

Caring for Children Who Have Experienced Trauma: A Workshop for Caregivers of Children 0-5



What to expect...



- What in the world is Infant and Early Childhood Mental Health?
- What kind of stress and trauma do infants and preschoolers have?
- What can we do about it?
- How did we get to TIP workshops?
- What do TIP workshops actually teach?

Early Childhood



Infant Mental Health

Infant & Early Childhood Mental Health
is synonymous with
Social Emotional Development





Social Emotional Development

- Developing the capacity to:
 - Experience, regulate, & express emotions
 - Form close & secure relationships
 - Explore the environment & learn

***All within the context of family,
community, and cultural
expectations***



Social Emotional Development

- Reflects both the social emotional capacities of the child and their primary relationships
- Children's social experiences and opportunities to explore the world depend on the care they receive

Social Emotional Development

- Trust
- Self-Confidence
- Motivation
- Persistence
- Self-Control



My brain reaches 85% of its full capacity by the time I'm 5.

Let's make these years count.



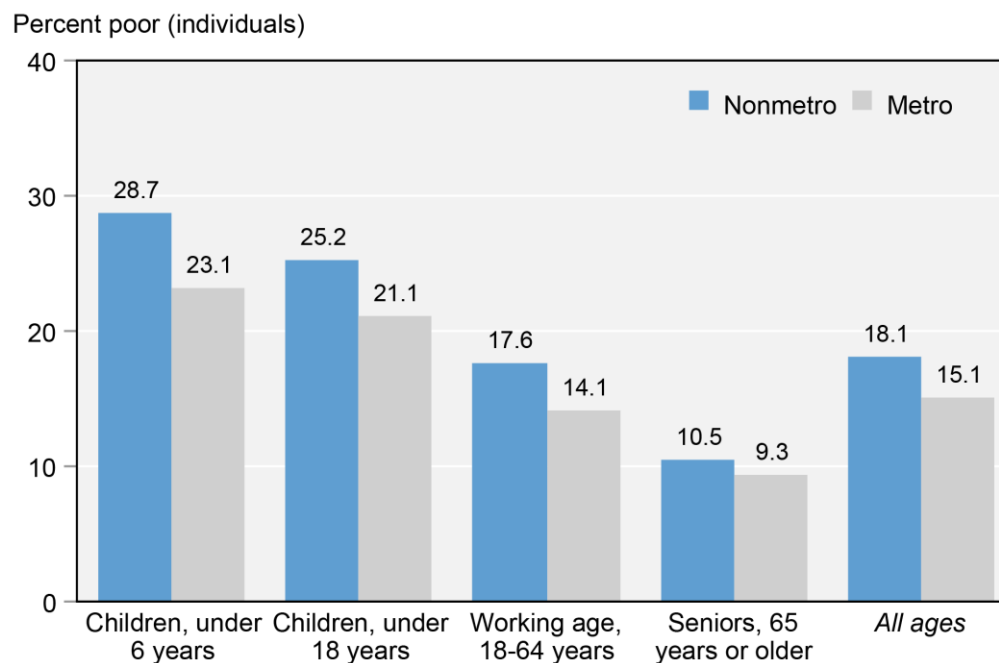


Causes of Trauma

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Loss/Abandonment
- Domestic Violence
- Community Violence
- Mental illness
- Substance abuse
- Natural Disaster
- Accident
- Surgery/Illness
- Bullying
- Separation/Isolation
- Terrorism
- Refugee

Adverse Experiences: Poverty

Poverty rates by age group and metro/nonmetro residence, 2014



Source: USDA, Economic Research Service using data from the U.S. Census Bureau, American Community Survey, 2014.

