigns jobs to the children and describes the possible activities available for them to explore during independent choice. The children show various ways they enjoy exercising before transitioning.

Macky looks back in my direction and waves, “hi,” he says.

I wave back and return to typing. Macky continues to look my way before he spits his tongue out and makes a “raspberry” sound before pointing at me with his index finger. He changes the position of his fingers and shows me his index finger and pinky finger pointed upward, as he spits his tongue out again.

Macky turns back around on the carpet as the front door chime sounds. “Jay is here,” Mrs. Fahmy announces, “we are at 14 now in the class.”

As Jay and his mother enter the door Jay can be heard crying. His mother comes through the short gate that provides a barrier to the hall way and the classroom. When they come into view Jay’s mom holds him against her body, both of her arms wrapped around his midsection. Jay is faced outward while kicking his feet. Jay’s mother places him on the ground and signs him in.

“Jay’s here!” a few of the children state.
Jay’s mom talks to Mrs. Arenz about Jay crying every day and not wanting to go to school. Then she talks about how Jay cries because he doesn’t want to leave school.

When Jay’s mother gets ready to leave Jay responds by moving closer to Mrs. Rourke. She moves closer to Jay in response to his action.

Macky touches Jay’s shoulder, and Jay remains on the floor crying. Macky, who is first smiling, allows the sides of his mouth to drop, and his eyebrows lower as he begins to make a crying sound.

Macky moves closer to Mrs. Rourke. She gives him a hug and asks, “are you sad?” Then she explains, “Jay is sad too, he misses him mama.”

Jay’s mother leaves, and the teachers rotate to stand close to Jay. Mrs. Rourke walks to the back of the classroom to start brushing teeth with children.

Mrs. Fahmy walks over to the cabinet when Macky comes over to her, “look,” he smiles to show his teeth, and he points to his teeth. “Look,” he says again to Mrs. Fahmy.

“Did you brush your teeth Macky?” Mrs. Fahmy asks.

“Yes,” Macky replies as he nods his head up and down.

“Oh, that’s healthy of you to brush your teeth Macky, I see your teeth.” Mrs. Fahmy responds.

Mrs. Fahmy continues her path to the cabinet and pulls out the tablet. Jay stands up and remains next to Mrs. Arenz. Mrs. Fahmy removes a tablet from the cabinet and turns it on. She walks over to Jay and shows him the tablet, “would you like to use the tablet?” She asks Jay.

Jay nods his head up and down and then follows Mrs. Fahmy to the book area where she sits him down and explains to him, “it’s still loading,” as she puts
the tablet in his hand. Jay sits and explores the interactive games on the tablet for a period of time.

Over in the carpet area Mrs. Arenz works with the children using plastic cards that display various ways of moving the body or copy cards. Lacey and Anders enter the area and Mrs. Arenz reads the word “balance,” and points to a card.

Blake asks Mrs. Arenz, “what does this one say?” As he points to the balance card again.

Mrs. Arenz replies, “that is balancing,” as she points to the word on the card.

Blake looks at the picture then copies the motion. He holds his two arms out to the side and then picks up his right leg.

“Look, look,” Blake says to Mrs. Arenz.

“You’re balancing,” Mrs. Arenz says to Blake. “You’re really good at balancing.”

Blake asks, “can I put my foot down now?”

Mrs. Arenz looks at Blake and says with some surprise in her voice, “yes, you can stop whenever you want,” she explains. Blake puts his foot down and they continue to look at the cards and copy the different movements that are pictured.

Mrs. Fahmy walks over to Jay who continues to explore the tablet, “Jay, would you like to go and brush your teeth?” She asks, then she points back to Mrs. Rourke, “Mrs. Rourke is waiting for you.”

Jay looks back toward Mrs. Rourke, and then to Mrs. Fahmy. Mrs. Fahmy continues, “I can hold the tablet for you. Do you want to go and make your teeth healthy and strong?”
Jay stands up and Mrs. Fahmy reiterates, “I can hold the tablet for you,” as she assists Jay in moving the chair backward so he can scoot out from under the desk.

Jay goes to brush his teeth and passes Macky in the block area on his way back to the sink.

Mrs. Hadler comes in and announces to Mrs. Arenz, “I’m here to give you your break.”

Mrs. Hadler and Mrs. Arenz count the children and then Mrs. Arenz announces, “I’m going on break, there’s 14 in the class.”

Mrs. Fahmy walks around the middle space of the room and scans with her eyes. Mrs. Hadler walks to the space on the carpet where Mrs. Arenz was, she continues to work with the children at the carpet on different exercises they can do to keep themselves healthy.

As Mrs. Fahmy walks by the block area she acknowledges Macky putting away blocks he was finished using. “Oh, thank you for picking up the block area Macky,” Mrs. Fahmy says as she acknowledges his work. Mrs. Fahmy then makes eye contact with Mrs. Hadler and engages her in the conversation. “Macky is cleaning up the blocks, he is being very responsible,” Mrs. Fahmy says to Mrs. Hadler who joins in the block area to recognize Macky’s classroom contribution.

“Thank you, Macky, your sorting the blocks in the correct areas,” Mrs. Hadler says.

Macky cleans up and then walks to the carpet where he lays on the ground and starts to play with two *Cat in the Hat* dolls. Tyra crawls to a spot that Macky had previously sat in. When Macky notices Tyra he quickly crawls toward her and says, “my spot!” He tries to push Tyra out of the spot.
One of the teachers intervenes and reminds Macky that we don’t hit at school as Tyra moves away from the spot and finds another activity to work on.

Macky continues to engage with the cats as he rolls with them on the floor. As time passes through independent choice, the buzzer rings and the children are asked to begin to clean up. The areas are picked up, with teacher support and encouragement.

At the playdough table Blake works to pick up playdough materials, Mrs. Fahmy walks by and says to him, “are you helping to clean up? That’s so responsible of you.”

Blake begins to grab toward Audrie, who is attempting to put the lid on the playdough container. Mrs. Fahmy stands in close proximity and notices the change in Blake’s behavior. She asks him, “what is wrong Blake? Is there an issue?”

Blake then says, “she is hurting my feelings.” He points to Audrie who is still trying to close the playdough container. Audrie lifts her head.

Mrs. Fahmy explains to Blake that she is sorry his feelings are hurt, but if he needs something he can use his words. She goes on to explain that Audrie is working on cleaning up. If Blake needs something from Audrie then he can go ahead and ask her, if not, Mrs. Fahmy would like him to please finish cleaning up.

After the class finishes cleaning up they get their coats on to go outside and play. Mrs. Rourke pulls out a long rope like device that has handles located down the rope. Mrs. Rourke directs the children by saying, if you have your jacket on get on the ‘bus’ I believe she said.

When children finish putting on their coats they walk over and get on the ‘bus.’ As they all get on board, the teachers move to the outdoor space, counting children before they transition outside.
When children come back in Mrs. Arenz takes a group of children to the bathroom, and Mrs. Fahmy sits with the rest of the children at the carpet. Mrs. Fahmy instructs the children, “please sit or lay down on the carpet. We just came back in from being outside, and now it’s time to rest your bodies,”

Tyra announces, “I’m sitting quietly.”

Mrs. Fahmy replies to Tyra, “you are being responsible and sitting quietly, thank you Tyra.”

Jay begins to move around the room, he comes to the science area and picks up a magnifying glass before he climbs under the table.

Mrs. Arenz then acknowledges Jay by saying, “Jay….”

Mrs. Arenz keeps an eye on Jay as he continues to explore with the magnifying glass before he puts it back and then goes back to the carpet.

Jay then chooses to walk over to the reading area where he sits in a cube sitting space. Mrs. Fahmy asks Jay, “Jay do you want to come and join Mrs. Arenz at the carpet? I’m sure they are going to do a very fun song.”

Jay removes both of his shoes and wanders around the outside of the carpet area. When Mrs. Arenz looks at Jay he crosses his arms with force and says with the sides of his mouth pulling downward, “I don’t like you!”

“Oh Jay, that makes me sad when you say that,” Mrs. Arenz says as Jay throws his shoes in the middle of the carpet.

Over at the tables Connie has wandered and stands in the area. Mrs. Fahmy reminds Connie that it is two other children’s turns to set the table today. It will be Connie’s turn another day.

Connie responds by yelling as she runs toward the book area. Connie sits in the cube area and crosses her arms.
Mrs. Fahmy walks over to Jay and reminds him, “Jay, we need to have our shoes on in the classroom. Would you like me to help you put them on?”

Jay pulls off his socks and then throws them toward the middle of the carpet. “Uh oh Jay, we need to keep our shoes on at school to keep our feet safe,” Mrs. Fahmy reminds him.

Connie, still sitting in the cube, is invited back to the carpet where the children begin to dance. “Connie, would you like to come and join us and dance? Are you ready to join us?” Mrs. Fahmy asks.

Connie stays in the book area and remains in the cube. The children then stand and dance to a song that states directions. Mrs. Arenz dances with the children and shows the motions directed in the song.

When the song is over, Mrs. Fahmy takes Jay’s hand and says, “Mrs. Fahmy is going to help you put on your shoes.” Mrs. Fahmy takes Jay over to the carpet area and begins to show him how to put his shoes on his feet.

While helping Jay with his shoes Mrs. Fahmy turns back to Connie, “Connie are you ready to be respectful and responsible and go to the carpet to help Mrs. Arenz?”

Connie answers, “no.”

Macky remains on his shape and Mrs. Fahmy says to him, “Macky, you are sitting on your shape and listening, you are being respectful and responsible.”

As Mrs. Fahmy finishes putting on Jay’s shoes Connie comes out of the cube and asks, “what is being respectful?”

Mrs. Fahmy explains, “being respectful is using your listening ears, and following the rules to show that you have come to school to learn. When you sit at the carpet and help we can tell your mommy about how you were being respectful and learned at school today.”
Mrs. Fahmy finishes helping Jay to put on his shoes, she then helps him to sit at the carpet. Mrs. Arenz continues the book showing various types of exercises. Mrs. Arenz asks the children to come and identify specific exercises she names by pointing to the picture of it on a page displaying various types of exercise movements. Shortly after the book is finished the children go to the sink to wash hands before they eat lunch. Mrs. Kalra comes into the classroom and sits with some of the children who choose to stay in the book area, including Macky.

Mrs. Kalra reads a book with Macky. When the book is over Macky puts it away. Mrs. Kalra says to Macky, “you put the book away on the shelf, how responsible of you,” She then stands up and asks Macky, “would you like to go wash your hands for lunch?”

Macky stands up and pulls on Mrs. Kalra’s hand to move her toward the sink where they wash hands before they sit for lunch. The class begins to sing their song before passing the serving bowls around the room.

“…. with a shake, shake, shake, and a clap, clap, clap…..” Is heard as lunch is put out on the tables.

**Field Note 10**

Location: Manning Preschool
Date: March 8, 2018
Time: 8:15 am – 11:00 am
Teacher: Mrs. Smoyer and Mrs. Reyes
Teacher Assistant: Mrs. Myers
Students: 14 Children
Age of Students: 3-5-year-olds

I walk into the classroom to a carpeted floor area is. The cubbies are labeled with the children’s names, some having pictures still attached. The science table
that sits by the wall offers various materials including scales and pinecones for the children to investigate. The right side of the classroom displays a dramatic play area that contains replicated kitchen furnishings. Included is a microwave, stove, kitchen sink, and a small table that has two small chairs pushed in. The large group area is separated by the dramatic play area using a shelving unit, the large area carpet provides space for the entire group to gather. The writing desk and the book area sit by the wall, defining the individual spaces by backing a book shelf to the shelving unit that holds multiple writing and drawing supplies.

Before the floor type changes from a carpeted space to linoleum flooring, shelving units hold various types of blocks. The linoleum flooring opens to three rectangular tables that are pushed together to create a capital I shape set up. This allows Mrs. Myers and Mrs. Smoyer to sit and eat breakfast with the children. As the children begin to finish breakfast and clean up they throw their trash away. Mrs. Smoyer is heard providing directions that support children with following through with the clean up expectations.

“Chloe, can you go back and use walking feet please,” Mrs. Smoyer directs.

“Warren, please go back and push in your chair please,” Mrs. Smoyer says to another child.

Before the children move to the large group area Mrs. Smoyer asks the children to please line up so she can count them, “please give yourself a hug, and we will count.”

As the children line up Mrs. Smoyer counts. “…12,13,14,” she says as the children are then excused to move to the large carpet area. “Please sit on a shape, and we will count together,” she instructs the children during the transition.

The children sit down on the large carpet that is bordered by squares of different colors. The squares hold various other shapes in the middle.
Together the children count, “…12, 13, 14.”

The class talks about the day of the week and sings a song that incorporates all seven days. The children discuss what day of the week it is. Travis, who has chosen to take a break in the book area stands up to join the group. When Travis stands up he trips and falls partly on Maureen who has been sitting on her shape with her pretzel legs quietly.

Mrs. Smoyer stands up and asks, “Travis, are you okay?” She walks over to Travis and begins to help him up. “Are you okay?” Mrs. Smoyer asks Travis again.

Maureen continues to move her body out of the way and Mrs. Smoyer says to her, “it was an accident Maureen, he tripped and fell.” Maureen looks at Mrs. Smoyer and Travis as Mrs. Smoyer repeats to her, “it was an accident.”

After helping Travis up, he and Mrs. Smoyer move back toward the chair at the front of the large group area. After adjusting themselves, Mrs. Smoyer asks Travis if he would like to pick a pretend flannel gumball to put up on the hanging flannel gumball machine.

Travis replies, “yes,” as he stands next to Mrs. Smoyer.

