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State Capacity Building Center



**National Center on Tribal
Early Childhood Development**

Trauma-Responsive Care: A Framework for Resilience

August 2020

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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.



**National Center on Tribal
Early Childhood Development**

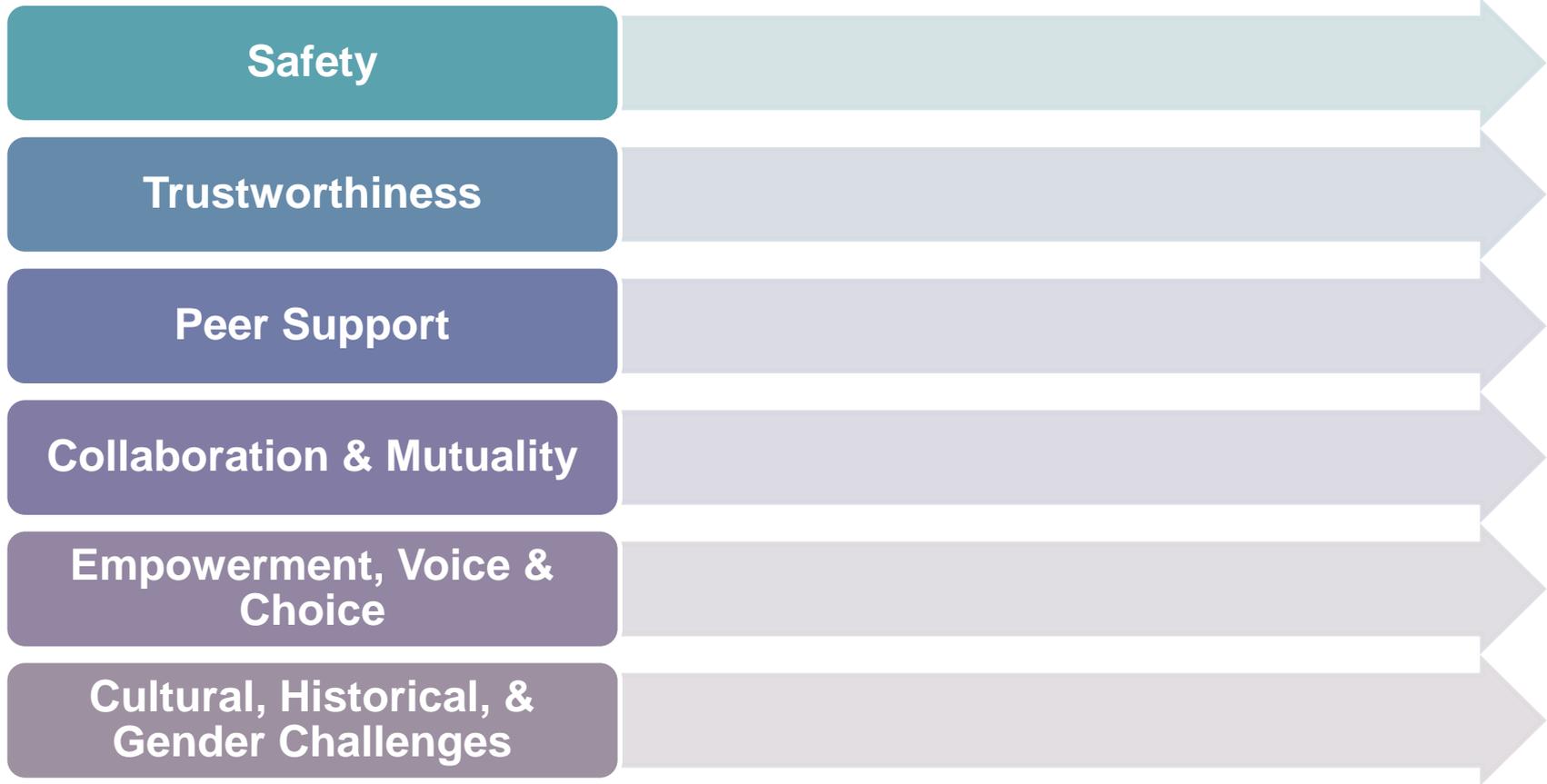


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Overview of Trauma

Six Guiding Principles for a Trauma-Informed Approach



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

Definitions

Historical
Trauma

Intergenerational
Trauma

Racial Trauma

Crossover
Trauma

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

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2020). *Understanding trauma and healing in adults: Brief 1. Defining trauma.*

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.”

National Congress of American Indians Policy Research Center. (2015). *Backgrounder: Resilience & trauma*, p. 2.
<http://www.ncai.org/policy-research-center/research-data/prc-publications/Backgrounder-Resilience.pdf>

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.’”

