

CORE TRAINING FOR
RESOURCE FAMILIES

SESSION FOUR
TRAUMA INFORMED CAREGIVING

ESSENTIAL ELEMENTS 7-9

ALASKA CENTER FOR
RESOURCE FAMILIES

Written and Produced by the Alaska Center for Resource Families and Funded by the State of
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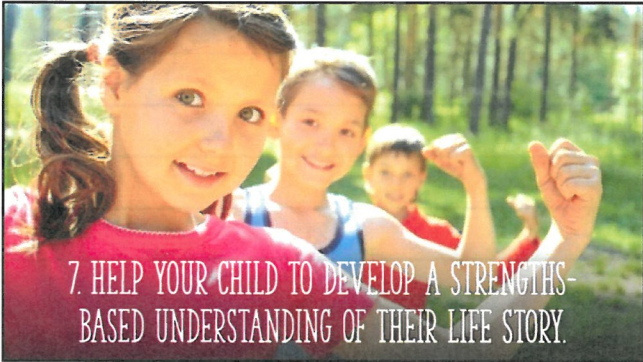
AK DFCS
A STATE DEPARTMENT OF
FAMILY AND COMMUNITY
SERVICES

FUN CASE SCENARIO
QUESTION AS YOU SIGN IN!

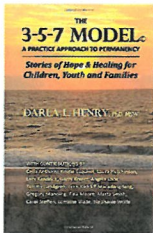
What you do if you your
foster kiddo comes
home and says they
need to bring a
baby/family picture for
a school project?

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.



DARLA HENRY 3-5-7 MODEL



- 5 Questions**
- Who am I?
 - What happened to me?
 - Where am I going?
 - How will I get there?
 - When will I know I belong?

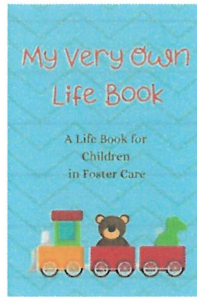
THE FIVE QUESTIONS CHILDREN NEED TO DEVELOP ANSWERS TO

- What Happened To Me?
- Who Am I?
- Where Am I Going?
- How Will I Get There?
- When Will I Know When I Have Arrived?



WHAT ARE LIFE BOOKS?

- Words, photos, graphics, artwork and memorabilia
- Can be a scrapbook of the time spent with a family (such as in foster care) or a record of the child's life
- Addresses why child came into care, helps him understand and make sense of his story



www.aacr.org/2012/04/04/040412my-very-own-life-book/

FOSTER HOME INFORMATION

Date of Birth: _____
 Name of the Parent: _____
 Street Address: _____
 City: _____
 State: _____
 Zip: _____
 Telephone: _____
 E-mail: _____
 How long have you been a foster parent? _____
 How many children do you have? _____
 How long have you been married? _____
 How long have you been in the foster care system? _____
 How long have you been in the foster care system? _____



WHAT CAN A LIFE BOOK OFFER?

- A way for parents and children to talk to each other
- Increased comfort level for parents to talk about adoption
- A way to address and discuss difficult material
- Ways to practice and normalize adoption language
- Ways to reduce fantasies the child may have about their birth parents
- Opportunities to create positive identities and ethnic identities

Honoring the BIRTH PARENT Connection

SAVE THE DATE!

Thursday, March 30, 2023, 9 a.m. to 4:30 p.m.
ACRF Webi-Conference (on Zoom)

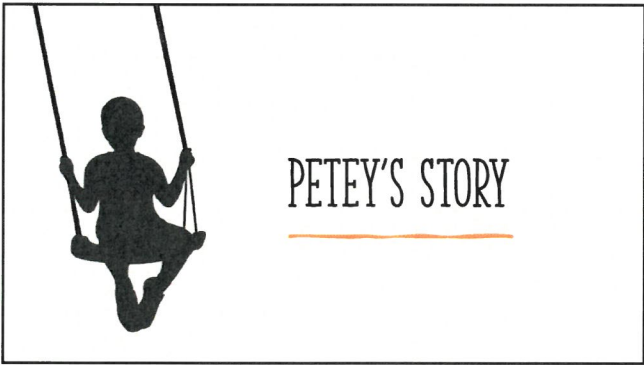
To Pre-register, email ACRF at acrff@familyresource.org or call 1-800-478-7307