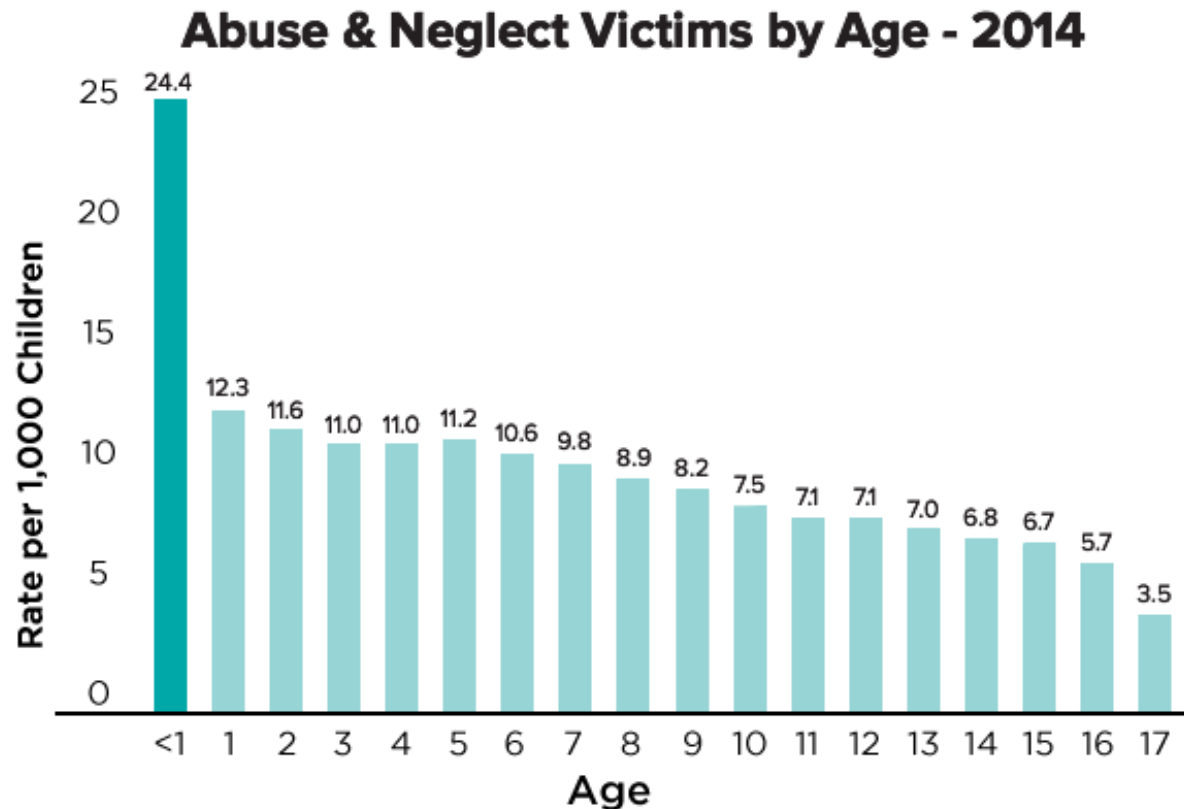
Adverse Experiences: Expulsion

“Preschoolers were expelled at three times the rate of students in K-12 settings. Such a process, though, was rarely called “expulsion” by school personnel. Instead, families were often just told that a preschool was not the right fit and that they should look elsewhere.”

(Education Week, 33, 27;6)



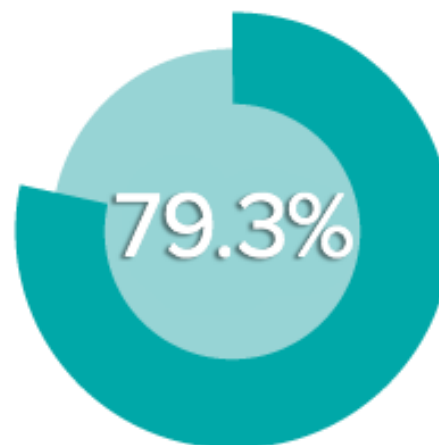
Adverse Experiences: Neglect



Adverse Experiences: Death



70.7% of child fatalities
were younger than
3 years old



79.3% of child fatalities
were caused by one
or both parents

The research is clear that the experience of abuse or neglect leaves a particular traumatic fingerprint on the development of children that cannot be ignored.

- *Bryan Samuels, Former Commissioner for the Administration of Children, Youth & Families*



