# Early Childhood Trauma Awareness Training

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# Training Objective

Participants will learn the following from this training:

➢ How trauma and traumatic stress impact young children

➢ How to identify potential trauma symptoms

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# Training Objective Continued

- How to speak to parents/and or caregivers about their concerns
- How to provide support to your students in your classroom
- When to make a referral

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# What isTrauma?

DSM-IV-TR; American Psychiatric Association (APA), 2000 specifically defines trauma as a direct experience of an event that involves actual or threatened death or serious injury, or other threat to one's physical integrity; or witnessing an event that involves

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# What is Trauma Continued

death, injury, or a threat to the physical integrity of another person; or learning about unexpected or violent death, serious harm, or threat of death, serious harm, or threat of death or injury experienced by a family member or other close associate.

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# What is Trauma Continued

(Criterion A1) – The person's response to the event must involve intense fear, helplessness, or horror (or in children, the response must involve disorganized or agitated behavior (Criterion A2)

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# Types of Traumatic Stress

Children can be exposed to a range of traumatic experiences, such as:

➢ Community Violence

➢ Domestic Violence

➢ Neglect

➢ Physical Abuse

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# Types of Traumatic Stress Continued

- ➤ School Violence
- ➤ Bullying
- ➤ Death
- ➤ Natural Disasters

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# How to Identify Potential Trauma Symptoms

Children suffering from traumatic stress symptoms may exhibit the following symptoms:

➢ Anxiety

➢ Difficulty regulating their behaviors and emotions

➢ Agitated and hyper alert

➢ Afraid

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# How to Identify Potential Trauma Symptoms Continued

➢ Difficult to console

➢ Act out aggressively and impulsively

➢ Difficulty sleeping

➢ Lose recently acquired developmental skills

➢ Academic Difficulties

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# How to Identify Potential Trauma Symptoms Continued

➢ Intense and ongoing emotional upset

➢ Depressive Symptoms, (such as, sad, withdraw, irritated)

➢ Behavioral Changes

➢ Difficulties with Attention

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# How to Speak to Parents and/or Caregivers about Your Concerns

➢ Be empathic

➢ Avoid appearing judgmental

➢ Develop a relationship with the parent

➢ Consider the parent's vulnerabilities

➢ Share something positive about the child before discussing the disruptive behavior

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# How to Speak to Parents and/or Caregivers about Your Concerns Continued

➢ Talk to parents with confidence

➢ Tell the parent what you have done to help the child

➢ Ask the parent if something different has happened in the child's life

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# How to Speak to Parents and or Caregivers about Your Concerns

➢ Ask parents for ideas to help

➢ Engage parents in jointly working together

➢ Watch your tone and body language

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# How to Provide Support to your Students in Your Classroom

➢ Self-Awareness

➢ Know your Triggers

➢ Ask yourself "what's happening here?", rather than "what's wrong with this child", and talk to the child about their experience. Show curiosity not conclusions

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# How to Provide Support to your Students in your Classroom Continued

➢ Create a safe classroom environment for your students

➢ Incorporate Morning Check-In concepts into your classroom, and encourage the children to talk about their feelings

➢ Make a Feelings Chart

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# How to Provide Support to your Students in your Classroom Continued

➢ Practice validating and accepting children feelings without trying to fix or question them

➢ Create calm predictable transitions

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# When to Make a Referral

If the situation/behavior is becoming unsafe, physically or emotionally for others, making a referral can become a necessary step. As much as possible, you should make the referral in a positive way, emphasizing the desire to help the child and family.

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# When to Make a Referral

Consultants  can offer resources for services in your area and often can help talk to parents about the services, and what it will be like for them and their children to get extra help.

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