

# 10 Steps to Create Trauma-Informed Resilient Early Childhood Care

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## Introductions and About this Course



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## Learning Objectives

- Identify at least five questions to ask to promote a trauma-informed and resilience-focused mindset when working with preschool-aged children.
- Identify the four main protective factors of resilient children.
- Describe how trauma affects the deep and outer brain functions specifically in early childhood care.
- Identify at least five proactive strategies to implement in an early childhood center.
- Learn how to complete a trauma-informed, resilient behavior support plan.

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## 10 Steps to Create Trauma-Informed Resilient Early Childhood Care

1. Focus on Resilience
2. Understand Trauma as an Experience
3. Foster Connections
4. Prioritize Social-Emotional Skill Development
5. Establish Safety
6. Promote Play
7. Understand the Link Between Private Logic and Behavior
8. Collaborate with Families & Communities
9. Support and Invest in Staff
10. Collect and Utilize Outcome Data

...Where ALL Children Thrive

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## About the 10 Steps

It is **hard to identify** the most important step.

The steps **overlap**...

The steps are **not linear**...

With each small implementation,  
the **benefits are significant**...



**Be patient with the process.**

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## There is Not a Magic Wand



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# Why Does this Content Matter?



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## Children of Trauma in Early Childhood

- **Nearly 700,000 children are abused in the U.S each year.** An estimated 678,000 children (unique incidents) were victims of abuse and neglect in 2018<sup>1</sup>, the most recent year for which there is national data.
- **The youngest children are the most vulnerable.** Children in the first year of their life had the highest rate of victimization of 2.7% of all children that age.<sup>1</sup>
- **Over 50% of the nation's children** have experienced at least one or more types of serious childhood trauma (34,835,978 children nationwide)
- **16 million children in the United States** live at or below the poverty level (6 million are under the age of 6)

Source: National Survey of Children's Health - CDC, 2017

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## Children of Trauma in Early Childhood

- **Child abuse is deadly.** In 2018, an estimated 1,770 children died from abuse and neglect in the United States.<sup>1</sup>
- **Nationally, neglect is the most common form of abuse.** Three-out-of-five (nearly 61%) of victims were neglected only, more than 10% were physically abused only, and 7% were sexually abused only.
- Yet the statistics indicate a more complex problem where children experience multiple forms of abuse. In 2018, more than 15% of kids were poly-victimized (i.e., suffered two or more forms of abuse).

Source: National Survey of Children's Health – CDC, 2017

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## Children Ages 6 and Under at Most Risk

### Trauma Exposure

- 45% of mothers report their child has heard gunshots (94% say this has happened more than once)
- 10% have witnessed a knifing or a stabbing
- 20% witnessed violence between adults (pushing, shoving, hitting)

### Violence Exposure

- Over half experienced at least one traumatic event
- 21% loss of loved one
- 16% hospitalized
- 10% motor vehicle accident
- 9% serious fall
- 8% burns
- The younger a child, the more at risk they are to experience maltreatment.

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## Epidemic of Childhood Grief

- Given the staggering number of COVID-related deaths, we are now facing a silent epidemic of grief which will have a lifelong impact on the many children who have lost a loved one to death from COVID.

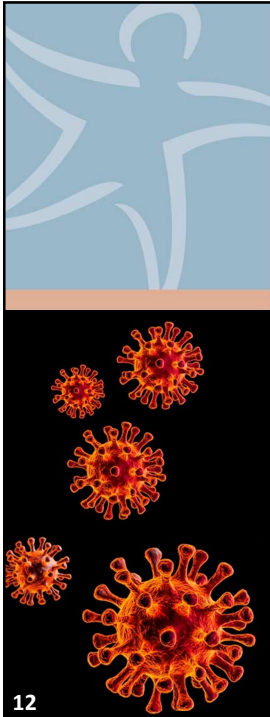


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## Negative Impact on Well-being

- COVID-19 has had a negative impact on mental well-being for 70% of Americans.
- Major Depressive Disorder diagnoses have risen by 28% and the prevalence of anxiety disorders rose by 26% from January 2020 to January 2021.
- Alcohol and drug use has increased.
- This is for Americans ages 12 and up.
- **Impact on our youngest children.**



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## National Emergency in Mental Health

In 2021 *The American Academy of Pediatrics (AAP)*, the *American Academy of Child and Adolescent Psychiatry (AACAP)* and the *Children's Hospital Association (CHA)* declared a **national emergency in child and adolescent mental health**.



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## Mental Health Practitioner Shortage

- Reports about the supply of mental health therapists according to an analysis by the *Health Resources and Services Administration* say that the United States needs a population to provider ratio of 30,000 to 1 and is coming up short by over 6,000 providers.
- There is a system design issue (access).
- Over 1/3 of Americans live in areas lacking mental health professionals.
- This means **all adults matter!**

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What is the best place to positively impact children outside of the home?



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## Call to Action

- The *National Center for Traumatic Stress Network* is now asking **schools** to play a key role in **addressing the needs** of traumatized children.



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What does being  
*Trauma-informed and  
Resilience-focused*  
really mean?



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What is Trauma-Informed and Resilience-Focused  
Education?



It is a  
**MINDSET**

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## Trauma-Informed and Resilience-Focused

Trauma-informed and resilience-focused schools foster the possibility of well-being by restoring and nurturing resilience – **despite other life adversity.**



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## What is Trauma-Informed and Resilience-Focused Education?

It is being curious rather than “all knowing”

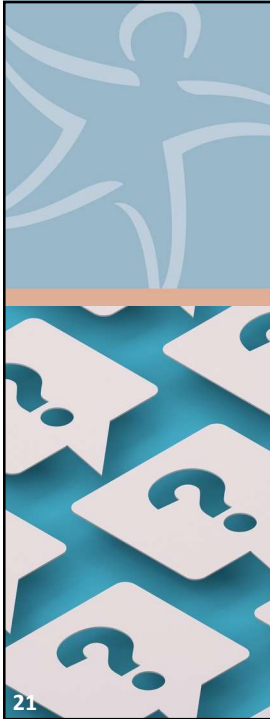
It is asking or wondering:

- *What happened or what is happening in this student’s life?*
- *What is already right for this student?*
- *What are the strengths of this student?*



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## What is Trauma-Informed and Resilience-Focused Education?

It is asking,

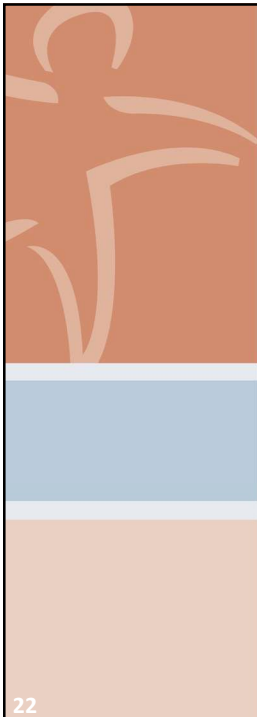
*“What experiences are driving the way this child thinks about themselves and others?”*

And,

*“How does that impact the way they behave?”*

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## What is Trauma-Informed and Resilience-Focused Education?

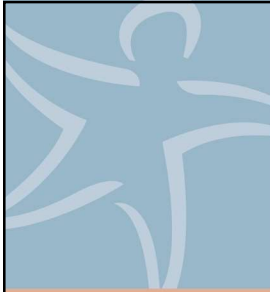
- It is **NOT** asking, “What is wrong with this child?”
- It is **NOT** labeling
- It is **NOT** diagnosing without first REALLY assessing



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## What is Trauma-Informed and Resilience Focused Education?

It is wondering,

*“What can I do to support this student most?”*

And,

*“What are the new opportunities and experiences I can provide this child to restore and nurture resilience, despite all they have experienced?”*



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## The Most Important Thing You Will Hear Today Is ...

Trauma-Informed and Resilience-Focused Education is a

**MINDSET**



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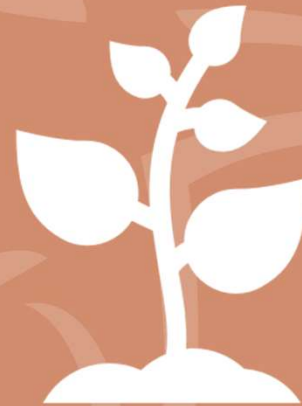
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# Step 1

## Focus on Resilience

Focus on positive interactions to protect against adversity and stress.



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The bad news is,  
**TRAUMA** is a fact...

The good news is,  
so is **RESILIENCE!**

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## What is Resilience?

“...the ability to achieve positive outcomes – mentally, emotionally, socially, and spiritually – **despite adversity.**”

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## We Begin Here: RESILIENCE

We can't talk about making a school trauma-informed without talking about how to make a school resilience-focused.

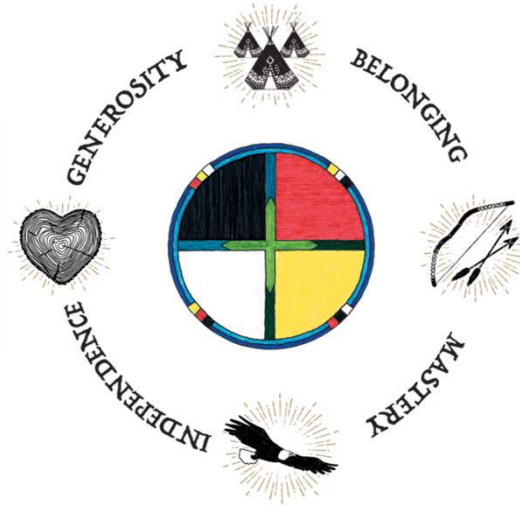
We may not be able to take away toxic stress and trauma a child has experienced or will continue to experience in their homes and communities, **but we can create new experiences of resilience in our schools.**

**Resilience = Hope**

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## Circle of Courage: Resilience Model

For Early Childhood



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## 4 Main Protective Factors for Resilient Children

1. Supportive adult-child relationships
2. A sense of self-efficacy and perceived control
3. Adaptive skills and self-regulatory capacities
4. Feeling valuable to others

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## About Circle of Courage in Early Childhood

During early childhood, children develop at varied paces for each of the four Circle of Courage's universal needs.

Therefore, we want you to view the Circle of Courage as a learning cycle and an opportunity to provide children with many opportunities to experience each of the four universal needs.



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## Circle of Courage



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## Belonging

- A strong sense of belonging makes children feel more receptive to guidance from all caring adults.
- This is important because even if parents/caregivers are struggling, there are others there to help them.
- A strong sense of connection to others helps children develop a sense of attachment. With strong and secure attachment comes trust and the belief that others are there to support them.

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## Circle of Courage

### Belonging

- I am important to someone.
- I belong here.
- They like me!
- I feel connected



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## Belonging



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## Mastery

- The goal of mastery is to achieve one's potential – not perfection.
- This happens when we identify a child's potential and put the appropriate supports in place to help the child meet that potential.
- When success is met, the desire to try new things and achieve is strengthened.
- Expectations are kept high AND support is provided so that students can meet those expectations.

