

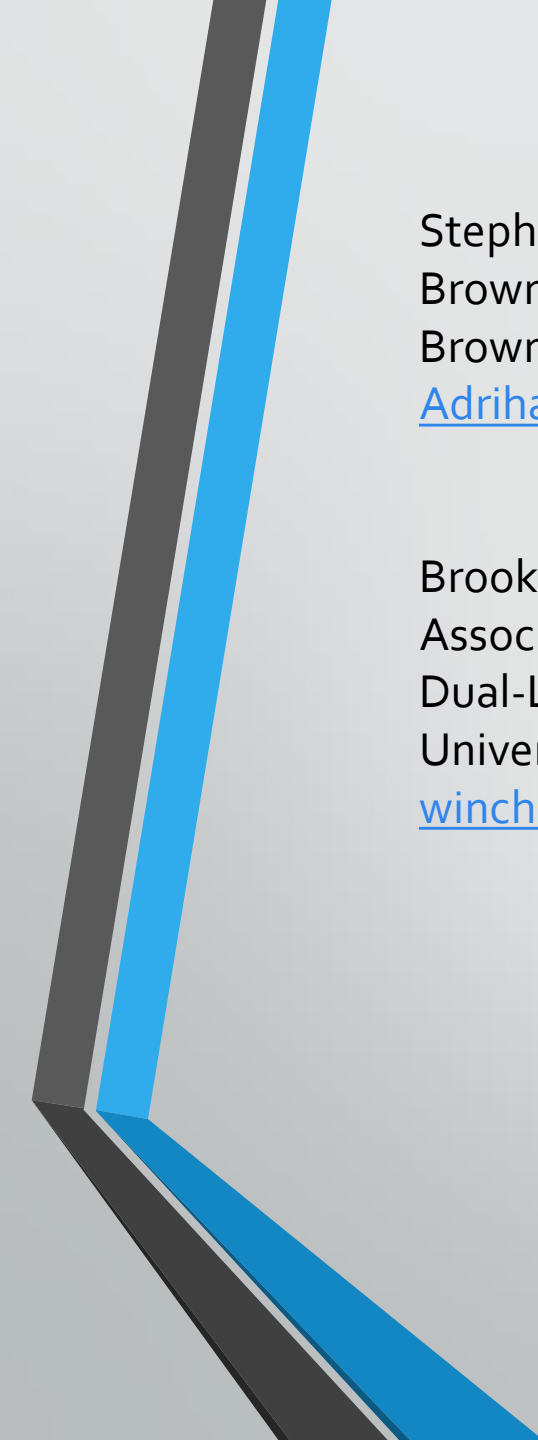


https://www.youtube.com/watch?v=AZ-pU7oxt3g&feature=emb_logo

A photograph of several icebergs floating in a dark blue ocean under a pale sky. The icebergs are jagged and white, with their tops above the water and their much larger, submerged parts visible below the surface. The image is framed by a blue and grey border on the left side.

Collaborative Approaches for Working with Children Impacted by Trauma

DEC Conference



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What Affects Brain Development

