



The Virtual Infant/Toddler & School-Age Child Care Institute

Trauma and Resilience: The Role of Child Care Providers

Infant/Toddler School-Age Child Care
Institute Virtual Webinar Series

January 8, 2020



National Center on Afterschool and Summer Enrichment
Child Care State Capacity Building Center

Welcome



Facilitators



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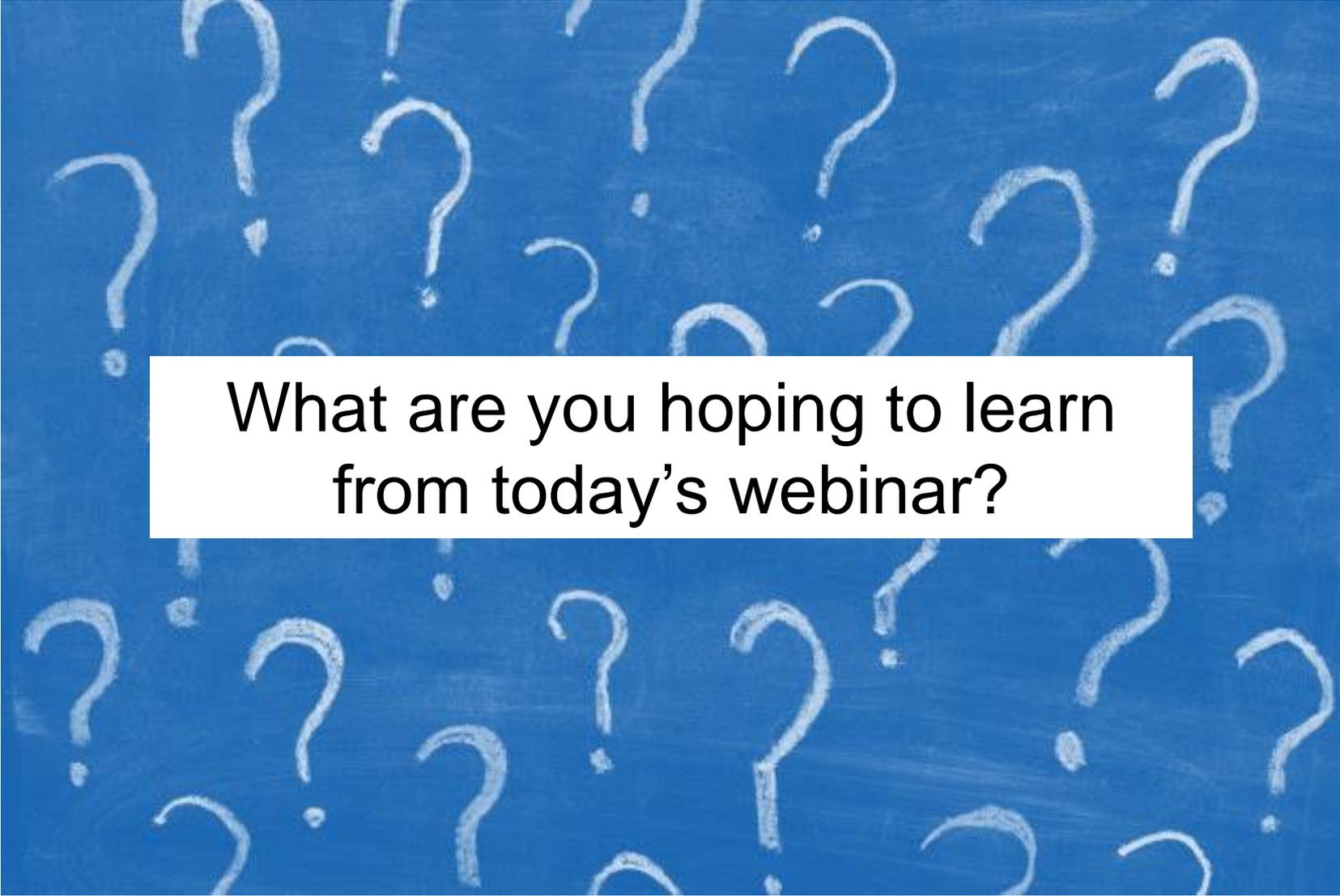


