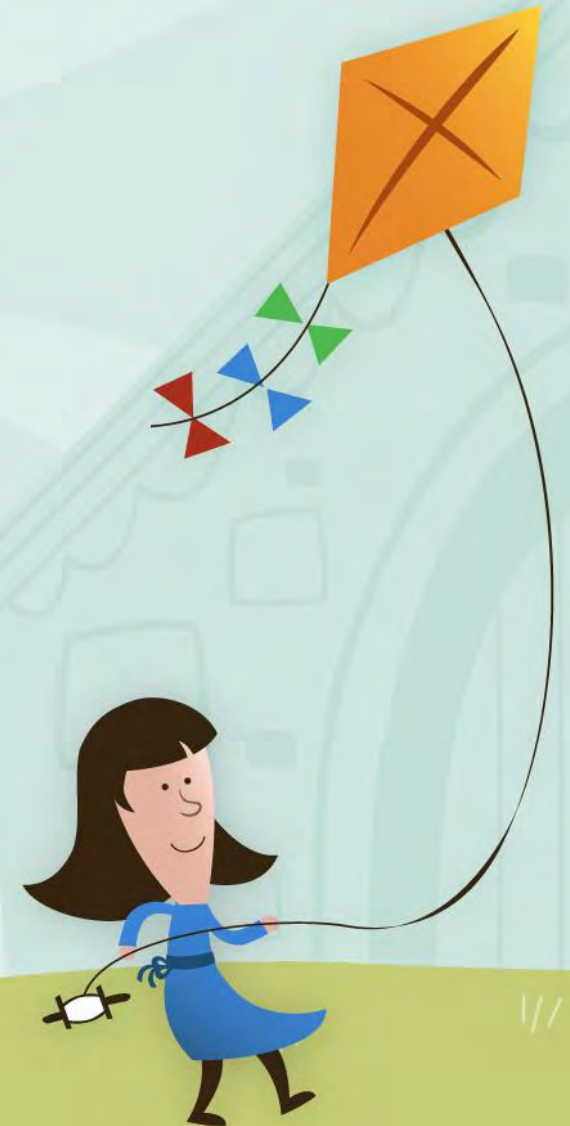


A Preschool Guide to Trauma Informed Care

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Trauma and Trauma Informed Care (TIC)

- Simply, something bad has happened
 - Perceived threat to a person's life
- SAMHSA defines TIC- an approach for programs, organizations and systems that realizes the impact of trauma and potential paths for recovery
 - Recognizes signs and symptoms in children, families and staff
 - Responds by integrating knowledge about trauma in policies, procedures and practices
 - Actively resists re-traumatization
- TIC promotes safety, trust and transparency, collaborate, empowerment and cultural and gender issues



Looking at Behaviors through the Trauma Lens

- Irritability
- Hostility
- Withdrawal
- Aggression
- Cussing
- Stealing
- Lying
- Difficulty following rules
- Low frustration tolerance
- Spacing out/selective listening
- Sneaky or manipulative behavior
- Poor concentration or focus
- Misdiagnoses happen often as these symptoms can mimic ADHD, ODD and Autism



Reframing Behaviors through the Trauma Lens

- According to The **Social Work Dictionary**, **reframing** can be **defined** as, “A technique used by therapists to help families (and individuals) understand a symptom or pattern of behavior by seeing it in a different context (Barker, 2003).
 - Consider viewing behaviors from a Trauma/Survival perspective
 - Fight
 - Flight (avoid/dissociate)
 - Freeze
- Programs/organizations adopt the same belief system and common language to support ‘reframing’.



