Trauma-Informed Child Care

Presented by

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Our Goal

- To ensure child care providers have the skills and knowledge to provide the most developmentally appropriate care, especially for children who have experienced trauma

- Reduce preschool suspension and expulsion

- Provide access to prevention and early intervention resources leading to positive outcomes for children

- Create a sustainable trauma-informed care infrastructure for providers, children, families, and the communities they serve
1) **Trauma:** a disordered psychological or behavioral state resulting from severe mental or emotional stress or physical injury

2) **Toxic stress:** response can occur when a child experiences strong, frequent, and/or prolonged adversity without adequate adult support

3) **Post traumatic stress:** a condition of persistent mental and emotional stress occurring as a result of injury or severe psychological shock with vivid recall of the experience
Brainstorm Childhood Stress
Examples of Stress

- Physical/Emotional Abuse
- Chronic Neglect
- Hunger/Malnourishment
- Natural Disaster
- Racism/Discrimination
- Detention/incarceration
- Caregiver Substance Abuse
- Caregiver Mental Illness
- Exposure to Violence
- Parental Separation/Divorce
- Sexual Exploitation
- Family Economic Hardship
Levels of Stress

**Normal Stress**
- Adversity managed through effective coping skills that are facilitated by supportive adults

**Tolerable Stress**
- Excessive and/or prolonged activation of stress response systems
- Stress that was tolerable with a supportive adult becomes toxic in the absence of the buffering protection of supportive and responsive adult caregiver

**Toxic Stress**
Impact on the Developing Brain

Center on the Developing Child

HARVARD UNIVERSITY
The ACE Study

Questionnaire about Adverse Childhood Experiences (ACES) Sent to 17,000 middle class medical clients in San Diego, CA

ACEs Questionnaire

- Physical abuse
- Emotional abuse
- Domestic or sexual abuse
- Substance abuse in the household
- Someone who is chronically depressed, mentally ill, institutionalized, or suicidal
- One or no parents
- Emotional or physical neglect

ACE Score and Medical Records

Higher ACE Scores Increased Risks for...

- Substance Abuse
- Mental Health
- Delinquency
- Domestic Violence
- Child Welfare
- Obesity
- Smoking
- Drinking
- Poor Health
- Court Involvement

Implications of the ACE Study
Nadine Burke Harris, MD
Without Treatment, Adverse Events Worsen Over Time

**Childhood**
- Developmental Delays
- Expulsion

**Adolescence**
- Obesity
- Mental Health
- Suicide
- Teen pregnancy/STDs
- Drugs & Alcohol
- Violence
- Delinquency

**Adulthood**
- Psychiatric Problems
- Drug /Alcohol Abuse
- Crime
- Heart disease/Cancer
- Chronic respiratory diseases
- Unintentional injuries
- Alzheimer's disease
- Diabetes
- Kidney disease
- Suicide

1 of 4 CHILDREN EXPOSED TO TRAUMA

By Kindergarten

National Survey of Children’s Health, 2011-12
Preschool children are expelled 3 times more than school-age children in K-12.

Source: Florida Office of Early Learning
Expel, Suspend, Dismiss?

1) **Expulsion** - terminating the enrollment of a child or family in an early learning program due to challenging behavior(s) or health condition(s).

2) **Suspension** - reduction in the amount of time a child may attend the regular early learning program (i.e. asking that the child be picked up immediately, or asking that the child not return for a specific time)

3) **Dismissal** - removal of a child from an early learning program due to factors other than the child’s behavior

*Source: Office of Early Learning*
2,341 CHILDREN AGE 10 AND YOUNGER
Involuntarily institutionalized
2016 - 2017

The Baker Act – The Florida Mental Health Act FY 2016-17 Annual Report
Baker Act Reporting Center at the de la Parte Florida Mental Health Institute
Trauma Can Derail Development

90% of brain development occurs by age 5

- Cognitive Problems: 23% – 65%
- Speech Delays: 14% – 64%
- Health Problems: 22% – 80%
- Motor Delays: 4% – 47%
- Mental Problems: 10% – 61%
Role of Child Care Professionals

Understand the vital role caregivers serve in **buffering** the effects of adversity.
Team Breakout

• Discuss possible causes of the trauma you have been given.
• What might that behavior look like?
• How can a provider address that specific child?
• What can a child care provider do to assist the family?
• What family and/or community supports are needed?
Team Assignments

TEAM A
• Physical/Emotional Abuse
• Chronic Neglect
• Hunger/Malnourishment
• Natural Disaster

TEAM B
• Racism/Discrimination
• Detention/Incarceration
• Caregiver Substance Abuse
• Caregiver Mental Illness

TEAM C
• Exposure to Violence
• Parental Separation/Divorce
• Sexual Exploitation
• Family Economic Hardship
Promoting Optimal Development

- Nurturing & Responsive Relationships (80%)
- High Quality Environments (15%)
- Targeted Social Emotional Supports (5%)
- Intensive Intervention (5%)
Creating a Secure Base

Parent/Caregivers Attending to the Child’s Needs

I need you to...

