



A national campaign from the
Office of Head Start

**#HeadStartHeals
Campaign**

Addressing Trauma in Classroom Settings

**May 12, 2020
2:00- 3:30 pm EST**

*Promoting empathy through trauma-informed and
healing focused practices*



#HeadStartHeals



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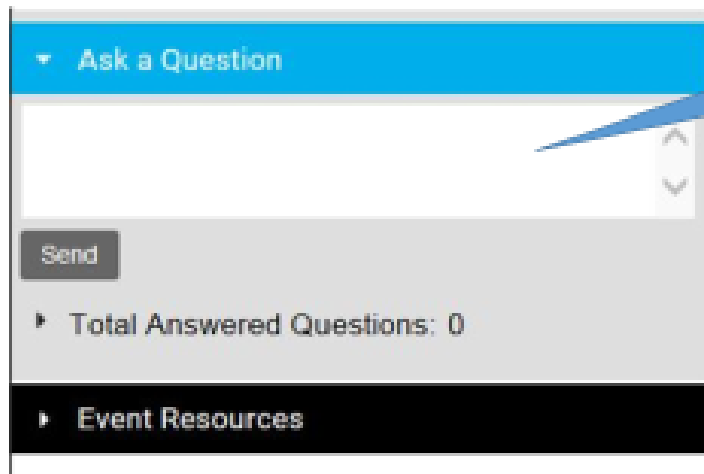


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Georgetown University

Welcome



Please use the left side bar to ask questions, submit comments, or download handouts



Ask your questions and submit your comments here

Download handouts from Event Resources

Welcome



Please type in the CHAT Box:

What is your role in Head Start?



Addressing Trauma in Classroom Settings

National Center for
**Pyramid Model
INNOVATIONS**

ChallengingBehavior.org

Defining Trauma

- What is Trauma?



Defining Trauma

- Trauma occurs when:

frightening events or situations overwhelm a child's ability to cope or deal with what has happened.