Substance Abuse and Mental Health Services Administration (2019). Trauma and violence, paragraph 2. <https://www.samhsa.gov/trauma-violence>

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/di-sparities/>

National Indian Child Welfare Association

<https://www.nicwa.org/wp-content/uploads/2018/10/Setting-the-Record-Straight-2018.pdf>



Definitions

Adverse
Childhood
Experiences

Triggers

Vicarious
Trauma

Secondary
Traumatic
Stress

Compassion
Fatigue

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

Definitions

Trauma

Trauma-
informed
care

Trauma-
responsive
care

Trauma-
informed
systems

Trauma-
responsive
systems

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

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

Source: Sorrels, B. (2015). *Reaching and teaching children exposed to trauma*. Pages 20–24. Lewisville, NC: Gryphon House.

National Child Traumatic Stress network. (n.d.). *Age-related reactions to a traumatic event*.

<https://www.nctsn.org/resources/age-related-reactions-traumatic-event>

Indicators of Trauma, Stress, Grief, or Loss

School-Age

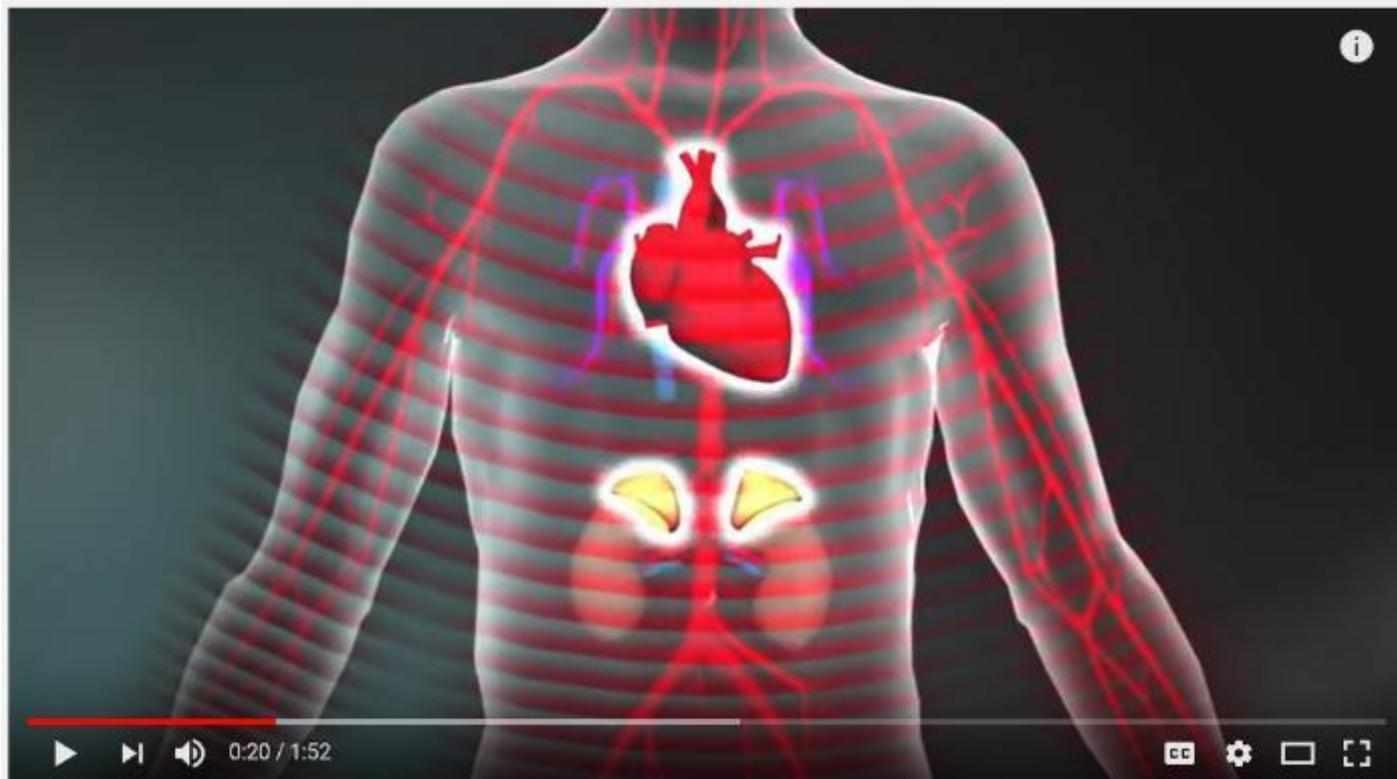
- ◆ Difficulty with attention
- ◆ Mood swings, withdrawn or aggressive
- ◆ Fights with peers or adults
- ◆ Wants to be left alone
- ◆ Frequent headaches, stomach upsets
- ◆ Regressive behaviors

Adults

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

Source: Children's Bureau, Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services (2014). *Parenting a child who has experienced trauma*. <https://www.childwelfare.gov/pubPDFs/child-trauma.pdf>

