Transforming Early Intervention Assessment Practices - Increasing Eligibility for Children Impacted by Trauma

2017 Inclusion Institute
November 2, 2017
Stephanie Adrihan  
Walworth County Birth to Three  
Early Childhood Special Education Teacher  
Service Coordinator  
sadrihan@co.walworth.wi.us  
(262) 741-3430  

Sarah Greene,  BSW, IMH-E1  
Walworth County Birth to Three  
Service Coordinator  
sjgreene@co.Walworth.wi.us  
(262) 741-3285  

Brooke Winchell, PhD.  
Assistant Professor  
University of Wisconsin Whitewater  
winchelb@uww.edu  
(262) 472-5809
Behavior is Environmental... What does this mean for you?

If behavior is environmental, you are also their environment. What are you doing to change your environment to meet their needs???
## What Affects Brain Development

<table>
<thead>
<tr>
<th>Biological Factors</th>
<th>Non-Biological Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Genetics</td>
<td>• Experiences</td>
</tr>
<tr>
<td>• Prenatal Health</td>
<td>• Environment</td>
</tr>
<tr>
<td>• Health Status</td>
<td></td>
</tr>
<tr>
<td>• Nutrition</td>
<td></td>
</tr>
</tbody>
</table>
Brain Synapses

FIGURE 3: Synapse Density Over Time

Types of Trauma

**Acute Trauma**
- One time event
  - Car accident, natural disaster, death of loved one

**Chronic Trauma**
- Multiple events for a long period of time
  - Domestic violence, abusive parent, drug addiction

**Neglect**
- Failure to provide a child's basic needs
  - To children who depend others, this can feel like a threat to survival.

Caring for Children who Have Experienced Trauma A workshop for Parents National Traumatic Stress Network
Effects of Trauma

3 Year Old Children

Normal

Extreme Neglect

Healthy

Neglected

Temporal Lobes
Experiences Shape Who We Are…..

Non-traumatic Childhood

• I have an intimate connection with my parents and immediate family.
• My mom and dad are predictable and repeatedly provide me with caring experiences
• I am able to balance and understand my emotions
• I am able to interact with other children.
• I feel comfortable and safe exploring the world around me and I always look for my parents.

Traumatic Childhood

• I am not sure who to connect with
• My caring experiences are not predictable.
• My daily routines are not the same and are often times interrupted.
• My emotions are often times not identified at all and my needs are ignored or misread
• I have not been taught how to be around other children and I do not know how to play with them.
• I am too afraid to be away from my parents, or I take many risks and get hurt often.
We Learn by Experience
Adverse Childhood Experiences (ACE) Study

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**
- Mental Illness
- Mother treated violently
- Substance Abuse
- Incarcerated Relative
- Divorce
Wisconsin Ace Study Findings
Wisconsin Birth to Three Eligibility Criteria

- A diagnosed condition that has a high probability of resulting in a developmental delay
- 25% delay in any area of development
- The child’s development is atypical and is adversely affecting the child’s overall development
Pilot Workgroup

- Children and Families Program Manager
- Birth to Three Service Coordinator who has an Infant Mental Health Credential
- Birth to Three Early Childhood Special Education Teacher & Service Coordinator
- Child Protective Services Case Manager
- Birth to Three Therapists
- Child Psychologist
- University of Wisconsin – Whitewater Early Childhood Faculty
CAPTA Referral

Does the child have and identified developmental concern?

Yes

Offer B3 Evaluation to Determine Eligibility

Child is eligible: Offer / Develop IFSP

Child is NOT eligible: Offer Screen every 6 Months

No

Offer B3 Developmental Screen

Concerns are identified: Offer B3 Evaluation

Concerns NOT identified: Offer Screen every 6 Months
Changes in CAPTA Screening

Previously Screened using:
- Ages and Stages Questionnaire (ASQ) 3rd Edition
- Ages and Stages (ASQ) Social Emotional
- Vision Screening
- Hearing Screening

Tools used with Pilot
- Ages and Stage 3rd Edition
- Greenspan Social-Emotional Growth Chart
- Vision Checklist
- Hearing Checklist
- Environmental Screening Questionnaire
Changes in Evaluations

All Children are evaluated using the Assessment and Evaluation Programming Systems Additional Tools Used as Deemed Appropriate:
- Peabody Developmental Motor Scale
- Rossetti Infant Toddler Language Scale
- Early Learning Accomplishments Profile (E-LAP)
- Hawaii Early Learning Profile (HELP)
Additional Evaluation Tools

- Temperament and Atypical Behavior Scale (TABS)
- Social Emotional Assessment Measure (SEAM) Child and Caregiver
- Environmental Screening Questionnaire (SEAM)
- Parent Outcome Measure (parent self assessment)
- Case Manager Quarterly Review of family
- engagement
Childhood Trauma Principals

• If Everything is trauma, nothing is trauma

• It is the child’s experience of the event, not the event itself, that is traumatizing.

• If we don’t look for or acknowledge trauma in the lives of children and adolescents, we end up chasing behaviors and limiting possibilities.

Jennifer Wilgocki TF-CBT National Trainer
Childhood Trauma Principals

• The behavioral and emotional adaptations that maltreated children make in order to survive are brilliant, creative solutions, and are personal costly.

• Since Trauma = chaos, structure = healing.

• If you don’t ask, they won’t tell.

• What is not integrated is repeated.

Jennifer Wilgocki TF-CBT National Trainer
Buffer The Effects of Trauma

- Research shows that promoting a caring, stable and responsive environment has the potential to reduce the harmful effects of trauma in children.

- Take the TEAM approach!

- Helping the child starts with helping the adults. It is important to build trusting and honest relationships with parents/caregivers.

- Focus on change needs to start with the parent and unwavering support.

- Not just a "Parenting Class"

- Self-understanding and self-reflection

- We are all hard-wired to require social connections, these parents need someone now more than ever.
Supporting Children in the Classroom

• Remember that they are not trying to push your buttons, and most likely it is not that "they just don’t care."

• Children who have experienced chronic trauma worry about what is going to happen next. They need structure and predictability.

• Everyone experiences and responds to trauma differently. What might not seem bad to you may still be traumatic for the child.
Supporting Children in the Classroom

• Trauma isn’t always associated with violence. It could come from a divorce, move, family illness/injury/death. Build and maintain communication with parents and staff. Have resources to help.

• Build self esteem, find what the child is good at and give them opportunities to shine. School may be the only place they can shine.
Supporting Children in the Classroom

• It’s okay to ask children and parents what you can do to help them get through the day. And be willing to be creative about accommodating.

• Have a built in support system for staff members to process what they may be feeling about a specific situation.
Supporting Children in the Classroom

• There is a direct connection between stress and learning. Find ways to make children feel safe and supported.

• Self regulation can be a challenge for children who have experienced trauma. Have structure, predictable consequences, and try to identify possible triggers to reduce them in the classroom.
Want More Information?

- Wisconsin ACE Interface Project, 2014-17
  Provides Free Training across the state, find a trainer at
References


Adverse Childhood Experiences in Wisconsin Findings from the 2011-2012 Behavioral Risk Factors Survey
Wisconsin Children’s Trust Fund

Caring for Children who Have Experienced Trauma A workshop for Parents
National Traumatic Stress Network

10 Things ever
We Are About Childhood Trauma Every Teacher Needs To Know