Creating a TIC Culture

Self-Care and Administrative Role



Characteristics of TIC within a Program

- Trust and Transparency
 - Transparency in decision making- rationales
 - Shared knowledge of child's background with the Team
 - Communication and Openness with families
 - Ability to learn from choices and mistakes through supervision
- Collaboration
 - Making team decisions- gathering input from all levels of staff not just the obvious
 - Including parents in decision making, goal setting and identifying motivators
 - Including children in establishing goals and motivators
- Common language
 - How will you refer to behaviors?
 - How do we speak of challenging children/parents?
 - Use of reframing
 - Using policy & procedures and meeting agendas to demonstrate language



Characteristics of TIC continued..

- Policy and procedure
 - How will the program manage emotions and behaviors of traumatized children?
 - Punitive versus purposeful
 - Communicating with other parents about traumatized children and how they will be handled.
 - Staff training and corrective action
 - Learning opportunities versus punitive action
 - Handling staff time off and Mental Health needs
 - Classroom behavior plan- strengths based, positive reinforcement, common language



Characteristics continued..

- Self Care
 - Education on Self-Care (not just at home, but during shifts)
 - Communication of stress and needs; check-ins
 - Including language and agenda items in meetings
 - Acknowledgement opportunities
- Training/Education
 - Self-care
 - Trauma specific trainings
 - National Child Traumatic Stress Network (free)
 - Consultation when outside of scope



Creating a TIC Environment



Classroom Setup and Consideration

Reduce visual stimuli

- Rotate displayed work
- Put away unneeded items
- Plain/solid bulletin boards
- Cover visually chaotic spaces
- Rotate library books
- Reduce or soften lighting, use covers or lamps
- Access to barriers for select children (tri-folds)



Reduce auditory stimuli

- Noise cancelling/reducing headphones
- Grounding background music
 - Chakra music
 - Singing bowls
 - Meditation music
 - Mozart effect
 - NOTHING FAST
- Options for taking loud, tantrumming children to another area or remove the audience.



Creating a TIC Routine

Clear, consistent, predictable



TIC Routine

- Have clear rules that are reviewed daily.
 - Be Safe
 - Be Kind
 - Be Careful with Our Things
- Define these rules and use visuals for increased comprehension
 - Reference rules and visuals during incidents
- Clear and consistent consequences with the goal being **SELF REGULATION**, maintaining relationships and internal desire to do well.
 - Examples at Sprouts
 - Natural consequences



Routines continued..

- Promote predictability
 - Consistent use of schedule- order more important than timing
 - Visual timers
 - Transitional warnings
- Give choices- addressing power and control proactively
 - Choice time
 - Forced choice
 - Free exploration of stations
- Positive reinforcement
 - Tolerant Tallies- caught being good
- Carpet spacing
 - Visual barriers
 - Alternative options; gradual/paced inclusion (child lead)
- Use classroom jobs to promote self esteem and helper opportunities
 - Caregiver
 - Time Keeper
 - Greeter



Using Relationships to Address Behavior

Relationship-based interventions



Relationships and Behavior

- Most kiddos at this age have experienced 'relational trauma'
 - Impacts feelings of safety and trust.
 - Relationships are dangerous and unpredictable.
 - Reteaching through modeling and genuine interactions
 - Avoid taking it personally
- Reframe- "relationship over behavior"- how can I maintain this relationship, rather than how can I "fix" the behavior



Relationships and Behavior continued..

- Model healthy relationships
 - Staff with staff
 - Supervisors with staff
 - Staff and supervisors towards children
 - Staff and supervisors towards parents
- Kids are SMARTER and more IN TUNE than you may think
- Express and frame YOUR emotions for children
 - Name and narrate feelings and coping responses.
 - Demonstrate coping skills, actually take a break!!! Walk to the bathroom, take the deep breath.
 - Frame what you are doing for kiddos, avoid blame
- Talk about Self-Care in front of children, teach them young



Relationships and Behaviors continued..