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# Circle of Courage

## Mastery

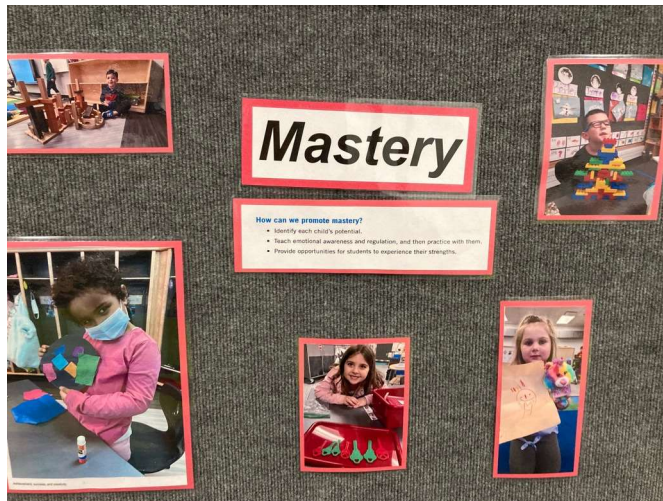
- I am good at something!
- I can do it!
- If I need help, I can ask!
- There is an adult who will support me if I can't yet do it by myself.



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# Mastery



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## Independence

- When children are taught and have opportunities to practice emotional awareness and regulation together with a caring adult, they feel more in control of themselves.
- When students are given developmentally appropriate choices they feel empowered.

## Circle of Courage

### Independence

- I have a choice.
- I notice when I'm starting not to feel good (hurt, angry, worried, tired...)
- I can calm down when I get upset.





# Independence



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# Generosity

- Children must be given opportunities to develop generosity.
- It is developmentally appropriate for preschoolers to be mostly egocentric and working to increase awareness in others.
- During these years, generosity is encouraged and taught through repetition, role-playing, experiences and interactions with others.
- Anything that makes student feel like they have value and can offer it to another person will help them to experience generosity.

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## Circle of Courage

### Generosity

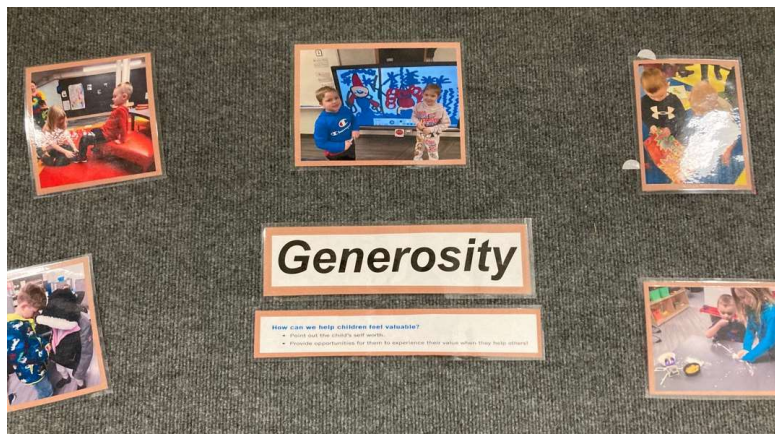
- I have value.
- I can help others.
- It feels good to help.



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## Generosity



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“The developmental needs of children are universal.”

Dr. Martin Brokenleg

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## Resilience

When we focus on resilience, we find **HOPE, SOLUTIONS, and JOY.**

When we focus on resilience, we bring out the best in our students and in ourselves!

**How can we do this?**



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# Universal Needs Using the Circle of Courage

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## BELONGING CHART 1 – Labels

Common Milestone Skill	Milestone Met	Still Developing
Attachment	Initiates interactions with others	Attention seeking / alienated
Friendship	Developing friendships Plays with others	Clingy / withdrawn Parallel play
Cooperation	Follows most directions with reminders	Craves constant approval / defiant
Affectionate	Affectionate	Overly affectionate / Non discriminate attachment
Trust	Trusts adults	Overly trusting / suspicious / misplaced trust

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## BELONGING CHART 2 – What is Looks Like

Common Milestone Skill	Milestone Met	Still Developing
<b>Attachment</b>	<b>Initiates Interactions With Others</b> <ul style="list-style-type: none"> <li>• "Come sit by me"</li> <li>• Showing excitement toward certain friends, but willing to play with others</li> <li>• Greets adults</li> <li>• Appears pleased when good things happen to familiar people</li> <li>• Wants to participate with others versus alone</li> </ul>	<b>Attention Seeking</b> <ul style="list-style-type: none"> <li>• "Can't catch me"</li> <li>• Running and looking back</li> <li>• Loud (blurtling, silly comments)</li> <li>• Silly actions, playful</li> <li>• Screaming, hitting peers, swearing</li> <li>• Eloping</li> </ul> <b>Alienated</b> <ul style="list-style-type: none"> <li>• "I don't like you"</li> <li>• Refusal to attend whole group</li> <li>• Playing alone</li> <li>• Hoarding toys</li> <li>• Will go with anyone</li> <li>• Eloping (limited co-regulation)</li> <li>• Ignores others</li> </ul>
<b>Friendship</b>	<b>Developing Friendships</b> <ul style="list-style-type: none"> <li>• "Wanna play?"</li> <li>• Enjoys imaginative play with some others</li> <li>• Talks with others mostly about what they are interested in</li> <li>• Copies friends</li> <li>• Begins to show concerns with friends are crying</li> <li>• Cheers on friends</li> <li>• Establishing true friends, with some best friends</li> <li>• Wants to please friends</li> </ul>	<b>Clingy</b> <ul style="list-style-type: none"> <li>• "That's MY teacher/friend"</li> <li>• Targeting or hyper-focusing on a single peer</li> <li>• Not allowing others near the teacher</li> <li>• Having to always sit by the teacher</li> <li>• Inappropriate peer initiation (hit, pull, take)</li> <li>• Separation anxiety</li> <li>• Jealousy</li> </ul> <b>Withdrawn</b> <ul style="list-style-type: none"> <li>• "Get away"</li> <li>• "That's my toy"</li> <li>• Not allowing others to play</li> <li>• Often sits alone</li> <li>• Often plays alone</li> <li>• Often prefers adult interactions over peers</li> </ul>

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## BELONGING CHART 2 – What is Looks Like (Continued)

Common Milestone Skill	Milestone Met	Still Developing
<b>Cooperation</b>	<b>Follows Directions With Reminders</b> <ul style="list-style-type: none"> <li>• "Want to play a game"</li> <li>• "It's snack time"</li> <li>• Follows rules, but wants to win</li> <li>• Sometimes cooperative</li> <li>• Relies on prompting for daily routines</li> <li>• Bossy, often tells friends what to do</li> <li>• Learning to share with help</li> <li>• Imitates daily routines / teacher directions</li> </ul>	<b>Craves Approval</b> <ul style="list-style-type: none"> <li>• "Look at me"</li> <li>• Loud</li> <li>• Overly persistent "helper"</li> <li>• Showing off, blurtling,</li> <li>• Negotiating</li> </ul> <b>Defiant</b> <ul style="list-style-type: none"> <li>• "I don't care"</li> <li>• "You aren't my mom/boss"</li> <li>• Inability to be co-regulated</li> <li>• Limited empathy / withdrawn</li> <li>• Will not follow classroom routines</li> <li>• Not following directions</li> <li>• Apathetic toward teacher positive support</li> <li>• Resists / argues</li> </ul>
<b>Affectionate</b>	<b>Affectionate</b> <ul style="list-style-type: none"> <li>• "Hi Mrs. Jensen"</li> <li>• "Play with me"</li> <li>• Learning body boundaries with examples and reminders (when to hug, asking permission, etc)</li> <li>• Smiles at familiar people</li> <li>• Hugging peers</li> </ul>	<b>Overly Affectionate</b> <ul style="list-style-type: none"> <li>• Claiming ("this is MY teacher") towards adults he doesn't know</li> <li>• Hugging new adults in a room</li> <li>• Attempting to sit on adult laps (of unfamiliar adults or after being told it is not appropriate)</li> <li>• Non discriminate attachment</li> <li>• "I don't like them anyway" embarrassed</li> <li>• "I don't care"</li> <li>• "They don't like me"</li> <li>• "Don't touch me"</li> <li>• Hitting, kicking</li> <li>• Whining</li> </ul>

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## BELONGING CHART 2 – What is Looks Like (Continued)

Common Milestone Skill	Milestone Met	Still Developing
Trust	<b>Trusts Adult Explanation</b> <ul style="list-style-type: none"> <li>• “Can I help you” (pass out papers, get glue)</li> <li>• Follows adult directions with reminders</li> <li>• Shared jokes and silly actions with peers</li> <li>• Students begin to realize the actions of peers (may shy away from misbehaviors of others)</li> <li>• Tattles on others</li> <li>• Positively tells others about their experiences with those they trust (teacher/peer)</li> </ul>	<b>Overly Trusting</b> <ul style="list-style-type: none"> <li>• Will follow unfamiliar adults</li> </ul> <b>Suspicious</b> <ul style="list-style-type: none"> <li>• “Show me”</li> <li>• “No, it isn’t”</li> <li>• “I don’t want to go home”</li> <li>• “They are looking/laughing at me”</li> <li>• Has to figure things out on their own</li> <li>• Arguing with facts</li> <li>• Rebellious</li> </ul> <b>Misplaced Trust</b> <ul style="list-style-type: none"> <li>• “Let’s run, come on Jimmy”</li> <li>• “Mrs. J lies, Mom said so”</li> <li>• Trusts parents over teachers</li> <li>• “I don’t have to”</li> <li>• Spending time with like-minded peers in class</li> <li>• Following a peer who is eloping</li> <li>• Egging on peers to be part of misbehavior</li> <li>• Oppositional</li> </ul>

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## MASTERY CHART 1 – Labels

Common Milestone Skill	Milestone Met	Still Developing
Achievement	Persists on tasks with help	Overachiever / underachiever
Success	Completes daily tasks with help	Workaholic / inadequate
Problem solving	Attempts to independently solve	Cheating / unmotivated, lazy
Creativity	Developing pretend play	Mischievous / lack of pretend play
Resilience	Willing to try again with prompts	Does things over and over / gives up easily / avoids risks
Motivation	Wanting to try	Over competitive / failure oriented

Ask for reflection and additional examples from others. In your guidebooks, what else would you see in your classroom.

