





Trauma Informed Family Engagement

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Presented by: Alysia Longmire

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UMADAOP

Urban Minority
Alcoholism and Drug Abuse
Outreach Program
of Lucas County

2447 Nebraska Avenue
Toledo, Ohio 43607

Birth to Five Development Grant in partnership with

Early Childhood Mental Health Initiatives

Valerie Alloy, Ph.D. , Lead
Whole Child Matters Grant

Trauma Informed Care
Collaboratives of Ohio



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Thank you!

Welcome! We are so glad you are here!

- Please take care of your needs
- Please silence cell phones
- Feel free to pass notes
 - ↳ Refrain from side conversations
- Respect each other
 - Opinions
 - Feedback
 - During all activities



Welcome! We are so glad you are here!

Welcome

We are so glad you are able to be with us today!!

Please take care of your needs during today's webinar

Sign in with your name to get credit for this webinar

Participation

Every 10-15 minutes, we will ask a question to prompt participation

Use the poll feature or question box to respond to discussion questions

Please respond to the questions provided rather than the responses of other participants

Tips

If you have to leave to take care of your own needs, please check the question bar & chat box when you return to make sure you did not miss a discussion

You can raise your hand to have the presenters unmute your mic to participate verbally in the training



Objectives

1.

Define Trauma Informed Family Engagement

2.

Identify 3 barriers to family engagement and explore implicit bias

3.

Identify strategies to develop an effective trauma informed family engagement plan

4.

Develop a trauma informed family engagement plan



Take care of yourself!



Adverse Child or Family Experiences	National Prevalence	State Range
Child had ≥ 1 Adverse Child/Family Experiences	47.9%	40.6% (CT) – 57.5% (AZ)
Child had ≥ 2 Adverse Child/Family Experiences	22.6%	16.3% (NJ) – 32.9% (OK)
Socioeconomic hardship	25.7%	20.1% (MD) – 34.3 % (AZ)
Divorce/parental separation	20.1%	15.2% (DC) – 29.5% (OK)
Lived with someone who had an alcohol or drug problem	10.7%	6.4% (NY) – 18.5% (MT)
Victim or witness of neighborhood violence	8.6%	5.2% (NJ) – 16.6% (DC)
Lived with someone who was mentally ill or suicidal	8.6%	5.4% (CA) – 14.1% (MT)
Domestic violence witness	7.3%	5.0% (CT) – 11.1% (OK)
Parent served time in jail	6.9%	3.2% (NJ) – 13.2% (KY)
Treated or judged unfairly due to race/ethnicity	4.1%	1.8% (VT) – 6.5% (AZ)
Death of parent	3.1%	1.4% (CT) – 7.1% (DC)

Define Trauma Informed Family Engagement

Objective One





Family Engagement

Definition:

Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in planning, development, and evaluation. For family engagement integration, organizations must engage families as essential partners while providing services that encourage the entire family's growth and development.

Family engagement is recognized as a foundation for success across the human services and education fields.



Family Engagement



Program Foundations	Program Impact Areas	Family Outcomes	Child Outcomes
Program Leadership Professional Development Continuous learning & Quality Improvement	Program Environment Family Partnerships Teaching & Learning Community Partnerships Access and Continuity	Family Well-Being Positive Parent/Child Relationships Families as Learners Family Engagement in Transitions Family Connections to Peers & Community Families as Advocates & Leaders	Children are: Safe Healthy Well Learning Developing Engaged Ready for school More successful in school & Life

