



SESSION 2-B

Trauma & Developmental Stages, Being Trauma Responsive, Attachment, and Caregiver Toolkit

H.A.N.A.I. Pre-Service Training

Hawai'i Assures Nurturing and Involvement
For Children in the Hawai'i State Department of Human Services
Child Welfare Services Foster Care System

Training Agenda

1. Welcome Back	3 Minutes
2. Trauma & Development Stages	55 Minutes
3. Being Trauma Responsive	40 Minutes
4. Attachment	20 Minutes
5. Caregiver Toolkit	35 Minutes
6. Questions	10 Minutes

Competencies and Objectives

- Resource caregivers will understand how trauma impacts development.
- Resource caregivers will learn how to be trauma responsive.
- Resource Caregivers will understand how to help develop healthy attachment and trust with the youth in care.
- Resource Caregivers will be able to understand the tools available to address challenges & des-escalate behaviors.

Trauma and Developmental Stages

Discussion

What are some basic needs?

What do children need to grow up into healthy, responsible, well-adjusted adults?

Maslow's Hierarchy of Needs



The Influence of Developmental Stage

The stress response in children may vary by developmental stage. A youth with a history of trauma may focus on coping with that event which will limit the energy they can put into developing age-appropriate skills. The more severe or the longer a youth is exposed to trauma without intervention will create larger gaps between the youth and expected developmental milestones.

Ages (0-5): The first three years of a youth's development is crucial. Connections in the brain are created during this stage. If a baby cries and they are given attention, it allows new growth in the brain. If a baby cries and is not cared for, they do not have the opportunity to develop basic brain connections and attachment. During this stage, children learn facial recognition, tone, trust, and acceptable behavior. They also learn to process what they hear and see. Trauma can alter the development of brain chemistry and nervous systems, making children with a history of trauma more susceptible to mental and physical illness. Early detection and intervention allow for healing.

Common Trauma Responses:

- Children may be extra sensitive to loud noises
- Reject physical touch
- Have heightened startle responses
- Show confusion and distrust around unfamiliar adults
- Be very clingy around familiar adults

Ages (6-12): Trauma can negatively impact cognitive and academic skills and they may have delayed language development. Trauma exposure can continue to alter brain chemistry and nervous system development that increases the presence of mental and physical illness in this age range. Long-term effects of trauma can begin in the early stages of development but can last into adulthood with no intervention. Youth are expected to manage fears, anxieties, and aggression during this stage. They are in a developmental stage that is crucial for problem-solving and developing impulse control.

Common Trauma Responses:

- Mood swings
- Difficulties in school
- Develop phobias
- Demand attentions
- Show behaviors that are linked to younger age groups

Ages (13-18): During this stage of development, children should be able to differentiate between what is safe and what is dangerous. They can establish long-term goals and imagine their future. Common Trauma Responses:

- Have difficulty planning
- Trouble assessing risk

- Engage in aggressive or disruptive behaviors
- Engage in reckless and self-destructive behaviors

Activity: Zoey's Development

Zoey (8yrs.) is currently living in a general license home and enjoys helping around the house as long as she is not told to do so. She visits her brother Beniah once a week and enjoys taking care of him. During `ohana time, their mother has a difficult time when Beniah gets upset and goes to Zoey for comfort. Zoey has been throwing tantrums in school and has difficulty transitioning from one activity to another. According to her teacher, she is reading below grade level and struggles with counting and spelling basic words. She only has one friend in school and during recess plays with younger children. Zoey has witnessed intimate partner violence between her mother and her boyfriend on a consistent basis. Their mother has been depressed, abuses substances, and has neglected to provide for the basic needs for both Zoey and Beniah.

--	--

INTELLECTUAL DEVELOPMENT

--	--

SOCIAL/EMOTIONAL DEVELOPMENT

--	--

PHYSICAL DEVELOPMENT

--	--

LIFE EXPERIENCE

Being Trauma Responsive

Identifying trauma-related needs of children and families

To rewire the brain of a youth who has been through trauma, a safe environment, and trigger identification may not be enough. Nurturing parenting is a major factor to help children heal. Knowing as much information as possible about the youth's history of trauma can better prepare caregivers to become an active member of the child welfare team. Providing information with service providers will also assist the caregiver in understanding the youth's behavior.

