Trauma-Responsive Care: A Framework for Resilience

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National Center on Tribal Early Childhood Development (NCTECD)
Welcome and Introductions

Please share with each other your:

- Name
- Tribe, Pueblo, Rancheria, Alaska Native Village, or Community
- Role in Early Childhood
Learning Objectives

Participants will be able to:

- Identify the impact of adverse childhood experiences and trauma on children, caregivers, and families.
- Recognize the importance of culturally responsive approaches, resources, and supports to build resilience in children, families, and Indigenous communities.
- Explore the implementation of elements of a trauma-responsive system of care.
Overview of Trauma
## Six Guiding Principles for a Trauma-Informed Approach

- **Safety**
- **Trustworthiness**
- **Peer Support**
- **Collaboration & Mutuality**
- **Empowerment, Voice & Choice**
- **Cultural, Historical, & Gender Challenges**

Source: Centers for Disease Control and Prevention, Office of Public Health Preparedness and Response, Substance Abuse and Mental Health Services Administration’s National Center for Trauma-Informed Care, (2018). *6 guiding principles to a trauma-informed approach.*  
[https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm](https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm)
Definitions

Historical Trauma

Intergenerational Trauma

Racial Trauma

Crossover Trauma

Source: Crisis Prevention Institute (2017). Trauma-informed care resources guide

Historical Trauma

“Historical trauma, encompasses the extensive, cumulative, and intergenerational experiences of trauma American Indians and Alaska Natives have experienced, including land dispossession, widespread death through warfare and disease, famine, forced removal, assimilative boarding schools, prohibition of religious practices, forced sterilization, and the flooding and dumping of toxic materials onto tribal lands, amongst so many others.”

Trauma

“Individual trauma as resulting from ‘an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.””

Disproportionately Higher Rates of Trauma

- Foster Care
- Poverty
- Victimization
- Suicide

- Homicide
- Accidents
- Drug-induced deaths
- Alcohol-induced deaths

Center for Native American Youth at the Aspen Institute
https://www.cnay.org/fast-facts/

Indian Health Service
https://www.ihs.gov/newsroom/factsheets/disparities/

National Indian Child Welfare Association
Definitions

- **Adverse Childhood Experiences**
- **Triggers**
- **Vicarious Trauma**
- **Secondary Traumatic Stress**
- **Compassion Fatigue**

Definitions

- **Trauma**
- **Trauma-informed care**
- **Trauma-responsive care**
- **Trauma-informed systems**
- **Trauma-responsive systems**

## Indicators of Trauma, Stress, Grief, or Loss

### Infants and Toddlers
- Eating and sleeping disturbances
- Irritable, difficult to soothe—or passive
- Developmental milestone delays
- Defiant, withdrawn, aggressive

### Preschoolers
- Regression of skills
- Sleep disturbances
- Engage in traumatic play
- Decrease in social skills
- Hypervigilance


National Child Traumatic Stress network. (n.d.). *Age-related reactions to a traumatic event.*
[https://www.nctsn.org/resources/age-related-reactions-traumatic-event](https://www.nctsn.org/resources/age-related-reactions-traumatic-event)
Indicators of Trauma, Stress, Grief, or Loss

School-Age
- Difficulty with attention
- Mood swings, withdrawn or aggressive
- Fights with peers or adults
- Wants to be left alone
- Frequent headaches, stomach upsets
- Regressive behaviors

Adults
- Difficulty responding to children in healthy ways
- Increased chance of:
  - Social risk factors
  - Mental health issues
  - Substance abuse
  - Intimate partner violence

Video Clip: Trauma and Children’s Development

Social-Emotional Development Screening Tools

Supporting Children Impacted by Trauma

- Importance of Attachment
- Establish routines
- Emotional literacy
- Validate feelings

- Continuity of care
- Cultural and linguistic responsiveness
- Pyramid model support plan
Impact on Caring for Children

Adults dealing with the impact of trauma may have a decreased ability to provide sensitive and responsive care to children.