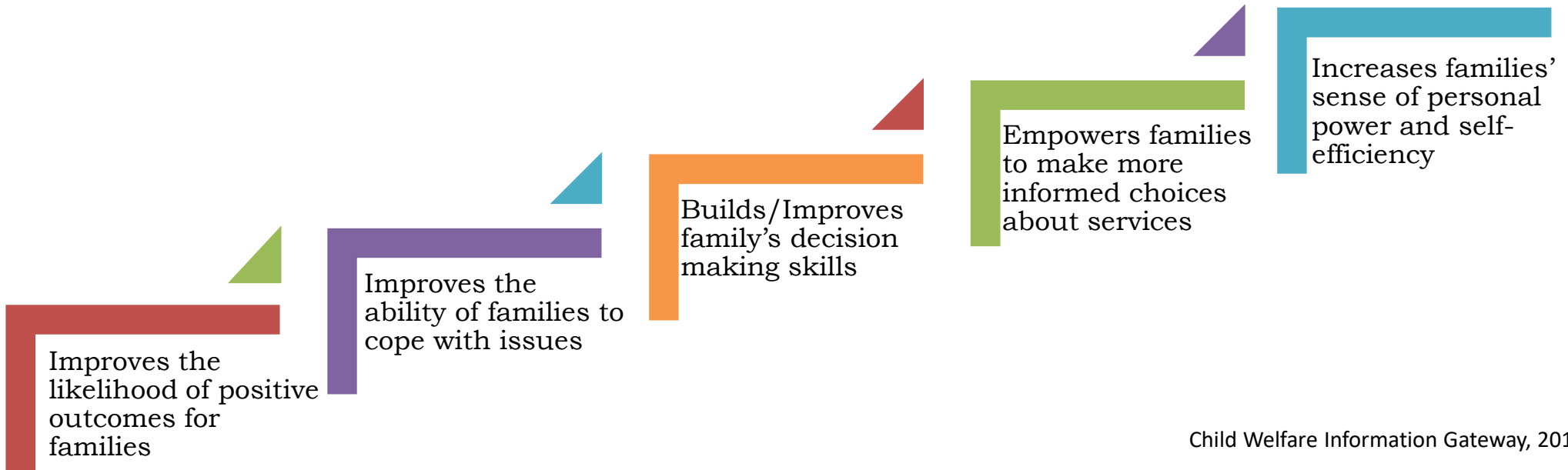
Positive & Goal Oriented Relationships
 Equity, Inclusiveness, Cultural & Linguistic Responsiveness

ELCKC, 2020



Additional Outcomes

Involving families in system-level decision-making can build better dialogue with families, create significant buy-in for further engagement, and contribute to better decisions, which in turn holds agencies more accountable to those they serve.



Child Welfare Information Gateway, 2017

Adopting a Trauma Informed Approach

Trauma-Informed Care (TIC) – adoption of principles and practices that promote a culture of safety, empowerment, and healing. Based on what we know about the prevalence and impact of trauma, it is necessary to ensure widespread adoption of trauma-informed care.

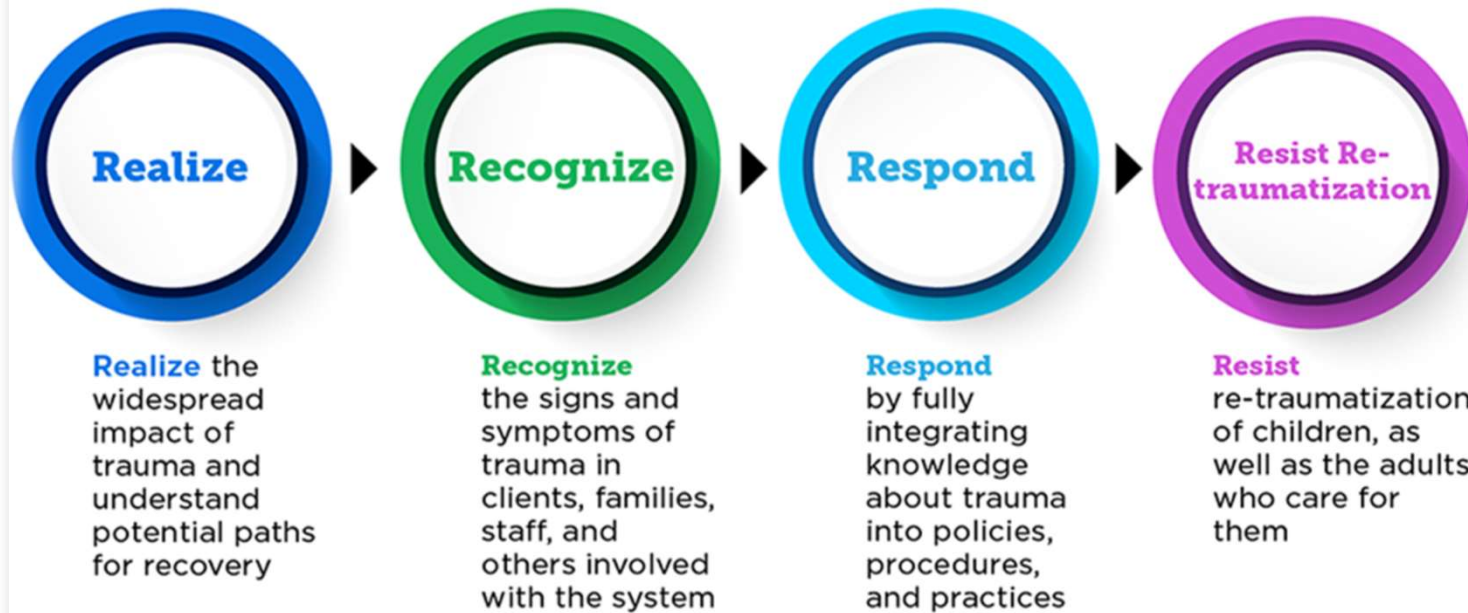
Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level.

