



HANAI

Hawai'i Assures Nurturing and Involvement

YEAR TWO OVERVIEW

- Session 2-A

Ola Ka `Ohana

- Session 2-B

Trauma & Development Stages

Being Trauma Responsive

Attachment

Caregiver Toolkit

- Session 2-C

Sibling Connection

Social Capital

Normalcy

Promoting Resiliency

- Session 2-D

Transition

Mandated Reporting

Becoming an Advocate &

Community Resources



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

SESSION 2-B



Training Agenda

- Trauma and Developmental Stages
- Being Trauma Responsive
- Attachment
- Caregiver Toolkit



Competencies & 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 challenging behaviors & de-escalation.



Introductions

Name

What is your role?



Housekeeping Information



- Audio/Video/Chat
- Breaks
- Discussion & Confidentiality
- Safe Space
- Parking Lot: Questions are welcomed and encouraged
- Others?

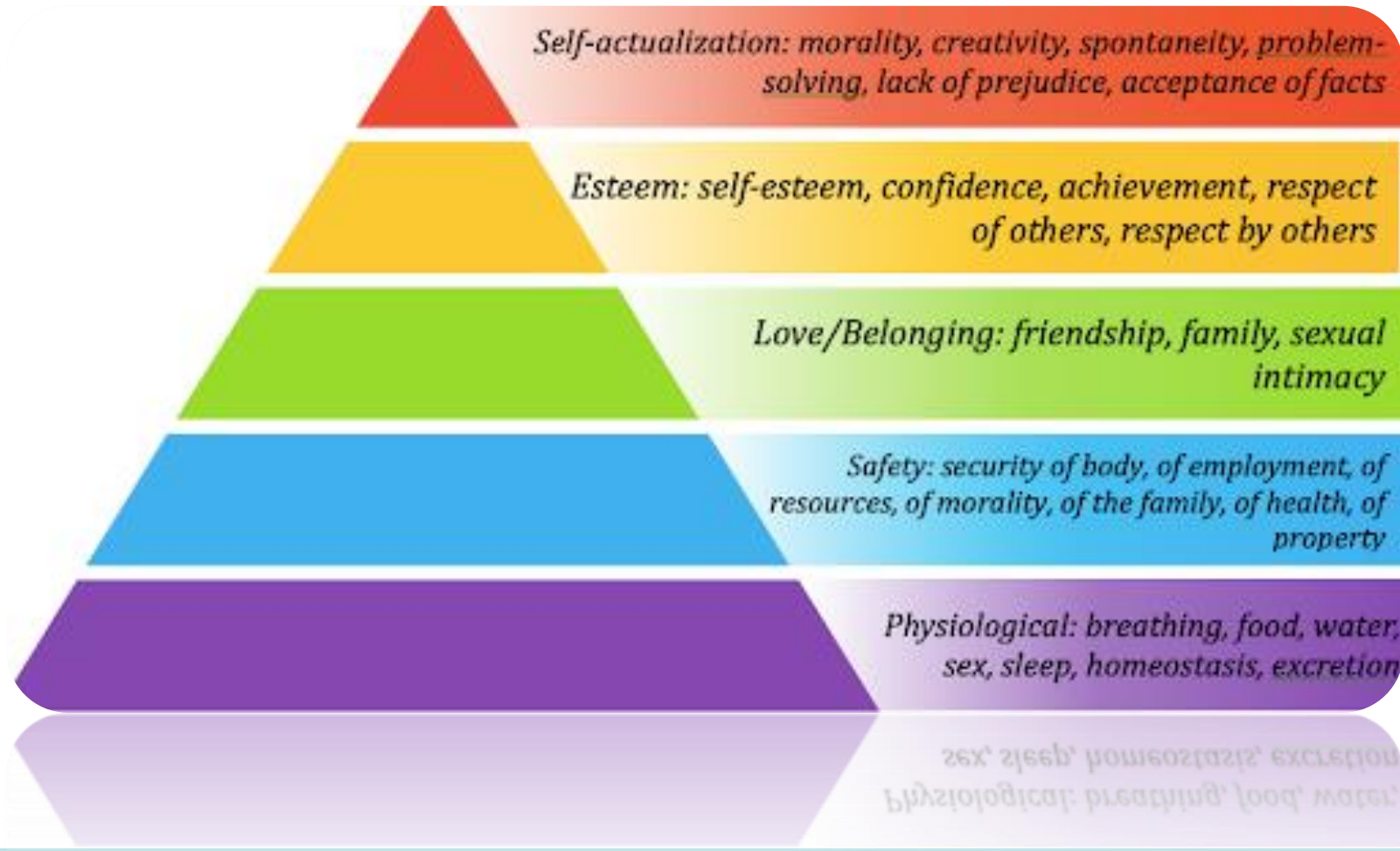


Trauma & Developmental Stages

What do children need?



Maslow's Hierarchy of Needs



Trauma & Developmental Stages

- Stress responses may vary based on developmental age
- Traumatized youth may focus on coping rather than meeting other developmental goals or age-appropriate skills
- The more severe or persistent the trauma is without intervention it may cause wider gaps in development



Youth Development: Ages 0-5

How are they developing?

- Bonding
- Learning facial recognition & tone
- Learning to trust
- Learning what acceptable behavior is
- Learning to process what they see and hear

Common trauma responses:

- Hyper-sensitive to loud noises
- Reject physical touch
- Heightened or startled response
- Confusion or distrust around new adults
- Clingy around familiar adults



Youth Development: Ages 6-12

How are they developing?

- Learning to manage fear, anxiety and aggression
- Problem-solving skills developing
- Impulse control

Common trauma responses:

- Mood swings
- Difficulty in school or academics
- Develop phobias
- Demand attention
- May exhibit behaviors of a younger child



Youth Development: Ages 13-18

How are they developing?

- Learn to distinguish between what is safe and what is dangerous
- Begin establishing long term goals
- Begin imagining their future

Common trauma responses:

- Difficulty planning
- Challenges with assessing risk
- Aggressive or disruptive behaviors
- Reckless or self-destructive behaviors (alcohol, medication, self-harming)



