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Trauma-Sensitive Pyramid Model

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Pennsylvania Infant/Early Childhood Mental Health Consultation Program


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Infant and Early Childhood Mental Health Consultation (IECMHC)


IECMHC is a program of the Pennsylvania Office of Child Development and Early Learning (OCDEL), administered by The Pennsylvania Key.

IECMHC is a free resource that supports children's social-emotional development from ages 0-5 within early learning programs participating in Keystone STARS.



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This training has information about trauma and its impact...


Many people in this session may have shared some of these experiences.

If at any time you are uncomfortable and feel that you need a break, please take care of yourself!

And please, let someone know if you need any assistance.

PA Support & Referral Helpline
1-855-284-2494 (TTY: 724-631-5600)
Crisis Text Line: Text PA to 741741

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PADS: Predictions, Acknowledgments & Disclaimers

Our experience is that different professionals will have individual reactions to either specific pieces or to the presentation as whole.

Each of us have had our own levels of training and experiences with regard to trauma and its impact.

--PADS Concept from Lakeside Global Institute


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Session Objectives:

- Define various types of trauma
- Understand how trauma impacts early childhood development
- Identify what it means to provide trauma informed care
- Cross-map trauma informed care with the pyramid model framework
- Identify strategies to embed trauma informed care practices into supports for staff and children at the various levels of the pyramid

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Adult Self-Care

"There is a cost to caring." - Charles Figley

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Secondary Traumatic Stress

- Any educator who works directly with traumatized children is vulnerable to the effects of trauma
- Also known as Compassion Fatigue
- Refers to being physically, mentally, or emotionally worn out, or feeling overwhelmed by students' traumas and/or behaviors.

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Tips on Compassion Fatigue

- Be aware of the signs
- Don't go it alone
- Recognize Compassion Fatigue as an occupational hazard
- Seek help for your own traumas
- If you see signs in yourself, talk to a professional
- Attend to self-care

Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals, The National Child Traumatic Stress Network
(www.NCTSN.org)

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Important Terms

Trauma
An individual's response to an event that threatens safety or security



Toxic Stress
Re-occurring negative experiences that threaten safety or security

Traumatic Stress
The event, the experience and the effect combined


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Important Terms Continued:

Trauma-Informed Care:
A framework of thinking and interventions that focus on an understanding of and responsiveness to the impact of trauma

Triggers (Trauma Reminders):
Signals that act as signs that may create behaviors connected to survival responses that cause difficulty for children, adults and the community



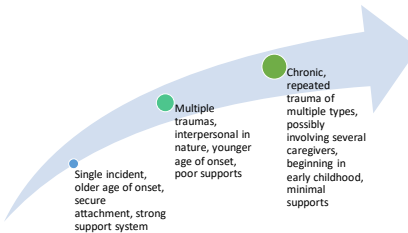
Trauma Responses:
Fight, Flight, Freeze



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Trauma Spectrum



- Single incident, older age of onset, secure attachment, strong support system
- Multiple traumas, interpersonal in nature, younger age of onset, poor supports
- Chronic, repeated trauma of multiple types, possibly involving several caregivers, beginning in early childhood, minimal supports

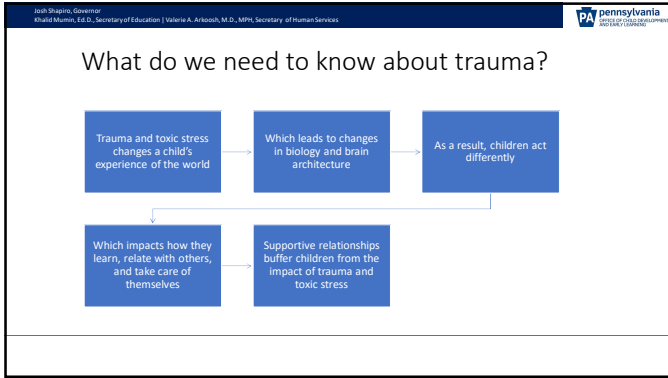
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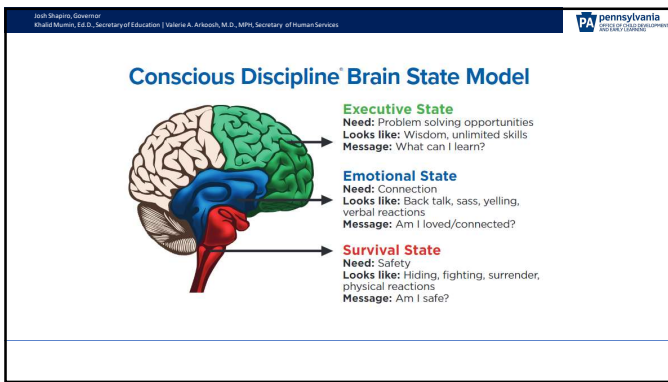
Why is this important?

