



• **Early Childhood Educator Series: Understanding Trauma and Creating Trauma-Transformed Early Childhood Settings** •

Presenter: Jennifer Auletta, MA, LCMHC, BC-DMT

Target Audience: Early childhood educators (0-5), including: teachers, nurses, interventionists, special educators, and childhood and family mental health providers who are newer to the study of trauma or who would like a refresh on this study (see description of Part 2). Teaching teams are encouraged to attend together for application of concepts/interventions from the day.

Part One: Understanding Trauma in Early Childhood Settings

A growing body of neuroscience research shows that, for children with trauma crucial support and interventions before the age of 3 yield the best potential outcomes. Early childhood professionals are currently challenged to incorporate this knowledge, as well as effective practices, into their work with children and families.

This workshop will provide participants with:

- Definitions and basic concepts of developmental, chronic and acute trauma, as well as the neurobiology of stress;
- An overview of current research on the N.E.A.R. sciences (neuroscience, epigenetics, adverse childhood experiences, and resiliency);
- An increased understanding of how attachment theory and co-regulation practices can positively affect behavior;
- Exploration of multi-modal interventions, including body, movement, music and play-based practices;
- Opportunities to reflect on their own and their workplace's trauma-informed/ trauma transformed practice, including addressing self-care, burnout and compassion fatigue; and
- Ways to apply *Adverse Childhood Experiences* (ACES) to support work with parents/caregivers.

Jennifer Auletta has worked in Central Vermont for 20 years as a licensed clinical mental health counselor and dance/movement therapist, specializing in trauma recovery work, early childhood trauma, and perinatal mental health. Her current position, as a community health team clinician embedded in a primary care office, allows her to bring her body/mind orientation to make healing connections between physical and emotional health.

Dates: Part One: February 6, 2020
Part Two: March 11, 2020

Location: Holiday Inn ~ Rutland, VT

Cost: \$190/workshop or \$380 for both (lunch included)

Time: 8:30-3:30

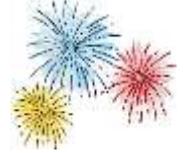
[Register for Day One](#)

[Register for Day Two](#)

[Register for Both Days](#)



Use vthec.org for registration, and [Facebook](#) and [Twitter](#) for additional news, resources, articles, etc.



• Creating Trauma-Transformed Early Childhood Settings • Integration and Application

Target Audience: Early childhood educators (0-5), including: teachers, nurses, interventionists, special educators, and childhood and family mental health providers who are newer to the study of trauma or who would like a refresh on this study or who have taken Part 1. Teaching teams are encouraged to attend together for application of concepts/interventions from the day.

Part Two: Creating Trauma-Transformed Early Childhood Settings: Integration and Application

Early childhood educators and professionals across Vermont are increasingly educating themselves on trauma informed practices. How do we take our study of neurobiology, attachment and trauma-informed practices from theories and models into daily practice in our childcare classrooms and educational settings? Bring yourself and your team to this WORKshop to do just that.

Participants will:

- Review neurobiology of trauma, resilience and healing in relationships;
- Review how understanding of attachment theory and use of co-regulation practices can positively affect behavior;
- Explore how to best integrate understanding of early childhood trauma-informed practices with evidence-based models and theories, including: MTSS (Multi-Tiered Systems of Support); ARC (Attachment, Regulation and Competency); and SFPF (Strengthening Families Protective Factors);
- Practice thinking thematically, i.e. use of developmental theory/tasks combined with creative multi-modal interventions to address symptoms and behaviors. These will include body, movement, music and play-based practices for classroom and home-based settings; and
- Engage in small group work to include: case studies, reflective practice and time for application of ideas to start using on Monday with children and parents/caregivers.

[Register for Day Two](#)

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Fire can warm or consume, water can quench or drown, wind can caress or cut.

And so it is with human relationships: we can both create and destroy, nurture and terrorize, traumatize and heal each other.

Bruce Perry