



TRAUMA INFORMED CARE PROFESSIONAL DEVELOPMENT LANDSCAPE REPORT



Washington State Department of
CHILDREN, YOUTH & FAMILIES



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Background

Nurturing, caring, and promoting learning for children is one of the most rewarding professions. The ability to have a lifelong impact on a child is one of life's greatest gifts. In Washington State, nearly 37,000 professionals serve children and families in our early care learning system.

Yet, we know that the experiences of children are not always equitable and fair across the system. Preschoolers in Washington State are expelled at a rate three times that of K-12 students and children of color are disproportionately expelled in both preschool and K-12 settings. The national average expulsion rate was 6.7 per 1,000 kids enrolled in pre-K programs. Washington's rate was even higher: seven to 10 expulsions per 1,000. (Gilliam, W. S. 2005)

Preschool expulsion, frequently imposed on children who have experienced trauma, is one of the strongest predictors that a child is on a developmental pathway for later adverse outcomes. Addressing these issues centers around building provider capacity to improve responses to children who exhibit behavioral challenges as a result of trauma. (Gilliam, W. S. 2005)

Children's behaviors are often the focus of Trauma Informed Care interventions to prevent expulsions and other exclusionary practices in early learning environments. However, we know teacher/educator implicit bias plays a large role in creating disproportionality in early learning environments. Implicit bias refers to the unconscious attitudes that affect understanding, actions, and decisions. These associations cause feelings and attitudes about other people based on characteristics such as race, ethnicity, gender, age, and appearance. These subconscious and un-subconscious attitudes lead to:

Disproportionate levels of discipline. In a recent study that used eye-tracking technology, Yale researchers found that preschool teachers (regardless of their race) tend to more closely observe Black children, especially Black boys, than white children when they are expecting challenging behavior.¹

Overestimation of threat. Growing evidence indicates that Black boys are perceived as less innocent, less human, and more deserving of punishment than their white peers, and that adults continually overestimate Black boys' ages relative to their white and Latino peers.²

Impact of underprepared teachers. Research at Stanford University shows that underprepared early learning teachers are more likely to use punitive and rejecting disciplinary techniques and are more likely to over-identify children, especially children of color, for special education, disciplinary action, and expulsions. They lack the skills to teach problem-solving behaviors and often misinterpret what children do and say.³

What research tells us is that all these things are preventable. If we continue to strengthen our workforce and equip educators with opportunities to be Trauma Informed and Healing Centered, relationships will flourish. If we continue to build upon learning opportunities that are rooted in relationships, anti-bias, and equity, educators will be less likely to revert to punitive disciplinary techniques. We do this by continuing to build upon a robust and thriving professional development system.

Washington State Department of Children, Youth, and Families Professional Development System

The goal of the Washington State Department of Children, Youth, and Families (DCYF) is to have a comprehensive professional development framework that will lead to a qualified, diverse, and compensated workforce. Led by the Professional Development team, this includes delivering services for adult learning and workforce development to ensure improved outcomes for children, youth, and the adults who work with them.

¹ Gilliam, W., Maupin, A., Reyes, C., Accavitti, M., & Shic, F. 2016

² Todd, A. R., Thiem, K. C., & Neel, R. 2016

³ Collaborative for Academic, Social and Emotional Learning, 2010

DCYF's Professional Development team recognizes the impact possible when professional learning is aligned throughout the early learning system. In practice, this means that coaches receive training on the same content as early childhood educators and instructional leaders. This deepens learning and supports direct application to changes in practice. This occurs as a strategy and specific policy could be developed to further implement. Additionally, we can ensure coaches have relevant and aligned coaching tools to use with providers in their professional development.

Access to training and education continues to expand with contracted training partners, scholarships, and various pathways. Increase can continue to improve with tangible action toward equitable access for professionals who are dual language learners (DLL) or American Indian tribes in Washington. Planning takes place with the tribal liaison and community partners serving our diverse providers to identify the best next action steps to take.

