



# Understanding Trauma Informed Care and the Pyramid Model: Supporting Resilience in Early Intervention

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## Talking About Trauma: Some Self-Care Strategies

**Talking about trauma can be upsetting. Some self-care strategies if you become upset include:**

- Pay attention to how you feel
- Pay attention to your breathing
- Focus on your breath
- Jot down or draw how you are feeling
- Focus on your surroundings: notice sounds, smells, and the feeling of the floor under your feet
- Take a break
- Talk to a trusted colleague, friend, or family member



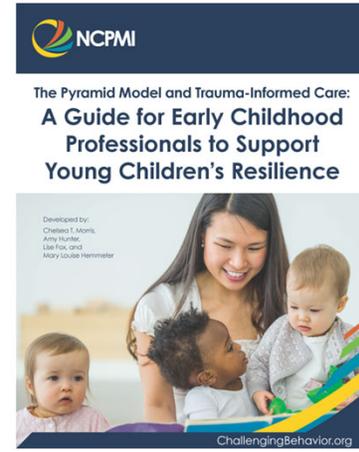
## Agenda



1. Overview of what is in “The Guide”
2. Message alignment of TIC and the Pyramid Model
3. Discussion with programs implementing TIC and Pyramid Model
4. Highlight resources available via NCPMI and the PMC

## What is in The Guide?

- a **definition** of trauma,
- the **prevalence** of trauma in early childhood,
- information on understanding how **behavior** relates to trauma,
- **aligning** Pyramid Model with a trauma-informed care approach to **promote resilience** in young children and their families, and,
- suggestions for practice (specific to setting).



## What is trauma?

Occurs when frightening events or situations overwhelm someone's ability to cope or deal with what has happened.



## Trauma and Behavior

Behaviors that children who have experienced trauma may display include difficulty or challenges with:



- self-regulation
- paying attention or staying focused
- following directions
- controlling impulses
- building and maintaining friendships
- trusting others or developing secure relationships

## Trauma Informed Care

- A trauma-informed care approach shifts thinking from “What is wrong with you?” to “**What happened to you?**” or, more importantly, “How can I help?”
- By thinking in this way, it acknowledges the widespread prevalence and effects of traumatic experiences on children, families, and providers.

*How can I help?*

## 4 “R’s” of Trauma Informed Care: Assumptions to Guide Personnel and Programs

- **Realization** about trauma and how trauma affects individuals and communities,
- Ability to **recognize trauma**,
- **Responding to trauma** by applying the principles of trauma-informed care, and
- Engaging in actions to actively **resist-retraumatizing**



## Six Key Principles of a Trauma-Informed Approach SAMHSA

- Safety
- Trustworthiness and Transparency
- Peer Support
- Mutuality
- Empowerment, Voice, and Choice –
- Culture, Historical, and Gender Issues/ Equity and Culturally Responsive Practices





## Resilience

*All children and adults  
have an incredible  
capacity for resilience.  
Early intervention  
professionals can  
promote resilience in  
young children and  
their families.*



## Panel Discussion: How Programs Integrate Trauma Informed Care and the Pyramid Model



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# Trauma Informed Care and the Pyramid Model In The Field

How does trauma show up in your work in Early Intervention?

How does your program **integrate or plan to integrate** Pyramid Model and Trauma Informed Care?

How does using both TIC and the Pyramid Model **help** the children, families, and providers that you work with?

What are strategies your program uses to support **resilience** and to support children who have experienced trauma?

How does your program support service providers?



# Implementing Pyramid Practices through the Lens of Trauma Informed Care: Resources Available

**Trauma-Informed Care & the Pyramid Model: ePyramid Online Learning (5 contact hours)**



Early educators are becoming increasingly aware of the importance of understanding the impact of trauma on young children and their families and children's exposure to trauma. Children's exposure to trauma can include a child's difficulty in establishing and maintaining relationships with peers and adults, challenges in emotional regulation and social skill development, and challenging behaviors. Practitioners are encouraged to provide a trauma informed educational program (National Child Traumatic Stress Network, 2017) consist of:

- Implementing a multi-level approach that acknowledges the importance of providing safe and nurturing environments for all children and most sensitive and focused prevention and intervention for children who have social, emotional, or behavioral support needs.
- Providing the establishment of nurturing and supportive relationships with all children and their families.
- Offering children predictable routines.
- Teaching children social, emotional, and behavior regulation skills.
- Engaging in challenging behavior by using respectful behavior and use prevention and instructional strategies to address behavior and.
- Eliminating the use of exclusionary or punishment responses to challenging behavior (i.e., timeout responses).

**The Pyramid Model for Promoting Social and Emotional Competence in Young Children** (Fox, Shalje, Horowitz, Joseph, & Smith, 2015; Horowitz, Oswald, & Fox, 2015) provides a multi-level approach to the factors that support implementation within early care and education programs. In programs implementing the Pyramid Model, practitioners are guided to have: 1) establish nurturing and supportive relationships with children and families; 2) provide predictable and supportive environments; 3) prevent the development of social, emotional, and behavioral skills; and 4) address challenging behaviors through understanding the behavior and engaging interventions that are positive and focused on teaching new skills.

### Resources for Implementing Trauma-Informed Care

- Checklist of Early Childhood Practices that Support Social, Emotional Development and Trauma-Informed Care
- All Hands on Deck: Working with Infant and Toddler Caregivers to Implement the Pyramid Model
- Understanding Infant and Early Childhood Trauma: Health Communication and the Trauma Inoculator

### References

Fox, L., Dunlap, G., Horowitz, M. L., Joseph, G. E., & Smith, P. (2015). *The Pyramid Model: A model for supporting and improving and promoting challenging behaviors among children*. Early Education, 35(4), 45-51.

Horowitz, M. L., Oswald, M., & Fox, L. (2015). *Infant and toddler trauma: A review of the literature*. Early Education, 35(4), 52-58.

National Child Traumatic Stress Network. (2017). *Creating supportive and nurturing environments for young children: A national research-based approach to supporting young children with trauma*. <http://www.nctsn.org/trauma>



**Purpose:** This checklist is a list of practices that will help guide your thinking about how to support the social emotional development of young children who have experienced trauma. This list of practices is not exhaustive nor is it meant to be a substitute for treatment or counseling for children and families. Many of these practices are part of the Pyramid Model (i.e., the Teaching Pyramid Observation Tool), while other practices may not be readily observed in the Pyramid Model practices yet they align well with Pyramid Model practices that you may already be using. Practices such as these can make a big difference in the life of a child and their family.

**How to Use the Checklist:** You can use this list of practices to reflect on your current practice as well as to consider new practices you may want to adopt. Choose two to three practices to implement in your class, even if you are already using some of these practices, you may choose to enhance and improve your practice by selecting new ones. Finally, you may develop additional new strategies/practices for each category.

**Instructions:** First, read all the items in the checklist twice. Next review each section one at a time. Make a check in the second column if you feel engaged in the practice consistently. Make a check in the third column if you want to improve upon or enhance the practice. Choose no more than one practice in each section of the first column (i.e., three one practice you want to concentrate on in the nurturing and responsive relationships section). Note that the practices in gray are practices that relate to working with families and are primary caregivers.



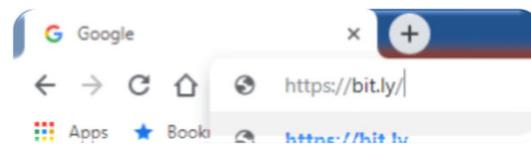
## Questions



## Survey and Certificate

### Recording Viewers

- Type URL from recording into a web browser window
- *URL is case sensitive*



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## Thank You

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