



*Conversations that change lives.*

**At-Risk Early Childhood Educators  
Professional Development  
Identify, Approach and Refer At-Risk Students**

# What is Kognito?

Kognito is a **health simulation company** that comprises learning experts, designers, technologists and implementation professionals.

Our evidence-based simulations build a variety of competencies and shape attitudes through **role-play conversations with virtual people**.

Over 1+ million educators, students, and health care professionals have used Kognito simulations to change lives, including **over 500,000 K-12 educators**.

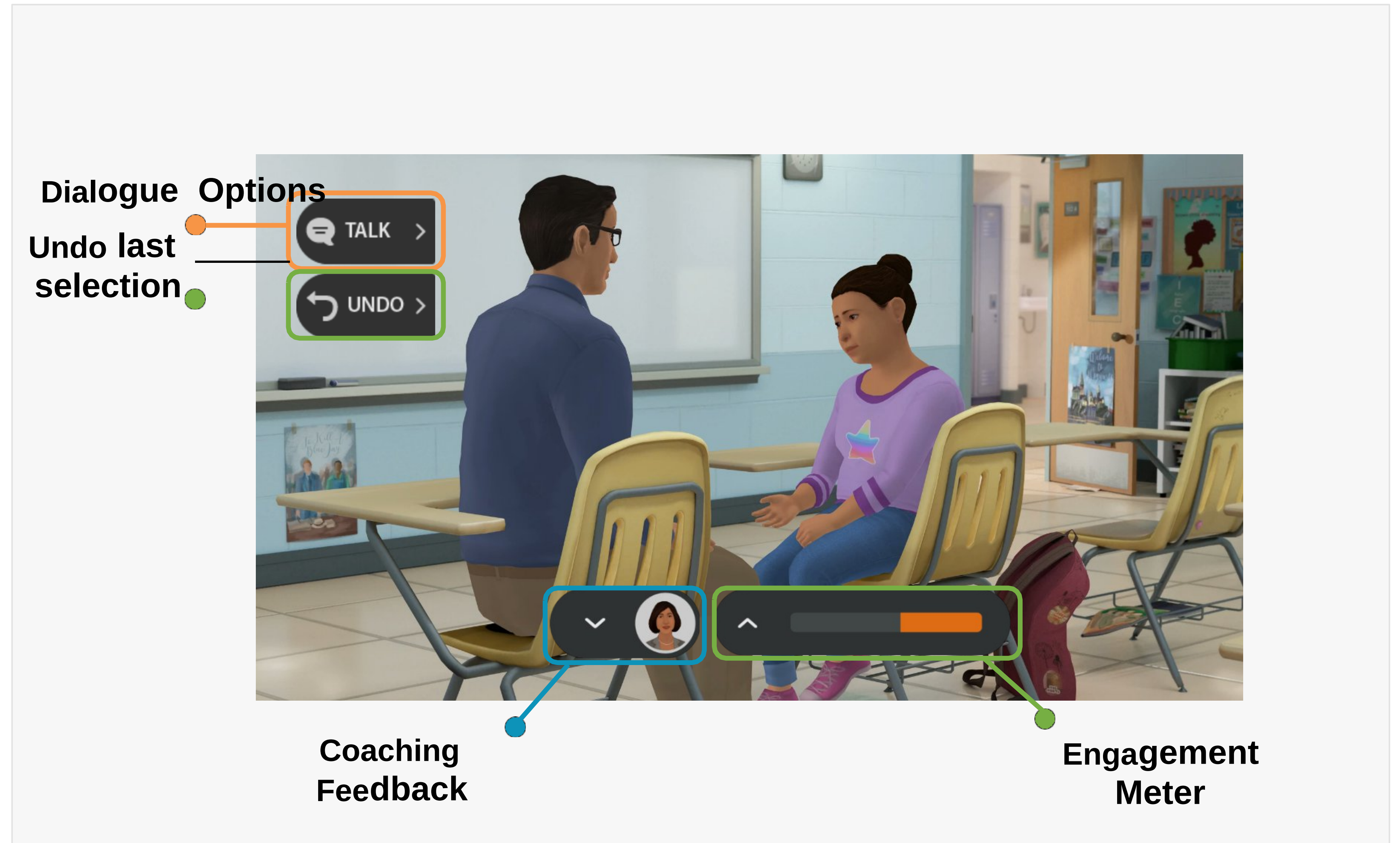
Our **innovative approach** has resulted in partnerships with government agencies and NGOs.