TRAUMA CAN CHANGE THE COURSE OF A CHILD'S LIFE AND THEIR FUTURE!

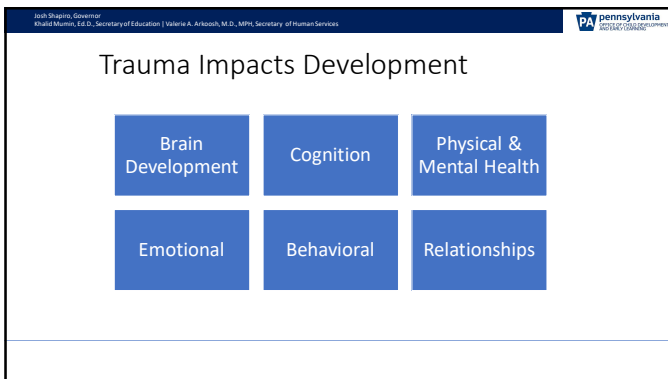
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How Does Trauma Impact Young Children?

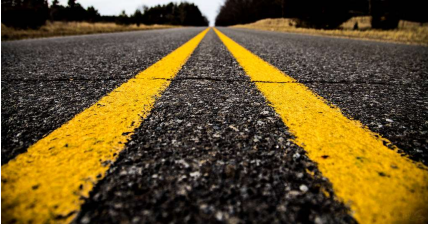
- Experience trauma differently than older children or adults
- Primarily a sensory experience
- Not as able to anticipate danger and protect self
- Limited ability to express thoughts and feelings
- Different understanding of causation- the power of thoughts, wishes and fears

Source: National Child Traumatic Stress Network

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Parallel Impact of Trauma:



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Impact on Classroom Behavior- Using the Lens of Early Childhood

More prone to reactivity and impulsivity	Withdrawal	Aggression	Defiance	Perfectionism
<ul style="list-style-type: none"> Trying to protect self against feeling of constant danger May affect relationships with others 	<ul style="list-style-type: none"> Rarely attracts teacher attention Avoids interactions with others 	<ul style="list-style-type: none"> Limited verbal abilities Learned that violence is a way to solve problems Distorted perception of intentions 	<ul style="list-style-type: none"> Could be freeze response Attempt to feel in control May prefer to be viewed as uncooperative rather than unable to meet a task 	<ul style="list-style-type: none"> Afraid to disappoint caregivers Only pursues activities that assure success Anxiety

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Behavior has Meaning!

Remember:

Their normal is not our normal

Their behaviors are normal considering their internal state of distress

Behavior= Communication

What a young child is feeling

What it is like to be in that child's body

What it is like to be in that child's world

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Behavior is Communicating...



"I'm scared."
"I'm sad."
"I'm confused!"
"I'm lonely."
"I don't want people near me!"
"I feel like I can't protect myself!"
"I need extra connection with people in order to feel safe!"

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Trauma Shapes Beliefs and Expectations

About Themselves

I am not worthy of love and care

I am helpless

I must be on constant alert and in control to be safe

About the adults who care for them

Adults cannot be trusted to protect me

Adults hurt me

About the world in general

The world is a dangerous place

I cannot let my guard down

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Shift in Thinking....

Traditional View:	New View:
The child is oppositional, defiant, and manipulative	The child is in a highly anxious, stressed state of fear
The behaviors are the child's way of controlling everyone around them	The behaviors are the child's attempt to reduce the fear and stress in order to feel calmer

Adapted from Daniel & Zurling (2012)

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Shift in Thinking....

Traditional View:	New View:
Anger Management Issues	Maladaptive responses
Might have MH diagnosis	Difficulty regulating emotions
Child chooses to act this way (disrespect)	Negative view of the world (cannot trust adults)
Uncontrollable, destructive	Trauma response was triggered

Adapted from Daniel & Zurling (2012)

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So what did we just do?

TIC is not therapy.....



→ "Normally I begin by asking about a patient's childhood..."

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What is Trauma Informed Care?