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## MASTERY CHART 2 – What it Looks Like

Common Milestone Skill	Milestone Met	Still Developing
<b>Achievement</b>	<p>Persists on tasks with help</p> <ul style="list-style-type: none"> <li>• "I did it"</li> <li>• "Look at my painting"</li> <li>• Pride in accomplishment</li> <li>• Persists on tasks with help</li> <li>• Shows interest in personal goals (learning to ride a bike, swing, write)</li> <li>• When done will help a peer</li> <li>• Willingness to try</li> </ul>	<p><b>Overachiever</b></p> <ul style="list-style-type: none"> <li>• "I know/knew the answer"</li> <li>• "The answer is ..."</li> <li>• Always raises hand and wants to answer.</li> <li>• Frequently wants to be line leader</li> <li>• Blurting answers</li> <li>• Answering for others</li> <li>• Upset when it is not their turn / not called on</li> <li>• Shows off new skills</li> </ul> <p><b>Underachiever</b></p> <ul style="list-style-type: none"> <li>• "I can't do it"</li> <li>• Never wants to volunteer or participate</li> <li>• Lacks persistence to difficult tasks</li> <li>• Picks easier toys/activities</li> <li>• Gives up easily</li> <li>• Depends on caregiver prompts</li> <li>• Passive</li> <li>• Limited interests</li> </ul>
<b>Success</b>	<p>Completes Daily Tasks with Help</p> <ul style="list-style-type: none"> <li>• I did it, all by myself"</li> <li>• "Look at my tower"</li> <li>• Wants to complete more tasks by themselves, more independently</li> <li>• Excited when they have success</li> <li>• Often wants to try to complete tasks</li> <li>• Increased effort with positive praise</li> </ul>	<p><b>Workaholic</b></p> <ul style="list-style-type: none"> <li>• "I'm not done yet"</li> <li>• Perfectionist</li> <li>• Always wanting to be a helper</li> <li>• Has to complete a task to move on</li> <li>• Difficulties transitioning</li> <li>• Rigid about routines</li> </ul> <p><b>Inadequate</b></p> <ul style="list-style-type: none"> <li>• "I can't do it"</li> <li>• "I have to go potty"</li> <li>• Limited effort</li> <li>• Task avoidance</li> </ul>

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## MASTERY CHART 2 – What it Looks Like (Continued)

Common Milestone Skill	Milestone Met	Still Developing
<b>Problem Solving</b>	<p>Attempts to Independently Solve</p> <ul style="list-style-type: none"> <li>• "Can I have some tape"</li> <li>• "I can do it"</li> <li>• Experiments with cause/effect</li> <li>• Shows some awareness of fairness (good/bad choices)</li> <li>• Learning to ask for help when needed</li> <li>• Beginning to negotiate solutions to conflicts</li> <li>• Uses small lies to get out of trouble</li> <li>• Attempts multiple different ways to solve a problem</li> </ul>	<p><b>Cheating</b></p> <ul style="list-style-type: none"> <li>• "Johnny made me do it"</li> <li>• "What if I don't"</li> <li>• Limited confidence, consistently looks to other (tries to copy others art work or building projects)</li> <li>• Imitates peers</li> <li>• Hides worksheets</li> <li>• Hitting peers to take toys</li> <li>• Eloping to avoid tasks</li> <li>• Tests limits</li> </ul> <p><b>Unmotivated, lazy</b></p> <ul style="list-style-type: none"> <li>• "I can't find it"</li> <li>• "No"</li> <li>• Usually watches others play or sits off to the side during choice time.</li> <li>• Repetitive play</li> <li>• Doesn't engage in a variety of activities</li> <li>• Limited interests</li> </ul>
<b>Creativity</b>	<p>Developing Pretend Play</p> <ul style="list-style-type: none"> <li>• "I'm a cat, meow"</li> <li>• "Let's play houses"</li> <li>• Acting out scenarios</li> <li>• Explores new environments</li> <li>• Plays "mom" and "dad"</li> <li>• Learning what is real versus make believe</li> <li>• Imitating peers and adult daily actions</li> <li>• Willingness to explore new materials</li> </ul>	<p><b>Lack of Pretend Play</b></p> <ul style="list-style-type: none"> <li>• "That's not what it does"</li> <li>• Closed set toy preferences (items with only one function and/or exact answers - such as puzzles)</li> <li>• Limited imagination</li> <li>• Repetitive play</li> <li>• Mr. Potato-Head's eyes have to go into the eye slot</li> <li>• Scripted daily routines without variance</li> </ul> <p><b>Mischievously Creative Actions</b></p> <ul style="list-style-type: none"> <li>• "It wasn't me"</li> <li>• "I didn't draw on the wall"</li> <li>• Drawing on walls</li> <li>• Getting needs met in alternative ways</li> <li>• Cutting up other's papers</li> <li>• Climbing on furniture / restricted areas / fence</li> <li>• Taking teacher's items</li> <li>• Touching off limits items on purpose</li> <li>• Rebellious</li> </ul>

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## MASTERY CHART 2 – What it Looks Like (Continued)

Common Milestone Skill	Milestone Met	Still Developing
<b>Resilience</b>	<b>Willing to Try Again with Prompts</b> <ul style="list-style-type: none"> <li>• "Let's try again"</li> <li>• Trying again</li> <li>• Not giving up</li> <li>• Returning to an activity after failure / Rebuilding blocks that fall down</li> <li>• Answering a question again after getting one wrong</li> <li>• Willingness to volunteer</li> <li>• Trying new things</li> <li>• Appropriate apprehension about new things, with willingness to try</li> </ul>	<b>Does Things Over and Over</b> <ul style="list-style-type: none"> <li>• "I'm not done"</li> <li>• "I need my (blanket, toy, marker)"</li> <li>• Repetitive play (trying to master)</li> <li>• Perseveration on activities</li> <li>• Perfectionism</li> <li>• Rigid about routines</li> </ul> <b>Gives up easily</b> <ul style="list-style-type: none"> <li>• "I can't do it"</li> <li>• "Johnny knocked my blocks down!"</li> <li>• Keeping self occupied in other ways</li> <li>• Asking for teacher to do it for them</li> <li>• Shuts down after wrong answers</li> <li>• Gives up after blocks fall down</li> </ul> <b>Avoids Risks</b> <ul style="list-style-type: none"> <li>• "I can't do it"</li> <li>• Appears shy / quiet / timid</li> <li>• Embarrassed to attempt</li> <li>• Imitates the answers of others</li> <li>• Will not attempt tasks perceived as difficult</li> <li>• Appears fearful</li> </ul>
<b>Motivation</b>	<b>Wanting to Try</b> <ul style="list-style-type: none"> <li>• "I can do it"</li> <li>• Desire for increased for independence</li> <li>• Eager to participate</li> <li>• Grabs items quickly</li> <li>• Wants to please</li> <li>• Speaks positively about themselves and their skills</li> </ul>	<b>Over Competitive</b> <ul style="list-style-type: none"> <li>• "I don't want to play any more"</li> <li>• "That's mine"</li> <li>• Always has to win and becomes upset if he doesn't win</li> <li>• Upset if they don't get their preference</li> <li>• Upset when corrected / gets items wrong</li> <li>• Walks away from activities they may lose</li> <li>• Failure oriented</li> <li>• "I can't do it"</li> <li>• "No"</li> <li>• Self loathing</li> <li>• Minimal effort to attempt</li> <li>• Continues to play during work times</li> </ul>

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## INDEPENDENCE CHART 1 – Labels

Common Milestone Skill	Milestone Met	Still Developing
Self control	Able to regulate self with reminders	Overly controlled / lacks self control
Assertiveness	Confident in skills	Manipulate / easily mislead
Responsible	Rule following with reminders	Reckless or macho / irresponsible
Leadership	Helps others	Bully / powerless

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## INDEPENDENCE CHART 2 – What it Looks Like

Common Milestone Skill	Milestone Met	Still Developing
<b>Self Control</b>	<b>Able to Regulate Self with Reminders</b> <ul style="list-style-type: none"> <li>• "Mrs. J said sit on the carpet"</li> <li>• Is learning to label simple emotions</li> <li>• Sticking to a task for longer periods of time with help</li> <li>• Beginning to express feelings with words</li> <li>• Temper tantrums decreasing</li> <li>• Following classroom expectations with reminders and explicit teaching</li> </ul>	<b>Overly Controlled</b> <ul style="list-style-type: none"> <li>• "Johnny isn't on the carpet"</li> <li>• "I want snack now"</li> <li>• "I don't like carpet time"</li> <li>• Has to control everything-has to be his/her idea, perfectionist</li> <li>• Difficulty complying with adult directions.</li> <li>• Wants to do something different than what class is doing.</li> <li>• Negotiate, demanding certain toys/people, touching things off limits, lays on the floor / refusal to walk</li> <li>• Lashing out when upset</li> </ul> <b>Lacks Self Control</b> <ul style="list-style-type: none"> <li>• "I can't do it"</li> <li>• Too passive/refuses to participate, shy, gives up easily, limited effort</li> <li>• Blurting, touching items</li> <li>• Overly seeking energy release outlets</li> <li>• Activity level interferes with ability to complete tasks</li> <li>• Appearing rebellious / impulsive</li> <li>• easily persuaded by peers</li> <li>• Crying</li> <li>• Task avoidance (Bathroom breaks)</li> </ul>
<b>Assertiveness</b>	<b>Confident in Skills</b> <ul style="list-style-type: none"> <li>• "Can I be leader"</li> <li>• "Johnny, do it like this"</li> <li>• "Stop that, Johnny"</li> <li>• Asks for help with reminders</li> <li>• Stands up for themselves</li> <li>• Enjoys games, but will often attempt to change the rules as they go</li> <li>• Has opinions</li> </ul>	<b>Manipulative</b> <ul style="list-style-type: none"> <li>• "Johnny made me do it"</li> <li>• "I want snack now"</li> <li>• "NOOOOOO"</li> <li>• "Don't touch that"</li> <li>• Lying</li> <li>• Demanding certain ways / items</li> <li>• Negotiating</li> <li>• Physical contact (hit, push)</li> <li>• Scream, yell, loud</li> <li>• Taking toys from peers</li> <li>• Stays outside</li> <li>• Easily misled</li> <li>• "Johnny told me to"</li> <li>• Believes what others say, follows along with</li> <li>• Will go with any adult</li> </ul>

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## INDEPENDENCE CHART 2 – What it Looks Like (Continued)

Common Milestone Skill	Milestone Met	Still Developing
<b>Responsible</b>	<b>Rule Following with Reminders</b> <ul style="list-style-type: none"> <li>• "Mrs. Jensen said it is carpet time"</li> <li>• "Come on guys"</li> <li>• "Yes"</li> <li>• Listens while others speak with reminders</li> <li>• Follows classroom expectations with reminders</li> <li>• Taking care of their own items (hanging up coat, putting away toys)</li> <li>• Taking care of their own needs (toileting, washing hands)</li> <li>• Attempting to please teachers</li> <li>• Asking for help when needed</li> </ul>	<b>Reckless or Macho</b> <ul style="list-style-type: none"> <li>• "I knew that"</li> <li>• "I already know that"</li> <li>• Rough housing / horse-play</li> <li>• Climbing, eloping</li> <li>• Excessively rough wrestling / movement</li> <li>• Tells on ALL kids breaking rules</li> <li>• Swearing</li> <li>• Irresponsible</li> <li>• "I lost my shoe"</li> <li>• "Where is my coat"</li> <li>• "I'm still playing"</li> <li>• Frequently loses items</li> <li>• Mistreats supplies without awareness</li> <li>• Ignores clean up time</li> </ul>
<b>Leadership</b>	<b>Helps Others</b> <ul style="list-style-type: none"> <li>• "Come on, Johnny"</li> <li>• "Johnny didn't come to carpet"</li> <li>• "I will help you"</li> <li>• Assisting peers, sometimes looking overly helpful (completing the task for someone)</li> <li>• Verbalizes rules of the classroom in play and peer interactions</li> <li>• Will tattle on peers</li> </ul>	<b>Bully</b> <ul style="list-style-type: none"> <li>• "I hate Johnny"</li> <li>• "Go get my coat"</li> <li>• Tries to tell others what to do</li> <li>• Tells on ALL kids breaking rules, demanding, targeting certain kids, not leaving others alone</li> <li>• Often makes fun of other students</li> <li>• May target students who appear more competent than they may be</li> <li>• Powerless</li> <li>• Often allows other kids to tell them what to do.</li> <li>• Will not voice an opinion</li> <li>• Appears disinterested / lazy</li> </ul>

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# Generosity

- Remember that it is age appropriate for preschoolers and early childhood students to be mostly egocentric and working to increase their awareness of others. During these years, generosity is encouraged and explicitly taught through repetition, role-playing, experiences, and interactions with others.
- At this age, all students are demonstrating “emerging” generosity skills that will continue to grow and blossom over time.
- Limited generosity skills are not necessarily an indicator of trauma/broken circle or unmet need at this age since it is an age-appropriate development.