Video Clip: Trauma and Children's Development

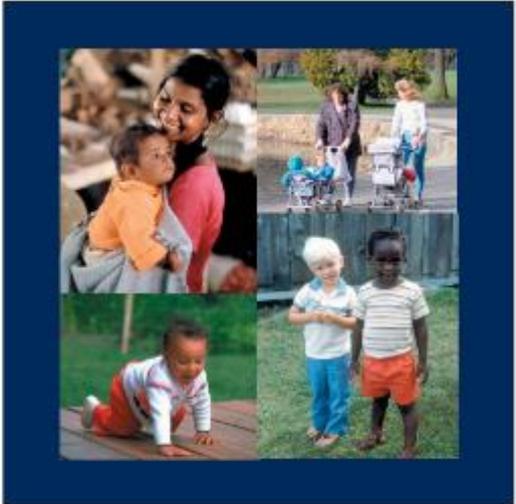


Source: Center on the Developing Child at Harvard University. (2011). 3. *Toxic stress derails healthy development* [Video]. <https://www.youtube.com/watch?v=rVwFkcOZHJw>

Social-Emotional Development Screening Tools

SCREENING AND ASSESSMENT TOOLS DESCRIPTIONS SUMMARY TABLE					
TOOLS	AGE RANGES	USES		PSYCHOMETRICS Reliability (0-10/12)	AD Methods
		Content	Applications		
SOCIAL-EMOTIONAL SCREENING					
Ages and Stages Questionnaires: Social-Emotional (ASQ: SE)	3-66 Months	Social-emotional	Screening for delays	9	Paper/pencil
Behavioral Assessment of Baby's Emotional and Social Style (BABES)	0-36 Months	Social-emotional	Screening for concerns	0	Paper/pencil
Eyberg Child Behavior Inventory (ECBI) Sutter-Eyberg Behavior Inventory-Revised (SESB1-R)	2-16 Years	Conduct	Screening for externalizing disorders	10	Paper/pencil
Mental Health Screening Tool (MHST)	0-5 years	Social-emotional	Screening for urgent need for assessment	0	Paper/pencil
Pediatric Symptom Checklist	4-16 Years	Social-emotional	Screening for disorders	5	Paper/pencil
The Preschool Feelings Checklist	36-66 Months	Depression	Screening for depression	3	Paper/pencil
Preschool and Kindergarten Behavioral Scales-Second Edition (PKBS-2)	26-60 Months	Social-emotional	Screening for delay intervention planning	7	Paper/pencil
Strengths and Difficulties Questionnaire	3-16 Years	Social-emotional	Screening for disorders	5	Paper/pencil
SOCIAL-EMOTIONAL ASSESSMENT					
Achenbach System of Empirically Based Assessment	18-60 Months	Social-emotional	Assessment	12	Paper/pencil
Behavior Assessment System for Children, Second Edition (BASC-II)	2;0-21;11 Years	Social-emotional	Assessment Treatment planning	6	Paper/pencil
Doreman Early Childhood Assessment	2-5 Years	Social-emotional	Access for behavioral concerns and protective factors Treatment planning	8	Observer
Early Screening Project	3-5 Years	Social-emotional	Assessment	8	Teacher Observer/ parent or Observer

THE INFANT, PRESCHOOL, FAMILY, MENTAL HEALTH INITIATIVE
**Compendium of Screening Tools for
Early Childhood Social-Emotional
Development**



By
Todd Sosna, Ph.D., and
Ann Mastergeorge, Ph.D.
California Institute for Mental Health

Source: Sosna, T., Mastergeorge, A., & California Institute for Mental Health. (2005). *Compendium of Screening tools for Early childhood Social-Emotional Development*. https://www.cibhs.org/sites/main/files/file-attachments/the_infant_preschool_family_mental_health_initiative_compendium_of_screening_tools_for_early_childhood_social-emotional_deve.pdf

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)

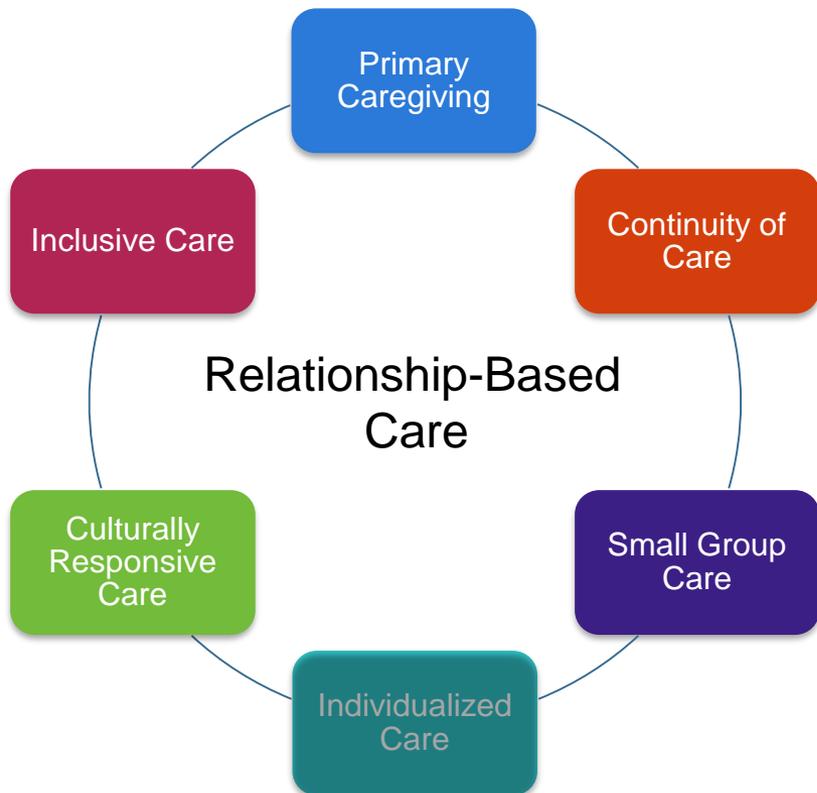
In addition, some adults may experience secondary traumatic stress.

