

Being the Helper: Trauma Informed Care for Young Children

Sarah Erdman

She/Her/Hers

scerdman@gmail.com

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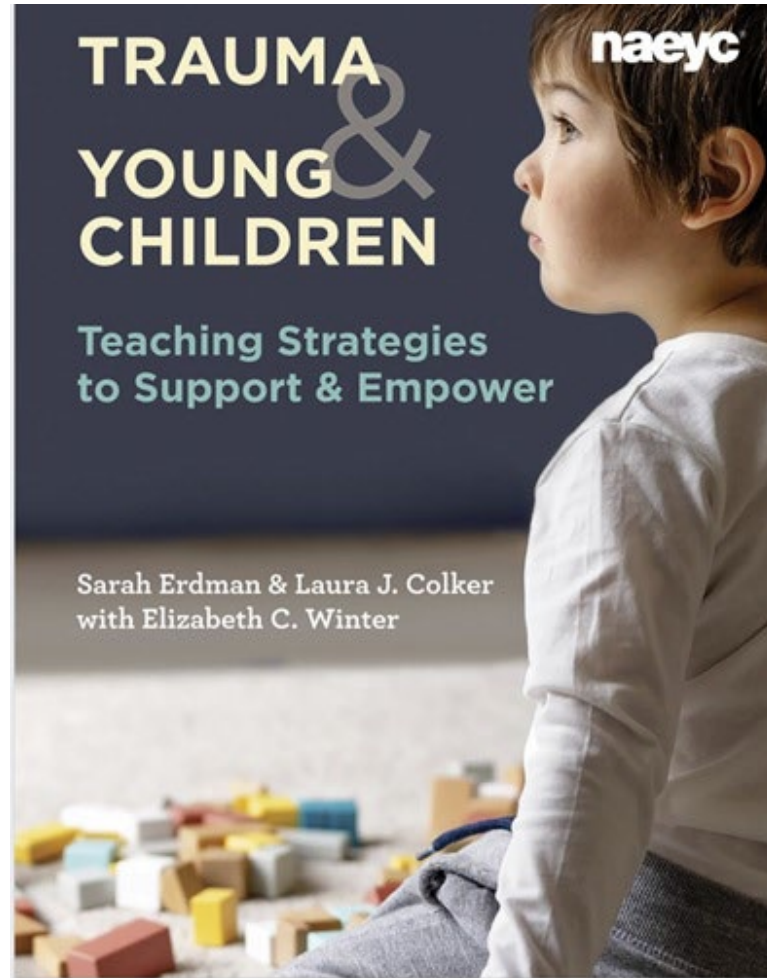
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Trauma and Young Children: Teaching Strategies to Support and Empower

