



Saturday, January 23, 2021

Trauma-informed Practices That Can Benefit All Children

with Dr. Peg Oliveira, Executive Director,
Gesell Program in Early Childhood at Yale

- Learn how trauma impacts brain development.
- Explore strategies that build protective factors and grow resiliency.



Peg Oliveira, PhD
Executive Director

Peg.Oliveira@yale.edu

Dr. Peg Oliveira is a child development expert and an activist. Since receiving her doctorate in developmental psychology from Brandeis University, Dr. Oliveira has advocated for fair pay for early childhood educators, child care assistance for working parents and equitable access to high quality education.

Peg is founding director of 108 Monkeys, a yoga service organization in New Haven, CT. Peg serves as a Consulting Editor for the National Association for the Education of Young Children.


What have you enjoyed most about working at Gesell?


“Growing! I have learned so much from my colleagues here at Gesell. In my time here I have learned a great deal about how to connect with kids, how to imagine their intentions, understand their motivations, and empathize with their impeccable choices.”

How have you seen Gesell’s theory of child development at work in your own life?

“When my daughter Willow was finishing Kindergarten we were told that, unlike her peers, she was not falling in love with reading. It was suggested that some encouragement might be useful over the summer break. So, as a family we went swimming, crab catching, sea shell gathering, mountain climbing and camping. At some point during these excursions, I found her one rainy afternoon holed up in a blanket fort. She was reading *The Trumpet of the Swan*, a book I had read to her numerous times before. Dr. Arnold Gesell encouraged us to see each child as a unique being, and to allow them to find their own path & pace through the rituals of child development. Keeping this in mind allowed me to get out of the way, to put my own anxieties on the shelf and allow my daughter the space to find the deep connection she now has with story.”



 **Gesell at Yale**
Program in Early Childhood

 **YALE CHILD STUDY CENTER**

**Trauma Informed Practices
That Can Benefit All Children**

Peg Oliveira, PhD
Executive Director

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Today's Agenda

What is trauma?


- Who experiences trauma and why?
- How does trauma impact learning?

What are trauma informed practices?

- Why are they beneficial to all?
- Examples of trauma informed practices

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What did it mean to be a teacher, pre-Covid?



(Your responses in the chat box)

3

What does it mean to be a teacher, post-Covid?



(Your responses in the chat box)

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What are the three most frequent emotions you feel each day, now?



Yale Center for Emotional Intelligence, 2020

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Why? Community Level Trauma

<p>Because I'm a Human</p> <p>Covid-19</p> <p>Social Justice</p> <p>Unmet Child Care Needs</p>	<p>Because I'm a Teacher</p> <p>Distance Learning</p> <p>Physical Distancing</p> <p>Teaching from Home</p>
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WHAT IS COVID-19?
AND HOW DOES IT RELATE TO CHILD DEVELOPMENT?

PROTECTING AGAINST INFECTION AND TOXIC STRESS

SUPPORTING FAMILIES THROUGH THE CRISIS AND BEYOND

(Note: The infographic contains detailed text and illustrations regarding child development, infection protection, and family support during the COVID-19 crisis.)

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The "Impact Gap" of Covid-19

TRAUMA

- All children have the potential to be impacted by the stress of this pandemic.
- Some children will have resources in place to buffer that stress; others will not.

ACADEMICS & LEARNING

- All children have the potential to be impacted by the loss of 3 months of classroom instruction.
- Some children will have resources in place to buffer that loss; others will not.

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Trauma and the Brain

POSITIVE Brief increases in heart rate, mild elevations in stress hormone levels.

TOLERABLE Serious, temporary stress responses, buffered by supportive relationships.

TOXIC Prolonged activation of stress response systems in the absence of protective relationships.

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Define Trauma

A response to a negative external event or series of events which surpasses the individual's / child's ordinary coping skills.

Traumatic experiences can adversely impact brain development and behavior.