- Managing turn over and transitions
 - Provide explanations to provide context
 - Have rituals- poems, graduations, good bye parties
 - Create predictability
 - Demonstrate value of relationships even when someone is leaving
 - 'See You Later Alligator' certificates for unexpected departures
 - Goodbye bags
 - Demonstrate healthy goodbyes, as these children have not likely experienced any



Using Relationship-Based Interventions

- Eye contact
- Thoughtful use of touch
 - Rocking
 - Holding
 - Proximity
 - Rubbing backs
 - Brushing protocol
- Using specific praise
 - “I like how you....”
- Learn children’s individual motivators
- Respond to “I love you’s”
 - “You make me feel so special when you say that.”
- Be warm, smile and use a calm voice
- Respond when children speak to you, even if you have to tell them to wait.
 - Need immediate response to increase trust, predictability
 - Gradually delay when relationship is established
- Pick up, drop off rituals- chants, high 5s, remind them you are excited to see them tomorrow (especially after a tough day).



TIC Approaches to Behavior

Relationship trumps behavior!



Being Trauma Informed in Crisis

- Stay Calm or Take Time to Calm
- Get quieter rather than louder
- Get lower, on their level (depending on severity of behavior)
- Avoid shouting across the room, move closer (consider too close also, avoid making them feel trapped)
- Stay connected
 - Loving detachment (planned ignoring in TIC)
- Have specific language
 - “Time to calm your body” instead of Time out or break
 - Reminds everyone the goal is self regulation not punishment
- Think ALOUD or narrate what you see as the trigger
 - Educated guesses, accept child corrections
- Allow a reasonable time for compliance (avoid power struggles)
- Use DO statements rather than DON'Ts



Trauma Informed in Crisis continued..

- Acknowledge and validate feelings
 - “You seem mad, is there something bothering you?”
 - Remember size of the problem in context
 - They are preschoolers and these things are important to them!
- Use forced choice when ready to reintroduce
 - “You can join the group or sit and watch”- list choices you are happy with regardless
- Repair the relationship
 - Life Space Interview



Preschool Life Space Interview

- Find a quiet, private place to talk- preschoolers get embarrassed too
- Listen to child's perspective first- validate feelings, not the behavior.
- Share your perspective- what did you see
 - Non-blaming.
 - Connect with classroom rule.
- Make a plan for how to handle it next time.
 - Model what can be said, who they can go to, etc.
- Practice the plan!!
- Reintroduce to the activity or engage in natural consequence
 - Apologize or check on peer who was impacted
 - Clean up the mess that was made



Sprouts TIC Preschool Program

Children's Receiving Home of Sacramento



Program Description



Sprouts is a comprehensive program which provides a typical preschool setting enhanced with trauma informed interventions and services.

Sprouts' children are exposed to a preschool curriculum daily with a high ratio of strengths based teachers/aides.

Throughout the week Sprouts' children and families receive a variety of services designed to reduce symptoms and behaviors associated with trauma.



Assessments and Services

Assessments

- CANS (Child/Adolescent Assessment of Needs and Services)
 - Multi-purpose tool to support decision making and monitor service outcomes
- TSCYC (Trauma Symptom Checklist for Young Children)
 - Assessment tool which identifies symptom categories- depression, anxiety, dissociation, sexual concerns
- PEDS (Pediatric Emotional Distress Scale)
 - Screening tool to identify trauma related symptoms within last month
- ASQ (ASQ) Ages and Stages Questionnaire
Developmental screening of progress and milestones



Services- Children and Families

- Individual therapy
- Social Emotional Skills groups
- Strengths based classroom intervention
- Preschool curriculum
- Psychiatric referrals (as needed)
- Communication of needs, progress
- Case coordination
- Psychoeducation
- Trauma sensitive interventions
- Child and Family Team meeting support



General Information

Hours of operation:

8:30am-1pm

Transportation provided upon
request and/or need

Location

On the Children's Receiving Home of
Sacramento campus

3555 Auburn Blvd

Sacramento, CA 95821

For additional questions or
referrals please contact:

916-482-2370 Ext. 1013

TIC@crhkids.org



Questions???

Thank you for attending!

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