The following factors may affect adults’ responsiveness:

- Extent of impact on personal lives
- Previous experience with Adverse Childhood Experiences (ACEs)
- Preexisting conditions (for example, mental health conditions)

In addition, some adults may experience secondary traumatic stress.


Impact of Care

Responsive Care

- Primary Caregiving
- Inclusive Care
- Relationship-Based Care
- Culturally Responsive Care
- Individualized Care
- Continuity of Care
- Small Group Care

Unresponsive Care


Source: Lally, J. R., & Mangione, P. L. (n.d.). *About the Program for Infant/Toddler Care.* WestEd: California Department of Education. [https://www.pitc.org/about](https://www.pitc.org/about)
"Resilience is how well an individual or group can withstand and recover from significant changes that threaten their stability, capability, or development."

https://static1.squarespace.com/static/58e7e4676a496342ee566554/t/5b034ed0562fa7bfe31f4adf/1526943441477/Whitepaper++Childcare+Providers+v7.pdf
Supporting Families and Caregivers
What Is Trauma-Responsive Practice?

A program, organization, or system is trauma informed when it does the following:

1. Realizes the impact of trauma and potential paths for recovery
2. Recognizes signs and symptoms of trauma in families and stress
3. Integrates knowledge about trauma into policies, procedures, and practices
4. Seeks actively to resist re-traumatization

Tribes and Trauma-Responsive Care

- Understanding of cultural perspectives on collective trauma, grief, and loss
- Recognizing historical trauma and how it affects decisions or outreach for support
- Identifying the needs and appropriate supports for children and families impacted by trauma
- Culture and language as strengths-based approaches to improve resilience
Supporting Families Impacted by Trauma

Protective Factors

Environmental Approach

Comprehensive Services
Protective Factors

- Provide culturally focused family support services.
- Create a sense of safety and security within your system.
- Incorporate cultural perspectives and activities within the service delivery.
Protective Factors

- Strengthening Families
  - Parental resilience
  - Social connections
  - Knowledge of parenting and child development
  - Concrete support in times of need
  - Children’s social and emotional development
Culture and Children’s Identity Development

Culture shapes the context for social interactions that form the fundamental building blocks of the various dimensions of identity.

Culture and Children’s Early Learning Outcomes

Language Revitalization and Resilience

Source: Lakota Language Immersion Nest
https://www.youtube.com/watch?v=52jReWuyv8

Source: Kiowa Child Care Center, from ACF’s Monitoring Your Tribal CCDF Center
https://youtu.be/iWIMVbfIKP0

Source: Iakwahwatsiratatie Mohawk Language Nest
https://www.youtube.com/watch?v=2Nb9n3QKY48&feature=youtu.be

Source: Pūnana Leo Literacy Program
https://www.youtube.com/watch?v=eEYs9wOUxsE&feature=youtu.be
Environmental Approach to Resilience

- Promoting resilience at multiple levels of influence on the family
  - Direct Services that can Support Families:
    - Parenting Classes, Early Head Start/Head Start, Schools, Early Intervention, Mental Health Consultants
  - Cultural Activities that can Support Families:
    - Dance, Drumming, Beading, Basket Weaving, Pottery
Supporting Caregivers Impacted by Trauma

Workforce Wellness and Training

Caregiver Assessment Tool

Wellness for Staff

Workforce Wellness and Training

What training exists to prepare the workforce to work with children impacted by trauma?

• Are they able to recognize signs of trauma in children?
• Are they aware of the benefits of using responsive caregiving practices?

What training exists to prepare the workforce to work with families impacted by trauma?

• How connected are the providers to community services?

What supports are in place for caregiver wellness?
Caregiver Assessment Tool

- Responses to trauma
- Key resiliency factors
- Self-assessment
- Self-care plan
- Resources

Wellness Wheel

Physical Wellness

Mental Wellness

Social/Emotional Wellness

Spiritual Wellness

National Center on Tribal Early Childhood Development. (2020). Peer Learning and Leadership Network (PLLN) face-to-face meeting.
What Is Mindfulness?