Mrs. Smoyer says to Travis, “which color do you want to pick?”

Travis replies to Mrs. Smoyer, as he puts his hand in a bag holding the flannel gumballs of various colors, “okay.” His body bounces and he rolls his eyes until he picks a green gumball and removes it from the bag.

“What color do you have?” Mrs. Smoyer asks, ignoring Travis’ overemphasized body language.

Travis lowers his voice to a growl and says, “green,” as he places the flannel board bubblegum piece on the gumball machine before he moves to sit down on the carpet.
Mrs. Smoyer asks the rest of the children to come and choose a gumball piece one at a time. The children add their gumball to the gumball machine. Each child chooses a color, tells Mrs. Smoyer what color they chose, then they add each gumball to the gumball machine.

When Trinity’s turn arrives, she places her colored gumball on the gumball machine and stands in front of Mrs. Smoyer.

“Trinity, go ahead and find your shape, your other friends need a turn too,” Mrs. Smoyer says as she gestures back to Trinity’s previous shape.

Trinity firmly presses her feet into the ground before turning her shoulders away from Mrs. Smoyer, followed by a quick toss of her head.

“Trinity, what’s wrong? You put your gumball up there, it is right there,” Mrs. Smoyer points to the gumball Trinity had just placed on the gumball machine.

Trinity turns her head back to Mrs. Smoyer, this time she has tears that have welled up in her eyes. Mrs. Smoyer’s expression softens and she asks, “what happened Trinity? Did something make you upset?”

Trinity continues to stand firmly, directly in front of Mrs. Smoyer, she does not answer. Mrs. Smoyer waits for a few moments before she moves forward and continues to have each child pick a colored gumball, identify the color, and then place it up on the gumball machine.

When the activity is almost complete, Mrs. Smoyer looks over at Mrs. Myers and asks, “can you help Trinity? She is having a hard time over here.”

Mrs. Myers answers, “sure,” as she walks over to Trinity and reaches for her hand.

Trinity takes Mrs. Myers’ hand and Mrs. Myers sits on the carpet with her, “what happened Trinity, are you upset?” Mrs. Myers asks.
Trinity begins to calm down as the class starts to count the gumballs each child has placed on the gumball machine.

The children count a total of 14 gumballs and Mrs. Smoyer asks, “what does 14 look like friends?”

“It’s a 1 and a 4,” Maureen answers.

“That’s right Maureen,” Mrs. Smoyer says as she begins to flip through cards with various numbers on them. Mrs. Smoyer pulls out a card with the number 13 printed on it. “Is this 14 friends?” Mrs. Smoyer asks the group.

Some of the children answer with a “yes,” and some answer, “no.”

“Is this 14 friends?” Mrs. Smoyer continues to ask the children. “This is a 1 and a 3,” she says and points to each number.

The children pause and then Mrs. Smoyer says, “that’s 13.” She then begins to shuffle through the stack of numbered cards and pulls out the number 14. “Here is a 14,” Mrs. Smoyer says as she shows the class the correct card and places it in the pocket located near the bubblegum machine provided to identify the number of the gumballs present on the chart.

When time to transition occurs Mrs. Reyes comes over to the group and begins to explain to the children what will be available at the tables during independent choice, “at the first table,” Mrs. Reyes begins as she unfolds a piece of paper and shows it to the children. “What shape is this?” she asks the children.

“A diamond,” the children answer.

“A diamond,” Mrs. Reyes continues as she nods her head up and down.

“You cut these out yesterday, so today you are going to marble paint them.”

Mrs. Reyes continues to explain to the children what activities are available. During one point she stops when the children begin to get to loud. “Oh,
I am so sad,” she says as she puts her hands on her hip and drops her head. “My friends are not going to know what to do,” she continues.

When the children quiet down Mrs. Reyes continues to tell them that they can choose to use roll-a-dough to make letters and numbers, easel paint their diamonds, or choose to write their names.

When Travis comes to paint he is disappointed that he is going to paint his diamond. Mrs. Smoyer helps him by explaining that Travis can paint his diamond and then he can paint on a bigger piece of paper if he wants to when he is finished.

The children continue through independent choice and then time to transition begins. When children begin to move back to the large group area Travis announces he needs to take a break. He communicates this by yelling over the others in the room to the teachers. Travis then walks to the book area and brings a magnet activity with him. Travis sits in the book area and works on the magnet activity while the others participate in large group activities including songs. When a fast dancing song is put on Travis decides that he is going to join the large group. He puts down the magnet activity on the small couch in the book area and walks over to the group and starts to dance in a circle.

Hank sees Travis walk away from the magnet activity. Hank quickly walks over to the book area to pick up the magnet activity. Travis sees Hank and yells, “no!” He runs over to grab it back from Hank. Mrs. Smoyer intervenes and helps to deescalate the situation.

After music and movement, it is time to move to small groups, Mrs. Smoyer takes a group to read a book about being a super friend. The small group talks about what it means to be a super friend. Travis begins, “if you have a bully
at school you can tell them stop, but they won’t listen so you have to fight the bully,” he puts his fists up as he speaks.

“Well we can’t do that at school, so what can you do?” Mrs. Smoyer asks.

“You can tell them to stop and walk away,” Travis continues.

“That would be a good choice,” Mrs. Smoyer continues.

“But some people throw darts at a bully and run,” Travis says, “I want to do that.”

“Well we can’t do that at school,” Mrs. Smoyer says, “so one choice is to tell them to stop, two, you can walk away. And what else?”

“You can go and throw darts at the bully and you can run,” Travis repeats.

Travis continues to talk about throwing darts at bullies if someone sees them at school. Mrs. Smoyer continues to tells him throwing darts at bullies at school is not a good choice.

As Travis continues he explains that you can throw darts at a bully behind you at a different school, not at this school.

Mrs. Smoyer then asks, “Travis, do you think any school would have darts for you to throw at a bully?”

“Not at this school, but at another school. If a bully is behind you, you can throw darts at them and run,” Travis clarifies, using his hands to gesture his words.

“Travis, do you think that is a good choice?” Mrs. Smoyer asks him.

“Not at this school, but another I said,” Travis replies.

Mrs. Smoyer continues to discuss options with her small group about what to do if they experience a bullying situation. She explains that they can walk away, tell them to stop, or tell a teacher.

Travis continues to talk about throwing darts at the bullies, but not at this school, at another school.
Mrs. Smoyer continues to reinforce the pro-social options before Travis finally says, “you can walk away.”

Mrs. Smoyer returns to the title of the book she is holding and asks the children if they can be super friends.

“Travis, can you be a super friend?” Mrs. Smoyer specifically asks him.

“Yes,” Travis replies.

After the small group announces that they can be super friends, Travis says, “I hate super friends.”

Mrs. Smoyer explains further what it means to be a super friend. Travis then changes the subject to discuss the topic of superheroes. He converses about Batman and what Batman does as a superhero.

Mrs. Smoyer changes her approach, “do you think Batman is a super friend?” She asks Travis.

“Yeah, and Superman,” Travis answers.

“Do you think Superman is a super friend?” Mrs. Smoyer continues.

“Yeah, superheroes keep us safe…Joker, and Harley Quinn….” Travis waves his hand in the air as he speaks.

“So, you think superheroes are super friends?” Mrs. Smoyer asks.

“Yeah,” Travis says.

“So, you can be a super friend?” Mrs. Smoyer asks Travis again.

The conversation comes to a close and the small groups reconvene together at the carpet before they move to independent choice.

Travis finds liquid filled tubes of various colors and consistencies at the science table. He shakes them and explores each one before he picks them up and brings the tubes over to Mrs. Smoyer. Travis shakes them close to her face as he describes the action occurring within each tube.
While looking closely at one of the liquid filled tubes Mrs. Smoyer asks Travis, “what do you see in there?”

Jon and Bart come over and try to grab some of the tubes, Travis says, “please don’t touch that.” Referring to the tubes he continues to investigate.

Mrs. Smoyer reminds Travis, “be a super friend, take turns, and share.”

Allen, who has joined the group, asks Travis, “can I have one please?”

Travis says, “no.”

Mrs. Smoyer replies, “let’s be a super friend. Allen asked very nicely if he can have one please. So, what would a super friend do?”

Travis continues to shake the various tubes and shows them to Mrs. Smoyer. He doesn’t acknowledge the question Mrs. Smoyer asked him.

Mrs. Smoyer acknowledges what Travis shows her, and then turns the topic back to being a super friend. “Can you be a super friend?” Referring to Travis. “Allen asked if he can have one please. What would a super friend say?” After she pauses and Travis doesn’t answer Mrs. Smoyer says, “a super friend would say, ‘sure you can have one.’ Can he have one Travis?”

“No,” Travis again replies to Mrs. Smoyer.

“Then that’s not being a super friend. A super friend would say sure you can have one,” Mrs. Smoyer says.

Allen and Travis continue to investigate the tubes together with Mrs. Smoyer. While working together Travis gives Allen a sticker.

Mrs. Smoyer acknowledges what Travis has done, “did you give Allen your sticker? That’s being a super friend when you shared,” she continues to explain to Travis.

Maureen comes over to work with Travis and Mrs. Smoyer with the tubes. Mrs. Smoyer asks Travis to inform Maureen what they were talking about.
Travis picks up the tube with a thick liquid and heavy circular spheres that move inside the tube depending on its placement. Travis explains, “when you move it the balls move really slow,” as he shows Maureen how the tube works.

“Why?” Mrs. Smoyer asks.

With support from Mrs. Smoyer, Travis is able to explain that the balls move slowly because the liquid in the tube is thick.

In the middle of the continued tube exploration Travis goes over to his cubby, pulls out his beanie, and puts it on. Travis sits on his knees and looks at the various tubes. Allen moves closer to Travis. Allen points to Travis’ beanie and describes the colors. Travis waits in the kneeling position while Allen continues to look at his beanie. Allen touches the beanie and names each of the colors.

Allen says while visually scanning Travis’ beanie, “it’s blue and blue.” Allen points to the blue stripe on Travis’ beanie and then he points to the blue magnifying glass in his hand.

Mrs. Smoyer smiles and turns to Travis, “did you hear him Travis? He said the magnifying glass is blue and so is your beanie.”

The children continue through independent choice. When it gets close to clean up time Mrs. Smoyer explains to Travis what time it will be when clean up begins. Pointing to the clock to show minutes and numbers, Mrs. Smoyer describes to Travis what five minutes looks like.

Kay joins the group still looking at the liquid filled tubes with Travis. Travis says, “no, don’t take that!” As he grabs for all of the tubes.

Mrs. Smoyer continues to mark the time until clean up, “four minutes friends until clean up.” Travis and her look at the clock, he describes how the hands move.
Travis asks, “can I take this and this outside?” Referring to one of the tubes and one of the magnifying glasses.

Mrs. Smoyer picks up the magnifying glass and says, “you can take the magnifying glass outside and look at things.” She picks up the magnifying glass and pretends to look at objects closely, holding the magnifying glass close to her eye while she explores the shelving unit.

Mrs. Smoyer tells Travis that he has had a really good day, and that she is very proud of him because he has been making good choices

When time to clean up comes Mrs. Smoyer tells Travis, “let’s go put these over here so we can bring them outside with us.” They walk over to the cubbies closest to the door and place the tubes and magnifying glasses on the top of the cubbies.

When children line up to transition back to the large group area Travis asks Mrs. Smoyer, “can I help you?”

‘You have to ask Mrs. Myers, she does group,” Mrs. Smoyer responds.

Travis runs to Mrs. Myers and asks, “Mrs. Myers can I help Mrs. Smoyer?”

Mrs. Smoyer gets a small blue chair to put next to Mrs. Myers’ chair at the front of large group area.

Travis comes back and sits next to Mrs. Myers. He says to her, “why are you here? I want to help her.” He points to Mrs. Smoyer, then he begins to cry.

Mrs. Myers says, “I am doing group, I need your help Travis.”

Travis continues to cry, he gets up from the chair and runs to the back of the classroom. Travis goes over to where Mrs. Zilka stands. She talks to him. I hear her saying to Travis, “breathe.”

Mrs. Smoyer says to Travis, “it’s Mrs. Myers’ time to do group.”
“Why do I always gotta help you, I want to help her too,” Travis says again to Mrs. Myers.

Mrs. Zilka, Mrs. Myers, and Mrs. Smoyer all use convincing dialogue to help Travis understand that Mrs. Myers needs his help this time.

Travis sits down and then says, “but I always have to be the big bad wolf.” as he frowns.

Sitting next to Mrs. Smoyer on the carpet, Miguel tells her, “I like you nose.”

“Thank you,” Mrs. Smoyer responds to Miguel, “I like your nose too.”

Travis stands up from the blue chair and tells Mrs. Smoyer, “I like your eyeballs.”

“Oh, thank you,” Mrs. Smoyer says to Travis.

Soon, various class members are complimenting Mrs. Smoyer on numerous attributes of her outward appearance. Mrs. Smoyer thanks the children and attempts to get them to focus.

Mrs. Myers hands Travis a book and he looks at it, “see, I told you I always have to be the wolf. See, I always do this book.” Travis is holding the book *The Three Little Pigs*.

Mrs. Myers, Mrs. Zilka, and Mrs. Smoyer respond with different encouraging statements to let Travis know that they would like to hear him read the book.

Mrs. Myers hands Travis a different book which is *Five Green and Speckled Frogs*. Travis shows the book to his friends near him on the carpet.