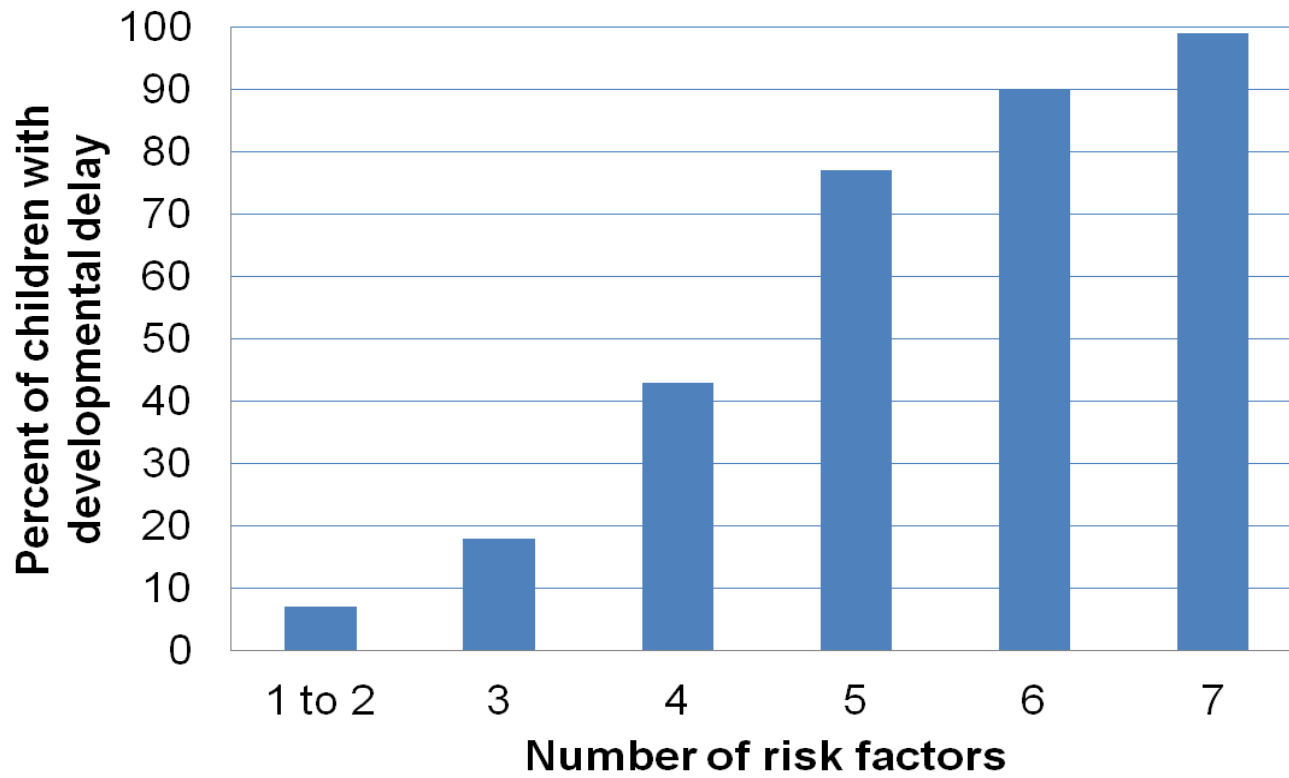
Impact on Behavior



Behavior

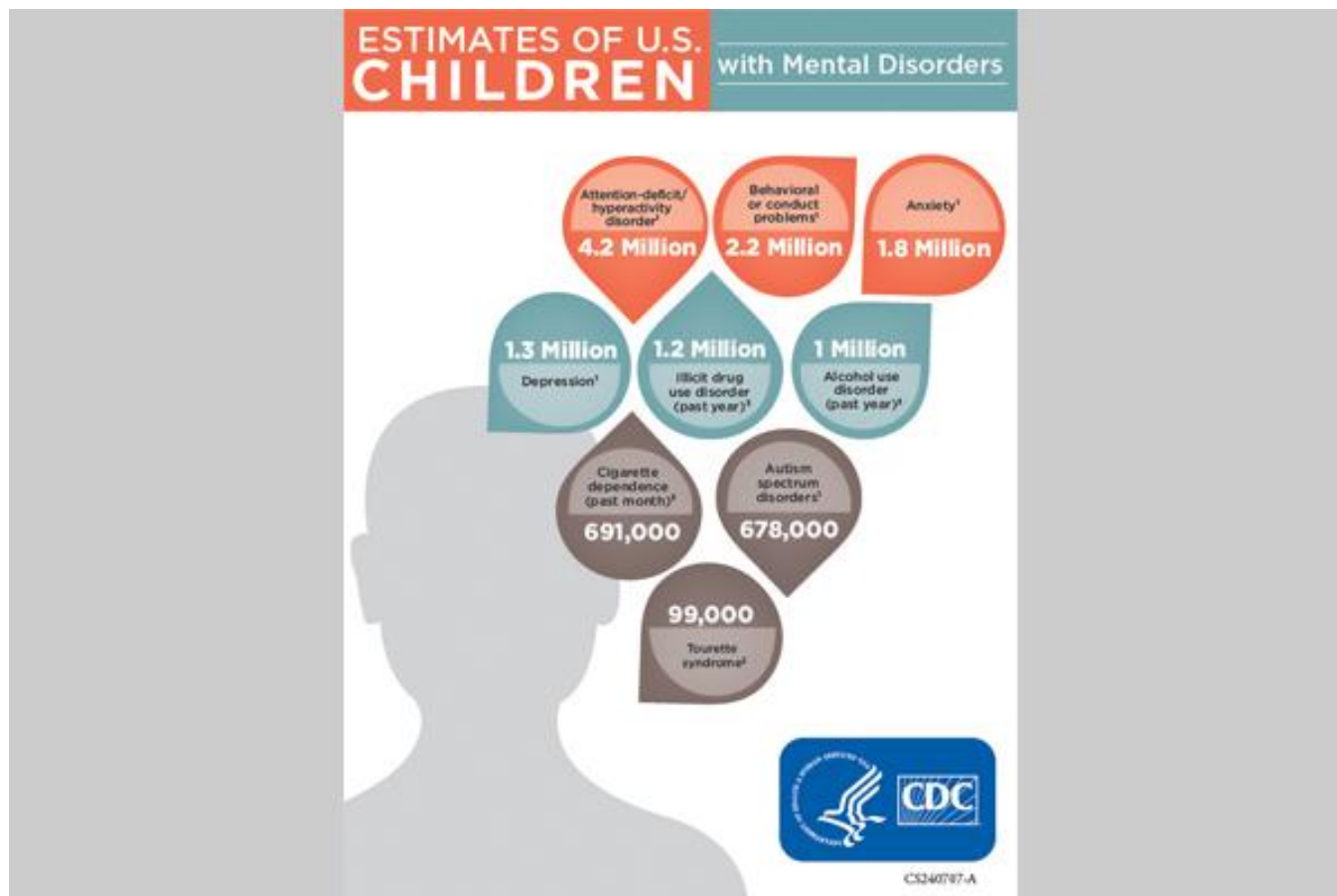


Child Development



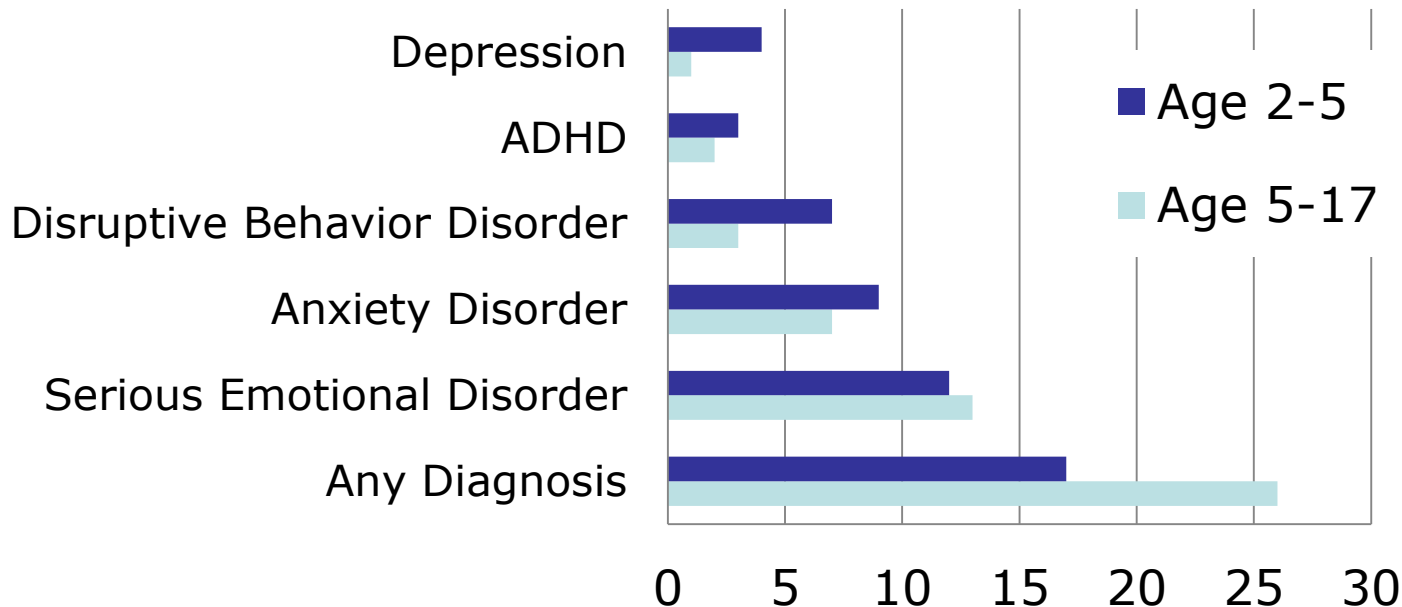
-Barth 2008, Center on the Developing Child at Harvard University

Mental Health



Mental Health

Mental Health Problems Can Occur Across
Childhood Egger & Angold (2006)





There is good news!

Our ability to identifying children who have been exposed to toxic stress or trauma and those at high risk for social emotional delays can improve our ability to refer children and their families to supports & services that have the potential to **positively impact** the child's life-long health and prosperity.

AAP, Helping Foster and Adoptive Families Cope with Trauma, 2013

Early Childhood Comprehensive Systems

- Federal Grant
- Focus Areas:
 - Early childhood (birth through 5 years)
 - Improving early childhood systems of care
 - Minimize the impact of toxic stress & trauma
- Cross-System Collaboration



Universal Promotion

Early
Childhood
Social
Emotional
Development
Toxic Stress/
Trauma

Capacity Building

Child Parent
Psychotherapy:
Evidenced-
based
intervention for
children &
families who
have
experienced
trauma

Local Communities

Improve early
childhood
systems of care
Three required
activities
Optional
professional
development
opportunities

