

<p><b>Modules 1-3</b></p>	<p><b>Participant Guide</b></p> <p><b>The Biological Impacts of Homelessness</b></p> <p><b>The Impact on Early Development Attachment Emotional Development</b></p>
<p>Curriculum writer: Molly Harney, Ph.D. 2016</p>	<p><b>6 hours</b></p>

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# Module 1

## Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas, Parent Aware Training Indicators and Level of Training

The Primary Knowledge and Competency Content Areas, the CDA Content Areas, (as appropriate) Parent Aware Training Indicators and Level of Training are listed here to help participants understand what competencies, content areas, and/or indicators, and level of rigor are addressed in the training.

KCF Content Area: I. Child Development and Learning

CDA Content Area: 8. Principles of Child Development and Learning

Parent Aware training Indicator: **TR3c.** All lead teachers have a total of four hours of training or equivalent coaching, consultation or mentoring on supporting young children's learning and development in one or a combination of the following areas:

- Social and emotional
- Language and literacy
- Mathematical thinking
- Physical development

Level of Training: 1

### Learning Objectives:

If learners are engaged and participating they will be able to:

1. Describe Interpersonal Neurobiology as it relates to early childhood development.
2. Describe what children need for optimal development.
3. Discuss what the current scientific research tells us about supporting child development.

Section	Overview
A. Welcome / introduction	<ul style="list-style-type: none"><li>• Why are you interested in this course?</li><li>• What is your experience with this topic?</li><li>• What do you hope to gain?</li><li>• How do you plan to apply this topic to your work?</li><li>• Course overview and expectation</li></ul>
B. An overview of child development	<ul style="list-style-type: none"><li>• Mini lecture on Interpersonal Neurobiology</li><li>• Discussion</li></ul>
C. Literature review and discussion	<ul style="list-style-type: none"><li>• Small group review and discussion of current research in the area of Interpersonal Neurobiology</li><li>• Large group discussion about the impact of homelessness on the brain, the mind, and relationships</li></ul>
D. Case Study for context and discussion	<ul style="list-style-type: none"><li>• What surprised you?</li><li>• What did the case study teach you?</li><li>• What are the impacts on society?</li><li>• What should we do with the information we have?</li></ul>

E. Wrap up:	<ul style="list-style-type: none"> <li>• Create a class “Statement of Understanding”</li> <li>• “Now we know...so then we will...”</li> </ul>
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## Resources

Center on the Developing Child at Harvard University. Key concepts: Brain architecture. Retrieved from <http://developingchild.harvard.edu/science/key-concepts/brain-architecture/>

Center on the Developing Child at Harvard University: The Science of Early Childhood Development:

Retrieved from <http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2015/03/InBrief-The-Science-of-Early-Childhood-Development.pdf>

Center on the Developing Child at Harvard University Executive Function: Skills for Life and Learning

Retrieved from <http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2015/05/InBrief-Executive-Function-Skills-for-Life-and-Learning-2.pdf>

Center on the Developing Child at Harvard University: Early Childhood Mental Health

Retrieved from <http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2015/05/InBrief-Early-Childhood-Mental-Health-1.pdf>

Gopnik, A. (2011) What do babies think. Retrieved

from [https://www.ted.com/talks/alison\\_gopnik\\_what\\_do\\_babies\\_think](https://www.ted.com/talks/alison_gopnik_what_do_babies_think)

Siegel, D. (2010). About interpersonal neurobiology. Retrieved from

[http://www.drdansiegel.com/about/interpersonal\\_neurobiology/](http://www.drdansiegel.com/about/interpersonal_neurobiology/)