When the song begins Travis pushes the book into Trey’s face. Mrs. Myers reminds him that he needs to be safe and hold the book up.
Travis then stands up while he holds on to the bottom of the chair he has been seated in with both hands. He dances in the middle of the room, hanging on to the chair as he walks. The four legs of the chair sticking out in the air behind him. Mrs. Myers reaches for the chair and helps Travis to move it back to a seated position.

After the song is over the children are excused to line up to go outside. Mrs. Smoyer informs Mrs. Myers that Travis can bring the liquid tubes and the magnifying glasses outside today because he was interested in engaging in them.

Field Note 11

Location: Shamrock Preschool
Date: March 9, 2018
Time: 8:00 am – 12:40 pm
Teachers: Mrs. Dwyer, Mrs. Fisk, and Mrs. Gillis
Teacher Assistants: Mrs. Jurado and Mrs. Lomax
Number of children: 18 students
Age of Students: 3-5-year-olds

I walk into an office that has a half-door that enters into a large space in a one room classroom. Mrs. Jurado greets me as we introduce ourselves. When I walk through the half-door three rectangular tables can be seen that are set on the linoleum floor. Children are busy, working on multiple activities including drawing, snap blocks, and other building items.

Eleanor, a child I have known previously comes over and says, “hey, you’re from my old school.” She runs over and gives me a hug before returning to her activity. She looks up, comes back over and says to me, “these are all my new friends.” She reaches out one arm straight in front of her, then makes a half-circle
motion that leads her straight arm to her side. She does this as a motion to draw my vision track to the rest of the children in the classroom.

I scan the classroom and observe multiple walls decorated with various pieces of children’s art. Pre-outlined number 16s, rainbows, and the letter O have been decorated by children and hung at low levels for them to view. Multiple defined areas are visible in the classroom. This includes a carpet area next to the tables, a science area, dramatic play area, block area, writing center, puzzles, technology table, and a book area. Over at the farthest end of the classroom a larger carpet area is present. On this wall the months of the year, the classroom expectations, shapes, a poster demonstrating how to calm down using belly breaths, and a chart that depicts multiple feelings is also seen that is blocked with ten pictures of real children expressing facial expressions. The word naming each feeling is written below the pictures.

As children play, Eleanor works with materials at a table as Zabel reaches over and hits her. The two children begin to argue. Both raising their voices, stiffening their bodies, and lowering their eyebrows. Both of the children hang their arms to their sides and create fists with their hands, which locks their elbows out. Eleanor begins to yell while she drops her chin to intensely gaze at Zabel.

Eleanor yells, “hey! Don’t hit me!”

Mrs. Jurado intervenes in the situation with the children. Through the chatter of the other children in the room it is difficult to hear the conversation. Mrs. Jurado sits in a chair and talks to both Zabel and Eleanor. Zabel is offered a choice of activities, and she selects one. Eleanor continues describing the incident to Mrs. Jurado before choosing to sit at a table, she picks a picture of a rainbow and begins to color it.
Mrs. Dwyer says over the chatter, “5 minutes until clean up,” she
announces to the class.

Roman moves over and tries to hang up a red, circular sign that has the
words *Clean Up Time* in typed letters laminated across the front. A tongue
depressor stick is attached to use as a handle for children to show to friends when
clean up times arrive.

Mrs. Gillis comes over to assist Roman in hanging the sign up where it
belongs. When clean up time begins the teachers support the children while they
put their morning activities back where all the materials belong. Children then
break into two groups to begin large group activities.

Mrs. Jurado takes three children out a door to use the restroom. When they
return from the restroom the children disperse to the group they are assigned to. In
a smaller area Mrs. Dwyer sings a good morning song with the younger children
in her group. She reads three short books and sings another song. She reminds
children to keep their hands to themselves and sit in their own spaces.

Mrs. Dwyer pulls a wooden turtle out of a wooden box. She shows the
children the turtle before they sing *Tiny Tim*, then she returns the turtle to the
wooden box.

During the book about farm animals, Mrs. Dwyer asks the children what
sound each animal makes, and what the name of the animal is. Children in the
group take turns naming the animals and making the sounds. She congratulates the
children who answer with, “yes,” and “that is the sound they make.”

After the group time is complete, the younger children are sent to wash
their hands, while the older group finishes identifying numbers. The first children
wash hands and are asked to find their name card on the table to be able to identify
where they will sit.
While washing her hands, Cleo is hit by another child. Cleo grabs the spot on her upper arm with her other hand, she turns to the child who just hit her and says loudly, “don’t hit me!” She then turns to Mrs. Dwyer, removes her hand covering the injured part of her arm and points to the child, “he hit me!” She raises her voice and announces.

Mrs. Dwyer, who is also helping other children with the process of washing hands for breakfast, says to Cleo, “he hit you? I heard you already use your words with him. You took care of it,” she then says, “we are going to talk about how we express ourselves today, how to tell people how we feel. We’ve been needing to work on that here.” Mrs. Dwyer then turns back to Cleo who has finished washing her hands, “go find your name to find where you sit please, you know that you are sitting at my table.”

Mirelle and Zabel have previously set tables for breakfast with place settings.

Cleo heads to the table and successfully finds her name and has a seat. The other children begin to look for their names on the tables, and Mrs. Jurado returns from the kitchen with the breakfast cart full of food.

Mrs. Gillis, leading the group time with the older children dismisses her group to wash hands two at a time. The children in this group are asked to identify a number on a chart Mrs. Gillis points to. This group finishes washing their hands and then finds their name cards at the set tables before they sit in a chair.

After the children are sitting and they sing their breakfast song the teachers pass serving bowls around the table, the children serve themselves and then pass the serving bowls to a neighbor. This occurs until all of the bowls are finished passing around the tables. When children begin to eat, Mrs. Dwyer starts by
counting the children present, this is repeated by Mrs. Jurado and Mrs. Gillis who confirm there are 18 children present.

Mrs. Gillis says to her table, “there are 9 boys today and 9 girls. There is an equal amount on boys in girls in class today. And there are 18 children here.”

Mrs. Dwyer starts to call role, she says the child’s first and last name followed by, “are you eating?”

Each child either says “yes,” “here,” or nods their head up and down to answer the question Mrs. Dwyer asks.

Zabel gets up to wash her hands, she starts to run and Mrs. Gillis reminds her, “walk please Zabel.” Zabel walks over and washes her hands. She returns by galloping to her seat.

Mrs. Gillis starts to talk to the children about the day, “it’s Friday today, tomorrow is Saturday. We don’t come to school on Saturday or Sunday. You will come back to school on Monday.”

Mrs. Jurado talks about the apricots served with the children at her table, “the apricots are orange. Do you like the apricots?”

Josiah licks his spoon and nods his head up and down before he says, “they’re sweet.”

Cleo, at Mrs. Dwyer’s table continues to eat. Mrs. Dwyer says to her, “Cleo why don’t you drink some of your milk? You have a very full cup.” Cleo continues to eat, trying to scrape the last bit of yogurt on her plate into a pile so she can finish it.

Mrs. Dwyer hands her a spoon and says, “if you want to scrape your yogurt closer together so you can eat it you can use this.” Referring to the spoon.

Cleo attempts to complete the task, and when difficulty arises Mrs. Dwyer gets a spoon and shows her how to move the remaining yogurt into a pile. She
takes a clean spoon and shows Cleo before she says, “this is scraping, I’m scraping the yogurt so it is easier to eat. See? This is scraping.” After modeling the task, Mrs. Dwyer points to the yogurt on Cleo’s plate and says, “that was called scraping.” She again says, “that will make it easier for you to eat.”

As children finish breakfast they begin to clean up their places at the table. “David,” Mrs. Dwyer says moving to the middle table, “I need you to get up, and please pick the food off of the floor that was dropped,” she points to the food as David stands up. “Please, if you know the food has fallen on the ground, we need to pick it up. We can’t leave food on the ground.” Mrs. Dwyer assists with picking up the fallen food and shows David how she picks it up to throw it in the trash.

During the transition from breakfast the children start a game. “If you can hear me, put your hands on your head,” Mrs. Dwyer says to the children walking to make a line. When children do this, she announces the next action, “if you can hear me march six times.” She begins to count and march with the children.

The group counts, “1, 2, 3, 4, 5, 6,” as they march in place.

After children begin to focus, Mrs. Dwyer asks, “where are we going now?”

A few of the children answer, “to group,” as they point to the large oval carpet where Mrs. Gillis had previously held her morning group time.

The children march to the group area in a line. Cleo attempts to take a detour, and go around a shelving unit, she knocks the unit in the process.

Mrs. Dwyer stops Cleo by saying, “we go this way.” She points to the direction the line of children continues to move in.

Cleo looks at Mrs. Dwyer and still tries to make her way through the detour she has created in the waking path.
Mrs. Dwyer walks over to her, places her hands on her shoulder and then says to Cleo, “nope, that’s not the way we go. The line moves that way,” Mrs. Dwyer points to the line still moving to the carpet.

Cleo chooses to line back up with the rest of the class. The children arrive at the large carpet and each sit in a spot.

After they start group Mrs. Dwyer says to the children, “okay, let’s get ready to do our friendship march.”

She lines the children up in pairs, and instructs the children, “hold your friend’s hand for our friendship march.”

Both Mrs. Dwyer and Mrs. Jurado work through the line to help children match up and hold hands correctly. After this is complete Mrs. Dwyer says, “Mrs. Jurado, we are working on harmony, and friendship, and working together, so we are doing our friendship march.”

The children complete their friendship march around the room successfully. They then return to sit on the carpet and read The Three Billy Goats Gruff. Mrs. Dwyer reads the large book. Meanwhile, Felix stands up and walks over to a chair and works on tipping it over.

Mrs. Dwyer stops reading and says, “Felix, please put the chair back up so no one gets hurt.” Felix attempts to pick up the chair. Mrs. Dwyer continues, “put the chair up how it belongs so no one trips Felix, that’s not a safe way to have a chair in the class.”

Felix finishes placing the chair right side up. “Now that is a safe way to have a chair in the classroom,” Mrs. Dwyer says to Felix. “Thank you, Felix. That is safe.”

After finishing the book, Mrs. Dwyer puts it away and the children begin to move around the carpet. “Okay friends, let’s take five deep breaths.” She holds her
stomach and begins, “okay friends, hold your tummies and ready,” she prepares and pauses for the children to get ready to take their breaths.

The class begins, “1, 2, 3, 4, 5,” they count between deep breaths.

“Okay, now we are going to clap our knees.” Mrs. Dwyer models clapping her knees six times using a quiet voice. The class follows along.

Mrs. Fisk has joined the group. While Mrs. Dwyer reaches for supplies, Mrs. Fisk sings a song with the children.

When the group is ready, Mrs. Jurado explains to the children that they will be doing free drawing on paper during independent choice time. Then, Mrs. Dwyer announces an alphabet fishing game that will be available for four children at a time. Both of the staff members call names of children to come join them at the differing activities. They take their groups to two different tables. Mrs. Fisk takes another group to the dramatic play section of the classroom where the children begin to walk through the classroom choosing various activities.

While fishing with Mrs. Dwyer, Jett fishes and “catches” the letter D. Mrs. Dwyer asks him, “what letter did you catch?”

Jett responds with excitement in his voice, “I caught a D, I have the letter D!”

Mrs. Dwyer opens her mouth slightly and gasps, “you caught a letter D!”

Over at the neighboring table, Axel sits independently and explores a set of snap blocks. Mrs. Fisk walks by him and says, “Axel, I’m glad you’re back. Are you feeling better?”

Axel has his head laying on the table while he works on his snap blocks. “I’m feeling bad,” he replies to Mrs. Fisk.

Mrs. Fisk responds to Axel, “you’re feeling bad still. I’m happy to see you today. I’m glad you’re back.”
When the group at the table finishes catching all of the letters, Mrs. Dwyer calls four other children over and offers them a turn. Eleanor stands up and moves slightly away from her chair. Zabel pulls the chair previously occupied by Eleanor over to the side and tries to sit in it. Eleanor turns around and notices Zabel beginning to use her chair.

Eleanor yells, “that’s my chair!”

Zabel sits down and looks at Eleanor. Mrs. Dwyer reminds Eleanor, “it is Zabel’s turn now, your group finished their turn.”

Eleanor tightens her mouth into a straight line and lowers her eyebrows into a scowl, she stomps one of her feet and says, “fine! You’re not my friend then!” Eleanor stomps her foot one more time and marches off to a chair sat about 15’ away from the table where Zabel has remained in the argued over chair and has started to attempt to catch a letter.

Eleanor sits in the chair as Mrs. Gillis walks by her, “we are all friends at school,” she reminds Eleanor. Eleanor looks at Mrs. Gillis, her scowl softens and she walks to join the group in dramatic play.

Mrs. Dwyer explains to the children, “it is another group’s turn friends because we want to be fair.” She continues to explain, “being fair is making sure everyone gets a turn, and we want to be fair.”

At another table the children continue to draw pictures with Mrs. Lomax. She asks the children to describe their pictures, “can you tell me about what you’ve drawn?” She allows the students time to think and then describe, in their own words what each section of their picture is. She asks them questions about other portions of their pictures to encourage the children to elaborate on their work.
When clean up time nears Mirelle is asked to carry a sign around the room that reads “5 minutes” on it. The sign is yellow, to indicate that it is time to start slowing down.

Clean up time comes and the children finish the task of putting materials back where they belong. The children transition to the large group area before breaking into three small groups.

Mrs. Dwyer calls Cleo, Eleanor, Gage, and Zabel to her small group. Jane, the volunteer joins them. When the four children sit, Mrs. Dwyer pulls out a book about caterpillars. Before she begins Cleo attempts to sit in front of the children already on the carpet.

