

CHILD CARE

State Capacity Building Center

Supporting the Social-Emotional Health of Infants, Toddlers, and Adults During Natural Disasters and Emergencies

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Welcome

Thank you for the support you provide to infants, toddlers, and their families in your state, territory, or tribe.



Presenters



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Welcome and Introductions



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Objectives

- ◆ Review Child Care and Development Fund (CCDF) emergency preparedness requirements.
- ◆ Explore the social-emotional impact of emergencies and natural disasters and ways to support infants, toddlers, and the adults who care for them.
- ◆ Identify strategies, program supports, and next steps.

What Role Do You Play in Child Care?



CCDF Statewide Disaster Plan: Requirements

The CCDF final rule requires state, territory, and tribal grantees to develop a comprehensive plan. Each plan must:

- ◆ be developed in collaboration with required partners;
- ◆ describe how child care subsidies and services will continue following a disaster;
- ◆ describe the coordination of postdisaster recovery of child care services; and
- ◆ include requirements for provider planning and preparation, training, and drills.

Child Care and Development Fund, 45 C.F.R. § 98.16(aa)(1) (2016).

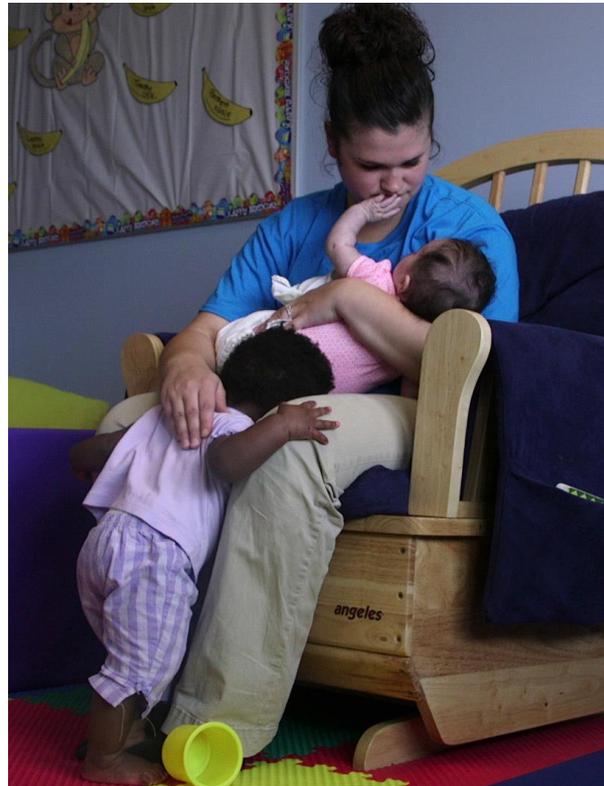
CCDF Requirements for Providers

The final rule is more specific about what CCDF Lead Agencies must require of CCDF providers:

- ◆ Procedures for evacuation; relocation; shelter-in-place; lock-down; communication and reunification with families; continuity of operations; and accommodations for infants and toddlers, children with disabilities, and children with chronic medical conditions
- ◆ Procedures for staff and volunteer emergency preparedness training and practice drills, including training requirements for child care providers of services for which assistance is provided under CCDF

Child Care and Development Fund, 45 C.F.R. § 98.16(aa)(2)(iii)(A)(B) (2016).

Relationships: The Heart of Infants' and Toddlers' Social-Emotional Development



To Thrive, Infants and Toddlers Need ...

- ◆ close, caring relationships with adults and peers;
- ◆ connections between home and child care practices;
- ◆ stimulating routines and environments that promote their health, safety, and learning;
- ◆ knowledgeable, responsive, respectful caregivers; and
- ◆ support with identifying, labeling, and managing emotions.

Source: Shonkoff, J. P., & Phillips, D. A. (2005). *From neurons to neighborhoods: The science of early childhood development*. Washington, D.C.: National Academy Press.