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Objectives

- ◆ Define trauma, toxic stress, and adverse childhood experiences.
- ◆ Describe the impact of trauma on children and their caregivers.
- ◆ Identify strategies to support building resilience in children and their caregivers.
- ◆ Provide strategies that two states and tribal nations are using to address adverse childhood experiences.





What are you hoping to learn
from today's webinar?





What is Trauma?



What words would you use to describe trauma?



Trauma

The Substance Abuse and Mental Health Services Administration (SAMHSA) describes 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.”

Source: SAMHSA, U.S. Department of Health and Human Services. (n.d.). Trauma and violence [Web page]. Para. 3. Retrieved December 17, 2019, from <https://www.samhsa.gov/trauma-violence>



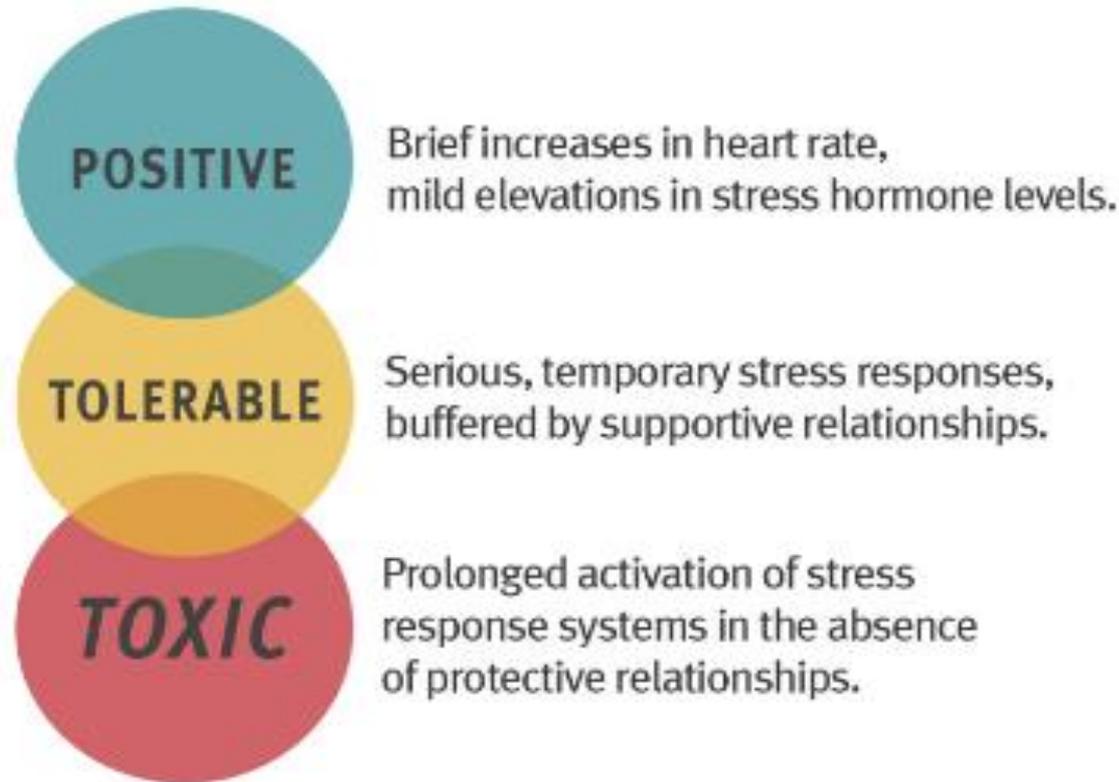
Adverse Childhood Experiences (ACEs)

Potentially traumatic events that occur in childhood (0–17 years) such as experiencing violence, abuse, or neglect; witnessing violence in the home; and having a family member attempt or die by suicide. Also included are aspects of the child’s environment that can undermine their sense of safety, stability, and bonding such as growing up in a household with substance misuse, mental health problems, or instability due to parental separation or incarceration of a parent, sibling, or other member of the household.