Mrs. Dwyer reminds Cleo, “you need to sit back, your friends can’t see behind you.”

Cleo chooses to stay in her chosen spot and looks down at the ground. Mrs. Dwyer then points to the spot she would like Cleo to move to. “Please move back to that spot so friends can see.”

When Cleo chooses not to move again, Mrs. Dwyer supports her and helps Cleo to stand and move to another spot next to Gage.

“Now your friends can see when you sit there,” Mrs. Dwyer explains to Cleo.

After finishing the caterpillar book Mrs. Dwyer gives each child a name card with their first name on the front, and last name on the back.

Mrs. Dwyer explains, “I’m going to write a letter on my board and then I want you to look and tell me who has that letter in their name.”

Mrs. Dwyer holds the whiteboard in front of her face and writes a letter, she turns the whiteboard to face the children and asks, “who has this letter in their
name?” She has written the letter Z and holds it up for the children to see. Mrs. Dwyer waits a few seconds to allow children to look at the letters in their names. Zabel first says, “I do!” Eleanor then says, “Zabel does.” Mrs. Dwyer acknowledges the answers, “that’s right! Zabel does. What letter is that Zabel?” Mrs. Dwyer continues. Zabel looks at her card, before she can answer Eleanor says, “that’s a Z.” Quickly after, Zabel announces, “that’s a Z.” “You’re right, that’s a Z,” Mrs. Dwyer replies to the group. She erases the letter on the whiteboard and writes another letter. The process continues with children looking at their name tags and saying if the upper or lowercase letter Mrs. Dwyer has written on the whiteboard is in their name. Mrs. Dwyer also asks the name of the letter she presents to them.

When the children don’t notice the letter being in their name Mrs. Dwyer asks the specific child with the letter in their name if they have the letter in their name. If they continue to not be able to find the letter, Mrs. Dwyer prompts the child by identifying if it is in their last or first name. If support is still needed, Mrs. Dwyer points to the letter in the specific child’s name on the name card, then identifies the actual name on the letter. After that occurs, she asks the children again if they can find the letter on her whiteboard. Once the children identify where the letter is located in their name, Mrs. Dwyer has them name the letter out loud.

The children finish small groups and go outside to play. Beds are set out for children to nap while they play outside. Once beds are down, the children come back into the classroom to go use the restroom a few at a time. Mrs. Dwyer has the children who are waiting to use the restroom sitting at a table with manipulatives.
When the groups come back from the restroom the children move to their beds and begin to cover up with their blankets to begin to rest.

Once all children have used the restroom nap/rest time begins.

Field Note 12

Location: Buckingham Preschool
Date: March 15, 2018
Time: 8:45 am - 11:30 am
Teacher: Mrs. Race
Teacher Assistants: Mrs. Landry and Mrs. Epps
Number of Children: 17 Children
Age of Children: 3-year-olds

I arrive at the Buckingham Preschool and walk into an office that enters into a classroom that is divided down the middle using furniture pieces. Cubbies are aligned down the center of a large room that on the right offers a 3-year-old classroom and a 3-5-year-old classroom on the left.

The cubbies hold pictures of each child with their name for identification of personal spaces. Defined areas include a dramatic play area complete with replicated furniture found in a home. This includes a washer and dryer, a sink, a stove, and a small dining room table decorated with a flower arrangement in a vase and a touch-tone telephone. Purses, baby dolls, and dress up clothes are provided and displayed for easy independent access by the children. A technology center offers a computer with a touch screen that promotes academic learning programs including counting various objects. A block area is present providing different sized wood blocks and small vehicles as props. The science area is presented with an open shelving unit including magnets, toy bugs, and other animal figurines. The large group area is set up using a large area rug that is blue
with a white track as a border that encourages a visual boundary of the perimeter of the carpet. The book area sits nearby that includes a book shelf filled with developmentally appropriate books and two soft pieces of furniture that resemble large lounge chairs. A circular shag throw rug provides a soft area to sit and use the magnet alphabet letters on a magnet board. In the area one of the students naps on the shag rug.

Over on the other side of the room, three rectangular tables are set up for multiple use including meals, table toys, and art/writing activities. Art supplies are displayed on a shelving unit that includes pencils, scissors, and crayons for children’s use. A shelving unit holds manipulatives such as dressing boards, puzzles, peg boards, and blocks with colored film centers. An easel sits next to a wall of bay windows that look out onto the play yard and an open field as far as the eye can see. The walls of the class are decorated with children’s artwork that is both child directed and some that seems to be more teacher directed due to the placement of the art supplies.

The class sounds like children are busy working in both classes. The 3-year-old class is sitting at the tables eating waffles and strawberries for breakfast. The teachers hold conversations and the atmosphere feels warm and welcoming. Promoting a perceived positive classroom climate.

Asher walks around the dramatic play area and then the block area. I am informed by the teachers that he has challenges sitting for too long.

The class finishes eating breakfast and they are excused to throw their trash away. Once they clean up, the children join large group where they sing songs with Mrs. Race. Before the children transition to independent choice, Mrs. Race shows the children new props that will be offered in the dramatic play area.
“What are these friends?” Mrs. Race asks the children. “These are goggles that you can wear,” she informs the children who have gathered closer to her to look at what she holds. “You can wear these today. We will take five-minute turns, so everyone gets a chance to play.”

The children move around the classroom space to explore the various choices. Joseph walks over to Atticus’ structure made in the block area and knocks it over. “Hey, Joseph!” Atticus says as Joseph walks away and heads to the dramatic play area.

Mrs. Race walks over to the block area and asks Atticus, “what happened Atticus?”

Atticus answers, “Joseph knocked over my structure.”

“Where’s Joseph?” Mrs. Race asks Atticus.

“Over there!” Atticus points to Joseph who is looking at them, smirking, from the dramatic play area.

Mrs. Race walks over to the dramatic play area and says to Joseph, “Atticus was building his tower, he didn’t want it to be knocked down.”

“I was building!” Atticus says to Joseph.

“What can we do to help Atticus fix his structure? What do you think Joseph?” Mrs. Race asks after Joseph returns to the block area.

The two children are supported by Mrs. Race to problem solve. The children decide to rebuild the structure together.

Mrs. Crassus, the director joins the classroom while the teachers are in the process of taking breaks. Mrs. Crassus pulls out a construction set and talks with the children while they connect pieces together.

The 5-minute buzzer is heard ringing and it is time to share the goggles with peers. Mrs. Landry helps Milo and Atticus to share the goggles. Kane
removes his goggles and sets them in his lap before putting them on a table instead of passing them to a peer. Milo and Atticus struggle with passing their goggles to another peer. Mrs. Crassus says to them, “you can pass them to a friend, we can set the buzzer and you can have another turn after that.”

Mrs. Landry asks Milo and Atticus if they have a friend they would like to share with. When neither Atticus nor Milo attempt to share, Mrs. Landry helps the two to take off their goggles and give them to another friend.

Mrs. Crassus reminds them, “you can have another turn after they are done.”

Mrs. Crassus then sees Kane’s goggles sitting on the table next to the computer. She asks him, “Kane, are you finished with the goggles?”

Kane turns around and Mrs. Crassus repeats herself, “Kane, are you still using the goggles? If you’re finished I think Jubilee wants a turn.”

“I’m still working using them,” Kane replies.

“Okay, when you are finished I think Jubilee would like a turn,” Mrs. Crassus reminds Kane.

Kane puts the goggles back on. One of the children asks Mrs. Crassus, “why does he get to keep the goggles?”

“Because, remember? Kellen gave him the goggles and he hasn’t had his full turn yet. But he will share when he is done,” Mrs. Crassus explains.

Asher has placed a smock on and paints at the easel set up near the bay windows with the glorious view. Mrs. Crassus walks over and asks, “what are you working on over here Asher?” She watches him and then looks over at Mrs. Race and says, “Asher has painted his smock.” Mrs. Crassus smiles as she says this.
Mrs. Race walks over and talks to Mrs. Crassus and Asher about Asher’s painting. Mrs. Crassus and Mrs. Race both help Asher to hang his painting created on the paper and remove the smock that he extended his artwork to.

Clean up time is called and the children begin to put their materials away. In the block area, Mrs. Landry helps Kellen and Atticus to put the blocks away. The two boys work together to get the blocks organized. When they are finished, Mrs. Landry tells both Kellen and Atticus, “that’s so nice of you to clean up all the blocks, that was very responsible of you.”

The children join Mrs. Crassus at the carpet. She asks the children to find a spot on the perimeter of the carpet. Mrs. Race supports them to complete the task after she returns from taking children to the bathroom.

While Mrs. Crassus reads the book *Brown Bear, Brown Bear* the children continue to struggle with focusing. Mrs. Crassus stops reading the story and says to them, “this book says listening, we need to listen.” Mrs. Crassus continues her conversation with the children by asking questions, “do we listen with our eyes?”

The children answer with various yes, no, shakes and nods of their heads. Mrs. Crassus then continues, “we listen with our ears and keep our bodies calm so we can hear the book.”

The children slow slightly and begin to listen and participate in the book being read. After Mrs. Crassus finishes the book she sings a song about ponies galloping into town. The children listen for a moment before they incorporate the hand motions and attempt the words to the song that Mrs. Crassus has modeled. After they finish the song Mrs. Race moves back to the front of the room to get the children ready to go outside and play.

The class lines up after getting their jackets on and the teachers count, just as they have all morning between each transition. They walk outside and the
children disperse to bike riding and other activities offered in the yard that is surrounded by a chain link fence overlooking an open field of green and brown plants.

When children come back inside they walk over to the carpet to sit. Joseph kicks a ball inside and three other boys run after him. Mrs. Landry comes to confiscate the ball and then she reminds them, “we use those outside. We need to be safe inside.”

The children sit at the carpet and Mrs. Race pulls out the Second-Step poster that displays three children. In the picture on the poster two children are sitting at a playdough table and one child stands next to them and looks toward the activity being completed by the other two children.

Mrs. Race says to the children, “they are talking about sharing. The children are going to share with each other. Do we have playdough?”

Some of the children on the carpet say, “noooo!”

“We don’t have playdough friends?” Mrs. Race asks again. She then responds to her own question, “we have playdough at the table. Remember? We need to share the playdough and share with each other. Okay friends?”

She puts the Second-Step poster away and then puts on a song. Some of the children begin to say, “I’m tired.”

“You’re tired friends?” Mrs. Race asks. “How many friends are tired? Raise your hand please.” Mrs. Race raises her hand to model, and a few of the children raise their hands in response to the question.

“So, you are all tired?” Mrs. Race asks. “Okay, then let’s stand up friends so we can move.”

The children stand and the song *Going on a Bear Hunt* is played on the CD player. The children and the teachers act out the directions instructed in the song.
Joseph attempts to push other children out of the line. Mrs. Landry says, “Joseph, we need to be safe and not push our friends.”

Mrs. Race supports Joseph by being his partner during the song and assisting him in the process of acting out the directions. The children finish the song and then go back and sit down.

When Mrs. Landry walks over to help children to refocus their direction she says, “you have to be safe and responsible friends. If you are rolling on the ground you could hurt your friends. You have to think about other people so no one gets hurt and everyone is safe.”

While transitioning to small groups, Atticus picks up some construction pieces and starts to pretend to shoot everyone in the classroom. Mrs. Landry reminds Atticus, “no guns at school Atticus, we need to be safe.”

Atticus continues to pretend to shoot guns, Mrs. Race sits on her knees and places her hand on Atticus’s shoulders. She explains to Atticus, “there are no guns at school Atticus. Did you hear Mrs. Landry? Please remember there are no guns at school. You can build with those.” Mrs. Race points to the building supplies in Atticus’s hand for clarity, “but no shooting.”

Atticus puts the supplies away and then joins his small group. Mrs. Landry says, “thank you Atticus for being safe at school.’

When small groups are in progress Nixon pulls some of the blocks out and then goes back to put them away. Mrs. Landry says to Nixon, “thank you for cleaning up after yourself, that is being responsible.”

The children gather at the carpet one more time and read the book, *Pete the Cat and His White Shoes*. Mrs. Race uses the book to explore concepts of color and prediction regarding text by asking the children what color each new section
brings Pete’s shoes to change too. Also, she asks the children what will happen next before she turns the page.

Mrs. Epps joins the group at the carpet, and Mrs. Landry asks Kane and Asher if they will help set the tables. Both the children wash their hands and set the tables for lunch.

Mrs. Race tries to sustain the children’s focus while some of the children are excused to wash hands and sit at the tables for lunch.

The children, still busy and active, walk over and line up to walk into the bathroom and wash their hands. Children sit at the table and start to have conversations before all join them and they begin to eat their lunches.

**Field Note 13**

Location: Majestic Preschool
Date: March 16, 2018
Time: 8:45 am – 2:00 pm
Teacher: Mrs. Walsh and Mrs. Tackett
Teacher Assistants: Mrs. Qualls and Mrs. Harper
Number of Children: 16 Children
Age of Children: 3-5-year-old

One small room is set up for a six-hour class. The room is set up in clearly defined spaces that offer an open floor plan that allows children to walk freely from space to space. Cubbies align the wall and present the child’s name and a picture to identify each child’s personal space to keep their jackets and belongings from home that are not being used in the school setting. A science table is set up with magnifying glasses, flowers, and other objects for children to explore. A writing area is available for the children to sign in and write during independent choice. In the same area are bookshelves with books that are developmentally
appropriate for children to independently access. A set up of art supplies including bingo doters, multi-colored masking tape, and paper are easily accessible to children. Three rectangular tables set on linoleum flooring provide sitting space for meals and activities. A large group area, where all children and teachers can gather is defined by a large rectangular area rug that is decorated with multiple colored squares. The colored squares tangibly offer children a visual boundary of their own, and their friends’ space.