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*.
<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. *American Academy of Pediatrics*, 136(4), e1,120–e1,130.
<http://pediatrics.aappublications.org/content/pediatrics/early/2015/09/08/peds.2015-2861.full.pdf>

Impact of Care

Responsive 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>

Unresponsive Care

Science Helps to Differentiate Four Types of Unresponsive Care

	OCCASIONAL INATTENTION	CHRONIC UNDER-STIMULATION	SEVERE NEGLECT IN A FAMILY CONTEXT	SEVERE NEGLECT IN AN INSTITUTIONAL SETTING
Features	Intermittent, diminished attention in an otherwise responsive environment	Ongoing, diminished level of child-focused responsiveness and developmental enrichment	Significant, ongoing absence of serve and return interaction, often associated with failure to provide for basic needs	"Warehouse-like" conditions with many children, few caregivers, and no individualized adult-child relationships that are reliably responsive
Effects	Can be growth-promoting under caring conditions	Often leads to developmental delays and may be caused by a variety of factors	Wide range of adverse impacts, from significant developmental impairments to immediate threat to health or survival	Basic survival needs may be met, but lack of individualized adult responsiveness can lead to severe impairments in cognitive, physical, and psychosocial development
Action	No intervention needed	Interventions that address the needs of caregivers combined with access to high-quality early care and education for children can be effective	Intervention to assure caregiver responsiveness and address the developmental needs of the child required as soon as possible	Intervention and removal to a stable, caring, and socially responsive environment required as soon as possible

National Scientific Council on the Developing Child. (2012). *The science of neglect: The persistent absence of responsive care disrupts the developing brain: Working paper 12*. <https://developingchild.harvard.edu/resources/the-science-of-neglect-the-persistent-absence-of-responsive-care-disrupts-the-developing-brain>

Trauma-Responsive Care to Support Resilience

“Resilience is how well an individual or group can withstand and recover from significant changes that threaten their stability, capability, or development.”

Southern Kenai Peninsula Resilience Coalition. (n.d.). *The scientific connection between ACEs and resilience*, p. 1.

<https://static1.squarespace.com/static/58e7e4676a496342ee566554/t/5b034ed0562fa7bfe31f4adf/1526943441477/Whitepaper+-+Childcare+Providers+v7.pdf>



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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

Source: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. (n.d.). Trauma and violence [Web page]. Para. 3. <https://www.samhsa.gov/trauma-violence>

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

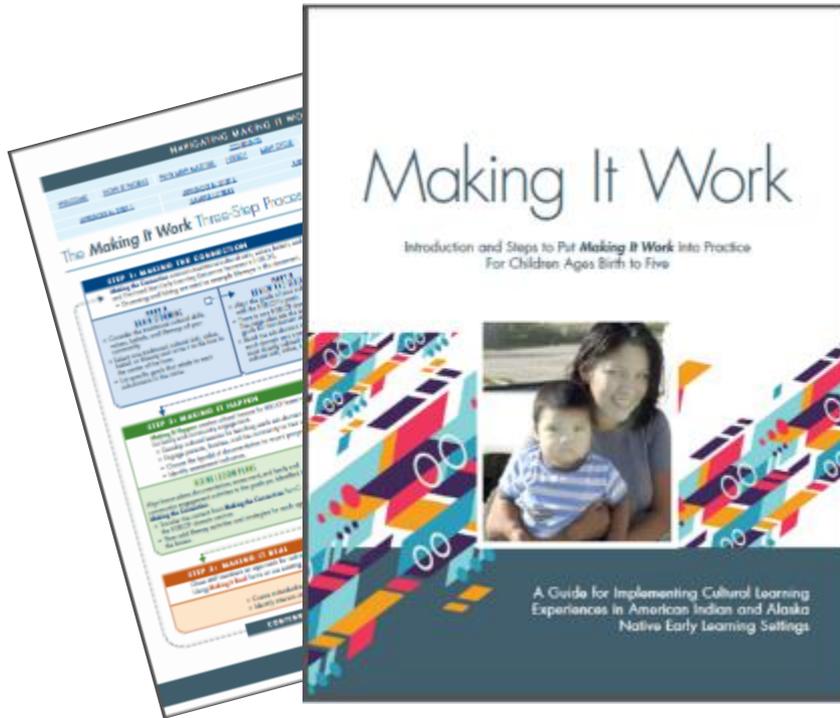
Culture and Children's Identity Development

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

Virmani, E. A., & Mangione, P. L. (Eds.). (2013). *Infant/toddler caregiving: A guide to culturally sensitive care* (2nd ed.). Sacramento: California Department of Education.