Discussion: Would anyone
want to share their
experiences with their
youth?



Activity: Zoey's Development

Zoey (10yrs.) 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 every week and enjoys taking care of him. During `ohana time, their mother has a difficult time when Beniah gets upset and looks to Zoey for comfort. Zoey has been throwing tantrums in school and has difficulty transitioning from one activity to another.

She is reading below grade level and struggles with counting and spelling basic words. During recess she usually plays with the 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.



Activity: Zoey's Development

INTELLECTUAL

SOCIAL/EMOTIONAL

PHYSICAL

LIFE EXPERIENCE





Being Trauma Responsive

Being Trauma Responsive

- Being a nurturing parent
- Learn about the youth (history, family, culture, values)
- Working with your child welfare team
- Identifying behavioral patterns
- Providing opportunities for choice
- Positive Parenting
- Being a good role model



Identifying Trauma Related Needs

Children who have experienced trauma may struggle with:

- Attachment
- Verbal or physical aggression
- Feelings of anger, fear or anxiety
- Concentrating, focusing, or learning
- Forming and maintaining healthy relationships
- Shutting down emotionally
- Making appropriate choices, or any choices
- Self-harming

When we recognize these behaviors as a symptom of trauma, rather than bad behavior, we can offer support



How Youth Communicate

Verbal

- Youth may communicate their needs in ways that are not always convenient to adults
- May sometimes struggle with vulnerability or communicating their needs

Non-Verbal

- Biting fingernails
- Bouncing their leg
- Pacing
- Hiding behind an object or person
- Self soothing; rocking back and forth
- Tummy aches
- Nausea



Activity: Common Trauma Reactions



“Difficult” Behaviors

- Youth does not have any hobbies or seem to enjoy doing anything. Does not want to play or go to the beach. Does not get excited for special things.
- 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

Common Trauma Reactions

- Hyper-alertness or hyper-vigilance
- Avoidance of traumatic memories or reminders
- Depression & diminished interest in everyday activities
- Feelings of shame or self-blame
- Loss of sense of order or fairness in the world
- Re-victimization, impaired ability to identify danger signs