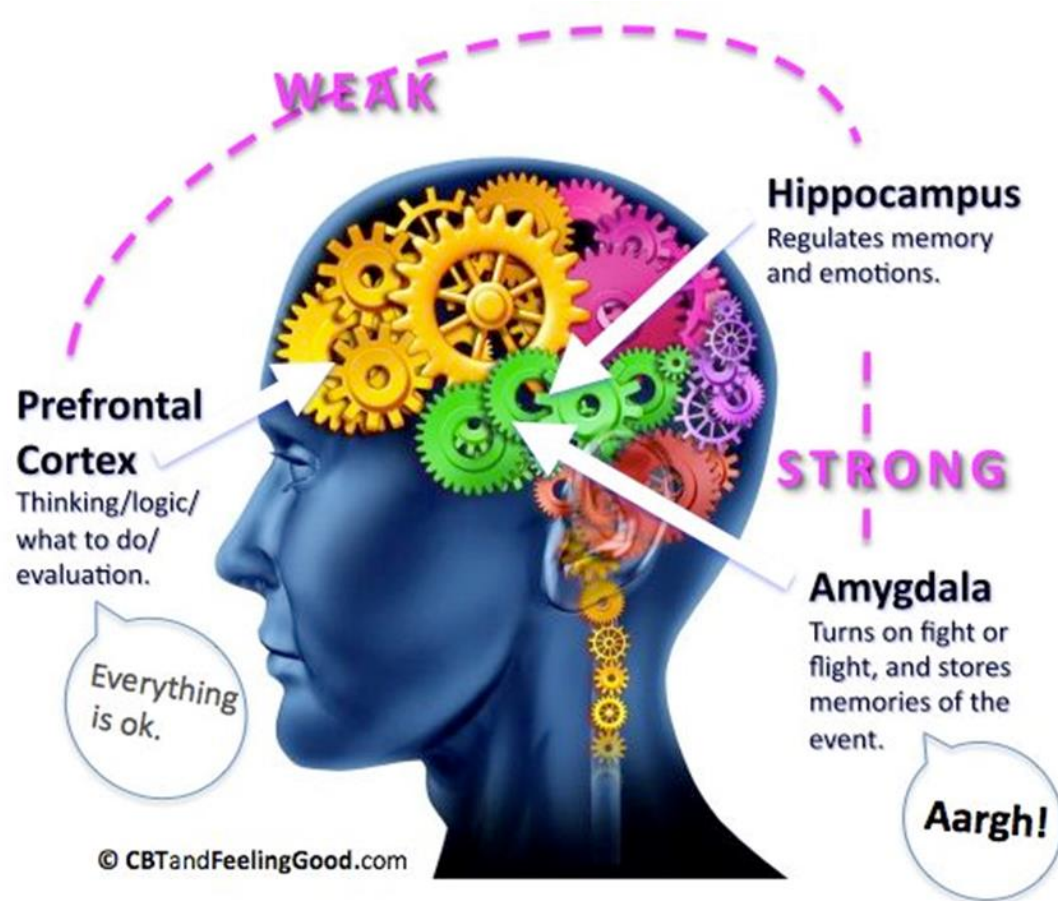


Why Focus on Trauma and Young Children?

- Trauma has a unique impact on young children.
- Their brains are developing rapidly and are particularly susceptible to trauma.



The Stress Response System in the Brain



Importance of Early Care Experiences:

- Babies thrive when they receive warm, responsive early care
- Early care has a decisive, long lasting impact on how people develop, their ability to learn, and their capacity to regulate their own emotions



Signs and Symptoms of Trauma in Infants and Toddlers

- Eating & Sleeping disturbance
- Clingy/separation anxiety
- Irritable/difficult to soothe
- Repetitive/post-traumatic play
- Developmental regression
- Language delay
- General fearfulness/new fears
- Easily startled
- Reacting to reminders/trauma triggers
- Difficulty engaging in social interactions through gestures, smiling, cooing
- Persistent self-soothing behaviors, for example, head banging
- Aggression (toddlers)



Signs and Symptoms of Trauma in Preschoolers

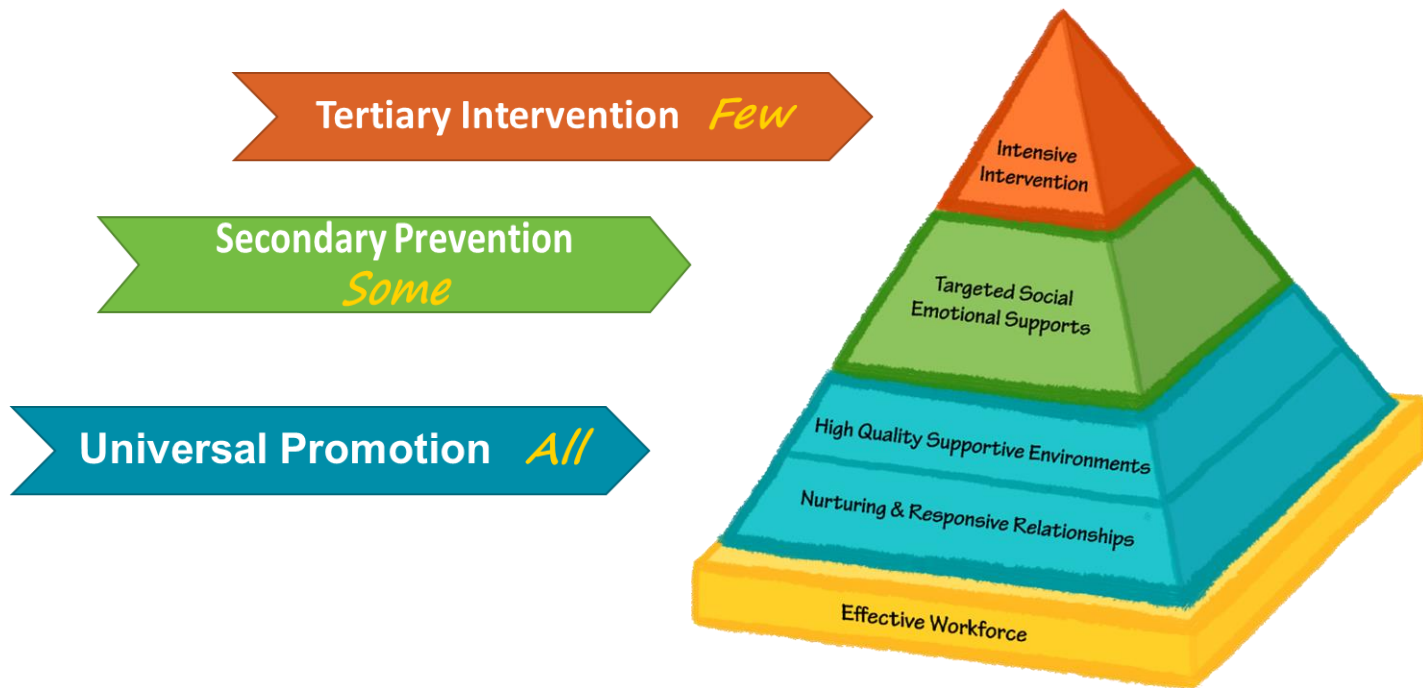
- Avoidant, anxious, clingy
- General fearfulness/new fears
- Helplessness, passive
- Restless, impulsive, hyperactive
- Physical symptoms (headache, etc.)
- Inattention, difficulty problem solving
- Irritability
- Aggressive and/ or sexualized behavior
- Sadness
- Repetitive/ post-traumatic play
- Talking about the traumatic event and reacting to trauma triggers
- Developmental regression
- Poor peer relationships and social problems (controlling/over permissive)