Culture and Children's Early Learning Outcomes



DOMAIN ORGANIZATIONS

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

National Center on Early Childhood Development, Teaching, and Learning. (2017). *Making it work: A guide for implementing cultural learning experiences in American Indian and Alaska Native early learning settings.*

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/making-it-work-2017.pdf>

Language Revitalization and Resilience



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



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



Source: Kiowa Child Care Center, from ACF's *Monitoring Your Tribal CCDF Center* <https://youtu.be/iWIMVbflKP0>



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

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?

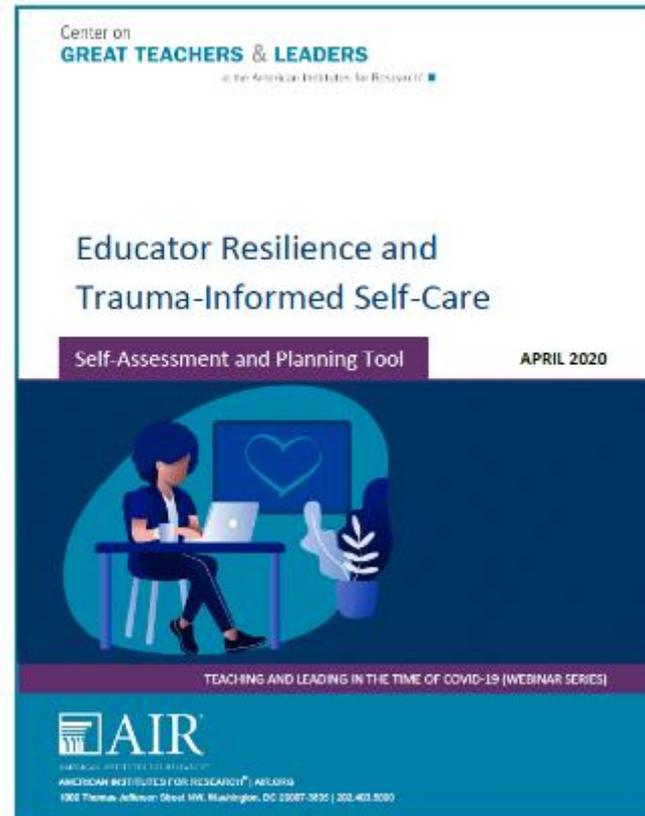
What training exists to prepare the workforce to work with families impacted by trauma?

- 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



Source: Center on Great Teachers & Leaders at the American Institutes for Research. (2020). *Educator Resilience and Trauma-Informed Self-Care*. <https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf>

Wellness Wheel



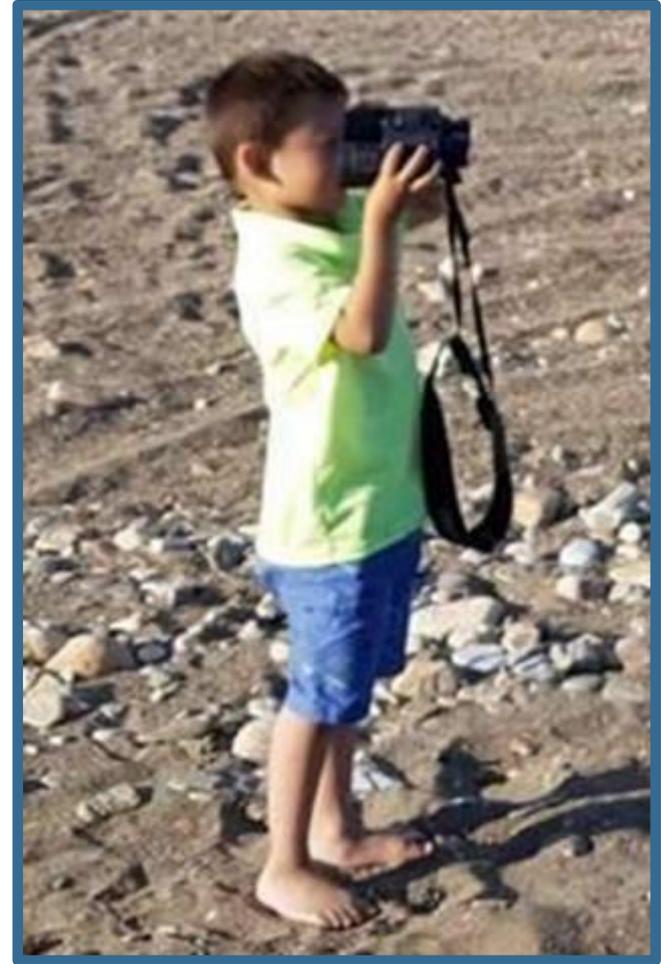
National Center on Tribal Early Childhood Development. (2020). Peer Learning and Leadership Network (PLLN) face-to-face meeting.

