Do Now

*Trauma-Informed Teaching in ECE: Part 2*

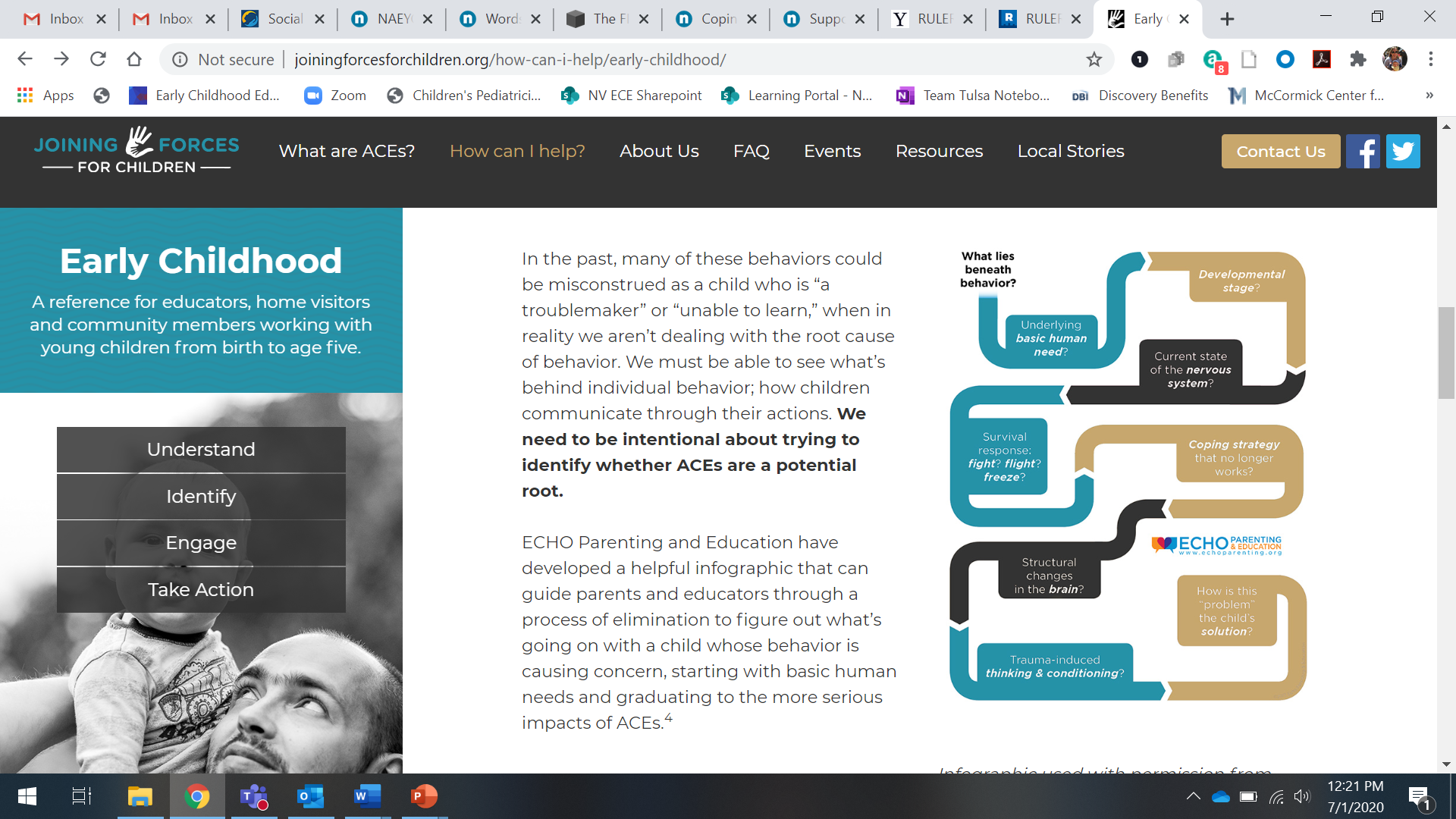
*Sofia, 3 1/2 years old, has attended an early childhood center for two years without any behavioral or emotional problems; that is, until recently, when her community experienced extensive wildfires that destroyed or damaged about 20 percent of homes. Although Sofia’s home was not damaged, the store where her mother worked was destroyed. Sofia begins to protest when her mother leaves her at drop-off in the morning. Sofia frequently asks about her mother throughout the day, often going to the window to look for her. She starts to use baby talk and seems anxious and unable to rest at nap time. The staff provides consistent support and reassurance that her mother will return on time each day and reminds her when pick-up time is. They offer opportunities to draw and play with dolls. They notice that Sofia sometimes draws pictures of homes or trees burning and that, in her play, she makes the mother and father dolls argue, sometimes even having them threaten to leave each other. The staff talks with Sofia's mother, who becomes tearful. She shares that she and her husband have been arguing about money; she later speaks with her husband and they try not to argue when Sofia can overhear. Sofia has also been protesting going to bed alone, so her parents have been allowing her to sleep with them most nights.* (from “Supporting Young Children After Crisis Events”)

**Read the vignette above and reflect on the following:**

* How does Sofia’s behavior change following the wildfires in her community? Why might she be exhibiting these new behaviors?
* What connections do you make between what Sofia has gone through and what your children have gone through during the pandemic?

“Getting Underneath” Child Behavior

*Trauma-Informed Teaching in ECE: Part 2*

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Reflection

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**We are not clinicians or medical professionals, but it is still critically important we seek to understand the root of child behaviors.**

What is your personal action step to better “get underneath” the behavior of children in your care?

Creating Trauma-Sensitive Classrooms

*Trauma-Informed Teaching in ECE: Part 2*

**Physical safety is a prerequisite for trauma-informed classrooms. So how do we set up our environments to support ALL children?**

**(Physical safety:** Children are free from potential harm and have some control over their environment.)

1. Have a comfortable and welcoming environment:
2. Orient children to their physical space:
3. Create and maintain consistent daily routines:
4. Anticipate difficult periods and transitions and offer extra support:
5. Tell children when something out of the ordinary is going to occur:
6. Use techniques to support children’s self-regulation:
7. Offer children developmentally-appropriate choices:
8. Understand that children make sense of experiences by reenacting them in play or interactions with peers and adults:
9. Be nurturing and affectionate, but also sensitive to children’s individual triggers:

Connecting Trauma-Informed Teaching to SEL

*Trauma-Informed Teaching in ECE: Part 2*

In what ways does social-emotional learning, specifically self-awareness and self-management, support and overlap with trauma-informed teaching?

Planning to Implement Trauma-Informed Practices

*Trauma-Informed Teaching in ECE: Part 2*

Picture your classroom as it’s currently operating during COVID, or how it will operate when it reopens. To ensure that you’re applying what you’ve learned in the SEL course to ensure ALL children are returning to responsive classroom environments where they can feel safe, you need to be intentional with your planning.

Plan out:

* What specific actions will you take to ensure trauma-informed practices are being used proactively in your classroom?
* What will you do in your own classroom to proactively apply trauma-informed best practices?

(Hint: Refer back to page 16 for best practices in setting up trauma-informed classrooms and spaces!)

**Specific actions I, as a teacher, will take to ensure trauma-informed practices are being used proactively in my classroom:**

What’s Learned Here, Leaves Here

*Trauma-Informed Teaching in ECE: Part 2*

**Reflect and Plan.**

1. What are your biggest take-aways from today’s trauma-informed teaching session?
2. How will you hold yourself accountable to implementing these practices in the future?