

## Trauma Informed Practice

### A SCRIPT-NC Webinar Handout

**The Class Care Statement** - Given the importance of understanding, identifying, and knowing how to respond to child trauma, the faculty of the NC Community College system along with support from the Center for Child and Family Health have developed some additional educational modules for our students.

The content focused on child trauma is meant to help equip you for your work with children and families. It is important to know more about how children might experience trauma, the ways that early childhood educators can help identify needs in children who have experienced trauma, and how to know your limits about what can be handled in the classroom versus through referrals to community resources. We know that learning about this content can be emotionally draining for some and could be triggering for others. Regardless of your experiences prior to this course, we know child trauma can be a difficult topic to think about, but we want for you to know we value your psychological safety as well as your learning. If any of the content presents concerns for you, please let your instructor know and they can work with you to develop a plan for navigating the course or if you are interested, find additional support outside of the class as needed.

### Definitions of Key Terms

- **Toxic Stress** - Strong, frequent, and/or prolonged adversity -- such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship -- without adequate adult support.
- **Traumatic event** - A frightening, dangerous, or violent event that poses a threat to a child's life or bodily integrity.
- **Trauma experience** - How the individual interprets and is disrupted physically and psychologically by the trauma. This really helps in our conversations around how each child uniquely perceives danger or makes sense of the event or trauma exposure.
- **Traumatic effects** - The impact of trauma that may be short or long-term in duration (e.g., heightened stress response, inability to concentrate).
- **Acute trauma**-A single traumatic event that lasts for a short time (for example- car accident, dog bite, tornado).
- **Chronic trauma**-When multiple traumatic events occur, usually over a long period of time (for example-multiple incidents of sexual abuse, ongoing witnessing of domestic violence).
- **Complex trauma**-This is a specific type of chronic trauma that includes experiencing multiple traumatic events from a young age and usually caused by adults who were supposed to care for and protect the child
- **Neglect**-The failure for a caregiver to provide for a child's basic needs. It is considered a trauma especially for an infant or young child who is completely dependent on adults. Neglect can also increase the likelihood of exposure to other types of traumatic events

- **Historical trauma**-Personal or historical event(s) or prolonged experience(s) that continues to have an impact over several generations. (for example-slavery, removal from homelands or relocation, forced placement in boarding schools, massacres, genocides, or ethnicides)
- **Resiliency** - The ability to recover and show early and effective adaptation after a potentially traumatic event
- **Secondary Traumatic Stress** - When you work with students who have traumatic experiences, you are at risk for being indirectly traumatized as a result of hearing students talk about trauma and seeing its effects. STS refers to the presence of post-traumatic stress disorder (PTSD) symptoms. This is also referred to as compassion fatigue.
- **Systemic Oppression**-The mistreatment of people within a specific group, supported and enforced by society and its institutions. These are not usually acute events, but often ongoing. This mistreatment is usually based on personal identify or belonging to an oppressed group and includes discrimination, micro-aggressions, gender-based discrimination, and health disparities.

### Books/Websites

- NAEYC Code of Ethical Conduct: [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\\_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)
- What is Childhood Trauma <https://www.nctsn.org/what-is-child-trauma/about-child-trauma>
- NCTSN developed a position statement on Racial Injustice and Trauma: African Americans in the US (<https://www.nctsn.org/resources/racial-injustice-and-trauma-african-americans-us-nctsn-position-statement>)
- Trauma-Sensitive Toolkit for Caregivers of Children: <https://srhd.org/1-2-3-care-toolkit>
- Nicholson, J., Driscoll, P. S., Kurtz, J., Márquez Doménica, & Wesley, L. W. (2020). *Culturally responsive self-care practices for early childhood educators*. Routledge.
- Colker, L.J., Erdman, S, Winter, E.C. (2020) *Trauma and Young Children: Teaching Strategies to Support and Empower* NAEYC
- CNUSD Virtual Calming Room: <https://sites.google.com/cnugd.k12.ca.us/cnugdvirtualcalmingroom/home>
- National Child Traumatic Stress Initiative: Understanding Child Trauma: <https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma/effects>
- Kostelnik, M., Soderman, A., Whiren, A., Rupiper, M. L., Rupiper, M. (2018) *Guiding Children's Social and Emotional Learning*, Chapter 5, pg. 148, Cengage Publishing.
- Left Brain Buddha: Five Strategies for Teaching Mindfulness to Children: <https://leftbrainbuddha.com/baby-buddhas-five-strategies-for-teaching-mindfulness-to-children/>
- Tucker's NC Nest: [https://www.pinterest.com/Tuckersncnest/\\_saved/](https://www.pinterest.com/Tuckersncnest/_saved/)
- NCPMI – Practical Strategies and CSEFEL Resources: <https://challengingbehavior.cbcs.usf.edu/index.html>