What Is Mindfulness?

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

Source: Jennings, P. A. (2015). *Seven Ways Mindfulness Can Help Teachers*. *Greater Good Magazine*.

https://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers





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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

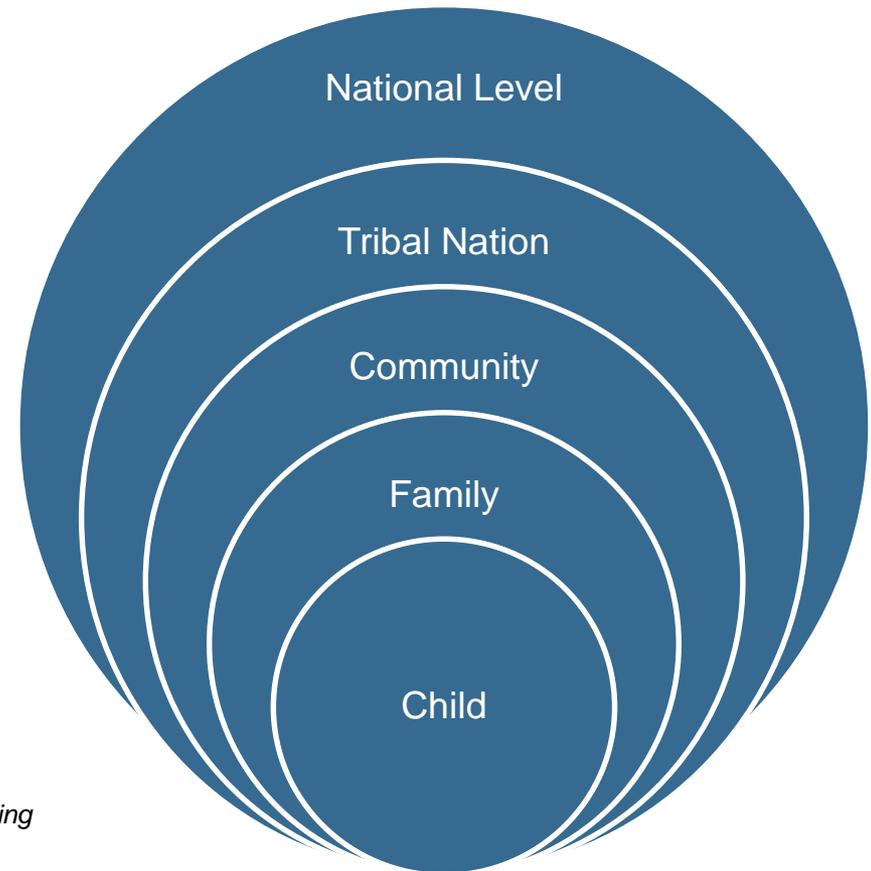
Expanding Comprehensive Services

- ◆ 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.



NCAI, NICWA, NIEA, & NIHB. (2015). *Native Children's Policy Agenda: Putting First Kids 1st*. file:///C:/Users/36713/OneDrive%20-%20ICF/LAO%209-12-18/NCTECD/Native_Childrens_Policy_Agenda-%20NICWA%202015.pdf



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

Source: National Child Traumatic Stress Network. (n.d.). *Creating trauma-informed systems* [Web page]. <https://www.nctsn.org/trauma-informed-care/creating-trauma-informed-systems>

Building a Trauma-Responsive System



How Do I Know If My System Is Trauma Informed?



NCTSN The National Child Traumatic Stress Network



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
- 7 Maintain an environment of care for staff that addresses, minimizes, and treats secondary traumatic stress, and that addresses staff wellness.

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

- 8 Build meaningful partnerships that create reciprocity among children, families, caregivers and professionals at an individual and organizational level; and
- 9 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.

This project was funded by the National Center on Tribal Early Childhood Development and State Capacity Building Center (NCTSN), a Department of Health and Human Services (HHS) Title IV-E waiver project, and the National Center on Child Abuse and Neglect (NCCAN), a Department of Health and Human Services (HHS) Title IV-E waiver project.

Key Elements of a Trauma-Responsive Child Care System



Trauma-Responsive Tribal Child Care: Questions to consider...

Quality Initiatives

- What quality initiatives has the Tribe established that focus on cultural learning and language revitalization to support resilience?
- What incentives are provided to encourage staff retention and increase continuity of care?
- How does the program provide recognition and appreciation of nurturing and responsive caregivers?
- How are caregivers supported with Infant-Early Childhood Mental Health (I-ECMH) Consultation and Positive Behavior Interventions and Supports (PBIS) to address challenging behaviors?
- What collaborative resources and services are in place to support children and families with trauma-responsive care?