# Why Virtual Simulations

## How Does A Kognito Simulation Work?

- **User interacts** with a fully animated at-risk virtual student
- **Navigate** through the scenarios by selecting what to say to the virtual student
- **Receive instant feedback** from the virtual coach and engagement meter
- **Can undo decisions** and explore different conversation approaches
- **Receive personalized performance** summary upon completion



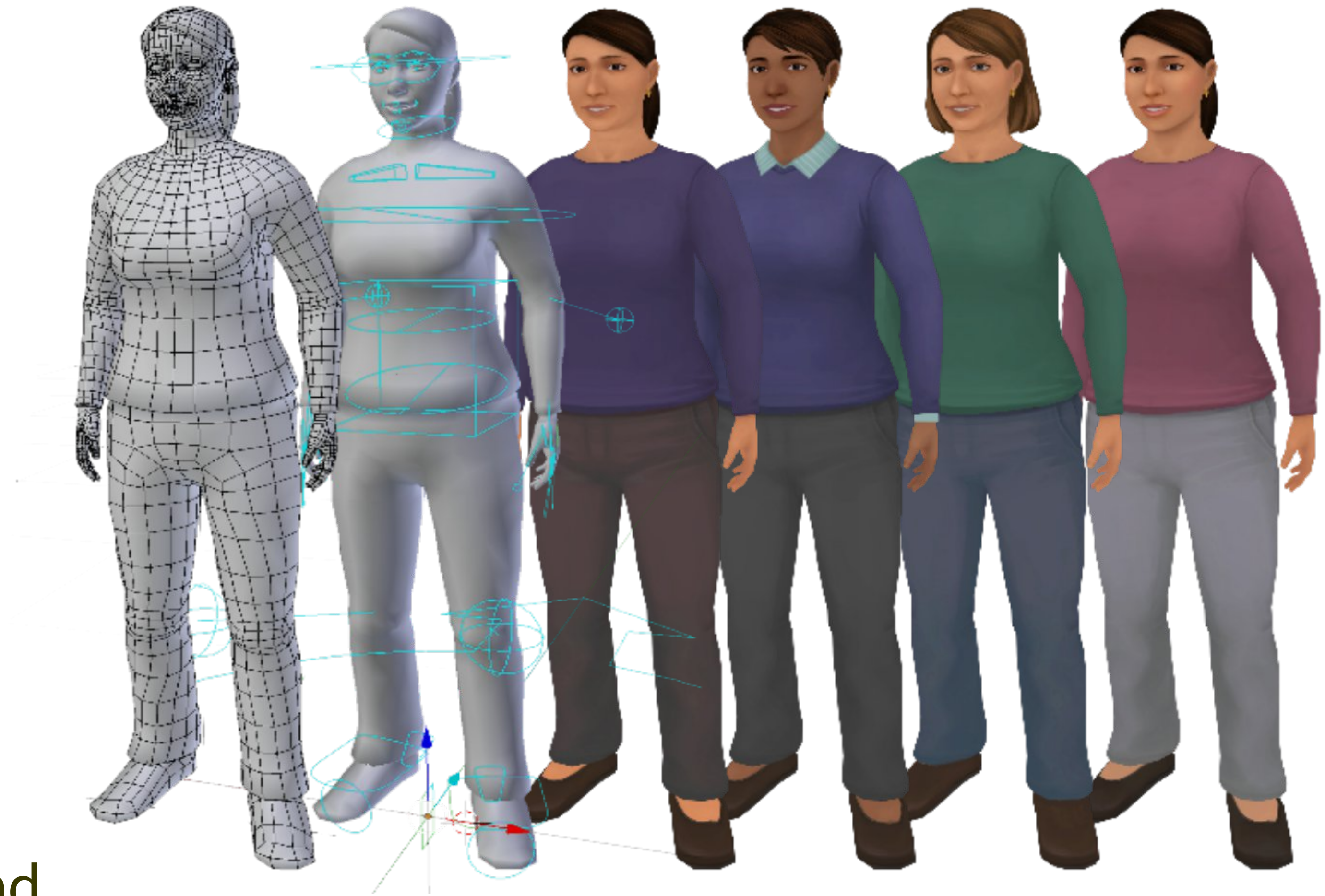