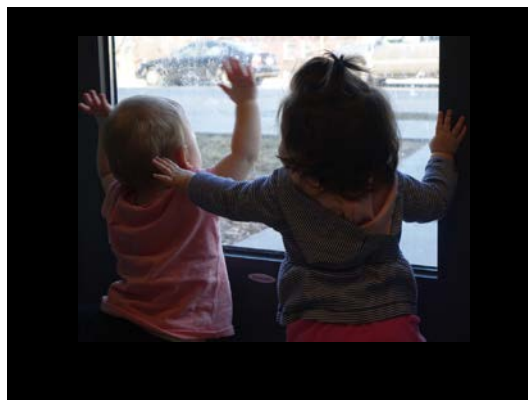
# Module 1: The Impact on Early Development



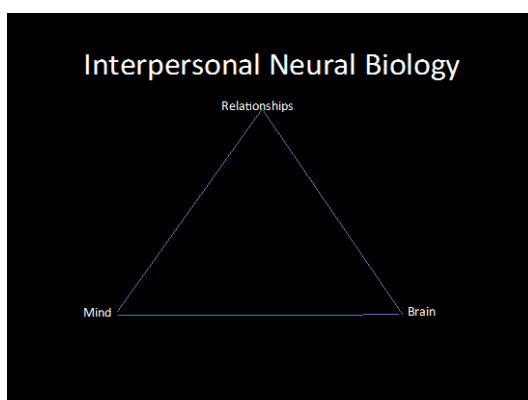
The Biological Impacts of Homelessness

Module 1

The impact of homelessness on early development



I wonder about...



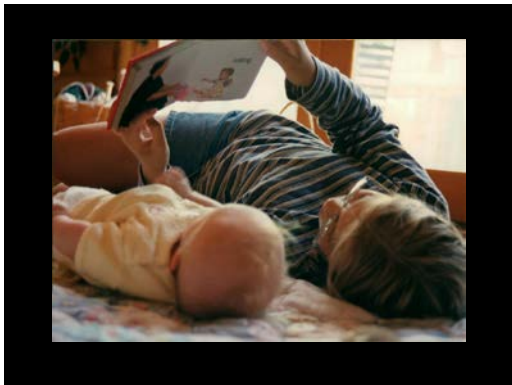
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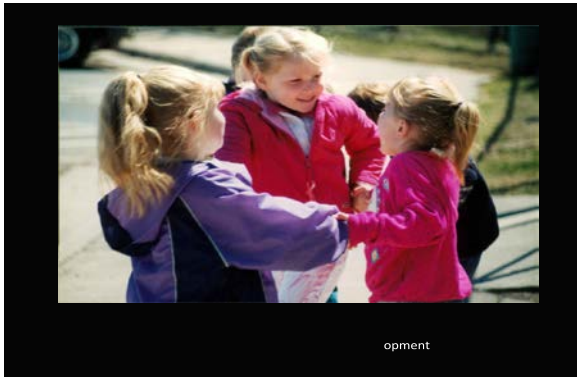
Brain facts:



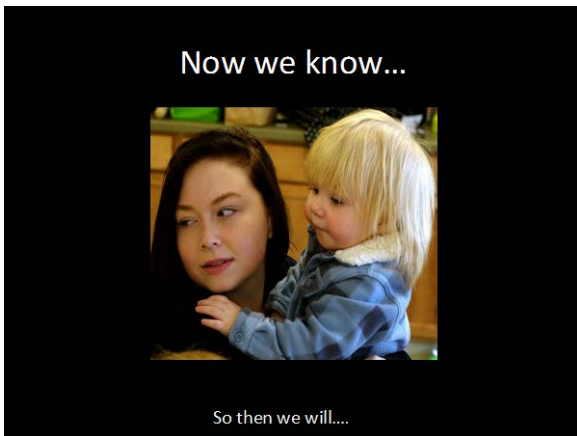
Mind facts:



Relationship facts:



What is needed for optimal development?



Now I know...

