

CTIPP

Campaign for Trauma-Informed
Policy and Practice

Supporting Mental Well-Being in Child Care Settings
The Need, Case Examples, and a “Plug & Play” Framework

#TransformTrauma #TransformChildhoodTrauma #HOPEisNEAR

Purpose of today's presentation:

Equip public and private stakeholders with information and a framework that will help all of the adults in the child care ecosystem, and other early care settings, to recognize and respond to trauma as part of recovering from the effects of the COVID-19 pandemic.

The main takeaways are:

- there are approaches states, localities, systems and settings could adopt that will help reduce the impact of trauma on young children and the adults in their lives;
- these approaches can complement other mental well-being efforts, such as Social/Emotional Learning, and Infant and Early Childhood Mental Health Consultation;
- this “plug & play” framework and the approaches it endorses can be paid for using federal pandemic rescue funding.

Presenters:

Suzanne O'Connor, Senior Advocate, Trauma-Informed Care, United Way of Philadelphia and Southern New Jersey and CTIPP Board Member

Dr. Kaitlin Mulcahy, Associate Director, Center for Autism and Early Childhood Mental Health, Montclair State University

Dr. Gerard Costa, Director, Center for Autism and Early Childhood Mental Health, Montclair State University

Jillian Adler, Director of Equity Initiatives, First Up Champions for Early Education

Dr. Amy Lynch, Associate Professor of Instruction, Occupation Therapy Program, College of Public Health, Temple University

Marlo Nash, Co-Chair of the National Trauma Campaign and Advisor to CTIPP





United Way

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Pandemic impact on mental health

- The child care workforce is disproportionately impacted by COVID deaths and hospitalizations.
- Both staff and children in child care are at risk of developing PTS and PTSD if we do not do something to intervene.
- Children at higher risk to miss key developmental tasks.

Whitaker RC, Herman AN, Dearth-Wesley T. Death From COVID-19 as Context for Early Childhood Education. *JAMA Pediatrics*. Published online August 02, 2021.
doi:10.1001/jamapediatrics.2021.2348

CTIPP Recommendations

1. Create trauma-informed child care settings
2. Assure children and parents have access to trauma-informed mental health supports
3. Assure staff have access to mental health screenings and therapeutic services as a benefit

How to address Mental Health & Wellbeing

SAMHSA leads our nation's public health efforts to advance mental wellbeing and promotes Trauma-Informed Care to improve the lives of children and families who face adversity.

Trauma-Informed Care (TIC) is how organizations operationalize practices and policies based on the research and principles of NEAR Science.

NEAR Science is a cluster of fields of study that include **Neuroscience, Epigenetics, ACEs and Resilience**. Putting all of these fields together is key to understanding the root causes of trauma and how to approach healing.



Integrating Trauma in the Pyramid



Pyramid Model and Trauma-Informed Care: A Guide for Early Childhood Professionals to Support Young Children's Resilience Developed by: Chelsea T. Morris, Amy Hunter, Lise Fox, and Mary Louise Hemmeter