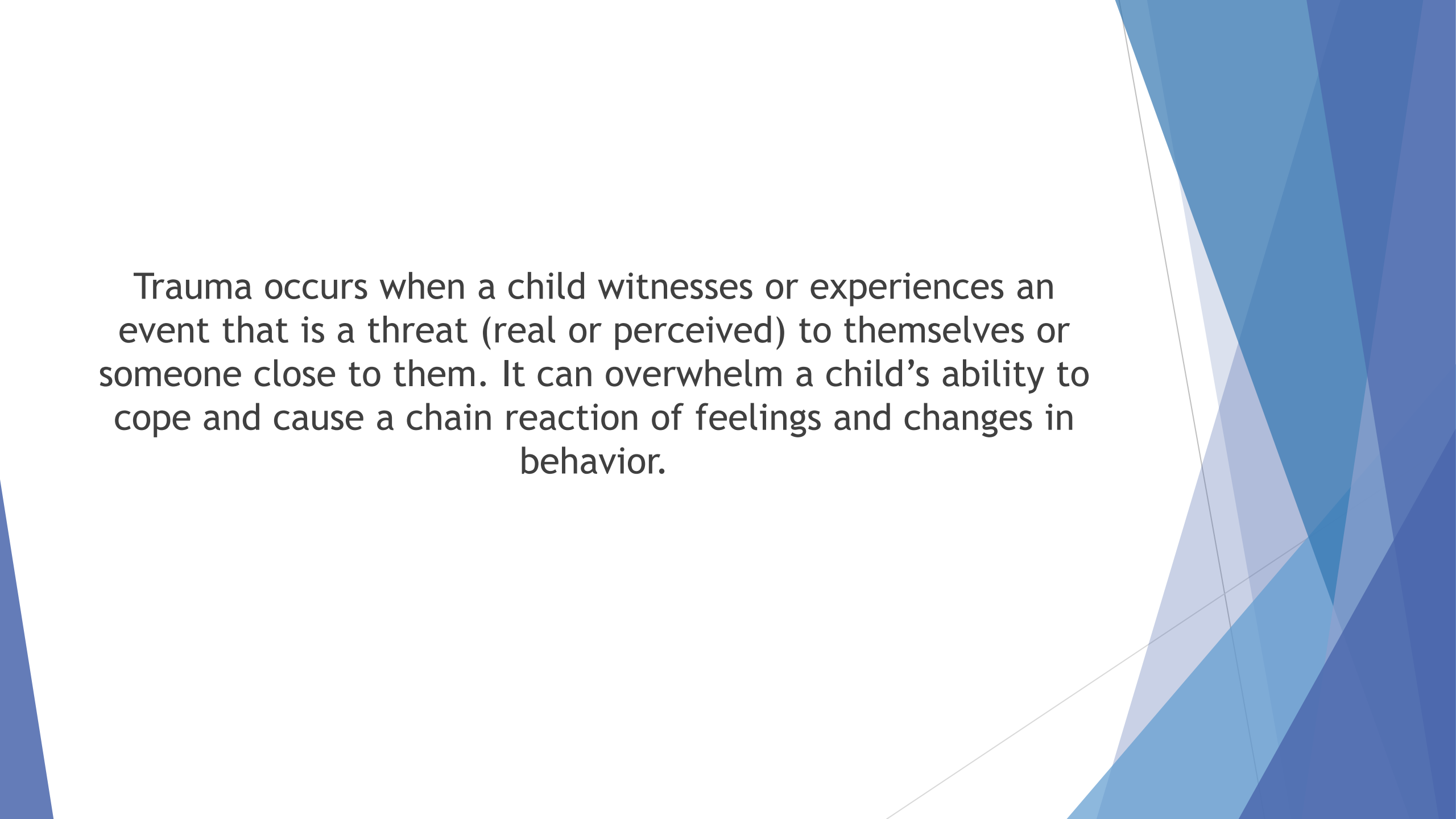


Road Map

- ▶ What is trauma + how can it show up in children?
- ▶ Where does trauma come from?
- ▶ Kids are so little- they'll forget...right?
- ▶ Is there anything we can do to help?
- ▶ Why self care is actually important
- ▶ Resources + Questions

Definitions

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

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light to dark, creating a modern and professional aesthetic. The shapes are primarily triangles and polygons, some with thin white outlines, set against a white background.

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.

Trauma is...

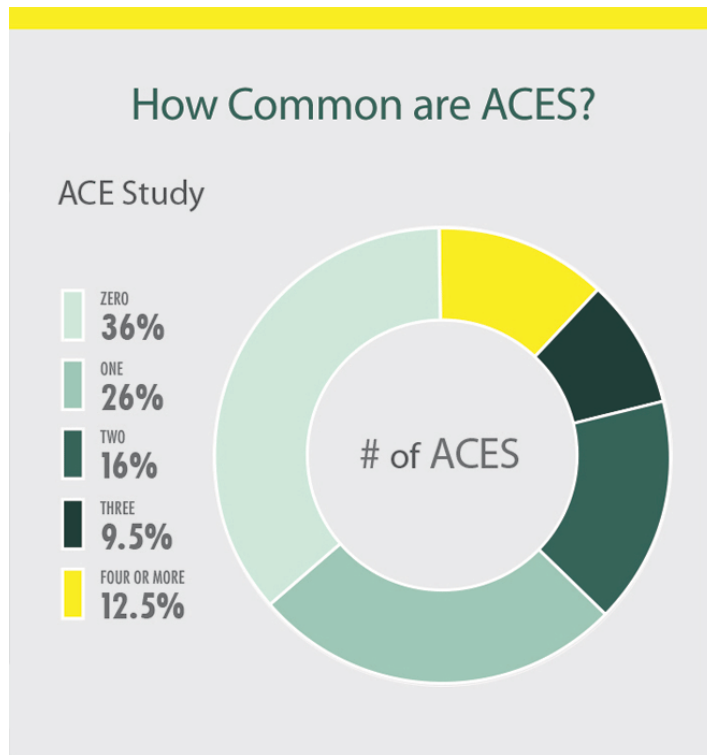
- ▶ An individual experience based on that person's perspective
- ▶ Not just the event itself but the response to the situation
- ▶ Subjective

Children May React to Trauma By:

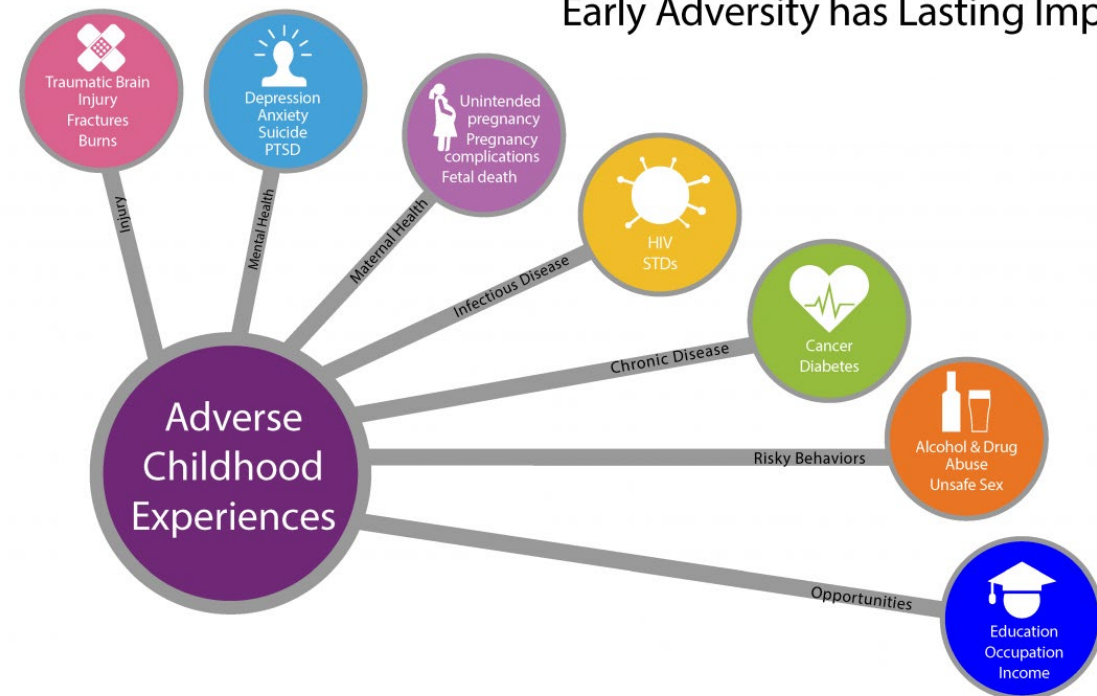
- ▶ Reliving the traumatic event
- ▶ Having nightmares or trouble sleeping
- ▶ Being extra clingy OR isolating themselves
- ▶ Being irritable or hyper alert
- ▶ Reverting to behaviors they had outgrown (bedwetting etc.)
- ▶ Acting out trauma through their play