Using a cultural lens can help with a healing focused trauma response. Always making sure to consider the youth's history, family traditions, and values can create healthy attachment and result in more successful interventions. Caregivers must also be in tune with their own culture and values to help promote connection with the youth.

Being educated on expected developmental milestones and skills is important to help identify areas of the youth's development that may need to be strengthened. Promoting individualized attention through playing games, going shopping, or car rides can promote positive interactions with the youth. Allowing and giving opportunities for choice is huge for healing from trauma as well. Little choices such as "do you want your door open or closed? Do you want to wear a pink or purple shirt today?" This little adjustment provides a sense of control to the youth. Providing pre-teaching can alert the youth that they may be exposed to a trigger, but praise and reminder of coping mechanisms can limit the stress response. Additional praise when the corrected behavior is present will promote the brain being rewired and a new pattern of behavior will emerge.

Having a team to help care for the youth is important. We have now learned that caregivers and team members can identify patterns of behavior without knowing the entire trauma history. Do not be afraid to use community and service provider resources to help meet the youth's needs.

Symptoms of Trauma exposed youth

Children who are experiencing trauma may struggle with the following:

- Verbal or physical aggression
- Strong feelings of rage, terror, or anxiety
- Concentration and learning
- Developing and maintaining trusting and respectful relationships
- Shutting down emotionally
- Making appropriate choices
- Self-harming

These are all effects of trauma and can be addressed with the help of a loving caregiver, a safe home, and an engaged community or service providers.

How Youth Communicate

Verbal VS. Non-Verbal Communication

A youth may not always communicate in ways that are convenient to caregivers. They may use verbal cues to demonstrate that they are angry or uncomfortable. They may also use non-verbal cues to demonstrate those same emotions. As a caregiver, it is important to be observant of the type of communication your youth chooses to exhibit when expressing their trauma response.

How does a youth tell you they are nervous/uncomfortable with words? How might they tell you with actions?

- biting fingernails
- bouncing a leg
- pacing
- hiding behind an object
- self-soothing; rocking back and forth
- tummy aches

Activity: Common Trauma Reactions & Difficult Behaviors

Common Trauma Reactions	“Difficult” Behaviors
Depression & diminished interest in everyday activities	Youth does not have any hobbies or seem to enjoy doing anything. They don’t want to play, go to the beach, or get excited for special things.
Avoidance of traumatic memories or reminders	Youth does not want to go to school, skips school often or leaves campus. Avoids going to therapist appointments any way they can. Often complains of feeling sick before visitation
Hyper-alertness or hyper-vigilance	Youth gets visibly nervous or startled when someone knocks at the door and is often looking out the window.
Feelings of shame or self-blame	Youth cuts off and starts distancing themselves from friends, relatives, and other sources of support
Loss of sense of order or fairness in the world	Often complains that “this isn’t fair!” and that they are being treated or blamed unfairly
Re-victimization, impaired ability to identify danger signs	Youth may find themselves in abusive or toxic dating relationships, or do things that put themselves in harm’s way such as getting in a car with a stranger

How can we promote safety and regulation for the youth in your home?

Many resource caregivers have biological children living in their home while caring for the youth in out-of-home care. There are some interventions and strategies that can benefit all children. Keeping an environment predictable and scheduled can reduce stress in children. Mealtimes, study times, bedtimes, play, and bath routines are basic strategies to promote consistency in a youth's life. Consistency allows a youth's brain to remain calm for extended periods of time. Environmental consistency reduces anxiety about what could happen next. Consistency in discipline lowers the occurrence of a youth pushing boundaries and repeating negative behaviors.

Children who have a history of trauma commonly blame themselves for the abuse or neglect they experienced or often do not understand what is a "normal" routine is due to experiencing a lot of unpredictable experiences. Routines teach children that they are not responsible for what happens next and it provides a sense of security and comfort that the resource caregiver or adult provides.

