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Training/Consultation on Trauma Informed Services [Project Proposal]

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- Project Proposal Form – project scope & outcomes** (*included in this document*)
- Project Guidelines Form – reflective document outlining desirable IC project attributes**
- Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Trauma-Informed Early Childhood Services Training and Consultation

Project Leadership: (Identify Project Director/Manager or Co-Manager/s): Patricia Cantor

Project Description: The project will bring a presentation about Trauma-Informed Early Childhood Services (TIECS) to campus on Thursday, February 16, 2017. The TIECS training was developed by early childhood trauma experts affiliated with the Department of Psychiatry at Dartmouth in response to the disturbing increase in the number of young children experiencing trauma in NH and nationwide. It is intended to train early childhood educators, social workers, and others who work with young children and families. This 2 1/2 hour training is sponsored through a grant from the NH Maternal and Child Health program, in collaboration with the NH Child Development Bureau, the Community Health Institute, and the NH Preschool Technical Assistance Network. The training is offered by Trauma Specialists with expertise in early childhood intervention and children's mental health. They will provide the training for about 50 participants, including 28 Early Childhood Studies majors, 3 Early Childhood Studies faculty, 15 Social Work majors, 2 Social Work faculty, and 2 teachers from the PSU Center for Young Children and Families. Following the training, the Trauma Specialists will consult for one hour with Early Childhood Studies and Social Work faculty about how the training content can be integrated into our programs of study.

Project Goals and Outcomes:

- 1. Project Goals – Briefly identify and describe the objectives of this project** The intended goals are that participants will be able to identify the signs of trauma in young children and learn strategies to support the development and learning of young children who have experienced or are experiencing trauma. In addition, after consultation with the Trauma Specialists, Early Childhood Studies and Social Work faculty will be prepared to effectively integrate the trauma informed services content into our respective programs of study.
- 2. Student Learning Outcomes – Outline the expected student learning outcomes**
After participating in this training, students and faculty will be able to:
 - Understand their role in recognizing and intervening with traumatic stress symptoms in young children;
 - Describe trauma and its impact on young children across domains – neurological, social-emotional, and learning;
 - Develop effective strategies for intervening with traumatized children and caregivers;

- Understand the importance of their reflective process in working with young children and caregivers;
- Know where to find resources.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement:

Addressing a Relevant Societal Issue:

Recent estimates indicate that about 26% of children in the United States witness or experience a traumatic event before the age of 4, and more than half of the hundreds of thousands of victims of child abuse and neglect in the US are under the age of 8 (Statman-Well, 2015). The recent opioid epidemic in NH and New England has significantly added to the number of young children experiencing trauma.

The experience of early trauma can have lasting negative effects on children's development, relationships with others, and ability to learn. These negative effects impact children's schooling, in that children who experience trauma are more likely to fail a grade, score lower on standardized tests, be suspended or expelled, and/or be placed in special education (Statman-Well, 2015).

In their work with young children and families, early childhood educators and social workers are very likely to encounter children who have experienced or are experiencing trauma. There is a strong societal need to prepare early educators and social workers to understand the potential effects of trauma, recognize the signs of trauma in children, intervene to support children and families, and create classrooms and early childhood settings that are safe and trauma-sensitive.

Establishing Relationships with Community Partners, Government Agencies, Etc.:

Numerous state and federal agencies, as well as philanthropic organizations, are devoting resources to support children who are experiencing trauma, including providing professional development about trauma informed services for those who work with young children. One example is the Head Start Trauma Smart program, which is being expanded from a pilot program to a national model through funding from the Robert Wood Johnson Foundation (<http://traumasmart.org/>). In NH, the Maternal and Child Health Program has collaborated with the Department of Psychiatry at Dartmouth, the NH Child Development Bureau, the Community Health Institute, and the NH Preschool Technical Assistance Network (NH PTAN) to develop high-quality, high-impact training about trauma and establish a cadre of qualified Trauma Specialists to provide training and consultation.

(See http://www.cassieyackleypsyd.com/uploads/7/8/9/6/78961866/tiecs_hqc_brochure.pdf.)

Through PTAN, the Trauma Informed Early Childhood Services (TIECS) training is being offered to early childhood service providers throughout the state.

Plymouth State is the first university to arrange TIECS training for students. The project leader and project team will work closely with the Trauma Specialists to tailor the TIECS training to the needs of our undergraduate students. The Trauma Specialists will also provide consultation to the faculty so that we can effectively integrate the content of this training into our programs of study. PTAN has also sought the advice and involvement of the Project Leader with regard to providing additional training for early childhood higher education faculty throughout the state. It is likely that our approach at PSU will serve as a model for other 2- and 4-year institutions of higher education in the state that want to integrate trauma-related content into their early childhood, social work, and human services programs.