Trauma Informed Educational Programs (National Child Traumatic Stress Network, 2017)

- Implementing a multi-tiered approach that acknowledges the importance of providing a safe and nurturing environment for all children and more intensive and focused prevention and intervention for children who have social, emotional, or behavioral support needs;
- Prioritizing the establishment of nurturing and responsive relationships with all children and their families;
- Offering children predictable routines;
- Teaching children social, emotional, and behavior regulation skills;
- Responding to challenging behavior by seeking to understand the behavior and use prevention and instructional strategies to address behavior; and
- Eliminating the use of exclusionary or punishment responses



A Framework of Evidence-Based Practices



Universal Promotion

Universal Promotion *All*



Relationships Foster Resilience



It is Inappropriate to Talk about Trauma without Talking about Resilience

With nurturing and responsive care and safe environments children can and do often do well despite very significant adversity



Defining Resilience

- Recovering from or adjusting to misfortune or change
- The ability to bounce back
- Overcoming the odds



It's all about relationships



**“Parents need to know that we care before they care
what we know”
(Klass, 1997)**



With the increasing prevalence of Coronavirus, you might be feeling challenged by the change in your routines, the need for social distancing, or the fear and anxiety around the virus and its effects on your family. Your child might also be feeling this way in response to changes in your mood, changes in the daily routine, or changes in your environment. The following tips offer some guidance for supporting your children at this time.



Remain calm and reassure children

- "The leaders in our community have made a plan for us to stay safe. I am going to help you be safe."
- "We cannot go to grandma's house right now, but we can Face Time her. She loves you so much, and that would make her so happy!"



Provide positive attention

- If nobody in the household is showing symptoms of illness, use hugs and high fives OR be creative and use "elbow fives" or "feet fives."
- Use positive facial expressions such as smiles or funny faces.
- Use descriptive praise: "You cleaned up breakfast all by yourself" or "Your brother looked so happy when you read the book to him."



Teach safety habits

- "We are going to wash our hands for 20 seconds. This will get the germs that could make us sick off of our hands. What song do you want to sing?"
- Show your child how to cover their cough.



Be available by

- Being responsive to your child's needs: "I see your body has some extra energy today. Do you want to go for a walk or have a dance party?"
- Listening to your child and talking about their feelings: "I know you feel disappointed that you can't go to school to see your friends."
- Answering questions: "She is wearing a mask because she is sick and she is keeping us safe by covering her mouth."



Plan your day

- Communicate the daily schedule using words and visuals about when work time, play time, and family time will happen.
- Involve your child in planning the day: "Do you want to play with blocks or watch a show while I work?" "Do you want to take a walk before or after my phone call?"
- Maintain consistent routines related to sleeping, eating, and physical activity.
- Plan fun family activities for your child to look forward to such as watching a video, going on a scavenger hunt, calling a friend or family member, or family games.
- Create an activity bin of things your child can do safely on their own. Have your child help you choose things to put in the bin.
- Most of all, make a plan but be flexible and prepared that things might happen that disrupt your plans.

