

**CHILD CARE**

State Capacity Building Center

# Trauma-Responsive Care: A Framework for Resilience

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Infant/Toddler Specialists Network

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# Welcome and Introductions



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# Learning Objectives

Participants will be able to:

- Identify the impact of trauma on children, caregivers, and families.
- Recognize the value of responsive practices to support resiliency and build protective factors.
- Explore the implementation of elements of a trauma responsive system.



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# Overview of Trauma

# 6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's **Office of Public Health Preparedness and Response (OPHPR)**, in collaboration with SAMHSA's **National Center for Trauma-Informed Care (NCTIC)**, developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by **OPHPR** and **NCTIC** was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

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

Trauma

Trauma-  
informed  
care

Trauma-  
responsive  
care

Trauma-  
informed  
systems

Trauma-  
responsive  
systems

Source: Crisis Prevention Institute (n.d.). *Trauma-informed care resources guide*.  
<https://www.crisisprevention.com/Blog/Trauma-Informed-Care?sr-feat=1>

# Definitions

Crossover Trauma

Historical Trauma

Racial Trauma

Intergenerational  
Trauma

Source: Crisis Prevention Institute (n.d.). *Trauma-informed care resources guide*.  
<https://www.crisisprevention.com/Blog/Trauma-Informed-Care?sr-feat=1>

# Definitions

Adverse  
Childhood  
Experiences

Triggers

Vicarious  
Trauma

Secondary  
Traumatic  
Stress

Compassion  
Fatigue

Source: Crisis Prevention Institute (n.d.). *Trauma-Informed care resources guide*.  
<https://www.crisisprevention.com/Blog/Trauma-Informed-Care?sr-feat=1>

# Impact on Caring for Children

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

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. *Pediatrics*, 136(4), e1,120–e1,130.

<http://pediatrics.aappublications.org/content/pediatrics/early/2015/09/08/peds.2015-2861.full.pdf>

# Signs of Trauma or Stress

## Infants and Toddlers

- ◆ Eating and sleeping disturbances
- ◆ Irritable, difficult to soothe—or passive
- ◆ Developmental 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>

# Signs of Trauma or Stress

## School-Age

- ◆ Difficulty with attention
- ◆ Mood swings, withdrawn, or aggressive
- ◆ 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>

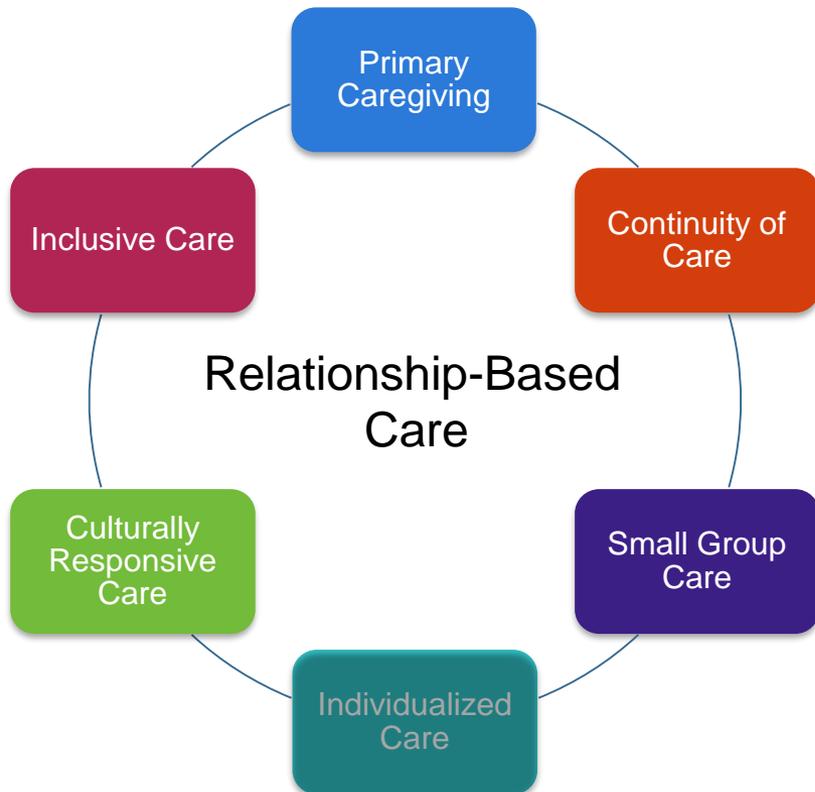
# Supporting Children Impacted by Trauma

