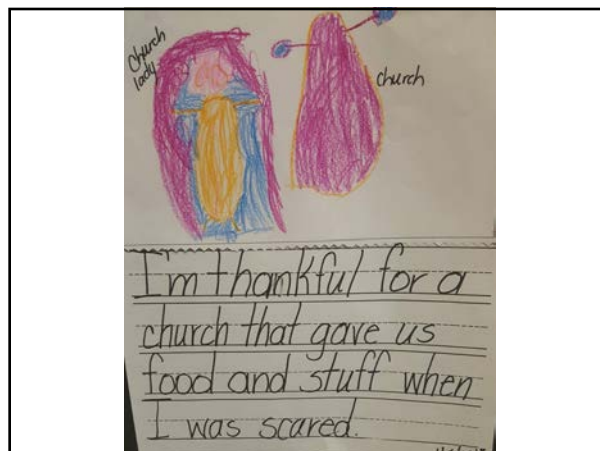


Resiliency Factors

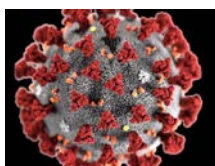


- I knew that there was someone to take care of me & protect me.
- There was someone in my family who helped me feel that I was important or special.
- I felt loved.
- People in my family looked out for each other.

7



Today's World is a *Scary* Place



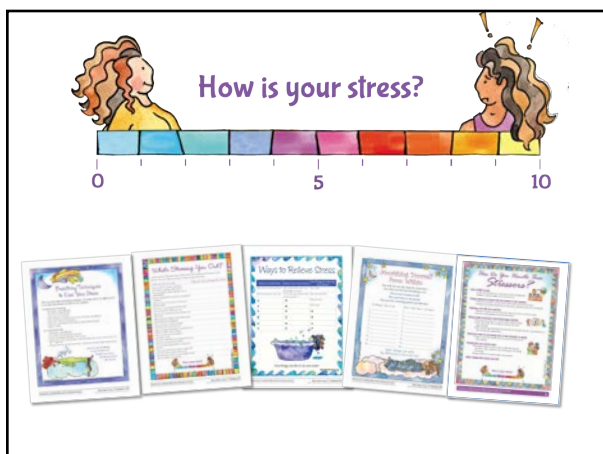
9

Checking In With Our Families



- Since the last time I saw you, has anything really scary or upsetting happened to you (your child) or anyone in your family?"
- Are there any behavior problems with your child at home, at child care or in your neighborhood?"
- How do you feel about your child's current behavior?
- How do you, as a parent, deal with stress?

10



Understand that Babies Feel Stress Too



Interpreting Children's Behaviors



13

Children Learn to Handle Difficulties by Imitation

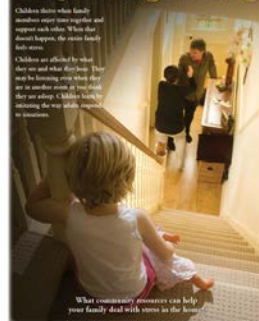


...in negative or positive ways.



15

Always Watching & Listening



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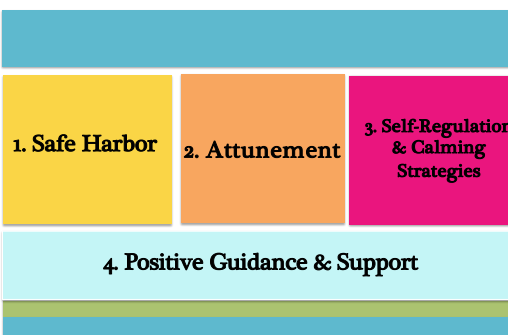
Helping Children Deal With Stress & Trauma



Free Download:
<https://cpep.fsu.edu/trauma/resources/HelpChildrenDeal%20w%20Trauma.pdf>

17

Helping Children Deal With Stress & Trauma



18



The Emotional Life of the Toddler

A temper tantrum is an exquisite display of stress that exceeds one's ability to cope.
Dr. Alicia Leiberman

I wonder why is this child responding this way?


An Infant Mental Health Approach gives us a new sense of compassion to help families understand the emotional needs underlying the behaviors

Instead of asking: “How can we change her behavior?”


Let's ask:
“How can we help her feel safe, secure, and calm?”