Creating Supportive Classroom Environments

- Physical design
- Schedules and routines
- Planning and implementing activities to promote engagement
- Visual cue systems
- Structuring transitions
- Teaching rules/expectations
- Positive feedback and encouragement
- Classroom management systems
- Social emotional core curriculum



Secondary Prevention



Targeted Social Emotional Supports



- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships as social emotional learning for *ALL*
- Explicit instruction for *Some*
- Increased opportunities for instruction, practice, feedback
 - Family partnerships
 - Progress monitoring and data decision-making



Bounce a Ball

Blow Bubbles

Smell a Flower/Blow out a Candle

Chair Pushups

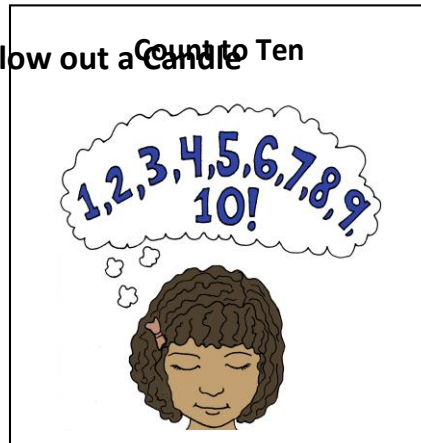
Teaching Self-Regulation



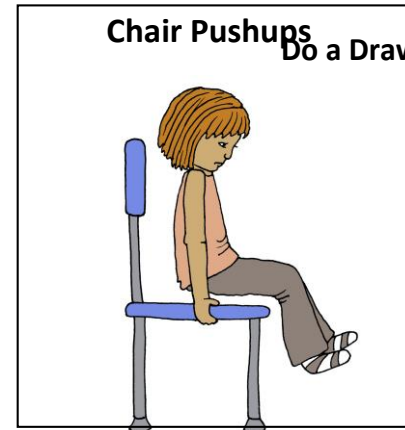
Hug Something

Smell a Flower/Blow out a Candle

Count to Ten



Count to Ten



Chair Pushups

Do a Drawing

Do a Drawing

<http://depts.washington.edu/hscenter/classroom-visuals>

Help Us Stay Calm

Strategies that help you and your child during challenging behavior

Stay Calm | Reflect | Re-Connect

When your child is engaged in challenging behavior or experiencing anger, stress, sadness or frustration, it is important to stay calm. If you express your anger and frustration, it might result in more challenging behavior from your child. Remaining calm will provide the safety and support your child needs as they learn how to calm themselves.

Step 1:

Calm Yourself



Step 2:

Reflect

What feelings and thoughts came up?

How do you think your child is feeling?

What might your child need to prevent the behavior from occurring again?

Are you calm enough to re-connect with your child?

Step 3:

Re-Connect

When you re-connect, you can help your child learn new skills. Once you feel calm, and your child appears calm, here are a few tips.



I see that not getting a turn made you angry.

Acknowledge feelings



Let's find a new toy.

Redirect to a new activity



More family resources at ChallengingBehavior.org/Implementation/Family.html



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Take a Deep Breath

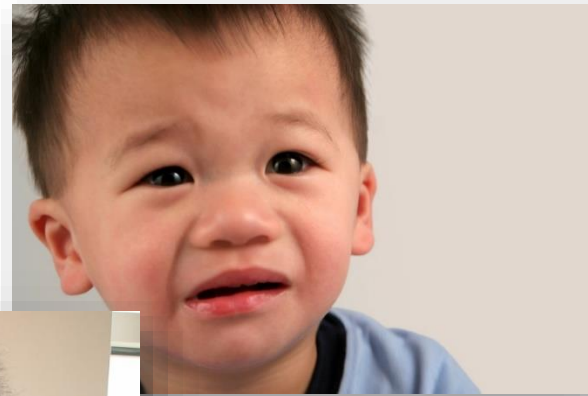
Smell the flower



Blow the pinwheel



Emotional Literacy



Emotions



Happy



Loved



Sad



Scared



Embarrassed



Proud



Angry



Frustrated



Lonely



Nervous



Tucker the Turtle

NCPMI The Turtle Technique



Step 1. Recognize your feelings.



Step 2. Stop your body.



Step 3. Tuck inside your shell and take three deep breaths.



Step 4. Come out when you are calm and think of a solution.



ChallengingBehavior.org
Pub: 06/14/19
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Tucker Turtle Song and Finger Play

Tucker the Turtle Song

(Sing to the tune of "Sally the Camel")

Tucker the Turtle was (pause) angry
Tucker the Turtle was (pause) angry
Tucker the Turtle was (pause) angry
Calm down, Tucker, calm down!

Tucker the Turtle will (pause) stop quick
Tuck in his shell and (pause) breathe deep
Three deep breaths he (pause) does take
Breathe, Tucker, breathe!



Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the "Turtle Technique"

By Rochelle Lentini, Jindray N. Cloux and Mary Louise Hemmeter

ChallengingBehavior.org
UNIVERSITY OF SOUTH FLORIDA
NCPMI

- Social Story
- Turtle Technique Cards
- Song and Finger Play



Tucker Turtle Takes Time to Tuck and Think *at Home*

A scripted story to assist with
teaching the "Turtle Technique"

By Rochelle Lentini, Lindsay N. Giroux
and Mary Louise Hemmeter

ChallengingBehavior.org

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Pub: 03/20/20



Problem Solving Steps



Step 1. What is my problem?



Step 2. Think, think, think
of some solutions.



Step 3. What would happen if...?
Would it be safe? Would it be fair?
How would everyone feel?



Step 4. Give it a try!



Social Problem Solving



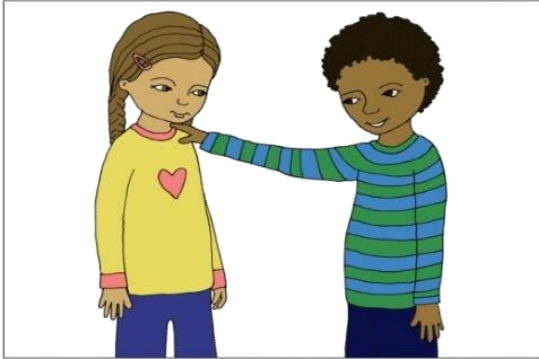
Friendship Skills



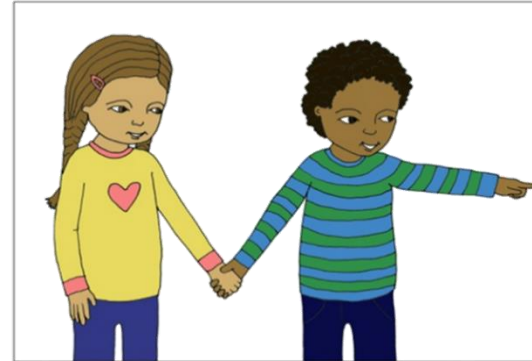
Friendship
Skills



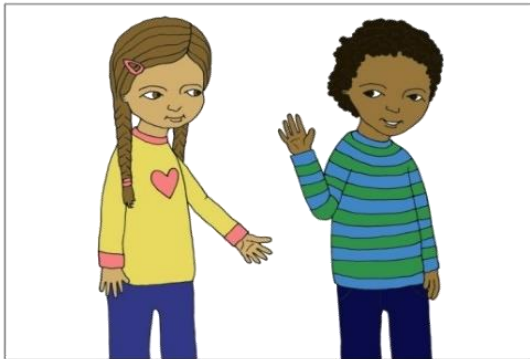
Initiating Play



I can tap my friend on the shoulder.



I can gently take a friend by the hand.



I can say "let's play!"



I can give my friend a toy I want to share.

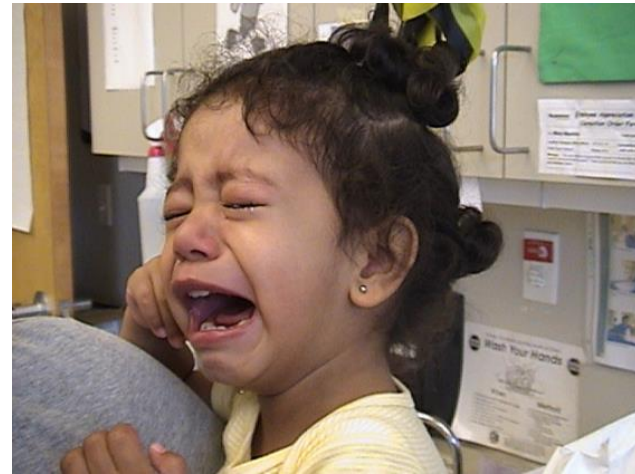


Tertiary Intervention



Individualized Positive Behavior Support

- Convene a team that includes the family and teacher as partners
- Conduct functional assessment
- Identify hypotheses
- Develop behavior support plan for all relevant environments



Program-Wide Implementation *Guided by the Leadership Team*



Trauma Informed Care

- All caregivers realize the widespread impact of trauma and understand potential paths for recovery
- Recognize the signs and symptoms of trauma;
- Fully integrate knowledge about trauma into policies, procedures, and practices;
- Seek to actively resist re-traumatization.