- ◆ Responsive caregiving
- ◆ Emotional literacy
- ◆ Label and validate feelings
- ◆ Continuity of care
- ◆ Routines and schedules
- ◆ Allowing for dramatic play
- ◆ Pyramid model approach



# 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>



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# Supporting Families and Caregivers

# Trauma-Informed versus 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>

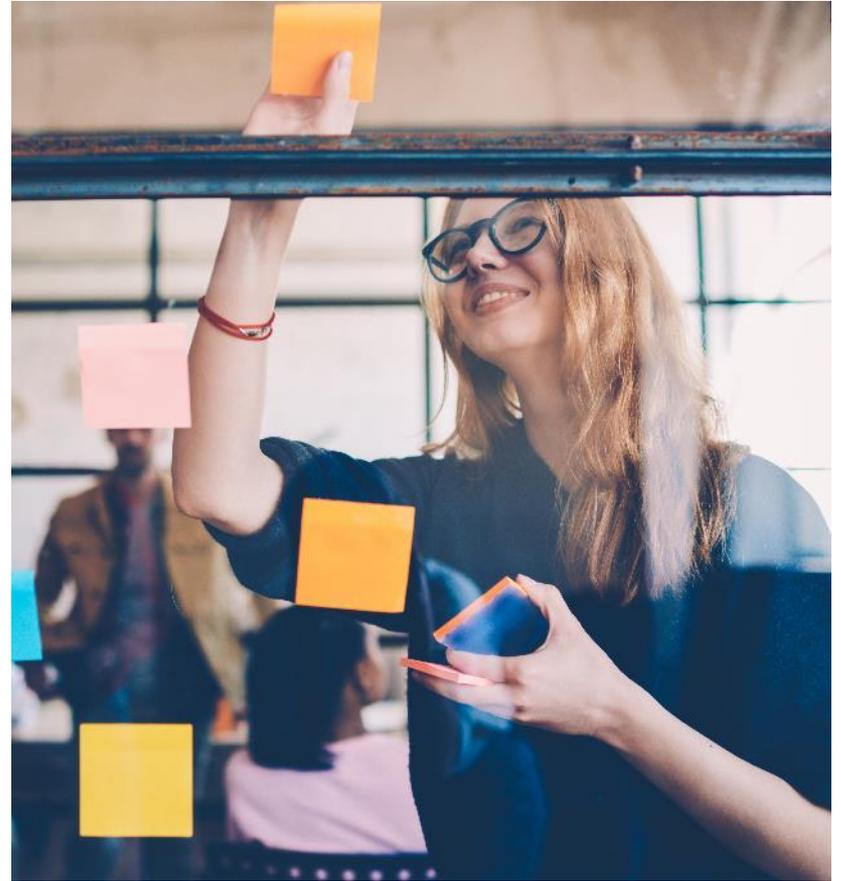
# Screenings and Assessments

CHILDREN AND  
FAMILIES

CAREGIVERS

ORGANIZATIONS

STATE SYSTEMS



# Supporting Families Impacted by Trauma



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**Protective  
Factors**

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**Environmental  
Approach**

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**Comprehensive  
Services**

# Protective Factors

- ◆ Provide culturally based family support services.
- ◆ Create a sense of safety and security within your system.
- ◆ Incorporate families' perspective in continuous quality improvement of service delivery.



# Protective Factors



- ◆ Strengthening Families
  - Parental resilience
  - Social connections
  - Knowledge of parenting and child development
  - Concrete support in times of need
  - Social and emotional competence of children

# Environmental Approach

- ◆ Promoting resilience at multiple levels of influence on the family
  - Partnering with schools, Early Head Start/Head Start, early intervention, therapists
  - Being visible in the community
  - Encouraging a shared vision of support for families with community providers, first responders, and faith leaders

# Comprehensive Services

- ◆ Expanding initiatives that help programs connect families impacted by trauma with community-based services
  - Food assistance
    - Supplemental Nutrition Assistance Program or Women, Infants, and Children Programs
    - Food banks
  - Programs serving families experiencing homelessness
  - Domestic violence programs

# Supporting Caregivers Impacted by Trauma



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Workforce Wellness  
and Training

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Getting Started with  
Mindfulness

