Mobilizing Trauma-Informed Strategies Across Early Childhood Systems

July 30, 2020
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How to Make the Most of This Webinar

• Choose Your View.

• Nonverbal Feedback.

• Chat With Us.

• Participate in Polls.
Panelists

Tonia Spence  
The Jewish Board, Health and Human Services for All New Yorkers (Presenter)

Misty Cole  
Hopewell Health Centers (Ohio)

Nikki Edge  
Department of Family and Preventive Medicine, University of Arkansas for Medical Sciences

Brandy Fox  
Pennsylvania Key

Carey McCann  
BUILD Initiative

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Session Overview

1. Science of Trauma

2. Panel Discussion
Why this topic?

Implications at Every Level of the Early Care and Education System and Between Systems

Systemic Racism

COVID-19 Illness & Loss

Economic Downturn

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Racial Equity in Early Childhood Systems
Four Levels of Change

**PERSONAL**
The individual consistently works alone and with others, to understand their own values, beliefs, implicit biases, unconscious racism, actions and relative privileges that contribute to racial inequities and equity; the individual acts to advance racial equity.

**INTERPERSONAL**
Individuals and groups are effective in relating to others not like themselves, actively include those typically excluded, share power, surface issues of racial inequality in interpersonal relationships, act to support positive change, and work to reduce interpersonal conflict.

**INSTITUTIONAL**
Apply a racial equity/economic justice lens to their policies, practices, regulations and work culture to dismantle policies that perpetuate inequality and design/develop policies and practices that advance opportunities, fairness, access to resources, and other factors for those most effected by racial inequality.

**STRUCTURAL**
Individuals and groups recognize that structural arrangements are interconnected and resist change; they develop approaches to advance equity that offer new or reconstituted structural arrangements; they build shared leadership and collective power that leads to change.

Model adapted from Kirwan Institute. Illustration design by Chrissie Bonner and Montreal Moment, 2017.
Poll

Tell us about yourself.
Framework

Diversity, Equity and Inclusion

Trauma Informed

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ACES: Adverse Childhood Experiences

The three types of ACEs include:

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**
- Mental Illness
- Mother treated violently
- Divorce
- Incarcerated Relative
- Substance Abuse

*Image credit: The Truth About ACEs Infographic by RWJF on RWJF.org*
Increased Risk

Source: Centers for Disease Control and Prevention
Credit: Robert Wood Johnson Foundation
Risk as a Continuum from Stress to Trauma

1. Normative, Developmentally Appropriate Stress
2. Emotionally Costly Stress
3. Traumatic Stress
Responses to Traumatic Stress
Executive State
Prefrontal Lobes
What can I learn from this?

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?
FIGHT - FLIGHT - FREEZE

What’s really happening when we go into

“Survival Mode”

Learning/Thinking Brain
(Prefrontal Cortex)
The logical smart part of your brain goes “off line”

Limbic System
Lower Brain Functions “Take over!”
Nervous System

• Activation of amygdala: increase fear response.
• Inhibition of prefrontal cortex: responsible for thinking, planning, organizing, emotional and behavioral control.
• Hippocampus: difficulties with learning and memory.
• Dysregulation of reward center.
• Prefrontal cortex: responsible for thinking, planning, organizing, emotional and behavioral control.
• Hippocampus: difficulties with learning and memory.
Immune System

Inhibition of anti-inflammatory response

• Heightened inflammation found in 3 blood bio markers in adults who had experienced childhood trauma.
• High levels of inflammation increase risk for serious conditions such as diabetes and cardiovascular disease.
Epigenetics

- Epigenetic processes alter the expression of a gene without changing the DNA sequence.
- Changes to the way DNA is read and expressed leads to changes in the way the brain and organ systems respond to stress.
- People with a high number of ACES more likely to have shorter telomeres which can cause premature cellular aging, cells shutting down, or altered cell replication.
- This increases risk for disease such as diabetes and cancer.
Three E’s of Trauma (SAMSHA)

Event
Experiences
Effects

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Let’s think about COVID…

- Easily able to work from home
- Extra time for fun activities
- Being able to home school the kids
- Access to adequate healthcare

- Large percentage of essential workforce
- Limited access to childcare
- More likely to be immunocompromised
- Housing and food insecurity

- Unable to practice social distancing
- No financial support
- Low access to water and disinfectants
- No shelter or asylum
Intersectionality

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Questions about the Science?
Discussion

• ECE programs have effective tools and strategies.
• Sustaining trauma-informed practices.
• Trauma-informed system – leadership, connections between sectors, use of policies, practices, and creating an environment.

Use the chat to talk back to us so we can spend more time on what you are interested in.
Poll
Continue the Conversation
Resources

CDC & SAMHSA

• 6 Principles of Trauma

National Child Traumatic Stress Network

• Creating, Supporting and Sustaining Trauma-Informed Schools: A System Framework
• Trauma-Informed School Strategies During COVID-19
• Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals
• What is a Trauma-Informed Child and Family Service System

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Resources

Bodyful Healing Project: 5 Ways Racial Trauma Affects the Body

U.S. DHHS: Trauma Resources for Early Childhood Programs

Georgetown University National Technical Assistance Center for Children’s Mental Health
• Trauma-Informed Care: Perspectives and Resources
• Creating Trauma-Informed Provider Organizations

WestEd
• Trauma Informed Practices in Early Childhood
Resources for States

Arkansas
• Coping with COVID-19: A Guide for Arkansas Early Care and Education Program Administrators

Ohio
• COVID-19 Mental Health Toolkit: Top 10 Tips for Parents & Caregivers during the Coronavirus Pandemic

Pennsylvania
• Holding Space: Let’s Talk About: Reassurance, Regulation, Relationships, Resilience
Evaluation

Please respond to the two questions that pop up on your screen.

Also, please tell us in the chat box what was useful, significant, or new and how we can improve the webinar.