Levels of Stress



Normal Stress



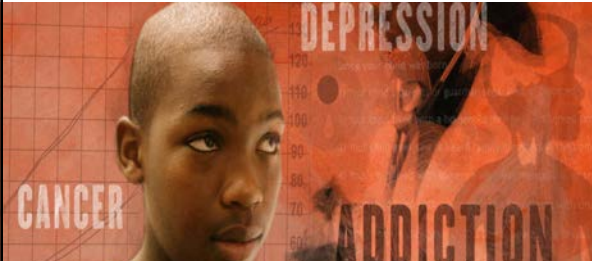
Tolerable Stress
Adversity managed through effective coping skills that are facilitated by supportive adults



Toxic Stress
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

Recognized as the largest public health issue of our generation.



Stress is made tolerable with supportive relationships that facilitate coping.



27

Helping Children Feel Safe & Secure

Bowlby's Attachment Theory Key Concepts


- Proximity
- Secure Base/Safe Haven
- Separation Distress/ Separation Anxiety




28

Proximity:

The desire to be near the people we are attached to.



29

Proximity

Mama Elephants Surround their Babies to Make Them Safe




30

Secure Base

In the presence of a sensitive and responsive adult, an infant or toddler will use the adult as a 'safe haven' or base of security from which to explore. The child returns to the "secure base" for comfort and safety. This confidence is forged during early childhood."

- John Bowlby



31

What Can Parents do to be a secure base?

★ Stay in sight while child explores.

I can see you want to explore the new playground. I'm right here, if you need me.

★ Stay close by.

This is a new place; I will hold you for awhile longer.

★ Reassure child's fears to create a Safe Haven.

I'm here. The dog won't hurt you.

★ Do what you say you will.

I will be done in 3 minutes. Let's set the timer. I will be here when you wake up for nap.



32

Separation Distress & Stranger Anxiety

Anxiety that occurs in the absence of the attachment figure.



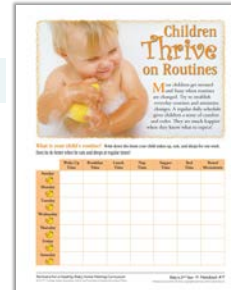
33

Predictable Schedule & Routines

Routines create sense of predictability and security.

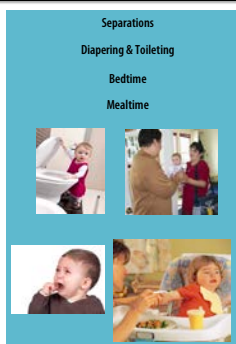
★ Post chart of daily routines (snack, naptime, meals, bedtime).

Remember? After nap is snack time, and then we will go outside.



34

When Are High Stress Times?



35

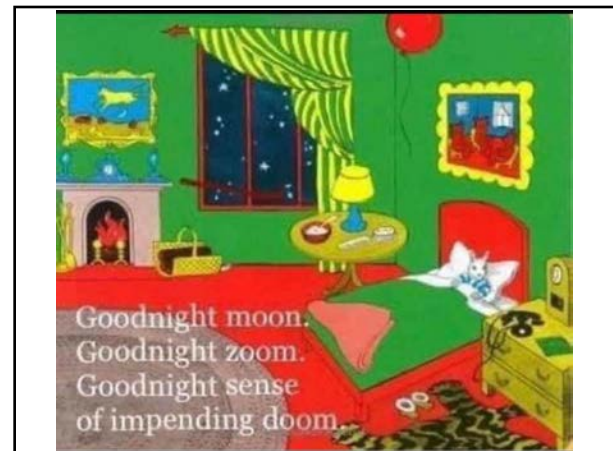
Naming Scary Things

Naming scary things helps kids feel more safe.



Office referrals went down 75% using Ms. Kendra's approach.

36



The FSU College of Medicine's Center for Child Stress and Health educates children about COVID-19 and gives children tips on how to cope with changes brought on by the outbreak by Javier I. Rosado, the center's clinical director.

Download for free at fsustress.org/ebook.html. Includes black-and-white drawings that kids can color and activities that invite them to share how they're feeling and to think about how they can have fun even while they must stay home.

1. Safe Harbor Summary

- Understand the concept of "secure base."
- Stay close by
- Maintain predictable schedule and routines.
- Reduce contact with unfamiliar people
- Make it easier by preparing for high stress times
- Name scary things.

2. Attunement

Attunement

- Learn to accurately and empathically understand and respond to children's actions, communications, needs and feelings.

I can see you need a little more time to say goodbye. I will stay a few more minutes.

“...their time together was perceptively
nourished by their relationship.”