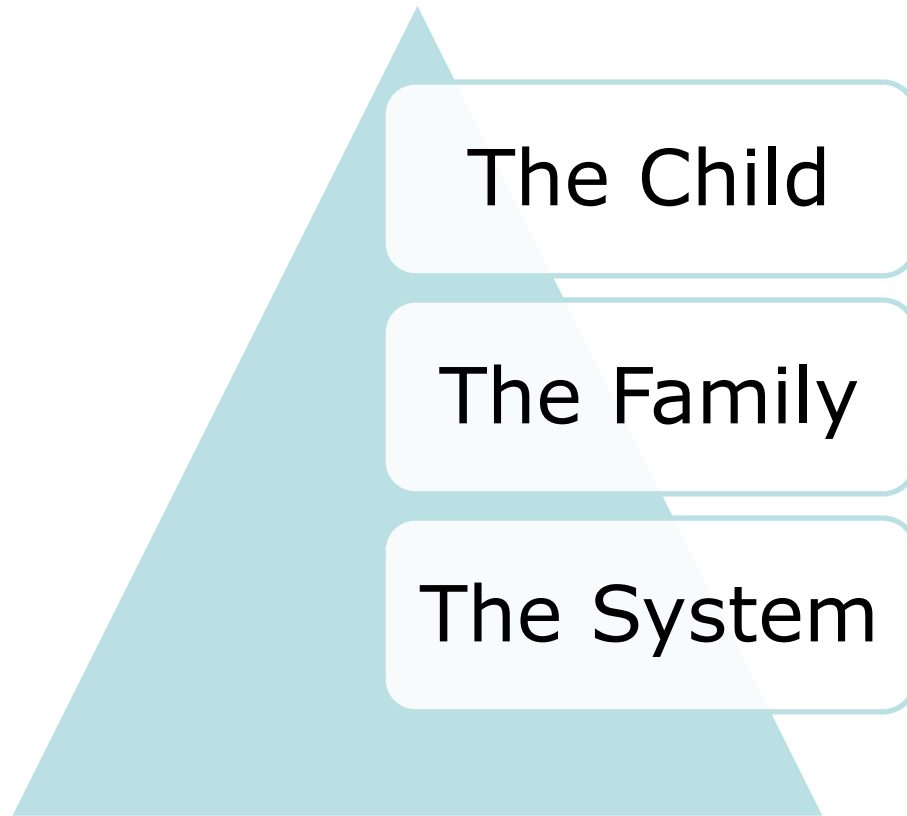
Wisconsin Trauma Project

- ◎ Child Welfare/ Child Protective Services
- ◎ Evidence-based screening, assessment & treatment
- ◎ Childhood Trauma Training for parents & professionals
- ◎ Trauma-informed & responsive system of care
- ◎ Track outcomes
- ◎ Sustain changes

Integrating trauma-specific interventions into a trauma-informed system of care



Three Tiered Approach



Wisconsin Alliance for Infant Mental Health

Expertise in promoting healthy social emotional development of children from birth through age 5.

Works with professionals to weave relationship-based practices into the everyday activities of individuals who touch the lives of infants, young children, and their families.



There is no such thing
as a baby, there is a
baby and someone.

Donald Woods Winnicott

QuoteAddicts



**Caregivers are the
most important people
in a child's life!**

Caring for Children Who Have Experienced Trauma



Module 1: Welcome & Introductions and
Essential Elements of Trauma-Informed Care

Module 2: Trauma 101

Module 3: Understanding Trauma's Effects

Module 4: Taking Care of Yourself

Caring for Children Who Have Experienced Trauma



Module 5: Building a safe place

Module 6: Dealing with Feelings & Behaviors

Module 7: Connections and Healing

Module 8: Becoming an Advocate

Principles of Infant & Early Childhood Development

1. Memory starts at birth (before they can speak about their experiences).
2. Infants, toddlers, and preschoolers feel intensely, but need help regulating and expressing their emotions.
3. Young children cry and cling to communicate an immediate need for proximity to a caregiver and care.
4. Children develop a healthy sense of competence and self-esteem when parents respond and offer comfort.

Principles of Infant & Early Childhood Development

9. Young children blame themselves when their parents are angry or upset.
10. Toddlers and preschoolers use the word “no” to establish autonomy, not to show disrespect.
11. Young children believe their parents are always right, know everything, and can do anything they wish.
12. Children feel loved and protected when parents are confident about their child-rearing practice and enforce clear, consistent limits.

Adaptation for Ages Birth through 5

- Maintained approximately 75% of original NCTSN content.
- Highlighted specific needs for caregivers of infants and young children:
 - Establishing the Caregiver as the “Change Agent”
 - Providing Space to Cultivate Awareness
 - Recognize the Rhythm of Parenting



Caregivers as “Change Agents”

- Essential Elements of Trauma-Informed Parenting incorporates the caregivers’ experiences.
- Ask for the caregiver to be vulnerable within the group in order to better serve their children
 - Share their experiences
 - Practice new skills
- Caregivers must maintain good self-care
 - Moved self-care from the end of the curriculum to an earlier module
 - Return to self-care throughout modules

Cultivating Awareness

- Awareness of self and child
- Practice facilitates learning...
 - Creating more space in session to practice and discuss
- “My Child” and “My” Worksheets
 - Past experiences
 - Behaviors and emotions that are difficult
 - Strengths and resources
 - Beliefs about self, others, world
- Cultivating Awareness Guide