Adverse Childhood Experiences (ACEs)

Potentially traumatic events that occurred in childhood

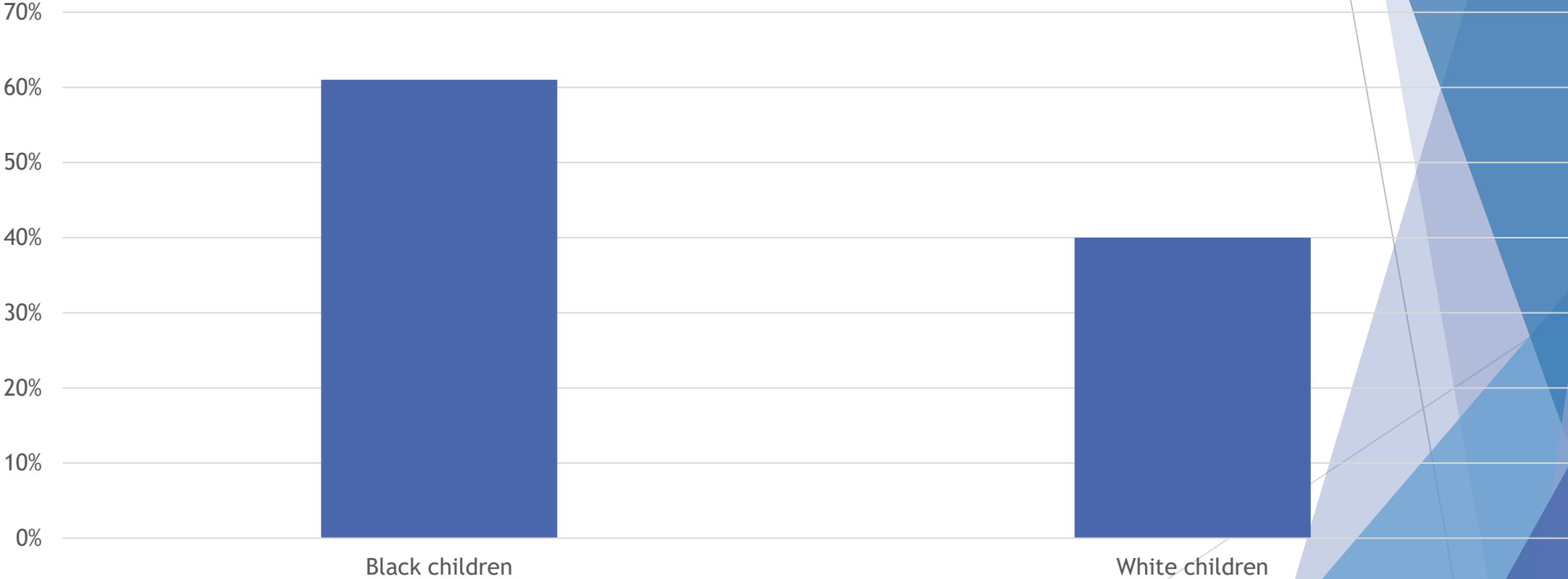


Early Adversity has Lasting Impacts



Racism and Trauma

Experienced ACEs

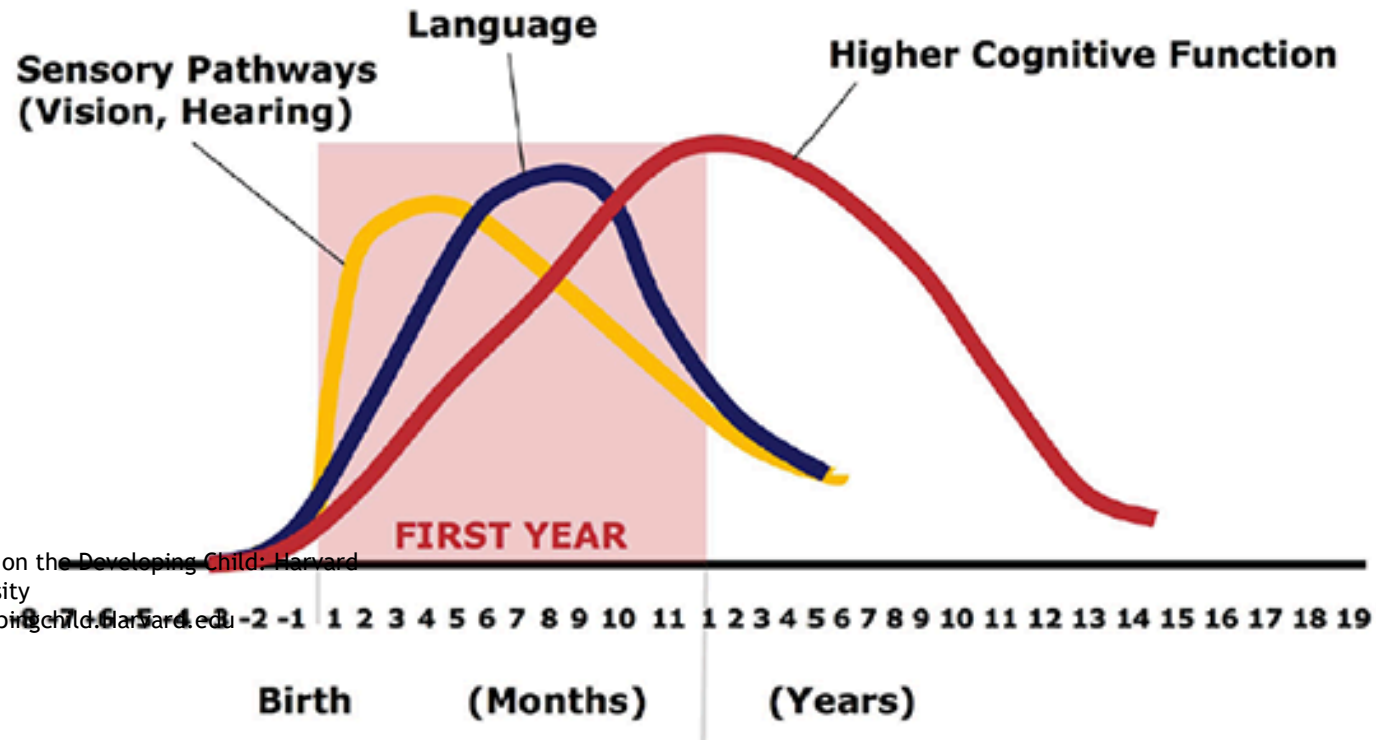


We are all in
the same storm
We are not all in
the same boat