# The Biological Impact of Homelessness

## Module 1-The Impact of Homelessness on Early Brian Development

### Activity 1 worksheet

Brain	Mind	Relationships

New Discoveries

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Mysti, now 27, spent many years of her childhood living with homelessness. She recalls weeks and months in motels. Moving with her mother and brother from one of her mother's boyfriend's houses to another was a common form of housing as her childhood unfolded. Each living experience was filled with drug use and violence. The lessons learned were about coping, adapting, and staying invisible. By watching her mother, Mysti learned that being a woman meant that men had the right to treat you poorly. It also meant that drugs and alcohol could ease the pain.

Family meant short stays...never safety. Mysti moved into her uncle's house at age 20. She stayed a short time because the building she lived in was condemned and her uncle had fled with no notice, leaving her alone and homeless again.

A baby was born. At the beginning it seemed as though that might mean stability was on the horizon. A partner made promises to care for and love both Mysti and her baby son. That promise didn't last. Like her mother before her, the man in her life filled her days with cruelty and violence. She fled, and returned, fled, and returned. Each time hoping things would be different. Each time moving in and out of homelessness.

Another pregnancy. Mysti was anticipating the birth of her second son with some trepidation. Due to cyclical nature of the relationship with her first son's father, the child she was carrying was more than likely not fathered by the same man who is the father of her first child. While still sustaining an abusive relationship, he had control over much of what she did...except for this.

Indeed, Yuri was born with the obvious characteristics of a man other than her abusive partner. Angry and dismissive, he vowed to ignore the newborn baby. Over time he has adapted some, but still treats Yuri as an outcast.

Born on a cold January day, with a partner who was less than supportive (and abusive), Mysti brought her sweet baby home from the hospital to raise and love despite the odds. Mom, newborn, and infant son left the hospital to go "home," but there was no home. Instead they moved from apartment to apartment as friends made room. Each night was somewhere else. After a few months she couldn't do it anymore and found herself in a homeless shelter. She was alone with two babies in a place where she wasn't sure her children would be safe. She held them close and slept lightly. Each morning she would pack her few



belongings and head out into the streets with her two babies. Trying to stay warm, looking for food, and keeping her babies safe.

In March, a social worker found her a place in the emergency shelter in a long-term supportive housing complex. She and her babies were safe. She walked into the empty space, shut the door, and cried! She had nothing...but she was safe!

After a few months of living in the emergency shelter, she moved into long-term supportive housing. Mysti regularly attends a parenting group, volunteers with children, and her children attend early childhood programming.

## **Module 1 - Assignments**

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Web search-Bring one web resource that supports our understanding of the impact stress and trauma has on child development to the next session.

We will begin the next session by discussing your findings.

## Module 2: Attachment

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### **Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas, Parent Aware Training Indicators and Level of Training**

The Primary Knowledge and Competency Content Areas, the CDA Content Areas, (as appropriate) Parent Aware Training Indicators and Level of Training are listed here to help participants understand what competencies, content areas, and/or indicators, and level of rigor are addressed in the training.

KCF Content Area: 2C. Promoting Social and Emotional Development

CDA Content Area: 3. Positive ways to Support Children’s Social and Emotional Development

Parent Aware Indicator: TR3c. All lead teachers have a total of four hours of training or equivalent coaching, consultation or mentoring on supporting young children’s learning and development in one or a combination of the following areas:

- Social and emotional
- Language and literacy
- Mathematical thinking
- Physical development

Level of Training: 1

### **Learning Objectives:**

Upon completion, participants who are actively involved in the class can expect to:

1. Discuss Attachment Theory and the implications on lifelong wellbeing.
2. Describe how secure attachment is best supported.
3. Analyze the impact of homelessness on healthy attachment.