# GENEROSITY CHART – How to Assist

Skills	Activities	Specific Tasks
Generosity	<ul style="list-style-type: none"> <li>• Classroom Jobs</li> <li>• Verbal modeling and prompting please / thank you</li> <li>• Donating toys to nearby classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Passing out paper, snack assistant, door holder, check in with others, table monitor, high fiver, complimenter</li> <li>• “Everyone say Thank you to Mrs. Jones for coming in today”</li> <li>• Rotating toys with other classrooms with a charity lesson plan</li> </ul>
Taking Care of Others	<ul style="list-style-type: none"> <li>• Role playing</li> <li>• Verbal modeling</li> <li>• Prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Pets, stuffed animals, babies</li> <li>• “I am going to help Johnny find his shoes”</li> <li>• “Can you help Johnny find his shoes”</li> </ul>
Awareness of Other’s Needs	<ul style="list-style-type: none"> <li>• Lessons on emotion identifications</li> <li>• Lessons on what emotions come from certain situations</li> <li>• Role play reactions</li> <li>• Repairing relationships after events happen</li> <li>• Model reactions</li> <li>• Identify favorites / we all have differences</li> </ul>	<ul style="list-style-type: none"> <li>• Books, flashcards, puppets, videos</li> <li>• Repetition, repetition, repetition</li> <li>• Cause / effect stories</li> <li>• Guessing games</li> <li>• Role play opening gifts, getting help, being laughed at, losing items</li> <li>• Verbally describe apologizing, role play in whole / small group</li> <li>• Over exaggerate your adult reactions, followed by explanations</li> <li>• “You like dolls, What does Johnny like”</li> </ul>
Kindness/Gratitude	<ul style="list-style-type: none"> <li>• Class building wide kindness activities</li> <li>• Notice / comment when observed</li> </ul>	<ul style="list-style-type: none"> <li>• Making cards for others</li> <li>• Pen pals</li> <li>• Thank you handprint activities</li> <li>• Thank you cards for visitors</li> <li>• Read books about kindness</li> </ul>
Praise	<ul style="list-style-type: none"> <li>• Model</li> <li>• Prompt</li> <li>• Notice when you see it</li> </ul>	<ul style="list-style-type: none"> <li>• Model, model, model</li> <li>• “Johnny did a great job, let’s cheer for Johnny”</li> </ul>
Sharing	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Prompting</li> <li>• Comment on students sharing in the classroom</li> <li>• Noticing when students share</li> </ul>	<ul style="list-style-type: none"> <li>• Share your snack with a friend</li> <li>• Ask a student to share some of the toys/materials</li> <li>• Point out when other people share without being asked, WOW</li> </ul>

## Circle of Courage and 10 Steps



- In this course the Circle of Courage will show up again and again.
- You will see how the steps reinforce the importance of providing as many experiences as possible for the children in your care to have these four universal needs met. The proactive strategies you will learn in steps 3 – 6 will help bring this to life.
- Before we move on to Step 2, we will give you one specific tool you can use to help with the universal need of belonging in your students.

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# 5:1

## Interactions & Noticing



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## 5:1 Interactions

- Critical ratio is 5:1 – pay attention to a student more often when they are on task than when they are not.
- How you notice the student is less important than paying attention to **WHEN you notice the student.**
- Students who do not get attention at home will seek attention in any way they can.
- Research shows that educators notice students more when they are not on task or are misbehaving.

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## 5:1 Examples

**Noticing** when student is on task (e.g. hi there, happy to see you today, who is that character on your shirt? )

**Praise** for following expectations (e.g., “You got it!”)

**Appreciation** (e.g., “I love it when you make me laugh!”)

**Acknowledgement** of character strengths when displayed (e.g., “You are so kind to check on your friend when she is sad.”)

**Positive greetings** in the mornings or after breaks (e.g., “Welcome back... I’m excited to see you.”)

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## 5:1 Examples

**Gratitude** for good behavior (e.g., “Thank you so much for helping \_\_\_\_\_ clear up the paper scraps.”)

Taking a moment to **check-in** with a student (e.g., “How’s your family?” “What did you do this weekend?”)

**Smile or give friendly gestures** – often when student is on task and/or following school/classroom expectations.

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## Circle of Courage Staff Self-Assessment



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### Early Childhood Circle of Courage® Staff Self Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Please rate your implementation of the following four universal need interventions: Belonging, Mastery, Independence, and Generosity based upon the following scale: 0-Not yet implemented, 1-Rarely implemented, 2-Sometimes implemented, 3-Almost always implemented, or 4-Always implemented. After you rate the interventions, take a look at the numbers you selected for each intervention. Focus on one or two interventions from each universal need category where you rated yourself with a 0, 1, or 2 for the next several weeks. Feel proud of the interventions you are consistently implementing almost always and/or all of the time. Well done!

Rate your implementation of the following interventions to support BELONGING	0 Not Yet Implemented	1 Rarely Implemented	2 Sometimes Implemented	3 Almost Always	4 Always Implemented
1. I greet each student by name every day during arrival (or returning to class).					
2. I have asked each student what they want to be called, if they have a nickname and how to pronounce it.					
3. I strive to establish a positive relationship with EVERY student (trust, connection, understanding) and assume each student is doing their best.					
a. I use student interests to my advantage.					
b. I incorporate humor into lessons (at student's ability level).					
c. I teach with enthusiasm and passion (attempting to make connections through fun and engaging learning).					
4. I have daily classroom large group meetings with a morning message.					
5. I have created norms for classroom meetings collectively with my students' assistance.					
6. I practice pro-social behaviors/modeling during classroom meetings with my students.					
a. I provide compliments during classroom meetings.					
b. I provide statements of gratitude during classroom meetings.					
c. I provide "get to know you" and other personal responses during classroom meetings.					
7. I implement the 5:1 positive/negative interactions rule. (I always look for the good in every situation. I notice what is going right. Have at least 5 positive interactions for every 1 negative interaction).					
8. I offer specific verbal affirmations for students who are making other students feel a sense of belonging. (i.e. "Wow, Billy, I like how you are sharing your toys with Johnny and included Jenna in your play")					

Rate your implementation of the following interventions to support MASTERY	0 Not Yet Implemented	1 Rarely Implemented	2 Sometimes Implemented	3 Almost Always	4 Always Implemented
1. I post and review classroom rules regularly (with icons and visuals for early non-reading students).					
2. I self-reflect and ask myself, "What am I teaching and reinforcing?"					
3. I self-reflect and ask myself, "How am I treating my students, peers and parents? Am I modeling the behavior I want to see in my students?" (Perseverance, calm, patience, generosity, empathy.)					
4. I ask myself, "Do all students understand the rules and have the capability/social skills to carry them out?"					
5. When giving instructions, I provide clearly stated and specifically identified expectations, with visual supports.					
a. I pre-teach expectations with role modeling and repetition.					
6. I repeat expectations frequently (verbally and with visual supports).					
7. I consistently offer students process based praise (which provides reinforcement to students for actions within activities).					
8. I consistently offer students opportunities for peer-to-peer feedback. (How did that make you feel? How did Johnny react when that happened? How did he feel?)					
a. I provide modeling and reminders for manners with peers.					
9. I use flexible student groupings to teach and reteach as needed.					
10. I use students as resources (such as peer modeling, peer assistance, and examples).					
11. I celebrate accomplishments and goals collectively with enthusiasm.					
12. I get to know all of my students' strengths and interests.					
13. I make sure everyone knows each other's strengths and expertise.					
14. I check in with all students frequently and offer individualized and specific feedback for each child.					
15. I promote a growth mindset by focusing on how much students have learned and remind them of the power of the word, "yet" (i.e. maybe you aren't there yet, but you are making such great progress).					
16. As an educator, I am always in the process of learning.					
17. I provide myself with opportunities for self-care on a daily basis.					

Rate your implementation of the following interventions to support INDEPENDENCE	0 Not Yet Implemented	1 Rarely Implemented	2 Sometimes Implemented	3 Almost Always	4 Always Implemented
1. I frequently pause and check in with my own level of emotional regulation.					
2. I teach and practice mind body skills for emotional awareness and regulation every day to promote relaxation and access to coping skills.					
a. I act out and role play situations in pre-teaching, before situations arise.					
b. I provide at least 2-3 whole group calming/break activities each day.					
3. During classroom meetings I practice noticing and naming feelings with my students.					
4. I provide students access to sensory tools such as fidgets, weighted lap pads, exercise balls.					
5. I provide students with an opportunity to lead one another in emotional awareness and regulation practices.					
6. I give students a choice of how to cope when they are having a hard day.					
a. I provide choice boards visually (to decrease the need for auditory processing and social interactions).					
7. I offer frequent opportunities for movement throughout each day.					
a. I provide universal strategies ( allow students to sit in different positions, heavy work opportunities, fidgets, etc.)					
b. I plan structured movement into the daily schedule / lesson plan.					
c. I provide purposeful movements during transitions.					
8. I seek out additional proactive breaks for students who have more sensory needs.					
9. I attune myself to a student's body language in order to get a sense of where they are in terms of emotional regulation.					
10. I use affective statements and questions (including "I" statements, restorative questions, and directives with rationales and emotions attached).					
11. I post and review classroom expectations daily (with visually representative icons for all expectations).					
12. I engage students in reviewing the daily schedule.					
13. I refer to the visual schedule during each transition and intermittently throughout the day.					
14. I give choices whenever possible.					
15. I include students on decision making.					

Rate your implementation of the following interventions to support GENEROSITY	0 Not Yet Implemented	1 Rarely Implemented	2 Sometimes Implemented	3 Almost Always	4 Always Implemented
1. I speak regularly with my class about what generosity means to all of us.					
2. I display visuals in my classroom that support generosity.					
3. I offer specific verbal affirmation when other students are showing generosity toward another student.					
4. I offer classroom jobs to all students.					
5. I practice solving problems during large group.					
a. Plan/role play responses to situations before situations arise.					
6. I practice giving compliments during large group.					
7. I create opportunities for students to help each other and showcase their strengths.					
a. I create these opportunities with other classrooms / building wide.					
8. I have students write/draw notes or make cards to show appreciation to their families, school and greater community.					
a. I provide opportunities for students to help deliver notes/cards to observe reactions of those who receive items.					
9. I promote care-based learning projects. Letting the students' passions be the driver (letters to friends/ family/peers, classroom wide care days, trading toys with nearby classrooms, etc).					
10. I teach and practice empathy exercises for self and others (including role play and modeling).					
a. I intentionally choose books about generosity and empathy during read alouds.					
11. I model kindness and generosity.					
12. When a student is struggling with a behavior, I use visuals to offer them a suggestion to redirect their energy in a helpful way (to decrease the need for auditory processing, including modeling, pictures, choice boards, cues, pointing, etc).					
a. I provide proactive strategies, offering cognitive shift activities (For example, ask them to help clean the table, set up supplies, turn the lights off, etc), when student begins to show signs that may lead to behavior.					