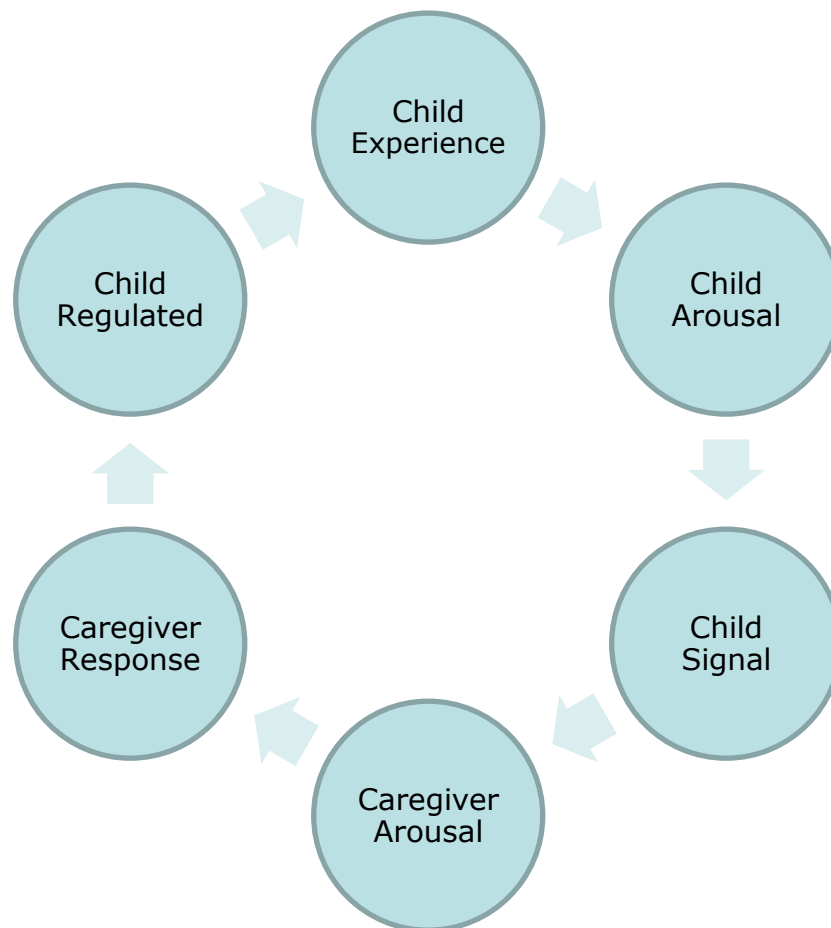


Cultivating Awareness

- Many problems occur when we are not fully aware of our own experiences and/or those of others.
- Each module has a Mindfulness Activity for caregivers to practice with adaptations for children
- Stop, Pause, Play