Healing Focused Care

Creating a connection with the youth in your home that is centered on healing is beneficial for helping the youth develop into a healthy successful adult. Addressing trauma history and behaviors that are a direct result of that history can result in a new development of connections in the brain, coping mechanisms, and a positive stress response.

Dimensions of healing focused care:

1. Safety
 - a. Promoting safety (both physical and emotional)
 - b. Predictable and consistent environment reduces stress
 - c. Routine promotes boundaries and reduces anxiety
2. Trustworthiness and Transparency
 - a. It's important to earn youth's trust, remember they may not trust us immediately. Be patient.
 - b. Keep open communication – answer their questions, communicate plans and what they can expect
 - c. Discuss decisions openly
 - d. Don't keep secrets or stretch the truth, this can be a breach of any trust built.
3. Peer Support
 - a. Encourage children to build relationships with similar aged peers
 - b. Support groups
 - c. Extracurricular activities
 - d. Promote and offer opportunities for positive interactions with others
 - e. Offer opportunities for them to engage in cultural practices or events

4. Collaboration and Mutuality
 - a. Buy in is Key
 - b. Remember the youth's and birth families input
5. Empowerment, Voice, and Choice
 - a. Abuse, neglect or trauma often leaves youth feeling like they have no control over their life, it is important to empower them and remind them that they do.
 - b. Ask their opinion and include them in decision making
 - c. Give them choices – even little things such as “Do you want to wear your purple shirt or your blue shirt today?” “Do you want your door open or closed?” can help a child feel like they can regain control
6. Cultural, Historical, and Gender Issues
 - a. We must be in tune with our own culture and values and how they may be similar or differ from the child's.
 - b. It is important to respect and value the child's culture and take it into account, even if we do not understand or agree with it.
 - c. Consider how culture might influence the way they display their trauma symptoms or choose to talk about them.

Caregivers can model loving, supportive, and regulated behavior. Resource caregivers must build strong relationships to promote the feeling of safety and trust with the youth. The youth is more likely to come to a caregiver with struggles when there is a strong connection.

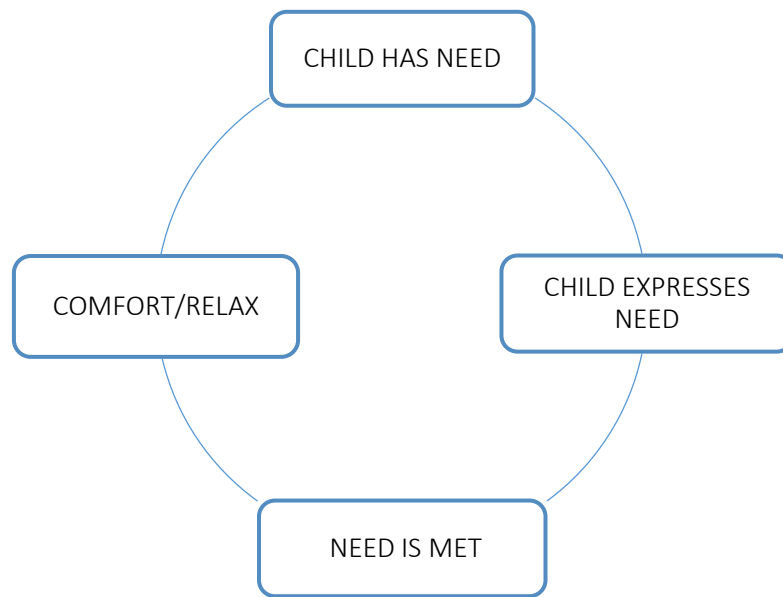
Strategies for Caregivers

- Being available, present, and understanding toward the youth
- Introduce youth to self-guided practices like yoga, running, meditation and swimming
- Encourage consistent communication. Ask the youth what they want to accomplish in the future. Help set plans into place
- Create teaching moments after displays of anger or frustration. Helping the youth identify triggers can help them cope in future instances of exposure
- Reduce exposure and access to drugs or alcohol
- Accept that the youth has experienced loss and it may take a while for the youth to want help
- Offer opportunities for the youth to engage in cultural, racial, and ethnic community events/ practices that align with the youth's identity.