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Caregiver  
Assessment Tool

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Wellness for Staff  
Guide

# 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 to support caregiver wellness?

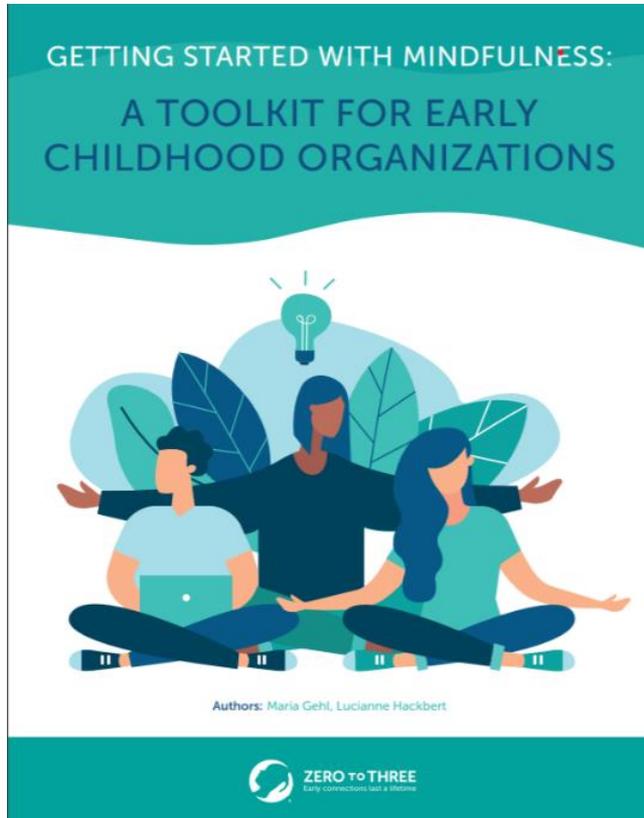
# What Is Mindfulness?

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



Source: Jennings, P. A. (2015). Seven ways mindfulness can help teachers [Web page]. *Greater Good Magazine*.  
[https://greatergood.berkeley.edu/article/item/seven\\_ways\\_mindfulness\\_can\\_help\\_teachers](https://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers)

# Getting Started With Mindfulness

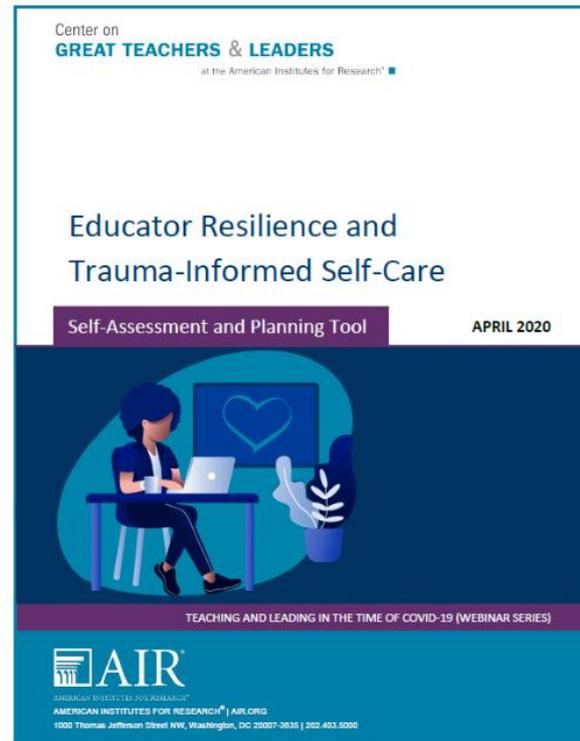


- ◆ Potential benefits
- ◆ Application of mindfulness
- ◆ Resources

Source: Hackbert, L., & Gehl, M. (n.d.). *Getting started with mindfulness: A toolkit for early childhood organizations*. Zero to Three. <https://www.zerotothree.org/resources/2896-getting-started-with-mindfulness-a-toolkit-for-early-childhood-organizations>