Preschool Development Grant Trauma Informed Care Professional Development

Through the Preschool Development Grant Birth Through 5 (PDG B-5), DCYF will lead a broad coalition of early learning partners and stakeholders to more effectively serve all children birth to 5, with a focus on those children furthest from opportunity, families who are low income and/or living in poverty, children of color, children experiencing homelessness, children with disabilities, children who have experienced trauma, and children and families from rural communities. (Bohanon, K., 2018)

The five key activities conducted:

1. The five key activities conducted:
2. Needs Assessment
3. Strategic Plan
4. Maximize Parent Knowledge and Choice
5. Sharing Best Practices
6. Overall Quality

Activity 4: Sharing Best Practices explicitly states the need for a joint collaboration between Trauma Informed Care/Infant and Early Childhood Mental Health Consultation (IECMHC) and DCYF Professional Development to establish a workgroup to develop, strategize and create a plan for integrating trauma-informed care and expulsion prevention into provider training, and support provider capacity building and expulsion prevention policy development.

When implemented effectively, DCYF expects to see reduced absenteeism, suspension, and expulsion of children in early learning programs and services. In the beginning of our strategic plan, DCYF envisions consultations will impact a smaller group of children most immediately affected by trauma by building the capacity of targeted providers, but we envision that over time all children will benefit as we infuse supports for all providers across the state to deepen their capacity to deliver trauma-informed programs and integrate mental health consultations. (Bohanon, K., 2018)

Overview of Trauma Informed Care Early Learning Professional Development

Within the field of early learning at DCYF, there are Trauma Informed Care Professional Development opportunities embedded in program requirements.

Early Learning Providers

Washington State has a workforce registry system called MERIT. The registry records and tracks accomplishments including trainings completion and education accomplishments. Trainings are provided both in person as well as virtually or self-paced learning through correspondence with a state-approved trainer.

Licensed Providers

Licensed child care facilities adhere to the Washington Administrative Codes (WAC) that provide foundational requirements for all early learning providers. This includes required training and continuing in-service training. First, Child Care Basics which is required of all early learning providers within three months of being hired. Child Care Basics consists of foundational information regarding trauma informed care. Topics include working with and supporting

families experiencing homelessness as well as guiding principles around brain science for supporting children so they can thrive. The next tier of professional development within licensing requirements is Enhancing Quality Early Learning (EQEL). This series covers various topics such as brain science, executive functioning, responsive caregiving, and positive behavior supports.

All early learning professionals receive introductory training to build a consistent foundation to basic child care quality best practices. These professionals also need education, starting with a 12-credit initial certificate for which they have five years to attain. In addition to pre-service requirements, each early learning provider is required to complete 10 hours of continuing education through the MERIT tracking system.

Early Childhood Education and Assistance Program (ECEAP)

ECEAP-contracted licensed providers are required to complete Child Care Basics and EQEL. In addition, ECEAP providers are required to complete in-service training hours annually. ECEAP monitoring visits track (four-year cycle) and will ask to see in-service training hours 20 hours per year for teachers and 15 hours for assistants. Annual trainings are often tracked through MERIT and some are provided through other trainings and institutions outside of MERIT. For training opportunities that have an associated cost, contractors are able to utilize ECEAP funds for professional development.

Head Start

Head Start has a robust array of training and professional development opportunities for its providers. Most notably is a recorded webinar series as part of the great **Head Start Heals Campaign**.

In addition, quality improvement funding can be used to develop trauma informed care training for programs, including the notable and popular TRAUMA START training, Conscious Discipline, Pyramid Model, and other trainings offered through the Harvard Center on the Developing Child.

High-quality trainings are offered through Head Start Training and Technical Assistance Centers, as well as regional office trainings that are not STARS approved trainings. Head Start providers are required to have 15 hours of continuing education hours annually. Similar to ECEAP, some trainings are documented in MERIT but allows for trainings and professional development opportunities outside of the MERIT system.

Washington State Association of Head Start Consortium is widely used for behavioral guidance, trauma informed trainings with hands on techniques. Consortium was traditionally offered in-person and now offered online to accommodate the health guidelines of COVID-19 restrictions.

Coaches

Early Achievers workforces utilizes a variety of trauma informed approaches to professional development for its staff. The University of Washington's (UW) Cultivate Learning develops and delivers training to coaches and the Haring Center offers internships to coaches related to inclusive programs. Child Care Aware (CCA) of WA also offers ongoing training through their LMS, Schoology, for the coaches working with early learning providers. Trauma informed care is included in other trainings around positive behavior supports. Coaches are also able to access regular targeted support from UW Cultivate Learning and has monthly webinars

Trauma Informed Care Training Delivery

Trainings drastically changed due to COVID-19 and the following data represents this phenomenon as well as the continual interest and need from the workforce. This is because all training delivered shifted to virtual delivery. Those trainings that had previously been offered in-person were now offered in a virtual live setting. To better understand the full spectrum of Trauma Informed Care (TIC) related trainings, the following data is provided:

- Total trainings delivered from July 1, 2019 – Sept. 30, 2020, was 5,000 instances. Of these 5,000 trainings, there were 708 that were coded TIC which represents 14% of the total trainings.