Attachment

What is Attachment?

Attachment is the foundation of where all development occurs. It provides a sense of comfort, security, along with an opportunity for exploration for the youth. Children and youth also learn and develop ways of thinking from their experiences with others. It may influence their views about themselves, themselves in relation to others, and the reliability of their caregivers. Both the characteristics of the youth and the caregiver (birthparent or caregiver) impacts the nature of the relationship.



Regardless of what children and youth face they still form attachments with their parents and it is important to note that their attachment may have been impacted. All resource caregivers must help children and youth placed in their home form attachment. Through the cycle of attachment, trust and comfort are built and resource caregivers can learn how the youth in their care communicate their needs. As you meet those needs, the children can reach a stage of comfort and relaxation. Comfort and relaxation can reduce stress in children and allow for growth and development to continue.

Building Attachment

How to Build Attachment:

- Learn about the youth (family history, culture, food, likes/dislikes)
- Support sibling, parent, family 'ohana time and connection
- Discover and build new skills and or strengths

- Try hard to see and understand from the youth's perspective
- Provide both physical & psychological safety and protection
- Take the first step on the youth's needs for them to feel secure
- Do not withhold love and support even if the youth acts like they do not need it.
- Teach the youth to label feelings (anger, happy, sadness, pain, scared, excitement) Things to

Avoid:

- Keep the youth at arm's length
- Having high expectations

Difficulties Forming Attachment

Resource Caregivers

- Grieve the loss of former youth in home
- Uncertainty: removal, new placement, or reunification
- Divided loyalty between relative adult and youth in care

Youth in Care

- Moving from home to home
- Lack of sibling, parent or family connection
- Loyalty to parents
- Not considering the youth's perspective in decision making

Healthy attachment teaches the youth that they are lovable and that a resource caregiver is a source of trust and support. Children learn that the world is good through healthy attachment. It is important to understand that attachment is ongoing and that the connection between yourself and the youth may continue to grow as it is reciprocated.

The Caregiver's Toolkit

Discipline is the technique to teach children what the expected behaviors are and how to correct emotional dysregulation.

Definition of Discipline:

Discipline is the process of teaching acceptable behaviors and self-control to children. It involves providing children with the necessary direction, guidance, and role-modeling, so they can manage their behaviors in various settings.

Difference between Discipline and Punishment: Punishment, on the other hand, involves inflicting penalty, pain, or force to change a youth's behavior. Therefore, the biggest difference is that discipline refers to teaching a youth versus inflicting pain (physical or emotional) on the youth. Punishment does not involve teaching children appropriate behaviors.

Goals of Discipline:

- To protect the youth's physical and psychological well-being
- To help meet the youth's needs
- To teach ways to prevent and solve problems
- To maintain and build a parent/youth relationship
- To help youth develop self-control and responsibility
- To produce the desired behavior

No corporal punishment is allowed to be used against the youth in care. The youth already have significant losses due to abuse and neglect. The goal of the child welfare system is to provide a safe and nurturing environment to help children to develop in a healthy way. Corporal punishment does not support this goal. Negative effects of physical punishment include: teaching children that violence solves conflicts, reinforces sneaky behavior, causes emotional harm, develops poor self-esteem, and only stops a behavior temporarily instead of correcting the behavior.

Video: Circle of Serenity (4 min and 22 sec.)

1. Find the meaning behind the behavior

Behavior is need driven. When a youth is displaying any behavior, they are attempting to communicate a need. Sometimes they use non-verbal communication, or they are using strong words to express an unmet need.

What is your youth trying to tell you?