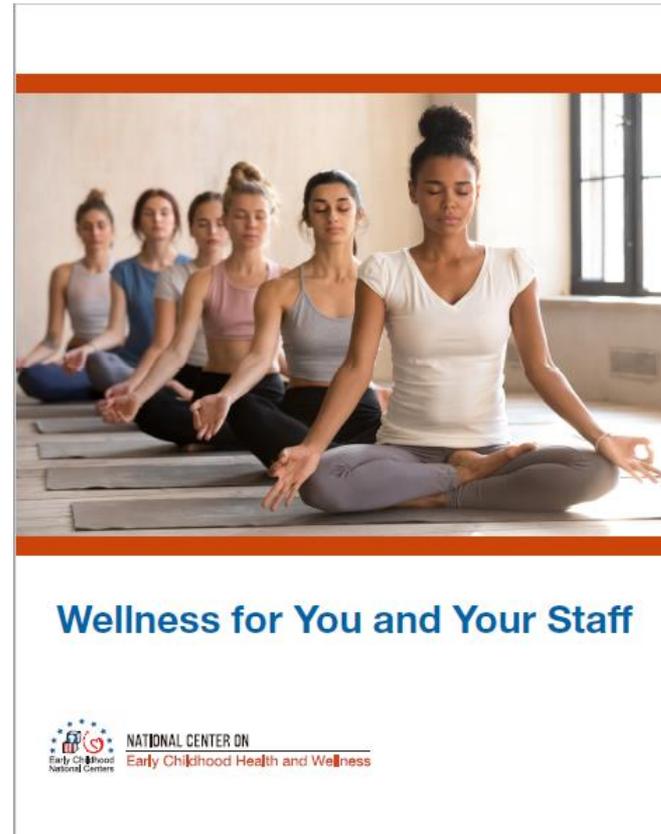
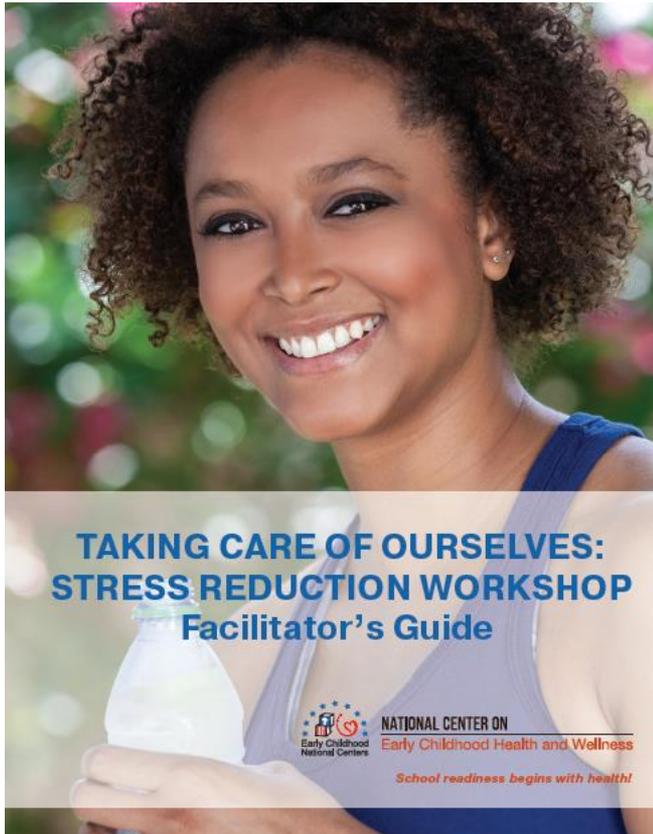
# Caregiver Assessment Tool

- ◆ 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>

# Taking Care of Ourselves



# Building a Trauma- Responsive System



# What Is a Trauma-Responsive System?



**Recognizes and responds 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.**

**All parts act in collaboration** with all who touch the lives of 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..

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

# 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, recognizes, 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:

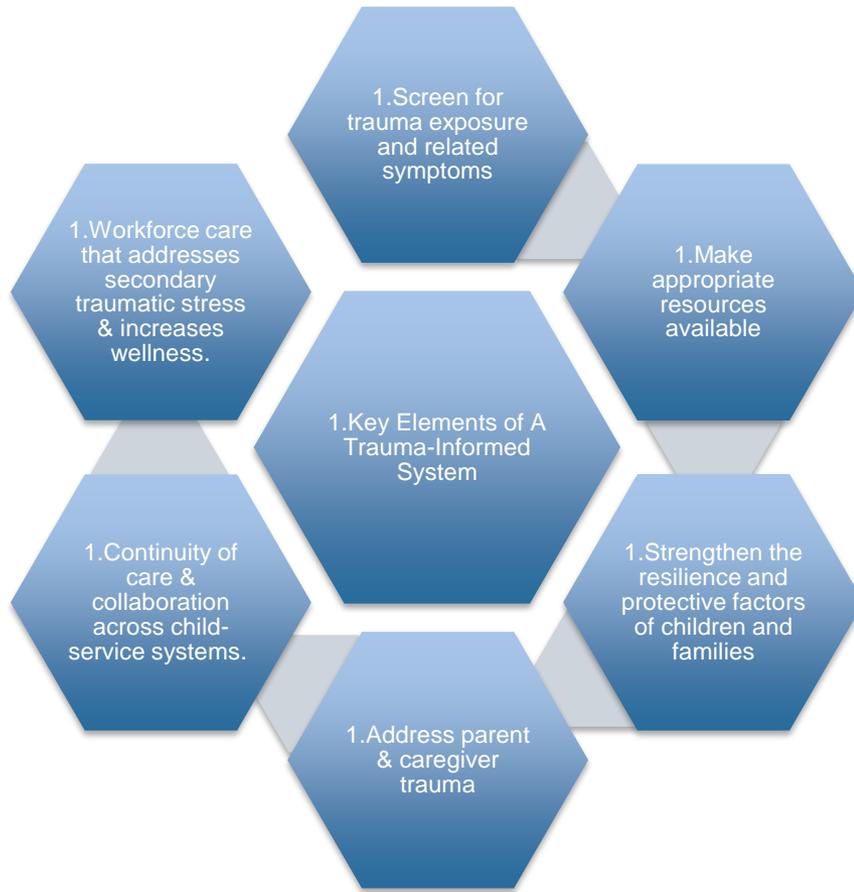
- 1 Build meaningful partnerships that create reciprocity among children, families, caregivers and professionals at an individual and organizational level; and
- 2 Address the intersections of trauma with culture, history, race, gender, location and language, acknowledge the compounding impact of structural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

This content was created by the National Child Traumatic Stress Network. © 2018 NCTSN. All rights reserved. For more information, visit [www.nctsn.org](https://www.nctsn.org).



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

# Key Elements of a Trauma-Informed Child Care System



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

# How Do Our Policy Levers of Change Support a Trauma-Responsive Child Care System?

## Questions to consider...

### Quality Frameworks/QRIS

- How do we recognize programs for teaching social emotional skills?
- How do we assess and honor the presence of nurturing and responsive caregiving?
- How are partnerships with families rewarded and encouraged in quality ratings?

### Subsidy/Child Care Assistance

- How do our policies and practices support continuity of care of nurturing caregivers?
- How are family partnerships cultivated through child care assistance/subsidy practices?
- How does our subsidy system strengthen quality in early childhood programs?

### Child Care Licensing/Quality Assurance

- How do our requirements honor continuity of care with nurturing caregivers?
- Which of our licensing provisions support environments that promote safety and trust?
- How do our workforce qualification and ongoing Professional Development requirements support caregiver wellness?
- How do our licensing requirements prevent or mitigate workforce stress or compassion fatigue?

### Professional Development Systems

- Is there a comprehensive trauma-informed professional learning for the early childhood workforce?
- In what ways do our workforce initiatives address early childhood practitioner stress?
- How does our Professional Development System help caregivers develop cultural competence?

