A Practical Toolkit for Trauma Informed Care in Early Childhood Special Education

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Today’s Agenda

I. What is Trauma?

II. Defining “trauma informed” care strategies

III. Learn ways to apply trauma informed strategies in your ECSE work.

IV. Resources
Building your toolkit...
What does the term “trauma” mean to you?
Defining Trauma

Trauma: Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with **lasting adverse effects on the individual's functioning** and mental, physical, social, emotional, or spiritual well-being. (SAMHSA)
Defining Toxic stress

**Toxic Stress:** Strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—**without adequate adult support.**
Adverse Childhood Experiences (ACEs)

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease (IHD)
- Liver disease
- Risk for intimate partner violence
- Multiple sexual partners
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies
Disability & Trauma

Disability

Trauma
Pause.
Digest.
Reflect.

Share something new, shocking, exciting, and or confusing?
What are Trauma Informed Care Strategies?
Approaches to Your Work

Non-Trauma Informed
- Power over
- Judging
- Operate from the dominate culture
- People need fixing first
- Right/Wrong
- Labels/Pathology

Trauma Informed
- Power with
- Observing
- Cultural humility
- People need safety first
- Multiple viewpoints
- Behavior as communicative
Approaches to Your work

Non-Trauma Informed

- Fear Based
- I am here to fix you
- Didactic
- Behavior viewed as a problem
- What’s wrong with you?
- People are bad

Trauma Informed

- Empathy based
- Support healing
- Participatory
- Behavior views as a solution
- What happened to you?
- People are doing the best they can
Pause.
Digest.
Reflect.

Share something new, shocking, exciting, and or confusing?
Rethinking Our Practice
More than what we are seeing...
Safety & “Triggers”

A small piece of the puzzle
What is Under the Water Line?
### Approaches to our work

#### Non-Trauma Informed
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#### Trauma Informed
- Power with
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- What happened to you?
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Jocelin was abused by her biological mother’s boyfriend. Jocelin was removed from her biological mother's care after when she was 12 months as an investigation unfolded. Jocelin was reunified with her mother when she was 18 months old. You are completing weekly home visits with Jocelin and her biological mother. After the 4 visit you notice biological mother is unengaged and quiet during your visits.

Trauma informed strategies

- People are doing the best they can
- Empathy based
- Support healing
During a routine visit with Damien, a typically developing, 4-year old boy, Ms. Henry, his foster mother, indicates he has been withdrawn at pre-school, easily startled, distracted, and is having difficulty following directions. You know Damien has been in the care of Ms. Henry for the last 4 months, but you don’t have any other information.

Trauma informed strategies

- People need safety first
- Multiple viewpoints
- Behavior as communicative
Building Resilience

**Resilience:** The capacity to withstand or recover from significant challenges that threaten its stability, viability, or development. Resilience usually refers to pathways or processes leading to positive adaptation or development manifested in the context of adverse experiences.
A Real Life Example

- Work in a small group
- One person discusses an example
- Build resilience
Pause. Digest. Reflect.  

*Share something new, shocking, exciting, and or confusing?*
Are you interested in trauma or trauma-informed care? If yes, we invite you to participate in a research study related to a free online four-part module series.

What to Expect:
- You will complete a short pre-survey.
- You will complete the four-part trauma module series at your own pace.
- You will complete a short post-survey after you complete the module study.

Incentives and Credit:
- EI Credit will be given to all individuals who complete all four parts of the module series and request EI credit.
- If you complete both surveys and all four parts of the module series you will automatically receive a $10 gift card to Amazon in appreciation of your participation in the research study.

If you have any questions, please contact:

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Click here or use this link to begin:
https://go.illinois.edu/Trauma
● **Child Welfare Information Gateway’s website** on child abuse and neglect provides information on identifying abuse, statistics, risk and protective factors, and more: https://www.childwelfare.gov/can/ The Information Gateway Reporting Child Abuse and Neglect webpage provides information about mandatory reporting and how to report suspected abuse: https://www.childwelfare.gov/responding/reporting.cfm

● **Preventing Child Abuse and Neglect:**

● **Understanding the Effects of Maltreatment on Brain Development:**

● **The Centers for Disease Control and Prevention** (CDC) produced Understanding Child Maltreatment, which defines the many types of maltreatment and the CDC’s approach to prevention, in addition to providing additional resources:

● **Prevent Child Abuse America** is a national organization dedicated to providing information on child maltreatment and its prevention:
http://www.preventchildabuse.org/index.shtml

● **The National Child Traumatic Stress Network** strives to raise the standard of care and improve access to services for traumatized children, their families, and communities:
http://www.nctsn.org/
Position Statement on Child Maltreatment

CEC’s Policy on the Prevention of and Response to Maltreatment
Project TI3:
Trauma Informed Early Intervention, Early Childhood Special Education, & Social Work

Project TI3 will prepare 24 full-time masters students in early intervention (EI), early childhood special education (ECSE), and/or school social work (SSW) who have expertise in supporting the social emotional development of young children and using trauma-informed supports as the foundation for providing responsive, evidence-based services to young children (birth through five) with delays or disabilities and their families.

For more information, please contact:
- Dr. Micki Ostrosky – ostrosky@Illinois.edu
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- Dr. Brenda Lindsey – blindsey@Illinois.edu
What tools have you added to your toolkit...
On Becoming Trauma Informed

"I'm right there in the room, and no one even acknowledges me."

Thank you!

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