Biological Factors

- Genetics
- Prenatal Health
- Health Status
- Nutrition

Non-Biological Factors

- Experiences
- Environment

Types of Trauma

Acute Trauma

One time event

Car accident,
natural
disaster, death of
loved one

Chronic Trauma

Multiple events
for a long period
of time

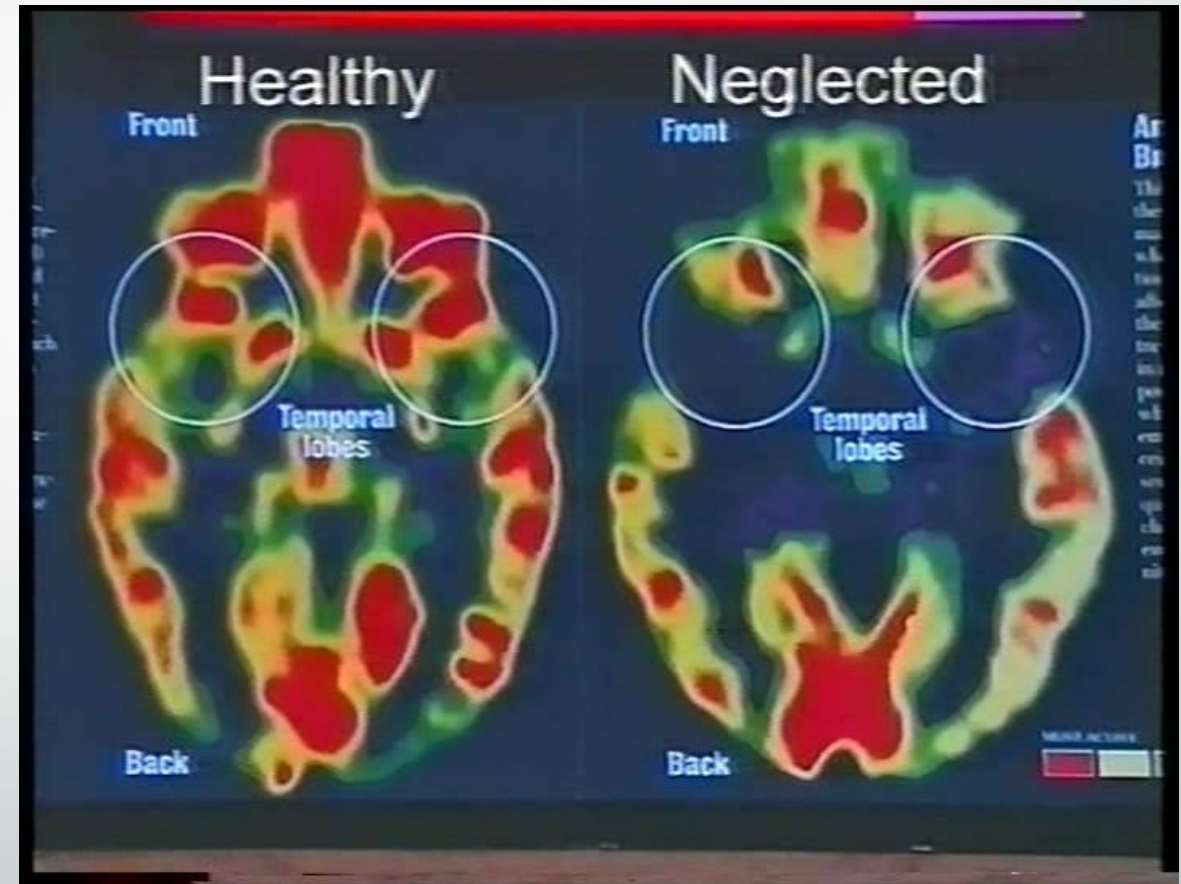
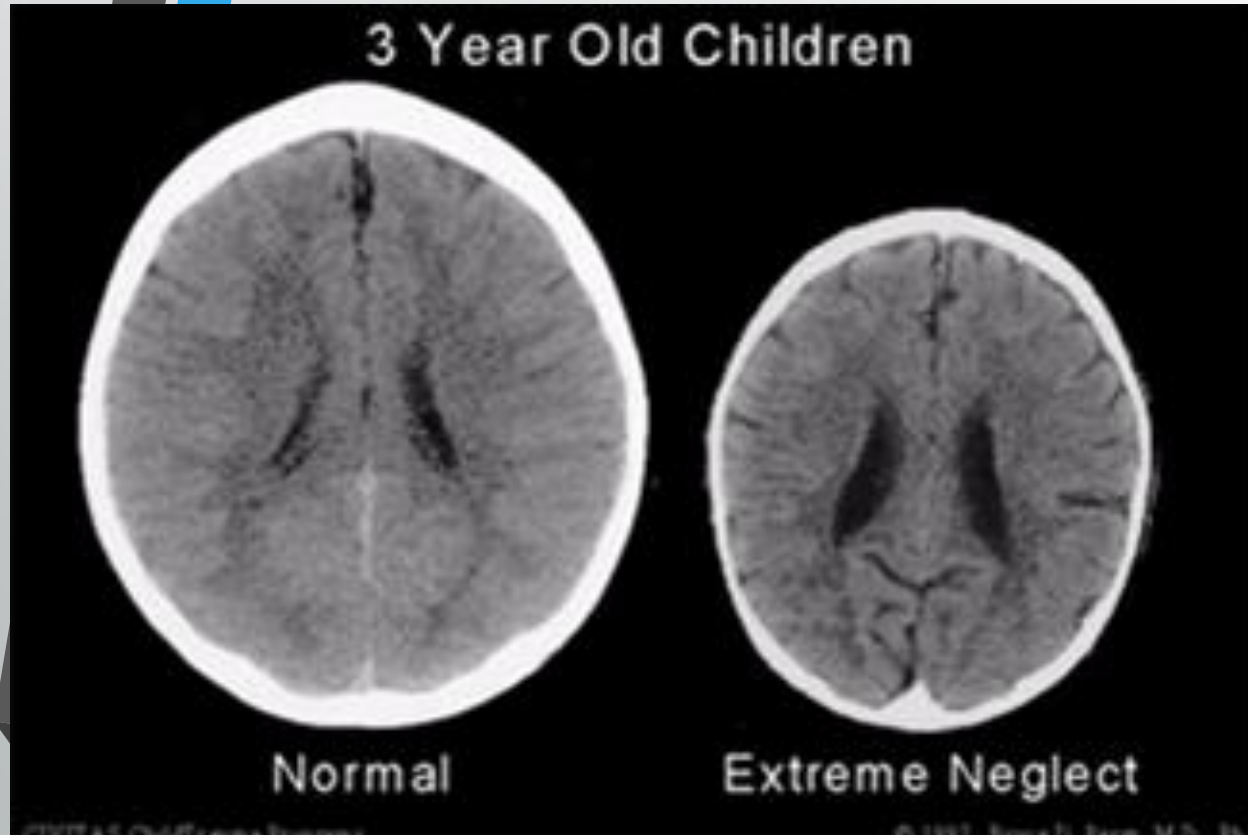
Domestic
violence, abusive
parent, drug
addiction