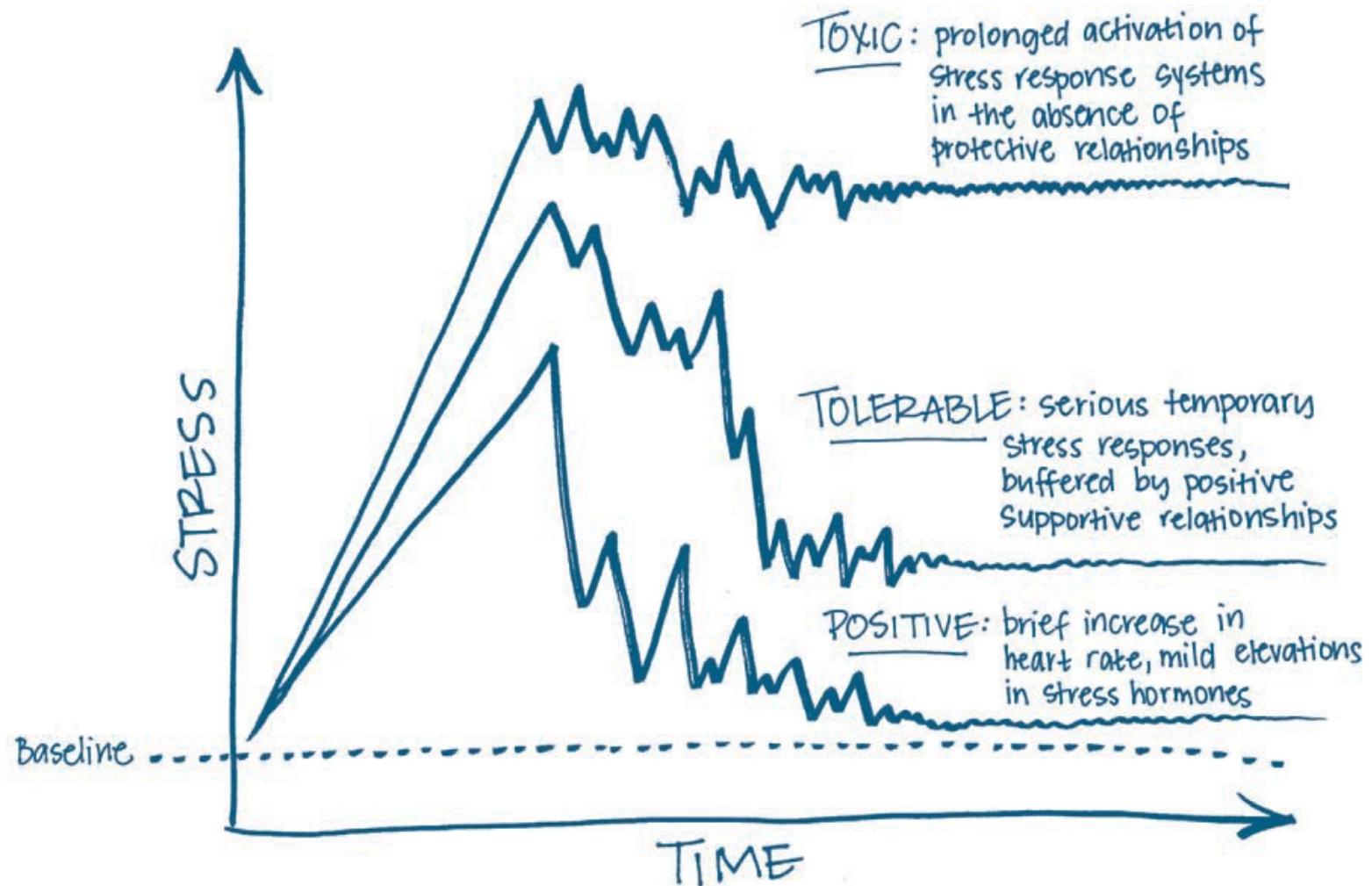
Why Knowing About Trauma is Important

Human Brain Development

Neural Connections for Different Functions Develop Sequentially



Center on the Developing Child: Harvard University
DevelopingChild.harvard.edu

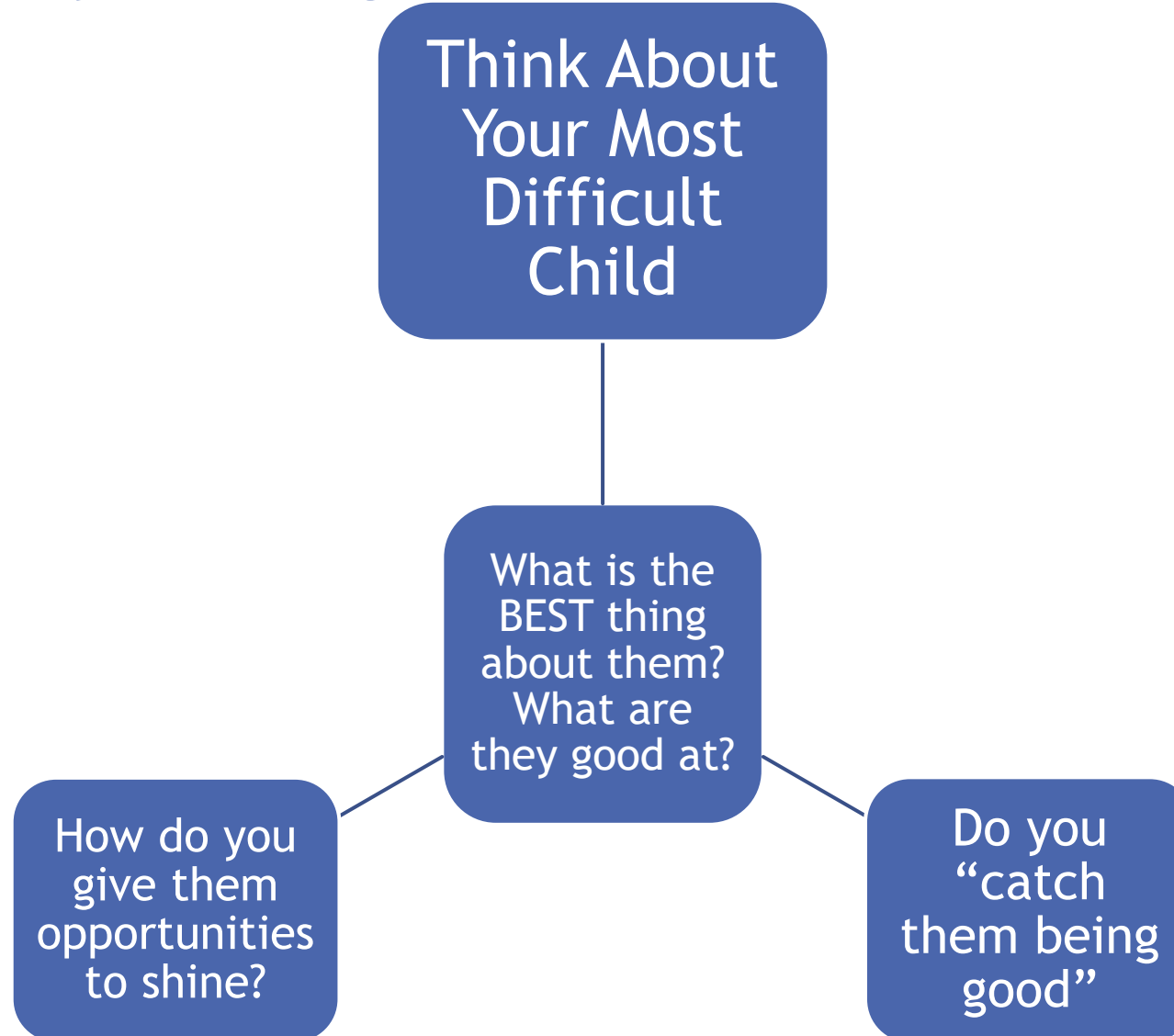


Types of Stress Response

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

The relationships you build are **CRITICAL**

Identify Strengths



Focus on Learning Regulation

- ▶ Recognizing and identifying emotions
 - ▶ Giving them the words to explain them
- ▶ Strategies for dealing with difficult feelings
 - ▶ Validating their feelings
 - ▶ Techniques
 - ▶ Modeling