# Step 2

## Understand Trauma as an Experience



Awareness & Understanding Trauma as an Experience –  
What has happened or is happening to affect a student’s thinking, behavior or interactions with others?

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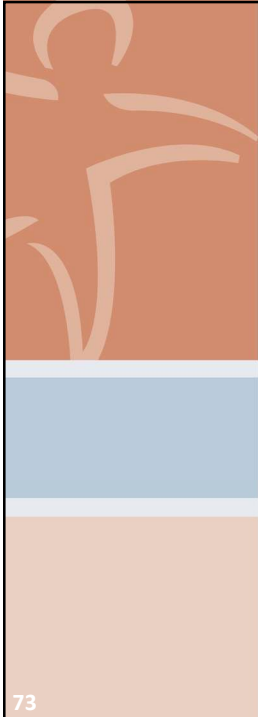
## Let’s Take a Closer Look at Impact



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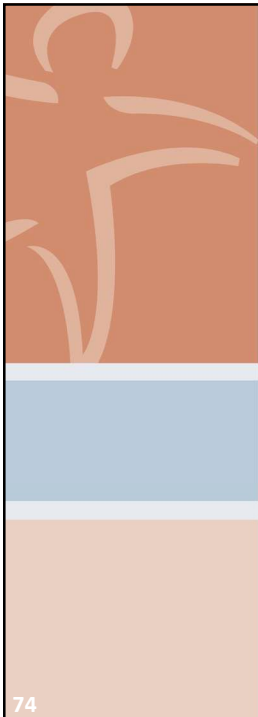


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What one word or image stands out when you hear the word grief?



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What one word or image stands out when you hear the word trauma?



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# Grief vs. Trauma in Early Childhood

## GRIEF

- **Sadness** from loss or death
- Can work through bereavement process
- Short-term sleep difficulties
- Will talk about memories, person who died, left, etc.
- Irritability and anger is developmentally appropriate and not destructive.

## TRAUMA

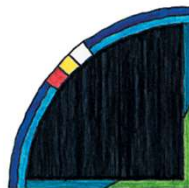
- **Terror and horror** from sudden loss or unexpected death or experience
- Unable to work through bereavement process
- Intrusive nightmares
- Avoidance (memories, reminders, talking about person who was victimized or the experience)
- Irritability and anger that is destructive
- Self-blame: "it was my fault"

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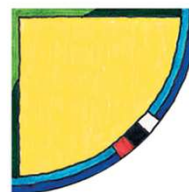
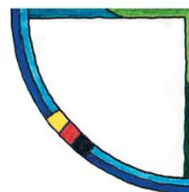
# Broken Circles, Unmet Needs

~~Generosity~~



~~Belonging~~

~~Independence~~



~~Mastery~~

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# Adverse Childhood Experiences Study

(ACEs)

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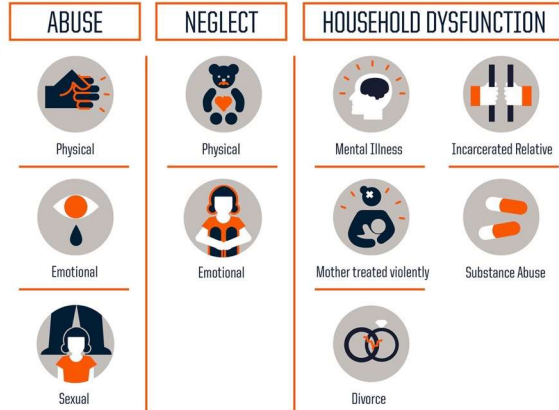
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# Adverse Childhood Experiences (ACE) Study

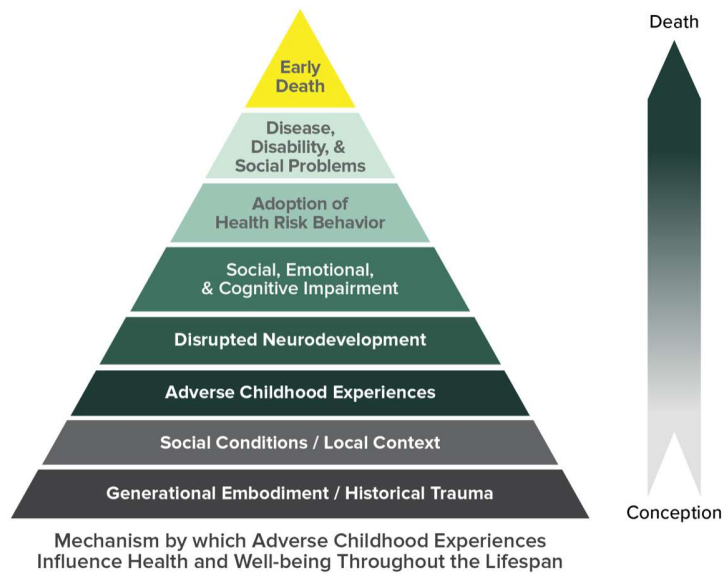
Large investigation to assess the **associations between childhood maltreatment and later-life health and well-being.**

3 Types of ACEs:



Source: Centers for Disease Control and Prevention Credit: Robert Wood Foundation

# ACE Study





## Trauma is...

Any experience that leaves a person feeling hopeless, helpless, fearing for their life/survival, or their safety.

This experience can be **REAL** or **PERCEIVED**.



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## We Can Experience Trauma in Many Ways

The causes of trauma are less important than how trauma manifests in a client's life...

It is important to understand we can experience trauma in many ways.



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## Types of Trauma

**Type 1** – Single exposure

**Type 2** – One type of exposure that is repeated OR exposure to one or two different events

**Type 3** – **Toxic Stress** (ongoing – chronic and prolonged exposure to stress and trauma)



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**VIDEO**  
Removed

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# Brain Science

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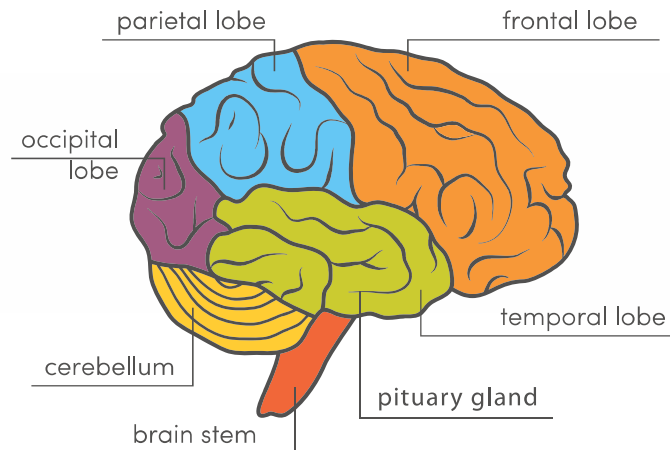
## Stress Response System



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## Brain Development

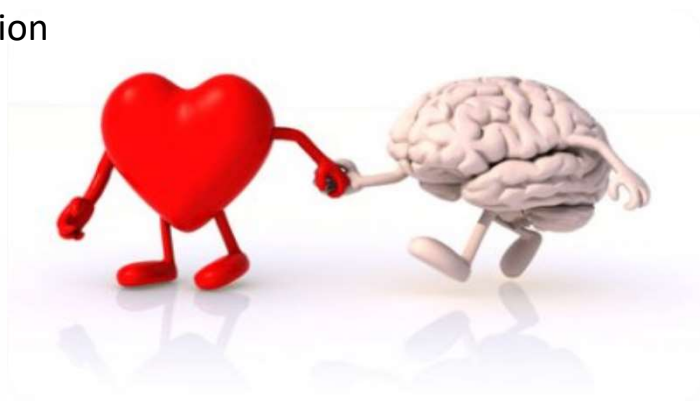


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## Deep Brain Functions

- Sensation
- Stress Regulation
- Memory



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## What was the DANCE?



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## Outer Brain Functions

- Thinks
- Learns
- Recalls information
- Pays attention
- Solves problems
- Makes decisions
- **LEARNS**



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## Trauma's Impact on the Brain

### OUTER BRAIN

(Thinking)

- Language
- Reasoning
- Understanding
- Processing

### DEEP BRAIN

(Sensory)

- Senses
- Affect
- Emotional Regulation
- Memory

## Trauma is a Sensory Experience

Trauma is a Body Experience



Trauma and stress are stored in our central nervous system.  
This is why we refer to trauma as a body experience.



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## Our Bodies Do Remember

This is why sometimes the behavior and reactions you see **TODAY** look odd or like unreasonable responses to the current situation.



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# VIDEO

## Zoe Remembers

Removed – Part 1 (Revisited)

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### Proactive Strategies to Healing Trauma and Promoting Resilience with Tier One Supports

Connections



Social & Emotional Skills



Safety



Play



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# Step 3

## Foster Connections



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## Stressed vs. Secure Attachments

### STRESSED ATTACHMENTS

- Chaotic biochemical changes
- Interfere with brain's coping mechanisms
- Problems with:
  - Emotional regulation
  - Relationships
  - Identity formation
  - Capacity to cope with stress

### SECURE ATTACHMENTS

- Growth facilitating environment
- Strong Neuronal Connections
- Integrates Brain systems
- Strengthens the capacity to cope with stress

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## The Importance of Attachment

**Attachment experiences** directly influence optimal brain development (including maturation of the right brain – **development of coping responses** – if not taught, will not learn)

The **maturation of the brain is heavily mediated by interactions** and the attachment relationship with the primary caregivers.

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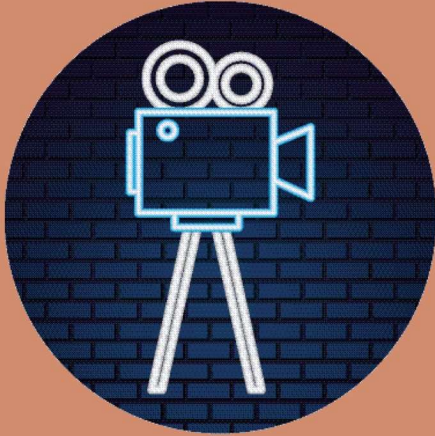
## Bids for Connection

- We know how much stress changes the brain...
- So do acts of caring, teaching, learning, and love!
- Kids learn and grow when meaningful connections are made with adults they can trust
- Like a tennis match... Serve and return... Accept and make bids to connect. Repeatedly!
- Remember the 5:1 ration of positive interactions and noticing to redirections/corrections.



