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## **Childhood Trauma & Communication Virtual Conference**

Guest Editor: Trisha L. Self, PhD,  
CCC-SLP, BCS-CL

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## Caregiver and Child Interventions to Support Children with Adverse Childhood Experiences

Carol Westby, PhD, CCC-SLP

Moderated by:  
Amy Hansen, MA, CCC-SLP, Managing Editor, [SpeechPathology.com](http://SpeechPathology.com)

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# Supporting Children with Adverse Childhood Experiences: Caregiver and Child Interventions

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## Disclosures

- Nonfinancial disclosure
  - Carol Westby is a member of the American Board of Child Language and Language Disorders
  - Carol Westby has an affiliated appointment at Brigham Young University

## Learning Outcomes

Participants will be able to:

- Describe the effects of adverse childhood experiences on children's language and social-emotional development.
- Describe caregiver-child interventions that promote attunement/affect management.
- Explain types of and rationale for child interventions to promote language for personal narratives/self-regulation.

## Adverse Childhood Experiences

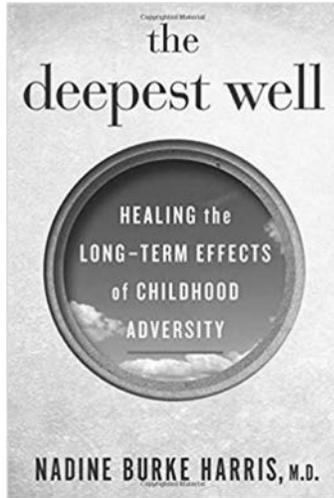
Five are Personal:

- emotional abuse
- physical abuse
- sexual abuse
- emotional neglect
- physical neglect

Five are Related to Other Family Members:

- absence of a parent through divorce, death or abandonment
- a mother or stepmother who was treated violently
- a household member who abused alcohol or drugs
- a household member who was diagnosed with a mental illness
- a household member who went to prison

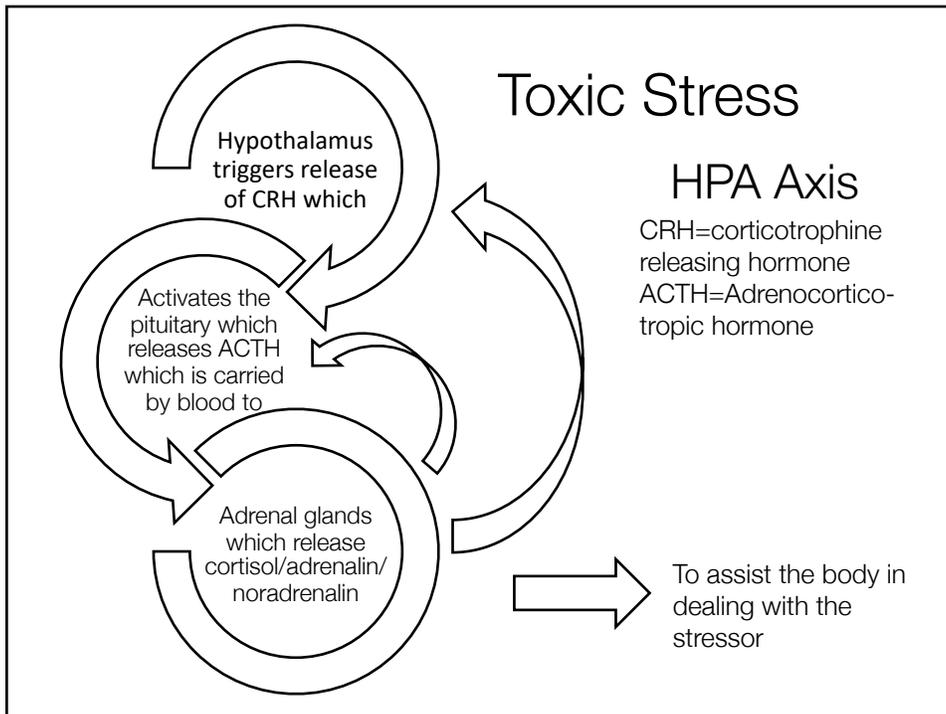
Felitti, N.J. et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14 (4), 245-258.



Persons with 4 or more ACEs are 32.6 times more likely to be diagnosed with learning and behavioral problems

- 2007 Bayview Child Health Center, San Francisco
- 2008 Made connection between ACEs and toxic stress
- 2012 Center for Youth Wellness
- 2019 Appointed as California's first Surgeon General

Harris, N.D. (2019). *The deepest well: Healing the long-term effects of childhood adversity*. New York: Houghton Mifflin.