Of the TIC trainings provided on MERIT:

- 13,037 people were served in topics relating to TIC

Number of people served by location on TIC topics:

- 281 instances and 4,931 people for online/self-paced learning occurred
- For in-person:

Region	Events	People
1	59	1,057
2	34	695
3	51	971
4	178	3,033
5	36	740
6	50	1,250

*Region 1: Spokane is 43 of the 59 instances with 780 participants

- Additionally, three events were out of state and had only three participants.

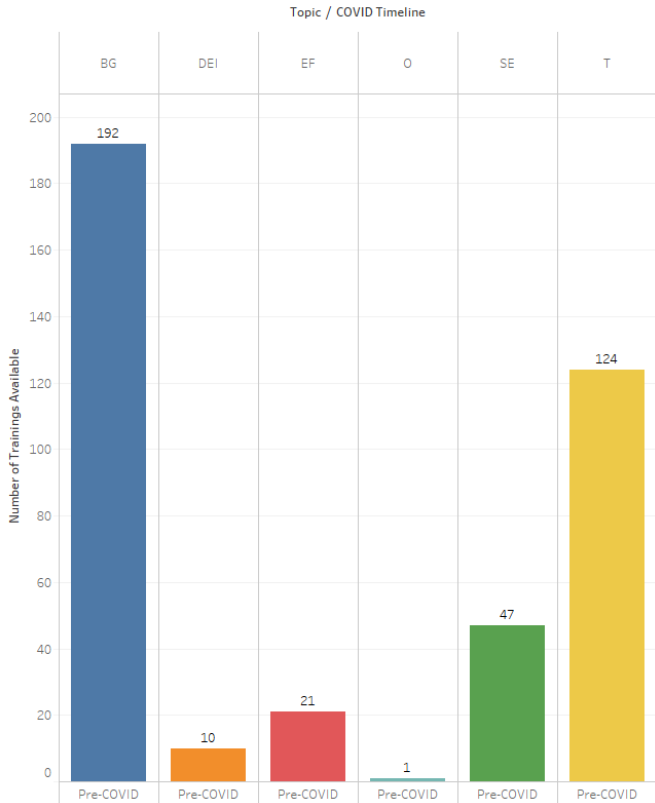
Training delivery method	COVID Timeline	
	Post-COVID	Pre-COVID
Classroom/In-Person	560	7,203
Hybrid (classroom & self-..	274	83
Online	4,366	24
Self-Paced/Corresponden..	516	29

Training service method shown as a crosstab of the number of people who passed trainings and the service delivery method both before and during COVID-19.

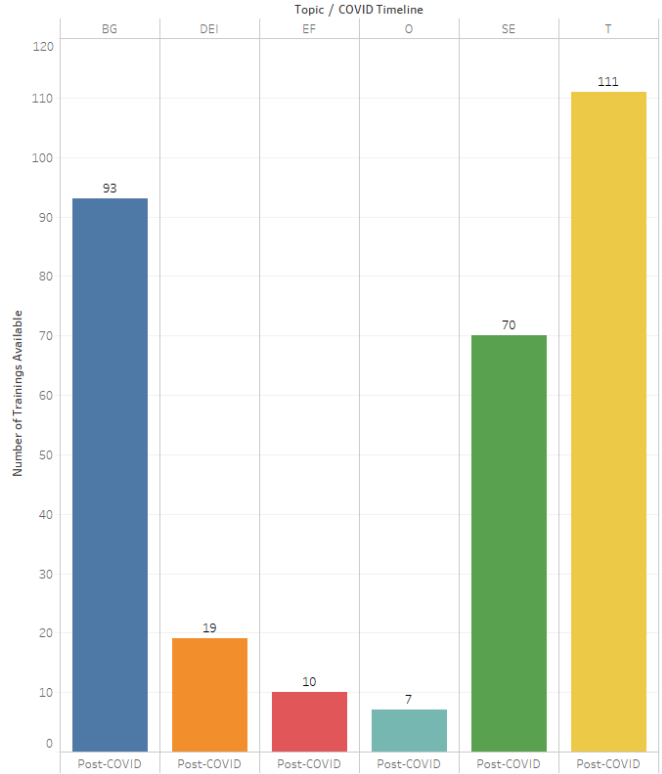
The following graphs show the number of trainings delivered both pre-COVID-19 and post-COVID-19 based on topic area. Each training contained key words in the title and or in the description of the training. Some trainings offered two or more concepts. The following topic areas as they relate to TIC Curricula were coded as:

