

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

CHILD CARE

CLASSROOM

DATE

Positive Trauma Informed Care Environment - Classroom Assessment

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| ☐ Welcome/greeting sign posted in classroom | ☐ A clear schedule of the day is posted with pictures |
| ☐ Staff greet children and families as they enter the space (building/classroom) | ☐ Age appropriate toys and materials available |
| ☐ Each space that children enter has a quiet area for children to choose to use | ☐ Nature available indoors (plants) or outdoors |
| ☐ Children have time each day to engage with sensory materials (play dough, shaving cream, water, sand, etc.) | ☐ Neutral/calming colors in the classroom |
| ☐ Children have an opportunity to have pet interaction (fish tank/therapy dogs, etc.) | ☐ Lighting is soothing/calming/natural |
| ☐ Calming music played during the day (naptime, free choice, etc.) | ☐ Smells within the classroom are soothing |
| ☐ 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.) | ☐ Children's artwork is displayed at child's eye level |
| ☐ Signs are posted in languages that are representative of the children and families in the classroom | ☐ All children's accomplishments are celebrated |
| ☐ Educators know where to refer children and families for addition services and do so as needed | ☐ Educators are aware of trauma indicators |
| ☐ Families are provided information about trauma and resilience | ☐ Positive language is reflected around the room |
| ☐ Families are engaged in consistent feedback and are aware of a grievance procedure | ☐ Children are screened and/or assessed on a consistent basis |
| ☐ Families are encouraged to provide feedback (classroom/center feedback) | ☐ Families are made aware of services for further support |
| ☐ Seating allows for personal space for children (circle time carpet, table work, mealtimes etc.) | ☐ Any changes to the schedule are communicated with children |
| ☐ Educators receive wellness support from leadership (reflective time, adequate breaks, etc.) | ☐ 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?
