

“So Now What?” Series

**ACES: Adverse Childhood Experiences**

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Now that you are aware if the negative effects of toxic stress, adverse childhood experiences, and trauma in early childhood, the following chart includes suggestions for minimizing those effects. TECTA staff can further support you in this work by providing additional resouces, visiting your classroom, helping you communicate with families, and encouraging educator self-care.

Check out this information on early childhood well-being.

<https://www.tn.gov/tccy/advocate-collaborate/tccy-ecwb.html>

A close up of a newspaper

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This series is designed to follow an educator’s completion of a TCCOTS training. The information and ideas presented in the series will suggest concrete strategies for putting into action content learned in individual TCCOTS trainings. Learning is best achieved by doing; let us support putting learning into action.

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| **Training Content** | **What does it look like in the classroom?** |  |
|  | **Infant & Toddler** | **Preschool** |
| Prevention of ACEs | Educators respond the the needs of infants and toddlers, avoiding neglect in child care. If and infant or toddler is hungry, they are are fed. | Educators actively address bullying and racism in classrooms. Educators teach children acceptable and appropriate social skills. |
| Serve & Return | While a toddler experiments with a drum, the educator participates with a back and forth interaction. The toddler uses a hand to strike the drum and then the educator uses her elbow to strike the strum. The toddler may then use her foot to strike the drum and the educator follows with the same action. | Educators respond to preschoolers questions of “Why?” Rather than dismissing a child asking, “Why do we have to rest?” the educators can explain the rules and reasoning behind resting. |
| Resilience | Although an infant or toddler may miss a parent while at child care, he soothes himself by looking at photographs of his family. | When a preschooler doesn’t get her way, she uses self-regulation skills to express her feelings appropriate. She may choose to paint, run in place, or spend time alone. |
| Postive Stress | The educator places an object of interest just out of reach of an infant. The infant is encouraged to use gross motor skills to move toward the object. | A preschooler is working on a puzzle which is proving to be difficult. The educator uses scaffolding to assist the preschoolers is being successful with its completion. |
| Taking Care of Self | Use self-talk and/or journaling when times get tough. | Practice meditation and/or yoga. Exercise your mind and body! |
| Using a Trauma-Informed Approach | Building positive realtionships with children and families is a primary goal, along with gaining knowledge of community resources. | Ask, “What happened to her?” instead of “What’s wrong with her?” |