Section	Overview
A. Loop information from Module 1	<ul style="list-style-type: none"><li>• Review resources from Module 1 assignment</li><li>• Course overview and expectation</li></ul>
B. Attachment	<ul style="list-style-type: none"><li>• Mini lecture: styles, causes, and child and adult manifestations of Attachment</li></ul>
C. Literature review and discussion	<ul style="list-style-type: none"><li>• Small group review and discussion of current research in the area of Attachment Theory</li><li>• Large group discussion about the impact of homelessness on Attachment</li></ul>
D. Case Study for context and discussion	<ul style="list-style-type: none"><li>• What surprised you?</li><li>• What did the case study teach you?</li><li>• What are the impacts of society?</li></ul>

	<ul style="list-style-type: none"> <li>• What should we do with the information we have?</li> </ul>
E. Wrap up	<p>Create a class “statement of understanding”</p> <p>“Now we know...so then we will...”</p>

## Resources

Center on the Developing Child at Harvard University. (2009). Young children develop in an environment of relationships: Working paper 1. Retrieved from <http://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>

ChildTrauma Academy. Retrieved from <http://childtrauma.org>

Institute of Child Development. L Alan Sroufe. Retrieved from <http://www.cehd.umn.edu/icd/people/faculty/sroufe.html>

Souter, M. (2012). Ainsworth strange situation [Video File]. Retrieved from <https://www.youtube.com/watch?v=s608077NtNI>

## Module 2: Attachment



### The Biological Impacts of Homelessness

#### Module 2 Attachment

Module 1 review:

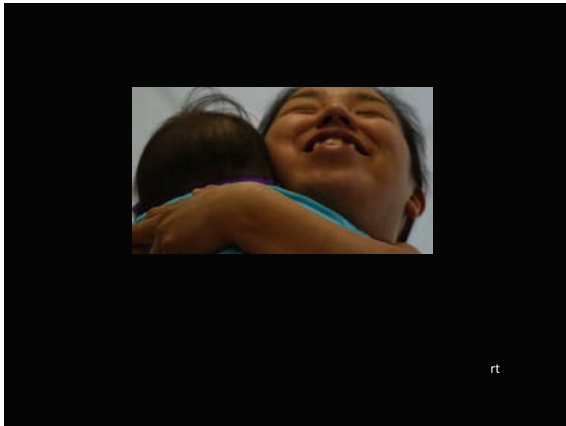


Review of biology:

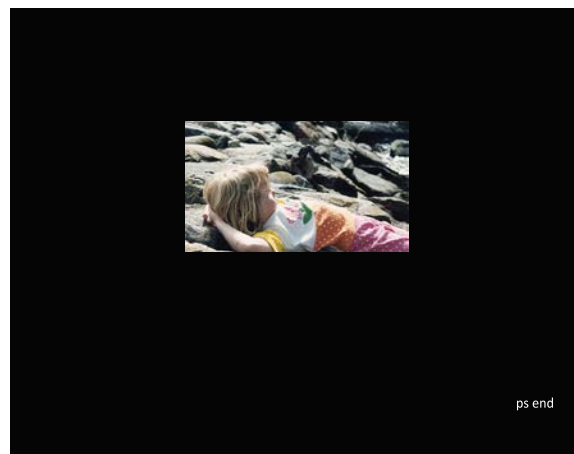


Engaging in relationships soon after birth  
ngs.

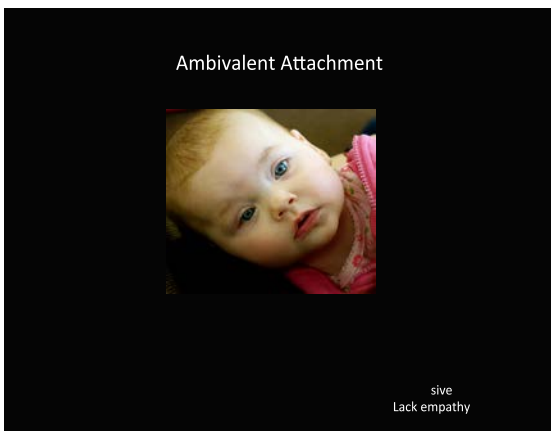
Facts:



Secure:



Avoidant:



Ambivalent:

### Disorganized Attachment



rm attachment

Disorganized:

### How do we build secure attachment?



How is it impacted by homelessness?