Substance Abuse and Mental Health Services Administration, 2014


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Define Trauma

- Physical trauma
- Psychological trauma
- Social / Relational trauma
- Historical trauma
- Vicarious or secondary trauma

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Define Trauma



Nadine Burke Harris: How childhood trauma affects health across a lifetime


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Define Trauma

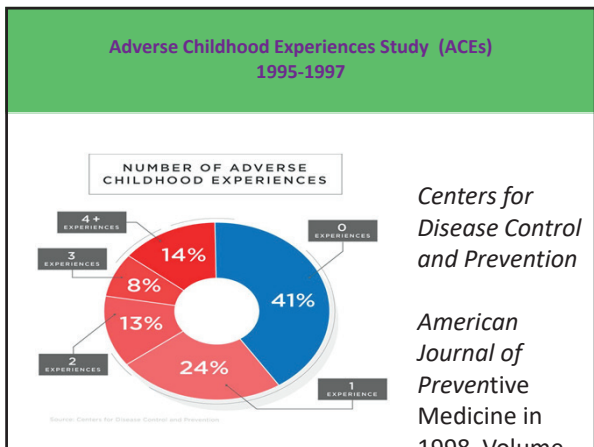


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Define Trauma



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WHAT ARE ACEs?

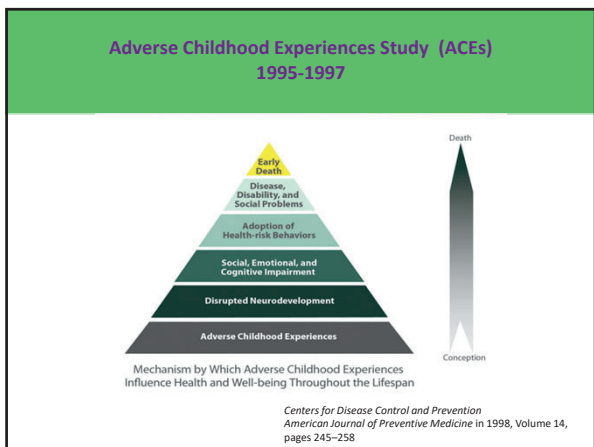
AND HOW DO THEY RELATE TO TOXIC STRESS?

"ACEs" stands for "Adverse Childhood Experiences." These experiences can include things like physical and emotional abuse, neglect, caregiver mental illness, and household violence.

The more ACEs a child experiences, the more likely he or she is to suffer from things like heart disease and diabetes, poor academic achievement, and substance abuse later in life.

Harvard Center for the

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**Adverse Childhood Experiences Study (ACEs)
1995-1997**

Centers for Disease Control and Prevention
American Journal of Preventive Medicine in 1998, Volume 14,
pages 245-258

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**GESELL INSTITUTE
OF CHILD DEVELOPMENT**

ACE's Influence on Development

Foundations of Healthy Development and Sources of Early Adversity

Lifelong Outcomes

- Physical and mental health disparities may originate from adverse experiences early in life
- Exposure to an unsafe physical environment/unhealthy relationships can cause **epigenetic changes** in a developing child, which may lead to physiological disruption and harmful behaviors

Center on the Developing Child. "How Early Experiences Get into the Body: A Biodevelopmental Framework." Harvard University.

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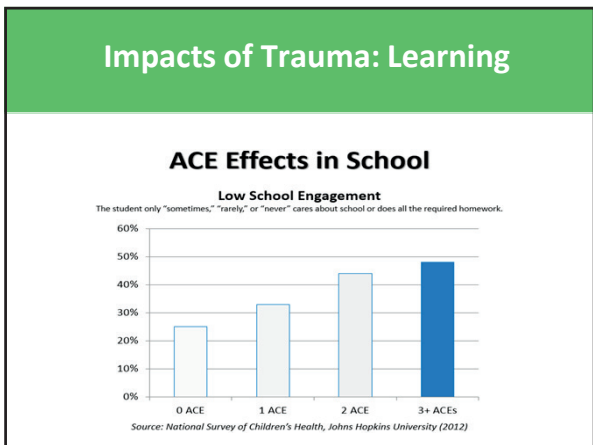
Prevalence