- Whole People Childhood Trauma – Episode 1 – 26 minutes – <https://www.pbs.org/show/whole-people/>
- Center on the Developing Child: Harvard University – Resiliency resources- <https://developingchild.harvard.edu/?s=Resiliency>
- A number of resources exist for teachers such as those that are part of the National Association for the Education of Young Children (NAEYC)- <https://www.naeyc.org/standing-together-against-suspension-expulsion-early-childhood-resources>
- FREE, Prevent Child Abuse NC trainings: <https://www.preventchildabusenc.org/recognizing-responding-online-course/>
- How Trauma Impacts Caregivers - <https://www.virtuallabschool.org/focused-topics/trauma-informed-care-in-child-care-settings/lesson-3>

## Articles

- Differences between ACES and Trauma - <http://www.canarratives.org/>
- Racial Injustice and Trauma - <https://www.nctsn.org/resources/racial-injustice-and-trauma-african-americans-us-nctsn-position-statement>
- Understanding Child Traumatic Stress: A guide for parents - <https://www.nctsn.org/resources/understanding-child-traumatic-stress-guide-parents>
- Trauma Informed Child and Family Service System - [https://www.nctsn.org/sites/default/files/resources/what is a trauma informed child family service system.pdf](https://www.nctsn.org/sites/default/files/resources/what%20is%20a%20trauma%20informed%20child%20family%20service%20system.pdf)
- Racially Disproportionate Discipline in Early Childhood Educational Settings - <https://www.npscoalition.org/post/racially-disproportionate-discipline-in-early-childhood-educational-settings>
- According to researchers from Yale Child Study Center, implicit bias may help to explain the relatively high expulsion rates for black children (2016) - (<https://news.yale.edu/2016/09/27/implicit-bias-may-explain-high-preschool-expulsion-rates-black-children>)
- NCTSN’s Child Trauma Toolkit for Educators: <https://www.nctsn.org/resources/child-trauma-toolkit-educators>
- NCTSN video on the Impact of Complex Trauma: <https://www.nctsn.org/resources/never-give-complex-trauma-film-youth-youth>
- An Overview of Stress Management from Very Well Mind: <https://www.verywellmind.com/stress-management-4157211>
- Coping Skills Worksheets for Adults and Youth: <https://positivepsychology.com/coping-skills-worksheets/>
- How Trauma Impacts Caregivers - <https://www.virtuallabschool.org/focused-topics/trauma-informed-care-in-child-care-settings/lesson-3>
- Child Trends- How to Implement Trauma-Informed care to build resilience to childhood trauma: <https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma>
- Kinship United: The effects of trauma on orphans: <https://kinshipunited.org/the-devastating-effects-of-trauma-on-orphans/>
- Zero to Three has numerous articles and resources related to trauma: <https://www.zerotothree.org/resources/2384-supporting-young-children-experiencing-separation-and-trauma#chapter-1588>
- Creating Trauma-Sensitive Schools from NAEYC: <https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms>
- Trauma Resources in NAEYC <https://www.naeyc.org/resources/pd/online-learning/resource-library-trauma>
- Children’s Responses to Crises and Tragic Events (ECLKC): <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/response-to-crisis-english.pdf>
- Resilience Booster Tip: <https://www.apa.org/topics/parenting/tip-tool-brochure.pdf>