National Center for Injury Prevention and Control, Division of Violence Prevention (2019). Adverse childhood experiences [Web page] Retrieved October 31, 2019, from <https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/aboutace.html>.



The Impact of Stress



Source: Center on the Developing Child, Harvard University. (2017). Toxic stress [Web page]. Retrieved December 16, 2019, 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.
- ◆ 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]. In *Tutorial 7: Recognizing and addressing trauma in infants, young children, and their families*. Retrieved December 17, 2019, 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]. In *Tutorial 7: Recognizing and addressing trauma in infants, young children, and their families*. Retrieved December 17, 2019, 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.





How Does Trauma Impact Caregivers?



Possible Effects of ACEs on Parenting Ability

- ◆ Reduced parenting capacity
- ◆ Difficulty in responding to children in healthy ways
- ◆ Increased chance of the following:
 - Social risk factors
 - Mental health issues
 - Substance abuse
 - Intimate partner violence
 - Adoption of risky behaviors as adults

Source: American Academy of Pediatrics. (2014). *Adverse childhood experiences and the lifelong consequences of trauma*. Retrieved December 17, 2019, from https://www.aap.org/en-us/Documents/ttb_aces_consequences.pdf



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*. 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), e1,120–e1,130. Retrieved from <http://pediatrics.aappublications.org/content/pediatrics/early/2015/09/08/peds.2015-2861.full.pdf>





How Does Trauma Impact Children?

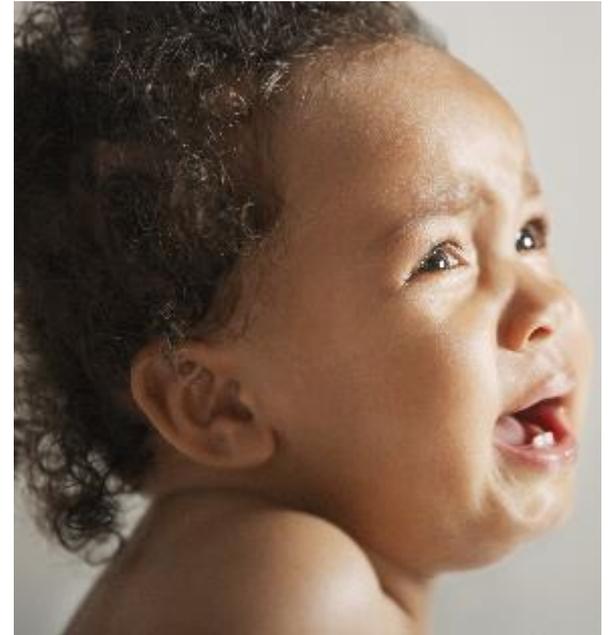




Infants and Toddlers



“It was once believed that traumatic memories in the early days of life had no impact on the life of an individual. We now know that is not true.”



Source: Sorrels, B. (2015). *Reaching and teaching children exposed to trauma*. Page 45. Lewisville, NC: Gryphon House.



Signs and Symptoms of Trauma in Infants

- ◆ Eating and sleeping disturbances, easily startled or failure to thrive
- ◆ Arches back when held, lack of eye contact, doesn't cry when in need
- ◆ Irritable, difficult to soothe, or very passive



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



Signs and Symptoms of Trauma in Toddlers

- ◆ Delay in toileting, delay in walking, rigid muscles, lack of appetite or over eating
- ◆ Runs away or becomes defiant toward caregivers, clingy, does not seek being close to caregiver when in distress, or pushing the caregiver away when face to face
- ◆ Language delay, aggressive behavior, reckless/accident prone, tantrums, sadness



Source: Sorrels, B. (2015). *Reaching and teaching children exposed to trauma*. Page 21. Lewisville, NC: Gryphon House.