Positive Guidance

Validate Feelings

- It was really frustrating when he knocked down your block tower

Set Boundaries

- It is ok to feel frustrated, it isn't ok to throw the blocks

Offer Alternatives

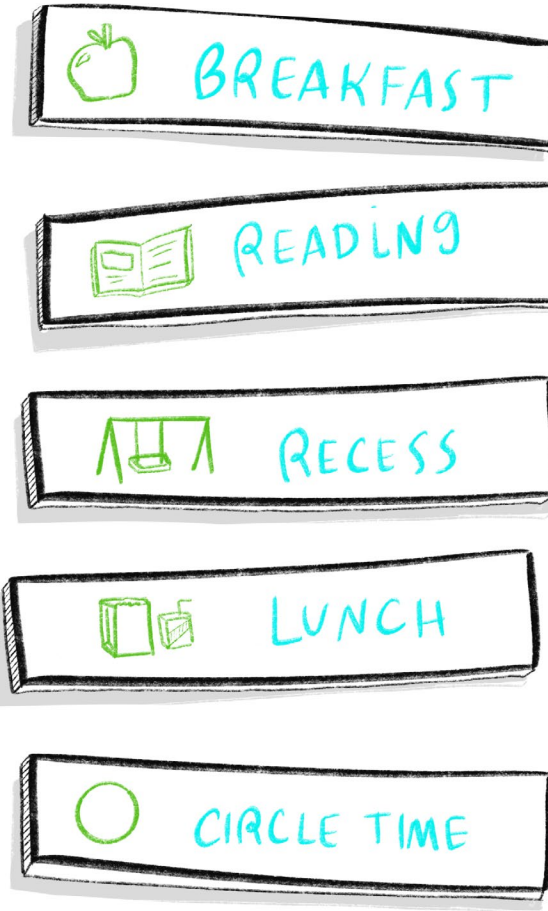
- I can help you rebuild your block tower. Or, you can go take some space in the calming corner until you feel ready

Revisit When Calm

I was thinking about this morning. You were really frustrated when your tower got knocked down. What would help if you feel frustrated like that again

Planning Your Day

- ▶ Visual schedule
- ▶ Minimize transitions
- ▶ Let them have time to get into play



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Planning Your Space

- ▶ Access
- ▶ Diverse Materials
- ▶ Books
- ▶ Calming Center

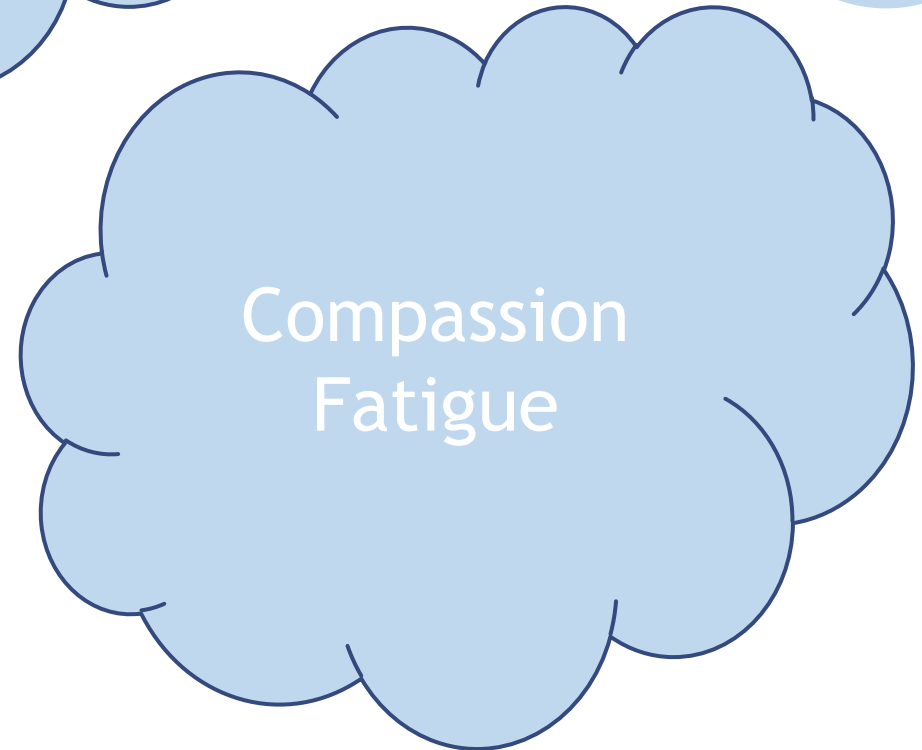




Burnout



Vicarious
Trauma



Compassion
Fatigue

Professional Quality of Life Scale (ProQOL)