“The ability to stay focused on one’s present experience with nonjudgmental awareness”

Building a Trauma-Responsive System
Comprehensive Services

Inter-connecting initiatives and collaborative efforts to provide families impacted by trauma with the appropriate resources, supports, and services

- **Circles of Care**—local capacity building to improve mental health, substance abuse prevention and wellness services, and supports for children, youth, and families

- **Native Connections Program**—to identify and address behavioral health needs of youth
Additional Comprehensive Services

- Tribal Health Department and Behavioral Health Services and suicide prevention
- Tribal Department of Justice—Victims’ Services Unit
- Tribal Human Services or Social Services Programs
- Tribal Education Systems and child care subsidies
- Tribal Maternal, Infant, Early Childhood Home Visiting (MIECHV)
- Tribe or State IDEA Part B and Part C Services
- Other Tribal Programs
- National Indigenous Women’s Resource Center
- Mending the Sacred Hoop: Domestic Violence Prevention
- Suicide Prevention Resource Center: American Indian/Alaska Native Suicide Prevention
Expanding Comprehensive Services

- Tribal Epidemiology Centers
- National Indian Health Board
- Tribal Health Consortia
- Center for American Indian Health
- Indian Health Service (IHS)
  - IHS Division of Behavioral Health
  - IHS Suicide Prevention Program
- National American Indian Housing Council
- National Indian Education Association
- National Indian Child Welfare Association
- Center for Native American Youth
- Strong Hearts Native Helpline
- United National Indian Tribal Youth
Establishing a Framework for Resiliency

- Establish partnerships to make emergency support services available such as domestic violence and runaway shelters, crisis hotlines, and family counseling programs.
- Ensure the availability of non-crisis services, such as mediation, anger management programs, peacemaking, and other conflict resolution approaches.
- Support teaching of culture and tradition as a primary means of rejuvenating the self-worth, resilience, and mental health of Indigenous youth.
- Develop parent training programs and child development focused parenting courses that integrate culturally appropriate childrearing philosophies and practices.
- Integrate Indigenous health care practices into existing health and wellness services.
- Consider interagency agreements for behavioral health professionals to support early care and education programs and schools including Bureau of Indian Education schools.

What Is a Trauma-Responsive System?

- Recognizes and responds to the impact of traumatic stress on children, caregivers, and service providers
- Trauma awareness, knowledge, and skills infused into programs’ and agencies’ organizational cultures, practices, and policies
- Collaboration to maximize physical and psychological safety and facilitate the recovery of the child and family and support their ability to thrive

Building a Trauma-Responsive System

- Attend Trauma Training
- Collaborate with Tribal Agencies
- Conduct Shared Trainings
- Integrate Consultation Services
- Local Capacity Building
- Evaluate Progress
How Do I Know If My System Is Trauma Informed?

What is a Trauma-Informed Child and Family Service System?

A trauma-informed child and family service system is one in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies. They 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.

A service system with a trauma-informed perspective is one in which agencies, programs and service providers:

1. Routinely screen for trauma exposure and related symptoms.
2. Use evidence-based, culturally responsive assessment and treatment for traumatic stress and associated mental health symptoms.
3. Make resources available to children, families, and providers on trauma exposure, its impact, and treatment.
4. Engage in efforts to strengthen the resilience and protective factors of children and families impacted by and vulnerable to trauma.
5. Address parent and caregiver trauma and its impact on the family system.
6. Emphasize continuity of care and collaboration across child-service systems and/or.
7. Maintain an environment of care for staff that addresses, minimizes, and treats secondary traumatic stress, and that enhances staff wellness.