Supporting Attachment:

### Attachment Research



The research:



Connecting with a story:

Now we know...



So then we will....

Now we know...



# The Biological Impact of Homelessness

Module 2-Attachment

## Activity 2 Worksheet

Secure	Avoidant	Ambivalent	Disorganized

New Discoveries:

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Actions I can take:

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Dawn awaited the birth of her fifth child with a sense of hope. As most parents, she hoped her baby was healthy, but Dawn had an additional hope...a hope that most mothers don't consider. She hoped she could keep her baby.

There was a reason for that hope. As Dawn carried her fifth child, she knew she had an opportunity that was not present with the first four children. She had moved into supportive housing.

In the past Dawn's parenting was interrupted by relapse, and domestic violence. With sons who were 5 and 6 years of age, Dawn fled domestic violence, and again was homelessness. Without a home she would not be able to keep her children. Alcohol eased the pain.

Mental health issues, more than 40 convictions, and 1 felony made finding work was all but impossible. With no home, no job, and inconsistent sobriety, the fathers of the children and other family members cared for her children. Four beautiful children she loved and worried about. Four beautiful children who did not have the benefit of a consistent relationship with their mother.

Although her children were not with her, Dawn stayed in close contact. She spent time with them when she could, and worried about them every minute. Since she was homeless, worrying was all she could do.

The separation took a toll on the relationships with her children. Behavior issues, lack of emotional connection, and school problems became the norm. Letting go and hanging on was a task too hard to maneuver for Dawn. Self-medicating with alcohol seemed to make the lonely times tolerable. In actuality, without acceptance, alcohol made everything worse.

With the help of a caring community, Dawn was welcomed into permanent supportive housing. Pregnant with her fifth child, she saw a chance at a new start and an opportunity to reconnect with the children she had relied on others to care for. With a home, came family visits. Each visit was a combination of heartfelt relief for having her children with her, and incredible stress for needing to parent children she had not had consistent relationships with. Testing for love by acting out, checking boundaries, and ignoring parenting rules was an ongoing, but ever improving state.

As Dawn built bridges with her young family and re-established her relationship, her pregnant belly began to show.

The stress of parenting children on a part-time basis took more from her than she could sometimes give. Alcohol provided temporary relief.

Six months after moving into supportive housing, Addie was born. A beautiful little girl who was loved by her siblings the moment they laid eyes on her.

Dawn's love for her daughter radiated from her like sunshine. She was home...and she cared for her daughter without interruption.

When Addie was 3 months old, the stress of parenting, a mentally unstable partner (Addie's dad), and the pressures of living in poverty, prompted Dawn to step away from her sobriety...a decision that put her dreams on hold. Social service intervention found foster care the best option for Addie while Dawn recovered and reestablished her sobriety. Weekly visits were set for the health of the mother/child relationship. Each week Dawn would wait for Addie to come for a visit, hold her without letting go for a minute, and cry as the foster parent drove away for another week.

Weeks became months and one day Addie "came home". With sobriety as the plan, Dawn is back on track to care for and nurture the baby she never wanted to let go of....and the 4 children she has room in her home and heart to care for. A busy mother.

## Module 2 - Assignments

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**Assignment:** Web search-Bring one resource supporting our current understanding of the role Attachment plays in emotional health and wellbeing.

We will begin our session by reviewing your findings.

## Module 3

### Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas, Parent Aware Training Indicators and Level of Training

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- Social and emotional
- Language and literacy
- Mathematical thinking
- Physical development

Level of Training: 1

### Learning Objectives:

Upon completion, participants who are actively involved in the class can expect to:

1. Discuss the 5 characteristics of emotional development (according to Daniel Goleman).
2. Describe best practice related to early supports for ensuring optimal emotional development.
3. Discuss research related to homelessness and emotional development.