School-Age Children



School-Age Brain Development

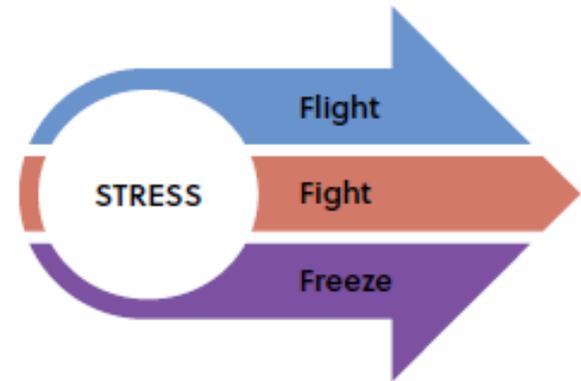
- ◆ Brain development is robust:
 - Neural connections are still undergoing pruning.
 - Wiring is still in progress.
 - The fatty tissues surrounding neurons is increasing and assisting with the fine-tuning of electrical impulses.
 - Connections are becoming more stable.
- ◆ The prefrontal cortex is just entering its maturation phase, which involves the control of impulses and decisionmaking.

Source: Frederiksen, L. (2018, April 26). The developing brain & adverse childhood experiences (ACEs). ACEs Connection [Web page]. Retrieved December, 17, 2019, from <https://www.acesconnection.com/blog/the-developing-brain-and-adverse-childhood-experiences-aces>



Toxic Stress from Trauma

- ◆ Leads to changes in neurodevelopment.
- ◆ Produces symptoms of dysregulation, hyper-arousal, sensory sensitivity, avoidance, and dissociation.
- ◆ Impacts cognition, memory, and visual processing.
- ◆ May lead to inattention, aggressiveness with other children, and academic and social challenges at school.



Source: Frederiksen, L. (2018, April 26). The developing brain & adverse childhood experiences (ACEs). ACEs Connection [Web page]. Retrieved December 17, 2019, from <https://www.acesconnection.com/blog/the-developing-brain-and-adverse-childhood-experiences-aces>



Trauma Impacted Youth May ...

- ◆ Have difficulty paying attention
- ◆ Be quiet or withdrawn
- ◆ Have frequent tears or sadness
- ◆ Talk often about scary feelings and ideas
- ◆ Have difficulty transitioning from one activity to the next
- ◆ Fight with peers or adults
- ◆ Have changes in school performance
- ◆ Want to be left alone
- ◆ Eat much more or less than peers
- ◆ Get into trouble at home or school
- ◆ Have frequent headaches or stomachaches with no apparent cause
- ◆ Exhibit behaviors common to younger children (thumb sucking, bed wetting, fear of the dark)