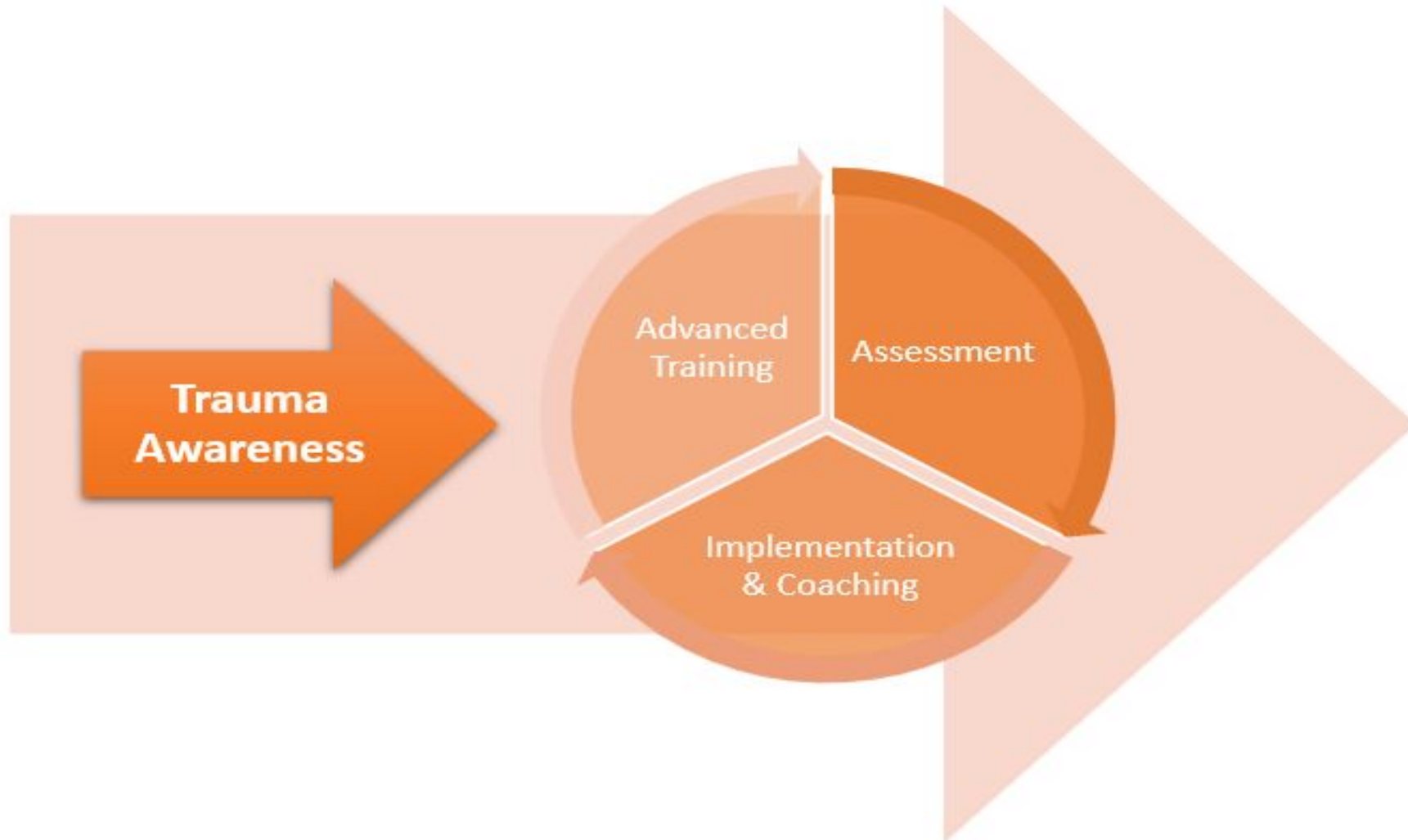
What changes as a result?

- ▶ **Examples of trauma training impact on staff:**
 - a. Staff recognize how their own traumas can triggered overreactions with children, staff and other parents.
 - b. Staff ask “**what happened**” to this child instead of “what’s wrong” with this child.
 - c. Staff understand that children impacted by trauma need more **sensory development support**.
 - d. Staff understand that challenging behavior is a sign of dysregulation and uses sensory activities (sand/water table) and their ability to **co-regulate to help de-escalate child** versus punitive approaches and time out (which can be retraumatizing)
 - e. Staff know to help coworkers recognize **signs of secondary trauma**.

What outcomes do we see as a result?

- ✓ **Reduction in Preschool Expulsion**
- ✓ **Greater staff satisfaction = staff retention**
- ✓ **Efficient/effective engagement with I/ECMHC**
- ✓ **Stronger Family Engagement Practices**
- ✓ **Children meet developmental tasks**
- ✓ **Less burden on EI system**
- ✓ **Reduction in sensory processing disorders**

How - What is TIC and how do we address



“Stronger Than the Storm: Keeping Infants and Children in Mind During the Response to Superstorm Sandy”¹

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¹G. Costa, K. Mulrooney, N. Spinazzola (2013). Stronger Than the Storm: Keeping Infants and Children in Mind During the Response to Superstorm Sandy. *Journal of ZERO TO THREE: National Center for Infants, Toddlers and Families*, 34(2), 55-62.

Q & A



Philadelphia, PA Response



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Q & A



Next Steps

- **Use and share the information coming in a follow up email from today's webinar**
 - webinar recording
 - CTIPP web page with additional resources (under construction today)
 - registration links for Trauma Awareness Trainings
 - contact information for the CTIPP Team and today's presenters
- **Attend a Trauma Awareness Training and invite others (register in today's chat)**
 - 10/26/2021 10:00 AM - 12:00 PM
 - 11/02/2021 1:00 PM - 3:00 PM
 - 11/09/2021 3:00 PM - 5:00 PM
- **Watch your email later this fall for an announcement of a Toolkit**
 - CTIPP is finalizing the "Toolkit for Staff and Child Well-Being in Early Childhood Settings" in support of implementing the "plug & play" framework
- **Request a one-hour consultative session for a team of advocates/decision makers**
 - email earlychildhood@traumacampaign.org

Thank You!