-CDC, Center for Preparedness and Response, 2018.



Trauma Informed Care Stance

The Four Rs of Trauma-Informed Care



This figure is adapted from: Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and Guidance for a trauma-informed approach. HHS publication no. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.



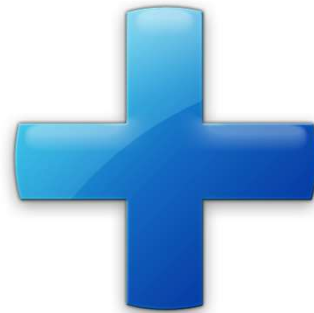
Six Guiding Principles: Understanding the Process



-SAMHSA, 2014



Six Guiding Principles



Program Foundations	Program Impact Areas	Family Outcomes	Child Outcomes
Professional Development Continuous learning & Quality Improvement	Family Partnerships Teaching & Learning Community Partnerships Access and Continuity	Positive Parent/Child Relationships Families as Learners Family Engagement in Transitions Family Connections to Peers & Community Families as Advocates & Leaders	Safe Healthy Well Learning Developing Engaged Ready for school More successful in school & Life



Stronger Families



- ✓ Parental Resilience
- ✓ Social Connections
- ✓ Knowledge of Parenting and Child Development
- ✓ Concrete Support in Times of Need
- ✓ Social and Emotional Competence of Children



-Strengthening Families, 2007

Responding vs. Reacting

- Traditional Reactions:

- “Go to the principal’s office.”
- “Stop Crying.”
- “Detention is waiting for you.”
- “Don’t you talk to an adult like that.”
- “Stop acting a baby.”
- “You’re old enough to handle this on your own.”

- Trauma – Informed Responses:

- “I’m here. You’re not in trouble.”
- “It’s okay to feel.”
- “Sit with me”
- “You’re allowed to have a voice. Let’s talk together.”
- “That really set you back, didn’t it?”
- “Let’s handle this together.”



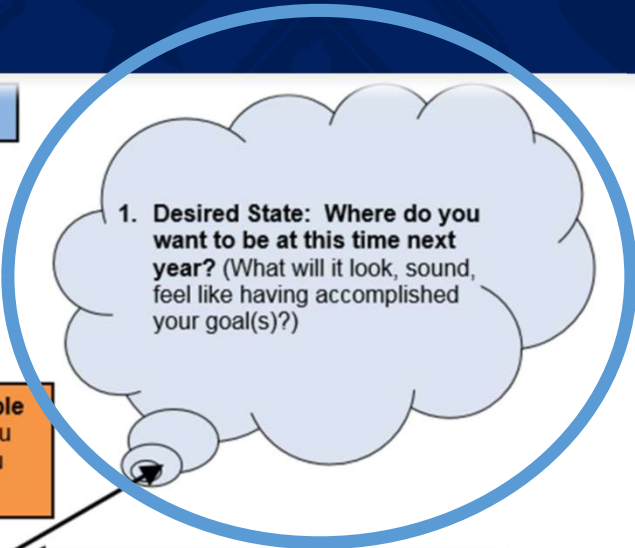
Family Engagement Planning

Desired State of Being Planning Tool

3. Goals: What goals will enable us to attain your desired state? (specific, measurable, achievable, relevant, & time-framed)

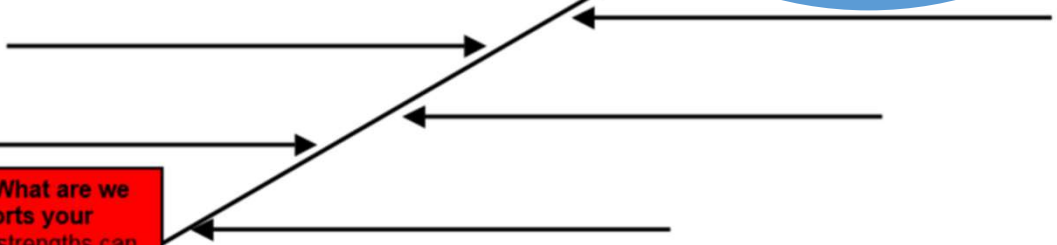
- a.
- b.
- c.
- d.

