

ECCS Project Pilot Community Offerings

*Brief Overview of Required (page 1) and Optional (page 2) Professional Development Activities
To be offered January 2015-July 2016*

REQUIRED PROFESSIONAL DEVELOPMENT ACTIVITIES

All selected pilot communities will participate in the three activities listed below.

- ★ **Community Planning Session** (single 3-hour session)
Led by the ECCS Project Coordinator, this session will focus on strategies for identifying existing strengths and addressing challenges specific to advancing trauma-informed care for young children in your community, centered on a *Community Planning Guide*.

- ★ **Caring for Children Who Have Experienced Trauma-modified for children 0 through 5 years** (series of eight, 2-hour sessions)
The goals of this activity are to educate parents (including birth and foster parents) and professionals about the impact of trauma on the development and behavior of children and to provide parents and professionals with the knowledge and skills needed to:
 - Respond appropriately to the behavioral and emotional challenges of traumatized children
 - Help traumatized children develop healthy attachments
 - Help traumatized children recognize and develop their strengths
 - Help traumatized children develop coping strategies needed to grow into health and functional adults
 - Take care of themselves and seek support from others

- ★ **Child-Parent Psychotherapy (CPP) Orientation/Policy Day, Madison, WI** (one full day session)
Child-Parent Psychotherapy (CPP) is an intervention model for children 0 through 5 years who have experienced at least one traumatic event and/or are experiencing mental health, attachment, and/or behavioral problems. The treatment is based in attachment theory, but also integrates psychodynamic, developmental, trauma, social learning, and cognitive behavioral theories. The orientation/policy day will focus on the importance of relationships in social and emotional development, the impact of trauma on development, and the benefits of having trauma-informed systems of care, as well as policy issues relevant to early childhood social and emotional development.

OPTIONAL PROFESSIONAL DEVELOPMENT ACTIVITIES

Please use this information to complete question #9 of the ECCS Project Pilot Community Application

Adverse Childhood Experiences (ACE)

In recent years, we have learned a great deal about the importance of childhood experiences to lifelong well-being. Early experiences have a broader and more profound impact than most of us would ever guess. Everyday interactions and experiences in infancy and childhood greatly influence the architecture of our developing brains and our subsequent emotional, cognitive, social and neurobiological functioning. In short, these early experiences affect the way we view ourselves and our world, the way we learn, how we cope with life's stressors, and how we form relationships throughout our lives. Positive experiences in childhood often lead to healthy and productive adulthood. Unfortunately, negative experiences can lead to poorer mental health, physical health, and socioeconomic status in adulthood.

Pediatric Mental Health Screening Tools

Based upon the AAP's Mental Health Toolkit (2010), this is the first in a series of educational opportunities designed to support primary care clinicians in behavioral health provision. This one-hour module reviews AAP recommendations on pediatric mental health screening and some of the literature behind them. Clinicians learn about three mental health screening tools and are provided with copies of each: the *Ages and Stages Questionnaire: Social Emotional*, the *Early Childhood Screening Assessment* and the *Pediatric Symptom Checklist*. A clinic-specific list of resources (such as therapists seeing children with Title 19) is shared.

Pediatric Mental Health Community Resources

Early identification and treatment of children with mental health problems by primary care physicians can reduce disease burden on families and communities. Based upon the AAP's Mental Health Toolkit (2010), this session shares information on relevant pediatric mental health crisis and non-crisis resources in your community.

Neurorelational Framework (NRF)

A practical method to incorporating trauma-informed practices into systems that intervene at the secondary prevention level (Tier 2) as well as professionals in promotion and treatment based services. Through the NRF trainings, these professionals and parents develop basic knowledge of trauma and skills to respond appropriately to traumatic reactions. Important trauma-informed training principles that are incorporated into the trainings are: defining trauma and toxic stress, identifying the prevalence & impact of trauma/toxic stress, discussing neurobiology-brain science, recognizing how trauma informs behavior, understanding environmental & relationship factors, and developing more adaptive behavior to avoid re-traumatization.

***Parents Interacting with Infants (PIWI)**

Parent-child relationships are a critical foundation for early development. Practices that recognize this foundation value the role of parent-child interaction in the child's development. PIWI facilitators collaborate with parents in providing developmentally supportive environments for their children by expanding on families' knowledge and understanding of their children, building on natural interaction styles, and acting on parent preferences. Children's development is enhanced when parents recognize and act on their own important roles in supporting their children's developmental agendas.

Communities will be selected through an application process. These communities will be awarded funds to support and sustain PIWI implementation. Communities are self-defined but must include Early Childhood partners (examples: community council, partnership around district 4K, Head Start service area, city, county) Communities must be able to target two or three YoungStar rated programs within the grant period. Communities will commit to working with PIWI mentors to develop and sustain implementation efforts. Communities will be in charge of the outreach efforts and strategies, location and materials provision, co-facilitation/facilitation of the six initial groups, as well as staff release time for debrief sessions with the mentors.

***Pyramid Model**

Pyramid Model is an evidence-based prevention/intervention framework that promotes healthy social and emotional development and prevents challenging behaviors by supporting positive relationships, creating engaging environments, providing concrete teaching strategies, and if/when needed creating individualized interventions for children.

Communities will be selected through an application process. These communities will be awarded funds to:

- Increase the capacity of providers within the community to access Pyramid Model content training (Pyramid Model 8 Part series; Pyramid Model Infant/Toddler series) and/or
- To support communities/training participants to explore implementation of Pyramid Model practices

**** Pursuing these opportunities will require an additional application. Further information will be shared when this application becomes available.***