Section	Overview
A. Loop information from Module 2	Trainer presentation <ul style="list-style-type: none"><li>• Review resources from Module 2 assignment</li><li>• Course overview and expectation</li></ul>
B. Emotional Development	<ul style="list-style-type: none"><li>• Mini lecture on emotional development: relationships, environments, and stability</li></ul>
C. Literature review and discussion	<ul style="list-style-type: none"><li>• Small group review and discussion of current research in the area of emotional development</li></ul>
D. Case Study for context and discussion	<ul style="list-style-type: none"><li>• What surprised you?</li><li>• What did the case study teach you?</li><li>• What are the impacts of society?</li><li>• What should we do with the information we have?</li></ul>
E. Wrap up:	Create a class “statement of understanding”  “Now we know...so then we will...”

## Resources

[Big Think]. (2012). Daniel Goleman introduces emotional intelligence [Video File]. Retrieved from <https://www.youtube.com/watch?v=Y7m9eNoB3NU>

Center on the Developing Child at Harvard University. (2011). Children's emotional development is built into the architecture of their brains: Working paper 2. Retrieved from <http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf>

Perry, B. D. (2005). Maltreatment and the developing child: How early childhood experience shapes child and culture. Retrieved from <http://www.lfcc.on.ca/mccain/perry.pdf>

## Module 3: Emotional Development



### The Biological Impacts of Homelessness

#### Module 3 Emotional Development

Module 2 review:

### Emotional Intelligence

“A basic flair for living...being able to rein in emotional impulse; to read another’s innermost feelings; to handle relationships smoothly”

Daniel Goleman



Emotional Intelligence:

## Knowing One's Emotions



Knowing feelings:

## Managing One's Emotions



Managing emotions:

## Motivating One's Self



Self-motivation:



## Recognizing Emotions In Others



Empathy:

## Handling Relationships Smoothly



Sustaining relationships:



Annie:

## Emotional Development Research



The research:

Now we know...



So then we will....

"Now I know...So then I will..."

**The Biological Impact of Homelessness**  
**Module 3-Emotional Development**  
**Activity 3 Worksheet**

**Based on the information from this course, list and describe the conditions in which children are best supported as they develop each of the EI skills. What do children need?**

Knowing One's Emotions	Managing One's Emotions	Motivating One's Self	Recognizing Emotions in Others	Handling Relationships Smoothly

**Building on what you have learned from Courses 1 and 2, list and describe the conditions that might impact children who are living with homelessness as they develop each of the EI skills.**

Knowing One’s Emotions	Managing One’s Emotions	Motivating One’s Self	Recognizing Emotions in Others	Handling Relationships Smoothly



Living with homelessness is one of the issues Annie has faced early in life (from birth). Her mother's addiction, mental illness, and exposure to violence is part of that story as well.

Born in July, Annie was welcomed into the world by a mother distracted by addiction, unhealthy relationships, and her own trauma history. Each day is a test for Annie's young mother...some days go better than others, and some days are almost too hard to bear.

Now almost 2, Annie spends most of her time in transit (from one living arrangement to another), or in the middle of her mother's busy day that is often complicated by crime, domestic issues, and mental health episodes.

On a warm spring day a few weeks ago, Annie was playing in the lobby of the apartment building her mother moved into (for permanent housing). Without warning, a flurry of movement took place. Annie sat very still. There was yelling and swearing. Annie sat very still. Up into her mother's arms she was whisked, again without warning. In the whirl of anger and a trail of harsh language, Annie was taken out of the building in the angry arms of her mother. Her mother shouting that she would never return...EVER! Annie was very still.

Later, report indicated that Annie's mother had allowed a "trespassed" drug dealer in through her apartment window. The whirl of anger was simply that she had been caught breaking the housing rules (rules established for building safety). Choosing a relationship with an abusive drug dealer, Annie's mother moved out and back to homelessness.

Annie is homeless again....

## Session 3 - Assignments

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**Assignment:** Create a position statement for your program-classroom addressing the support of children and families who live with the impacts of homelessness.

**Please submit your statement via email within two weeks of the Module completion.**