Potential Impact of Emergencies and Disasters on Infants and Toddlers



Impact on Children

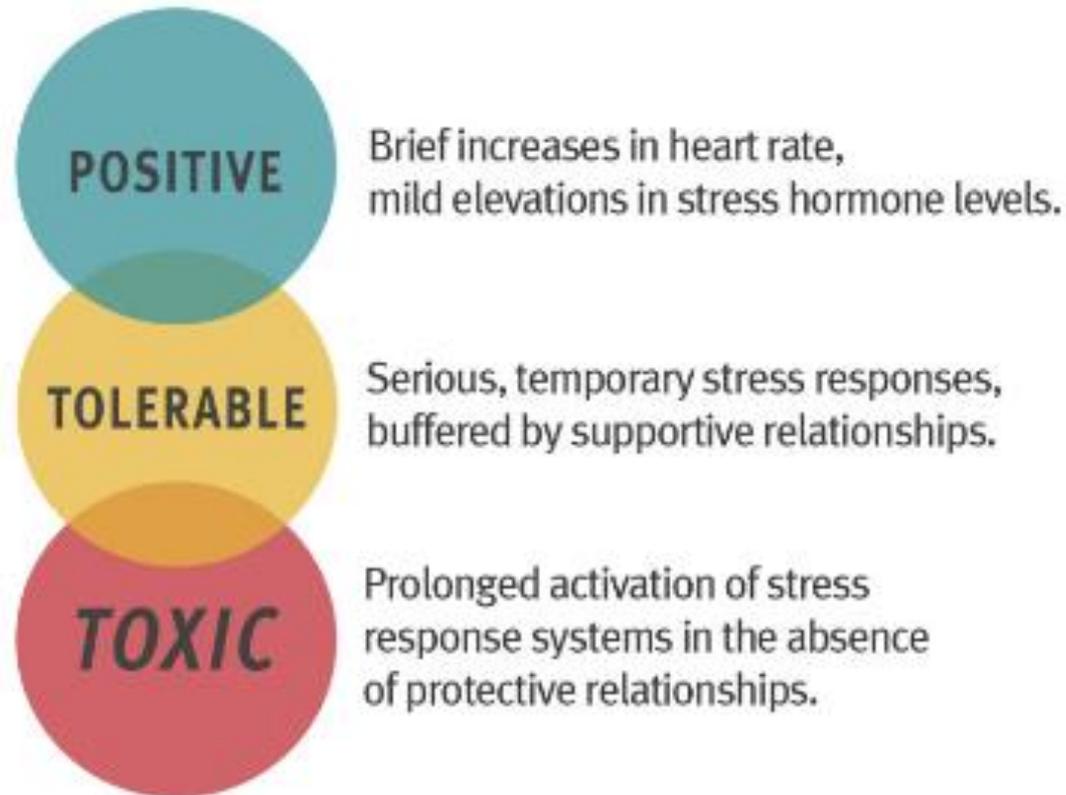
- ◆ “All children are vulnerable, but not equally.”—
Greenman, 2005, p. 27
- ◆ Factors that may influence vulnerability:
 - Effect of the emergency or disaster
 - Adverse childhood experiences (ACEs)
 - Quality of relationships

Sources:

Greenman, J. (2005). *What happened to my world: Helping children cope with natural disaster and catastrophe*. Retrieved from https://www.brighthorizons.com/resources/pdf/talktochildren/docs/What_Happened_to_MY_World.pdf

Schonfeld, D. J., Demaria, T., & the Disaster Preparedness Advisory Council and Committee on Psychosocial Aspects of Child and Family Health. (2015). Providing psychosocial support to children and families in the aftermath of disasters and crisis. *Pediatrics*, 136(4), 1,120–1,130. Retrieved from <http://pediatrics.aappublications.org/content/pediatrics/early/2015/09/08/peds.2015-2861.full.pdf>

The Impact of Stress



Source: Center on the Developing Child, Harvard University. (2017). Toxic stress [Web page]. Retrieved on July, 11, 2018, from <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

Childhood Trauma

- ◆ Childhood trauma can occur when a frightening event overwhelms a child's ability to cope or threatens the safety of a child's caregiver.
- ◆ Trauma looks different for every person and child.
- ◆ Experiences of trauma do not necessarily become a diagnosis or disorder.

Sources:

Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development. (n.d.). Defining trauma [Web page]. Retrieved on July, 11, 2018, from https://www.ecmhc.org/tutorials/trauma/mod1_1.html

Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development. (n.d.). Two types of trauma diagnoses [Web page]. Retrieved on July, 11, 2018, from https://www.ecmhc.org/tutorials/trauma/mod1_2.html

Groves, B. M. (2002). *Children who see too much: Lessons from the child witness to violence project*. Boston, MA: Beacon Press.