The large group space doubles as a block area where children can build with multiple types of blocks including foam blocks, wood blocks, and medium sized Legos. Other material that children can build with are also added to support construction. The dramatic play area is a large space where child size furniture is replicated from furniture that would be found in a home sitting area and kitchen. Some extra supplies are offered to provide a second dramatic play theme which is a gym. Barbells, signs, and other equipment have been created from items in the classroom that teachers have configured for the children.

I walk into the classroom and the children are sitting at the carpet discussing the weather. Mrs. Walsh encourages the children to look out the window to observe what is happening outside. They look outside and Mrs. Walsh says, “we are going to set the clock for 10 minutes friends.” Mrs. Walsh takes a timer with a dial that represents an analogue style clock and rolls the buzzer to mark 10 minutes. She then refers to clock hung on the classroom wall, “so when it is nine o’clock we will check and see if it is raining. The weather man said that it will rain at nine.”

The children look at the clock and view the outdoors from the windows. “Listen friends. Do you hear anything?” Mrs. Walsh asks.
The children grow silent and listen intently to hear if it is raining yet. Mrs. Walsh points to a tree outdoors that has branches that move in large, quick swaying motions. “The wind is blowing out there, but it doesn’t sound like it is raining yet,” she says to the children.

Mrs. Walsh and Mrs. Harper sit at the carpet and get ready to excuse children to independent choice. Mrs. Walsh retrieves a box. “Okay friends, I have two markers for you to sign in with. If you don’t sign in do we know if you are here?” Mrs. Walsh asks the children.

The children answer, “no.”

“If you don’t tell us how you feel can we help you?” Mrs. Walsh continues to ask the children.

“No,” the children reply.

“So be sure to sign-in and mark how you feel so we know.” Mrs. Walsh reminds the children as she hands two markers to two different children excused to go and sign-in and document how they are feeling today.

Stella comes over to sign-in and she turns around to Mrs. Qualls (who is also supporting children with tooth brushing at the sink), “I am happy when I come to school,” Stella says as she chooses a card with a picture of a child smiling and the word happy below it. She attaches it with Velcro to the small Velcro circle placed on the wall by her name.

The children sign-in on a laminated strip of paper hung on the wall next to a hand-written version of their name completed by an adult. After this is complete they transition to independent choice. Children choose to explore large plastic bugs, the blocks in the block area, small bugs and a book of bugs at the table, painting on paper, and puzzles.
When the buzzard on the timer rings the children in the block area jump, “it’s time to check!” Some of the children are heard saying.

“It’s time to check the weather friends,” Mrs. Walsh says. “Is it raining outside yet?”

The children look outside and the teachers are heard asking, “is it raining?”

The children continue to look. “Is the ground wet? Do you hear anything?”

The children look outside and then recognize that it is not raining yet. Mrs. Walsh says, “it’s not raining yet. But do you hear the wind?” Children stop and listen.

Vincent says, “I hear it!” Then he continues, “look at the tree!”

Everyone looks at the tree. “The wind is blowing the tree,” Mrs. Walsh acknowledges the child’s observation. Then she tells the children, “we are going to set our timer for one hour and then check again to see if the weather man is right.

Mrs. Qualls is going to set the time for us and we will check again at 10:00.” Mrs. Qualls walks over and sets the timer.

Children work independently with the various activities offered. Mrs. Walsh reminds Cameron, “remember the circle Cameron? It will mark your spot on the carpet.”

Cameron walks over to another spot in the classroom and retrieves a circle made out of tent material that he places on the ground. He then sets a container of large bug figurines on it and sits down to explore the insects. At the tables Mrs. Qualls promotes extended conversations with small bugs, Mrs. Walsh sits with the children at the table painting, and Mrs. Harper sits at the carpet with children building with blocks.

As children continue through independent choice Cameron begins to ask Mrs. Walsh about a bee he wanted to explore. She begins to explain to him that
Ms. Maude’s family has bees. He continues to explain what he was asking about, then Mrs. Walsh realizes, “oh! I know what you are asking about.”

Mrs. Walsh reaches over and picks up an object that is enclosed in a clear container. She then describes what she is handing to Cameron, “this I found at my house. When it fell out of the rafters it was left alone.”

More children gather next to Mrs. Walsh and Cameron. Mrs. Walsh reminds them, “please give Cameron space, he hasn’t been here and he wants to look at the wasp nest.”

The children move away from Cameron to give him space. The children take turns viewing the wasp nest and Cameron asks, “can we take it out?” He looks at Mrs. Walsh.

Mrs. Walsh replies, “think. Do we have something we can remove it with?”

The children sit in silence looking at Mrs. Walsh. She explains to the children, “we have tweezers.” She pulls the tweezers out of the science area and shows the children. “But, these tweezers are too big to pick it up,” she refers to the nest. “See friends, it’s dead and it gets crispy. If we pull it out with those tweezers it might crush is because it is crushy.” Mrs. Walsh uses her hand in a pumping motion to gesture what crushy is describing.

Mrs. Walsh continue to think and then turns back to Cameron, “I think I have tweezers in my car. When I go on my break I will see if I have smaller tweezers out in my car. But just leave it in here,” she points to the container, “and look at it until I can find something that will safely remove it.”

At 9:55 am Mrs. Walsh looks at the clock and announces to the children, “5 more minutes until clean up friends.”

The children in areas that require longer time frames to clean up begin the task, while the rest of the children finish up their activities. When the timer buzzes
the children nearby stop. Mrs. Walsh reminds the children, “the timer has gone off, it is time to see if the weather man is right. Let’s go see if it is raining.”

The children look out the window and observe the outdoors. Mrs. Walsh asks the children, “is it raining?”

Faith says, “I hear the wind.”

Mrs. Harper asks the children, “have you looked at the ground?”

The children observe the outdoors and acknowledge that it is not raining yet. They talk about the wind and the current sun shining outdoors.

Mrs. Walsh reminds the children that it is time to clean up, “we have to be responsible and clean up our areas.”

Children clean up and then walk over and sit at the carpet. Mrs. Walsh uses a tablet to pull up the weather report, “the weather says that there is a 70% of rain, and that it is 54 degrees outside, but it feels like it is 50 degrees. That means it feels very cold.” Mrs. Walsh shows the children the weather report on the tablet then explains how fast the wind is blowing.

After children check out the weather situation Mrs. Walsh explains the next transition to the children. “We are going to go over to the tables now. When you are excused please get your box out of your cubbies and sit at one of the tables.” Mrs. Walsh then provides further instruction, “I would like you to draw a picture of what you have noticed has been changing outside.”

Mrs. Walsh explains multiple changes in the weather and the outdoor environment the children have discussed. Included in the list is the sunshine, the rain, the buds on plants, and some worms they discovered in the water puddles next to the sand box.

“We are being excused three at a time friends, and you are choosing where you would like to sit so please remember to be responsible.” Mrs. Walsh says this
as the first three friends walk to their cubbies and pick up their box of writing supplies. Children continue to be excused and choose where they sit.

The last child finds a seat and the teachers each join a group. Mrs. Walsh reminds the children, “remember to write your name on your picture first friends. When we gather them all and they are put together if your name isn’t on it we won’t know who it belongs too.”

Children draw pictures and teachers transcribe the children’s dictation onto each of their pieces of artwork. As small groups are taking place Mrs. Tackett joins the class and the children make comments about the door and the wind.

Once Mrs. Tackett joins the group she switches places with Mrs. Walsh. Mrs. Walsh and Mrs. Tackett count the children and both repeat, “16.” Mrs. Walsh walks out the door, she holds on to the door tightly and exaggerates her blowing in the wind.

Once children are finished Mrs. Qualls takes the time in her small group to show each child’s picture to the rest of the group. She says, “Cameron said rain.” She does this for each child’s picture. She acknowledges each child’s hard work and their ability to describe what they have drawn.

When small groups are finished the children transition back to the large group area and sit. Mrs. Tackett and Mrs. Harper join them. Mrs. Tackett asks the children to stand and they start with music and movement. The children all choose to participate in the Chicken Dance Medley and Tooti Ta. The songs continue to play one after the other. The children actively participate, while taking extra notice of where they are within their space.

After finishing a few songs Mrs. Qualls tells the children, “this is exercising.”
The children sit down and the teachers ask them to place their hands on their chest to feel their hearts. “Your heart is beating faster because you were moving your body, you were exercising,” Mrs. Tackett explains.

The children and the teachers sit quietly and feel their hearts. “Your heart will slow down as you sit quietly,” Mrs. Tackett continues.

After feeling their heart beats and catching their breaths a few of the children ask to play Musical Chairs. The chairs are put out and the children are given time to practice once. Mrs. Tackett plays the music and then stops, the children sit. “Does everyone have a chair this time?” Mrs. Tackett asks.

“Yes,” some of the children answer. Some of them nod their heads up and down.

“We are going to remove one chair now friends, so not everyone will have a chair at the end this time.” Mrs. Tackett tells the children as Mrs. Harper removes one chair.

The music starts and the children dance around the space until the music stops. Sixteen friends begin to scurry to find a spot to sit amongst the 15 available chairs. When all the chairs are filled Cameron is left standing.

Children who are sitting are heard saying, “it’s okay Cameron.” “Don’t cry Cameron.”

“Oh Cameron, come on over and get a sticker,” Mrs. Tackett says. The first children that do not find a chair are the first to choose their sticker.

As the children do not find a chair they choose a sticker, and children continue to make statements that show their friends that they are sorry they didn’t find a chair. When the children are observing, they cheer on their friends.

The chair and participant number dwindle, and the observer number grows. Mrs. Tackett asks the children to count how many children are remaining in the
game, and how many chairs are still present. The teachers also verbalize what they are seeing the children do such as dancing, cheering friends on, and how they participate in a friendly way.

When Jace is the last participant standing Mrs. Tackett announces his name, and the children clap for him.

Mrs. Harper, who is helping to prepare lunch stops and observes the children’s behavior. “I really like how you cheered each other on. I really liked that,” she says as she smiles and nods her head up and down while she scans the group with her eyes.

Mrs. Tackett also nods her head up and down and says, “yes, cheering each other on is very friendly.”


The topic at the carpet turns to discussing feelings when Braxton tells a story about a friend throwing his toys outside at home and him feeling mad.

Mrs. Tackett and the children discuss various emotions and how that impacts their bodies. As lunch approaches children are sent to use the bathroom and wash hands. They then find a seat at the tables that were set by Savannah and two other children.

Cameron is sent to change the arrow on the daily schedule before he washes his hands. Stella explains, “after we eat lunch we are going to rest so we can calm our bodies down.”

“Yes, it is responsible to give your body time to calm down, so it can be healthy,” Mrs. Tackett comments.

Each child is sent to wash hands and sit at the lunch tables. Gavin, who has been saying he is hungry throughout the morning says, “I’m hungry!”
Mrs. Harper says, “Gavin is going to eat all his lunch!” He’s been saying he’s hungry all day.”

After Mrs. Walsh comes back the teachers announce, “sixteen!”

Mrs. Walsh then says, “sixteen friends.”

While washing hands Faith begins to catch Mrs. Walsh up on what happened while she was on lunch.

“We played Musical Chairs,” Faith says.

“You played Musical Chairs?” Mrs. Walsh asks with excitement in her voice. “Did everyone play fair?” She asks Faith.

Faith responds, “yes.”

Then Mrs. Walsh asks, “was everyone friendly and kind during the game today?”

Faith replies again, “yes.”

“Were there any tears this time? Were there friends who are sad?” Mrs. Walsh asks Faith, continuing the conversation about the game of Musical Chairs.

“No, not today,” Faith replies.

“Well you guys are learning how to take turns and participate in a game now, I’m glad to hear that you all worked together and were friendly during the game.” Mrs. Walsh expresses.

After the children are sitting Mrs. Walsh says, “I have to wash my hands now, so we are healthy.” She washes her hands.

The children at the tables begin to count. They sing their songs and pass the food. Penelope, who notices me still typing, asks Mrs. Walsh about me in Spanish. The other children become concerned. Penelope asks if she can invite me to lunch.

Penelope comes over and says, “it’s time for lunch.” She points to the table to invite me.
I explain to Penelope that I have to go to lunch like her teachers. But she is friendly and kind to invite me to eat. Mrs. Walsh explains to the children that I am going to leave for a little while and come back, I will be okay.

As I get ready to go to lunch I hear children and teachers passing serving platters around the table and various conversations about the food they are eating today taking place. Also, a mention of going outside after lunch if it is not raining is discussed.

Upon returning from my lunch children are seen outside where they are exploring the outdoor space and checking out the weather that has come. The rain has not started yet. When the class returns from the outdoor walk they discuss growing vegetables and observe the onion on the science table that has started to sprout roots. The children continue to talk about things that can grow and what type of foods grow from plants.

As the children have the discussion, two children are sent back at a time to use the bathroom and then wash their hands. After, the tables are set by the helpers for snack and the other children finish washing hands and find a spot to sit. They eat, passing serving platters around the table while having conversations about the food, their day, and the fact that the weekend is almost here. As the end of snack approaches Jace’s dad arrives.

Jace’s dad waits while the class finishes eating. During this time the speech pathologist, Mrs. Grace walks through the door, waving her hands while she says hi to the class. The children say hi and Mrs. Grace asks Mrs. Walsh if Penelope has returned a paper. When Jace sees Mrs. Grace, he looks up at her. In Spanish, Jace introduces the Mrs. Grace to his father.