Basic needs:

- A need to connect and belong
- A need for attention
- A need for power and control
- A need to have enjoyment
- A need for freedom and independence

Discovering the need behind the behavior can understand the youth in care on a deeper level and help to meet the needs they are expressing. If the need is consistently met, the behavior used to express it will diminish or change to a more positive interaction.

2. Changing the environment

For young children, changing the environment can be as simple and "childproofing" the surroundings to increase the safety of the youth. Changing the environment can also include adding new interesting items to decrease boredom. Caregivers can remove items that can overwhelm children. Organizing the room can help establish routines. Restricting the environment during activities that require more supervision, like painting, can increase success in the activity. Or enlarging the play space, like moving outdoors can allow for more active play.

3. Routine and Structure

Routines and routine charts are important for helping the youth learn responsibility and adds predictability into their daily life. Having written routines allows for children to do more for themselves and understand your expectations without asking. Checking off tasks from their routine can give youth satisfaction and limit arguments for what needs to be done next.

Let the routine charts be a control point. Instead of the caregiver telling the youth what to do, the caregiver can say, “What does the chart say needs to be done next.

My Youth’s Routine Chart	Done
<u>After School</u>	
Do Homework	X
Eat Dinner	X
Help with Dishes	X
Play	
<u>Bedtime</u>	
Brush Teeth	
Comb Hair	
Put Dirty Clothes in Hamper	
Read Bedtime Story	

4. Redirection

When a youth is demonstrating an unwanted behavior, caregivers can redirect the attention of the youth to a new activity. The goal of redirecting is not to stop a behavior, but to teach how to channel the same energy and behavior in the appropriate way or the correct environment.

5. Ignoring certain behaviors

Ignore the behavior, not the youth. Caregivers can deny giving attention to negative behaviors by explaining that they will respond to the youth when they display respectful behaviors. Example: If a youth is yelling for a snack, the caregiver can say “Once you ask in your inside voice, we can pick out a snack together”. The caregiver is acknowledging the youth’s need while also not responding to the negative behavior and stating the expectations.

6. Tune-in

It is normal to have multiple responsibilities and tasks at hand when you are a parent as well. The concept of “tuning-in” is when you take the time to give one-on-one focus to your youth. Take the time to give direct attention to the children in care. With no distractions, be in the moment. What is the youth sharing? What feelings can you pick up on? Just like a new mother understanding what her baby needs by certain behaviors, a caregiver can understand the feelings and needs of the children in their care through consistent tuning-in.

7. Asking VS Telling

Asking children questions creates an opportunity to think and learn. Asking questions can also develop problem-solving and reasoning skills. This can help children process challenges by focusing on the desired solution and not the characteristics of the problem itself.

Telling Parent	Asking Parent
Go to bed	What is next in your bedtime routine?
Do your homework	What is the plan for finishing your homework?
Stop fighting	How can you and your brother solve this problem?
Stop whining	What words can you use so I can better hear you?
Pick up your toys	What is your responsibility for after you finish playing with your toys?

8. Choices

Children are growing and desire to be independent. They like to have a feeling of control. Giving children choices allows them to feel that control. For children, they still need guidance and support from caregivers. Offer pre-approved choices and explain the expected result.

“It is time for lunch. Would you like pasta or a sandwich?”

“You can keep playing outside, but you need to be protected from the sun. Would you like to wear a shirt and hat, or put on sunscreen?”

Always give mutually respectful choices when offering them to the youth. If the youth is throwing a ball in the house, try not to use threats like, “If you don’t stop throwing the ball inside I will take it away”. Instead try, “You can either go outside to throw the ball or play with a different toy inside. What would you like to do?”

9. Modeling

Model the behavior you want to see. Caregivers are having consistent interactions with the youth in care and can make a big difference in behaviors through modeling positive and respectful behavior around the youth. Emphasize positive behaviors and be very descriptive in the behaviors that are desired.

10. Encouragement

Encouragement is paramount in building the self-esteem of the youth. Encouragement can help build confidence, courage, and a sense of purpose. Use descriptive, non-judgmental words. Praise only rewards “good” behavior, encouragement offers support even during challenging times. Encouragement is unconditional.