## Long-term effects of cortisol

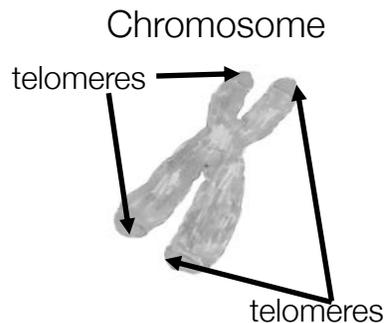
- Suppressed immune system (illnesses)
- Increased amygdala size (fight/flight; fear/anger)
- Reduced hippocampus size (memory)
- Reduced size of orbital frontal cortex (emotional understanding/regulation)



## ACEs Shorten Telomeres

### What are Telomeres?

- Ends of chromosomes that protect genetic information during cell division
- Each time a cell divides, the telomeres get shorter. When they get too short, the cell can no longer divide; it becomes inactive or it dies.



Puterman, E., et al (2016). Lifespan adversity and later adulthood telomere length in the nationally representative US Health and Retirement Study. PNAS 113(42):E6335-E6342.

## Disabilities and ACEs

**Children who have experienced abuse/neglect/ trauma have more disabilities**

**Children with disabilities experience more abuse and neglect**

- Children with disabilities that affect conduct (ADHD, ASD) more at risk for abuse
- Children who are deaf, non-verbal, or physically impaired more at risk for neglect

Child Welfare Information Gateway. (2018). The risk and prevention of maltreatment of children with disabilities. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

## Parent ACEs and Child Development

- Maternal ACEs explained about 12 percent of infants' developmental delays in communication, motor skills, problem solving and social skills by age 1.
- For each additional ACE mothers experienced, children were 18 percent more likely to have a suspected developmental delay.
- Children had a 34 percent higher risk of delays for each ACE fathers experienced.

Shah, A.N. (2018). Parental adverse childhood experiences and resilience on coping after discharge. *Pediatrics*, 141(4).



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## The Child: Dandelion, Orchid, & Tulip

Psychologically resilient  
capacity to survive—even  
thrive—in whatever  
circumstances they  
encounter

Highly sensitive to their  
environment

In between high and low  
sensitivity; delicate like  
orchids and hearty like  
dandelions.

Ellis, B. J., & Boyce, W. T. (2011). Differential susceptibility to the environment: Toward an understanding of sensitivity to developmental experiences and context. *Development and Psychopathology*, 23, 1–5.

Pluess, M., Assary, E., Lionetti, F., Lester, K. J., Krapohl, E., Aron, E. N., & Aron, A. (2018). Environmental sensitivity in children: Development of the Highly Sensitive Child Scale and identification of sensitivity groups. *Developmental Psychology*, 54(1), 51-70.

## Genotypes Influence Response to Trauma

- Children with these genotypes who are reared in negative social environments (abuse/neglect) more affected
  - **Short form of DRD4 (dopamine receptor gene):** associated with poorer regulation of emotions/complex behaviors
  - **Low-activity MAOA genotype** (monoamine oxidase A—metabolizes stress hormones): associated with greater aggression
  - **AA or AG allele of OXTR gene:** associated with more sensitivity to stress, fewer social skills

Caspi, A., et al. (2002). Role of genotype in the cycle of violence in maltreated children. *Science*, 297, 851–854.  
 Rodrigues, S.M., et al (2009). Oxytocin genetic variation relates to empathy and stress reactivity in humans. *PNAS*, 106, 21437-21441.  
 Lackner, C., et al (2012). Dopamine receptor D4 gene variation predicts preschoolers' developing theory of mind. *Developmental Science*, 15, 272-280.  
 Gervai, J., Novak, A., Lakatos, K., et al (2007). Infant genotype may moderate sensitivity to maternal affective communications: Attachment disorganization, quality of care, and the DRD4 polymorphism. *Social Neuroscience*, 2, 307-319.

## Attachment Types

Attachment Type	Child's Behavior	Adult Behavior
Secure	Protest the mother's departure and quiet promptly on the mother's return, accepting comfort from her and returning to exploration or play	Attuned to their child's emotions.
Avoidant	Show little or no signs of distress at mother's departure, a willingness to explore the toys; little or no visible response to the mother's return	Rejecting or unavailable

Ainsworth, M.D., Blehar, M, Waters, E, & Wall, S. (1978) *Patterns of Attachment: A Psychological Study of the Strange Situation*. Hillsdale, NJ: Lawrence Erlbaum.