Fostering Collaboration Across Disciplines:

Students and faculty from the departments of Early Childhood Studies and Social Work will participate in the TIECS training, along with early childhood educators from the PSU Center for Young Children and Families. Early Childhood Studies and Social Work are distinct disciplines, yet these disciplines have many goals, values, and competencies in common. Participating in this training experience together will reinforce those shared goals, values, and competencies, while also providing opportunities for faculty and students from each discipline to learn from each other. When the students enter their respective fields after graduation, they will have a stronger understanding of each other's work as early childhood educators and social workers, as well as how they can work together to support young children and families.

Faculty in Early Childhood Studies and Social Work will meet with the Trauma Specialist to discuss ways to effectively integrate trauma training content into our programs of study. This initial work could develop into a longer-term collaboration, depending on how we decide to approach the curricular integration. Both disciplines already incorporate related content into their programs of study. The consultation will build on what we are already teaching and will strengthen our efforts to prepare students to support, care for, and educate children who are experiencing trauma and provide resources for them and their families.

Making an Impact:

The intent of this project is to ultimately have a positive impact on the development and learning of young children who are experiencing trauma. When early childhood educators and social workers can recognize and understand the effects of trauma and can apply strategies to help mitigate some of those effects, children benefit.

By participating in the TIECS training, Early Childhood Studies and Social Work students will develop the knowledge and skills to enable them to support all children—"including those whose traumas have been documented, those whose traumas have not been formally recognized, and those who might be affected by their classmates' traumas" (Statman-Well, 2015, p. 73). Knowing that they have an understanding of trauma and the skills to respond effectively will enhance students' competence and confidence. They will believe in their capacity to promote the learning, development, self-esteem, and resilience of children who are experiencing trauma. This increased sense of efficacy will make it more likely that they will take action to help address a major social problem.

The proposed project will also have a positive impact on the Early Childhood Studies and Social Work programs. By participating in the TIECS training, faculty will develop a strong understanding of trauma research and the knowledge base that needs to be incorporated into our respective programs. This will contribute toward keeping our programs of study current and relevant. The early childhood educators from the Center for Young Children and Families will have the knowledge and skills to create trauma-sensitive classrooms. Through their interactions with the children and families at the Center, they will promote children's well-being and model appropriate practice for the undergraduate students engaging in practicum experiences at the Center.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Patricia Cantor	Professor, Early Childhood Studies	Project Leader	Early Childhood Studies	pcantor@plymouth.edu
Mary Cornish	Chair, Early Childhood Studies Dept.	Project Team	Early Childhood Studies	mcornish@plymouth.edu
Kristina Lind	Chair, Social Work Dept.	Project Team	Social Work	kslind@plymouth.edu
Karen Sanders	Director, Center for Young Children and Families	Project Team	Early Childhood Studies	ksanders@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
Pam Miller Sallet	Preschool Technical Assistance Network	Trainer and Consultant	Early Intervention	pms88@comcast.net
Sandy Hogan, LCMHC	Preschool Technical Assistance Network	Trainer and Consultant	Early Childhood and Family Mental Health	

Student Participant Profile (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
ERSE 2500 Inclusive Early Childhood Education	Participate in training	undergraduate	Early Childhood Studies	28
SW 3150 Child Maltreatment	Participate in training	undergraduate	Social Work	15

This training will be a required component of the classwork for ERSE 2500 and SW 3150 students. They will receive a certificate to confirm their participation, and training hours will count toward their professional development requirements for their fields.

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (*complete below*)

Does not require IRB compliance

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 2/16/2017

Project Complete Date: 2/16/2017

Project Milestone	Milestone Description	Target Completion Date
Trauma Informed Early Childhood Services (TIECS) Training	2 ½ hour training offered on February 16, 2017, in Heritage Hall (PSU) for 50 Early Childhood Studies and Social Work faculty and students, as well as Center for Young Children and Families teachers.	2/16/2017
Consultation	TIECS trainers meet with Early Childhood and Social Work faculty to discuss ways to effectively integrate content about supporting children affected by trauma into the programs of study	2/16/2017

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements:

TIECS trainers will provide brief readings for participants to read prior to the February 16, 2017, training. These readings will be distributed to students in the ERSE 2500 and SW 3150 courses.

References:

Statman-Well, K. (2015). Creating trauma sensitive classrooms, pp. 72-79. *Young Children* (May 2015).