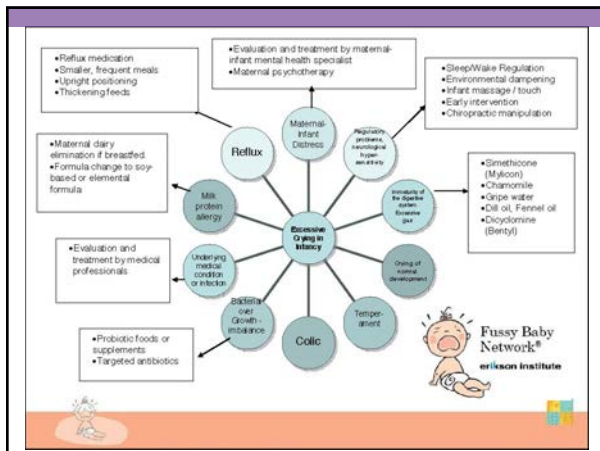
Signs of Attunement:

- Focused & engaged
- Unhurried
- Followed child's lead
- Responsive to baby's cues
- Respectful
- Smiles
- Eye contact
- Physical touch & reassurance



43

Figuring Out What Child Needs

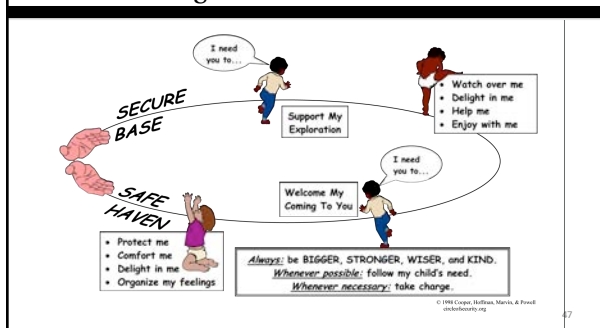


Then figuring out how to calm a crying baby?

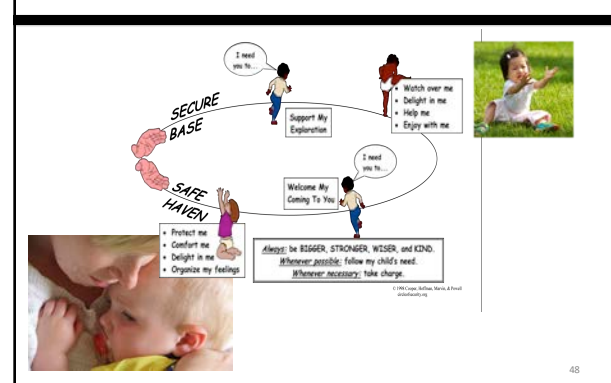


Figuring Out What Child Needs: Circle of Security

Parent Attending to the Child's Needs



What Do These Children Need?

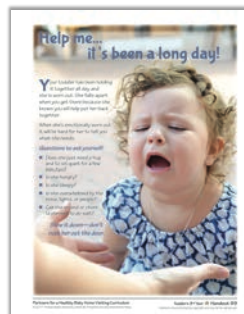
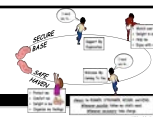


What Does This Child Need?



49

Help Me Get My Emotions Under Control!



Help Organize their Feelings.

You are angry that your friend took your toy, what should we do next?
You are crying and rubbing your eyes, I think you are feeling tired.



51

Connect Emotionally



Support Enjoyment of Daily Care Routines



53

Learn Child's Interests and Skills

You've worked all these puzzles.
Would you like to try a new one?



Match Activities to the Child's Interests and Skills

*I know you love dinosaurs.
We've got a new book you might like.*



Attachment Builds through Serve & Return Interactions



<https://developingchild.harvard.edu/resources/5-steps-for-brain-building-serve-and-return/>

Realistic Expectations About Parenting



Encourage Circles of Support for Parents



Decrease Stress, Feel Better

Eat more of this, go for a walk, take a nap, or call a friend to decrease stress and you'll feel better.



2. Attunement Summary

- Observe and learn child's cues.
- Stay attuned to accurately understand & respond to children's actions, communications, needs and feelings.
- Learn child's likes and dislikes.
- Match activities to skills and interest.
- Respond quickly and appropriately.
- Stay close by.
- Be physically and emotionally available.
- Remain focused and engaged.





What is Early Childhood Mental Health?