US children with ACEs, 2016-17¹

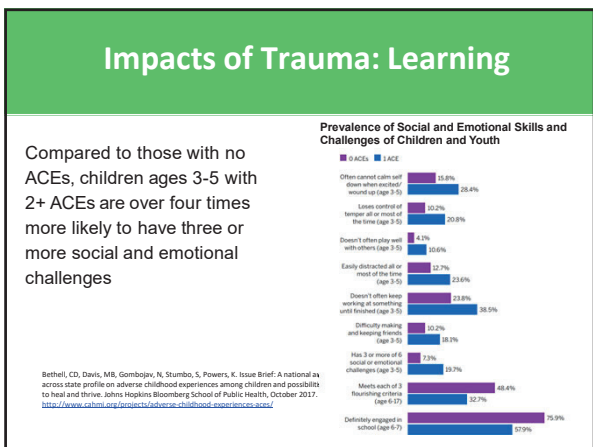
Category	Percentage
No ACEs	55.0%
1 ACE	24.6%
2+ ACEs	20.5%

Bethell CD, Combs-Jones N, Rush M. "Nation Fact Sheet 2019: Strong Roots Grow a Strong Nation". Child and Adolescent Health Measurement Initiative (CAHMI), Johns Hopkins Bloomberg School of Public Health, June 2019.

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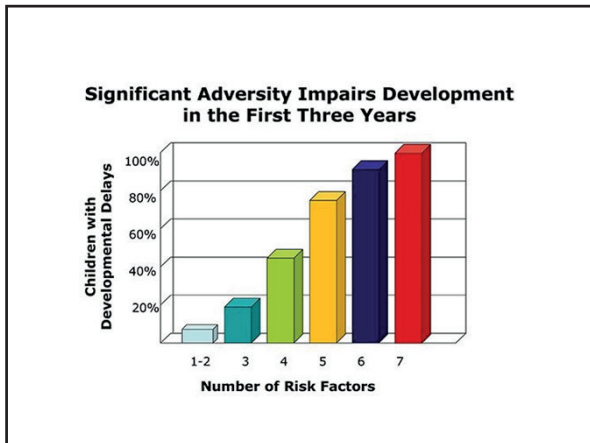
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- ### Impacts of Trauma: Physical and Emotional
- Increased Physical and Emotional Distress:
- Headaches and stomachaches
 - Lack of emotional control; Anger and aggression
 - Develop more fears
 - Intense reactions to reminders of the events
 - More likely to struggle with romantic relationships
 - Anxiety
 - Lack of trust and feelings of isolation
 - Low Self-esteem/ Self-destructive Behavior
 - The higher the ACE score, more adverse adult health (4.6x more likely to have clinical depression)

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Define **SECONDARY** Traumatic Stress

Secondary traumatic stress, vicarious trauma and/or compassion fatigue: describe issues for professionals who are exposed to the trauma of others through close, personal relationships

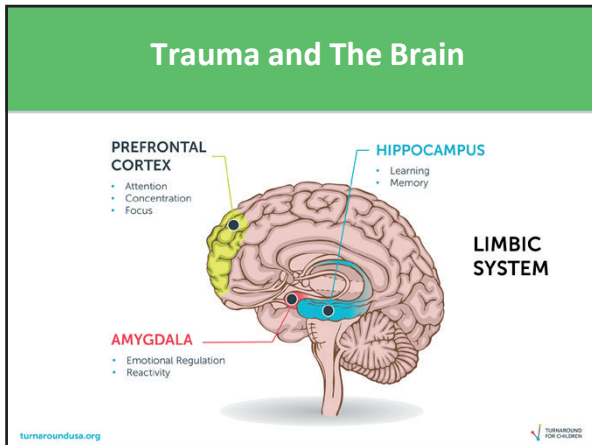
Kinavey, Wennerstrom, Stegenga & Lund, 2018

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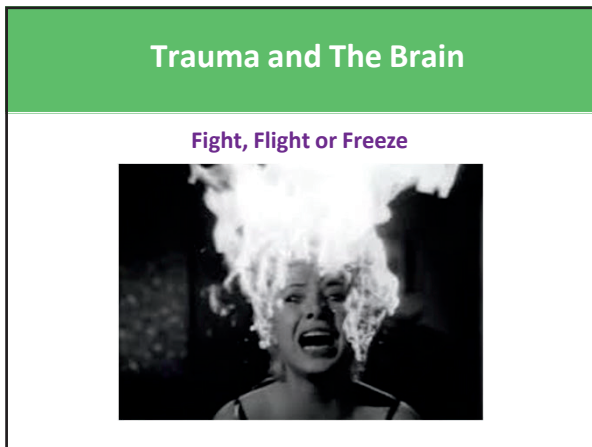
The Brain

- Executive State**
Prefrontal Lobes
What can I learn from this?
- Emotional State**
Limbic System
Am I loved?
- Survival State**
Brain Stem
Am I safe?

