



## Trauma-Responsive Care for Infants and Toddlers in Child Care

### Participant Activity Packet for Session 5: Caring for the Caregiver

**Suggested use:** This activity packet can be used to take notes on how this information relates to your work with infants, toddlers, and their families. You can also use it to engage in the activities during this session.

#### Training Notes

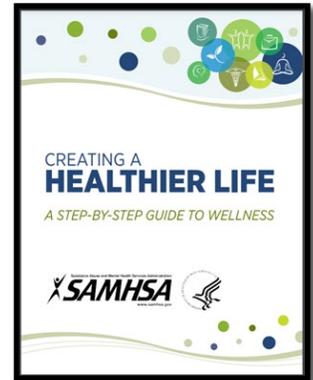




- ◆ What contributes to your wellness and well-being?
  
  
  
  
  
  
  
  
  
  
- ◆ What makes you well?

### Slide 14. Creating a Healthy Life: Reflections

- ◆ Locate **Handout 5.2**. [Creating a Healthier Life: A Step-By-Step Guide to Wellness](#)
- ◆ Choose at least one domain of wellness and complete the “what I will do” and “what I need” columns.



### Slide 16. Video

- ◆ Video reflections:
  - What did you hear Molly say that caregivers can do to change the world?
  
  
  
  
  
  
  
  
  
  
  - What did you hear that took your thinking in a new direction?
  
  
  
  
  
  
  
  
  
  
  - What are some of the powerful things that Molly explains grown-ups can do “early and often” to support young children?
  
  
  
  
  
  
  
  
  
  
- ◆ What are your favorite ways to connect, talk, and play with the babies and toddlers in your care?



- ◆ What is your favorite thing about caring for young children? What brings you joy?
  
  
  
  
  
- ◆ What challenges do you face as an infant/toddler caregiver?

### Slide 19. Questions

- ◆ How does your own stress and well-being affect your caregiving?
  
  
  
  
  
- ◆ How does supporting others experiencing trauma affect you?

### Slide 21. How Full Is Your Pitcher?

- ◆ List five things you are holding onto or thinking about right now.
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.



## Slide 26. Reflecting on Our Resilience

- ◆ Locate Handout 5.5. [Devereux Adult Resilience Survey](#) and complete the survey.
- ◆ After completing the survey, answer the following:
  - What surprised you?
  - What are your strengths?
  - What are 1–2 items from the survey that you want to work on to strengthen or improve?



## Slide 32. Potential Barriers or Challenges

- ◆ Think about barriers to self-reflection. Can you think of any other barriers, besides the ones on the slide, that might challenge your reflective practice?

## Slide 33. Supporting Reflection

- ◆ Are there any resources or tools you've found that support your reflective practice in your work?
- ◆ What has supported your successful reflective practice?

## Slide 36. Circle of Control

- ◆ Locate the list of 5 things you wrote down (under slide 21 above) that you are holding onto.
- ◆ Think about what aspects of these items are in your control and what aspects are not.



- ◆ Draw a circle.
- ◆ Inside the circle, list what kinds of things are within your control.
- ◆ Outside of the circle, list the things that are beyond or outside of your control.

- ◆ After completing the steps above, think about the following: what is the benefit is of focusing on what is in our control versus out of our control?

### **Slide 38. Breathing Exercise**

- ◆ Practice the following:
  - Let out all the air in your lungs to the count of four.
  - Keep your lungs empty for a count of four.
  - Inhale for a count of four.
  - Keep your lungs full for a count of four.
- ◆ Repeat the above steps four times.

### **Slide 39. 3 Minutes to Mental Health Improvement**

- ◆ Complete the following:
  - I will focus on ...



- I am grateful for ...

- I will let go of ...

### Slide 41. Video

- ◆ What are your reflections from the video?
  
  
  
  
  
  
  
  
  
  
- ◆ What did you hear that you want to remember?

### Slide 43. Major Take-Home Messages

- ◆ What are your major take-home messages from today?

