From Trauma Inducing to Trauma Reducing: Is training provided to Preschool Educators in addressing early childhood trauma in Preschool settings?

Merissa Wright Lend Spring 2021

ABUSE



Physical



Emotional



Introduction

- **Early Childhood Trauma**
 - -The impact of early repeated exposure to trauma
 - -The developing brain

HOUSEHOLD DYSFUNCTION













Divorce

NEGLECT



Physical



Emotional

Introduction

- Preschool as a context for addressing early childhood trauma
 - -Education for Early Educators (General educators or special educators)
 - -Requirements for Early Educators

Methods

<u>Literature Review</u>

- Evidence-Based Practices in addressing early childhood trauma
 - O Sources, materials, target population, focus
- Training materials
- Current implications
- Recommendations

Division

- 1. Is training for delivery of trauma interventions in preschool classrooms provided to early educators and in what format?
- 1. Is training for delivery of trauma interventions in preschool classrooms related to attachment/relationship, parent education and support, educator self-care, classroom environment, reflection, other?

Training Availability

- Lack of research specific to preschool educators
- Professional Development opportunities
- Infographics vs. Ongoing training
- Discipline specific vs. whole-school
- Economic barriers

Training Content

- Understanding Trauma and its impact
- Attachment and Relationships
- Self-Care for Educators
- Classroom Environment and Management
- Parent Education

Implications

- Current Covid-19 Pandemic
- Early childhood trauma and disabilities
 - o Maltreatment
 - o Misdiagnosis
- Future Research
- Policy Formation

Strengths and Limitations

- Resources from accredited organizations for Education,
 Mental Health, and Trauma
- Gaps in literature
 - Preschool context
 - Educator context
 - Research to practice
- Factors such as diversity, ethnicity, and culture



Child Trauma Toolkit for Educators



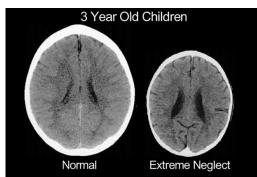
The project was further by the flushesters filtere and the first itselfs become Administration (AMMAN, US Separtment of Health and Human become (HHS). The contra printing appropriate are followed if the soften and all not increasing which follow of SAMMAN as HHS.



Questions?







References

Bureau of Labor Statistics (2020). Occupational Outlook Handbook, PReschool Teachers. U.S. Department of Labor. Retrieved from https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm

Buss, K., Warren, J., & Horton, E. (2015). Trauma and Treatment in Early Childhood: A Review of the Historical and Emerging Literature for Counselors. The Professional Counselor. 5. 225-237. 10.15241/keb.5.2.225.

Dolores, D. S., Leggett, C., Ricketts, D., Bryant, M., Peterson, C., and Holzner, A., (2020). Trauma-Informed Preschool Education in Public School Classrooms: Responding to Suspension, Expulsion, and Mental Health Issues of Young Children. *The Journal of At-Risk Issues* 23(2).

Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health*, 8(1), 163-176.

Dye, H. (2018) The impact and long-term effects of childhood trauma, Journal of Human Behavior in the Social Environment, 28:3, 381-392, DOI: 10.1080/10911359.2018.1435328

to COVID-19: Simple Strategies that Anyone Can Use to Foster an Emotionally Safe School Environment. Storrs, Connecticut: University of Connecticut. Available from <u>csch.uconn.edu</u>.

Hoover, S. A., Sapere, H., Lang, J. M., Nadeem, E., Dean, K. L., & Vona P. (2018). Statewide implementation of an evidence-based trauma intervention in schools. *School Psychology Quarterly*, 33(1), 44–53. doi:10.1037/spq0000248. https://www.ncbi.nlm.nih.gov/pubmed/29629788

Loomis, A. M. (2018). The Role of Preschool as a Point of Intervention and Prevention for Trauma-Exposed Children: Recommendations for Practice, Policy, and Research. *Topics in Early Childhood Special Education*, *38*(3), 134–145. https://doi.org/10.1177/0271121418789254

Meyers, J. (2007). Developing the Workforce for an Infant and Early Childhood Mental Health System of Care. In D. Perry, R. Kaufmann, & J. Knitzer (Eds.). Social & Emotional Health in Early Childhood (pp. 97-120). Baltimore: Paul H. Brookes.

Rouse, C., Brooks-Gunn, J., & McLanahan, S. (2005). School readiness. Rouse, C., Brooks-Gunn, J., & McLanahan S. Closing racial and ethnic gaps (pp 169-194). Early Childhood Care & Effects on Ethics & Racial Gaps in school readiness. The Future of Children, 15(1), 1–195.

Ryan, K., Lane, S. J., & Powers, D. (2017). A multidisciplinary model for treating complex trauma in early childhood. *International Journal of Play Therapy*, 26(2), 111–123. https://doi.org/10.1037/pla0000044

Shonkoff, J. P & Phillips, D. A., (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development. National Academies Press.

Swick, K.J., Knopf, H., Williams, R. et al. Family-School Strategies for Responding to the Needs of Children Experiencing Chronic Stress. *Early Childhood Educ J* 41, 181–186 (2013). https://doi.org/10.1007/s10643-012-0546-5

U.S. Department of Health and Human Services, Administration for Children and Families. (2018). Head Start program performance standards 45 CFR Chapter XIII RIN 0970- AC63. Retrieved from https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii

Wilson, A. C. (2021). *The Importance of Preschool Prior to Kindergarten* (Order No. 28262115). Available from ProQuest Dissertations & Theses Global. (2492988117). https://search.proquest.com/dissertations-theses/importance-preschool-prior-kindergarten/docview/2492988117/se-2? accountid=10932

Whitaker, R. C., Herman, A. N., Dearth-Wesley, T., Smith, H. G., Burnim, S. B., Myers, E. L., Saunders, A. M., & Kainz, K. (2019). Effect of a Trauma-Awareness Course on Teachers' Perceptions of Conflict With Preschool-Aged Children From Low-Income Urban Households: A Cluster Randomized Clinical Trial. *JAMA network open*, *2*(4), e193193. https://doi.org/10.1001/jamanetworkopen.2019.3193

Zero to Three National Center for Infants, Toddlers, and Families. (2018). Making it Happen, Overcoming Barriers to Providing Infant-Early Childhood Mental Health Retrieved Retrieved from: http://www.zerotothree.org/public-policy/federal-policy/early-child-mental-health-final-singles.pdf

Zero to Three National Center for Infants, Toddlers, and Families. (2018). Early childhood health and wellness national center. Zero to Three Journal Topics in Infant and Early Childhood Mental Health, 38(2). Retrieved from https://www.zerotothree.org/resources/2113-vol-38-no-2-topics-in-infant-and-early-childhood-mental-health