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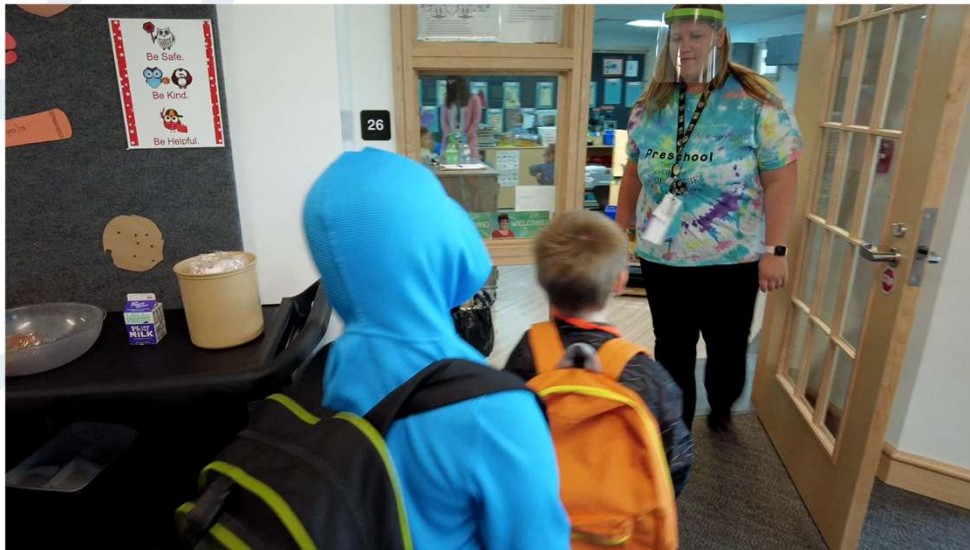
# VIDEO

## Connections and Belonging in Action

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# Connections Assessment



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# Teacher/Student Interviews

- This is a picture of me
- All about me
- Handprint



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## Classroom Meetings

Are part of most school days  
(e.g., morning meetings and/or classroom circles)



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## Classroom/morning meetings

- Every day – predictable – could be morning or 2 – 3 times per day.
- 3 Things
  - What you are doing well. (great job with hallway expectations, working in small group)
  - What's new. (changes in schedule, visitors at school)
  - What you will learn today. (science, a certain letter or shape)
- About me (favorite color, food, etc.)



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## Step 4

Prioritize Social and Emotional Skill Development



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## Trauma-Informed Resilient Schools

Understand the impact stress and trauma have on children's bodies and their ability to regulate emotions, behavior, and ultimately learn.



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## Social & Emotional Skills

**Difficulty regulating emotions** can lead to a host of problems in the school setting:

- Poor impulse control
- Aggression
- Trouble interpreting the emotional signals of others
- Chronic uncertainty about the reliability of others
- Lack of a predictable sense of self
- Difficulties with concentration and learning



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## Social & Emotional Skills

- School **MUST** be more than standardized tests, they must **enhance social and emotional learning**.
- School is often the **ONLY** true socialization environment for children (especially those living in poverty).



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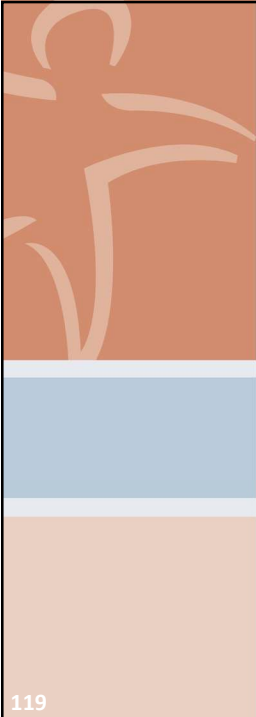
## Social & Emotional Skills



- **Improves attitude** towards self, school, and others
- Enhances **positive pro-social behavior**
- Reduces conduct problems (e.g., misbehavior & aggression)
- Reduces emotional distress (e.g., stress & depression)
- **Improves academic performance** (e.g., test scores & school grades)

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# Symptoms & Reactions

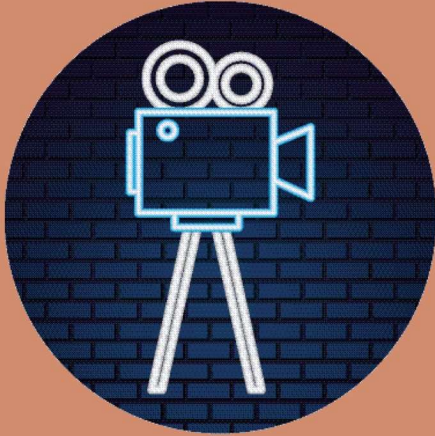
- They are easily startled.
- They are sensitive to sounds, sights and senses of touch.
- They might cry easily.
- They have a hard time remembering things.
- Their behavior might be hard to regulate.
- They usually have trouble “using their words”.



# Overlapping Symptoms

Symptomology	ADHD	PTSD
Hypervigilance	X	X
Inattention	X	X
Detachment	X	X
Irritability	X	X
Anger Outbursts	X	X
Distracted	X	X
Restless	X	X
Impatient	X	X
Impulsive	X	X
Limited sense of future	X	X
Difficulty Concentrating	X	X

(Weinstein et al., 2000)



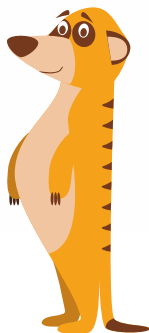
# VIDEO

## Remembering Trauma

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## Meerkat, Tiger, Owl



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# VIDEO

## Meerkat, Tiger, Owl Lesson

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# Mirror Neurons



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## Co-Regulation may be Necessary



- For traumatized children, **developmental age** is more important than chronological age.
- What were the child's **early attachment experiences**?
- What kind of dance did their developing brain experience?

**If they missed it,  
they need it NOW!**

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## Time Out vs. Time In

### **TIME IN** (Co-Regulation)

- Kids act out because they **WANT** attention
- Time apart
- Withdraw attention/disconnect
- Very little opportunity to learn
- Child is left to regain regulated state on their own
- Punitive, shame, rejection
- Ineffective

### **TIME OUT**

- Kids act out because they **NEED** attention
- Time together
- Give attention/connect
- Learning opportunity
- Adult is present to help child regain regulated state
- Growth, empowerment, acceptance
- Effective

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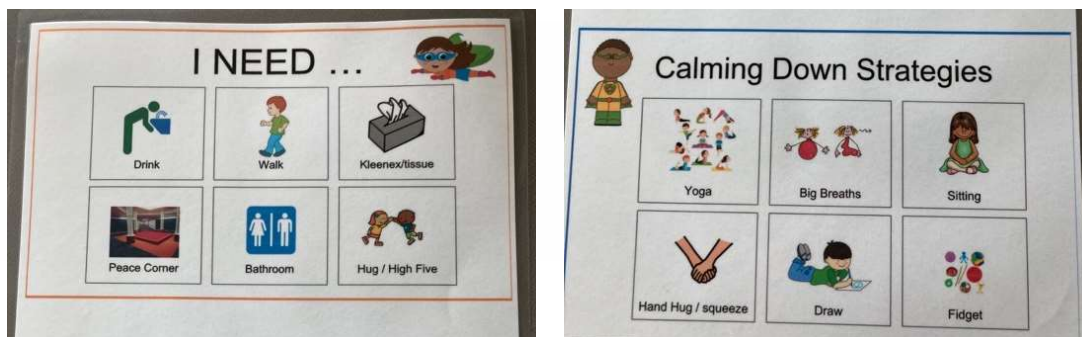
## How to Do a Time In

- Invite child to sit with you, go for a walk with you, go run an errand with you, etc. (if highly child is highly aggravated – do not touch).
- Make eye contact (if possible, do not force).
- Remain calm.
- Be firm but kind (these are not mutually exclusive).
- Tell the student you would like to help.
- Acknowledge/validate the child's feelings; tell them it is okay to be angry, upset, etc. but it is not okay to hurt themselves, hurt others, disrupt the learning environment, etc.
- Address misbehavior only after the student is calm but refrain from lecturing.
- Assist the student in identifying one or two strategies and move on.
- Revisit and practice strategies.

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## Post Visible Examples



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## In Classroom - Comfort/ Calm Down Corners/Spots

- Use as an **opportunity/option**, not a directive.
- Do not use as a consequence.
- A place to find **comfort/sense of safety** and regain control.
- Offers some **privacy**, still within view of an adult.
- Introduce and allow students to try it out before they become upset.



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## Emotional Awareness & Regulation

- What is my experience in the here and now?
- What messages is my body sending me?

**MUST PRACTICE!**



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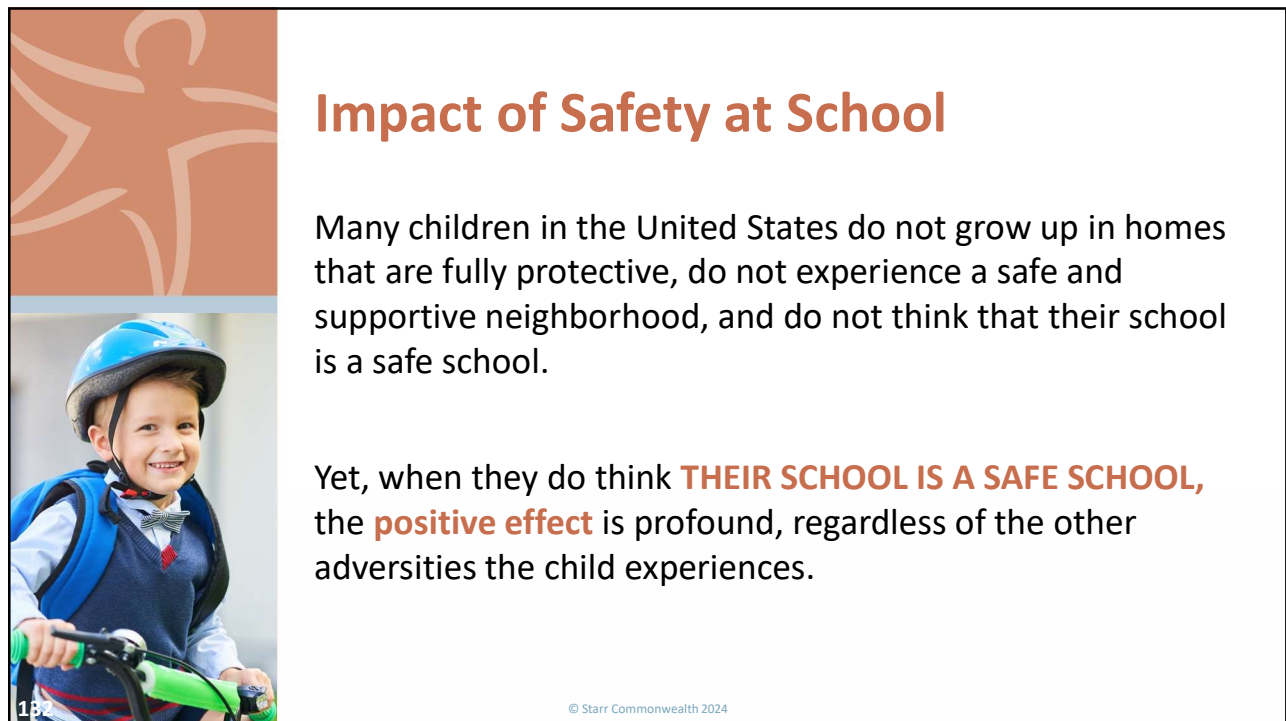
A graphic with a brown background. On the left is a white first aid kit icon with a brown cross. To the right, the text "Step 5" is written in a large white font, and "Establish Safety" is written below it in a smaller white font. In the background, there is a faint, stylized silhouette of a person with arms raised. The number "131" is in the bottom left corner, and "© Starr Commonwealth 2024" is in the bottom right corner.