## Videos

- A Child's Perspective on Trauma, Sesame Street video - <https://www.youtube.com/watch?v=KgSJom5f2Qc>
- Addressing Trauma in ECE Classrooms Webinar - <https://eclkc.ohs.acf.hhs.gov/video/addressing-trauma-classroom-settings>
- Brain Builders Video: <https://www.youtube.com/watch?v=LmVWOe1ky8s>
- The Importance of Self-Care for Early Care and Education Professionals from Eastern Connecticut: <https://www.youtube.com/watch?v=x9tPoR4Ctec>
- Mindfulness in Education, Learning from the Inside Out: Amy Burke <https://www.youtube.com/watch?v=2i2B44sLVCM>
- Explaining the Brain to Children and Adolescents: <https://www.youtube.com/watch?v=py8deTlxNco>
- Palming for Calming: A Social Emotional Strategy for Young Children: [https://www.youtube.com/watch?v=InI2Er7a\\_7A](https://www.youtube.com/watch?v=InI2Er7a_7A)
- Center on the Developing Child Harvard University: The Science of Neglect: <https://www.youtube.com/watch?v=bF3j5UVCSCA>
- Center on the Developing Child Harvard University: Early Childhood Mental Health: <https://www.youtube.com/watch?v=L41k2p-YRCs>
- Children's Institute: Still Face with Dads- <https://www.youtube.com/watch?v=7Pcr1Rmr1rM>
- School Suspensions are an adult behavior: <https://www.youtube.com/watch?v=f8nkcRMZKV4>
- Head Start: Trauma Smart - <https://www.youtube.com/watch?app=desktop&v=bXzKVpiSzH8>
- How childhood trauma affects health across a lifetime: <https://www.youtube.com/watch?v=95ovIJ3dsNk>

<p><b>In a course like . . .</b></p>	<p style="text-align: center;"><b>. . . you could use an activity or assignment like this</b></p>
<p><b>Introduction to Early Childhood Education</b></p>	<p><b>Reflection/Journal Assignment:</b> Reflections are to be one page typed, double spaced, using a font of 10 or 12 with normal margin settings. Refer to the following reflection outline to guide your writing.</p> <ol style="list-style-type: none"> <li>1. What did you find most helpful, affirming, or challenging from this week in your readings? <i>(NAEYC 6d)</i></li> <li>2. What was something you learned or relearned that you want to apply to your work as an early childhood educator? <i>(NAEYC 4b)</i></li> <li>3. Please include any points of interest or information gained that stood out to you causing you to reflect on your own personal experiences as a student, teacher, or parent of a child in a classroom. <i>(NAEYC 4d)</i></li> <li>4. Discuss how this information learned from this module will change the way you work with children in the classroom in the future. Provide examples from the module or your own research. <i>(NAEYC 4d)</i></li> </ol>
<p><b>Child, Family, and Community -</b></p>	<p><b>Journal Entry: Child Abuse Scenario Assignment:</b> Respond to the following prompt using the NAEYC Code of Ethics as your guide:</p> <p>Trina, a 5-year old in Dylan's class, shows classic signs of abuse: multiple bruises, frequent black eyes, and psychological withdrawal. Her mother, who appears easily agitated, says that Trina falls often but Dylan has not observed any clumsiness while Trina is at school. Dylan is</p>