Praise: “You got all good grades this year, I am going to reward you.”

Encouragement: “You deserve your good grades because I noticed how hard you worked. How do you feel about your accomplishment? I’ll love you no matter what.”

11. Prevention teaching

Prevention teaching creates specific guidelines and expectations for the youth before entering into a new or challenging situation. Letting the youth know before entering into the distracting environment can increase the youth's ability to listen to and understand the expectations.

1. Describe the Skill

“We are about to go into the store. We are only buying things on the list. I expect that you sit in the cart and help me cross items off my list. Please use your inside voice in the store when you are helping me.”

2. Give a Reason

“If you use your inside voice and help me cross all the items off the list, you can pick out one candy from the checkout line.”

3. Role-Play

“Let’s pretend we are going into the store right now. What do you need to do to help me?”

12. Re-do's

Offer the youth an opportunity to correct their behavior to the acceptable one. Giving the youth the change to "re-do" an action teaches them that they can make things right. Correcting their behavior increases self-regulation and will increase the chances of acceptable behavior happening again.

If a youth slams the door, the "re-do" behavior is allowing them to demonstrate to respectful behavior of coming back in through the door without slamming it. There is no need for consequences following the "redo". Caregivers can also model a "re-do" with their actions to show that even adults need to try again sometimes too.

13. Positive time outs

For time outs to be effective, children need to have the ability to reason. Reasoning develops around the age of three. Positive time outs are designed to support the youth's self-discipline and self-control. Positive time outs are a shift from typical time outs because they are not used to discourage the youth, they are used to encourage the ability to calm themselves down. Time outs should be in a neutral zone of the home. The length of the time out should equal the years old of the youth. For example, a 3-yearold should only be in time out for 3 minutes.

14. Time-ins

Extra support and attention can be given to children in the form of a time-in. When a youth is having difficulty engaging with others or regulating their emotions, caregivers can remove the youth from the situation and help them process their thoughts and feelings. During a time-in, caregivers offer their attention. Once the youth has regulated and processed, they can return to the previous situation.

15. Stay calm

Knowing what makes us angry is the first step to responding more calmly in stressful situations. Caregiver responses can influence and potentially upset the children in care. Use self-reflection to become aware of your thoughts and actions in times of increased stress and frustration. Parents who often yell hit or throw things may temporarily stop a youth's behavior, but may also teach the youth that that is the correct response to frustration. Yelling does not teach the youth the desired behavior.

1. Take 5 deep breaths

This exercise in patterned breathing can help regulate our nervous systems, which often gets overwhelmed in the face of high stress. Breathe in through their nose for a count of 4 seconds. Hold the breath at the top for 4 seconds, then exhale through their mouth for 4 seconds. Repeat as many times as you'd like.

2. Don't Take it Personally

Most of the time, the youth's anger is not about you even if it is directed at you.

3. Take a Break

Give yourself a few minutes to take a break and do some self-reflection. Think about the situation and try to imagine the youth's perspective. What do you think they are feeling? What are you feeling? Can you identify any triggers for your behavior? What about any trigger for their behavior?

16. De-escalation

De-escalation is very important when you are caring for youth in care. They commonly have underdeveloped coping mechanisms. Therefore, they may need help calming themselves down in situations of anger and sadness.

De-escalation begins with prevention. Tune-in and recognize when the youth in care is showing signs of stress and frustration. You could identify specific triggers for the youth. There may be specific environments, times of day, or specific individuals that cause extra stress and anger in the youth. When you begin to recognize the youth's stress response, remove them from the situation and bring them to a safe environment that isn't overstimulating. Verbally remind the youth that they are safe.

De-escalation steps:

- Remain calm or calm yourself first
- Once you are calm, use few words, but validate and acknowledge the youth's feelings
- Stay with the youth until they are calm as well

"I can see you're having a difficult time with the other children right now. It looks like you might need my help. I would like you to sit with me for a while. You can bring a toy or book if you'd like". If the youth protests, caregivers can remind the youth of the expectations and verbalize that once they have calmed down and can demonstrate the appropriate behavior, they can return to playing.