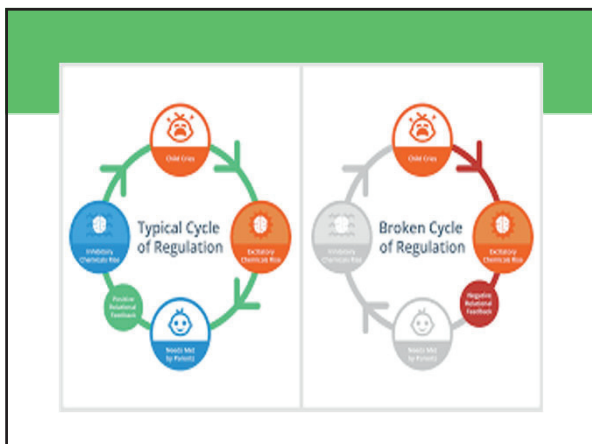
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Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won't make you angry. It will break your heart.

— Annette Breaux


TheCornerstoneForTeachers.com

**Don't ask "What did you do?"
Ask "What happened to you?"**

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Trauma and The Brain

Fight, Flight or Freeze



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Kids can't learn if...

Insert your answers in the chat box

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How Does Trauma Undermine Learning?

Language and Communication

When children are exposed to primarily "Instrumental" language ("sit down", "be quiet") they may not develop language needed to express thoughts and feelings.

They may appear demanding and inflexible because they lack the language to communicate any other way.

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How Does Trauma Undermine Learning?

Social and Emotional Regulation

May have difficulty regulating their emotions.

Overwhelmed by feelings of fear and stress that keep their brains hyper-aroused.

They may appear unable to control impulse; behaving aggressively; feeling unsure about security of relationships; misunderstanding facial and body expressions.

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How Does Trauma Undermine Learning?

Building Relationships

When early experiences have been unsafe and unstable, keeping others at a distance is a way to emotionally, and sometimes physically, protect themselves.

May engage in dangerous behaviors or use hurtful language to protect themselves from forming relationships that could cause pain or harm.

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How Does Trauma Undermine Learning?

Play

Trauma can interfere with imaginative or creative play. The feelings that arise during play may overwhelm children.

May have trouble initiating play with other children and need support. May choose younger children because their play skills are young for their age.

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How Does Trauma Undermine Learning?

Withdrawal

Children may have a hard time listening and concentrating because they dissociate or freeze when their stress response is triggered by sounds, smells or behaviors.

Even friendly touch can cause a child to be triggered or dissociate if surprising or misunderstood.

Withdrawal leaves children vulnerable to falling behind or being labeled as "daydreamers."

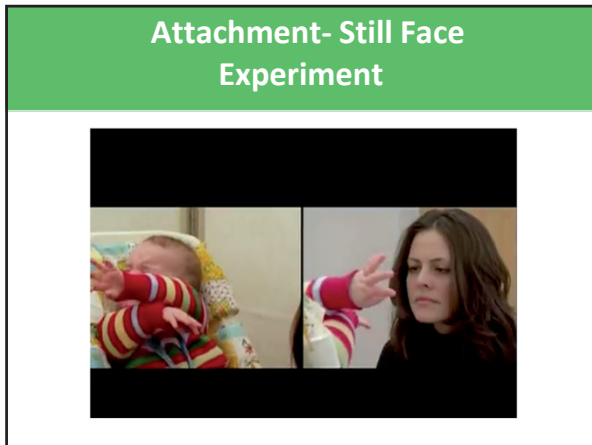
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“
No significant learning
occurs without a
significant relationship.”