4. Actions: What specific actions will enable us to achieve these goals? (What will you stop doing, start doing, and make sure you continue doing?)



2. The Current Reality: What are we doing now that supports your desired state? (What strengths can you leverage to fully realize your desired state?)

5. Materials, Resources, and Support:



Keys to Trauma Informed Family Engagement



What individual experiences might influence family engagement?
What cultural & historical issues that influence family engagement?

Behavior has meaning...and that meaning might be different than what we have assumed...what other meaning is possible?

Develop new responses to family based on new understanding
Use the privilege I have to create a new experience for families

Commit to doing my part to change each families experience with my agency or system

Group Activity: Understanding Families

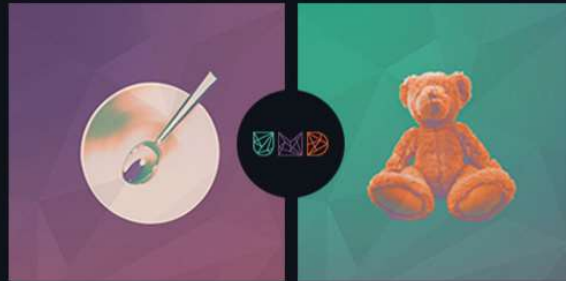
Realize



**IT'S JUST STUFF.
UNTIL YOU DON'T HAVE IT.**

CONTINUE TO →
SPENT

USE YOUR NAME FOR GOOD AT
[NAMESFORCHANGE.ORG](https://namesforchange.org) →



Activate Windows

Identify 3 barriers to family engagement and explore implicit bias



Objective Two

Let's Get "Moving"

When you see the arrow appear, say the **COLOR** of the word (not the word) across the row as quickly as you can...

 RED	BLUE	GREEN	BLUE	BLACK
 YELLOW	GREEN	ORANGE	GREEN	RED
 PINK	BLACK	BROWN	YELLOW	GRAY
 BLUE	RED	GREEN	PINK	BROWN
 ORANGE	BLACK	BLUE	GREEN	RED

Let's Get "Moving"

When you see the arrow appear, say the **COLOR of the word** (not the word) across the row as quickly as you can...



RED	BLUE	GREEN	BLUE	BLACK
YELLOW	GREEN	ORANGE	GREEN	RED
PINK	BLACK	BROWN	YELLOW	GRAY
BLUE	RED	GREEN	PINK	BROWN
ORANGE	BLACK	BLUE	GREEN	RED

The “Stroop” Effect

RED	BLUE	GREEN	BLUE	BLACK
YELLOW	GREEN	ORANGE	GREEN	RED
PINK	BLACK	BROWN	YELLOW	GRAY
BLUE	RED	GREEN	PINK	BROWN
ORANGE	BLACK	BLUE	GREEN	RED



“Our strongest association trumps what we know to be true.”

VS.

RED	BLUE	GREEN	BLUE	BLACK
YELLOW	GREEN	ORANGE	GREEN	RED
PINK	BLACK	BROWN	YELLOW	GRAY
BLUE	RED	GREEN	PINK	BROWN
ORANGE	BLACK	BLUE	GREEN	RED

5 MINUTE REFLECTION

1

2

3



4

5

When has the “Stroop Effect” come in to play with a family you have served?

Maybe working fast and wrote or said something wrong based on an association?