# What Is Something I Heard Today That Takes My Thoughts or Planning in a New Direction?





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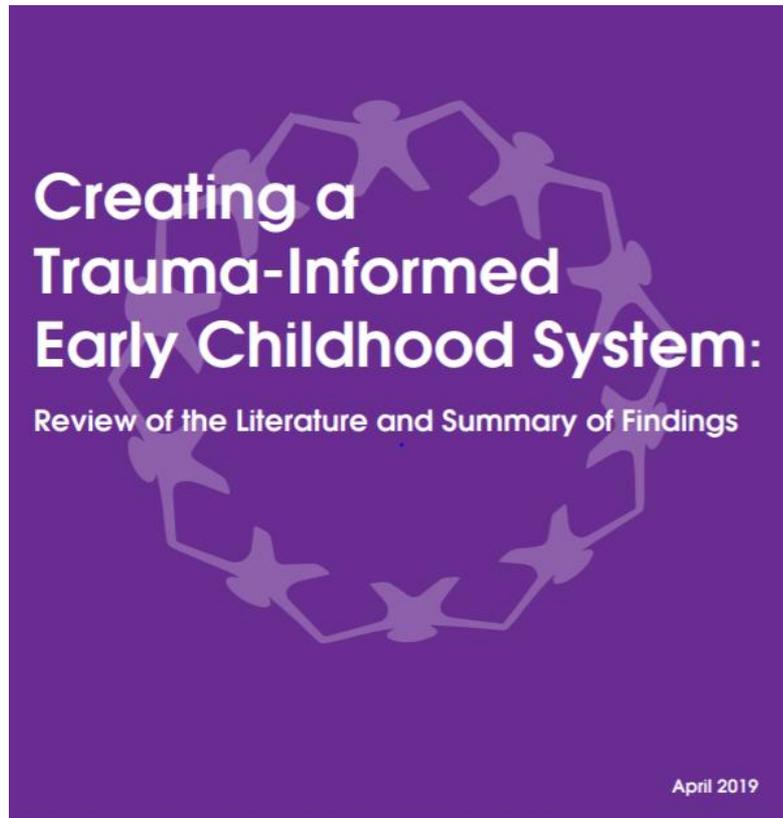
# Additional Resources

# Trauma-Responsive Systems Building Resources



# Creating a Trauma-Informed Early Childhood System

## Review of Literature and Summary of Findings



- ◆ Review of the research on trauma-informed care in early childhood settings
- ◆ Focus groups to gain perspective on topic
- ◆ Interviews with early childhood trauma experts to gain insights into strategies to include a trauma-informed intervention approach
- ◆ <https://uwcentralcarolinas.org/wp-content/uploads/2019/05/Creating-a-Trauma-Informed-Early-Childhood-System.pdf>

# State Policies to Support Social Emotional Health

## ◆ Administration for Children and Families Information Memorandum

◆ [https://www.acf.hhs.gov/sites/default/files/occ/ccdf\\_acf\\_im\\_2015\\_01.pdf](https://www.acf.hhs.gov/sites/default/files/occ/ccdf_acf_im_2015_01.pdf)

ACF	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
Administration for Children and Families	<b>1. Log No:</b> CCDF-ACF-IM-2015-01	<b>2. Issuance Date:</b> September 8, 2015
	<b>3. Originating Office:</b> Office of Child Care (OCC)	
	<b>4. Key Words:</b> Child Care and Development Fund (CCDF), Social-Emotional and Behavioral Health	

### INFORMATION MEMORANDUM

**To:** State, Territorial, and Tribal Lead Agencies administering child care programs under the Child Care and Development Block Grant (CCDBG) Act, as amended, and other interested parties.

**Subject:** State policies to promote social-emotional and behavioral health of young children in child care settings in partnership with families.

**References:** The Child Care and Development Block Grant Act of 1990, as amended, 42 U.S.C. § 9858 *et seq.*, as further amended by the Child Care and Development Block Grant Act of 2014, Pub. L. No. 113-186; U.S. Departments of Health and Human Services and Education Policy Statement on Expulsion and Suspension in Early Childhood Settings (2014)<sup>1</sup>

**Purpose:** This Information Memorandum provides guidance to encourage Lead Agencies to adopt policies that promote the social-emotional and behavioral health of young children in partnership with families. States should consider these recommendations as they prepare their Child Care and Development Fund (CCDF) State plans. Appendix 1 offers several free publicly available resources states can use in their efforts.

# Research to Practice Brief

- ◆ Services for Families of Infants and Toddlers Experiencing Trauma: A Research-to-Practice Brief
- ◆ [https://www.acf.hhs.gov/sites/default/files/operation\\_nitr\\_brief\\_v07\\_508\\_2.pdf](https://www.acf.hhs.gov/sites/default/files/operation_nitr_brief_v07_508_2.pdf)



