

Facilitation Guide: Safe Spaces Foundations of Trauma-Informed Practice for Educational and Care Settings

Module 1: Ages 0–5

PART I: Post-Training Reflection & Discussion: Promoting Change at the System Level

Individual Reflection: Give people time to reflect on a situation when they responded to a student’s behavior in a way, where looking back, it could have been useful to have additional information and/or training on other strategies and/or approaches to use for creating trauma-informed, healing spaces.

Discussion Questions:

1. How is your organization collaborating to create a more trauma-informed, healing, joyful school experience for students?
 2. How might your organization utilize the Safe Spaces training to contribute to that effort and what are some ideas and/or next steps for how you might incorporate it, including with both educators and other staff (e.g., custodians, bus drivers, food service, etc.)?
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PART II: Scenario-Based Discussion

On the following pages, you will find two scenarios from The Office of the California Surgeon General’s trauma-informed training, *Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings*.

Choose one or all to reference and continue the exercise on page three. Once complete, cross-check your responses with tips from the training on page four.



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Scenario 1: Aria | Age: 11 months

Background: Aria is the youngest of three children. Aria's siblings are 9 and 15. Their mother works evenings and weekends. So, the 15-year-old often takes care of the younger children. Aria does not have a consistent routine or sleep schedule. Aria often arrives in the mornings with a wet diaper.

Interests: Aria crawls and scoots on the floor to explore the environment. She enjoys banging objects together to make noise.

Activators: Aria is often irritable. She becomes upset easily if someone gets too close to her. Aria has difficulty relaxing her body to rest.

Stress Response: Aria will scream and arch away from an adult who is trying to help her.

Scenario: When Aria arrived this morning, her mother let us know that Aria didn't sleep well last night. She thinks Aria may be teething. After playing and exploring the room for a couple of hours, Aria starts to cry. As you approach Aria, she starts screaming and shaking her head side to side.



Scenario 2: Dalyn | Age: 3 years old

Background: Dalyn is new to the early learning and care setting. The early learning and care provider has tried many times to contact Dalyn's family. However, the provider has not been able to learn any background information about Dalyn or his family.

Interests: Dalyn enjoys building and knocking blocks down. He also likes pretend play with construction and rescue vehicles.

Activators: Dalyn has difficulty calming his body enough to join circle-time activities. When Dalyn does join the group, he often faces the door.

Stress Response: When Dalyn scrapes his knee during outdoor play, he hides under the play structure. He does not ask an adult for help.

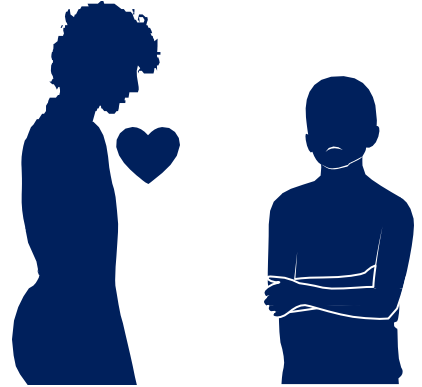
Scenario: The children are playing outdoors. You notice Dalyn fall and scrape his knee. Instead of asking an adult for help, Dalyn hides under the play structure.



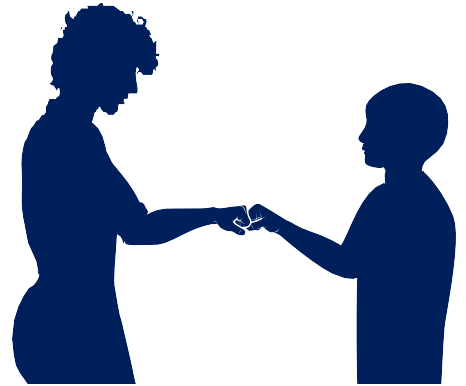
Supporting Students: Regulate, Relate and Reason (3Rs)

Describe some ways you might use the 3Rs to respond to students whose stress responses are activated.

Regulate:



Relate:



Reason:



Check Your Responses

Many of the strategies below are referenced in the training as ways to Regulate, Relate and Reason.

- Notice that your body may feel uneasy. Follow the steps of Pause, Notice and Name.
- Take a few deep breaths. Then pause, checking for sensations in the body.
- Notice what you are thinking and feeling, emotionally and physically.
- Name the feelings related to the sensation. Once calm, help the child regulate.

Scenario #1: Aria

- Approach Aria with arms stretched out and offer to hold her.
- Consider humming a simple tune while rocking gently. You may also pat Aria's back to the rhythm of the tune.
- If Aria does not seem comfortable being held, sit near her and hum, sing softly, rock or pat to the beat on your lap or on the floor.
- Continue to be calm, supportive and responsive to Aria.
- Provide comfort by offering Aria her comfort object (a blanket, doll or stuffed animal, for example).
- Use caring words and gestures, for example, "I am here" or "you are safe." You might also hold or rock Aria, or offer your finger for Aria to squeeze.
- Use emotion words to describe what Aria may be feeling (sad, scared or worried, for example).
- Ask Aria if she is hurt.
- Ask Aria if she's ready to change to a different activity (for example, play or rest).

Scenario #2: Dalyn

- Approach Dalyn calmly.
- Sit near Dalyn and hum or sing softly.
- Practice taking some deep breaths while pretending to smell a flower and blow a candle.
- Continue to be calm, supportive and responsive to Dalyn.
- Use caring words and gestures to communicate "I am here with you" and "you are safe with me."
- Use a hand motion or pat the ground to ask Dalyn if you can sit next to him.
- Offer Dalyn an ice pack to place on his knee.
- Ask Dalyn if he wants a "high five," "fist bump," or hug.
- Use emotion words to describe what Dalyn may be feeling (sad, scared or worried, for example).
- Ask Dalyn if he is hurt.
- Ask Dalyn if he's ready to go inside to take care of his knee.