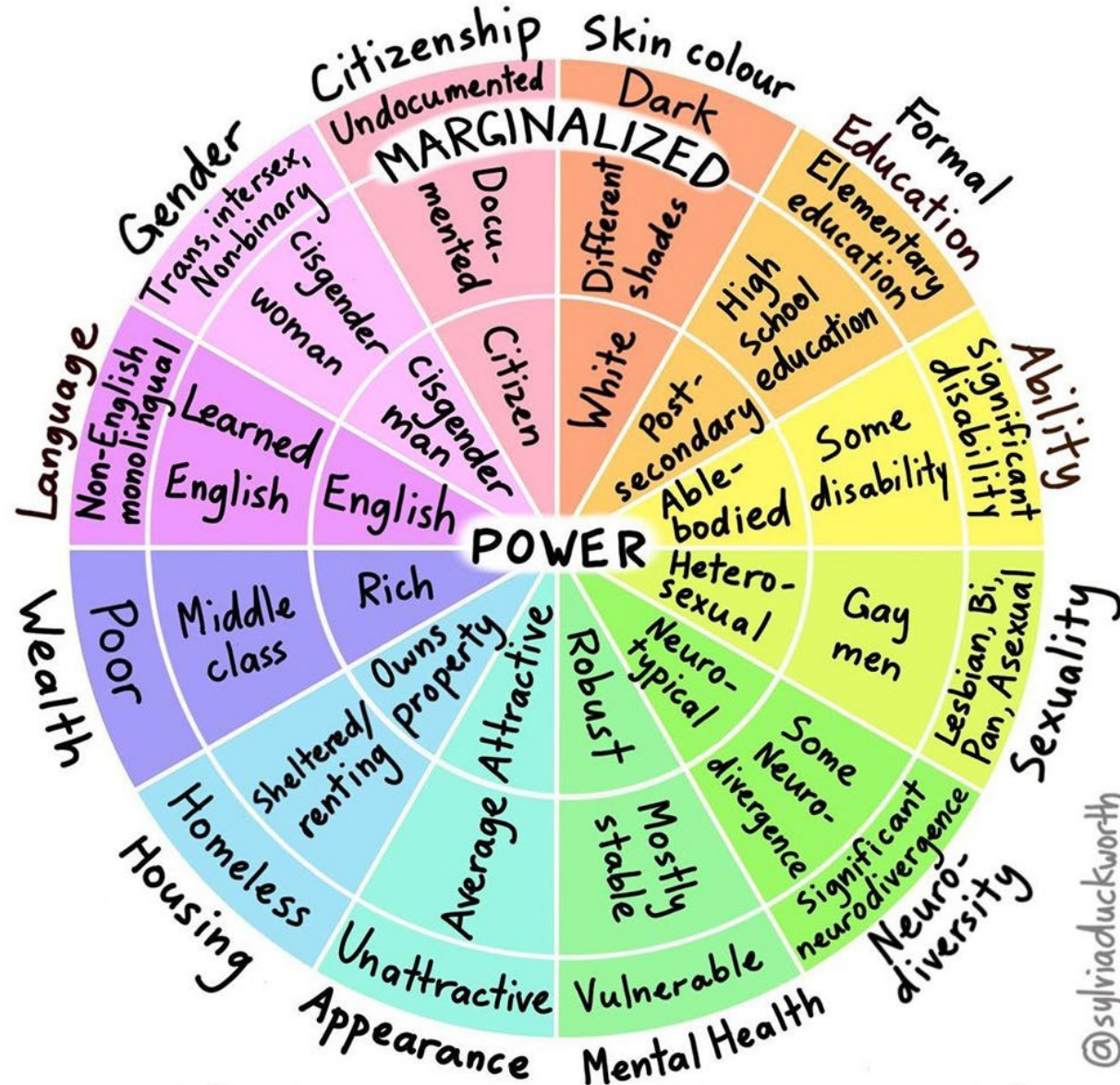
*Compassion Satisfaction and Compassion Fatigue
(ProQOL) Version 5 (2009)*

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1=Never 2=Rarely 3=Sometimes 4=Often 5=Very Often