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# Step 5

## Establish Safety

A slide with a white background. On the left, there is a vertical strip with a brown background and a white silhouette of a person with arms raised. Below this is a photograph of a young child wearing a blue helmet and a blue backpack, smiling while riding a green bicycle. The number "132" is in the bottom left corner of the photo. To the right of the image, the text "Impact of Safety at School" is written in a brown font. Below this, there are two paragraphs of text. The first paragraph says: "Many children in the United States do not grow up in homes that are fully protective, do not experience a safe and supportive neighborhood, and do not think that their school is a safe school." The second paragraph says: "Yet, when they do think **THEIR SCHOOL IS A SAFE SCHOOL**, the **positive effect** is profound, regardless of the other adversities the child experiences." The number "132" is in the bottom left corner, and "© Starr Commonwealth 2024" is in the bottom right corner.

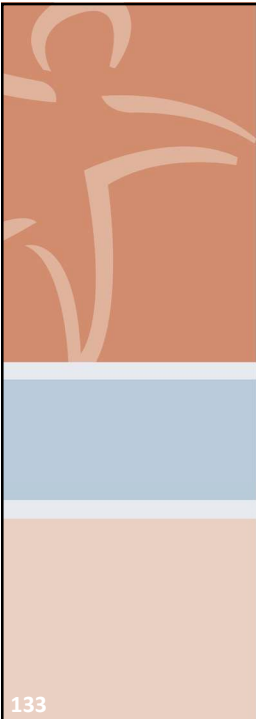
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## Impact of Safety at School

Many children in the United States do not grow up in homes that are fully protective, do not experience a safe and supportive neighborhood, and do not think that their school is a safe school.

Yet, when they do think **THEIR SCHOOL IS A SAFE SCHOOL**, the **positive effect** is profound, regardless of the other adversities the child experiences.



## Restore Safety & Power

Terror is the experience of feeling totally unsafe and powerless to do anything about the situation...you must **restore safety & power.**



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## Limit Opportunities for Students to Feel Anxious and/or Threatened

### SAFETY

- ...SECURITY
- ...STRUCTURE
- ...CONSISTENCY



**Every child knows what to expect all of the time!**

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## Safety

It is not what you think children “know” about feeling safe. It is what **they experience as safe.**

- My teacher will be **even-tempered**
- My **schedule** is pretty much the same everyday (if it changes though, someone will let me know as soon as they know!)
- When I make a mistake, **someone will help**, not call me stupid
- **Nobody will tease me**
- **I have a friend to play with.**



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## Traumatized Children will Always be Wondering

- What is going to happen next?
- Is something bad going to happen?
- What is she going to say or do?
- Am I going to get in trouble?
- Is the teacher/friend upset with me?
- Who will be there?
- What will we do?



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# Visual Expectations

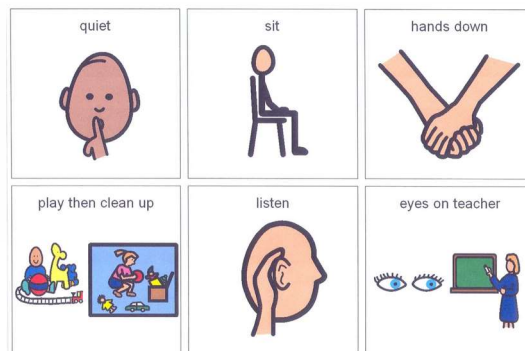


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## Visual Expectations

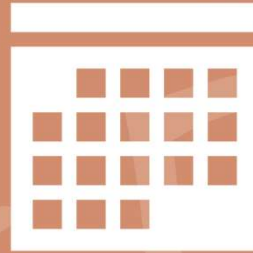
- Teach expectations
- Post visual expectations
- Remind students about expectations/re-teach if needed
- Practice expectations
- Notice students when following expectations



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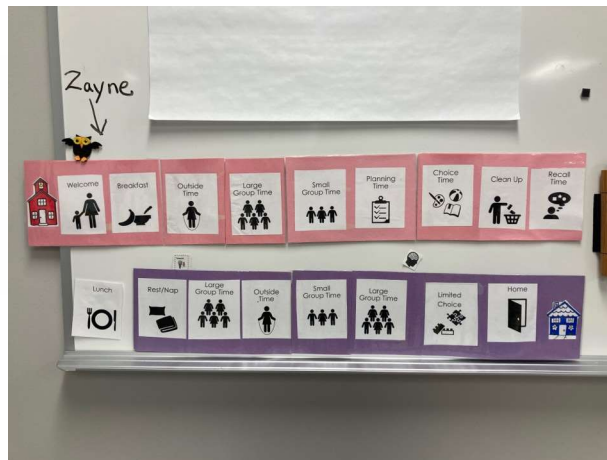
# Daily Visual Schedule



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## Visual Schedule



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## Routine & Rituals



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## ACTIVITY: Turning Routines into Rituals

RITUAL: When routine includes:

- **Connection**
- **Fun**
- **Meaning**

Example: Line Ups!

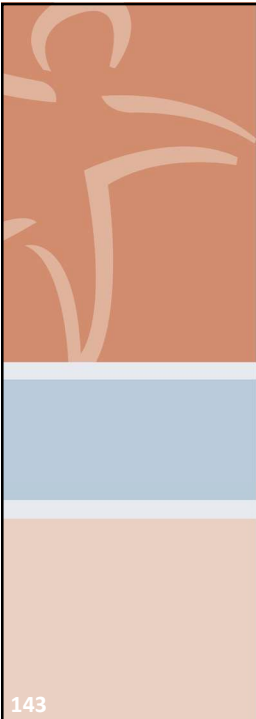
- Teacher yells, "Spaghetti!!!!!" (signal for students to line up).
- Students respond, "Meatballs!!!!!" (while lining up).

What are other routine tasks you and your student do everyday? How can you turn those routines into rituals?



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## Staff is Visible to All Students Throughout the Day, in All Areas



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# Step 6

Promote Play

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## There is an Epidemic Sweeping the Nation...

Students are lacking access to “play” in record numbers because of a variety of factors:

- Lack of resources
- Increased “academic time” at the expense of recess, etc.
- Safety issues
- Lack of time for parents/caregivers and educators to spend on play
- Lack of attention given to the importance of play

**Play revoked as punishment**

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## The Power of Play - AAP

“Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it. Recess is unique from, and a complement to, physical education—not a substitute for it. The American Academy of Pediatrics believes that **recess is a crucial and necessary component of a child’s development** and, as such, it should not be withheld for punitive or academic reasons.”

- The American Academy of Pediatrics

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## Trauma-Informed Resilient Schools

Recognize the need for recess and breaks from instruction to allow students time for rest, imagination, movement, and socialization.



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## Statistics

Research indicates that **play breaks** of 15 minutes or more yield:

- **Improved teacher ratings** of classroom behavior
- **Increased attentiveness** and **productivity**
- **Improved ability** of students to **retain new information**



## Brain Breaks





## Playing Helps Children Reach Their Fullest Potential

- Optimal learning environments provide
  - Academic enrichment
  - Opportunities for physical, emotional, and social growth



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## Play-Based Activities into Learning



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## Step 7

**Believe the Link Between  
Private Logic and Behavior**

Private Logic is Developing and is Impacted  
by Staff

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## Private Logic

- Private logic is the way a person views themselves, others, and the environment around them as a result of their experiences.

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## Assessing Universal Needs



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## BELONGING

Common Milestone Skill	Milestone Met	Still Developing
Attachment	Initiates interactions with others	Attention seeking / alienated
Friendship	Developing friendships Plays with others	Clingy / withdrawn Parallel play
Cooperation	Follows most directions with reminders	Craves constant approval / defiant
Affectionate	Affectionate	Overly affectionate / Non discriminate attachment
Trust	Trusts adults	Overly trusting / suspicious / misplaced trust

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## MASTERY

Common Milestone Skill	Milestone Met	Still Developing
Achievement	Persists on tasks with help	Overachiever / underachiever
Success	Completes daily tasks with help	Workaholic / inadequate
Problem solving	Attempts to independently solve	Cheating / unmotivated, lazy
Creativity	Developing pretend play	Mischievous / lack of pretend play
Resilience	Willing to try again with prompts	Does things over and over / gives up easily / avoids risks
Motivation	Wanting to try	Over competitive / failure oriented

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## INDEPENDENCE

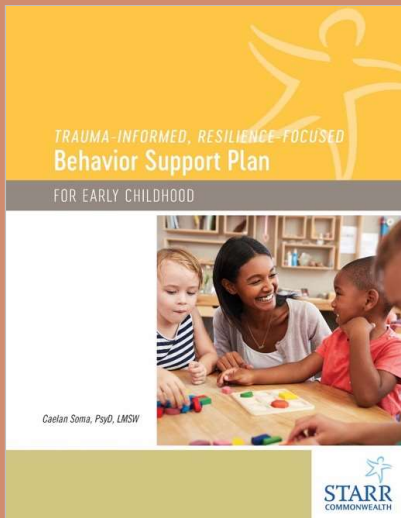
Common Milestone Skill	Milestone Met	Still Developing
Self control	Able to regulate self with reminders	Overly controlled / lacks self control
Assertiveness	Confident in skills	Manipulate / easily mislead
Responsible	Rule following with reminders	Reckless or macho / irresponsible
Leadership	Helps others	Bully / powerless

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## GENEROSITY

- For preschool-aged children, it is age appropriate to be mostly egocentric.
- Generosity should be encouraged and explicitly taught through repetition, role playing, experiences, and interactions with your students.
- Limited skills in generosity **is not** necessarily an indicator of trauma at this age, since it is an age appropriate development.

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# Behavior Support Plans

A strength-based, non-punitive approach to supporting your students

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## Behavior Support Plan Components

- **Step 1:** Function of Behavior Assessment
- **Step 2:** Universal Need Staff Assessment of Child
- **Step 3 (Optional):** Additional Staff or Parent Universal Need Assessment
- **Step 4:** Creating your Behavior Support Plan
- **Step 5:** Evaluation

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# Function of Behavior Assessment

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

1. What are this child's challenging symptoms, reactions, behaviors? List no more than 3-5 to start.

2. What are the goals? Do you want to see a reduction in behaviors, symptoms, or reactions? Reduction in frequency, duration, intensity? Be as specific as possible.

3. How do private logic and universal needs being met impact this child's symptoms, reactions, behavior?

# Early Childhood Universal Needs Staff Assessment

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Assessor \_\_\_\_\_ Check one: Parent  Teacher  Practitioner

Directions: Mark each box that describes this child. Add the total number of marks under each category list.