Mrs. Walsh finishes her conversation with Mrs. Grace. Mrs. Walsh then acknowledges the fact that Jace has introduced his father to the Mrs. Grace. Mrs.
Grace looks over at Jace’s dad and says hi, Jace’s father returns the greeting. Jace smiles, and the class finishes eating.

When the transition from snack to the carpet begins Mrs. Walsh asks the children, “can you check the ground before we get up and make sure everything is picked up?” The children look at the ground and then gather their snack trash up before they are excused to throw their trash away. After cleaning up the children walk over to the carpet and find a place to sit.

Mrs. Walsh begins to ask specific children to move to various colored squares on the carpet. She then explains to the children the reason that she has asked them to move over is because when mommies and daddies come in to sign the children out they walk down the path of the red squares on the carpet. To make sure nobody trips the children have moved out of the walking path and Mrs. Harper is standing by the entrance door to remind parents to wipe their feet if they are wet. “…that way we can be safe,” Mrs. Walsh explains to the group. Mrs. Walsh reminds the children to also stay sitting until they are excused after they see their parent so that they can make sure they remain safe that way as well.

Mrs. Walsh reads The Enormous Potato to the children as the parents come in to pick them up. The children help by acting out the book and naming the characters throughout the story. They finish reading the book and four children are still waiting for parents to arrive.

Penelope looks at the carpet and then says, “there are two boys and two girls.”

The analogue clock on the wall reads 1:57 pm and Penelope announces in Spanish that the remaining four children’s parents have not arrived yet. Mrs. Qualls explains to Penelope that the parents have three more minutes until 2:00
pm. To help get ready for Monday, Mrs. Walsh asks the children to perform various tasks around the classroom.

Penelope replaces the flannel board gumball pieces back into their container on the counting chart and is asked to make sure there are four gumballs remaining on the gumball shaped flannel board for Monday. Stella is asked to wipe down the children’s sign-in tags on the wall and put the feeling cards that the children placed next to their names back into the correct pocket. One of the boys is asked to help make sure the book shelf is organized, and Daelon is asked to help push in the chairs surrounding the tables so that everyone stays safe.

The children finish their tasks independently. Three children are picked up and Stella is the last child to be picked up. Her mother arrives back from a field trip that she took with her other child. She runs in and signs Stella out. The staff, Stella, and Stella’s mother say goodbye and the teaching staff begins cleaning the room so that it is ready for Monday.
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Interview 1

Laura Harris: This is Participant 1, and my name is Laura Harris. I am the interviewer. First question is, what have you experienced while working with preschool children who have suffered from traumatic events?

Participant 1: Well there’s definitely different effects that I’ve experienced with children. They range from as low as being withdrawn, probably not wanting to participate to just being overly emotive. Their emotions are just really high, and they act out. They act out by hitting, they act out by putting themselves in situations that’s dangerous for them, cursing, and it just kind of runs the gamete. I’ve experienced just kind of a wide range of things the children that have suffered traumatic events.

Laura Harris: How do you perceive that this has impacted their self-efficacy beliefs? The traumatic events?

Participant 1: Well each child is individual, so each child is, from what I see, is impacted differently. It kind of just depends on...There’s different factors, but mainly in my experience it’s been they
don’t know how ... Children are not sure what to do. So, when they’re not sure what to do either, once again, they are either withdrawn and won’t try things, or methods, or strategies, or they just kind of know to go one way with it. Like if it’s anger they just go immediately to that. If it’s closing themselves off, they go automatically to that. Definitely traumatic events affects their self-efficacy, and it’s something that you definitely have to kind of rebuild. Either instill positive ones or help them to change the negative ones.

Laura Harris: Have you noticed a difference between the children who are more acting out in their openness to try new tasks, versus the ones who are withdrawn?

Participant 1: Yes, I do. For me, I feel like the ones who are kind of withdrawn, they just need a little bit of reassurance. Maybe they have that skill, but they’re not sure if it works, or things are different and I’m not sure what I know is going to work in that situation. So, sometimes it’s just a little bit of one on one time, and just reassurance, and getting them to talk about what’s going on and it kind of puts them back on path if they have it already.
Participant 1: For the ones who get angry, it seems they don’t have the other method instilled in them yet, and so they know to go there, or maybe it’s something that’s modeled at home or in whatever situation and they see the results of that. So, they think it’s going to work here. Yeah, from what I notice there is definitely a difference between the two. The withdrawn is a, in my opinion, a little bit easier to work with.

Laura Harris: So, with the withdrawn ones they’ll try a new task, is what I’m hearing you say? They’ll try a little bit easier as long as they get that reassurance from the teacher or caregiver, versus the more angry ... Children who show outward anger?

Participant 1: Anger yes.

Laura Harris: They are more prone to acting out in anger when you want them to try something new?

Participant 1: Yes.

Laura Harris: What strategies have you implemented to build academic self-efficacy levels in these students? So, we’re talking more about counting, letters, science.
Participant 1: Well some strategies I’ve used ... Once again, each child is an individual so what works with some may not work with others. Some of the strategies I use is like giving the child the answer before I ask a question, or having them actually come up, having them come up and giving them a lot of reassurance. Asking them to come and try, and if they say no, understanding that the no is not necessarily meaning they don’t want to do it, but maybe they just don’t want to do it in front of everyone, and they need a more private one on one kind of session.

Participant 1: Also, accepting whatever answer that they give. Like, thank you for trying, thank you for saying. Making them feel good about even answering, giving an answer. Some other strategies that I’ve used is maybe having a peer kind of help out. It’s someone who they’re comfortable with, the child is comfortable with, and maybe imitate or follow after. And then sometimes it’s just like, accepting the no. Accepting that it’s not the moment, it’s not the time, and you can come back to it a little later.

Laura Harris: Yeah, definitely. Question number four. What strategies have you implemented to build socio-emotional self-efficacy levels in these students?
Participant 1: Well what I find with the children that suffer traumatic events is the first step is usually just having them recognize what they’re feeling. Identifying it, because sometimes they just don’t even know. I’m not sure why that is, but just saying hey you’re angry, your fist is balled, and your face is turning colors, you’re angry. Or, when they calm down, oh look you’re not angry anymore, you’re calm. Just kind of helping them to be able to identify what they feel. Then after we get that basis, then it’s tell me what you’re feeling. Can you tell me? Trying to get them to talk about it.

Participant 1: Then you can use, we use feeling cards. We have cards that have different emotions listed on there, and they can either point to how they’re feeling if they can’t tell it to us, or you have mirrors. Like, wow look at your face you’re really mad, and kind of describe what their face is looking like and have them actually see it for themselves. What else are things we do? Have them kind of write it out. Just, I’m going to write what you say. Can you tell me what happened? When you’re asking them, and you actually write it out with the words, and they get to talk about it, they’re kind of working out exactly what it is that they’re feeling.
Participant 1: Yeah. We definitely implement different strategies, and I feel like those are the first steps before we can get them to identify it, as well as to see what it looks like, and have them feel what it feels like. Then after that start encouraging them to tell us how they’re feeling. Don’t let me tell you what I think. You tell me what you think. So then, they can be heard, and then they can talk it out.

Laura Harris: How do you help children successfully learn new skills? What are some of your favorite tactics?

Participant 1: Definitely I think a child has to feel respected. Their thoughts, and their process has to be respected. So, if I have a child who may take a little longer to answer the question I give them that time to answer it. Even though, maybe sometimes I’m like hurry, hurry, hurry, but that’s their time. Then let them know that it’s okay to not get it right. It’s all right, and I’ll still cheer you on because the effort is what helps you to learn. When you don’t know, sometimes if you get it wrong that’s actually learning as well.

Participant 1: Not expecting a right answer all the time and being open to see it their way. Sometimes that makes a child feel very good about
themselves too, because I know there was a situation where to me it looked like butterfly, but to another child I was showing them a picture and I was like, “Oh it looks like a butterfly to me.” They’re like, “It looks like glasses.” Then I actually kind of looked at it and I’m like, “You know what? You’re right that is like glasses. Hey, thank you for teaching me that.” So, kind of like letting them know that they know things as well too. So, it doesn’t always have to come from a teacher. So, then they’re more open to kind of learning new things because they want to show you.

Participant 1: Also, just, as well as just letting them be hands on, allowing them to explore at their pace. Allowing them to just be themselves really. Then as you present things, and you allow them to learn it in their way, either auditory, by hearing it, by having to touch it, by having to for some they put it in their mouth. You know oral? You know how they’re oral and they have to put everything in their mouth? That helps their self-efficacy. Am I saying it right? Making sure that any activity or skill that I’m putting out there that we’re teaching it in those various ways, so they can pick it up. So, I think that’s what helps me.
Laura Harris: The last question is, what strategies do you use to promote the children’s beliefs of their own capabilities when you know that they’ve experienced trauma, and it has impacted their perceptions of themselves negatively?

Participant 1: Well definitely a lot of reassurance about how they feel. If they’re able to express that, or once we get them able to express that. Just say, it’s okay that they’re feeling those feelings, are feeling those ways. Also, reminding them that we’ve been working on certain strategies, and reminding them about those strategies. Saying I know you can do those strategies. Can you show me what those strategies were? If it’s like taking belly breaths, is what we use here a lot, or cooling off. Walking away and just cooling down and coming back and talk. Just kind of reminding them that they do have that in them, and it’s something that they know, and that they learned so let’s bring it up together, and let’s try it out. Then a lot of positive words, a lot of encouragement.

Laura Harris: Well thank you so much. Is there anything else you’d like to add?

Participant 1: No.
Laura Harris: All right, well thank you so much.

Participant 1: All right.

Interview 2

Laura Harris: This is March 21st, 2018. My name is Laura Harris and I am the interviewer in this semi-structured interview process. I have Participant 2 who will be participating in the interview, so Participant 2, then I’m going to ask the first question. What have you experienced while working with preschool children who have suffered from traumatic events?

Participant 2: Yes. This is one of my first times answering these questions to somebody else out of the program, and I really appreciate that you asked this question. We have a lot of kids coming to the program with suffering traumas in different areas. I have a child who came to me very shy, no language, but at the same time, anxious to learn and be accepted in the classroom with the classmates. And, I started getting to know the child and the child was kind of afraid to go into small groups or even to my voice when I approach. The child was expecting something different and when the child sees that we are all positive, all supporting, giving the support, the child changed facial expression and also
the way the child comes to us with self-confidence that the child can ask questions, and I started noticing like, “Okay, something is different,” and I get closer to the child and I notice that there was something going on at home.

Participant 2: It was at the beginning of, when we started school, then also I started noticing that the child get more confident in small groups and total group playing and through the time, up to December, the child gained some confidence, language and also getting to small groups engaging in conversation and playing, but I notice that the child always come to us to support, like, “I’m doing okay,” and says, every single day, “I love school. I love school. I love everything here. I like to read. I love my teachers. I love everything,” and something that we were so happy to help them, right?

Participant 2: Also, I started noticing in the cognitive area that the child wanted to do ... At activities, wanted to try over and over, but couldn’t do it and the child tries and I said, “Something is not fitted in the picture,” so I found out that the child couldn’t see with one eye. The child need glasses.
Participant 2: I spoke with the nurses. We did the referral and everything. After that, around March, the child had been progressing so much with the glasses. The child got glasses and was able to identify letters that the child didn’t before and I didn’t know why because the child was so engaged in all the activities.

Participant 2: It’s amazing how the kids can give you that desire to learn, but when we teachers don’t search or we don’t see all the picture what is the missing, we cannot help them. Even we provide all the tools, the curriculums, all the materials, they are not able to learn because something is missing. That’s what I notice about my child, I guess.

Laura Harris: Number two, how do you perceive this has impacted their self-efficacy beliefs, the traumatic events?

Participant 2: What I see ... In my personal or to the children?

Laura Harris: Through your personal experiences.

Participant 2: Beliefs and what I believe in educational beliefs?
Laura Harris: What have you noticed in the children, how the traumatic events has impacted their self-efficacy beliefs, so their ability to successfully complete a task?

Participant 2: Yes. They make a big difference. When staff, when teachers support them, provide their needs, meet their needs according to their level of social level, educational level, physical, and we are there to see what they need, they believe themselves and their self-esteem gets higher and they start working in activities, engaging in conversation with the kids, participating in small groups, and taking leadership with activities.

Participant 2: I see big difference because they believe in themselves, because the school is different at home. We don’t know what’s happening at home. We don’t know what is over there, but we teachers know that when they come to our environment, to our place, they are safe here, and we need to transmit that to provide not only the materials or the activities, but we need to be there helping them meeting all their needs and that’s when they change. “This is my home here. Three hours and a half, I’m happy. I’m safe and I can do everything that I can in a safety way, following classroom expectations.”
Participant 2: Like one child who didn’t know how to follow rules and once the child start looking around the environment, “This is a different environment at home, so I need to follow these rules and able for me to get help or I need to be safe,” and we constantly are working with them to be safe because safety is our first priority in this center, so I see the big difference once they get familiar with our routine and with the moment. They strongly function independent in the classroom.

Laura Harris: So, have you noticed that the traumatic events ... When they come from an environment that made them susceptible to trauma, when they enter the school at the beginning, have you noticed their self-efficacy being impacted?

Participant 2: Yes. Definitely. Yes. When they come over here to our center, it’s a new place and they don’t go immediately to explore activities or the areas. They wait for you to see what is the environment because they are used to one environment at home and here, our school is safety, is taking care of them, is different and they wait a little bit, like exploring the areas, and they always depend on you.
Participant 2: Once you provide the confidence, that positive redirection, and you provide them self-confidence, then they can do by themselves activities. They can explore activities in safe manner, then they start opening up, exploring themselves independently. They come to you only when needed, but they feel like, “Okay, this is a safe environment.” They immediately feel the difference. Yes.