Neglect

Failure to
provide a child's
basic needs

To children who
depend others, this
can feel like a threat
to survival.

Effects of Trauma



Adverse Childhood Experiences (ACE) Study

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce



**How deep
is the mud?
Depends on
who you ask.**

**We all go through the
same stuff differently.**

Experiences Shape Who We Are.....

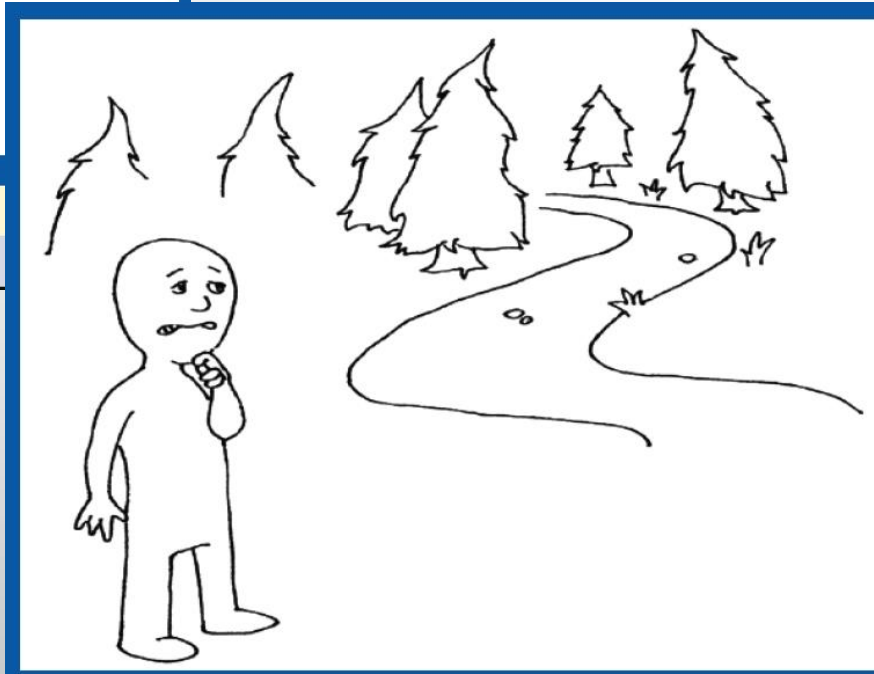
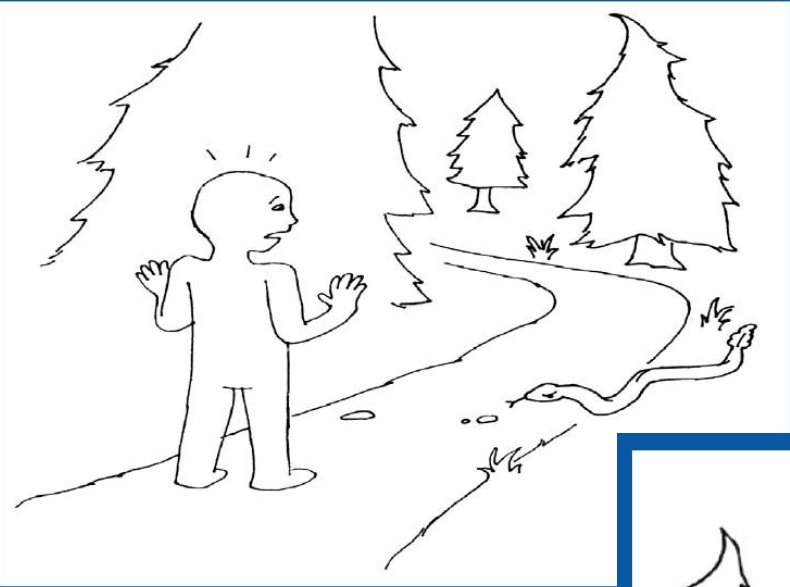
Non-traumatic Childhood