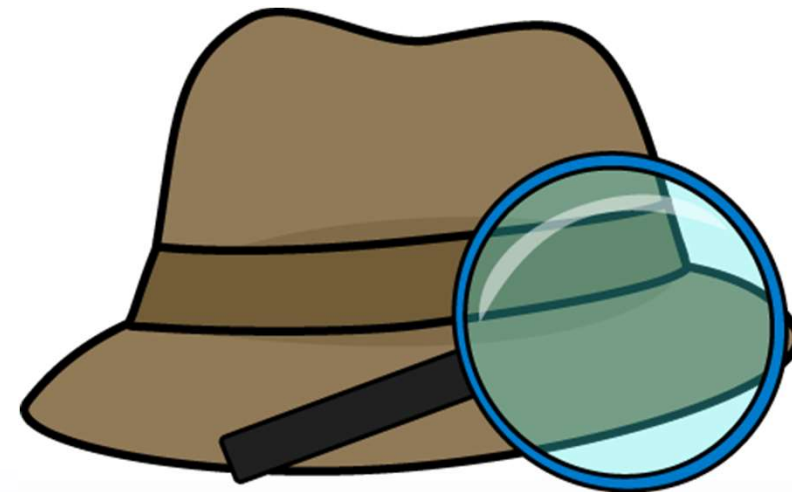
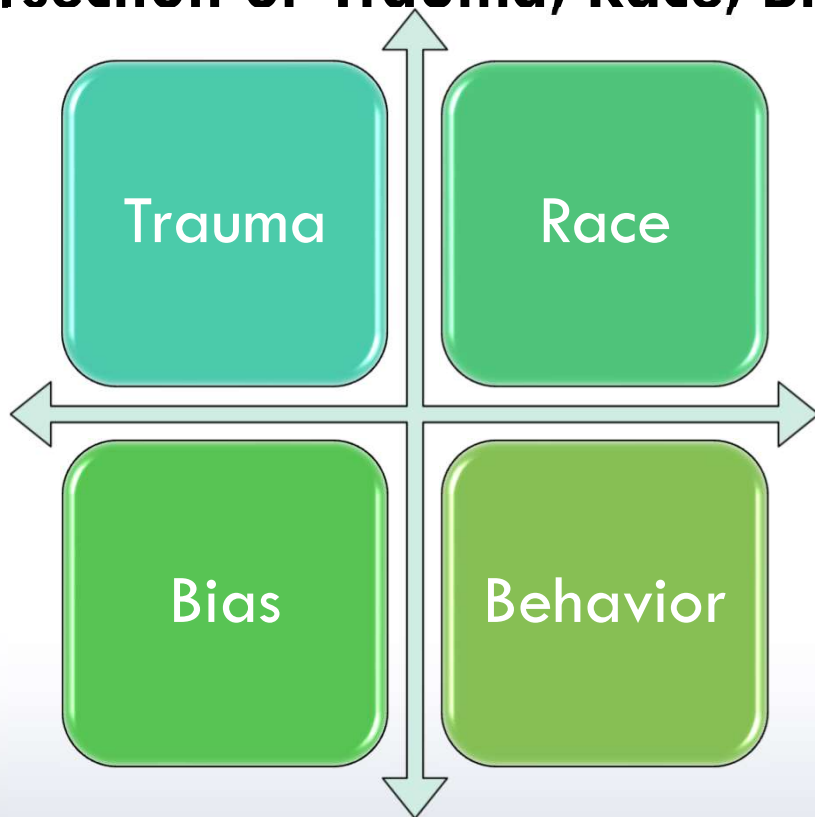
(I.e. “mom” instead of “grandma”, “crazy” instead of “person with mental illness”, assumed income of family)

How did this impact your relationship with the family? How did you repair?