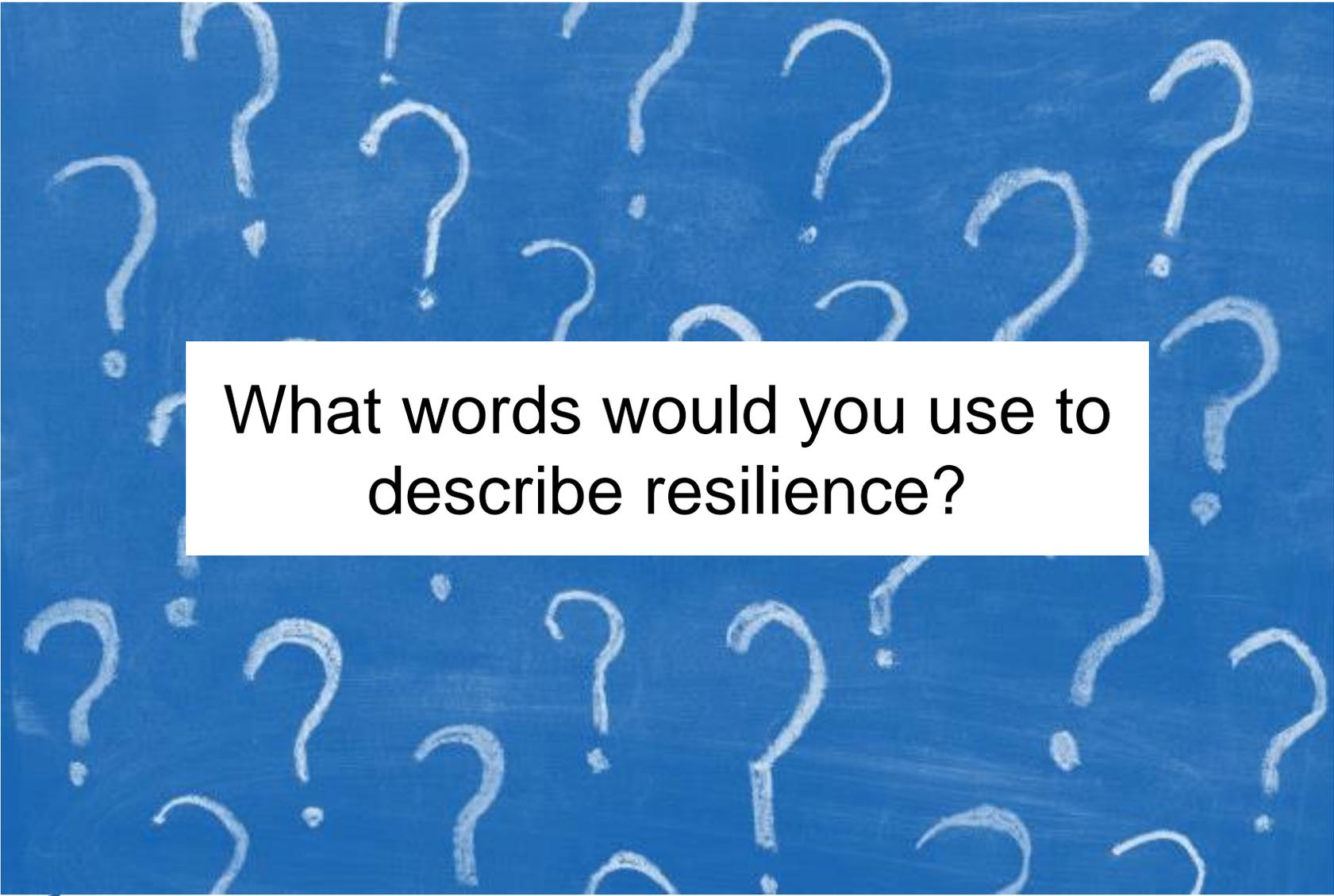
Source: Children's Bureau, Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services (2014). *Parenting a Child Who Has Experienced Trauma*. Retrieved December 17, 2019 from: <https://www.childwelfare.gov/pubPDFs/child-trauma.pdf>





Strategies to Build Resilience





What words would you use to describe resilience?



Resilience

- ◆ The Center for the Developing Child defines resilience as the “ability to overcome serious hardship.”
- ◆ “Reducing the effects of significant adversity on children’s healthy development is essential to the progress and prosperity of any society. Understanding why some children do well despite adverse early experiences is crucial, because it can inform more effective policies and programs that help more children reach their full potential.”

Source: Center on the Developing Child, Harvard University. (2019). Toxic stress [Web page]. Retrieved on December 17, 2019, from <https://developingchild.harvard.edu/science/key-concepts/resilience/>.





“It is the ongoing, daily interactions with loving, emotionally responsive and caring adults—be they a teacher, a caregiver, an aunt, or a grandfather—that bring about healing.”

—Barbara Sorrels, Ed.D.