1. Behavioral Guidance= BG
2. Diversity, Equity, Inclusion= DEI
3. Executive Functioning= EF
4. Other=O
5. Social and Emotional= SE
6. Trauma= Trauma

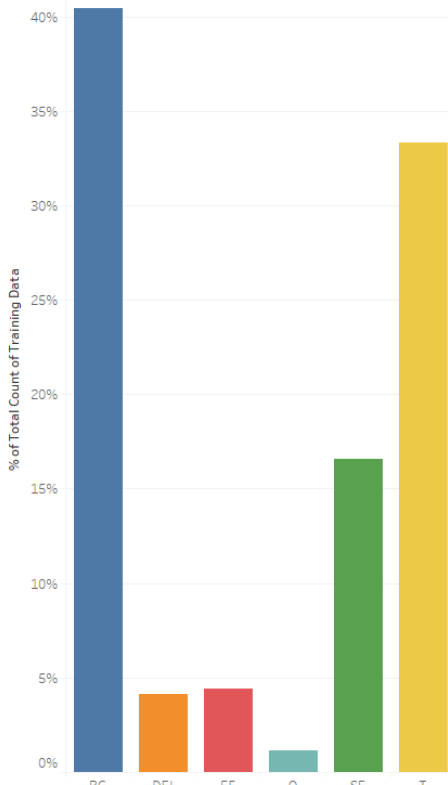
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Pre-COVID-19, the number of trainings available centered around Behavioral Guidance far surpasses the other trainings combines. With Trauma being a close second.



During COVID-19, we see a shift toward trainings centered around Trauma with Behavioral Guidance closely after. There was also a large increase in trainings attended around Social and Emotional content.



Percentage of total trainings by training topic. This includes trainings from both before and after COVID-19. Largely, behavioral guidance and trauma informed care trainings are the more sought after areas of interest.

Average Costs

479 out of 710 trainings delivered were no cost. Of the 230 remaining, costs ranged from \$5 to \$2,175. Only eight events exceeded the reimbursement amount of \$250. Of the remaining 222, the average cost was \$58.

Training offered in other languages included five Spanish trainings and two in Somali. For all DCYF contracted organizations, you can request an interpreter, which was 264 of the records, or 37%.

From this data, one can deduce that the three main areas of interest lie around topics geared toward Behavioral guidance, social and emotional learning and understanding and responding to trauma. There was a shift in interest toward trauma topic trainings particularly during the COVID-19 pandemic due to a variety of factors. Providers have grave concerns about caring for children who are now experiencing an environmental trauma. COVID-19 has disproportionately affected many children in child care and communities who were already disproportionately affected in society by systemic oppression: Black, Indigenous, people of color, families experiencing homelessness, children with special needs, and children involved in the child welfare system are among the many.

There was also an increased number of online trainings provided due to the nature of having to adapt to a virtual platform due to COVID-19 restrictions of gathering in person. This has provided some opportunities as to how DCYF Professional Development can adopt more virtual platforms for high-quality trainings.

This data also shows the incredible lack of options for providers who are non-English speakers or English as a second language speakers. The MERIT data shows only five trainings available in two languages: Somali and Spanish. However, the workforce of early learning educators is much more diverse with several languages represented in that workforce.

In addition, much of the training options included foundational basic topics and few provide opportunities to expand knowledge. One contracted agency provided a comprehensive training on “Conscious Discipline,” which is a curriculum with trauma-informed, evidence-based social-emotional learning best practices. This curriculum is a 10-session series that was offered in all six of the DCYF regions at least one time in the review period, with 97 instances in a variety of combinations to make up the 10 sessions.

Higher Education

Higher Education is a vital component in high-quality child care. Many academic institutions have adopted trauma informed care into their coursework.