## Attachment Types

Attachment Type	Child's Behavior	Adult Behavior
Resistant-ambivalent	Show sadness on the mother's departure and on the mother's return; they also show some ambivalence, signs of anger, or reluctance to "warm" to her, and they fail to return to play.	Caregivers are inconsistent; they may be sensitively attuned with the child at one time, but intrusive, rejecting, and angry at other times.
Disorganized-disoriented	No clear strategy for responding to their caregivers; may at times avoid or resist approaches to the caregiver; may also seem confused or frightened by her, or freeze or still their movements when she approaches them.	Ignore the child's needs or may react to the child in frightening/traumatizing ways.

Main, M. & Solomon, J. (1990). Procedures for Identifying Infants as disorganized/disoriented during the Ainsworth Strange Situation. In M. Greenberg, D. Cicchetti, & E.M Cummings, (eds.). Attachment in the preschool years: Theory, research, and intervention. Chicago: University of Chicago Press.

continued



## Importance of Parental Narratives

- Best predictor of a child's security of attachment is not what happened to his parents as children, but rather how the parents made sense of those childhood experiences.
  - If parents had ACEs and were unable to make sense of what happened, the parents are likely to be at risk for passing it along to their children.
  - If parents had ACEs but did make sense of those experiences, they are likely to have children who were securely attached to them.

Siegel, D.J.(2010). Mindsight: The new science of personal transformation. New York, NY: Bantam Books

## Attachment Affects Telomere Length

- Children with 0-1 ACEs
  - Children with secure and insecure attachment had similar telomere length
- Children with 2-3 ACEs
  - Insecure children had significantly shorter telomeres than secure children

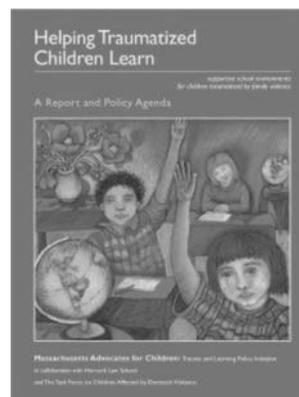


Secure attachment moderates ACEs risks

Dagan, O., Asok, A., Steele, H., Steele, M., & Bernard, K. (2018). Attachment security moderates the link between adverse childhood experiences and cellular aging. *Development and Psychopathology*, 30(4), 1211-1223.

## Trauma's Impact on Academic Performance

- Language and Communication Skills
  - Learning and retrieving new verbal information
  - Social and emotional communication
  - Problem solving and analysis
- Organizing Narrative Material
- Cause-and-Effect Relationships
- Taking Another's Perspective
- Attentiveness to Classroom Tasks
- Regulating Emotions
- Executive Functions
- Engaging in the Curriculum

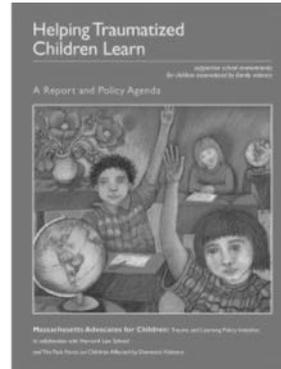


Cole, S.F. (2005). *Helping traumatized children learn*. Boston, MD: Massachusetts Advocates for Children.

Available at: <https://traumasensitiveschools.org/>

## Trauma's Impact on Behavior, and Relationships

- Childhood Trauma and Classroom Behavior
  - Reactivity and Impulsivity
  - Aggression
  - Defiance
  - Withdrawal
  - Perfectionism
- Childhood Trauma and Relationships
  - Relationships with School Personnel
  - Relationships with Peers



Cole, S.F. (2005). Helping traumatized children learn. Boston, MD: Massachusetts Advocates for Children  
Available at: <https://traumasensitiveschools.org/>

- Social and emotional challenges compounded
  - Children ages 3-5 with 2+ ACEs
    - 4 times more likely to have 3 or more emotional challenges that can impact learning (e.g., easily distracted, can't calm self, loses temper, difficulty making friends)
  - 2/3 of children ages 6-17 who have 2+ ACEs likely to
    - bully, pick on, or exclude other children—or are themselves bullied, picked on, or excluded
- School success impacted
  - 76.3% of U.S. children ages 3-5 who were expelled from preschool had ACEs.
  - Children ages 6-17 with 2+ ACEs are twice as likely to be disengaged in school compared to those without ACEs