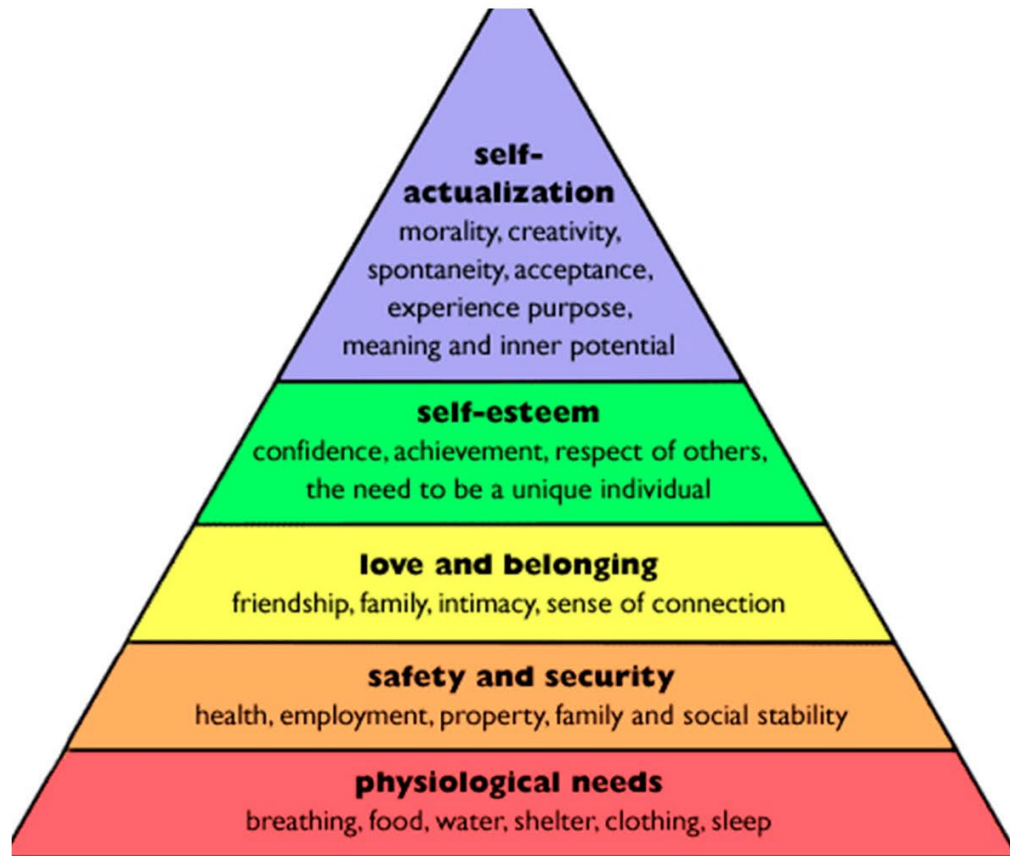
- _____ 1. I am happy.
- _____ 2. I am preoccupied with more than one person I [help].
- _____ 3. I get satisfaction from being able to [help] people.
- _____ 4. I feel connected to others.
- _____ 5. I jump or am startled by unexpected sounds.
- _____ 6. I feel invigorated after working with those I [help].
- _____ 7. I find it difficult to separate my personal life from my life as a [helper].
- _____ 8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
- _____ 9. I think that I might have been affected by the traumatic stress of those I [help].
- _____ 10. I feel trapped by my job as a [helper].
- _____ 11. Because of my [helping], I have felt "on edge" about various things.
- _____ 12. I like my work as a [helper].
- _____ 13. I feel depressed because of the traumatic experiences of the people I [help].
- _____ 14. I feel as though I am experiencing the trauma of someone I have [helped].
- _____ 15. I have beliefs that sustain me.
- _____ 16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
- _____ 17. I am the person I always wanted to be.
- _____ 18. My work makes me feel satisfied.
- _____ 19. I feel worn out because of my work as a [helper].
- _____ 20. I have happy thoughts and feelings about those I [help] and how I could help them.
- _____ 21. I feel overwhelmed because my case [work] load seems endless.
- _____ 22. I believe I can make a difference through my work.
- _____ 23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].
- _____ 24. I am proud of what I can do to [help].
- _____ 25. As a result of my [helping], I have intrusive, frightening thoughts.
- _____ 26. I feel "bogged down" by the system.
- _____ 27. I have thoughts that I am a "success" as a [helper].
- _____ 28. I can't recall important parts of my work with trauma victims.
- _____ 29. I am a very caring person.
- _____ 30. I am happy that I chose to do this work.

WHEEL OF POWER/PRIVILEGE



@sylviaaduckworth

Adapted from James R. Vanderwoerd's "Web of Oppression" and others



Maslow's Hierarchy of Needs

Family-Inclusive LANGUAGE

avoid	why?	instead
<p>“parents” “mom” “dad” “mom and dad”</p>	<p>Not everyone accompanying a child is a parent. Grandparents, step-parents, and nannies may not identify as parents.</p> <p>Not all children have a mom and dad.</p>	<p>“grownup” “adult” “caregiver”</p>
<p>“son” “daughter”</p>	<p>The children in someone's care could be grandchildren, nieces, nephews, godchildren, etc.</p> <p>You may also not want to assume the gender of a child.</p>	<p>“children”</p>
<p>“extended family”</p>	<p>This term is usually meant to include grandparents, aunts, uncles, and cousins but for folks of many cultures this isn't “extended” family- it's just family.</p>	<p>“family”</p>
<p>“family resemblance”</p>	<p>We're conditioned to look for similar features in family members so you may see resemblance where there is none. Many families include step-parents, adoptive parents, or parents who conceived with donated eggs or sperm.</p> <p>Inversely, don't assume that a child who doesn't look like their caregiver is adopted- many multi-racial children resemble one parent more than the other.</p>	<p>keep it to yourself</p>
<p>“members of a household”</p>	<p>Families don't always live together. For example, families with divorced parents or incarcerated parents.</p>	<p>“family members”</p>

- ▶ Trauma and Young Children: Teaching Strategies to Support and Empower:
▶ <https://www.naeyc.org/resources/pubs/books/trauma-and-young-children>
- ▶ Being a Helper: Supporting Children to Feel Safe and Secure after Disasters
▶ <https://www.naeyc.org/resources/pubs/tyc/feb2018/being-helper-supporting-children-feel-safe-and-secure-after-disasters>
- ▶ Building Resilience: Helping Children Cope with Violence in Their Communities
▶ <https://www.naeyc.org/resources/pubs/yc/sept2019/building-resilience-helping-children-cope-violence-communities>
- ▶ Creating Trauma-Sensitive Classrooms
▶ https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms?utm_sq=fslw7ddpo2
- ▶ Coping with Stress and Violence: A Collection of Articles
▶ <https://www.naeyc.org/resources/topics/coping-stress-and-violence>
- ▶ National Child Traumatic Stress Network
▶ www.ncstn.org