- Growing competencies to grow well and to love well
- Experience, express and regulate emotions and recover from dysregulation
- Establish trusting relationship and repair conflict
- Explore and learn and tolerate frustration

Dr. Alicia Lieberman

Growing competencies to grow well and to love well



Dr. Alicia Lieberman

Experience, express and regulate emotions and recover from dysregulation

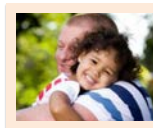
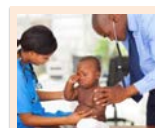


Explore and learn and tolerate frustration



Self Regulation Skills

Developed in Context of Secure Early Relationships



Caregivers Can Support Emotional Regulation

Infants and toddlers depend on adults to help them experience, regulate and express emotions.



Adults help children learn to regulate their emotions. They may:

- provide comfort to help alleviate negative emotions and reinforce positive ones;
- change the environment to provide a change of pace when needed;
- help the child label and validate their feelings, for instances, "I know that you are scared, it's OK to be scared and I am right here for you;" and
- model coping skills during emotional experiences.



Parallel Process of Holding



We can learn to hold ourselves.



So, we can hold the parent.



So the parent can hold/contain herself/himself.

And then hold the baby.

Finally, the baby can internalize the holding and balance self and interactive regulation.

Nurturing Relationships Can Buffer Stress & Help Coping

Tolerable stress is a physiological state that could potentially disrupt brain development but is buffered by supportive relationships that facilitate coping.



69

Use Consistent Calming Language

"Calm down. Stop. Breathe. Count. You will be fine."



I can see you have some 'big feelings' today. Let's go to the 'calm-down box.' Would you like some 'calm-down' toys?

70

Talk About Feelings & What to Do

I can see you have some 'big feelings' today. Let's go to the 'calm-down box.' Would you like some 'calm-down' toys?

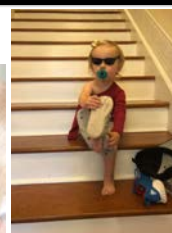


You are angry that your friend took your toy. What should we do next?

71

Encourage Comfort Items

Do you want to bring your blanket today?



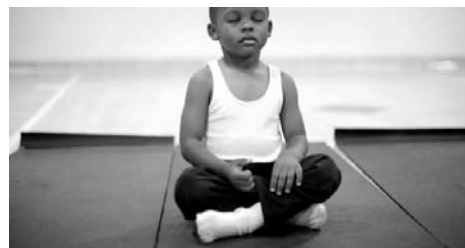
Redirect to a Quiet Spot

Looks like you could use some quiet time to calm down and organize your feelings.



73

Meditation Increases Self Regulation



Calming techniques, de-escalation and mindfulness strategies can help calm heightened arousal & increase self regulation.

74

Encourage Self Expression

Encourage art, pretend play, and music as outlets for expressing fears and emotions.

Can you paint a picture of it?
Let's think of a song about what happened.



75

Singing...

Reduces stress, elevates "feel good" endorphins in the brain, improves mood



Play Games for Self-Regulation

Hokey Pokey
Head, Shoulders, Knees & Toes
Mother, May I?
Simon Says



77

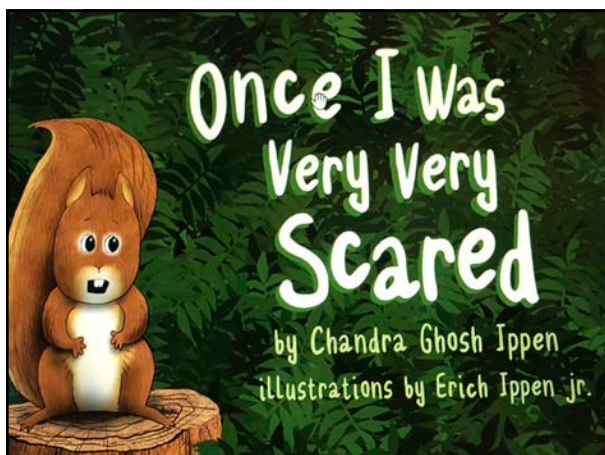
Books Show How to Deal with Conflict, Cope & Teaching Executive Functioning

Different characters teach positive social and emotional values:

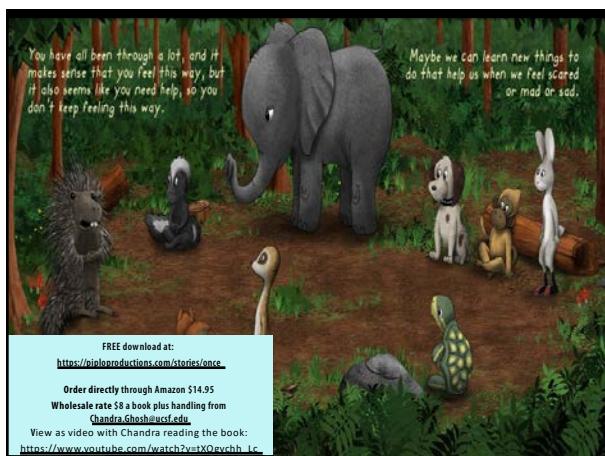
- how to cope with sadness
- how to use words instead of actions to deal with anger
- how to be a good friend
- how to express gratitude
- how to delay gratification.

These books help young children learn to deal with stress and interpersonal conflicts and develop executive functioning.





A little squirrel announces that he was once very, very scared and finds out that he is not alone. Lots of little animals went through scary experiences, but they react in different ways. Turtle hides and gets a tummy ache, monkey clings, dog barks, and elephant doesn't like to talk about it. They need help, and they get help from grown-ups who help them feel safe and learn ways to cope with difficult feelings.



FREE download at:
<https://niploproductions.com/stories/once>
Order directly through Amazon \$14.95
Wholesale rate \$8 a book plus handling from
Chandra.Ghosh@ucsf.edu
View as video with Chandra reading the book:
https://www.youtube.com/watch?v=1X0rychh_1c



Sesame Street in Communities offers free resources to those working with kids and families. Available in quantities of 50. Send an email to communities@sesame.org

3. Self-Regulation & Calming Strategies Summary

- Use consistent language to calm down.
- Learn to tolerate frustration.
- Encourage comfort items.
- Talk about feelings & what to do.
- Play games to learn self-regulation.
- Learn mindfulness & meditation.
- Encourage art, play, books and music as outlets for expressing fears and other emotions.

4. Positive Guidance & Support

Signs of Stress & Trauma

Children don't have the words to explain stress, so it is up to adults to look for signs.

Babies	Toddlers
<ul style="list-style-type: none"> From clingy to flat affect with no joy Prolonged uncontrollable crying Doesn't explore No preferred caregiver Failure to thrive Flat affect 	<ul style="list-style-type: none"> Biting, kicking, tantrums, unprovoked aggression Disinterested in toys Indiscriminate preferences of caregivers. No appetite
Preschool	
<ul style="list-style-type: none"> Repetitive play about violent event Sleep troubles or nightmares Hyper vigilance Skill regression 	



Reframing “Bad Kids”

Shifts from the question: “What is *wrong* with you?” to:

“What happened to you?”



From a trauma lens, we look beneath the anger, sadness, or challenging behaviors to see the child's unmet emotional needs.

“I wonder what happened that he would respond like that?”

86

Understand Children's Underlying Emotional Needs in Challenging Behaviors

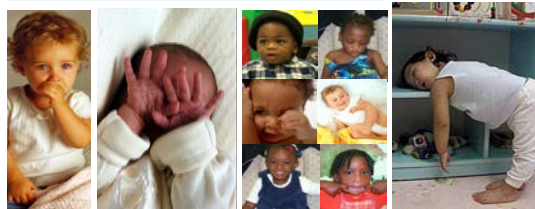


87

Learn to read emotional cues

All behavior has meaning. What is the child communicating? Put words to children's cues.

*I see you turning your head away.
You don't feel like playing now?
I hear your angry voice, tell me more.*



88

Observe the Child's Behavior

To figure out a child's emotional needs, observe the behavior. Then, ask yourself, “Does the child need to be reassured, to feel safe, to be delighted in, or to help organize his feelings?”



Use a Trauma Lens

“I wonder what happened that she would respond like that?”

• **Support child's unique needs.**

I can see that it's hard for you to sit still today. Would you like to stand beside me?

• **Provide safe and loving limits.**

No biting. It hurts. It's not safe to run. Hold my hand.

• **Model trust, emotional regulation and empathy.**

*I'm really frustrated; I'm going to take a minute to calm down.
I wonder how she feels when you say that?*

• **Knowing when and who to call for help.**



90

Encourage Emotional Connections

- Ask about family's methods of discipline.
- Discourage physical punishment.
- Encourage emotional connection.
- Providing positive attention can promote appropriate toddler behavior.