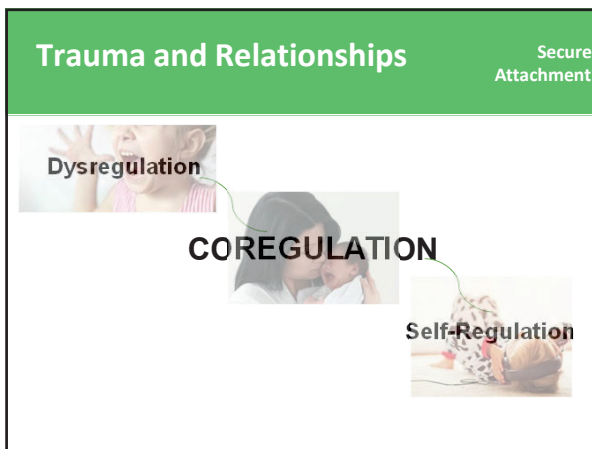
— Dr. James P. Comer,
Yale Child Study Center

edutopia

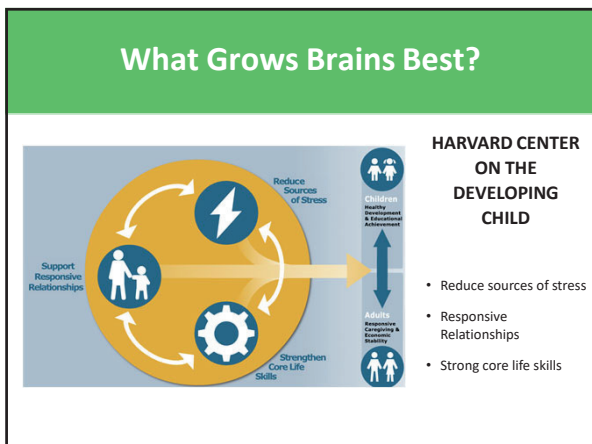
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Trauma and Relationships Secure Attachment

Learning

Attachment ↔ Exploration



The diagram illustrates a balance beam with silhouettes of people on either end, representing the relationship between Attachment and Exploration. A large green double-headed arrow labeled 'Learning' is positioned above the beam, indicating a dynamic process between the two states.

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Trauma and Relationships Secure Attachment



An aerial photograph of a white sailboat on a dark blue ocean. A yellow buoy is attached to a rope extending from the boat, symbolizing a connection or anchor.

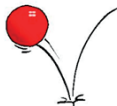
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A child wearing a red cape and a blue mask stands on a red stool, holding a red umbrella. The background is a painted wall with blue raindrops and a yellow sky, symbolizing protection and resilience.

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Exposure to a trauma event does not necessarily elicit a traumatic response.

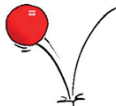


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Factors Affecting Response to Traumatic Event

Build in the Bounce!

Resilience:
an individual's ability to overcome adversity and continue his or her normal development. In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways (Panter-Brick, 2015; Rutter, 1993)




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Resilience

Protective experiences and coping skills that help counteract adversity

Counterbalancing Factors:

- Supportive Relationship(s)
- Executive Function Skills:
 - Focus and mental flexibility
 - Self regulatory capacities
- Mastery, self efficacy & perceived control
- Positive experiences; sources of faith, hope, and cultural traditions.

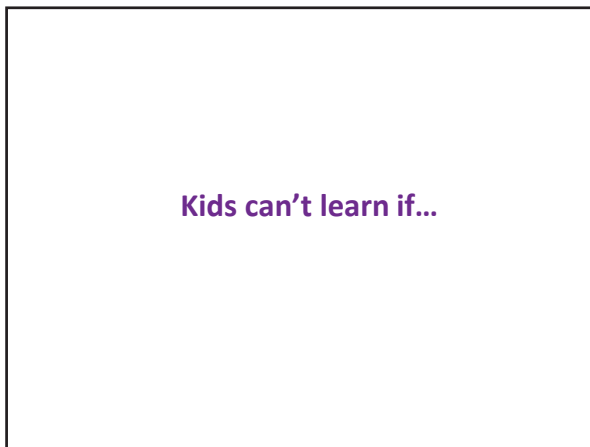


Adults who strengthen their own resilience through healthy behaviors are better **models** of these behaviors for **children** in their lives