- An approach that recognizes the presence and role of trauma
- Is not about educators or caregivers doing therapy
- Its about creating a culture that prioritizes safety, trust, choice, and collaboration
- Awareness of trauma impacts, motivates and guides the environment

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Best Practices in Trauma Informed Care:

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    graph TD
      A[Prioritize Relationships] --> B[Predictable Routines]
      B --> C[Teaching Regulatory Skills]
      C --> D[Understand the WHY behind a behavior]
      D --> E[Eliminate Exclusionary Practices]
      E --> A
  
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Ways to Support Children

Nurture relationships	Consistent routines	Identify and label emotions	Reassure and validate
Create safe places	Positive language, positive reinforcement	Reinforce coping skills	Collaborate with others
	Check in with yourself	Developmentally, culturally appropriate practice	

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Ways to Support Adults

Nurture relationships	Consistent routines	Identify and label emotions	Reassure and validate
Create safe places	Positive language, positive reinforcement	Reinforce coping skills	Collaborate with others
Take care of basic needs – food, exercise, rest	Take a break	Talk to others/social supports	Recognize if MORE is needed

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Ways to Support Everyone

Nurture relationships	Consistent routines	Identify and label emotions	Reassure and validate
Create safe places	Positive language, positive reinforcement	Reinforce coping skills	Collaborate with others
Take care of basic needs – food, exercise, rest	Take a break	Talk to others/social supports	Recognize if MORE is needed

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The Pyramid Model: A Tiered Framework to Support Children (& Adults)

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National Pyramid Model

Intensive Intervention
Assessment-based intervention that results in individualized behavior support plans

Targeted Social Emotional Supports
Systematic approaches to teaching social skills can have a preventive and remedial effect

High-Quality Supportive Environments
High-quality early childhood environments promote positive outcomes for all children

Nurturing and Responsive Relationships
Supportive responsive relationships among adults and children is an essential component to promote healthy social-emotional development

Effective Workforce
Systems and policies promote and sustain the use of evidence-based practices

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Integrating Trauma in the Pyramid

Intensive Intervention
Individualized interventions are developed by a collaborative team that considers the function of the child's behavior, the context of the family and family's culture, and a child's experiences including a history of trauma

Targeted Social Emotional Supports
Children who have experienced trauma might need help with regulating their emotions and learning skills to cope with their feelings

High-Quality Supportive Environments
Children who have experienced trauma need close secure relationships and safe predictable environments

Nurturing and Responsive Relationships
Staff are provided training to understand the impact of trauma on young children, families, and themselves. The program supports a trauma-informed approach

Effective Workforce

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The Buffer is the Foundation:

High-Quality Supportive Environments
High-quality early childhood environments promote positive outcomes for all children

Nurturing and Responsive Relationships
Supportive responsive relationships among adults and children is an essential component to promote healthy social-emotional development

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High Quality, Supportive Environments



- Visual supports
- Safe places in the classroom
- Classroom expectations
- Offering choices
- Organize physical spaces like Centers

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Consistent, Predictable Routines




- Visual Schedules
- Clear Transitions
- Transition Warnings

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"Healing comes through repeated interactions with a compassionate, regulated other."
-Bruce Perry, MD, PhD

Relationships ARE the intervention!

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Nurturing & Responsive Relationships

- Acknowledge children as individuals
- Join children in play
- Follow a child's lead whenever possible
- Actively listen and show interest in a child's thoughts and feelings
- Strengthen relationship with families and colleagues

“ Listen earnestly to anything your children want to tell you, no matter what. If you don't listen eagerly to the little stuff when they are little, they won't tell you the big stuff when they are big, because to them, all of it has always been big stuff. **”**


-Catherine Wallace

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Co-Regulation

WHEN THEIR STORM MEETS OUR CALM




CO-REGULATION OCCURS

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What Young Children Need



- How you are is as important as what you do (Jeree Pawl)
- Relationships ARE the intervention
- Dysregulated adults cannot regulate a dysregulated child

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Targeted Social Emotional Supports
Systematic approaches to teaching social skills can have a preventive and remedial effect

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Trauma-Informed Targeted SE Supports



- Individualize routines whenever possible
- Adapt routines and directions to give additional help to children who need more support
- Label feelings and teach emotion literacy

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Trauma-Informed Targeted SE Supports





- Model how to regulate feelings
- Teach coping skills for strong emotions
- Practice Friendship Skills

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Pyramid Model + Trauma Informed Care

Old Way	Pyramid Model Practices	Trauma Informed Pyramid
Focus on behavior reduction	Focus on teaching new skills	Focus on teaching new skills and <i>healing</i>
A quick fix	Focus on long term, academic, social and health outcomes	Focus on long term academic, social and health <i>and mental health</i> outcomes

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Pyramid Model + Trauma Informed Care

Intensive Intervention
Assessment-based intervention that results in individualized behavior support plans

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a-b


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Pyramid + Trauma Informed Care

Old Way	Pyramid Model Practices	Trauma Informed Pyramid
General intervention for all behaviors	Intervention matched to purpose of the behavior	Intervention matched to purpose of the behavior <i>and adults recognize that today's challenging behavior may be rooted in skills that have previously kept them emotionally and/or physically safe in unhealthy and unsafe conditions</i>


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Intensive Interventions

- Maintain routines
- Give children choices
- Increase the level of support and encouragement given to the traumatized child
- Be sensitive to the cues in the environment that may cause a reaction in the traumatized child
- Build child's trust in adult


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Intensive Interventions

- Warn children if you will be doing something out of the ordinary
- Anticipate difficult times and provide additional support
- Be aware of other children's reactions to the traumatized child and to the information they share
- Understand that children cope by re-enacting trauma through play or through their interactions with others

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What else can we do?