Positive Discipline & Guidance



Seeking Connection

Children are more likely to behave well when they feel safe & secure in their emotional connection



93

Offer Time In Rather than Time Out

Child needs a sense of safety instead of isolation

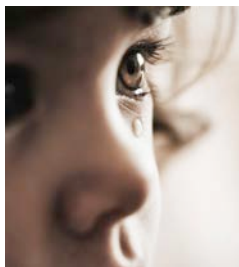
Seems like you need a hug today. Would you like to come sit on my lap?



94

Label Emotions With Words

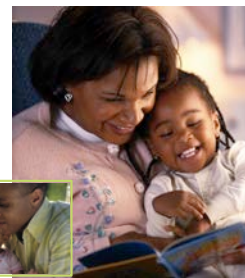
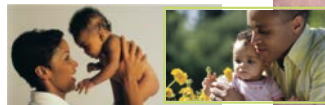
I see you are sad today.
Do you want to put words to your tears?



Being With

- *'Being with'* is to be present and emotionally available which helps children move through difficult emotions.

- *'Being without'* often prolongs the distress.



Adult: *I am here and you are worth it.*
Child: *You are here and I must be worth it.*

95

Mutual Delight



Helping Children Blossom



98

★ Help your toddler feel important ★



You are very important to your child. You help her feel important when you...

- ★ Invite her to help you with chores. Daddy needs to wash the car. Let's do it together.
- ★ Ask her to help solve a problem. Can you help me find my bag?
- ★ Give her choices you can live with. It's time for bed. Do you want to read Goodnight Moon or Pajama Time?
- ★ Give her ways to create and imagine. Look at all the colors you want to draw on this paper?
- ★ Stick to a familiar routine and let her know what's next. After lunch it will be time for a nap.

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Revised by Dr. Mimi A. Graham, Florida State University

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Recognize Early Red Flags



Early Identification of Autism Spectrum: 16 Gestures by 16 Months

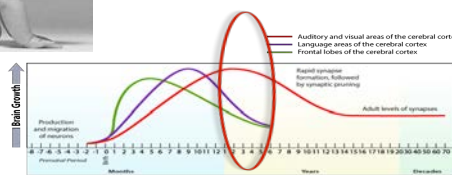


101

Understand the Urgency of Intervening Early




If you provide the same experiences for the same period, you won't have the same impact at age 10 than if age 2.



4. Positive Guidance & Support Summary

- Learn to read children's cues. Put words to cues.
- Observe child's play. Look for repetitive play or drawing about traumatic event.
- Observe behavior to figure out child's emotional needs. Label emotions with words. Look for the unmet emotional needs.
- Acknowledge efforts.
- Use time in, rather than time out.
- Fill up their cup.
- Delight in.
- Being with.
- Use a trauma lens.



Helping Children Deal With Stress & Trauma

1. Safe Harbor

2. Attunement

3. Self-Regulation & Calming Strategies

4. Positive Guidance & Support

When You Need More Help




◆ Know when and who to call for additional support.

Dandelions & Orchids



Hardiness of a Dandelion



Orchids Flourish Under the Right Conditions



Multigenerational Approaches to Treatment

Most promising programs for preventing and treating mental health problems in young children:

- Provide therapeutic intervention to address the child's needs, and
- Simultaneously, address the foremost needs of the caregivers.



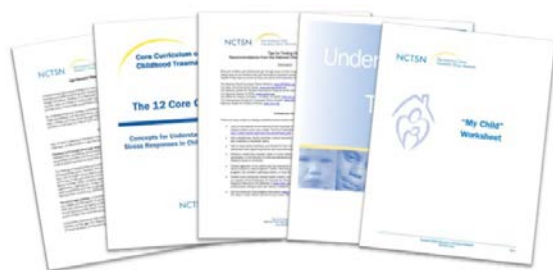
109

Access to Professional Supports

1. Mental Health Consultant
2. Family Doctor
3. Behavioral Health Supports via 211



National Child Traumatic Stress Network Trauma Informed Tool Kit



National Child Traumatic Stress Network at www.nctsn.org/

111

Partners Handouts to Help Children Cope with Stress & Trauma

REPLACE



Stay Connected!



FSU Center for Prevention & Early Intervention Policy
www.cpeip.fsu.edu



Partners Facebook Home Visitor Support Group
www.facebook.com/PartnersFSU



Partners Instagram
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@FSU_CPEIP



The End

FSU Center for Prevention & Early Intervention Policy



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