“Difficult” Behaviors

- Youth gets visibly nervous or startled when someone knocks at the door and is often looking out the window.
- Often complains that “this isn’t fair!” and that they are being treated or blamed unfairly

Common Trauma Reactions

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“Difficult” Behaviors

- 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
- Youth cuts off and starts distancing themselves from friends, relatives, and other sources of support

Common Trauma Reactions

- Hyper-alertness or hyper-vigilance
- Avoidance of traumatic memories or reminders
- Depression & diminished interest in everyday activities
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Healing Focused Care

- Safety
- Trustworthiness & Transparency
- Peer Support
- Collaboration & Mutuality
- Empowerment, Voice & Choice
- Cultural, Historical and Gender Issues



Safety

- Promoting safety
 - Both physical and emotional
- Predictable and consistent environment reduces stress
- Routine promotes boundaries and reduces anxiety



Trustworthiness & Transparency

- We need earn youth's trust, remember they may not trust us immediately.
- Keep open communication – answer their questions, communicate plans and what they can expect
- Discuss decisions openly
- Do not keep secrets or stretch the truth



Peer Support

- Encourage children to build relationships with similar aged peers
- Extra curricular activities
- Promote and offer opportunities for positive interactions with others
- Offer opportunities for them to engage in cultural practices or events



Collaboration & Mutuality

- Buy in is key
- Remember the youth's and birth families input



Empowerment, Voice & Choice

- 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.
- Ask their opinion and include them in decision making
- Give them choices – even in the little things



Cultural, Historical & Gender Issues

- Be aware of our own culture and values and recognize how they may be similar or differ from the youth
- Respect and value the child's culture and take it into account, even if we do not understand or agree with it.
- Consider how culture might influence the way they display their trauma symptoms or choose to talk about them.



Strategies for Caregivers

- Being available, present, and understanding toward the youth
- Introduce youth to self-guided practices
- Encourage consistent communication
- 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
- Youth has experienced loss



Attachment



Attachment

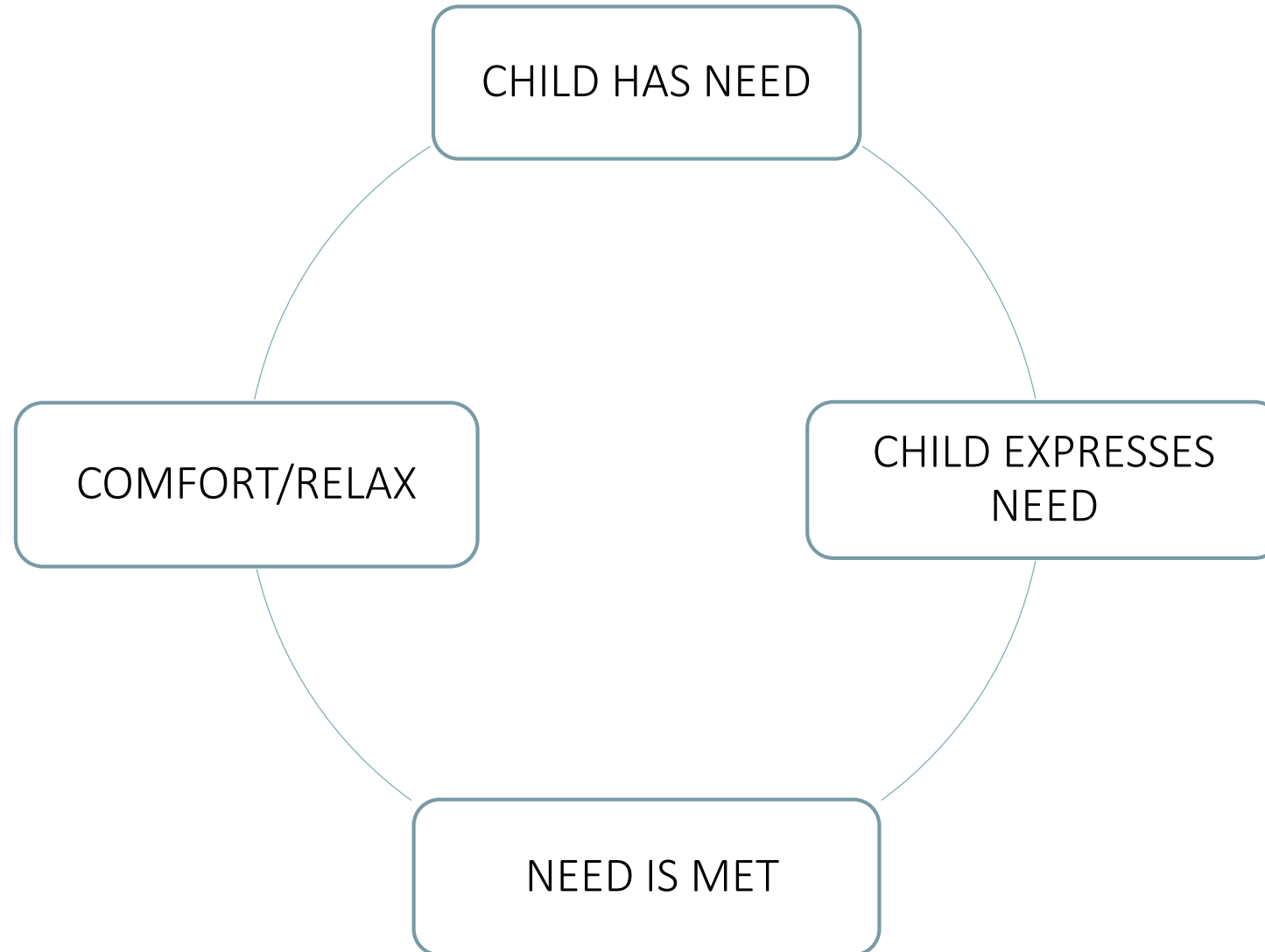
What is Attachment?