Laura Harris: The third question, what strategies have you implemented to build academic self-efficacy levels in these students?

Participant 2: Well, our program is very rich in the curriculum that we have. We have the teaching pyramid. That is one of the best tools that I have been working with. Second-Step, all the emotional activities that we can have. Language, songs, posters, pictures, and then we have handwriting without tears to help them how to build motor skills in many activities. Okay?

Participant 2: Also, our curriculum is very rich in hands-on core activity. I see all the strategies that we implement, they get happy exploring them first and we always teach them first and we guide them through the activities, and we are providing according to their emotional, physical, cognitive level, and then I see they are
growing step by step, especially these little kids coming from a trauma from home, they need the extra help. They really need the extra help because they feel like, “If I do it this way, if it’s not right, I will be out of the activity.”

Participant 2: Once we start providing that it’s okay, acceptable to play and try it and do it again and again until they mastered the concept, it is okay, now they start feeling confident and playing and making mistakes and no right and good and “I would try it again,” but teachers are very important source for the children who don’t have confidence and I see that a lot.

Participant 2: Also, the social-emotional skills, they grow immediately when you aren’t there, when you don’t ignore that behavior because some kids come with behavior also, not only with the lack of language or the lack of self-esteem, they come with behavior because they want their way. Once they feel like this is a safe environment, they try to get their power here because at home, they can’t do that and they start misbehaving.

Participant 2: You as teacher, you intervene, like, “Okay. These are our classroom expectations. This is what we can offer you, provide you positive discipline with limits,” so they start understanding
limits with positive discipline, choices, “What I can do, what
can’t I do. This is home and a little time, but also I need to follow
rules,” but you need to be there. If you are not there, they are not
going to be successful in preschool and they will continue in
kindergarten.

Participant 2: I have experienced, as a kindergarten assistant, and I see the
difference with the ones who came with a high social-emotional
self-confidence in language, and they were able to move on in
kindergarten, but the ones who didn’t have the help from the
teacher, they still are behind, and I see now it allows me to see
what I want the child to be leaving our program. And what I want
him to see at the end of the school year.

Participant 2: I need to work on his social skills, his liking, or on the cognitive
or the behavior. So, it’s a combination. Like I said, we need to
work in a team, teachers, supervisors, anyone in the program. So,
the program, I mean the supervisors who are in on top of us
teachers, they need to support us with the materials, the time and
the observations in the classroom so we can get that support.

That’s I think that’s a key for us to have successful classroom,
and also provide all that not only to the kids, to the parents as well.

Participant 2: I personally, I talk to my parents, even it’s not a home visit, I call them and try to make an appointment see and get permission, to go and visit before the home visit comes, because I want them to work with me. So, I teach them what I’m doing in classroom, so they can do it at home as well. And that gives me good results. Not for me, for the child.

Laura Harris: So, it’s a mixture of aligning their abilities to their perception of their ability to successfully complete tasks and socio-emotional academic support with the correct curriculum, positive reinforcement, and limits? Expectations and also, including the family in the process too?

Participant 2: Yes. It’s very important because if the child is learning and getting all the information, and all the redirection and positive discipline in the classroom, but at home it’s different? It’s not gonna work. The child will go with it feels more confident or more comfortable with and also if that parent is not following all the expectations at home, the child will learn two different environments, and he’s not going to complete learn all the tools
that he needs to learn before he goes to kindergarten and continue elementary school and all that school.

Laura Harris: So, educating the parents as well is a big factor?

Participant 2: Yes, is very important.

Laura Harris: And, we’ll go to question 5. How do you help children successfully learn new skills? So, if they come to school not having a certain skill, are there certain tactics that really work for you to use to build those skills?

Participant 2: Yes, definitely. Role model. I believe that we have all like I said before, curriculum, great curriculums at our program, but also, I believe if the child doesn’t know something you teach him. This is the beginning, okay? Some kids come with no knowledge at all.

Participant 2: And we go through that day, every day teaching them, showing them, talking with them about the mature that we have, talking about how to play, how to learn to sit down in every area, play outside, following classroom expectations, and implementing language redirection, it’s a combination. In my experience, the ones who come with no knowledge, who came knowing no
nothing, no shapes no colors, nothing. Okay, we started working with them in the small groups, okay? And we provide them extra help, and independent choice, and then outside, we are working with them through the day. Not only in the hours, specific hours or total group. We are working with them through the 3 1/2 hours environment class room, environment helping him, and then also I give again activities to the parents so I know what they are doing. And, how where they need help, I give them choose that they need to work at home.

Participant 2: And also, my child was not able to learn. And I didn’t know why. So, it was something physical. They need to get glasses. Once they got the glasses, they start picking up all the letters, and colors and numbers and now the child feels okay “I can do this, I knew that, but I didn’t know, I didn’t see what you were showing me. And we didn’t notice that. At the beginning, they pass the test, and something happen like that. Now I see “okay, I need to get my kids.” I get to know them first so I can provide activities appropriate to their level, and then also be what their monitor them, their learning and also with the parents. That’s the way I do it. Yes.
Laura Harris: Very nice. So, really building those relationships helps support as well?

Participant 2: Yes, yes. Correct, yes.

Laura Harris: And, Number 6. What strategies do you use to promote the children’s beliefs of their own capabilities when trauma has impacted their perception of themselves negatively?

Participant 2: That’s a something that, when they come over here. When children with trauma from homes come over here, they don’t believe in themselves. First thing I tell them “you’re beautiful. you can do it.” I have a book that I love. It’s Leo the Late Bloomer.

Laura Harris: Oh yes, I love that book!

Participant 2: Okay, and I read that book to them. And it is okay to be learning little by little if they’re not ready. But, I encourage them to, don’t give up try it, try it, try it, doing activities. Strategies, we have so many strategies here in our program. We use any curriculum that is available to us to implement in all the activities that we do, and I see what is working, and what they are capable to do, and what they like to do. Because, I need to see what they like to do, what
they engage more with activities. If I see a child that is not engaging too much in that activity, I change it. Not only for benefit of the child, because I myself, if I didn’t notice the other kids, they might have been feeling the same thing, and I change the activity and I see a difference.

Participant 2: I, strategies we go according to children’s level. Also, like I see a child is not learning patterns, and I take away a part of the child, or I play with him in different setting, he will be able to do it.

What I notice is that he didn’t feel confident in a small group. Or total group. He was able to do 1 to 1 with me, so I see that, I observe that. Like you said, you mentioned it earlier,

Laura Harris: Nice.

Participant 2: It’s a connection. It’s getting to know your child. What he needs, what he’s lacking, what he doesn’t know, what he’s capable to do, what he likes, what he wanted to do. Yes?

Laura Harris: Mm-hmm (affirmative)

Participant 2: And, if you don’t know your child, no matter how good teacher you are, you’re not going to be able to reach the child getting into your activities and engage them involve them in activities. What
I see is all the kids have come, they are capable to learn. And one of my philosophies is like “okay, if the child doesn’t know, you teach them. We teach them. Teach, and teach and teach.” So, I see like, I really love this job, and I really enjoy every year because it’s a challenging, for me every year. I have different children. But I also believe that parents, teachers, and supervisors and all the staff, if they want to build a self-esteem, or they need to, or goal is to children that excels in life, we need to build together, working together, for one benefit of the children. And as a preschool teacher, I want to say it’s a blessing to work with young children. It’s a blessing and I really enjoy every day that I come to school, and I really believe that every child can learn.

Laura Harris: So, coming in with a positive belief system as well, and building those relationships and ensuring that positivity is what it sounds like I’m hearing you saying?

Participant 2: Yes, yes. Yes, yes.

Laura Harris: Do you have anything else to add?

Participant 2: Yes, I just want to say that this program is an enrichment program and the parents are very...How I can say this? How can I
phrase this? The parents can learn as the children as well. And we just need to provide information, provide the self-confidence they need, for they can have children’s at home. And that’s one of my goals. I would love to teach parents, as I teach the children to be successful in life.

Laura Harris: Thank you so much, I appreciate it.

**Interview 3**

Laura Harris: This is participant number 3 in Interview 3. My name is Laura Harris and I will be the interviewer in this semi-structured interview process. Participant 3, what have you experienced while working with pre-school children who have suffered from traumatic events?

Participant 3: As a pre-school teacher, I have had children who have been in my classroom who have suffered from traumatic events. A lot of times you don’t know that something has happened, you just start to see the behavior change in the classroom and you’re trying to figure out what is going on. But once you have the conversation with the parents and you say, “hey, I’ve been noticing this, have you been noticing it at home?” And most of them tend to be
Participant 3: I’ve seen children that have experienced traumatic events where they were really outgoing, talkative, and then all of a sudden, they just start to withdraw. They’re not as talkative anymore, they just withdraw from the staff, from the children. I’ve also seen, on the flip side of that, the behavior where before, they were able to follow directions, they played well with other children. Then you start to see the aggressiveness. You start to see the hitting, the being defiant, the not wanting to follow directions, and so forth.

Laura Harris: How do you perceive that this has impacted their self-efficacy beliefs? The traumatic events. So, their beliefs in their ability to take on a new task and complete it?

Participant 3: Well, a lot of times, they’re not willing to take on that new task. I don’t know exactly what the reason may be for that, but I just saw that before, like I said, if they were able to go and do an art activity. And then it’s like, “Oh, we’re going to do art, come on to the table.” And then for whatever reason, they just refuse to do it. We practice writing names every day, all of a sudden, they just
don’t want to do it anymore. It could be sometimes not wanting
to come in from outdoors anymore, not wanting to write their
name, not wanting to come over and participate in small group
where we’re reading a story, we’re doing activities. So, it’s a lot
of just withdrawal, defiance, is what I’ve noticed.

Laura Harris: What strategies have you implemented to build academic self-
efficacy levels in these students? So, when you see them
withdraw in the academic sense, writing, counting, small groups,
reading.

Participant 3: We just encourage them to participate. A lot of the times I’ll
bring in props, like finger puppets, numbers, something that
they’re able to hold onto. Using props, flannel stories, just
making it more fun for them. Just giving them a lot of
encouragement to come over and try to do what it is that we want
them to participate in, whether it’s the art activity, whether
writing their name, the small group where it’s coming to read the
story. A lot of times too, try to get them to be the helper. For
them to come up, hold the book, hold the pointer, turn the page,
that sort of thing.
Laura Harris: So really getting them involved is what I believe I hear you saying?

Participant 3: Yes. Getting them involved, whether it’s being a helper or participating somehow, holding something. That’s how we try to get them to come and do what we want them to do so that they can be ready for kindergarten.

Laura Harris: Positive reinforcement? Is that what I’m hearing as well?

Participant 3: Yes, of course, we do use PDA, the Positive Descriptive Acknowledgement. So, when, for example, if there’s a child who is not wanting to come over and practice writing their name. So even if they come over and they hold a pencil, they do just a little scribble or something, we say, like, “oh, wow, look at you. You’re trying to write your name. I see you’re trying to write your name.” And we give them, it could be just a thumb’s up, a high five, any little thing like that to make them feel good about themselves.

Laura Harris: What strategies have you implemented to build the socio-emotional self-efficacy levels in the students?
Participant 3: In the program that I’m in, we have what we call Second-Step, which is a social-emotional curriculum. So, there it’s a lot about identifying their feelings, what to do when they do have a strong feeling. We teach them to calm themselves down, we teach them like, “smell the flower, blow out the candle.” And that’s just for them to calm themselves down. We do also have what we call the Teaching Pyramid, which also implements a lot of the social-emotional and, for the kids, identifying their feelings. So that’s a big thing, like saying, “instead of lashing out and hitting somebody, you can say, I’m mad. And it’s okay to be mad.” And we also teach that to the kids, that it’s okay to be mad.

Participant 3: We also recently implemented, it’s like a feelings chart that we have in the classroom. And that’s from the Teaching Pyramid. So, what I did was, I got Popsicle sticks. I wrote the kid’s name on there, and before they go and play, they get the Popsicle stick and they walk over to the feelings chart. There’s a teacher assistant standing there, and they place their name by how they’re feeling. So, we have like happy, sad, excited, disappointed, frustrated, calm, angry. All of those feelings we have talked about them previously, they already know what it means to feel frustrated or disappointed. They walk over, they
put their little stick in the little pocket and then they tell the
teacher assistant why they’re feeling that way, how they’re
feeling that way, and then they go and play. It’s a lot of
identifying their own feelings and being able to express it in a
positive way. Like I said earlier, it’s okay to be angry, but it’s not
okay to call somebody names when you’re angry or hit
somebody when you’re angry.

Laura Harris: Thank you. How do you help the children to successfully learn
new tasks? What strategies do you use?

Participant 3: We usually introduce what it’s going to be. And then, well ... Can
you give me like an example of like a new skill?

Laura Harris: Sure. If, say you’re going to teach the children how to write the
letter “A.” And they haven’t been introduced to writing the letter
“A” yet.

Participant 3: There’s different techniques that we can use for that. In our
program, again, we have what we call “Handwriting Without
Tears,” so it’s a lot about ... You know, there’s songs that we
sing. “How do you write your letters? You begin at the top, you
go down.” We talk about, “we have big line, little line,” that’s
what we use, big curve, little curve. So, we have like these wood pieces that are a big stick, a little stick, a big curve, a little curve. We introduce that, they get to play with it, we show them how to do it, we have mats where they’re able to place the sticks and follow through. We have Play-Doh mats where they can roll out the Play-Doh and put the letter “A” there. But definitely before they even start writing, we need to make sure that their muscles in their hands are strong. So, before we even get into writing the letters, I just make sure that they are just, like, rolling Play-Doh, cutting, tearing paper. Just building those muscles in their hands. And then once I feel that they pretty much got it, then we move on to actually writing the letter. But those are some of the things that I would implement before writing letters.