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



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Sense of Belonging

Think about an infant/toddler room, family child care home, or out-of-school environment. How do the children know they belong there?



Individualized Care: Building Relationships

- ◆ Learn each child's individual needs.
- ◆ Learn about all children within the context of their families.
- ◆ Remember that development happens in a natural progression.
- ◆ Be mindful and present.
- ◆ Stay engaged.
- ◆ Be trustworthy.
- ◆ Be consistent.

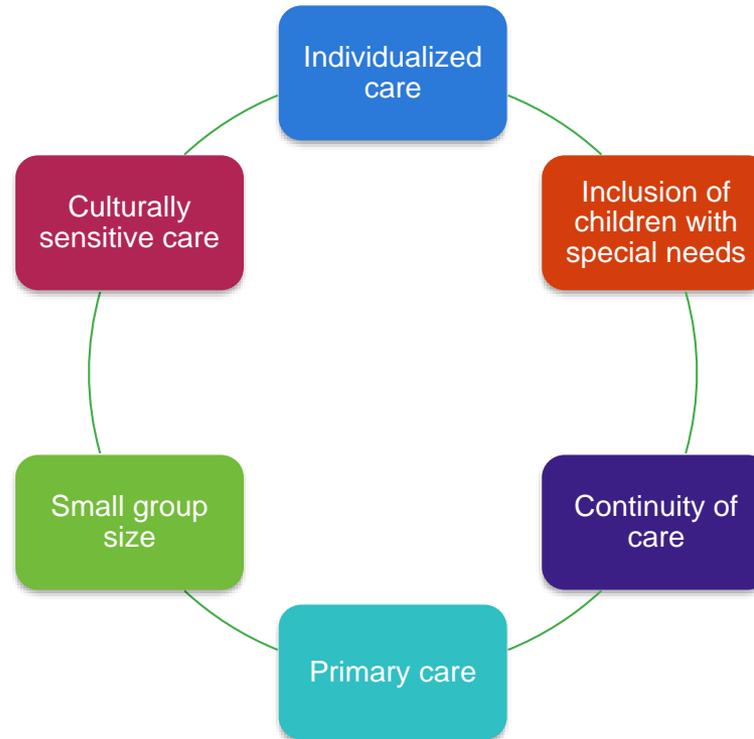


Continuity of Care

- ◆ Consistent primary caregiving
- ◆ Routines
- ◆ Consistent subs in rooms
- ◆ Cohort model



The Program for Infant/Toddler Care Six Essential Program Practices



Source: PITC. (n.d.). PITC's six program policies [Web page]. Retrieved December 17, 2019, from https://www.pitc.org/pub/pitc_docs/policies.html



Positive Youth Development Principles

- ◆ Focus on strengths and positive outcomes
- ◆ Youth voice and engagement
- ◆ Strategies that involve all youth
- ◆ Community involvement and collaboration
- ◆ Long-term commitment



Source: Witt, P., & Caldwell, L. (Eds.). (2018). *Youth Development Principles and Practices in Out-of-School Time Settings, 2nd ed.* Urbana, IL: Sagamore–Venture Publishing LLC.



Is your state, territory, or tribe currently implementing a program/initiative/activity to support children, families, or caregivers impacted by trauma?





Strategies for Being Trauma Responsive



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. Retrieved December 17, 2019, from <https://www.samhsa.gov/trauma-violence>



Building Resilience in Families

- ◆ Consumer education
- ◆ Comprehensive services
- ◆ Strengthening Families
- ◆ Trauma responsive caseworkers
- ◆ Adopting a trauma responsive care model
 - Trainers
 - Coaches



Building Resilience in Caregivers

- ◆ Child care associations
 - Family child care associations
 - Administrator associations
- ◆ Shared services
- ◆ Support for professional development
 - Trauma responsive care
 - Responsive caregiving
 - Family engagement
 - Staff wellness
- ◆ Access to comprehensive services



Tennessee

- ◆ What was the motivation for Tennessee to address trauma and resilience in children?
- ◆ What efforts have been made to address trauma and build resilience across the state?
- ◆ What efforts and outcomes related to educating caregivers on trauma and resilience and equipping them with applicable resources is Tennessee most proud of accomplishing?