	<p>well aware that, by law, teachers must report suspicions of abuse to their local child protective services agency. What is your first reaction to this case? To whom does Dylan have obligations? What should he consider to help him decide what to do?</p> <p><b>Reflection Assignment:</b></p> <p>Reflections are to be one page typed, double spaced, using a font of 10 or 12 with normal margin settings. Refer to the following reflection outline to guide your writing.</p> <ol style="list-style-type: none"> <li>1. What did you find most helpful, affirming, or challenging from this week in your readings? <i>(NAEYC 6d)</i></li> <li>2. What was something you learned or relearned that you want to apply to your work as an early childhood educator? <i>(NAEYC 4b)</i></li> <li>3. Please include any points of interest or information gained that stood out to you causing you to reflect on your own personal experiences as a student, teacher, or parent of a child in a classroom. <i>(NAEYC 4d)</i></li> <li>4. Discuss how this information learned from this module will change the way you work with children in the classroom in the future. Provide examples from the module or your own research. <i>(NAEYC 4d)</i></li> </ol> <p><b>Writing Assignment Stress and Burn-out:</b></p> <p>Respond to the following questions in paragraph form using correct sentence structure, spelling and grammar: (Each question should include at least a one paragraph response of a minimum of five sentences per paragraph.)</p> <ul style="list-style-type: none"> <li>• What does it look like when you are feeling overwhelmed or burnt-out? How do these feelings impact your work?</li> <li>• How might your experiences of stress on the job be connected to the level of trauma among your students and/or within your school community?</li> <li>• What are the warning signs that you or your colleagues may be struggling with secondary traumatic stress? How is this different than the more “usual” feelings of stress or burn-out?</li> </ul>
<p><b>Health, Safety, and Nutrition</b></p>	<p><b>Self-Care Reflection Journal Assignment:</b></p> <p>Students will work for a week using one of the following coping strategies and then write a reflection paper.</p> <p>Over the next week, you should use one of the following to documents to take care of yourself and then write a reflection paper on what you learned about yourself.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Coping Skills (Links to an external site.)</a></li> <li>2. <a href="#">Taking Care of Ourselves (Providers) (Links to an external site.)</a></li> <li>3. <a href="#">Keeping a Stress Log (Links to an external site.)</a></li> <li>4. <a href="#">A Coping Skill Toolkit (Links to an external site.)</a></li> </ol>

Now that you have completed this, write a paper using the following prompts to guide what you will write about:

1. Discuss what did you learned about self-care and what you learned about triggers that cause you to become stressed. *(NAEYC 4a)*
2. Discuss which of the strategies you choose to complete and what did you notice about your stress level after using one or more strategies. Include examples. *(NAEYC 6d)*
3. Create a wellness plan that includes specific strategies you will continue to use and build on for the remainder of this course. The plan should include information about basic healthy habits you will engage in every day/week as well as strategies you will use after a particularly stressful moment or day. *(NAEYC 4d)*
4. Reflect upon how the plan works: *(NAEYC 4d)*
  - o What went well?
  - o What didn't go well?
  - o How will you adjust or modify your plan?
  - o How will this help you work with children and families in the future?

**Discussion Assignment:**

Students view the Trauma Matters Omaha Understanding the Brain <https://www.youtube.com/watch?v=bOR7jld8wYk>) and discuss the following:

- a. Define in your own words "flipping your lid". Discuss your thoughts and understanding of the video and how it benefits you as an early childhood professional. *(NAEYC 4a)*
- b. Discuss what it is important to recognize when you, as a teacher, or a child in your classroom setting are about to "flip" their lid? Describe the effect that "flipping" your lid can have on others around you children, parents, and coworkers. *(NAEYC 2a)*
- c. What would be an example of "flipping your lid" that you have experienced in the classroom setting? Describe how the situation was resolved. *(NAEYC 4d)*
- d. What proactive activities can you create in the classroom to prevent or lessen a child from "flipping" their lid? *(NAEYC 6d)*
- e. Complete this statement: The information in this video has helped me to realize.....*(NAEYC 6d)*

**Trauma Sensitive Program Checklist:**

Using the Trauma-Sensitive Program Checklist, evaluate and summarize, and reflect upon each area of Trauma-Informed Practices at your child care center.

<https://www.virtuallabschool.org/focused-topics/trauma-informed-care-in-child-care-settings/lesson-2/act/22876>