Pyramid Model

Trauma Informed Pyramid Model

Focus on understanding function/meaning of behavior and teaching new skills

Focus on understanding the function/meaning of the behavior, teaching new skills **and resilience**

Focus on long term academic, social, and emotional outcomes

Social and emotional competence is early childhood mental health

Intervention matched to the purpose of behavior

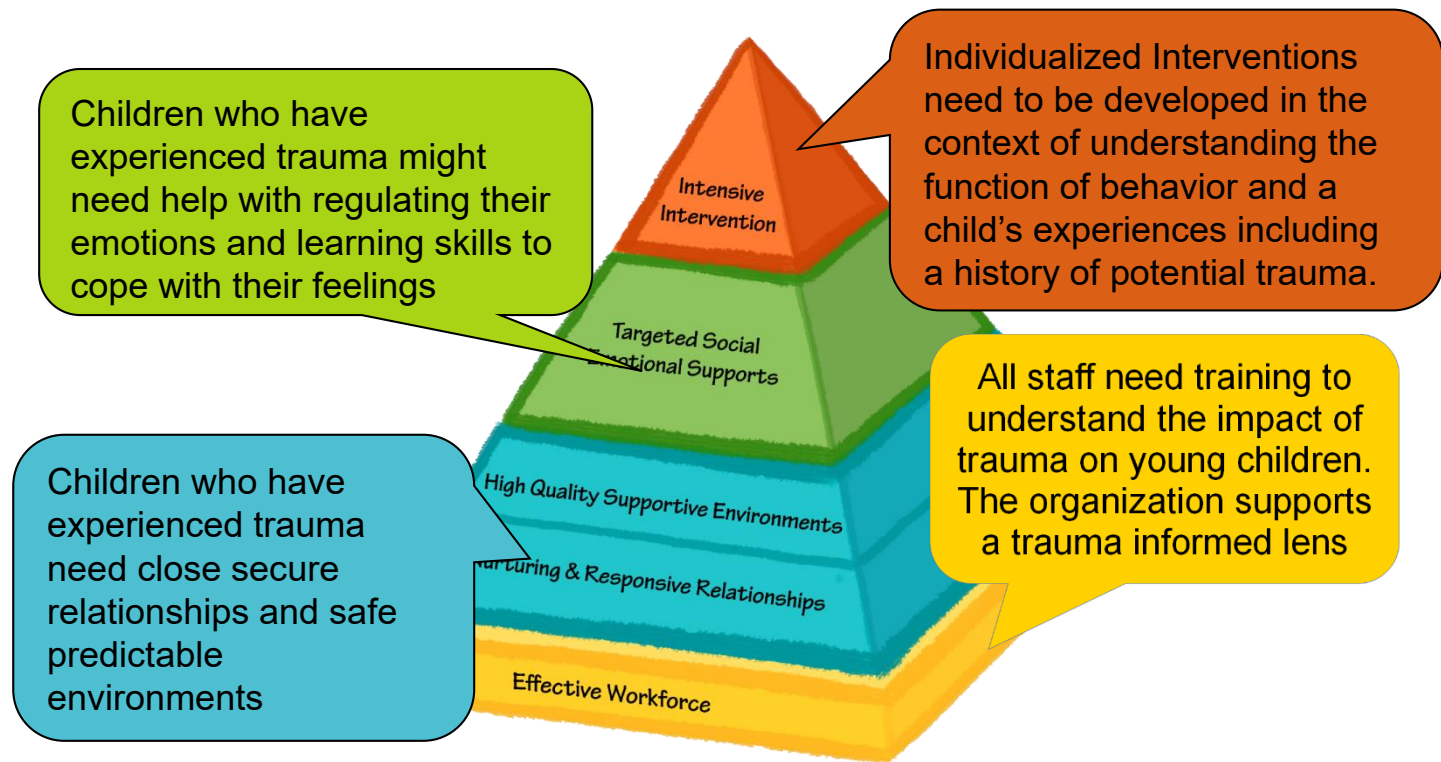
Intervention matched to the purpose of behavior **and adults recognize that today's challenging behavior may be rooted in skills that have previously kept them emotionally and/or physically safe in unhealthy and unsafe situations.**

Establishing partnerships with families to promote their confidence and competence in the promotion of their children's social emotional skills

Establishing partnerships with families to promote their confidence and competence in the promotion of their children's social emotional skills **and providing families with the understanding, support and resources needed to strengthen family wellness and recovery.**