### Slide 41. Questions and Reflection

- ◆ What stood out to you?
  
  
  
  
  
  
  
  
  
  
- ◆ What do you want to remember?



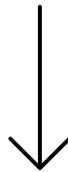


### Slide 45. Dreaming Big for Babies and Toddlers: Planning for Change

<p><b>Using the information and materials from this session, I will ...</b></p>	<p><b>The resources I have are ...</b></p>  <p><b>The resources I need are ...</b></p>	<p><b>The parts I feel most confident about are ...</b></p>
<p><b>Taking Action</b></p> <p><b>The steps that I will take are ...</b></p>		



<p><b>I will also ...</b></p>	<p><b>The resources I have are ...</b></p>  <p><b>The resources I need are ...</b></p>	<p><b>The parts I feel most confident about are ...</b></p>
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**Taking Action**

**The steps that I will take are ...**



## Additional Resources:

- ◆ Handout 5.2. [Creating a Healthier Life: A Step-By-Step Guide to Wellness](#)
- ◆ Handout 5.3. [Understanding Compassion Fatigue](#)
- ◆ Handout 5.4. [Nefertiti's Top 5 Favorite Resilience-Building Strategies for Adults](#)
- ◆ Handout 5.5. [Devereux Adult Resilience Survey \(DARS\): An Introduction](#)
- ◆ Handout 5.6. [Caring for Yourself in the Face of Difficult Work](#)
- ◆ Handout 5.7. [Getting Started with Mindfulness: A Toolkit for Early Childhood Organizations](#)

*The State Capacity Building Center (SCBC) works with state and territory leaders and their partners to create innovative early childhood systems and programs that improve results for children and families. The SCBC is funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care.*

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## Trauma-Responsive Care for Infants and Toddlers in Child Care: Training Series Terms and Definitions

The following information is intended to help infant/toddler caregivers strengthen their understanding of terms and definitions discussed in the *Trauma-Responsive Care for Infants and Toddlers in Child Care Series*. The terms and definitions listed offer information from a variety of sources.

### Trauma Terms and Definitions

Trauma Type	Definition and Description
<b>Acute Trauma</b>	<ul style="list-style-type: none"> <li>◆ “Results from exposure to a single overwhelming event” (Crisis Prevention Institute [CPI], 2020, p. 4).</li> <li>◆ “These events undermine a child’s sense of physical and/or emotional safety” (Sorrels, 2015, p. 13).</li> </ul>
<b>Complex Trauma</b>	<ul style="list-style-type: none"> <li>◆ “Results from extended exposure to traumatizing situations” (CPI, 2020, p. 4).</li> <li>◆ “Complex trauma describes both children’s exposure to multiple traumatic events—often of an invasive, interpersonal nature—and the wide-ranging, long-term effects of this exposure. These events are severe and pervasive, such as abuse or profound neglect. They usually occur early in life and can disrupt many aspects of the child’s development and the formation of a sense of self.” (National Child Traumatic Stress Network [NCTSN], n.d.-a, para. 1)</li> </ul>
<b>Early Childhood Trauma</b>	<ul style="list-style-type: none"> <li>◆ “The experience of an event by a child that is emotionally painful or distressful, which often results in lasting mental and physical effects” (National Institute of Mental Health, n.d.).</li> <li>◆ Trauma is “an exceptional experience in which powerful and dangerous stimuli overwhelm the child’s capacity to regulate emotions” (Early Trauma Treatment Network, n.d.).</li> </ul>
<b>Historical Trauma</b>	<ul style="list-style-type: none"> <li>◆ “Historical trauma is multigenerational trauma experienced by a specific cultural, racial or ethnic group” (Administration for Children and Families, n.d., para. 1).</li> </ul>