17. SOS-Develop coping mechanisms

When children have experience with trauma, their coping mechanisms may be unhealthy or underdeveloped. SOS is a formula to help youth in care address their trauma reminders and empower them to become self-regulated.

Stop-take a deep breath, and try to stop the reaction before it escalates
Orient-ground yourself

Grounding is an exercise that can help bring you into the present and causes you to pause and take stock of the moment. It often regulates our breathing and can help us return to a state of calm. This works well with young children who get overwhelmed and can be a tool for caregivers too.

5-4-3-2-1

Name 5 things you can see right now

Name 4 things you can hear right now

Name 3 things you can feel/touch right now

Name 4 things you can smell right now

Name 1 thing you can taste right now

Seek help-call or talk to a friend or adult that you trust

18. Use of consequences

Natural consequences

Natural consequences occur without any intervention by caregivers. These consequences occur as a direct response to the youth's behavior. If a youth doesn't study for an exam and they get a poor grade, the poor grade is the natural consequence. These types of consequences can naturally drive the youth to correct their behavior to prevent repeating the poor outcome. As caregivers, try to resist pointing out the natural consequence and allow the consequence to be the teacher.

Logical consequences

Logical consequences are imposed by the caregiver. These consequences are logically linked to the behavior that is trying to be corrected. If a youth stayed up too late playing video games, a logical consequence would be taking away video game privileges for a period of time. Caregivers must find time to explain the consequence being the direct result of the youth's action so they can help the youth make the connection and learn the appropriate behavior. If a youth rides their bike without a helmet and the caregiver takes away video game privileges, there is no logical link to the behavior that needs to be corrected. If the consequence does not logically relate to the consequence, then the teaching may not be effective.

19. Problem solving-solution focused

Caregivers are often in a position to teach children new skills to help them transition through the stages of life. Problem-solving is a valuable skill for everyone to have, especially the youth in care. They have additional challenges because of being in care and developing a solution-focused approach can help the youth become more independent in their problem-solving technique.

Steps for Problem Solving:

- Identify the problem

SESSION 2-B

- Brainstorm solutions
- Analyze possible solutions
- Choose a solution
- Evaluate and retry if necessary

Have the youth explain their interpretation of the problem. Ask them if they have any ideas for how to solve the problem, no idea is a bad one. Write them all down and then talk through each option. Have the youth lead the discussion by allowing them to always speak first and only add caregiver input if you think it would benefit the discussion. Think about the pros and cons of each potential solution and let the youth choose which solution they were like to attempt. Create a firm timeline for when the solution should be attempted. If the solution does not work, repeat the process with a new potential solution.

20. Making Amends

The youth in care need to understand that they can make something right. Making amends, similar to consequences, requires action from the youth to correct their behavior. Giving them the option to fix it, teaches them that making mistakes isn't as important as how they can help prevent or correct them in the future.

If a youth spills something, they need to wipe it up. If they break something, they need to replace it. If they hurt someone's feelings, they need to apologize and respond respectfully.

CONSIDERATIONS

Youth in care have a history of abuse or neglect. Their behaviors may be directly linked to their trauma; their trauma response. Caregivers must create supportive and reasonable guidelines/expectations for the youth. Their current behavior is learned behavior from their trauma and it will take time to adjust to new patterns. Caregivers must use these tools to create a safe environment for the youth to learn and grow.

Even with these tools, you may need additional support from the child welfare team. Lean on those team members if you need help. Each of these toolbox techniques may need to be slightly adjusted to meet each youth to be the most effective.

SESSION 2-B

References

- Department of Human Services: Trauma and Healing Informed Training & H.A.N.A.I. Training
- Maslow's Hierarchy of Needs: [Maslow's Hierarchy of Needs - Simply Psychology](#)
- National Child Traumatic Stress Network (NCTSN) and their partners (Chadwick Center for Children
- Youth Routine Chart: [Youth Routine Charts - Google Search](#)