

Trauma and Young Children: What Every Early Educator Needs to Know

Sarah Erdman
(she/her)

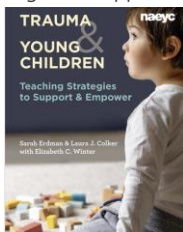
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Land Acknowledgement

I'm presenting today while on the unceded lands of the Manahoac.
While I do not have the authority to give back stolen lands, this acknowledgement is one way I hold myself accountable to avoid the erasure of Indigenous culture in my early childhood classroom.
I am also mindful that the work I do should actively avoid re-traumatizing anyone, including those who have experienced historical trauma like forced removal, genocide and racism.

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Trauma and Young Children: Teaching Strategies to Support and Empower



<https://www.naeyc.org/resources/pubs/books/trauma-and-young-children>

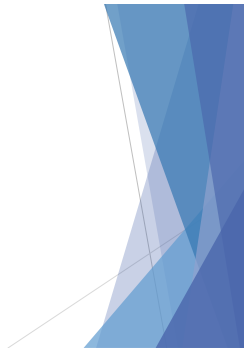
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Definitions

- ▶ Educator
- ▶ Trauma Informed Care (TIC)
- ▶ Trauma
- ▶ Traumatic Effect
- ▶ Post Traumatic Stress Disorder (PTSD)



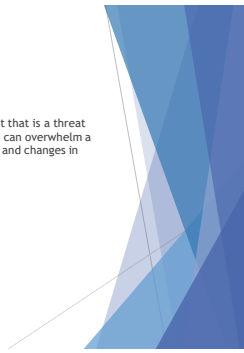
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Trauma occurs when a child witnesses or experiences an event that is a threat (real or perceived) to themselves or someone close to them. It can overwhelm a child's ability to cope and cause a chain reaction of feelings and changes in behavior.



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Trauma is...

- ▶ An individual experience based on that person's perspective
- ▶ Not just the event itself but the response to the situation
- ▶ Subjective

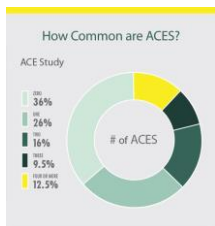


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Adverse Childhood Experiences (ACEs)

Potentially traumatic events that occurred in childhood



Source: Centers for Disease Control and Prevention, Kaiser Permanente. The ACE Study Survey Data (Unpublished Data), Atlanta, Georgia, US. Department of Health and Human Services, Centers for Disease Control and Prevention, 2016.

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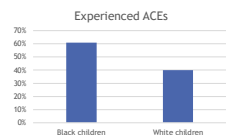
Early Adversity has Lasting Impacts



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Racism and Trauma

If everyone woke up tomorrow and said they were "going to be kind" **racism would still exist** it is built into the systems all around us



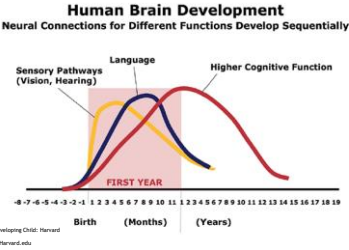
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WHEEL OF POWER/PRIVILEGE

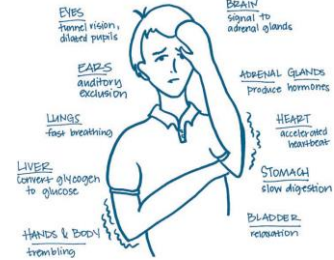


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Why Knowing About Trauma is Important

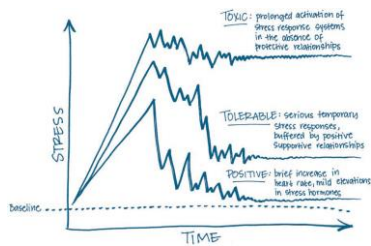


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Stress Response

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Types of Stress

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What Can You Do?

- ▶ Recognize all children will benefit from a trauma informed approach
- ▶ Build relationships
- ▶ Use play
- ▶ Take care of yourself

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RELATIONSHIPS ARE ONE OF THE BEST TOOLS WE HAVE TO HELP CHILDREN DEVELOP POSITIVE STRESS RESPONSE

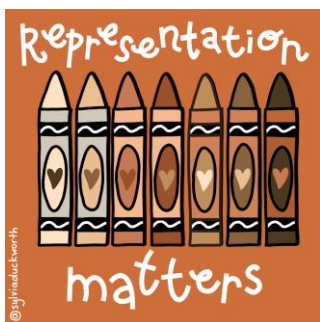
The relationships you build are CRITICAL

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Families



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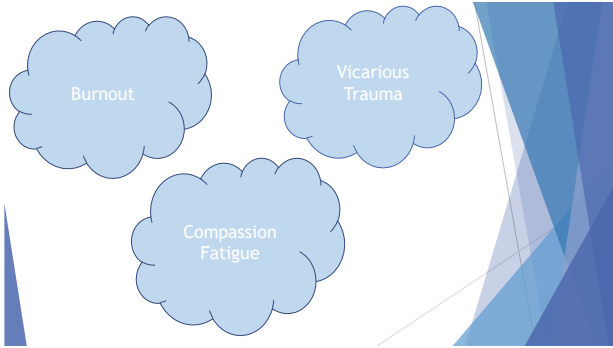


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Play is the work of the child

Maria Montessori

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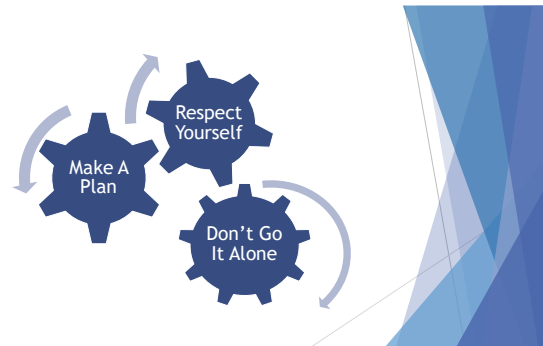
Professional Quality of Life Scale (ProQOL)

Compassion Satisfaction and Compassion Fatigue
 (ProQOL) (Version 1.0.00)

When you think about people you have direct contact with that have a problem or require your help, how do you usually feel about your experiences, both positive and negative, as a helper? Consider each of the following questions about your feelings and how much you agree or disagree with the statement that best reflects what you usually feel.

- | 1=Never | 2=Rarely | 3=Sometimes | 4=Often | 5=Very Often |
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Respect Yourself



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Make a Plan

- ▶ **Smart Goals**
 - ▶ **Specific:** What exactly are you trying to accomplish? Why is this goal important? What resources or limits are involved?
 - ▶ **Measurable:** How much effort will it take? How many people are involved? How will you know it is accomplished?
 - ▶ **Assignable:** Who will do it?
 - ▶ **Realistic:** Is this worthwhile? What results can realistically be achieved given available resources?
 - ▶ **Time:** When, specifically, can it be achieved? What can you do today?
- SET 2-3 SMART GOALS AT A TIME

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Don't Go It Alone



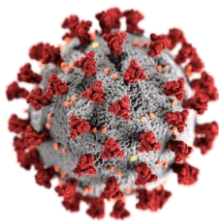
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Covid 19



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We are all in the same
storm
We are not all in the
same boat

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Sarah Erdman

CabinetofCuriositiesVA@gmail.com

@CabinetofCurios



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