Integrating Trauma in the Pyramid



Implementing Pyramid Practices through the Lens of Trauma Informed Care

Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care




"The implementation of a trauma-informed approach is an ongoing organizational change process. A trauma-informed approach is not a program model that can be implemented and then simply monitored using a fidelity checklist. Rather, it is a profound paradigm shift in knowledge, perspective, attitudes and skills that continues to deepen and unfold over time." There are practices, however, that teachers can use to infuse a trauma informed care approach in their work. As a teacher you may see children for the longest period of the day, you may even spend more time with a young child than his/her parents. You have a critical role to play in recognizing trauma, building positive relationships with children, helping children feel safe and secure, providing consistent routines and structure, and teaching children social emotional skills. Recognizing the impact of trauma can change the way you view children's behavior and support their development and ultimately their healing.

Purpose: This checklist is a list of practices that will help guide your thinking about how to support the social emotional development of young children who have experienced trauma. This list of practices is not exhaustive nor is it meant to be a substitute for treatment or counseling for children and families. Many of these practices are part of the Pyramid Model (i.e., the Teaching Pyramid Observation Tool), while other practices may not be explicitly described in the Pyramid Model practices yet they align well with Pyramid Model practices that you may already be using. Practices such as these can make a big difference in the life of a child and his/her family.

How to Use the Checklist: You can use this list of practices to reflect on your current practice as well as to consider new practices you may want to adopt. Choose two or three practices to implement in your class; even if you are already using some of these practices, you may choose to enhance and improve your practice by selecting new ones. Finally, you may develop additional new strategy/strategies for each category.

Instructions: First, read all the items in the checklist below. Next review each section one at a time. Make a check in the second column if you feel engage in the practice consistently. Make a check in the third column if you want to improve upon or enhance this practice. Choose no more than one practice in each section of the third column (i.e. chose one practice you want to concentrate on in the nurturing and responsive relationships section). Note that the practices in gray are practices that relate to working with families and other primary caregivers.

 **THE PYRAMID MODEL CONSORTIUM**
Supporting Early Childhood PBIS

1



Supporting Families who Have Experienced Trauma

- Help meet families basic needs
- Foster strong responsive parent child relationships
- Promote parents' self care
- Help parents develop their own self regulation capacities



Mental Health Consultation and the Pyramid Model

Complementary Approaches to Supporting Young Children's Social Emotional Development

IECMH Consultants
Can Directly Support
Pyramid Model
Implementation

IECMH Consultants
Supplement
Pyramid Model
Implementation

Challenging Situations Require
all Hands on Deck



Continuous PD and Practice-Based Coaching

Impact of
Trauma

Implicit Bias

Equity and
Culturally
Responsive
Practices

Family
Partnerships

Community
Collaboration
and Integrated
Services



Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Project officer, Sunyoung Ahn.



MyPeers Communities



MyPeers.org offers:

- Open communities including: **Mental Health, Opioid Misuse and Substance Use Disorders; Staff Wellness; PFCE Deepening Practice**
- Knowledge base - Q&A, Forums, Polling, File sharing, Calendars, Events, Tasks, Wikis
- Communication tools – Group Chat, Instant Message, and internal email
- Robust search engine
- Social Network style feeds



Office of Head Start



U.S. Department of Health & Human Services
Administration for Children & Families



Office of Head Start #HeadStartHeals campaign



Upcoming Office Hours

5/14, 1–2 p.m. ET –Partnering with Families to Address Domestic Violence

5/21, 1–2 p.m. ET –Supporting Families Impacted by Substance Use

5/28, 3–4 p.m. ET –Family Engagement and Child Welfare

Upcoming Webinars

6/11, 3–4 p.m. ET – Preparing for Challenging Conversations with Families

Go to <https://eclkc.ohs.acf.hhs.gov/upcoming-events> to Register for upcoming events

Office of Head Start #HeadStartHeals Campaign



Explore What's New

Email: trauma@eclkc.info

Website: <https://eclkc.ohs.acf.hhs.gov/>

Mental Health Page:

<https://eclkc.ohs.acf.hhs.gov/mental-health>

Head Start Heals Campaign
Find ways to effectively work with mental health consultants, address challenging behaviors, and have difficult conversations with families.
Explore Resources >

-19 Check-In
Shares ways Head Start and Early Childhood Education staff are supporting children and families during the coronavirus disease 2019 pandemic.
Resources >