Trauma Type	Definition and Description
<p><b>Intergenerational Trauma</b></p>	<p>“ ... a phenomenon in which the descendants of a person who has experienced a terrifying event show adverse emotional and behavioral reactions to the event that are like those of the person himself or herself. These reactions vary by generation but often include shame, increased anxiety and guilt, a heightened sense of vulnerability and helplessness, low self-esteem, depression, suicidality, substance abuse, dissociation, hypervigilance, intrusive thoughts, difficulty with relationships and attachment to others, difficulty in regulating aggression, and extreme reactivity to stress. The exact mechanisms of the phenomenon remain unknown but are believed to involve effects on relationship skills, personal behavior, and attitudes and beliefs that affect subsequent generations.” (American Psychological Association, n.d.)</p>
<p><b>Racial Trauma</b></p>	<ul style="list-style-type: none"> <li>◆ “Traumatic events that occur as a result of witnessing or experiencing racism, discrimination, or structural prejudice (also known as institutional racism) can have a profound impact on the mental health of individuals exposed to these events. Racial trauma (also known as race-based traumatic stress) refers to the stressful impact or emotional pain of one’s experience with racism and discrimination.” (Carter, 2007, p.15)</li> </ul>
<p><b>Secondary or Vicarious Trauma</b></p>	<ul style="list-style-type: none"> <li>◆ “ ... refers to the behavioral and emotional experience of those people who care for, or are involved with, those who have been directly traumatized. Those who work with traumatized people may experience intrusive thoughts, nightmares, feeling withdrawn and isolated, feel depressed, have difficulty concentrating, and feel helpless. For this reason, those who work with children and families impacted by trauma need an ongoing support system to deal with the intensity of their reactions in their relationship with the victim, or perpetrator.” (Center for Early Childhood Mental Health Consultation, n.d.)</li> <li>◆ “ ... the emotional duress that results when an individual hears about the firsthand trauma experiences of another. Its symptoms mimic those of post-traumatic stress disorder (PTSD).” (NCTSN, 2011, p. 2)</li> </ul>
<p><b>Trauma</b></p>	<ul style="list-style-type: none"> <li>◆ The Substance Abuse and Mental Health Services Administration describes individual trauma as resulting from “an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being” (Substance Abuse and Mental Health Services Administration, n.d., para. 2).</li> <li>◆ Trauma is “the unique individual experience of an event or enduring conditions in which the individual’s ability to integrate his or her emotional experience is overwhelmed and the individual experiences (either objectively or subjectively) a threat to his or her life, bodily integrity, or that of a caregiver or family” (Center for Early Childhood Mental Health Consultation, n.d.; Saakvitne et al., 2000).</li> <li>◆ “Witnessing or experiencing an event that poses a real or perceived threat” (Harden, 2015, p. 1).</li> </ul>