These activities are rooted in an understanding that trauma-informed agencies, programs and service providers:

1. Build meaningful partnerships that create mutuality among children, families, caregivers, and professionals at an individual and organizational level.
2. Address the intersections of trauma with culture, history, race, gender, location and language, acknowledge the compounding impact of structural inequity, and are responsive to the unique needs of diverse communities.
Key Elements of a Trauma-Responsive Child Care System

1. Screen for trauma exposure and related symptoms
2. Make appropriate resources available
3. Strengthen the resilience and protective factors of children and families
4. Address parent & caregiver trauma
5. Continuity of care & collaboration across child-service systems
6. Workforce care that addresses secondary traumatic stress & increases wellness

National Center on Tribal Early Childhood Development and State Capacity Building Center
# Trauma-Responsive Tribal Child Care: Questions to consider…

<table>
<thead>
<tr>
<th>Quality Initiatives</th>
<th>Subsidies/Child Care Assistance</th>
<th>Tribal Child Care Licensing/Monitoring</th>
<th>Professional Development Systems</th>
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<tbody>
<tr>
<td>What quality initiatives has the Tribe established that focus on cultural learning and language revitalization to support resilience?</td>
<td>How does Tribal CCDF child care assistance support continuity of care?</td>
<td>How do the established adult to child ratios support trauma-responsive child care?</td>
<td>What training and professional development opportunities are offered to support trauma-responsive care?</td>
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<td>What incentives are provided to encourage staff retention and increase continuity of care?</td>
<td>What community needs assessments have been done to identify the needs for equal access to child care?</td>
<td>How do the licensing and monitoring practices improve safety and trust with providers?</td>
<td>Are scholarships offered through Tribal CCDF as an initiative to increase child care staff credentials and specializations?</td>
</tr>
<tr>
<td>How does the program provide recognition and appreciation of nurturing and responsive caregivers?</td>
<td>How do tiered rates or differential child care payment rates supporting vulnerable populations equal access to child care?</td>
<td>How do the health and safety standards support all child care provider types including family, friend, and neighbor (FFN) care?</td>
<td>What resources, trainings and collaborative supports address early childhood practitioner stress?</td>
</tr>
<tr>
<td>How are caregivers supported with Infant-Early Childhood Mental Health (I-ECMH) Consultation and Positive Behavior Interventions and Supports (PBIS) to address challenging behaviors?</td>
<td>What are ways child care assistance can support children and families that have “child protective services” involvement with trauma-responsive child care?</td>
<td>How do the licensing requirements mitigate workforce stress or compassion fatigue?</td>
<td>How is culturally-responsive training and information provided to non-Native providers about working with Native children and families to ensure they honor cultural practices to foster the child’s identity?</td>
</tr>
<tr>
<td>What collaborative resources and services are in place to support children and families with trauma-responsive care?</td>
<td>How can Tribal CCDF payment rates, mini-grants or contracts strengthen quality in early childhood education?</td>
<td>What are ways that state child care licensing could strive to be culturally responsive?</td>
<td>Is there a comprehensive trauma-informed professional learning for Tribal child care educators and workforce?</td>
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Questions and Reflections
Resources
## Resources