- Referred to as “bonding”
- Provides an opportunity for youth to explore while having a sense of comfort and security

Why is it important?

- Foundation of where development occurs
- Influences their views about themselves in relation to others and the world around them.
- Characteristics of youth and caregiver impacts the nature of relationships





Building Attachment

- Learn about the child (family history, culture, food, likes/dislikes)
- Support 'ohana time & other significant relationships
- Discover and build skills and strengths
- Teach them how to label feelings

- Try hard to see and understand from the youth's perspective
- Provide safety and protection
- Keep them connected with their school and community
- Take the first step
- Do not withhold love and support



Difficulties Forming Attachment



Resource Caregiver

- Grief and loss of former youth
- Uncertainty: removal, new placement, reunification
- Divided loyalty between parent and youth in care



Youth in Care

- Moving from home to home
- Lack of connections i.e.. sibling, parents, significant relationships
- Loyalty to parents
- Not considered in decision making within CWS



Things to Avoid...

- Keeping the child at arm's length
- Having high expectations

Remember...

- Attachment is ongoing
- Be patient
- We want youth to know that they are loved, worthy, and special





Caregiver Toolkit



Discipline

What is discipline?

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



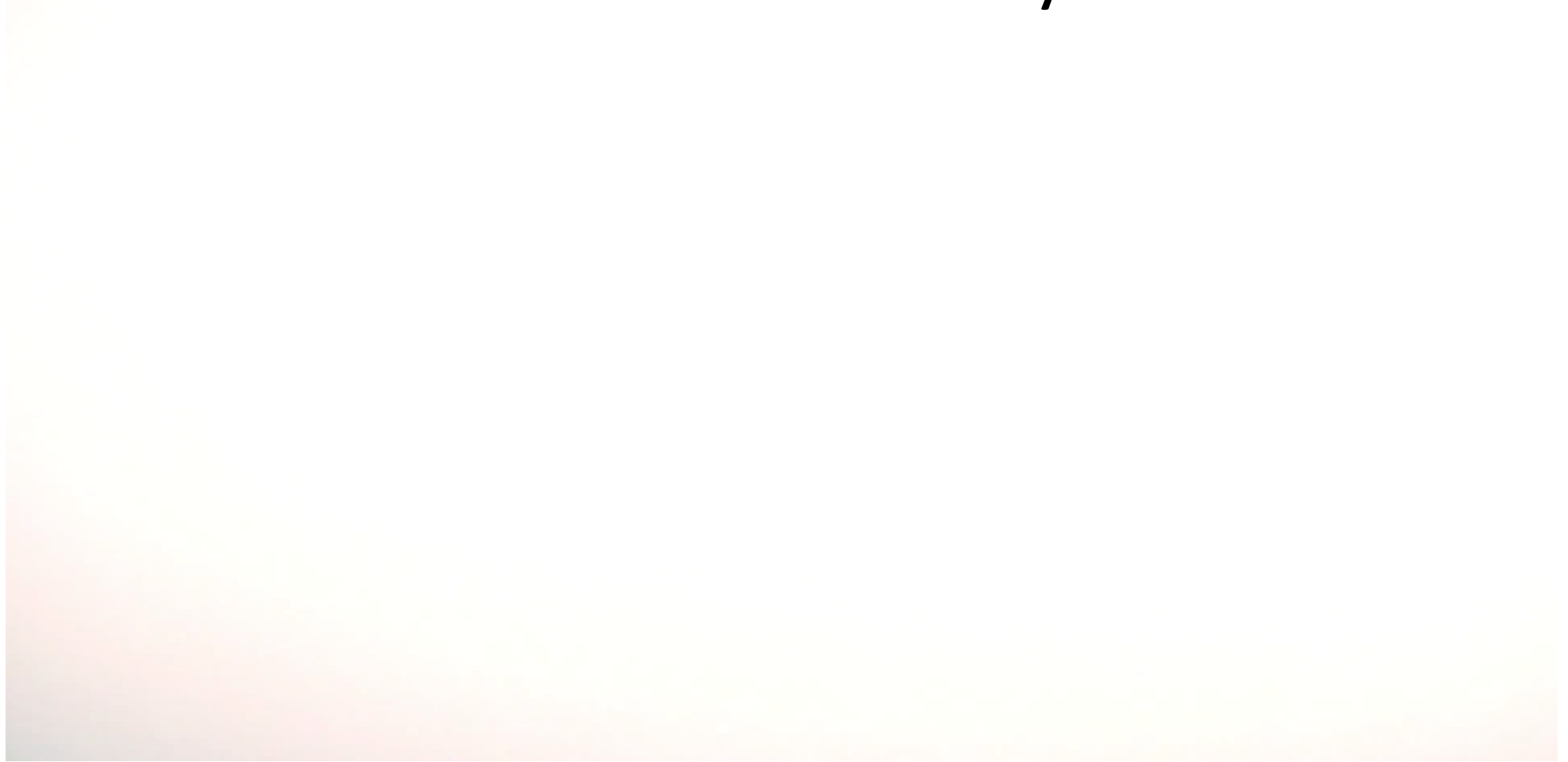
Discipline

Goal

- Protect the child's physical and psychological well-being
- Help meet the child's needs
- Teach ways to prevent and problem solve
- Teach youth how to develop coping skills
- Maintain and build caregiver/youth relationship
- Help child develop self-control



Circle of Security



Caregiver Toolkit

Youth's behaviors are usually driven by a need that they have.
Sometimes it looks like strong words or displaying non-verbal cues
What is your child trying to tell you?

I want to
connect and
belong

I want
attention

I want to
control my life

I want to be
happy



Caregiver Toolkit

Routine and Structure

- Helps children learn responsibility and adds predictability
- Checking off task provides satisfaction

House Rules

- Are they clear and simple?
- Do all children know the rules?
- Is it developmentally appropriate and safe?