Potential Impact of Emergencies and Disasters on Adults



Impact on Adults

- ◆ Adults may experience decreased ability to provide sensitive and responsive care to infants and toddlers.
- ◆ Factors that may impact adults' responsiveness:
 - Extent of impact on personal lives
 - Secondary traumatic stress
 - Previous experience with ACEs
 - Preexisting conditions, e.g., mental health conditions

Sources:

National Child Traumatic Stress Network, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. (2008). *Child trauma toolkit for educators*. Retrieved from <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

Schonfeld, D. J., Demaria, T., & the Disaster Preparedness Advisory Council and Committee on Psychosocial Aspects of Child and Family Health. (2015). Providing psychosocial support to children and families in the aftermath of disasters and crisis. *Pediatrics*, 136(4), 1,120–1,130. Retrieved from <http://pediatrics.aappublications.org/content/pediatrics/early/2015/09/08/peds.2015-2861.full.pdf>

Supporting Social-Emotional Health of Children and Adults During and After an Emergency or Disaster



Resiliency

- ◆ “Resilience is the ability to bounce back, cope with adversity, and endure during difficult situations” (SAMSHA, 2017, para 2).
- ◆ Preparation and response during and after a disaster can promote resiliency in children, families, child care centers, and the wider community.



Sources:

Beardslee, W. R., Avery, M. W., Ayoub, C. C., Watts, C. L., & Lester, P. (2010). *Building resilience: The power to cope with adversity*. Washington DC: Zero to Three.

Substance Abuse and Mental Health Services Administrations (SAMSHA), U.S. Department of Health and Human Services. (2017). Disaster preparedness, response, and recovery [Web page]. Retrieved on July 12, 2018, from <https://www.samhsa.gov/disaster-preparedness>

Supporting Social-Emotional Health Starts with Preparation

- ◆ Develop your emergency plan.
- ◆ Strengthen adult-child relationships.
- ◆ Create “go kits” that include comfort items for children.
- ◆ Practice emergency drills.
- ◆ Identify and plan for children who may need additional support during drills and emergencies.
- ◆ Increase provider-family engagement.
- ◆ Support adult self-care.

Sources:

State Capacity Building Center. (2017). *How states and territories prepare to support special populations in emergencies and disasters*. Retrieved from <https://childcareta.acf.hhs.gov/resource/how-states-and-territories-prepare-support-special-populations-emergencies-and-disasters>

Zero to Three. (2016). *Shelter from the storm: Resources for early care and education professionals*. Retrieved from <https://www.zerotothree.org/resources/1662-shelter-from-the-storm-resources-for-early-care-and-education-professionals>

“People’s reactions to disaster and stress, and their coping skills, can differ based on their beliefs, cultural traditions, or economic and social status. Behavioral health workers increasingly recognize the importance of cultural competence in developing, planning, and delivering effective disaster behavioral health services.”

Source: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. (2017). Disaster preparedness, response, and recovery [Web page] (para. 7). Retrieved on March 23, 2018, from <https://www.samhsa.gov/disaster-preparedness>

Plan to Support Needs Before, During, and After a Natural Disaster or Emergency

Social-
Emotional
Health

Skill
Strengthening

Responsive
Relationships

Post Disaster
Settings

Long-Term
Social-
Emotional Well-
Being

State Examples



California



South Carolina



**COMMUNITY CHILD CARE
COUNCIL OF SONOMA
COUNTY (4Cs)**



- **Sonoma County wildfires October 8th, 2017**
- **Impact to Community**
- **Impact on Child Care**
- **Impact on Children and Families**
- **Response**
- **Our Learnings**

Be Well  Care Well

*"Taking care of children requires taking
care of their teachers"*

Whitebook, M., Phillips, D., & Howes, C. (2014).