# Why Virtual Humans

## Core Features

- Coded for personality, memory, and emotion
- Adapts responses to user's dialogue decision
- Real human voices
- Motivational interviewing skills

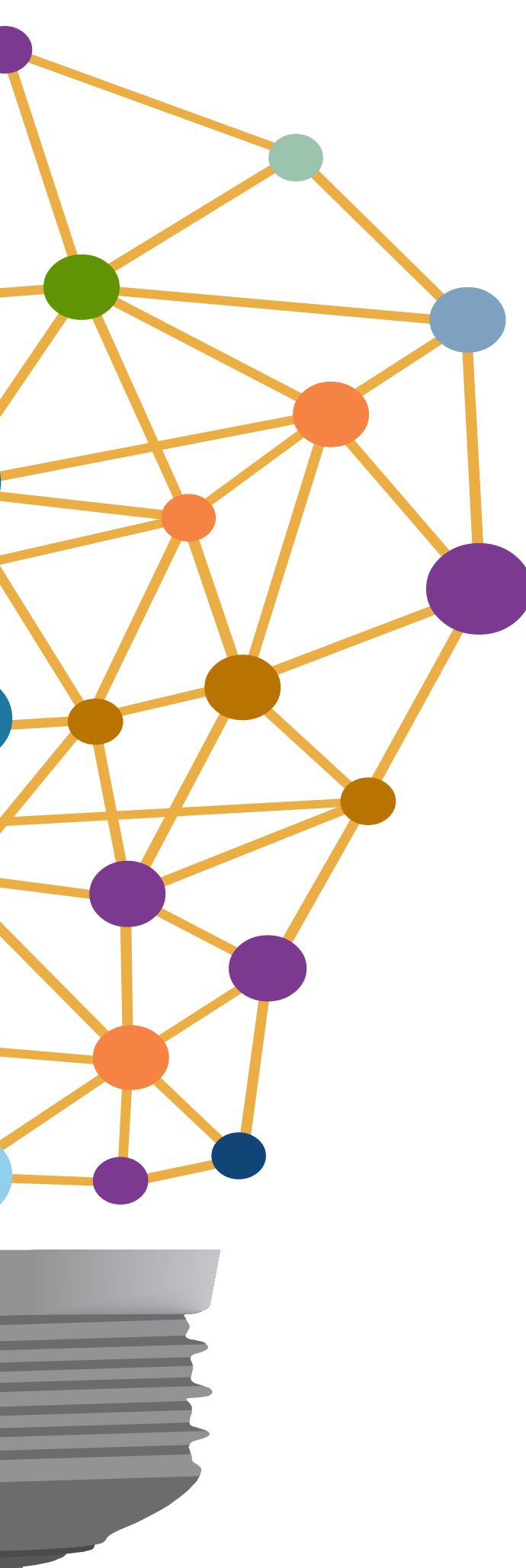
## Benefits

- Creates a realistic role play experience in a safe learning environment
- Drives skill acquisition through practice
- Improves confidence and preparedness to respond to at-risk students
- Innovative & engaging





