



CORE TRAINING FOR RESOURCE FAMILIES

SESSION TWO
 INTRODUCTION TO TRAUMA INFORMED CAREGIVING
 ESSENTIAL ELEMENTS 1-3


RESOURCE FAMILIES

AK DCS
 ALASKA DEPARTMENT OF HEALTH AND SOCIAL SERVICES
 OFFICE OF CHILDREN'S SERVICES

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CLASS GUIDELINES

- Sign in by entering your name and location in the chat box
- Participate in activities
- Step Forward, Step Back
- Respect each other during discussions
- Respect confidentiality
- Take care of your needs
- Ask questions and have fun!



Hi! I have a couple of questions!

NETIQUETTE

Speak clearly, and aim your voice to your computer screen or mic

Step away quietly if you need to

Keep yourself muted unless speaking

Feel free to set the camera to show your face, but we understand if connectivity may prevent that

Use the chat box to ask questions, or message one of the hosts for support

9 ESSENTIAL ELEMENTS OF TRAUMA INFORMED CAREGIVING

1. Recognize the impact trauma has had on your child.
2. Help your child to feel safe.
3. Take care of yourself and manage yourself.
4. Help your child to understand and manage overwhelming emotions.
5. Help your child to understand and manage difficult behaviors.
6. Respect and support the positive, stable and enduring relationships in the life of your child.
7. Help your child to develop a strength-based understanding of his or her life story.
8. Be an advocate for your child.
9. Promote and support trauma-focused assessment and treatment for your child.

MYTHS TO AVOID

My love should be enough to erase the effects of everything bad that happened before.

My child should be grateful and love me as much as I love him/her.

My child shouldn't love or feel loyal to an abusive parent.

It's better to just move on, forget and not talk about past painful experiences.

TO HEAL FROM EARLY TRAUMA, CHILDREN NEED...

- To feel safe and cared for (Safe)
- To be nurtured within family relationships (Connected)
- To have an environment that helps set boundaries and provides guidance (Regulated)






1. RECOGNIZE THE IMPACT TRAUMA HAS ON YOUR CHILD.

HANDOUT:
IMPACT OF
TRAUMA ON
THE CHILD IN
YOUR HOME

- Physical vs. Emotional Age
- What I know About My Child's Story
- My Child's Traumas and Losses
- My Child's Reactions to What Has Happened
- My Child's Strengths/Resilience I Can Build Upon



GROUP DISCUSSION:
EDDY'S STORY

- Physical vs. Emotional Age?
- Traumas and Losses?
- Reaction to Trauma?
- Strengths/Resilient Factors?




- Eddy, 8 years old
- 2nd grade, Poor Attendance, Disruptive Behavior in Classroom
- Lives with Mother and Grandmother; sometimes Richard
- Inconsistent Parenting, Substance Use
- Spends a lot of time on his own
- Befriended the neighborhood stray cat



- Incident at school
- Mandated Reporting and Initial Assessment led to removal from home
- Grandmother refused to answer questions during the Initial Assessment
- Eddy goes to Child Advocacy Center
- Substantiated Sexual Abuse




- Adjusting well in his foster home - Basic Routine and Structure
- Asks about his Grandmother, Mother, and the Cat
- Reluctance to go to School
- Resistance to allowing foster parent to wash his Pajamas
- Reminders about house rules on appropriate play



**GROUP DISCUSSION:
EDDY'S STORY**

- Physical vs. Emotional Age?
- Traumas and Losses?
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SEXUAL ABUSE OF CHILDREN

Particular Impacts:

- Betrayal of Adult Protection and Trust
- Traumatic Introduction of Sexuality
- Stigmatization

Additional Impacts:

- Sleep related difficulties
- Fear of bathrooms, bedrooms, certain types of people
- Depression, Confusion
- Trouble with Boundaries
- Need for Sexuality Education
- Sexual Acting Out Behaviors

WHAT DO CHILDREN WHO HAVE BEEN SEXUALLY ABUSED NEED FROM THEIR CAREGIVER?

Feeling of Safety



House Rules


Healthy Boundaries

Counseling

Sexuality Education



2. HELP YOUR CHILD TO FEEL SAFE.



EXAMPLES OF "SAFETY MESSAGES"

- Help them become familiar with your home.
- Give them choices and responsibilities.
- Set limits so they don't feel overwhelmed.
- Give them some idea of what is going to happen in their future.
- See and appreciate each child as a unique and special person.
- Promise to keep physically safe.
- Ask directly what the child needs to feel safe.

ATTUNEMENT TO NEEDS

- **Physical Needs:** Water, Regular Healthy Meals, Sleep, Shelter, Recreation/Play/Physical Activity
- **Emotional Needs:** Positive Attention, Kindness, Help Meet Needs, Help with Feelings
- **Beware of HOT SPOTS!** (Meals, Sleep, Emotions, Touch)
- **House Rules and Routines:**
 - Don't overwhelm a child
 - Be flexible
 - Recognize child's past
 - Emphasize the positive
 - For youth with specials needs - write down, post or use picture



WHAT DO STATE OF ALASKA FOSTER REGULATIONS SAY IS NOT ALLOWED IN FOSTER CARE?



No discipline or behavior management technique may be used that is cruel, humiliating or otherwise damaging to the child.

Corporal punishment of children in care is prohibited.

A CHILD IN CARE MAY NOT BE:

Assigned strenuous exercise or work as a form of punishment.

Threatened with physical harm.

Threatened to be expelled from foster home.

Submitted to verbal abuse and derogatory remarks about the child or the child's family characteristics, physical traits, culture, ethnicity, language, sexual orientation or traditions.

May not be deprived of adequate food, clothing, living space or shelter; deprived or denied of medical and dental care.

May not be deprived or denied contact with caseworker or legal representative, the child's parents or other family members who are identified in the family contact plan, and individuals providing the child with therapeutic activities as part of the child's case plan.

Placed in a locked room.

A CHILD IN CARE MAY NOT BE:

Placed under a cold water shower or forced to shower or bathe as a form of punishment.

Forced to eat or have hot sauce, soap, or other burning or foul-tasting substances placed in a child's mouth.

Subject to the use of physical restraint, except when necessary to protect a child from injury or to protect property from serious damage; a physical restraint permitted must be passive physical restraint only; FP should report this type of use to department.

Subject to use of mechanical restraint, except for protective device such as a seatbelt.

Subject to the use of chemical restraint.