Rhythm of Parenting

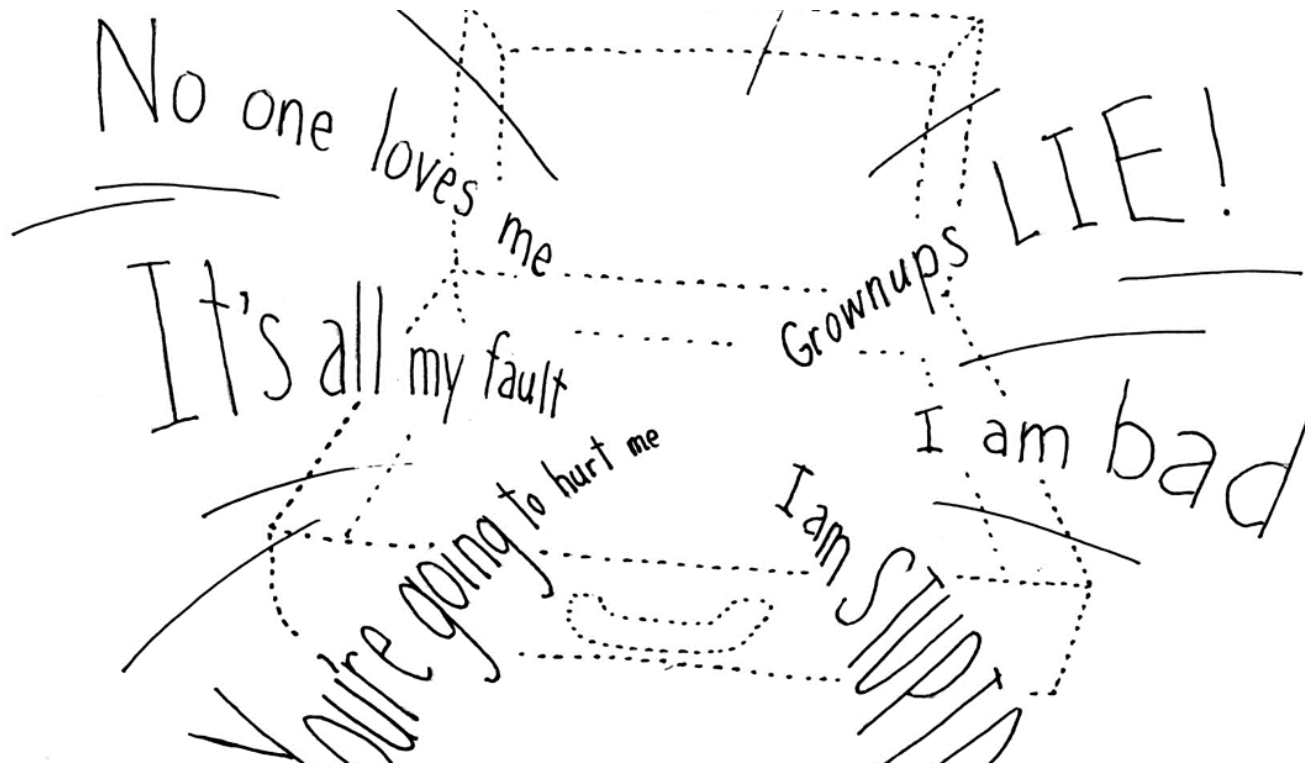


Rhythm of Parenting

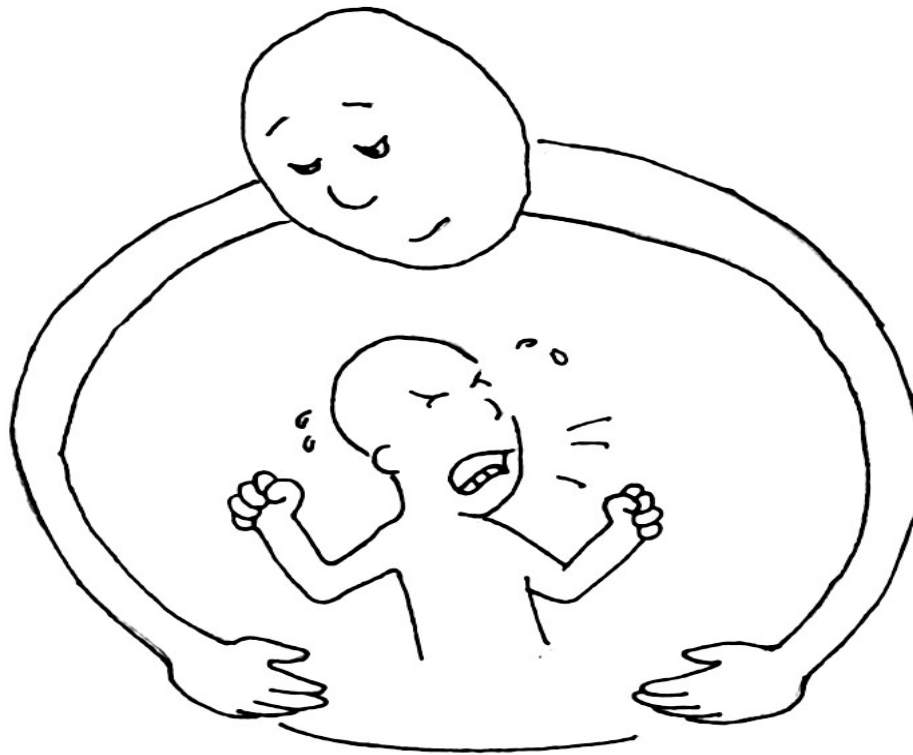
- Components of relationship-based interactions
 - Shared emotion
 - Joint attention
 - Predictability
 - Reciprocity
- Mindfulness activities designed to help caregivers manage their own emotions and arousal before responding



Invisible Suitcase

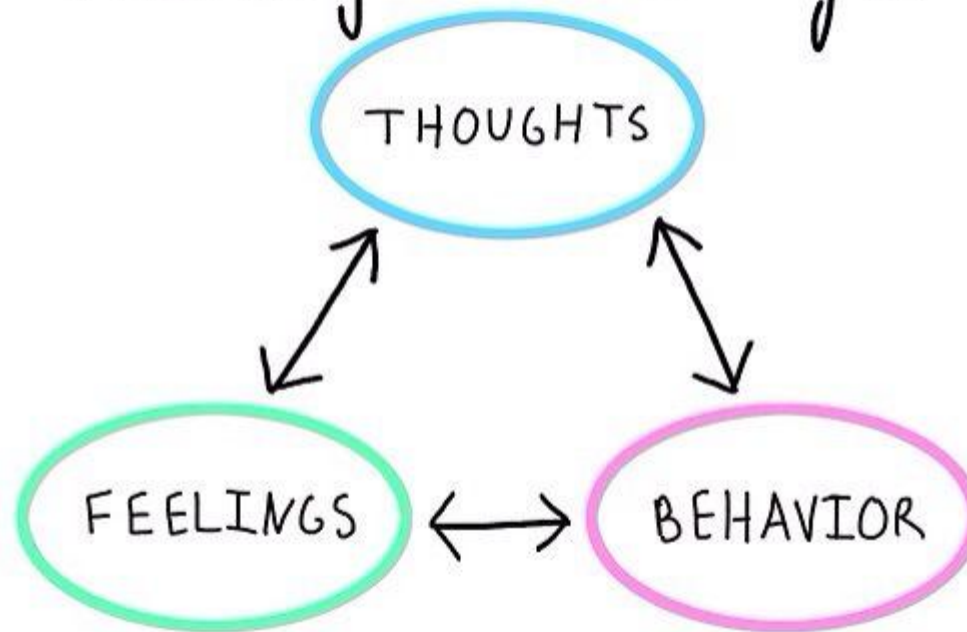


Emotional Container



Cognitive Triangle

The Cognitive Triangle



Adapted Curriculum

- Pre-pilot
Outagamie County
January- March
2015
- Currently being
used in Kenosha,
Rock & Waupaca



What did we learn?

- Total of 9 participants
 - 6 parents & 3 professionals
- Evaluation
 - All completed
 - 14 total questions (5 specific to curriculum)
 - Standard Likert Scale
 - No “Strongly Disagree” or “Disagree” responses





I have a better understanding of typical development for children birth through 5 years.