In Washington State, early learning professionals who want to further their education and meet education requirements have a clear path to follow: stackable certificates/degrees. These certificates are made up of common courses available statewide with common course numbers, titles, descriptions, and student outcomes that are consistent within the professional development system. All courses are aligned with the Washington State Core Competencies for Early Care and Education Professionals. They allow students to earn “stackable” certificates: the courses that students are required to take will build on one another in a sequential manner and deepen levels of applied learning along the way.

Within these courses, outcomes developed in 2012 that align with trauma-informed care include:

- Identify appropriate guidance techniques used in early care and education settings.
- Describe the characteristics of nurturing relationships built between teachers and children.
- Articulate how family, caregivers, teachers, community, and culture influence development.
- Identify influences on children’s development and socialization process.
- Develop strategies to promote social and emotional competencies and positive sense of self.
- Demonstrate cultural competence and responsiveness within and across cultures, creating an inclusive, welcoming, and respectful environment where all children, youth, and families can take pride in their cultural identities, beliefs, and practices.
- Articulate the benefits of family-centered programs and the importance of supporting parents as their child’s first and most important teacher.



Within the state of Washington, community and technical colleges have jointly established the Early Childhood Preparation Council (ECTPC). ECTPC was established more than 50 years ago and now includes most state university representation as well. Council members were responsible for the collaboration to establish the stackable certificates, which covers the first year of a two-year degree that leads to an AAS (T) in Early Childhood.

ECTPC will expand ACES and TIC content in the stackable certificates. Several colleges and community colleges around the state cover some foundations of TIC including topics around resiliency, relational resiliency, and ACES. Some specific colleges are already doing this in their courses. Pierce County College has a Bachelors program that covers Guiding Behaviors, TIC, and ACES. In Green River College’s Bachelor and Applied Sciences in Early Childhood Education, Infant Child Mental Health is covered extensively. In addition, the National Association for the Education of Young Children (NAEYC) has a collaborative to address ECE topics. In 2019, the early childhood education Washington Online (WAOL) created an additional specialization course, in home visiting, within the short certificate. The content within this newly established course includes topics of ACES and TIC.

Professional Development Principles

The Roadmap of Trauma Informed Care Professional Development utilizes the following Foundational Principles to guide its approach to learning.

- The Cycle of Learning is applied in all professional learning solutions to practice, reflect, and apply new knowledge and skills. This Cycle of Learning can be summarized by:
 - Introduce new content
 - Observe high-quality examples and practice
 - Expand on understanding
 - Reflect and set goals to implement
- To continue to support the Cycle of Learning process, multiple opportunities to target, engage, and apply learning include:
 - Training: New learning content and opportunities to practice applying to work
 - Job tools: Job aides and work tools to support application, including coach tools to use with early learning providers
 - Professional learning cohorts and coaching to reflect on and deepen learning with peers
 - Goal planning and observation tools to improve practice
- In addition to the implementation and support around the Cycle of Learning, all professional learning opportunities will apply equity mindset and anti-racist practices:
 - Equity mindset and anti-racist concepts are built into available and required trainings
 - Coaching for the workforce provides reflective supervision
 - Ongoing learning opportunities to deepen understanding of race and bias
- Learning is aligned in a parallel process to support the needs of professional development professionals working with early learning providers and support early learning providers working with children and families
- Learning happens in practice – learning to do my work while I am doing my work



Professional Development TIC Roadmap

A Strong Foundation

The current professional development landscape for a licensed child care provider in our state begins with a pre-service requirement of completing 30 hours of Child Care Basics training. The next step is to deepen the foundational universal

training with EQEL. Licensed providers and contractors are then required to complete 10 to 20 hours of in-service continual education.



Professional development is building a pathway to specialization. Our data analysis from the MERIT system shows that the workforce has an overwhelming interest around Behavioral Guidance and Trauma Informed learning opportunities. As the professional development system continues to build, we will lean on recommendations from multiple stakeholders and partner with parties to develop a pathway for specializations.

Building a Pathway to Specialization

DCYF recognizes the opportunity to build on the foundational training all providers complete. This includes strengthening knowledge and skills and building toward specializations.