Laura Harris: Thank you. And last question, what strategies do you use to promote the children’s beliefs of their own capabilities when trauma has impacted their perception negatively?

Participant 3: I just make sure that they feel welcome in the classroom, that they feel safe in the classroom. If I know what the trauma is, then I can kind of gear towards what I need to do for that specific child. But I always make sure that when the child comes in, that
they’re greeted, you’re smiling, you’re happy they’re there. If they’re out, we make sure that, “oh, you know, we missed you yesterday. We’re so glad. Welcome back.” And that sort of thing. We also, just whatever their needs are. If they need to be not sitting with us at circle time, if they need to spend some time alone, they’re more than welcome to go over and sit in the library, cuddle with the bear, read a book. We just want them to feel comfortable, safe and let them know that they’re welcome here and that we’re happy that they’re here.

Laura Harris: Thank you. Is there anything else you’d like to add? Any advice, perception on building self-efficacy?

Participant 3: Let me see... I just think that it’s very important to teach the kids those skills that they are lacking, especially when it comes to feelings. A lot of times, the children may not know what’s going on at home, or they may hear what’s going on at home, and they don’t really know how to express it. It’s just all inside. So, a lot of times, like I was saying earlier, they start hitting, they start yelling, they’re throwing things. So, we just have to understand that it’s what’s happened to that child that’s making them do that. And we just need to be more understanding of that and we need
to be able to help that child. And not only the child, but also the family. Because it’s not only the child that’s experiencing the trauma, it may also be the family too.

Laura Harris: Well, thank you so much, Participant 3.

Participant 3: You’re welcome.

**Interview 4**

Laura Harris: My name is Laura Harris, I am the interviewer for this semi-structured interview, and this is Participant 4 in this research study. I’m going to ask the first question.

Laura Harris: What have you experienced while working with preschool children who have suffered from traumatic events?

Participant 4: Okay. I have experienced that children that have suffered traumatic events that they go through anger issues, some withdrawals, attention seeking. We have behavior problems. That is what I’ve experienced with children with traumatic events.

Laura Harris: How do you perceive this has impacted their self-efficacy beliefs? How has the traumatic experience impacted the child’s belief of their ability to successfully complete new tasks that they’re presented with in preschool?
Participant 4: It has impacted them because of the fact that ... it impacts them by not being able to focus as well. Their attention span is not as large as it should be. They struggle at times with what they want to be successful at.

Laura Harris: What have you seen that they have struggled with? That they were trying to be successful at? Have you witnessed or observed ...?

Participant 4: Yeah, for example, let me see ... they struggle with ... Okay, let’s say they want to work on something and they’re struggling with, for example, activities, or even trying to accomplish some manipulatives that they’re trying to figure out, problem solving, it frustrates them, and impacts them and they lose interest. Because of the fact that they do get frustrated, and then they become angry and other issues in that area.

Laura Harris: Thank you. What strategies have you implemented and used in the classroom to build their academic self-efficacy levels? The children in reference to writing their names, letter knowledge, word knowledge, math skills.
Participant 4: Okay. We try to use whatever skills that we want them to learn, to use it as, with, for example, depending of where they’re at. If it’s a game situation that we have to use to help them learn, for example, let’s say, put out letters, so they can unscramble, so they can sort out their name in the correct order, by unscrambling the letters. Then, after that, once they do that, then we start letting them start writing, even if it means, at the beginning, the scribbling, little by little they start improving as they go.

Laura Harris: What I think I hear you saying is, is that you’re providing opportunities based on their development, where they are.

Participant 4: Correct, correct.

Laura Harris: Then you grow from there.

Participant 4: Correct, so that they can build their self-efficacy as they go, because we don’t want them to become frustrated and angry. We want them to have pride in what they’re doing, and praise them for what they’re doing, and it will increase as it goes.

Laura Harris: Thank you. What strategies have you implemented to build socio-emotional self-efficacy levels in students who have suffered from traumatic events?
Participant 4: Well, we have the Second-Step curriculum that we use, which is excellent, and we use that to help them learn, and remind them about how to share, how to build their self-esteem again, how to deal with their emotions, and how to ... Sorry. How to deal with anger issues. We have books, we have games, again, anything that will help them with the social-emotional skills. There will be a time that, if it means we’ll read them a story, and from there we start talking to open-ended questions, and answers, and discussions.

Laura Harris: Providing them with curriculum that helps them to understand their emotions is what I believe you’re saying.

Participant 4: Yes, definitely. Yes.

Laura Harris: How to cope, how to share, different kinds of scenarios that will help them socio-emotionally in a positive manner.

Participant 4: Yes.

Laura Harris: Okay, question five. How do you help children successfully learn new skills?
Participant 4: We try to, again depending where they’re at, build up on it. For example, let’s say their name. Now, if they’re not able to write their name at first, it’s okay, but we’ll start with forms, shapes, and how to do a lot of fine motor skills in order for them to be able to have a good pencil grip. And from there we’ll start letter-by-letter starting with the first letter of their name. Little by little we’ll start doing it and focus on just small areas to help them be successful.

Laura Harris: So, working on things from their level and then adding to that as they-

Participant 4: Build up.

Laura Harris: Build on that skill?

Participant 4: Correct, build up on that skill.

Laura Harris: What strategies do you use to promote the children’s beliefs of their own capabilities when trauma has impacted their perception negatively? How do you help them believe in themselves positively, so that they can complete a task?
Participant 4: Definitely a great deal of praise. Not only just praise but be specific about the praise and build on that also. Any little thing that you see that they’ve accomplished make sure they are aware of it, and we’re aware of it. Let them know.

Laura Harris: Do you have anything else you’d like to add regarding self-efficacy?

Participant 4: The only thing I can say is I myself have learned throughout the amount of years that I’ve been teaching with preschool children, and it is very, very important to do something at this age group.

Laura Harris: Well, thank you so much, Participant 4.

Participant 4: You’re very welcome.

Laura Harris: I appreciate it.

**Interview 5**

Laura Harris: This is Participant 5, and my name is Laura Harris. I will be the interviewer for this semi-structured interview process. Question one. What have you experienced while working with preschool children who have suffered from traumatic events?
Participant 5: I do have a lot of experience with children, with low-income children whose been in foster cares, been place to place. Some parents are incarcerated, and separations, divorce, you name it, everything.

Laura Harris: What have you noticed about the traumatic events? Have you noticed behavioral or emotional issues that might arise in the children after they suffer the traumatic event?

Participant 5: They do. They do suffer through social, emotional, self-confidence, self-esteem. They go through a lot of the belonging to places. I do have had one that particular age that has been through foster place here and there, and the child really have a lot of these social, emotional, how to interact with the kids in a classroom issues, been quite a lot, and the child doesn’t know which house is going to be next. When the child comes to school, they’ll come in and ask me, “Teacher, can I stay with you?” or “Is Grandma coming?” or “Is this person coming to pick me up?” We asked the child, “How about your mom and dad?” They don’t know about mom and dad.

Laura Harris: Wow.
Participant 5: Yes, so you get to experience a lot of students that come in these kinds of areas.

Laura Harris: How do you perceive that this has impacted their self-efficacy beliefs, so their beliefs in their own abilities to successfully complete a task or learn a new skill?

Participant 5: Oh, it’s very difficult, very challenging for those students. It takes a lot of patience. It takes a lot of effort to build that self-esteem, to build that ability that they could do it because a lot of kids come inferior. I’m a loser. I’m bad, and then you have to tell them all the time, “No, you’re not. You’re good. You are capable. You got the potential. You could do it. Just focus. I know this happened to you, but you can make it better. I’m here. If you need help, I’m always here with you.”

Laura Harris: So, it makes them ... What I believe I hear you saying is it makes them believe in themselves?

Participant 5: Yeah, yes. It makes them believe them-self that they could do it.

Laura Harris: What strategies have you implemented to build academic self-efficacy levels in these students?
Participant 5: We have a lot of the Second-Step, the Teaching Pyramid that we have been through that did teach us with the ability to how to work with these children, so I use those to work with the children and I also observe how what area they need and their strength and their weakness. For those that really need help, then I’ll probably use a one-on-one, or if they need children that are really extra help, then I make the referral to mental health or to other service so they can monitor and they can get the help that they need even with home or at school.

Laura Harris: Yes, so what strategies have you implemented to build their socio-emotional self-efficacy levels as well? I’ve heard you talk about Second-Step, and you use referral systems. You do one-on-one. Are there certain kinds of strategies that you’ve seen worked in your one-on-one to build their academic or their socio-emotional self-efficacy beliefs?

Participant 5: Oh, yes, yes, it works because you have that one-on-one that they have one-on-one coming with and just carry it on and just make sure that they enter it with the other children, they use the proper words, and they show them step-by-step how to do it, like if they are lacking the academic, one of my student who was really
below their academics, like the alphabet letters, and the child had a difficult time to just retain those letters, and I have that one-on-one, so they just go one letter at a time with the students and show them, “Okay, that’s A or A is for apple. A is for your name. This is how As look like,” and the letter sounds with the child. For a while, they’ll pick it up, that one-on-one, so they don’t have the distractions from another group that they can focus on one particular person. Okay.

Laura Harris: Okay. How do you help children successfully learn new tasks, if you’re going to present them with something brand-new?

Participant 5: Okay, I had to do what they call formats. I had to show it to them step-by-step. Let’s say that if I got to do cutting, for example. I’ll get a scissors. I’ll get a paper. I’ll show this is a scissor, and this is how you hold it, so I will show them step-by-step how to use it and I’ll explain to them the dangers of the scissors, and to be safe, that’s not for cutting other people’s hair or cutting your hair or cutting yourself. It’s cutting paper, cutting shapes. Do your art, because as you cut it, you can create it with art, with your cuttings.

Laura Harris: All right. You do a modeling and an explanation as well?
Participant 5: Yes.

Laura Harris: Is there something that you do that supports them after they begin to do the task?

Participant 5: I do that before they do the task.

Laura Harris: Then do you do extra support during the process of the task?

Participant 5: The process, yes. During the process, for those that need extra help, yes, I will help them out, be at the table and help them. Say that if they don’t hold the scissor correctly, I’ll show them, “Okay, this is how you hold it.” I will guide the fingers like, “Your thumbs go, and this is your pointer and your thumb will hold, put in this hole. That’s how you hold your scissor. This is how you hold your paper, and when you cut, make sure you focus on the line and focus where you’re cutting, so you won’t get yourself.” I do guide them.

Laura Harris: What I believe I hear you saying is you do a lot of step-by-step and detail-oriented explanations?

Participant 5: Uh-huh, yes.
Laura Harris: Wonderful. What strategies do you use to promote the children’s beliefs of their own capabilities when trauma has impacted their perception negatively? How do you make them believe in their own abilities?

Participant 5: I’ll just show them step-by-step, and I told them, “I believe in you that you could do it,” by verbally encourage them and show them that they can do it. I also give them, when they accomplish a task or they master something out of their comfort zone, I give the high-five, I give them thumbs up, I give them a pat on the back, and I say, “Tell yourself and give yourself a hug that ‘I did a wonderful show. I did it. I can do it. There’s nothing in this world that I cannot do, as long as I focus and concentrated on. I can master it. I can get it done.’“ Give them a big smile, and that’s how I see my children. That’s how I see them making progress that really help them out. I also get them a sticker for doing, like for the children that have a behavior problem or they have a difficulty for all the children in the classroom, I give them the stickers when they do some things that accomplish it. I give them a sticker.
Participant 5: For special event, I usually give it to them, count their sticker
during Halloweens, Christmas, spring break, Easter. I will spend
close to $40 each time. Go to a Dollar Tree, into a store, and I’ll
buy them toys. I count their stickers, and then I’ll give it to them.
I’ll show it to them, “You earn it. That’s yours. You did a great
job. You be respectful. You be responsible. You be kind and
friendly, helping your friends, and this is how you earn your toys.
This is yours.” That’s what I did for my children. I’ve been doing
that for a while, but I learned this strategy from one of my
children’s teacher, and that’s what he did, told my kids too, and I
see that it’s very successful for those children that have low self-
esteeom or come a family that they don’t have toys or they don’t
have paper, they don’t have crayons, and he do that.

Participant 5: Also, I also believe that doing that is to show the children that is
in life, nothing is free. Whatever you want, we have to work for
it. We cannot go to the street and grab stuff on the street, or we
cannot go fight and just go stealing, stuff like that. We cannot do
that. If we want it, we got to work for it and we got to earn that,
so that’s what I do the sticker with them. It seems to really work
with the student. It’s costly for the teachers, but it’s helping the
children.
Laura Harris: But it’s something I think that in the field of early education, what I’ve seen is it’s a norm. Teachers do pull out of their own pockets a lot to support their children. What I believe I’ve heard you say is that you do a lot of positive reinforcement, verbal reinforcement and positive manners, but also, you’re setting up role modeling through a process of showing the children that if you work hard for a certain amount of time, you get a payoff for working hard and pushing yourself and doing well and following the classroom expectations that you spoke about?

Participant 5: Yes.

Laura Harris: Is there anything else you’d like to add on the topic?

Participant 5: No.

Laura Harris: Thank you so much.

Participant 5: You’re welcome.

Laura Harris: I appreciate it.