WORKSHOPS include

- Foster Parents & Birth Parents Meet
- Approaching Family Conflict with Attitude
- If You Are Asked to Supervise a Visit
- Tools and Strategies for Family Contact
- Tools for Connection Outside the Visit
- The Voice of the Birth Parent





Petey is a ten-year old boy in foster care moving toward an adoption plan with his current foster family. Petey experienced early trauma in his life including physical abuse, exposure to domestic violence and neglect. His mother binge drank during much of his early months of pregnancy until she was arrested and put into prison. Petey lived with his grandmother for much of his young life until she died of cancer and OCS placed him with the family who was in the process of adopting his younger sister. Petey has thrived under the care of his family and after testing, Petey has received a diagnosis of Alcohol Related Neurodevelopmental Disorder in addition to signs of post-traumatic stress related to his early abuse. Petey doesn't have the facial features or small growth that is often seen in FASD but he is impulsive and has attention deficits as well as have sensory issues that affect his gross and fine motor skills. He seems to need more time than his peers to make a transition at school and he often gets distracted and antsy if he hasn't eaten in a while. In a recent incident, Petey was taking too long to get his math work done and after repeated requests from the teacher to focus on his work and complete it, she took his recess time away as a logical consequence saying he lost the privilege of going out to play. She told him he needed to stay in his seat and write a letter of apology before he could join the others for recess. After struggling with the effort to complete a single line, he got frustrated and ripped up the paper and threw it on the ground. The teacher was very upset and took away his recess privilege for the next day again as a consequence.

SUBSTANCE ABUSE

Substance Abuse contributes to neglect, family violence and economic hardship.

Drugs and alcohol during pregnancy affect the developing fetus. Effects from alcohol are called Fetal Alcohol Spectrum Disorders.

FASD can have long term effects on a child's physical, mental and cognitive development.

Fetal Alcohol Spectrum Disorders

Fetal Alcohol Syndrome
Alcohol Related Neurodevelopmental Disorder
Partial Fetal Alcohol Syndrome
Alcohol Related Brain Disorder
Fetal Alcohol Spectrum Disorders (FASD)

FAS ARND PFAS ARBD ND-PAE


Mac Thanks you for learning about FASD
To learn More about FASD
www.nofas.org

Fetal Alcohol Spectrum Disorders (FASD),
an umbrella term intended to encompass
all individuals along a broad continuum of
clinical deficits related to
prenatal alcohol exposure.

FETAL ALCOHOL SPECTRUM DISORDERS (FASD)

SUBTLE TO OBVIOUS PROBLEMS

- Potential physical effects
 - Smaller in height and lower in weight
 - Poor eyesight, chronic ear infections, organ damage
 - Balance and gross/fine motor difficulties
- More likely to cause Central Nervous System (CNS) problems
 - Information processing difficulties
 - Struggles with abstract reasoning
 - Chronic memory problems
 - Attention difficulties, impulsivity, and hyperactivity



FACIAL CHARACTERISTICS

WHAT DOES A CHILD WITH A FASD NEED FROM THEIR CAREGIVER?

- A parent who understands
- Reduce stimuli
- Routines and structure
- Advocacy with schools
- An "external" brain

KNOW YOUR RESOURCES

- Education resources (special education, special needs)
- Counseling resources
- Medical resources
- Information resources (respite, clothing, knowledge)
- OCS resources

9 ESSENTIAL ELEMENTS OF TRAUMA INFORMED CAREGIVING REVIEW

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