developing strategies for working with young children with trauma - self-paced learning package
Developing strategies for working with young children with trauma

Content
- creating connection and defusing conflict
- planning for challenging incidents.

Reading

Study Plan

Relationship-based practices

Teachers can do much to enable children with trauma to stay in mainstream schooling. The focus here is on the relationship between the teacher and the children, and also on the effectiveness of teachers becoming part of a wider support team. The crucial issues are:
- creating connections and defusing conflict
- planning for challenging incidents
- responding to indigenous children’s needs
- remembering self-care for teachers
- participating in systems (such as the care team approach).

Reflect on your experience of identifying the signs of trauma in young children.

Use the space below to write your understanding of a relationship-based approach to working with young children with trauma.
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Provide examples of your most frequently used practices to create connections with young children with trauma.
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**Provide** examples of your most frequently used practices to defuse conflict with young children.

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**Read** Section Three, pages 18-22 of *Calmer Classrooms – a guide to working with traumatised children*.

**Refer** to your earlier responses regarding your most frequently used work practices for creating connections and defusing conflict with young children.

What changes might you make based on your reading?

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**Understanding the Child**

**Reflect** on how your workplace supports your development of an understanding of young children with trauma.

What suggestions would you make for improvement?

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Who can you speak to about making this improvement?

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MANAGING YOUR REACTIONS

Reflect on your reactions when working with young children with trauma.

What support is available for you in your workplace if you feel you are 'losing it'?
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If you feel you need additional support or training who can you speak to about gaining that support or training?
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'I See You Need Help With …'

Write the sentences you most frequently use when speaking to young children about their misbehaviour or anger.
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Reflect on how you can rephrase the sentences so that they are more effective when working with young children with trauma.

STRUCTURE AND CONSISTENCY

Describe the structures in your workplace that support young children with trauma to learn and develop e.g. How do you manage transitions from active to passive activities?
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What improvements could you make to your practices?
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What improvements could be made to your workplace practices?

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Who can you speak to about making these improvements?

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**Setting Limits on Unacceptable Behaviour**

**Describe** the limits you set on unacceptable behaviour.

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Under what circumstances do you review and revise these limits?

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Who is involved in the review and revision of these limits?

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How might you involve young children with trauma in setting the limits for their behaviour?

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Talk to work colleagues about how they set limits on unacceptable behaviour.

Use a staff meeting to discuss how your workplace can ensure there are shared strategies in place for working with young children with trauma to set limits on unacceptable behaviour e.g. time-in, not time-out; connecting; consequences, not punishment.

Supporting Parents and Carers

Talk to your workplace manager about the policies and procedures for working with the families and carers of young children with trauma.

What suggestions would you make for improving the policies and procedures?

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Reflect on your work practices when working with families and carers.

What challenges can you identify for working effectively with the families and carers of young children with trauma?

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Outline the changes you may need to make in your work practices when working with the families and carers of young children with trauma.

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Who would you speak to get additional support for working with the families and carers of young children with trauma?

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If you would like more ideas for strategies for working with young children with trauma go to the Department of Education, Manitoba website [http://www.edu.gov.mb.ca] and read Classroom behavioural strategies and interventions

**Write** ideas for changes in your workplace below.

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**Describe** how the changes in your work place could be measured.

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**PLANNING FOR CHALLENGING INCIDENTS**

**Write** the steps you take when dealing with challenging incidents with young children e.g. outbursts of extreme anger and aggression.

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**Read** Section Three, pages 23-25 of *Calmer Classrooms – a guide to working with traumatised children*.

**Review** the steps you wrote above.

**Reflect** on the changes you can make to your work practices to establish more effective plans for dealing with challenging incidents.

**Skim through or read** the remainder of *Calmer Classrooms – a guide to working with traumatised children*. 

7
Seeking information and advice

List the services and agencies you would approach for assistance when working with a young child with trauma.

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Show your list to work colleagues and ask if there are other services and agencies that should be included.

Use a staff meeting to discuss the referral pathways your workplace uses when working with young children with trauma.

Notes

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References