Universal

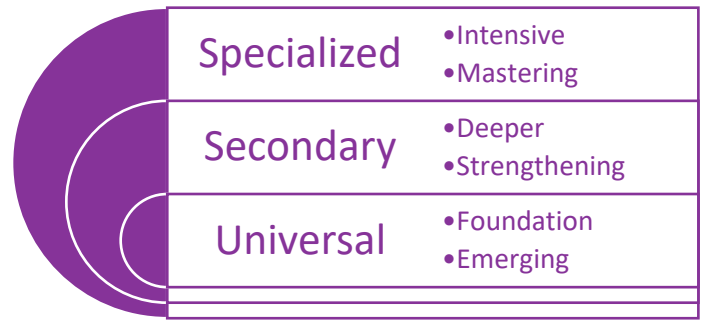
All professionals receive foundational learning.

Secondary

Some professionals may select deeper exploration in learning.

Specialized

A few professionals may expand further and work for a specialization.



Analysis of a specialization pathway was completed last year and the model will require extensive funding. However, DCYF can work toward this pathway with secondary and more intensive training. An example is a series such as the Conscious Discipline curriculum. Additionally, through work on a state leadership group with the Office of Superintendent of Public Instruction (OSPI), Washington is implementing the Pyramid Model through a TA grant from National Center for Pyramid Model Innovations (NCPMI). Washington has two primary implementation sites and is expanding with additional sites in 2021. Other examples may come from recommendations by the Trauma-Informed Care Advisory Group:⁴

- 1-2-3 CARE Toolkit
- Attachment, Self-Regulation, and Competency (ARC) – The Trauma Center at JRI
- Building Your Bounce – Devereux Center for Resilient Children
- Circle of Security
- Collaborative Learning for Educational Achievement and Resilience (CLEAR) – Washington State University
- Conscious Discipline
- Developmental, Individual Difference, Relationship-Based (DIR) Floortime Model – The Interdisciplinary Council on Development and Learning (ICDL)
- Facilitating Attuned iNteractions (FAN) – Erikson Institute
- Head Start Mental Health Consultation – Early Childhood Learning & Knowledge Center (ECLKC)
- Infant-Early Childhood Mental Health Consultation – SAMHSA Center of Excellence for IECMHC
- Neurobiology, Epigenetics, ACEs, Resilience (NEAR) Science Training
- PATH for E/C

⁴ Shadwell, S. (2019). EXPANSION OF TRAUMA-INFORMED CHILD CARE IN WASHINGTON STATE Recommendations from the Trauma-Informed Care Advisory Group Engrossed House Bill 2861. Washington State Department of Children, Youth, and Families.

- Positive Discipline
- Positive Indian Parenting – National Indian Child Welfare Association (NICWA)
- Promoting First Relationships (PFR) – University of Washington
- Recognizing and Addressing Trauma in Infants, Young Children, and Families – Georgetown University Center for Early Childhood Mental Health Consultation
- Reflective Supervision and Consultation (RSC)
- SaintA
- Sanctuary Model – Dr. Sandra L. Bloom
- The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (the “Teaching Pyramid”) – Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- Trauma Sensitive Schools
- Trauma Smart – Crittenton Children’s Center
- Trauma-Informed Practice training videos – Zero to Three
- Trauma-Informed Practices in Early Childhood Education (TIP-ECE) – WestEd
- Turnaround for Children

Opportunity for Statewide Collaboration

Equally as important as creating a Pathway to Specialization is when we apply the same approach in learning for coaches and trainers to support the workforce in a parallel process. As such, early learning providers and instructional leaders and professional development professionals (coaches and trainers) will have the same opportunities to advance their universal, secondary, and specialized learning opportunities.

Provider/
Teacher

Instructional
Leader

Coach and
Trainer

With this in mind, DCYF is utilizing the work through the TA grant with NCPMI to support professional learning for coaches on Pyramid Model Practices. DCYF and OPSI are partnering with UW’s Cultivate Learning and Haring Center to provide updates to the Pyramid Model curriculum from NCPMI to embed more strongly inclusion and trauma-informed practices and anti-bias/anti-racist practices. This same training will be available for early learning professionals implementing Pyramid Model. Coaches will have foundational knowledge to support all professionals, and some coaches will have specialized knowledge to deepen practice for implementation sites. This approach will build aligned support for early learning providers so they can apply knowledge and skills and use the cycle of learning with coaches to set goals and improve their practice.

Conclusion

DCYF is committed to equity, inclusion, and equal opportunity for all early learning professionals and the children and families they care for. The Trauma Informed Care Professional Development Landscape Report is an example of our continued work and commitment to children and those who serve children.