Arkansas

- ◆ How did Arkansas learn about Tennessee's work on adverse childhood experiences?
- ◆ What was the motivation for Arkansas to address trauma and resilience?
- ◆ How did the state adopt Tennessee's model to fit the needs in Arkansas?
- ◆ What has been the greatest success so far?



Nottawaseppi Huron Band of Potawatomi

- ◆ What was the motivation for addressing the issue of trauma experienced by the children and families in your tribe?
- ◆ What has your tribe done to address trauma and build resilience?
- ◆ What efforts and outcomes related to trauma and resilience is your tribe most proud of accomplishing?





Questions?



Evaluation Polls

Please respond to the three polls you will see on your screen.



Wrap Up

- ◆ Thank you to our state and tribal presenters
- ◆ Next steps
 - Follow-up discussion opportunity on **January 15, 2020, 1:00–2:30 p.m. ET**



Infant/Toddler Resource Guide



Office of Child Care
Infant/Toddler Resource Guide

About Us

Home State Level Policy Professionals PD & TA Professionals Infant/Toddler Care Providers Infant/Toddler Care Video Clips

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

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.

Child Care State Capacity Building Center. (n.d.). Infant/toddler resource guide [Web page]. Washington, DC: Office of Child Care. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

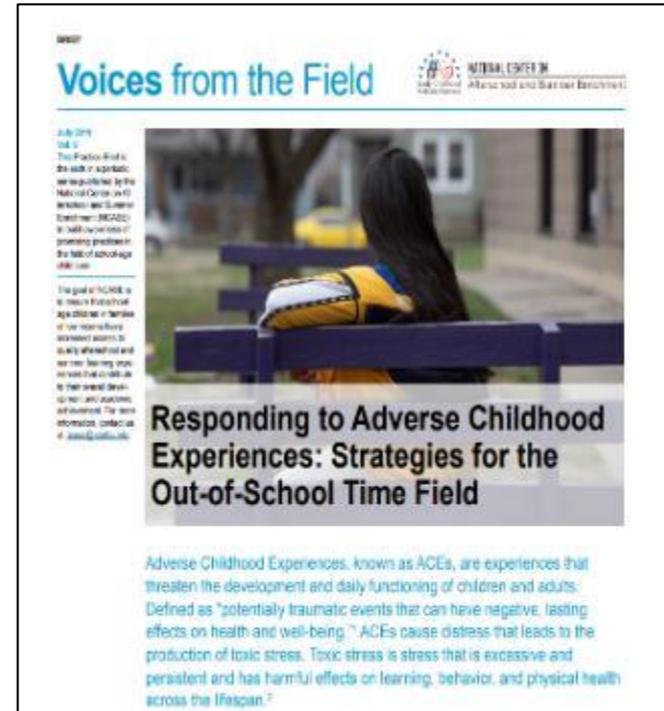


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ACES and School-Age Briefs (Research & Practice)



<https://childcareta.acf.hhs.gov/resource/adverse-childhood-experiences-and-school-age-population>



<https://childcareta.acf.hhs.gov/resource/responding-adverse-childhood-experiences-strategies-out-school-time-field>



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Resources

National Child Traumatic Stress Network, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. (2008). *Child trauma toolkit for educators*.

Retrieved from <https://www.nctsn.org/resources/child-trauma-toolkit-educators>

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.

Retrieved from <https://pediatrics.aappublications.org/content/136/4/e1120>





Child Care State Capacity Building Center's Infant/Toddler Specialist Network

<https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

National Center on Afterschool and Summer Enrichment

<https://childcareta.acf.hhs.gov/centers/national-center-afterschool-summer-enrichment>



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