Subsidies/Child Care Assistance

- How does Tribal CCDF child care assistance support continuity of care?
- What community needs assessments have been done to identify the needs for equal access to child care?
- How do tiered rates or differential child care payment rates supporting vulnerable populations equal access to child care?
- What are ways child care assistance can support children and families that have “child protective services” involvement with trauma-responsive child care?
- How can Tribal CCDF payment rates, mini-grants or contracts strengthen quality in early childhood education?

Tribal Child Care Licensing/Monitoring

- How do the established adult to child ratios support trauma-responsive child care?
- How do the licensing and monitoring practices improve safety and trust with providers?
- How do the health and safety standards support all child care provider types including family, friend, and neighbor (FFN) care?
- How do the licensing requirements mitigate workforce stress or compassion fatigue?
- What are ways that state child care licensing could strive to be culturally responsive?
- What are ways Tribal child care licensing support trauma-responsive care?

Professional Development Systems

- What training and professional development opportunities are offered to support trauma-responsive care?
- Are scholarships offered through Tribal CCDF as an initiative to increase child care staff credentials and specializations?
- What resources, trainings and collaborative supports address early childhood practitioner stress?
- 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?
- Is there a comprehensive trauma-informed professional learning for Tribal child care educators and workforce?

Questions and Reflections





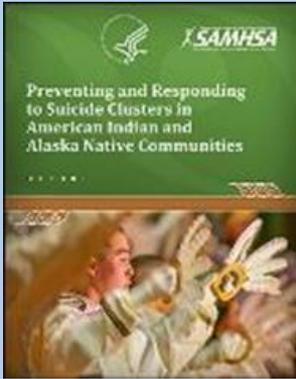
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Resources

Resources

Resource	Source	Image
<p>Preventing and Responding to Suicide Clusters in American Indian and Alaska Native Communities</p>	<p>Substance Abuse and Mental Health Services Administration https://store.samhsa.gov/product/Preventing-and-Responding-to-Suicide-Clusters-in-American-Indian-and-Alaska-Native-Communities-Report/SMA16-4969</p>	
<p>Adverse Childhood Experiences, Targeted Resources for Tribal Child Welfare</p>	<p>Capacity Building Center for Tribes https://www.tribalinformationexchange.org/files/products/adversechildhoodexperiences.pdf</p>	

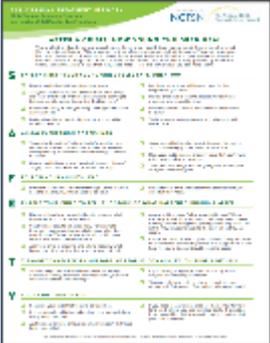
Resources

Resource	Source	Image
<p><i>Culture, Collaboration, and Innovation: How Tribal Home Visiting Programs Are Working to Improve Outcomes for Children, Families, and Communities</i></p>	<p>Tribal Maternal, Infant, and Early Childhood Home Visiting program https://www.acf.hhs.gov/sites/default/files/eecd/4478_thv_culture_collaboration_and_innovation_synthesis_report_final.pdf</p>	
<p>Tribal Home Visiting Program Video Library</p>	<p>Tribal Maternal, Infant, and Early Childhood Home Visiting program https://www.acf.hhs.gov/occ/thv-video</p>	

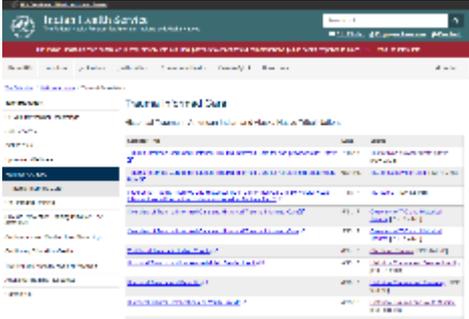
Resources

Resource	Source	Image
<p>Intergenerational/Historical Trauma, Targeted Resources for Tribal Child Welfare</p>	<p>Capacity Building Center for Tribes https://tribalinformationexchange.org/files/products/HistoricalTraumaResourceGuide.pdf</p>	
<p>Emergencies and National Disasters: Helping Children and Families Cope</p>	<p>National Center on Pyramid Model Innovations https://challengingbehavior.cbcs.usf.edu/emergency</p>	

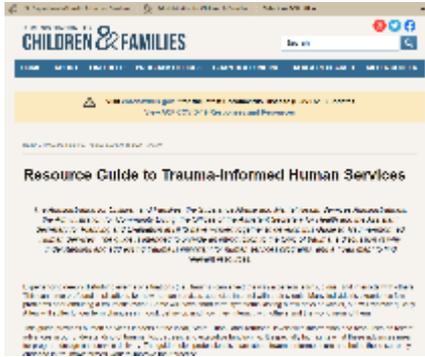
Resources

Resource	Source	Image
<p>After a Crisis: How Young Children Heal</p>	<p>National Child Traumatic Stress Network https://www.nctsn.org/sites/default/files/resources//after_a_crisis_helping_young_children_heal.pdf</p>	
<p>Conversations about Historical Trauma</p>	<p>National Child Traumatic Stress Network https://www.nctsn.org/resources/conversations-about-historical-trauma-part-one</p>	