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| **Culture, Collaboration, and Innovation: How Tribal Home Visiting Programs Are Working to Improve Outcomes for Children, Families, and Communities** | Tribal Maternal, Infant, and Early Childhood Home Visiting program  
| Tribal Home Visiting Program Video Library                               | Tribal Maternal, Infant, and Early Childhood Home Visiting program  
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<tr>
<td>Intergenerational/Historical Trauma, Targeted Resources for Tribal Child Welfare</td>
<td>Capacity Building Center for Tribes <a href="https://tribalinformationexchange.org/files/products/HistoricalTraumaResourceGuide.pdf">Link</a></td>
<td>![Resource Image]</td>
</tr>
<tr>
<td>Emergencies and National Disasters: Helping Children and Families Cope</td>
<td>National Center on Pyramid Model Innovations <a href="https://challengingbehavior.cbcs.usf.edu/emergency">Link</a></td>
<td>![Resource Image]</td>
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<td>After a Crisis: How Young Children Heal</td>
<td>National Child Traumatic Stress Network</td>
<td><img src="https://www.nctsn.org/sites/default/files/resources//after_a_crisis_helping_young_children_heal.pdf" alt="Image" /></td>
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<td>Conversations about Historical Trauma</td>
<td>National Child Traumatic Stress Network</td>
<td><img src="https://www.nctsn.org/resources/conversations-about-historical-trauma-part-one" alt="Image" /></td>
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| Behavioral Health programs from Indian Health Service | Indian Health Service Division of Behavioral Health Programs  
[https://www.ihs.gov/communityhealth/behavioralhealth/](https://www.ihs.gov/communityhealth/behavioralhealth/) | ![Image](image1.png) |
| Trauma Informed Care trainings and webinars | Indian Health Service Trauma Informed Care trainings and webinars  
[https://www.ihs.gov/teleeducation/webinar-archives/traumainformedcare/](https://www.ihs.gov/teleeducation/webinar-archives/traumainformedcare/) | ![Image](image2.png) |
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<td>Historical Trauma</td>
<td>Administration for Children and Families Resource Guide to Trauma-Informed Human Services</td>
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<td><a href="https://www.acf.hhs.gov/trauma-toolkit/trauma-concept">https://www.acf.hhs.gov/trauma-toolkit/trauma-concept</a></td>
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<td>Mental Health Promotion Resources</td>
<td>SAMHSA’s Tribal Training and Technical Assistance Center and Resources</td>
<td><img src="https://www.samhsa.gov/tribal-ttac/resources/mental-health-promotion" alt="Image" /></td>
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<td>Suicide Prevention, Violence Prevention, and Substance Abuse Prevention</td>
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<td>Understanding Child Trauma</td>
<td>National Child Traumatic Stress Initiative from the Substance Abuse and Mental Health Services Administration and National Child Traumatic Stress Network</td>
<td><img src="source" alt="Understanding Child Trauma" /></td>
</tr>
<tr>
<td>Research-to-Practice Brief: Services for Families of Infants and Toddlers Experiencing Trauma</td>
<td>Network of Infant Toddler Researchers Office of Planning, Research, and Evaluation</td>
<td><img src="source" alt="Services for Families of Infants and Toddlers Experiencing Trauma" /></td>
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Resources

- American Indian/Alaska Native Community Crisis Response to address suicide behavior-related crises
  https://www.ihs.gov/suicideprevention/communityguidelines/triballevel/

- Children and Grief During COVID-19 from the Center for American Indian Health
  https://caih.jhu.edu/assets/documents/Children_and_Grief.pdf

- Family Spirit Home Visiting Program from the Center for American Indian Health
  https://caih.jhu.edu/programs/family-spirit/

- Infant and Early Childhood Mental Health Consultation: Engaging with Families

Resources


- Indian Health Service Trauma Informed Care trainings and webinars. [https://www.ihs.gov/teleeducation/webinar-archives/traumainformedcare/](https://www.ihs.gov/teleeducation/webinar-archives/traumainformedcare/)
Resources


- National Native Children’s Trauma Center. [https://www.nnctc.org/trainings-and-services](https://www.nnctc.org/trainings-and-services)

- NCASE Adverse Childhood Experiences (ACEs) and Trauma Informed Practice Resources NCASE has developed a number of resources sharing strategies for addressing adverse ACEs in out-of-school time. This publication is part of a series compiling NCASE resources on a particular theme for the benefit of state, territory, and Tribal lead agencies and their designated networks and includes two briefs (research and practice), a webinar, and a professional development module addressing ACEs. The goal is to promote professional development and capacity building. Questions for reflection and action steps are suggested for consideration.

- Suicide Prevention and Care Program through Indian Health Service. [https://www.ihs.gov/suicideprevention/](https://www.ihs.gov/suicideprevention/)