**Additional Trauma-Related Terms**

Trauma-Related Term	Definition and Description
<b>Adverse Childhood Experiences</b>	<ul style="list-style-type: none"> <li>◆ “Adverse childhood experiences (ACEs) are potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse to parental divorce or the incarceration of a parent or guardian.” (Sacks et al., 2014, para. 1).</li> </ul>
<b>Burnout</b>	<ul style="list-style-type: none"> <li>◆ “ ... a special type of work-related stress—a state of physical or emotional exhaustion that also involves a sense of reduced accomplishment and loss of personal identity” (NCH Healthcare Systems, 2020, para. 1).</li> <li>◆ “ ... The experience of physical, emotional, and mental exhaustion connected with long exposure to emotionally demanding situations, such as caring for those who have experienced trauma. Signs of burn-out may include physical symptoms of fatigue, sleep problems, somatic problems; emotional symptoms of irritability, anxiety, depression, guilt, helplessness; behavioral symptoms of anger, aggression, substance abuse; work related symptoms such as decreased effectiveness at work, being late or missing work; or interpersonal problems of trouble communicating, trouble concentrating, avoiding others, or lack of empathy.” (Center for Early Childhood Mental Health Consultation, n.d.)</li> </ul>
<b>Compassion Fatigue</b>	<ul style="list-style-type: none"> <li>◆ “[A] broadly defined concept that can include emotional, physical, and spiritual distress in those providing care to another” (Compassion Fatigue Awareness Project, n.d., para. 1).</li> </ul>
<b>Cortisol</b>	<ul style="list-style-type: none"> <li>◆ “ ... A steroid hormone produced by the adrenal gland in response to stress; sometimes referred to as the ‘stress hormone’ (Center for Early Childhood Mental Health Consultation, n.d.).</li> </ul>
<b>Positive Stress Response</b>	<ul style="list-style-type: none"> <li>◆ “ ... is a normal and essential part of healthy development, characterized by brief increases in heart rate and mild elevations in hormone levels. Some situations that might trigger a positive stress response are the first day with a new caregiver or receiving an injected immunization.” (Center on the Developing Child, n.d.-a, para. 3)</li> </ul>
<b>Post-Traumatic Stress Disorder (PTSD)</b>	<ul style="list-style-type: none"> <li>◆ “ ... is a disorder that develops in some people who have experienced a shocking, scary, or dangerous event. It is natural to feel afraid during and after a traumatic situation. Fear triggers many split-second changes in the body to help defend against danger or to avoid it. This ‘fight-or-flight’ response is a typical reaction meant to protect a person from harm. Nearly everyone will experience a range of reactions after trauma, yet most people recover from initial symptoms naturally. Those who continue to experience problems may be diagnosed with PTSD. People who have PTSD may feel stressed or frightened, even when they are not in danger.” (National Institute of Mental Health, n.d., para. 1–2)</li> </ul>



Trauma-Related Term	Definition and Description
<p><b>Protective Factors</b></p>	<ul style="list-style-type: none"> <li>◆ “ ... Individual qualities, capacities, coping strategies, or other environmental features [such as] family, school, community and other affiliations that make a positive contribution to an individual’s resilience” (Center for Early Childhood Mental Health Consultation, n.d.).</li> <li>◆ “ ... characteristics, conditions, or events that promote healthy development and minimize the risk or likelihood a person will experience a particular illness or event, or its related negative outcomes” (Bartlett &amp; Steber, 2019, para. 16; Smart, 2017).</li> <li>◆ “ ... characteristics, people and supports that help a person get through tough times. They are our ‘umbrellas in a rainstorm.’ Protective factors can be built and strengthened over time.” (Devereux Center for Resilient Children, n.d., para. 1)</li> </ul>
<p><b>Resilience</b></p>	<ul style="list-style-type: none"> <li>◆ The Center for the Developing Child defines resilience as the “ability to overcome serious hardship” (Center on the Developing Child, n.d.-b, para. 1).</li> <li>◆ “Reducing the effects of significant adversity on children’s healthy development is essential to the progress and prosperity of any society. ... Understanding why some children do well despite adverse early experiences is crucial, because it can inform more effective policies and programs that help more children reach their full potential.” (Center on the Developing Child, n.d.-b, para. 1)</li> <li>◆ “ ... a dynamic process encompassing positive adaptation within the context of significant adversity” (Luthar et al., 2000, p. 1).</li> <li>◆ “ ... capacity of a system to adapt successfully to challenges that threaten the function, survival, or future development of the system” (Masten, 2014, p. 10).</li> </ul>
<p><b>Risk Factors</b></p>	<ul style="list-style-type: none"> <li>◆ “ ... A term to describe those individual aspects or circumstances that may be associated with potentially negative effects on healthy growth, development, and adaptation or resilience, such as premature birth, health problems, poverty, etc.” (Center for Early Childhood Mental Health Consultation, n.d.).</li> <li>◆ “Circumstances, characteristics, conditions, events, or traits at the individual, family, community, or cultural level that may increase the likelihood a person will experience adversity” (Bartlett &amp; Steber, 2019, para. 14; Smart, 2017).</li> </ul>
<p><b>Tolerable Stress</b></p>	<ul style="list-style-type: none"> <li>◆ “Serious, temporary stress response, buffered by supportive relationships” (Center on the Developing Child, n.d.-a, para. 3.).</li> </ul>
<p><b>Tolerable Stress Response</b></p>	<ul style="list-style-type: none"> <li>◆ “ ... activates the body’s alert systems to a greater degree as a result of more severe, longer-lasting difficulties, such as the loss of a loved one, a natural disaster, or a frightening injury. If the activation is time-limited and buffered by relationships with adults who help the child adapt, the brain and other organs recover from what might otherwise be damaging effects.” (Center on the Developing Child, n.d.-a, para. 3.)</li> </ul>
<p><b>Toxic Stress</b></p>	<ul style="list-style-type: none"> <li>◆ “Prolonged activation of stress response systems in the absence of protective relationships” (Center for the Developing Child, n.d.-a, para. 3).</li> </ul>