Barriers to Engagement: Unraveling the Mystery

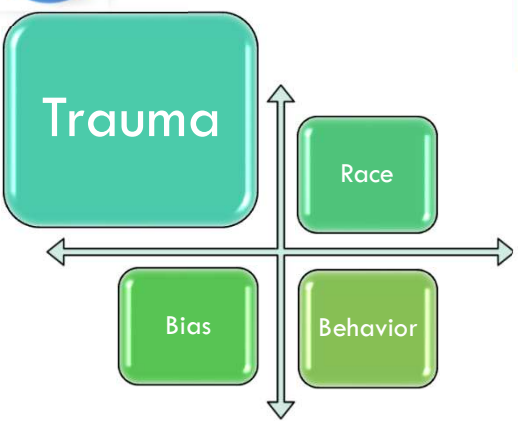


Intersection of Trauma, Race, Bias & Behavior





Adverse Childhood Experiences



ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce





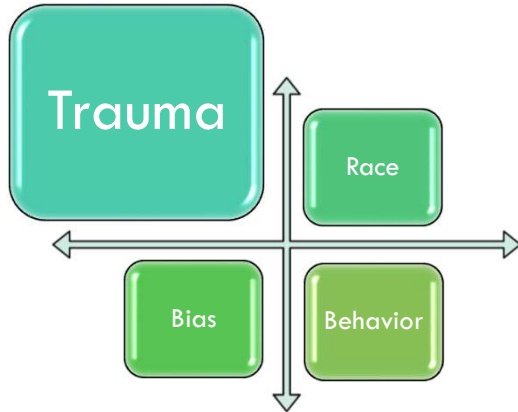
Potential Traumatic Events

Chronic Stressors



Barriers to Engagement: Unraveling the Mystery

Realize



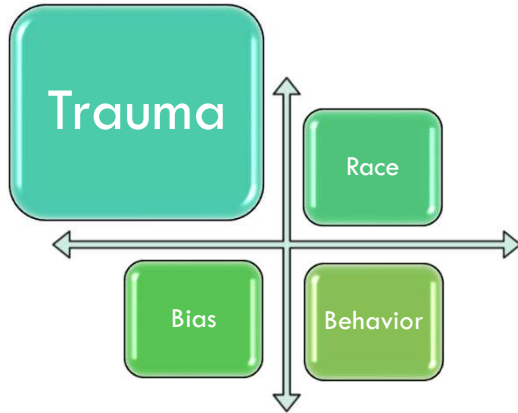
Past Trauma Impacts

- Expectations
 - Parental role in education is to defer to professionals
 - Negative teacher perception of parent and/or child
- Communication
 - “Don’t poke a sleeping bear”
 - Awareness of non-verbals is heightened
 - Negative inferences of non-verbals



Realize

Barriers to Engagement: Unraveling the Mystery



Current Trauma Impacts

- Expectations
 - Dangerous, something bad could happen
 - Negative teacher perception of parent and/or child
- Communication
 - Could have a dangerous outcome
- Survival
 - Fight, flight, freeze response interfering with general communication and interaction





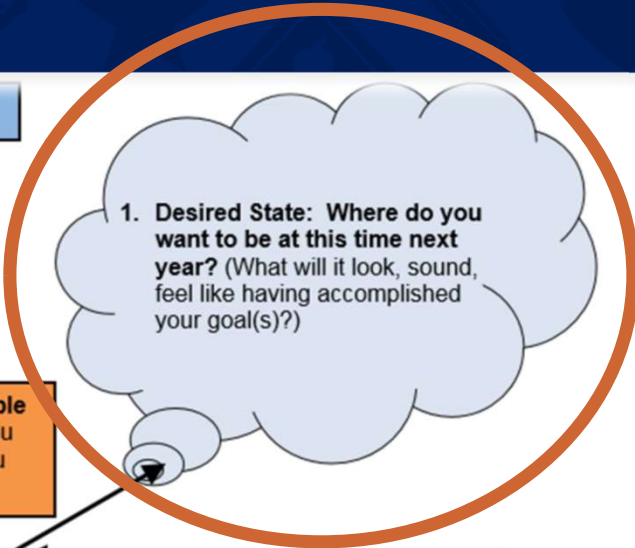
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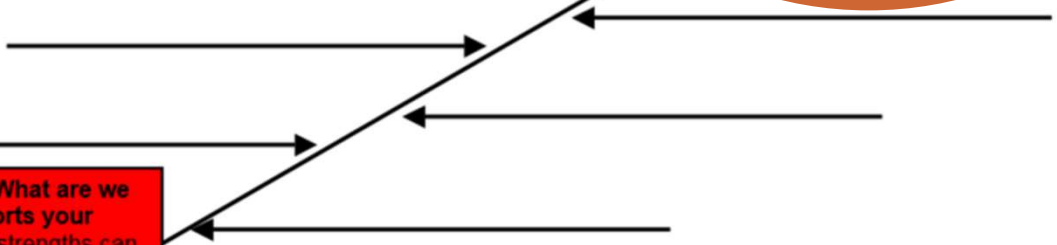
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2. The Current Reality: What are we doing now that supports your desired state? (What strengths can you leverage to fully realize your desired state?)

5. Materials, Resources, and Support:





RESOURCES

- FAMILY ENGAGEMENT INVENTORY
 - [HTTPS://WWW.CHILDWELFARE.GOV/FEI/](https://www.childwelfare.gov/fei/)
 - OHIO STATEWIDE FAMILY ENGAGEMENT CENTER
 - NATIONAL CHILD TRAUMATIC STRESS NETWORK (NCTSN)
- 

The image features a light gray gradient background with several realistic water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text "THANK YOU!" is centered in the middle of the page.

THANK YOU!