Resources

Resource	Source	Image
Behavioral Health programs from Indian Health Service	Indian Health Service Division of Behavioral Health Programs https://www.ihs.gov/communityhealth/behavioralhealth/	
Trauma Informed Care trainings and webinars	Indian Health Service Trauma Informed Care trainings and webinars https://www.ihs.gov/teleeducation/archives/traumainformedcare/	

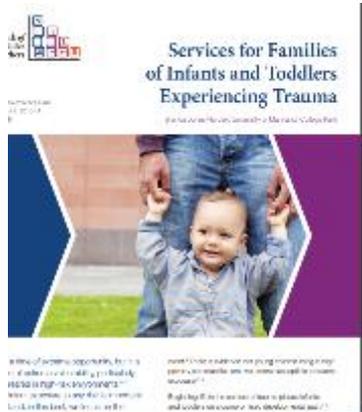
Resources

Resource	Source	Image
Historical Trauma	Administration for Children and Families Resource Guide to Trauma-Informed Human Services https://www.acf.hhs.gov/trauma-toolkit/trauma-concept	
Trauma Toolkit	Administration for Children and Families Resource Guide to Trauma-Informed Human Services https://www.acf.hhs.gov/trauma-toolkit	

Resources

Resource	Source	Image
<p>Mental Health Promotion Resources</p>	<p>SAMHSA's Tribal Training and Technical Assistance Center and Resources https://www.samhsa.gov/tribal-ttac/resources/mental-health-promotion</p>	
<p>Suicide Prevention, Violence Prevention, and Substance Abuse Prevention</p>	<p>SAMHSA's Tribal Training and Technical Assistance Center and Resources https://www.samhsa.gov/tribal-ttac</p>	

Resources

Resource	Source	Image
<p>Understanding Child Trauma</p>	<p>National Child Traumatic Stress Initiative from the Substance Abuse and Mental Health Services Administration and National Child Traumatic Stress Network</p> <p>https://www.samhsa.gov/sites/default/files/programs_campaigns/nctsi/nctsi-infographic-full.pdf</p>	
<p>Research-to-Practice Brief: Services for Families of Infants and Toddlers Experiencing Trauma</p>	<p>Network of Infant Toddler Researchers Office of Planning, Research, and Evaluation</p> <p>https://www.acf.hhs.gov/sites/default/files/opre/opre_nitr_brief_v07_508_2.pdf</p>	

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 <https://eclkc.ohs.acf.hhs.gov/publication/infant-early-childhood-mental-health-consultation-engaging-families>
- ◆ *Trauma Exposure in American Indian/Alaska Native Children* (2008). Indian Country Child Trauma Center.
<https://www.theannainstitute.org/American%20Indians%20and%20Alaska%20Natives/Trauma%20Exposure%20in%20AIAN%20Children.pdf>

Resources

- ◆ *Addressing Toxic Stress and Trauma in Native Communities: The Promise of Tribal Home Visiting.* (2015). Office of Family Assistance and Administration for Children and Families, Office of the Deputy Assistant Secretary for Early Childhood Development.
<https://peerta.acf.hhs.gov/content/addressing-toxic-stress-and-trauma-native-communities-promise-tribal-home-visiting>
- ◆ Adverse Childhood Experiences among American Indian/Alaska Native Children: The 2011-2012 National Survey of Children's Health. (2016). *Scientifica, 1, 1–14.* M. K. Kenney & G. K. Singh, Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services,
https://www.researchgate.net/publication/305670595_Adverse_Childhood_Experiences_among_American_IndianAlaska_Native_Children_The_2011-2012_National_Survey_of_Children's_Health
- ◆ Historical Trauma among the Native American Population: What Service Providers Need to Know. (2006). Indian Country Child Trauma Center, Center on Child Abuse and Neglect, & National Child Traumatic Stress Network. <http://www.nrc4tribes.org/files/Historical%20trauma%20-%20what%20providers%20need%20to%20know.pdf>
- ◆ Indian Health Service Trauma Informed Care trainings and webinars.
<https://www.ihs.gov/teleeducation/webinar-archives/traumainformedcare/>

Resources

- ◆ Mental Wellness webinar series for Families and Educators offered by SAMHSA.
<https://www.samhsa.gov/sites/default/files/training-and-technical-assistance-covid19.pdf>
- ◆ National Native Children's Trauma Center. <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/>
- ◆ Talking to Kids about COVID-19 from the Johns Hopkins Center for American Indian Health.
https://caih.jhu.edu/assets/documents/Talking_to_Kids_about_COVID-19.pdf

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