Support My Exploration

I need you to...

Welcome My Coming To You

- Watch over me
- Delight in me
- Help me
- Enjoy with me

Secure Base

- Protect me
- Comfort me
- Delight in me
- Organize my feelings

Safe Haven

Always: be BIGGER, STRONGER, WISER, and KIND.
Whenever possible: follow my child’s need.
Whenever necessary: take charge.

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circleofsecurity.org

FLORIDA DEPARTMENT OF CHILDREN AND FAMILIES
MYFLFAMILIES.COM
Decrease Classroom Stress
## What are potential solutions?

<table>
<thead>
<tr>
<th>Cause of Classroom Stress</th>
<th>Solutions</th>
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<tbody>
<tr>
<td>Classroom arrangement</td>
<td>Use of furniture to define spaces for play (block area, dress-up, art, etc.)</td>
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<tr>
<td>Competition over toys</td>
<td>Have multiple copies of same toys to promote cooperative play</td>
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<tr>
<td>Too many children in one space</td>
<td>Organize classroom into small spaces such as block areas to manage group size</td>
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<tr>
<td>Not enough adults</td>
<td>To enhance minimum standards, recruit grandparents, college students &amp; volunteers during high stress like mealtime</td>
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<tr>
<td>Lack of interesting toys &amp; activities</td>
<td>Rotate toys to promote novelty and plan multiple activities to allow choices</td>
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<tr>
<td>Changes in routine</td>
<td>Minimize change. Maintain daily routines which give children stability and security. Allow time for transitions.</td>
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Building Blocks of Quality Child Care

Identifying Quality Child Care

- **Parent Support & Communication**
  - Do you have an “Open Door” policy? Does your program encourage parents to volunteer?

- **Developmentally Appropriate Curriculum**
  - Do your teachers use positive behavioral supports to create a secure base?

- **Physical Environment**
  - You can tell a great deal about your program by watching and listening to what is going on in a classroom or home.

- **Health, Safety & Nutrition**
  - Do the children and teachers seem happy?

- **Administration, Policies & Procedures**
  - Is your Director available/receptive to concerns?

- **Teacher Support, Education & Ongoing Training**
  - Does your program encourage parents to volunteer?

- **Identifying Quality Child Care**

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Trauma Informed Care - supporting children, families and child care professionals
Trauma Informed Care Project

Trauma Informed Care Badge

Trauma Informed Care Specialization
Formal and Informal Training

Trauma Informed Care Director Credential Endorsement
40 hour Instructor-led course with Practicum

Trauma Informed Care for Child Care Professionals
5 hour Online Course

Informational Workshop Presentations Statewide
Resources for Providers and Families

Harvard Center on the Developing Child
YouTube: Toxic Stress Derails Healthy Development
https://www.youtube.com/watch?v=rVwFkcOZHJw

FSU Center for Prevention & Early Intervention Policy
Pediatrician Resources (Addressing Trauma & Toxic Stress)

National Child Traumatic Stress Network has a Glossary of Terms related to stress that you may find helpful.

Resources from Dr. Becky Baily
I can calm book
https://www.youtube.com/watch?v=qMvrK_8aI0E

How to Setup a Safe Place
https://www.youtube.com/watch?v=aUMc3fWgLEk

Feeling Buddies-Tips from Dr. Becky Bailey
https://www.youtube.com/watch?v=iZHMFMzBHMU
Resources for Providers and Families

Substance Abuse and Mental Health Services Administration (SAMHSA) – Behavioral Health Treatment Service Locator
Phone: 1-800-622-HELP(4357)
Website: https://www.samhsa.gov/iecmhc

Zero to Three – Focused on the development of babies and toddlers to ensure a strong start in life
Website: https://www.zerotothree.org/

Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) – creates and facilities a network of key stakeholders committed to assisting in the provision of a quality emotional and/or behavioral challenges.
Website: http://www.sednetfl.info/Resources.aspx

Office of Early Learning Inclusion Warm Line Services Resource List

Early Steps – Florida’s early intervention system offers services to eligible infants and toddlers with significant delays or a condition likely to result in a developmental delay.
Website: http://www.floridahealth.gov/alternatesites/cms-kids/families/early_steps/early_steps.html

Florida Diagnostic & Learning Resources System (FDLRS) – provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities
Website: http://www.fdlrs.org/
Thank You!

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