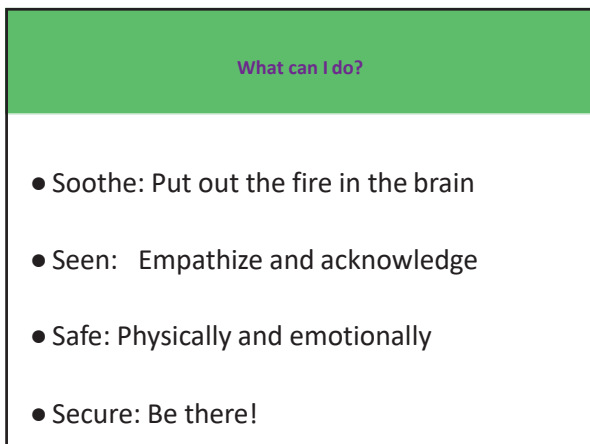
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Trauma Informed Practices

RELATIONSHIPS	ROUTINES	RESILIENCE
		
<ul style="list-style-type: none">• Advisories• Daily huddles for teachers and leaders• Check in with families	<ul style="list-style-type: none">• Daily times for lessons, meals and other activities• Exercise at least 30 minutes a day and get a full night's sleep• Set achievable goals for learning and wellness each day	<ul style="list-style-type: none">• Co-regulate emotions and responses to stress• Solve problems together with children and celebrate successes• Create things to look forward to


turnaroundusa.org 

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Trauma Informed Practices

Whole School Supports

- Wellness and self-care focus for teachers



someecards latecard

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Trauma Informed Practices

Whole School Supports

- Self-regulation spaces






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Trauma Informed Practices

Whole School Supports

- No exclusionary discipline (reconnect not further disconnect)



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Trauma Informed Practices

Classroom Practices




Use objective developmental assessment tools

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Trauma Informed Practices

Classroom Practices



Commit to routines and use visual schedules

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Trauma Informed Practices

Classroom Practices






Begin the day with structured activities.

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Trauma Informed Practices

Classroom Practices




Offer developmentally appropriate choices.

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Trauma Informed Practices

Classroom Practices




Anticipate difficult periods and reduce & practice transitions.

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Trauma Informed Practices

Classroom Practices



Create space and practices to support developing self regulation skills.

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WHEN PHYSICAL DISTANCING
IS DEEMED NECESSARY,
SOCIAL AND EMOTIONAL
CONNECTEDNESS
IS EVEN MORE CRITICAL.

KAREN NIEMI
COLLABORATIVE FOR ACADEMIC,
SOCIAL, AND EMOTIONAL LEARNING
(CASEL)

edutopia

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YOU MATTER: How to talk to children

Ask children what they already know

Pause, take your time, let them speak
Ask “Can you tell me more about that?”
Opportunity to address misconceptions
See what questions they have

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How to talk to children

Offer age appropriate explanations

- Details are not always helpful
- Stick to the key elements
- Share how *you* feel and what *you* believe
- Clarify vocabulary: virus, protest

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How to talk to children

Reassure them that they are connected to people who care about and for them

- Who cares for them?
- Who do they care for?
- Connect to the rich history of the past

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Peg Oliveira, PhD
Executive Director

Peg.Oliveira@yale.edu
www.gesell-yale.org



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Coaching for Early Educators

Collaborate with an experienced educator:

- **Build** on your strengths as a teacher
- **Work** towards your classroom goals
- **Strengthen** relationships with staff and parents
- **Implement** ideas from professional development workshops

Contact a coach
to get started!

ChildcareResourcesIR.org/coach



772-567-3202 ext. 115



Paulette Maggiacomo is an educator with 29 years of experience. In addition to a Bachelor's degree in Elementary Education and a Master's degree in Reading Education, she holds an Early Learning Coaching Certification through the University of Florida Lastinger Center. Paulette is also a 'Smart Horizons Institute Observer' for teachers who need their FCCPC certification.



Susan Roberts is an educator with 29 years of experience in Indian River County. She holds an Early Learning Coaching Certification through the University of Florida Lastinger Center in addition to both a Bachelor's and Master's in Early Childhood Education as well as a Specialist degree in Educational Leadership.