This report serves as a snapshot as to how Washington State is moving toward becoming a Trauma Informed State in DCYF. This robust system of multiple learning opportunities and use of varied adult learning strategies leads is built with the emphasis of relationship, rapport, and supporting relational health. We know that many of us learn best when we empower others as well as ourselves.

As we plan for the continual integration of trauma informed care into our early childhood education and professional development system, this landscape analysis allows us to build on the existing system and reveal the gaps for future improvement.

We know that largely, our system has much to be done around eliminating financial barriers for providers to access high-quality opportunities. Our professional development system is committed to creating strategies to make more high-quality learning opportunities free of cost and accessible to all workforce.

Trainings provided in multiple languages and culturally relevant materials need to be more readily available. Our provider workforce and families served are comprised of a multitude of racial and ethnic communities. DCYF is committed to expanding opportunities in other languages. We are also committed to expanding our diverse mentoring and coaching workforce. Hiring and retaining a supported workforce that is representative of the communities they serve is a priority.

Our system also needs to provide more professional development opportunities around inclusive learning environments. Children with neurological and health differences are excluded at a disproportional rate. In a 2014 report, children ages 3 to 5 with disabilities and/or emotional and social challenges, while comprising of just 12% of early childhood program populations, represent 75% of suspensions and expulsions. The odds of being suspended or expelled are more than 14.5 times higher for children with disabilities and emotional challenges than for their typically developing peers.⁵ DCYF Professional Development would like to explore opportunities to build a specialization pathway for building and supporting a more inclusive classroom.

Lastly, the DCYF Professional Development team continues to explore ways to build partnerships within DCYF, such as with the Early Support for Infants and Toddlers (ESIT) program and ECLIPSE, and leverage the expertise and lessons learned in these supports for some of Washington’s highest need families. DCYF Professional Development would like to collaborate on ways to build an infrastructure of support, training, and professional development opportunities for providers who seek to serve our high-risk and high-needs Washingtonian families in multiple settings.

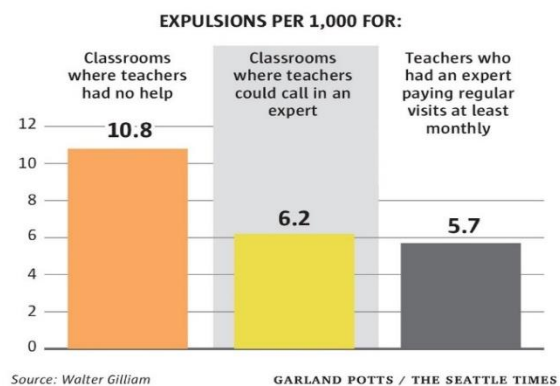
A cornerstone for eliminating disparities and disproportionate rates of exclusionary practices in early learning is supporting the workforce development and compensation. Children’s needs are met and inclusive practices and policies are implemented when the professionals working in early learning have the knowledge and skills to be responsive and make trauma-informed decisions. Support services for early learning providers have positive outcomes. Walter Gilliam (2005) conducted his national research more than a decade ago that with regular mental health consultation and coaching teachers were half as likely to expel a child versus a teacher with no help.

Ongoing learning with coaching strengthens this and creates an infrastructure with a cycle of learning that leads to changes and improvements in practice – which ultimately leads to better outcomes for children. Early learning professionals stay in this work when they are well supported and feel a sense of value. This includes ongoing coaching and professional learning, working toward fair and livable wages and compensation, and opportunity for professional advancement.

This report will serve as a guide in shaping next steps for DCYF’s professional development efforts toward increasing trauma-informed practices in early learning. This report has disclosed multiple ways in which DCYF early learning agency leaders can partner and leverage opportunities to pioneer this work forward. Continued investment is necessary for this work to be done well. We must disrupt pathways that create large gaps for children and families to prosper. We must dismantle and rebuild systems that are ineffective. We must also continue to strengthen and invest in the ones that are actively doing the work well.

Coaching lowers expulsion rate

A 2005 national study showed that preschool teachers with access to a mental-health coach were less likely to have expelled a child in the past 12 months than teachers who did not. And teachers who had coaches visiting on a regular basis were half as likely to expel preschoolers as teachers who had no help.



⁵ U.S. Department of Education Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings

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