

ENVIRONMENTAL CONSIDERATIONS FOR TRAUMA INFORMED CARE IN EARLY CARE AND EDUCATION SETTINGS

CHILD CARE

CLASSROOM

DATE

Positive Trauma Informed Care Environment - Classroom Assessment

- Welcome/greeting sign posted in classroom
- Staff greet children and families as they enter the space (building/classroom)
- Each space that children enter has a quiet area for children to choose to use
- Children have time each day to engage with sensory materials (play dough, shaving cream, water, sand, etc.)
- Children have an opportunity to have pet interaction (fish tank/therapy dogs, etc.)
- Calming music played during the day (naptime, free choice, etc.)
- Media and toys (books, puppets/dolls, signs, posters, etc.) in the classroom reflect a diversity of identities (cultural/racial, gender, sexual orientation, ages, abilities, family structure, etc.)
- Signs are posted in languages that are representative of the children and families in the classroom
- Educators know where to refer children and families for additional services and do so as needed
- Families are provided information about trauma and resilience
- Families are engaged in consistent feedback and are aware of a grievance procedure
- Families are encouraged to provide feedback (classroom/center feedback)
- Seating allows for personal space for children (circle time carpet, table work, mealtimes etc.)
- Educators receive wellness support from leadership (reflective time, adequate breaks, etc.)
- A clear schedule of the day is posted with pictures
- Age appropriate toys and materials available
- Nature available indoors (plants) or outdoors
- Neutral/calming colors in the classroom
- Lighting is soothing/calming/natural
- Smells within the classroom are soothing
- Children's artwork is displayed at child's eye level
- All children's accomplishments are celebrated
- Educators are aware of trauma indicators
- Positive language is reflected around the room
- Children are screened and/or assessed on a consistent basis
- Families are made aware of services for further support
- Any changes to the schedule are communicated with children
- Wellness resources made available to children and families
- Educators use the names of children and family members when engaging with them
- On-going educator trauma informed training is offered to all staff
- Families may access assistance to complete paperwork if needed (reading level, audio tapes)



Were there any other considerations that came up as you assessed your environment?

What did you identify as strengths of your environment?

What are three goals you have for your environment?