- I have an intimate connection with my parents and immediate family.
- My mom and dad are predictable and repeatedly provide me with caring experiences
- I am able to balance and understand my emotions
- I am able to interact with other children.
- I feel comfortable and safe exploring the world around me and I always look for my parents.

Traumatic Childhood

- I am not sure who to connect with
- My caring experiences are not predictable.
- My daily routines are not the same and are often times interrupted.
- My emotions are often times not identified at all and my needs are ignored or misread
- I have not been taught how to be around other children and I do not know how to play with them.
- I am too afraid to be away from my parents, or I take many risks and get hurt often.

We Learn by Experience



Childhood Trauma Principles

- If everything is trauma, nothing is trauma
- It is the child's experience of the event, not the event itself, that is traumatizing.
- If we don't look for or acknowledge trauma in the lives of children and adolescents, we end up chasing behaviors and limiting possibilities.

Wisconsin
Birth to
Three
Eligibility
Criteria

A diagnosed condition that has a high probability of resulting in a developmental delay

25% delay in any area of development

The child's development is atypical and is adversely affecting the child's overall development

Rationale for Birth to Three Project

Between 2014 and 2015 from a local Birth to Three County Program had the following:

45 children referred to Birth to 3 because they had been neglected and/or abuse.

16 children were eligible

5 had a diagnosed condition

11 had a developmental delay

26 children were not eligible

3 Families denied consent for screening



Screening Tools Used By the EI Program

Ages and Stages Questionnaire (ASQ) 3rd Edition

Ages and Stages (ASQ) Social Emotional
Vision Screening

Hearing Screening

Assessment Tools Used by the EI Program

Assessment Tools

- **All children were evaluated using the following:**
- Assessment and Evaluation Programming Systems
- **Additional Tools Used as Deemed Appropriate:**
- Peabody Developmental Motor Scale
- Rossetti Infant Toddler Language Scale
- Early Learning Accomplishments Profile (E-LAP)
- Hawaii Early Learning Profile (HELP)

Evaluation
Tools Added
to Assess
Social
Emotional
Development

Greenspan Social
Emotional Growth
Chart (Screener)

Temperament and
Atypical Behavior
Scale (TABS)