Trauma-Related Term	Definition and Description
<p><b>Toxic Stress Response</b></p>	<ul style="list-style-type: none"> <li>◆ “... can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems and increase the risk for stress-related disease and cognitive impairment, well into the adult years.” (Center on the Developing Child, n.d.-a, para. 3)</li> </ul>
<p><b>Trauma-Informed Care</b></p>	<ul style="list-style-type: none"> <li>◆ “... means that caregivers and teachers understand how trauma changes the brain and affects relationships, self-regulation, sensory processing, learning, and behavior. Informed adults recognize the behavioral signs of trauma and know how to create environments that provide a sense of emotional safety and healing.” (Sorrels, 2015, p. 9)</li> <li>◆ “A framework of thinking and interventions that are directed by a thorough understanding of the profound neurological, biological, psychological, and social effects trauma has on an individual—recognizing that person’s constant interdependent needs for safety, connections, and ways to manage emotions/impulses” (CPI, 2020, p. 3).</li> </ul>
<p><b>Trauma-Responsive Care</b></p>	<ul style="list-style-type: none"> <li>◆ “... looking at every aspect of an organization’s programming, environment, language, and values and involving all staff in better serving children who have experienced trauma” (Covington &amp; Bloom, 2018, para. 1).</li> <li>◆ Providing trauma-responsive care means moving beyond just being informed and offering the most effective and compassionate care to those effected by trauma.</li> <li>◆ A trauma-responsive approach recognizes and responds to the impact of traumatic stress on children, caregivers, and service providers. It does so by increasing trauma awareness, knowledge, and skills and incorporating this into programs’ policies and practices. This approach also involves collaboration that helps maximize physical and psychological safety and supports the ability of children and families to thrive.</li> </ul>
<p><b>Trauma-Responsive System</b></p>	<ul style="list-style-type: none"> <li>◆ The National Child Traumatic Stress Network defines trauma-informed child and family service systems as those “in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system, including children, caregivers, staff, and service providers.” (NCTSN, n.d.-b)</li> <li>◆ “Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies” (NCTSN, n.d.-b)</li> <li>◆ “They act in collaboration with all those who are involved with the child, using the best available science, to maximize physical and psychological safety, facilitate the recovery or adjustment of the child and family, and support their ability to thrive” (NCTSN, n.d.-b)</li> </ul>



Trauma-Related Term	Definition and Description
<b>Triggers</b>	<ul style="list-style-type: none"> <li>◆ “Signals that act as signs of possible danger, based on historical traumatic experiences and which lead to a set of emotional, physiological, and behavioral responses that arise in the service of survival and safety (e.g., sights, sounds, smells, touch). Triggers are all about one’s perceptions experienced as reality. The mind/body connection sets in motion a fight, flight, or freeze response. A triggered individual experiences fear, panic, upset, and agitation.” (CPI, 2020, p. 3)</li> <li>◆ “... An experience that, for an individual, represents a troubling reminder of a traumatic event. The trigger need not be frightening or traumatic, but can prompt emotional or physical symptoms associated with the original trauma. The trigger can take many forms, such as a person, place, noise, image, smell, taste, scene, body sensation, etc. Also known as trauma reminders.” (Center for Early Childhood Mental Health Consultation, n.d.)</li> </ul>

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