

A Trauma-Sensitive Approach to Education and Learning for Children Aged 0-8 Years

This Australian review focuses on the impact of trauma and concepts from neurobiology. It is written for early childhood educators who encounter infants and children, from newborns to 8-year-olds, who have suffered the effects of significant trauma in their young lives. It aims to enhance existing knowledge of child development by focusing on attachment, neurobiology and the impact of trauma on learning.

<https://www.whealth.com.au/documents/work/trauma/LiteratureReview.pdf>

A Resource Collection on Trauma-Informed Care

The Center for Parent Information and Resources has compiled this collection of resources for caregivers to gain knowledge and effectively assist children impacted by trauma. The collections cover several areas, including basic information about adverse childhood experiences (ACEs), caring for specific populations affected by trauma (e.g., children with disabilities), building trauma-informed schools, and responding to disasters. One section is devoted to materials in **Spanish and other languages**.

<https://www.parentcenterhub.org/trauma-informed-care-resource-collection/>

How to Implement Trauma-Informed Care to Build Resilience to Childhood Trauma

This research brief from Child Trends summarizes current practices for implementing trauma-informed care to support children who have been exposed to trauma. The authors outline the ways in which a broad range of programs (including afterschool programs, schools, early care and education providers, medical providers, and social services) can incorporate trauma-informed care into their services and help children build resilience against past and future traumatic experiences. <https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma>

A Model for Creating a Supportive Trauma-Informed Culture for Children in Preschool Settings

This paper describes Head Start Trauma Smart (HSTS), an early education/mental health cross-systems partnership designed to work within the child's natural setting—in this case, Head Start classrooms. The goal of HSTS is to decrease the stress of chronic trauma, foster age-appropriate social and cognitive development, and to create an integrated, trauma-informed culture for young children, parents, and staff. The HSTS program emphasizes tools and skills that can be applied in everyday settings, thereby providing resources to address current and future trauma. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4419190/>

5 Ways Trauma-Informed Care Supports Children's Development This website highlights five ways in which trauma-informed care can support children's healthy development.

<https://www.childtrends.org/child-trends-5/5-ways-trauma-informed-care-supports-childrens-development/>

Trauma-Informed Practice

To provide trauma-informed care to children, youth, and families involved with child welfare, professionals must understand the impact of trauma on child development and learn how to effectively minimize its effects without causing additional trauma. This website provides information on building trauma-informed systems, assessing and treating trauma, addressing secondary trauma in caseworkers, and trauma training. It also offers trauma resources for professionals, caregivers, and families. <https://www.childwelfare.gov/topics/responding/trauma/>

Natural Resources is a free, one-way listserv that is distributed monthly. Each issue features high quality, readily available, and free resources on a specific topic related to children from birth through Grade 3, their families, and the professionals and systems that serve and support them. Resources in both Spanish and English are **highlighted in yellow**. Natural Resources is compiled and distributed by Camille Catlett, and past issues are archived at <https://scriptnc.fpg.unc.edu/natural-resources-monthly-newsletter> To subscribe or unsubscribe, suggest resources, or get more information, please contact Camille Catlett at camille.catlett@unc.edu