



WASHINGTON STATE  
Department of  
Children, Youth, and Families

# Trauma-Informed Child Care Advisory Group

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[www.dcyf.wa.gov](http://www.dcyf.wa.gov)



## Advisory Group

- Established by EHB 2861 in 2018 legislative session
- 20 formal group members
- Group convened at outset of new agency and report due to the legislature this fall
  - Six full-day meetings, July 10 – September 27
- Meeting facilitation – DCYF staff



## Definition of Trauma-Informed Child Care

Child care in which providers *recognize* and *respond* to the impact of traumatic stress on those who have contact with the system (children, caregivers, and service providers); infuse and sustain trauma awareness, knowledge and skills into the organizational culture, practices, and policies of agencies and programs; and act in collaboration with all those who are involved with the child, using the best available science, to maximize physical and psychological safety, facilitate the recovery of the child and family, and support their ability to thrive.

(Adapted from The National Child Traumatic Stress Network definition of trauma-informed care)



## Advisory Group's Five Year Strategy – Key Elements from EHB 2861

1. Trauma-informed child care training
2. Early Achievers changes
3. Parent awareness
4. Funding analysis
5. Support for family child care providers
6. Staffing ratios, access to specialty providers,  
and subsidy rates
7. Tracking expulsions and reducing expulsions



## Core Considerations

- Essential strategies for ensuring access to quality early care and education for *all* children :
  - Increase early care and education workforce well-being and retention
  - Prioritize young children's social-emotional development
- This foundation is essential to ensuring the success of all other systems recommendations related to TIC.



# Trauma-Informed Care Training

- Ongoing training and support
- Community partnership
- Multiple audiences
- TIC training delivery embedded in Statewide Infant-  
Early Childhood Mental Health Consultation  
(IECMHC) and other existing training delivery  
systems



# Trauma-Informed Practices in Early Achievers

## Rating

- Increased understanding and implementation of trauma-informed practices for observation and rating processes
- Increased emphasis on interactions
- *Idea: Threshold interactions score as one element of a specialized trauma-informed child care designation*

## Support

- All Early Achievers coaches should receive the same TIC training as ECEs.
- Increase Early Achievers coaching's emphasis on interactions and social-emotional support.



## Suspension and Expulsion: Tracking

- Coordinated, state-wide tracking by DCYF of suspension, “soft” expulsion, and formal expulsion from child care and early learning settings
  - Parent-report data
  - Disaggregated data: Race, ethnicity, age, gender, zip code, program/provider type, facility characteristics



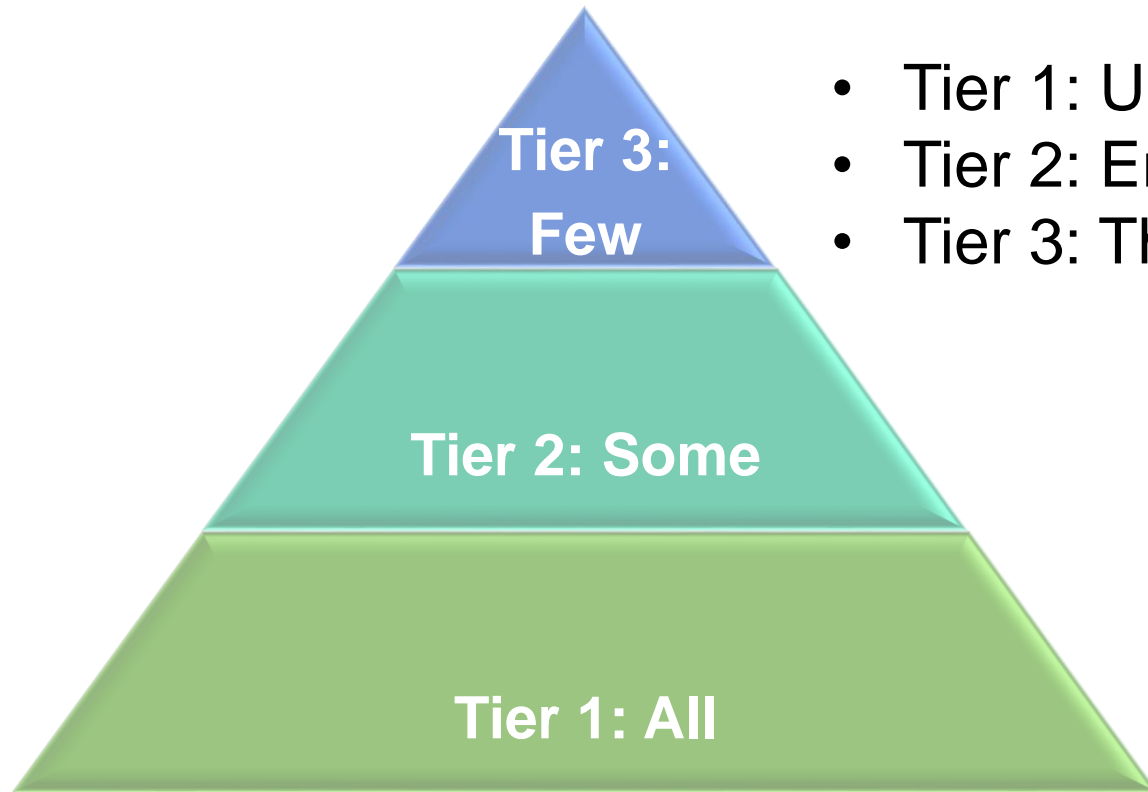


## Suspension and Expulsion: Reduction

- Develop and communicate expulsion and suspension policies
  - Support for training on WAC 110-300-0340
  - Workgroup completion of policy strategy development tool:  
[\*Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings, 2nd Edition\*](#)
- Workforce preparation and development
  - Statewide model of trauma-informed Positive Behavior Intervention and Support (PBIS)
  - Statewide Infant-Early Childhood Mental Health Consultation (IECMHC)
  - Universal developmental screening and referral system



# Trauma-Informed Child Care: Levels of Care



- Tier 1: Universal Trauma-Informed Child Care
- Tier 2: Enhanced Trauma-Informed Child Care
- Tier 3: Therapeutic Trauma-Informed Child Care



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## Next Steps

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Thank you!

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