Early Educator Community of Practice

Encourage – and be encouraged.

Support – and be supported.

Motivate – and be motivated.

**With
Coach Paulette Maggiasco**



Available at no cost to you

Meetings will be via Zoom

Wednesday, February 10th
6:00^{pm} – 7:30^{pm}

Wednesday, March 10th
6:00^{pm} – 7:30^{pm}

Wednesday, April 14th
6:00^{pm} – 7:30^{pm}

Wednesday, May 12th
6:00^{pm} – 7:30^{pm}

A certificate of in-service hours will be available/CEUs available through FLAAYC

Register:
www.ChildcareResourcesIR.org/2021Community

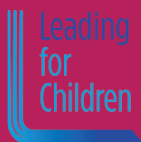
SCHEDULE OF LIVE

Funding Provided By
Indian River County
Children's Services
Advisory Committee



March 13, 2021 ~ Morning Session Only

Pathway to Quality



with Judy Jablon, *Leading for Children*

Registration Opens January 2021!

VIRTUAL WORKSHOPS

Funding Provided By
Indian River County
Children's Services
Advisory Committee



April 10, 2021 ~ Full Day Workshop

Conscious Discipline



with Kim Hughes, Master Instructor

Registration Opens March 2021!

The School-Ready Child

How do children become ready for school? It starts at birth, with the support of parents and caregivers, when young children acquire the social and emotional skills, knowledge, and attitudes necessary for success in school and life. Some young children face challenges (poverty, parental unemployment, low birth weight, depression in the family, abuse and neglect, etc.) that make their development vulnerable. We need public policies to focus on the healthy development of babies and toddlers as an essential part of preparing children for success.

It's All About Relationships

Babies know their needs will be met when they have healthy relationships with at least one caring adult. That adult may be a parent, a relative, or another caregiver. More than 6 million children under age three spend some or all of their day being cared for by someone other than their parents.



Emotions

Emotions play a big role in a young child's capacity to learn. Emotions are stored at the core of the brain's architecture, surrounded and integrated with higher level brain functioning.

resilience
empathy
self-control



What a School-Ready Child Looks Like



Confident · Communicative · Creative · Curious · Empathetic

communication



curiosity

Everyday Experiences Shape Early Learning

For babies, everyday experiences provide opportunities to learn how to operate in the world. In fact, children's academic successes at ages 9 and 10 can be attributed to the amount of words and talk they hear from birth through age 3.

persistence
cooperation
problem-solving

creativity



The Importance of Play

Through play, babies and toddlers explore and make sense of the world around them. Play promotes a love for learning by stimulating and supporting children in their development of skills, concepts, language, communication, and concentration.

IS THE COST OF CHILDCARE TAKING A TOLL ON YOUR BUDGET?

Childcare Resources is a nonprofit organization offering childcare tuition assistance to qualifying families in Indian River County. To qualify for the program, parents/guardians must:

- work full-time, attend school full-time, or a combination of work and school equaling full-time (at least 30 hours per week)*
- live in Indian River County
- meet the income eligibility requirements** below

Number in Household	Household Income
2	\$25,860 - \$36,204
3	\$32,580 - \$45,612
4	\$39,300 - \$55,020
5	\$46,020 - \$64,428
6	\$52,740 - \$73,836

*Registered students must provide proof of enrollment

**Income verification may be waived for full-time students

For more information, please call 772-567-3202 or visit ChildcareResourcesIR.org.

Funding Provided By
Indian River County
Children's Services
Advisory Committee



HIGH-QUALITY EARLY EDUCATION

Education-based classrooms for students 6 weeks through 5 years

All program sites are accredited by the National Association for the Education of Young Children (NAEYC)



FAMILY WELLNESS RESOURCES

All students are assessed twice each year

Physical, occupational, and speech therapies are available at all sites

On-site wellness nurse



FAMILY SUPPORT

Parent education meetings on early childhood education and development

Clothing closet for growing children



Childcare
RESOURCES

Childcare Resources Mission:

To elevate and promote the highest quality early childhood development and education in Indian River County, focusing on economically challenged children and families.