Research to Practice Brief  
Brief #: 2015-14  
5

## Services for Families of Infants and Toddlers Experiencing Trauma

Brenda Jones Harden, University of Maryland, College Park

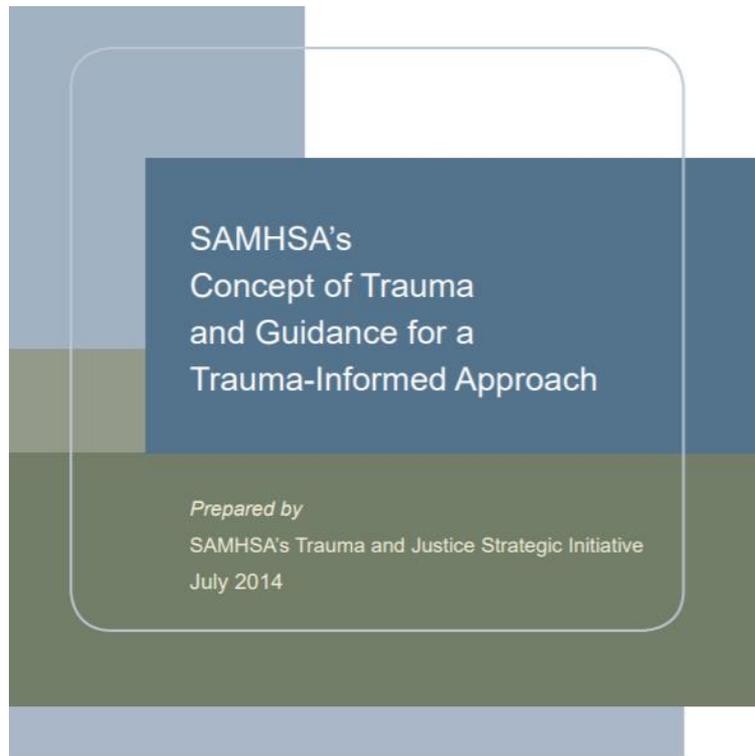


a time of extreme opportunity, but it is also a time of extreme vulnerability, particularly for children reared in high-risk environments.<sup>1-2</sup> Early infant exposure to any risk is important to address, and in this brief, we focus on the

event.<sup>4</sup> There is evidence that young children living in high-poverty communities are even more susceptible to trauma exposure.<sup>5-6</sup>

Beginning life in the context of trauma places infants and toddlers on a compromised developmental path.<sup>7-9</sup>

# Concept of Trauma and Trauma-Informed Approach

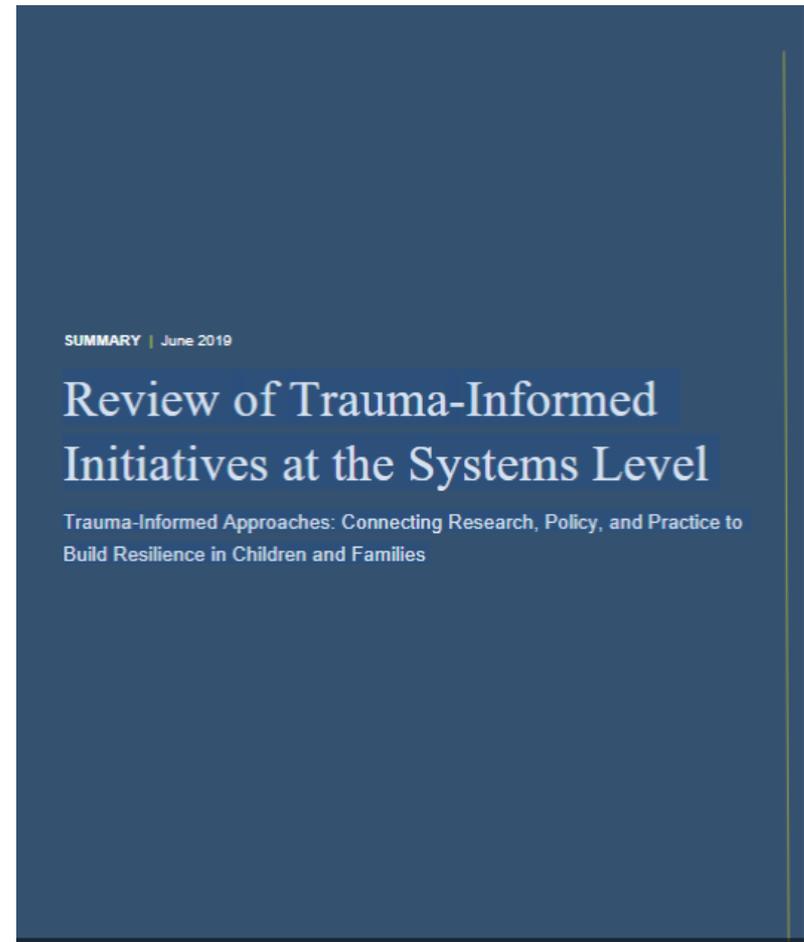


- ◆ Working concept of trauma and a trauma-informed approach
- ◆ Shared understanding of these concepts appropriate across an array of service systems and stakeholder groups
- ◆ [https://ncsacw.samhsa.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf)