Referral Considerations

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When to Refer:

- Behavioral observations
- Intensity, frequency, and duration of behavior
- Data based decision making

Where to Refer:

- ECMH Consultation
- Early Intervention
- Behavioral Health
- Home Visiting or EC Family Support
- Child Welfare (for mandated reporting where applicable)

Adapted from Daniel & Zarling (2012)


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Adult Self-Care

“There is a cost to caring.” - Charles Figley



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Secondary Traumatic Stress

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Tips on Compassion Fatigue

- Be aware of the signs
- Don't go it alone
- Recognize Compassion Fatigue as an occupational hazard
- Seek help for your own traumas
- If you see signs in yourself, talk to a professional
- Attend to self-care

Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals; The National Child Traumatic Stress Network (www.NCTSN.org)

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Community Care: Building the Umbrella for Resilience




The Path of Resilience

The "Cups"
Children receive support from all of the adults in their lives in a variety of ways. Some support is intentional, such as a teacher who notices a child who is struggling and provides extra help. Other support is unintentional, such as a parent who notices a child who is struggling and provides extra help. This support is often referred to as "cups" because it is often provided in small, incremental ways.

The "Pitcher"
Resilient children need to receive adults who provide them with support for coping. This support is often provided in a variety of ways, such as a teacher who notices a child who is struggling and provides extra help. This support is often referred to as "pitcher" because it is often provided in a more intentional way.

The "Well"
Adults working with an existing coping strategy need support and guidance. This support is often provided in a variety of ways, such as a teacher who notices a child who is struggling and provides extra help. This support is often referred to as "well" because it is often provided in a more intentional way.

Devereux CENTER FOR RESILIENT CHILDREN

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Resources



The Pyramid Model and Trauma-Informed Care: A Guide for Early Childhood Professionals to Support Young Children's Resilience
NCFMI

Classroom Routine Support Guide
NCFMI

Trauma-Informed Care and the Pyramid Model
NCFMI


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E-Pyramid Model Trainings

- Free
- Self-Guided
- Full Year access
- Trauma-Informed Care
- Staff Wellness: Taking Care of Yourself
- Search for *ePyramid Courses*

<https://www.papdregistry.org/v7/trainings/search>



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IECMH Newsletter

- Free
- Learn about Pyramid Model practices to support all children's social-emotional wellness
- New topics each month
- QR code to subscribe
 - Scroll down to click yellow "Subscribe" button





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Resources to Provide Support Around Traumatic Experiences

In response to traumas within communities, the PA Office of Child Development and Early Learning (OCDEL) offers the following resources for early learning programs, schools, community partners and families.

www.pakeys.org/resources-to-provide-support-around-traumatic-experiences/



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Adult Support Resources for Compassion Fatigue

- Mindfulness Apps
 - OCDEL Supported Healthy Minds App—FREE Access
 - www.pakeys.org/healthy-minds-program/
 - See QR Code to download the app
- Mood Trackers





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Adult Support Resources for Trauma-Informed Care

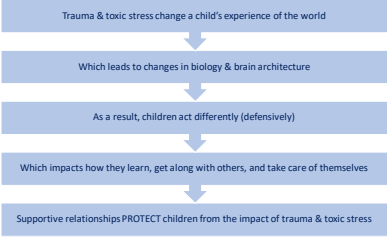
- IECMHC Office Hours
 - To request an appointment: forms.office.com/r/dT9A9QQEQL
 - Access through QR Code
- Professional Services such as Trauma Informed Cognitive Behavioral Therapy

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Summary



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    graph TD
      A[Trauma & toxic stress change a child's experience of the world] --> B[Which leads to changes in biology & brain architecture]
      B --> C[As a result, children act differently (defensively)]
      C --> D[Which impacts how they learn, get along with others, and take care of themselves]
      D --> E[Supportive relationships PROTECT children from the impact of trauma & toxic stress]
  
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In closing...


How children are treated changes who they are and how they will develop.

We learn how to become gentle, loving, caring humans in relationship with adults and caregivers who are gentle, loving and unconditionally caring.



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For additional information about Pennsylvania's Infant and Early Childhood Mental Health Consultation services, visit the Pennsylvania Key website
www.pakeys.org/iecmh
 Email: PAIECMH@pakeys.org

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