

TRAINING MODULES

Trauma-Informed Practices in Early Childhood Education



The Center for Child and Family Studies at WestEd offers the following training modules to help early childhood caregivers learn to use strategies that are sensitive to children who may have experienced trauma. All modules can be customized or combined, and can be delivered as half- or full-day trainings.

Overview of Trauma and Its Impact

Prerequisite for all Trauma-Informed Practices in Early Childhood Education (TIP-ECE) Modules

Participants learn about trauma, the impact of trauma and traumatic stress on children's development, several trauma-informed early childhood practices that support children's healing and resiliency, and the use of the Adverse Childhood Experiences (ACES) index.

Compassion Fatigue and Self-Care for the ECE Workforce

Participants are guided to build awareness about their own experiences with trauma and how this impacts their current practice and work with children. Participants will also be supported in understanding their own triggers around children's behaviors and strategies to support themselves with awareness, reflection, and self-care. Participants will learn

about burnout, compassion fatigue, and the importance of self-care and they will begin to explore strategies they can use to support themselves in work with high-needs children and families.

Impact of Trauma on Children's Brain Development and Behavior

Participants learn how trauma impacts young children's brain development, arousal states, and behavior; increase their sensitivity to understanding the meaning behind challenging behaviors they observe, and gain simple strategies to utilize right away. Participants learn about the different regions of the brain and how they operate, the impact of trauma on the developing brain of a child, the long-term impacts of trauma and some key strategies on trauma-informed care around building supportive relationships and nurturing environments.

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Strategies to Support Children Affected by Trauma: Relationships and the Environment

Participants learn how to develop caring and attuned relationships with young children with histories of trauma. Participants also learn trauma-sensitive strategies for arranging the environment in the home or early learning programs. Participants also learn TIP best practices and key strategies that support children's healing and resiliency, and that strengthen protective factors.

Strategies to Support Children Affected by Trauma: Building Sensory and Body Awareness and Strengthening Emotional Literacy and Self-Regulation

Participants learn how to support children to develop sensory awareness and emotional literacy — skills that support children to manage strong emotions and develop self-regulation.

Developing Observation Skills for Individual Children: Trauma-Sensitive Intervention Strategies and Writing Trauma-Informed Behavior Plans to Support Children — Part 1

This is part one of two in a going-deeper series on developing behavior plans for children with histories of trauma. Participants learn to observe behavior, identify triggers, determine the meaning of a child's behavior, and use data to inform the development of trauma-sensitive behavior plans, specifically for children who have experienced trauma and/or have persistent challenging behaviors.

Developing a Trauma-Sensitive Behavior Plan: Trauma-Sensitive Intervention Strategies and Writing Trauma Informed Behavior Plans to Support Children — Part 2

After learning to use behavior observation and documentation of children's behavior in Part 1, participants will learn to write a behavior plan using trauma-informed and trauma-sensitive promotional, prevention, and intervention strategies.

Trauma-Informed/Trauma-Sensitive Programs, Agencies, and Systems

Leaders, supervisor, and/or administrators of an organization will team together to conduct a self-assessment of their organization that will help them walk away with a strategic plan identifying current practices and next steps for building a trauma-sensitive and responsive organization.

Embedding Trauma-Sensitive Practices into Leadership and Supervision

For supervisors, agency leaders and administrators.

Participants learn a range of trauma-informed practices that support attunement and relationship-building in the workplace with an emphasis on reflection and inquiry, parallel process, and reflective supervision grounded in relationship-based practice.

Racial Equity and Trauma-Informed Practices in Early Childhood

Participants examine trauma through a lens of equity and social justice. Topics include

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systemic oppression, racial equity, implicit/unconscious bias, the importance of asset/strengths-based, culturally responsive, trauma-informed practices in work with children, families, and communities. Participants learn how to support young children's social, emotional competence and strategies to create early learning programs that disrupt inequitable disciplinary practices including suspensions, expulsions, and pushouts.

Mindfulness and Mindfulness Techniques for Staff and Young Children

Participants learn strategies to integrate trauma-sensitive mindfulness practices into their classrooms and programs to create calm, regulated, and healthy learning and working environments for young children and the adults that care for them.

Creating Trauma-Sensitive Environments for Young Children: Going Deeper

Participants plan changes in their classroom environments to make them trauma-informed and developmentally supportive for all children. Changes include the use of private spaces that allow children to "get away," tools to support optimal regulation, visual schedules and visual cues, room design, and other strategies to support children's emotional and behavioral self-regulation indoors and outdoors.

Building Trauma-Informed Practices into Social-Emotional Learning Curricula

Building upon evidenced-based social emotional curricula used by your program,

this TIP module supports the understanding of those strategies through a trauma-sensitive and trauma-informed lens. We work with your program to identify the key social-emotional strategies you use and to understand how to implement those strategies with a trauma-informed lens. The module is uniquely designed for your program based on your needs and the social-emotional curriculum used in your program.

Trauma-Informed Practices to Support Equity and Inclusion for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Children and Families

Drawing on knowledge of trauma-informed practices, participants learn about the unique forms of traumatic stress LGBTQ+ children and families experience. Participants also strengthen their understanding of the language, policies, practices, systems, and family engagement strategies in early learning programs that respect, support, and celebrate LGBTQ+ children and families.

Integrating Trauma-Informed Practices into Family and Community Engagement Initiatives and Strategies

Participants learn strategies to engage families as well as a range of community members who interact with young children (e.g., bus drivers, librarians, pediatricians) to use trauma-informed practices and social-emotional strategies to strengthen protective factors and support children and families' healing and resiliency.

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Trauma-Informed Practices and Medical Trauma, Palliative Care, Hospice, and Childhood Grief

Participants learn about traumatic stress associated with medical events and medical treatment including young children's responses to pain, injury, serious illness, and medical procedures and treatments. Childhood grief and end-of-life care are also addressed. Trauma-sensitive strategies are introduced for participants to use in their work with children and families with experiences related to diverse forms of medical trauma.

Trauma-Informed Practices and Support for Children with Disabilities

Participants learn about the importance of having a trauma-informed lens when working with children with special needs and their families. Young children with disabilities often experience repeated

hospitalizations and other painful procedures and those in the child welfare system are at a higher risk for developmental delays, including physical, cognitive, emotional, social, and behavioral problems. Also discussed are the stressors faced by parents and caregivers who must navigate complex and often non-integrated service delivery systems, and strategies for supporting families throughout this process.

Trauma-Informed Practices for Young Children in Immigrant Families: Providing Developmentally Responsive Support

Participants learn about the different forms of trauma that immigrant and mixed-status families experience and are introduced to trauma-sensitive strategies they can use to support children and families in their programs facing increased migration trauma and migration stress.

For more information, visit [WestEd.org/service/trauma-informed-practices](https://www.wested.org/service/trauma-informed-practices) or email us at TIP@wested.org

About WestEd

WestEd is a nonpartisan, nonprofit research, development, and service agency that partners with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont, and Georgia, to Arizona and California, with headquarters in San Francisco. For more information, visit [WestEd.org](https://www.wested.org); call 415.565.3000 or, toll-free, (877) 4-WestEd; or write: WestEd / 730 Harrison Street / San Francisco, CA 94107-1242.