Ellie's DAILY CHECKLIST

MORNING

AFTERNOON

EVENING

Make Bed	Chores	Take Bath
Brush Teeth	Practice Piano	Clear Table
Get Dressed	Read 30 min	Clean Toys
Eat Breakfast	Play with baby	Feed Pet
Say Prayers	Put shoes away	Brush Teeth
Morning Chore	Eat Snack	Put on PJs
Feed Pet	Homework	Say Prayers

My Youth's Routine Chart

Done

After School

Do Homework

X

Eat Dinner

X

Help with Dishes

X

Play

Bedtime

Brush Teeth

Comb Hair

Put Dirty Clothes in Hamper

Read Bedtime Story

CHORES by age

TODDLER 2-3 YEAR OLDS

Make bed
Take clothes to laundry
Put clean clothes away
Clean up toys

PRESCHOOLER 4-5 YEAR OLDS

Load dishwasher
Set table
Water plants
Help feed pets
Match socks
Clean room

ELEMENTARY 6-9 YEAR OLDS

Sweep
Sort laundry
Wipe counters
Help with meal prep
Empty dishwasher
Pull weeds

TWEEN 10-12 YEAR OLDS

Take out trash
Fold Laundry
Vacuum
Mop
Clean toilets
Make easy meals

TEEN 13+

Make meals/meal plan
Clean fridge
Babysit

Mow lawn



Caregiver Toolkit

Redirection

- While a child is demonstrating an unwanted behavior, resource caregiver can redirect attention to a new activity.
- Teaching the child how to channel the same energy and behavior in an appropriate way or in another environment.

Ignoring Certain Behaviors

- Ignore behavior, not the child.
- Explaining to the child that you will respond when they display respectful behaviors.
 - Acknowledge the needs while not responding to the negative behavior yet stating expectations



Caregiver Toolkit

Tune-in

- Provide one to one time with child
- Being present
- Pay attention to their feelings and what they are sharing

Choices

- Providing choices allows them to have a sense of control
- Offer pre-approved choices

Asking vs. Telling

- Creates opportunity to think and learn
- Develops problem-solving and reasoning



Asking vs. Telling Examples

Telling Parent

- Go to Bed
- Do you homework
- Pick up your toys

Asking Parent

- What are we supposed to do next?
- How can I help you with your homework?
- What are you supposed to do after playing with your toys?



Caregiver Toolkit

Prevention Teaching

- Describe the skill
- Give a reason
- Role-Play

Re-do's

- Provide an opportunity for change.

Positive Timeouts/Time-in

- Designed to gain control and calm down.
- Effective for children who have the ability to reason

Positive Feedback

- Praising and Approval
- Catching them doing something right.



Caregiver Toolkit

De-Escalation: Reducing the intensity of a conflict or potential violent situation.

- Begins with prevention
- Tune in to the child and recognize when the youth is showing signs of stress and frustration
- Remain calm
- Use few words to validate and acknowledge their feelings
- Stay with the child until they are calm



Caregiving Toolkit

SOS-Develop Coping Mechanisms

Stop

Orient (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 2 things you can smell right now
- Name 1 thing you can taste right now.

Seek help or talk to a friend, adult, peer you trust



Caregiver Toolkit

Problem Solving-Solution Focused

- Identify the problem
- Brainstorm solutions
- Analyze possible solutions
- Choose a solution
- Evaluate and retry if needed

Making Amends

- Provide an opportunity for child or youth to make things right



Considerations

- Youth's current behavior maybe learned behavior from their trauma
- It will take time to adjust to new patterns
- Even with these tools learned, you may need additional support from the child welfare team
- Each of these toolbox techniques may need to be slightly adjusted to for each child



Contact Information

Resource Caregiver Warm Line: (808) 545-1130

Email: rcgsupportservices@catholiccharitieshawaii.org

Resource Caregiver Website: [Resource Caregivers Hawaii](#)



Questions?



A faint, light blue map of the Hawaiian Islands is positioned in the upper right quadrant of the slide, partially overlapping a light blue horizontal band.

Mahalo!



References

- [Promoting Development of Resilience Among Young People in Foster Care - The Annie E. Casey Foundation \(aecf.org\)](#)
- Maslow's Hierarchy of Needs: [Maslow's Hierarchy of Needs - Simply Psychology](#)
- Department of Human Services: Trauma and Healing Informed Training
- National Child Traumatic Stress Network (NCTSN) and their partners (Chadwick Center for Children and Families, Rady
- Children's Hospital, San Diego, Child and Family Policy Institute of California (CFPIC) and California Institute for Mental Health (CIMH)). Many of our slides and content are from their toolkit which is available publicly as are the majority of our resources.
- Youth Routine Chart: [Youth Routine Charts - Google Search](#)