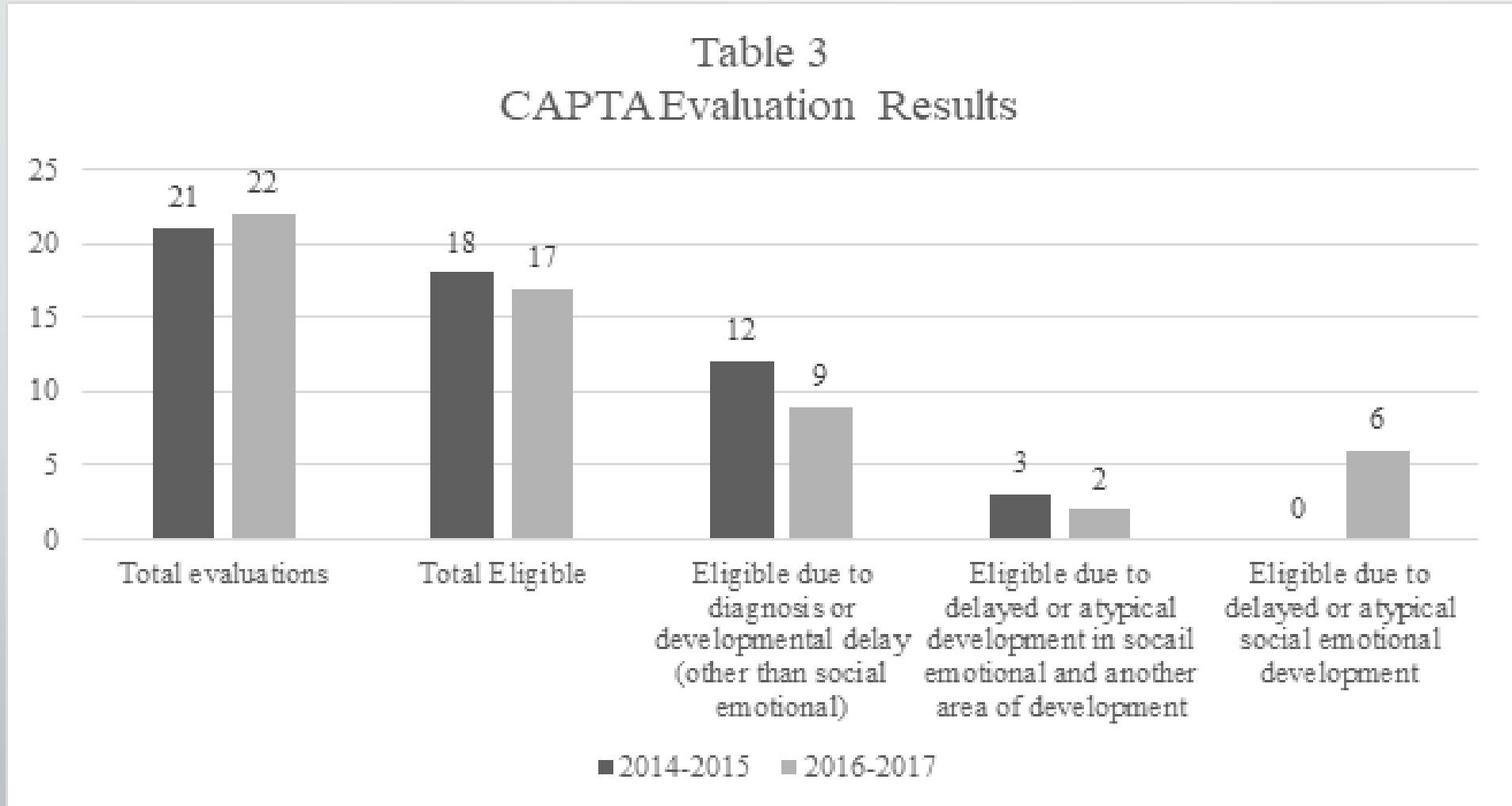
Social Emotional
Assessment
Measure (SEAM)
Child and Caregiver

Environmental
Screening
Questionnaire
(SEAM)

Case Manager
Quarterly Review
of family

Parent Outcome
Measure (parent
self assessment)

Evaluation Results



Check Your Tools

- Are the tools you are using addressing the concerns you are seeing
 - Prevention
 - Program Planning
 - IEP/504 Plans
- The field of Infant/Toddler/EC Mental Health is rapidly growing—what is the most current research saying?



Childhood Trauma Principles

The behavioral and emotional adaptations that maltreated children make in order to survive are brilliant, creative solutions, and are personal costly.

Jennifer Wilgocki TF-CBT National Trainer

Supporting Children in the Classroom

- Integrate SEL assessment results into classroom instruction and data collection. Make sure you take action on the assessment results you gather.
- Collaboration with parents, full team including school social worker, psychologist, admin, creative arts, support staff, etc.
- Remember that they are not trying to push your buttons, and most likely it is not that "they just don't care."
- Children who have experienced chronic trauma worry about what is going to happen next. They need structure and predictability.
- Everyone experiences and responds to trauma differently. What might not seem bad to you may still be traumatic for the child.

Buffer The Effects of Trauma

- Research shows that a promoting a caring, stable and responsive environment has the potential to reduce the harmful effects of trauma in children.
- Take the TEAM approach!
- We are all hard-wired to require social connections, these children and families need empathy and support now more than ever.
- Focus on change needs to start with the child/parent and unwavering support.
- Helping the child starts with helping the adults. It is important to build trusting and honest relationships with parents/caregivers
- Not just a "Parenting Class"
- Self-understanding and self-reflection

Want More Information?

Adrihan, S., Winchell, B., & Greene, S. (2018). Transforming early intervention screening, evaluation, assessment, and collaboration practices: Increasing eligibility for children impacted by trauma. *Topics in Early Childhood Special Education, 38*(3), 174-184.

Felitti, V. J. M. D., FACP, Anda, R. F. M. D., MS, Nordenberg, D. M. D., Williamson, D. F. M. S., . . . Mph. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *American Journal of Preventive Medicine, 14*(4), 245-258.

Trauma-Informed Practices Module

- To learn more and to access this free, self-paced learning module go to <https://go.illinois.edu/trauma>

Adverse Childhood Experiences in Wisconsin Findings from the 2011-2012 Behavioral Risk Factors Survey

- Wisconsin Children's Trust Fund

Caring for Children who Have Experienced Trauma A workshop for Parents

- National Child Traumatic Stress Network