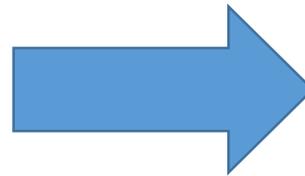
scpitc.org

Public Health Standard: 8 Dimensions of Wellness



Staff Wellness Program

Self care + stress management + resilience



Strong bedrock, ready to buffer

Adult has tools to work through the emergency/natural disaster



Adult has “room” to continue responsive interactions with babies and young children in her care



Plan to Support Needs Before, During and After a Natural Disaster or Emergency

Social-emotional
Health

Strengthen
Skills

Responsive
Relationships

Post Disaster
Settings

Long-term
Social-
Emotional
Wellbeing

Social-Emotional Health

- ◆ Psychological first aid
- ◆ Mental health consultation for child care and school settings
- ◆ Emergency preparedness initiatives
- ◆ Substance Abuse and Mental Health Services Administration's disaster distress hotline:
 - ◆ 1-800-985-5990 or text "talkwithus" to 66746



Strengthen Skills: Adult Self-Care

- ◆ Build a network of support within programs, schools, and communities.
- ◆ Provide staff wellness programs.
- ◆ Recognize compassion fatigue and secondary traumatic stress.
- ◆ Provide support and resources for adult self-care within daily routines and during and after disasters.



Regularly practicing self-care supports responsive interactions with children every day and during and after a disaster.

Source: National Child Traumatic Stress Network, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. (2008). *Child trauma toolkit for educators*. Retrieved from <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

Strengthen Skills: Partnering with Families

- ◆ Build responsive adult-child relationships.
- ◆ Learn about each family's unique traditions and values.
- ◆ Offer training and resources on emergency preparedness and social-emotional health in families' home languages.
- ◆ Develop emergency preparedness plans and create “go kits.”
- ◆ Connect families with mental health services when needed.

Sources:

State Capacity Building Center. (2017). *How states and territories prepare to support special populations in emergencies and disasters*. Retrieved from <https://childcareta.acf.hhs.gov/resource/how-states-and-territories-prepare-support-special-populations-emergencies-and-disasters>

Zero to Three. (2016). *Shelter from the storm: Resources for early care and education professionals*. Retrieved from <https://www.zerotothree.org/resources/1662-shelter-from-the-storm-resources-for-early-care-and-education-professionals>

Strengthen Skills: Professional Development

- ◆ Incorporate key components of emergency preparedness and relationship-based care in training and educational requirements:
 - Infant/toddler development, social-emotional health, and trauma
 - Responsive communication and interactions that support emotional regulation
 - Stable, calm, healthy, and safe environments
 - Inclusive environments
 - Impact of stress on families
 - Family engagement
 - Continuity of care



Source:

Sosinsky, L., Ruprecht, K., Horm, D., Kriener-Althen, K., Vogel, C., & Halle, T. (2016). *Including relationship-based care practices in infant-toddler care: Implications for practice and policy* (Office of Planning, Research and Evaluation report no. 2016-46). Retrieved from <http://www.acf.hhs.gov/opre/resource/including-relationship-based-care-practices-infant-toddler-care-implications-practice-and-policy>

Responsive Relationships: Recovery Efforts

- ◆ Ensure that children's basic needs are met.
- ◆ Engage in responsive adult-child interactions.
- ◆ Reunite children with their families.
- ◆ Create safe, nurturing, and calm environments.
- ◆ Reestablish familiar and predictable routines.
- ◆ Reopen child care centers.
- ◆ Limit exposure to media.



Source: Zero to Three. (2016). *Shelter from the storm: Resources for early care and education professionals*. Retrieved from <https://www.zerotothree.org/resources/1662-shelter-from-the-storm-resources-for-early-care-and-education-professionals>

Responsive Relationships: Limit Negative Impact of Trauma

- ◆ Know each child and seek to understand the meaning of his or her behavior.
- ◆ Recognize possible signs of distress and respond sensitively.
- ◆ Offer safe ways for children to express feelings.
- ◆ Offer choices.
- ◆ Be aware of environmental triggers that may cause a reaction in children.
- ◆ Support children's emotion regulation.
- ◆ Seek additional help when needed.

Sources:

Zero To Three. (2016). *Shelter from the storm: A parent guide*. Retrieved from <https://www.zerotothree.org/resources/1663-shelter-from-the-storm-a-parent-guide>

Zero to Three. (2016). *Shelter from the storm: Resources for early care and education professionals*. Retrieved from <https://www.zerotothree.org/resources/1662-shelter-from-the-storm-resources-for-early-care-and-education-professionals>

Zero to Three (2017). *Coping after a natural disaster*. Retrieved from <https://www.zerotothree.org/resources/1096-coping-after-a-natural-disaster>

Post Disaster Settings: Shelter Professionals

- ◆ Children may feel unsafe in shelters.
- ◆ Adults may be overwhelmed in the aftermath of the disaster.
- ◆ Responsive practices support children's and adults' social-emotional health.
- ◆ Support shelter staff in their own self-care.