# Learning Objectives

# At-Risk Learning Objectives

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- 1) **Recognize** warning signs that a student may be suffering from psychological stress, including anxiety, depression, substance abuse and suicidal ideation
  - 2) **Initiate** a conversation with a student to build resiliency and help the student identify sources of support
  - 3) **Connect** the student to appropriate support services
  - 4) **Learn** motivational interviewing techniques and how to avoid common pitfalls, such as attempting to diagnose the problem or giving unwarranted advice

# AT-RISK FOR **EARLY CHILDHOOD** EDUCATORS

<b>TOPICS</b>	Early childhood mental health and behavior management		
<b>USERS</b>	Educators and adults who works with children ages 3-5		Assume the role of Ms. Kelly in different situations related to classroom management and regulating emotions.
<b>SETTINGS</b>	Preschools, childcare centers, early childhood degree programs		Practice talking with virtual students and virtual caregivers, and try different approaches to see what works best.
<b>DURATION</b>	45 minute versions		



# Take the Simulation

## [SantaRitaschools.Kognito.com](https://SantaRitaschools.Kognito.com)

For technical support or any questions about your simulation, please contact Kognito at [support@kognito.com](mailto:support@kognito.com) or 646-923-8632

# Group Discussion

# Understanding Challenging Behavior

You learned to identify signs that a student might need extra support:



- Patterns of negative behavior
- Changes in behavior
- Something that feels off

# Addressing Challenging Behavior

**You learned how to manage a disruption and refocus a class without pointing students out:**



- Check in with yourself
- Use neutral words and a neutral tone
- Reinforce the behaviors you want to see
- Give children choices
- Get them to brainstorm or role-play
- Create a safe space or cozy corner

# Discussion Questions



Q. Which of these skills practiced in the conversation with Eli come easiest for you? Which one/s do you need to practice more?

Q. What makes some of these skills challenging?

# Discussion Questions



Q. Which of the skills practiced in this conversation come easiest to you? Which one/s do you need to practice more? What makes some of these skills challenging?

Q. What are some ways you can teach students how to use a safe space (like a “cozy corner”)?

Q. How do you know when to discipline and when to encourage them to open up?

# Planning Ahead

There are several ways you can develop a caring, safe-feeling atmosphere for your students including:



- Set expectations for your space
- Talk about expectations and feelings
- Teach feeling words
- Ask students how they're feeling
- Practice breathing and movement exercises
- Plan ahead

# Discussion Questions



Q. What are some ways you can talk about expectations and feelings with your students?

Q. Think of a time when a high-stress moment pushed your students' buttons or escalated certain behaviors. What can you do to plan ahead for these moments?



# Talking with a Caregiver

You learned some ways to bring up concerns with a caregiver and support the student together:



- Build trust and set a tone of caring
- Check in with yourself and examine your feelings
- Start with strengths
- Use neutral and descriptive language
- Get the caregiver's perspective
- Collaborate on a plan

# Discussion Questions



**Q.** Think of a time when you talked with a caregiver about a child's behavior. How did this experience impact you, the caregiver, and the student? What could you have done differently?

**Q.** What phrases tend to put caregivers on the defensive? How is that different from approaching caregivers as a collaborative partner?

# Discussion Questions



Q. How do you know when to dig deeper in a conversation with a caregiver and when to continue at a later time?

Q. What are some effective ways to stay in contact with that caregiver?



The conversations you have with students can open the door to them getting the help they need. If you do this for just ***one*** student, you will have made a ***difference***.

# Referral Process

## Referral Policy

- What is the referral policy in our school? To whom do you make a referral if you are worried about a student in psychological distress that is not deemed an imminent threat to a student's life?
- Is that the school psychologist, guidance counselor, social worker, or nurse?

# Insert Referral Process

# Referral Policy

- What is the referral policy in your school for students who may be a danger to themselves or others?
- When and how would a student's parents/guardians be notified about your concerns? Whose role is it to notify them?



# Insert Referral Process

# Insert Local Resources

# Questions?