# Review of Trauma-Informed Initiatives at the Systems Level

- ◆ How are child- and family-serving systems at the state or local level defining approaches?
- ◆ What are the central activities and program components of a systems-level approach?
- ◆ What outcomes are targeted by these approaches and what evidence of progress toward these outcomes has been demonstrated?
- ◆ [https://aspe.hhs.gov/system/files/pdf/262051/TI\\_Approaches\\_Research\\_Review.pdf](https://aspe.hhs.gov/system/files/pdf/262051/TI_Approaches_Research_Review.pdf)



# Changing Policies to Streamline Access to Medicaid, SNAP, and Child Care Assistance



RESEARCH REPORT

## Changing Policies to Streamline Access to Medicaid, SNAP, and Child Care Assistance

Findings from the Work Support Strategies Evaluation

Julia B. Isaacs  
March 2016

Michael Katz

David Kassabian



- ◆ Findings from the Work Support Strategies Evaluation
- ◆ <http://www.urban.org/sites/default/files/publication/78846/2000668-Changing-Policies-to-Streamline-Access-to-Medicaid-SNAP-and-Child-Care-Assistance-Findings-from-the-Work-Support-Strategies-Evaluation.pdf>

# Trauma-Informed Organizational Toolkit

- ◆ Trauma-Informed Organizational Self Assessment
- ◆ User's Guide
- ◆ How-To Manual for Creating Organizational Change
- ◆ [https://www.air.org/sites/default/files/downloads/report/Trauma-Informed Organizational Toolkit 0.pdf](https://www.air.org/sites/default/files/downloads/report/Trauma-Informed%20Organizational%20Toolkit%200.pdf)



# Trauma Screening and Assessment Measures Searchable Database

## MEASURE REVIEWS

- TRAUMA TREATMENTS ▲
- SCREENING AND ASSESSMENT ▾

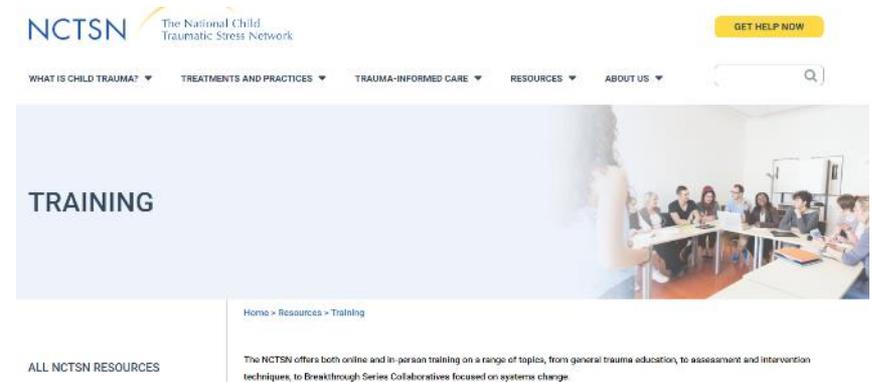
Home > Treatments and Practices > Screening and Assessment > Measure Reviews

This searchable database contains detailed reviews of measures utilized in the field of child traumatic stress, designed to allow comparison across measures. Users can access comprehensive clinical and research information to determine whether a measure is appropriate for a specific individual or group, while considering factors such as the purpose of the assessment, age, cultural and linguistic group, and trauma type. Tools reviewed include those that measure children's experiences of trauma, their reactions to it, and other mental health and trauma-

Source: The National Child Traumatic Stress Network. (n.d.). Measure reviews [Web page]. <https://www.nctsn.org/treatments-and-practices/screening-and-assessments/measure-reviews>

# The National Child Traumatic Stress Network

- ◆ No cost and free continuing education credits and e-learning resources.
- ◆ E-learning modules
  - Skills for Psychological Recovery
  - Attachment Vitamins: Interactive Course on Early Childhood Attachment, Stress, and Trauma
  - The 12 Core Concepts: An Online Interactive Course
  - Psychological First Aid Online
- ◆ Training curricula



# Contact Information

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## Thank you!

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