Sources:

Zero to Three. (2018). *Shelter from the storm: Tips for parents and caregivers of babies and toddlers*. Retrieved from <https://www.zerotothree.org/resources/1661-shelter-from-the-storm-tips-for-parents-and-caregivers-of-babies-and-toddlers>

Zero to Three. (2018). *Shelter from the storm: Tips for shelter professionals*. Retrieved from <https://www.zerotothree.org/resources/1660-shelter-from-the-storm-tips-for-shelter-professionals>

Long-Term Social-Emotional Well-Being

“The need for mental health support does not fade once the acute disaster passes; secondary trauma, ongoing bereavement, anniversaries of the event, and physical and demographic changes in the community can affect children for months, years, or even a lifetime.”

Source:

American Academy of Pediatrics. (2015). Ensuring the health of children in disasters. *Pediatrics*, 136(5), e1,407–e1,417 (p. e1,413). Retrieved from <http://pediatrics.aappublications.org/content/pediatrics/136/5/e1407.full.pdf>

What will you do to support the social-emotional health of infants, toddlers and the adults who care for them?





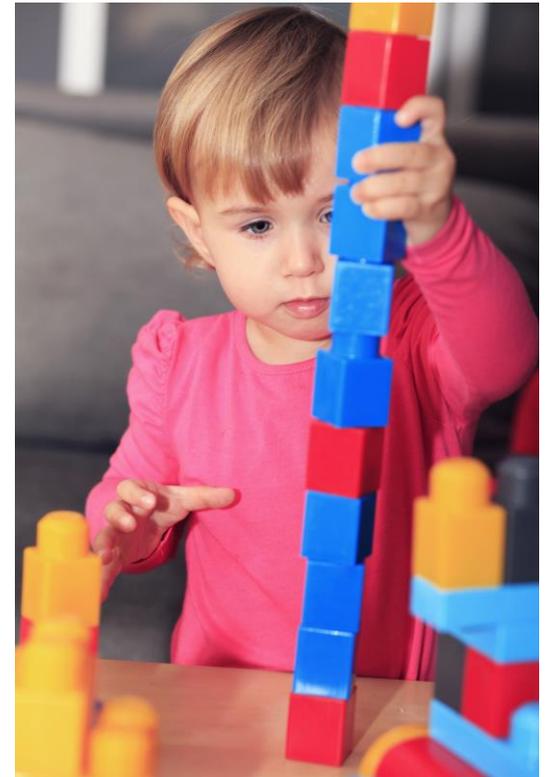
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Break to Evaluate

Early Childhood Training and Technical Assistance System Resources

- ◆ National Center on Early Childhood Health and Wellness emergency preparedness resources for providers and families:
<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/emergency-preparedness>
- ◆ State Capacity Building Center emergency preparedness resources for state and territory staff:
<https://childcareta.acf.hhs.gov/emergency-preparedness-0>



Infant/Toddler Resource Guide



Office of Child Care
Infant/Toddler Resource Guide

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The Program for Infant/Toddler Care Six Essential Program Practices for Relationship-Based Care

These papers promote evidence-based program practices that support infant/toddler care.

About the Infant/Toddler Resource Guide

What is the purpose of this guide?

This Resource Guide offers a host of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers. Whether you are a Child Care and Development Fund (CCDF) Administrator developing policies, a child care provider seeking information and guidance, or a professional development provider seeking innovative training materials, this site is for you. Development of this guide is new and actively growing, so check in frequently to see what resources have been added to support your work with infants, toddlers, and their families.

Who are the intended users?

We are including resources for three primary audiences:

- CCDF Administrators, staff, and state policy professionals
- Child care resource and referral administrators, training organization directors and trainers, higher education institution administrators and early childhood/child development faculty, and technical assistance organization administrators and providers
- Infant and toddler teachers, center directors, and family child care providers

Child Care State Capacity Building Center, a service of the Office of Child Care, Administration for Children and Families (ACF), U.S. Department of Health and Human Services. (n.d.). Infant/toddler resource guide [Web page]. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

Thank You for All You Do!



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