11.11% Neutral (n= 1)

77.78% Agree (n= 7)

11.11% Strongly Agree (n=1)

I have a better understanding of how trauma may have impacted my child's development.

22.22% Agree (n=2)

77.78% Strongly Agree (n=7)

I have a better understanding of how my child's experience may impact their behavior

55.56% Agree (n=5)

44.44% Strongly Agree (n=4)

I have a better understanding of how to manage my child's behaviors.

22.22% Neutral (n=2)

66.67% Agree (n=6)

11.11% Strongly Agree (n=1)

I have a better understanding of how my childhood experiences impact my parenting

11.11% Neutral (n=1)

55.56% Agree (n=5)

33.33% Strongly Agree (n=3)



So what! Now what?



What if I am interested?



Wisconsin Trauma Project Expansion

**Applications are being accepted for
2017 until November 30!**

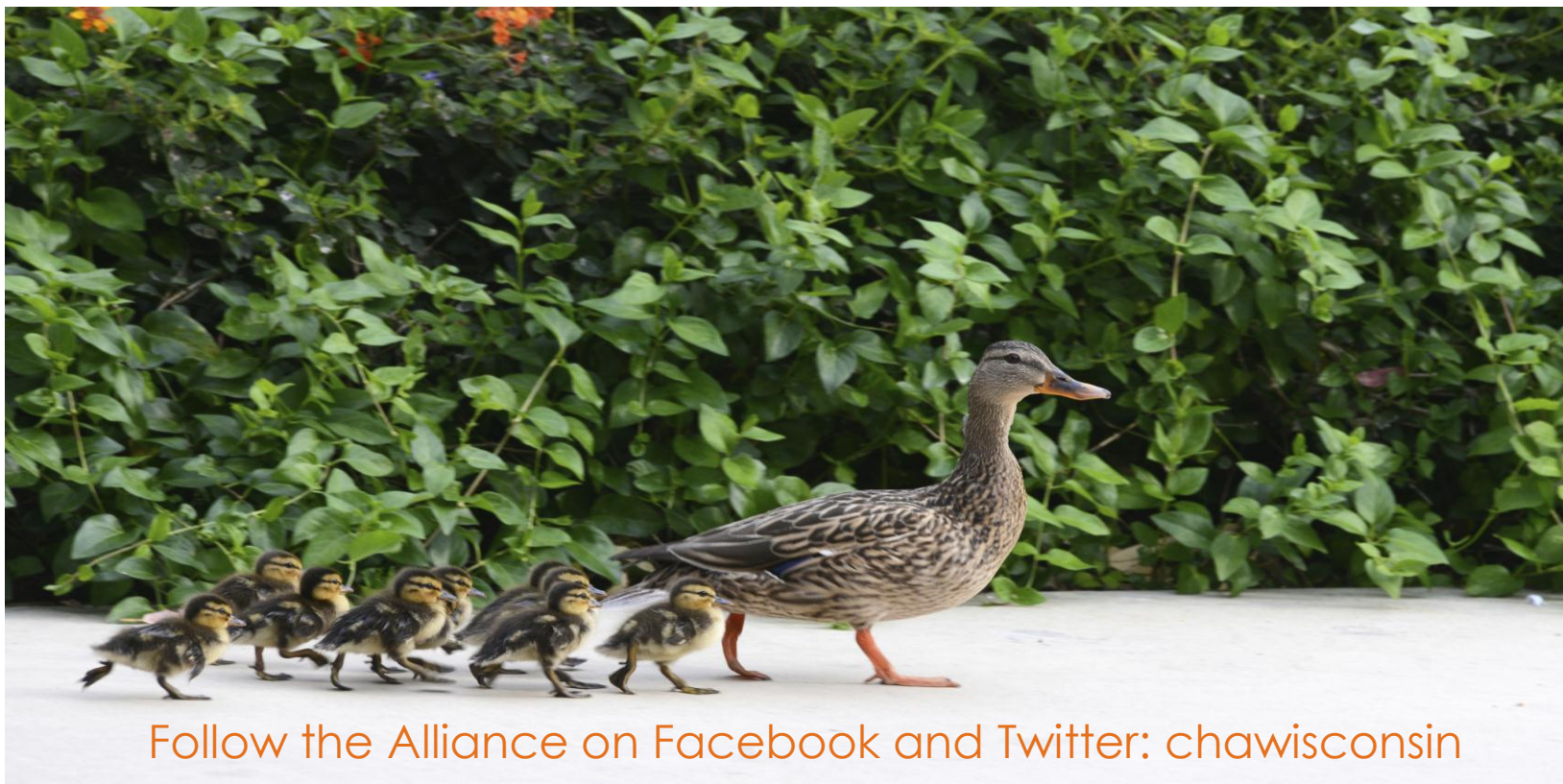
More information can be found by searching
“The Wisconsin Trauma Project ”

or

[http://dcf.wisconsin.gov/children/trauma_project/
background.htm](http://dcf.wisconsin.gov/children/trauma_project/background.htm)

Thank you!

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Follow the Alliance on Facebook and Twitter: [chawisconsin](#)