	- 1 MILESTONE MET -	- 2 NOT YET DEVELOPED -	
BELONGING	<input type="checkbox"/> Initiates interactions with others	<input type="checkbox"/> Attention seeking	<input type="checkbox"/> Alienated
	<input type="checkbox"/> Developing friendships	<input type="checkbox"/> Clingy	<input type="checkbox"/> Withdrawn
	<input type="checkbox"/> Follows directions with reminders	<input type="checkbox"/> Craves approval	<input type="checkbox"/> Defiant
	<input type="checkbox"/> Affectionate	<input type="checkbox"/> Overly affectionate	<input type="checkbox"/> Non-discriminate attachment
	<input type="checkbox"/> Trusts adults explanation	<input type="checkbox"/> Overly trusting	<input type="checkbox"/> Suspicious
	<input type="checkbox"/> B-1 TOTAL	<input type="checkbox"/> B-2 TOTAL	
MASTERY	<input type="checkbox"/> Persists on tasks with help	<input type="checkbox"/> Overachiever	<input type="checkbox"/> Underachiever
	<input type="checkbox"/> Completes daily tasks with help	<input type="checkbox"/> Workaholic	<input type="checkbox"/> Inadequate
	<input type="checkbox"/> Attempts to independently solve problems	<input type="checkbox"/> Does things over and over / Gives up easily	<input type="checkbox"/> Mischievously creative actions
	<input type="checkbox"/> Developing pretend play	<input type="checkbox"/> Lack of pretend play	<input type="checkbox"/> Unmotivated / Lazy
	<input type="checkbox"/> Willing to try again with prompts	<input type="checkbox"/> Over competitive	<input type="checkbox"/> Avoids risks
	<input type="checkbox"/> Willing to try	<input type="checkbox"/> Cheating	<input type="checkbox"/> Failure oriented
	<input type="checkbox"/> M-1 TOTAL	<input type="checkbox"/> M-2 TOTAL	
INDEPENDENCE	<input type="checkbox"/> Able to self regulate with reminders	<input type="checkbox"/> Overly controlled	<input type="checkbox"/> Lacks self-control
	<input type="checkbox"/> Confident in skills	<input type="checkbox"/> Manipulative	<input type="checkbox"/> Easily misled
	<input type="checkbox"/> Rule following with reminders	<input type="checkbox"/> Reckless or macho	<input type="checkbox"/> Irresponsible
	<input type="checkbox"/> Helps others	<input type="checkbox"/> Bully	<input type="checkbox"/> Powerless
	<input type="checkbox"/> I-1 TOTAL	<input type="checkbox"/> I-2 TOTAL	
GENEROSITY	<input type="checkbox"/> Intentionally being taught daily	<input type="checkbox"/> Intermittently being taught weekly	<input type="checkbox"/> Not being taught
	<input type="checkbox"/> G-1 TOTAL	<input type="checkbox"/> G-2 TOTAL	



# Universal Needs Assessment – Educator Report, Evaluation and Plan



## Behavior Support Plan for Early Childhood – Generosity

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
<input type="checkbox"/> Speak to the student about generosity.			
<input type="checkbox"/> Display visuals about generosity.			
<input type="checkbox"/> Offer verbal affirmation when student demonstrates generosity.			
<input type="checkbox"/> Offer classroom job to student.			
<input type="checkbox"/> Practice problem solving in whole groups.			
<input type="checkbox"/> Role play generosity actions and reciprocal responses.			
<input type="checkbox"/> Give compliments in whole group.			
<input type="checkbox"/> Create class-wide / building generosity opportunities.			
<input type="checkbox"/> Create care notes to friends/family.			
<input type="checkbox"/> Have student be a part of delivering care packages and cards.			
<input type="checkbox"/> Teach / practice empathy exercises.			
<input type="checkbox"/> Choose books about empathy and generosity for lessons.			
<input type="checkbox"/> Model kindness and generosity.			
<input type="checkbox"/> Offer struggling student options for redirecting energy.			
<input type="checkbox"/> Provide proactive strategies for student.			

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## In Summary...



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## Step 8

Collaborate with Families and Community

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### **When Caregivers and Families are Involved in Their Child's Education, Students:**

- Have better social skills.
- Show improved behavior.
- Have better relationships with family.
- Have higher self-esteem.
- Have positive attitudes toward school.
- Adapt well to school.
- Attend school more regularly.
- Complete homework more consistently.
- Earn higher grades and test scores.

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## Caregivers and Families

- Tips to engage families
- Parent/caregiver academies



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## Tips to Engage Caregivers and Families

- Send pictures home using a platform such as SeeSaw
- Start a principal or classroom newsletter
- Invite families to visit the classroom or school to sit in on classes, view artwork, research projects or classroom projects.
- Host special events/family events – student of the month assembly, game night, movie night or an activity like dodge-ball or a corn-hole tournament.
- Schedule an open house.
- Create a family room, lending library or resource center for parents to show them they are welcome in the school.
- Distribute surveys to get to know them.
- Home visits.
- Calls home – “good things”

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## Caregiver/Family Academies

- What caregivers and families need to know about stress and its impact on learning and behavior.
- Creating the experience of safety with your child.
- Strengthen the bond between you and your child.
- How grief impacts students.
- Resilience-building activities for kids of all ages.
- Strategies to support caregiver self-care and wellness.
- Ready...Set...Relax: Helping you and your child relax.

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## Community

- Mental health
- Pediatricians
- Connection to local police department
- Other



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## Mental Health

Collaborate with Early On and Infant and Toddler Programs:

- **Early On:**

- Home visits for children (0-3) with identified area of delay and their families.
- ECC will then be aware of the child entering their school.

- **Infant and Toddler Programs:**

- ECC takes families on community outings once per month.

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## Pediatricians



ACE's Screening Initiative:

- Pediatricians screen for adverse childhood experiences to identify students who experience trauma that may be impacting physical health and educational experience.
- Pediatrician office alerts school district early childhood caretaker ahead of time.

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## Local Police, Fire, EMT

- If you have a school resource officer, make sure they receive this training.
- If you don't have a school resource officer, contact your local police department and develop a relationship with them.
  - Ask them how you can partner.
  - Offer them trauma-informed training.
  - Implement "Handle With Care" initiative
- Invite police officers, fire fighters, EMT to visit center once per month – eat in café, play on playground, join classes during gross motor time, read to classes, bring car/truck/ambulance to tour, talk on radio, coloring sheets of police, fire and emergency responders.

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## Other

- Instead of field trips, invite community agencies and businesses to visit the center.
  - Karate Instructors
  - Musicians
  - Master Gardeners
  - Artists
- Instead of celebrating holidays celebrate children and what they accomplish. 

Playing and learning is my superpower:

- **Superhero Day** instead of Halloween (celebrate that the children have learned basic expectations in the center - e.g., arrival/dismissal, hallway, playground, mealtime, large & small group)
- **Kindness Day** instead of Valentine's Day (celebrate all the social and emotional skills learned, children make cards and drawings for firefighters, nurses, patients at local assisted living homes, etc.)

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## Other

- Reading month
  - Invite community members, parents/caregivers to come in and read to classes, have a drive-through with book characters.
- MSU Extension Nutrition Program
  - Invite them to come in and work with classes



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## Step 9

### Support and Invest in Staff

When School Staff feels safe, valued, cared for, engaged and respected, learning increases and staff satisfaction and retention are enhanced.



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## Support Staff

- Distress indicators
- Internal and external resources
- Tips to make staff feel appreciated

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## Distress Indicators

- **Personal**

- Isolation
- Cynicism
- Perfectionism
- Mood swings
- Irritability

- **Work**

- Avoidance of tasks, peers, students
- Missed appointments
- Not returning calls, emails
- Tardiness, absenteeism
- Lack of motivation

- **Emotional**

- Anger
- Sadness
- Depression
- Anxiety
- Prolonged grief

- **Physical**

- Headaches
- Stomachaches
- Fatigue
- Difficulty sleeping/eating

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## Internal and External Resources

### External Resources

- Nature
- Community
- Hobbies/activities
- Sports/exercise/movement
- Friends
- Animals/pets
- Work
- Family

### Internal Resources

- Strength
- Humor
- Memories
- Intelligence
- Agility
- Spiritual practice
- Talents

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## Reflection Questions/Journal Prompts

- Why did you make the decision to do this work? Is that reason the same today, or has it changed over time. Explain.
- What are your professional strengths?
- What is your philosophy of what it means to teach and support students?
- What aspect of your job is most challenging?
- Do you need more support to be your best self professionally? If so, what do you need? Who can help support you?
- If you could choose one or two words about how it makes you feel to do the work you do, what one or two words would you select?

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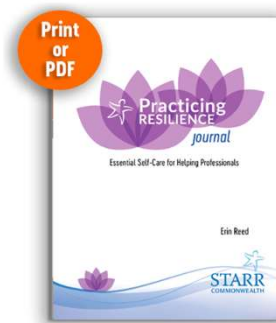
## Tips to Make Staff Feel Appreciated

- Secret teacher friends – assign secret teacher friends for anyone who wants to participate. Small treats, notes of encouragement are given to the teacher several times throughout the year.
- Gift cards to local restaurants or coffee shops – ask for donations from parents or local establishments.
- Set up a coffee bar and snacks in the teacher’s lounge.
- Posters, social media posts or newsletters to the school community featuring an educator of the week or a group of educators each week depending upon the number of staff in your building.
- Regular handwritten notes from administrators, PTA members, parents and students given to their educators.
- Bagel or donut Fridays.

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## Practicing Resilience Course & Resources



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**Step 10**  
Collect and Share Outcome Data

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**Resilient Schools Project**

ASSESS EVALUATE  
TRAIN COACH

Resilient Schools Project

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## ARTIC

### Attitudes Related Toward Trauma-Informed Care (ARTIC)

- Trauma-informed practice adoption largely depends on staff attitudes towards trauma-informed concepts and the workplace's support of trauma-informed practices.
- Remember, trauma-informed care is a mindset!

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## EC-TISQ



EC-TISQ  
EARLY CHILDHOOD  
TRAUMA-INFORMED SCHOOLS  
QUESTIONNAIRE  
Quick-Start Guide



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## Other School Data to Consider



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## Gains to Meet Immediate Needs

- Teachers are creating safe and secure classrooms by implementing routines, positive daily schedules, and utilizing soft lighting.
- Teachers have shifted from focusing on challenging behavior to noticing wanted behaviors.
- Staff are using restorative language and time-in approaches to co-regulate where students where highly dysregulated.
- Teachers are creating calm down corners in the classrooms where students can self-regulate.
- Teachers are using brain breaks and movement to engage students.

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## Improved School Culture and Climate

- Decrease in chronic absenteeism.
- Improved sense of belonging by students.
- Improved social and emotional skills.
- Increase in student engagement.
- Improved staff morale.

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## Positive Outcomes for Students

- Improved social and emotional skills.
- Improved student behavior and self-regulation.
- Fewer stressful classroom situations.
- Improved school engagement.
- Improved school achievement.
- Improved feelings of teacher and school support.

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## Positive Outcomes for Staff

- Improved understanding of student behavior.
- Increased use of trauma-informed and resilience-focused practices.
- Improved self-efficacy.
- Improved relationships with students.
- Increased collaboration between teachers and staff.
- Improved feelings of administrative support.

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## Summary

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