Bethell, CD, Davis, MB, Gombojav, N, Stumbo, S, Powers, K. (2017). Issue Brief: A national and across state profile on adverse childhood experiences among children and possibilities to heal and thrive. Johns Hopkins Bloomberg School of Public Health. <http://www.cahmi.org/projects/adverse-childhood-experiences-aces/>

## Impact of Maltreatment on Language

- Children with a history of abuse/neglect perform between .48-.67 SDs lower than children not exposed to abuse/neglect on standardized tests
  - All aspects of language affected
  - Performance poorest on oral narratives
- Type of maltreatment did not appear to make a difference

Lum, J., Powell, M., Timms, L., & Snow, P. (2015). A meta-analysis of cross sectional studies investigating language in maltreated children. *JSHR*, 58, 961-976.

Snow, P.C. et al (2019). Narrative language skills of maltreated children living in out-of-home care. *International Journal of Speech-Language Pathology*.

Sylvestre, A., Bussieres, E., & Bouchard, C. (2016). Language problems among abused and neglected children: A meta-analysis review. *Child Maltreatment*, 21(1), 47-58.

## Multiple ACEs and Language Risks in Children: Reduced

- Use of language to articulate needs and feelings necessary for self-regulation
- Use of language to convey abstraction necessary for advanced literacy skills
- Sustained coherent narrative dialogue which is key to social exchange



Coster, W., Cicchetti, D., (1993). Research on the communicative development of maltreated children: Clinical Implications. *Topics in Language Disorders*, 13:4, 25-38.

## AGEs and Emotion Recognition

- Neglected children have
  - Difficulty discriminating among emotional expressions
  - Linking emotions to contextual situations
- Compared to non-maltreated children, maltreated children are:
  - Less accurate in identifying positive emotions in facial photos
  - Quicker to recognize anger, but tend to perceive anger in ambiguous situations
  - Poorer at recognizing sadness
    - Recognition of sadness related to empathy

da Silva Ferreira, D.C., Crippa, J., de Lima Osório, F. (2014). Facial emotion processing and recognition among maltreated children: a systematic literature review. *Frontiers of Psychology*, 5, 1460.

Koizumi M, Takagishi H (2014) The Relationship between Child Maltreatment and Emotion Recognition. *PLoS ONE* 9(1): e86093.

Young, J.C. & Widom, C.S. (2014). Longterm effects of child abuse and neglect on emotion processing in adulthood. *Child Abuse Negl.* 38(8): 1369–1381.

## Autobiographical Memory

- Memory of autobiographical events (times, places associated with emotions, and other contextual knowledge) that can be explicitly stated
- Properties of autobiographical memory:
  - Knowing is factual/semantic;
  - Remembering is a feeling that is located in the past (autobiographical episodic)



Fivush, R. (2011). The development of autobiographical memory. *Annual Review of Psychology*, 2, 559-582.

## Importance of Autobiography Memory

Provides a sense of meaning and purpose for the future

- Helps person learn what to avoid and how to behave in the future
- Detail for past and future events predicts social problem-solving

Gives a sense of identity and continuity across time; integrates self to explain why we are who we are

- Synchronically: Integrating different roles & relations that characterize a life
- Diachronically: Integrating self in time

Contributes to psychological well-being

- If the story is coherent

Brown, A.D., Dorfman, M. Marmar, C.R., & Bryant, R.A. (2012). The impact of perceived self-efficacy on mental time travel and social problem solving. *Consciousness and Cognition*, 21, 299-306.  
McAdams, D.P. & McLean, K.C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233-238.

CONTINUED



## Effects of trauma on autobiographical memory

- Overgeneralized memories
  - Fragmented, incomplete autobiographical memories
  - Negative self-representations
- Mothers who have experienced multiple ACEs have less coherent personal narratives
  - Less detailed reminiscing with children
  - Less secure attachments with their children
- Greater trauma, less integrated identity



Siegel, D.J. (2012). *The developing mind* (2<sup>nd</sup> ed), New York: Guilford.  
Valentino, K., Toth, S.L., & Cicchetti, D. (2009). Autobiographical memory functioning among abused, neglected, and nonmaltreated children: The over general memory effect. *Journal of Child Psychology and Psychiatry* 50:8, 1029-1038.  
Visser, M., et al (2016). Mother-child emotion dialogues in families exposed to interparental violence. *Journal of Child Custody*, 13:2-3, 178-198

## Narratives of children with insecure attachment

- Preschool children completed 5 stories from the *Attachment Story Completion Task*, e.g.,
  - Stolen bicycle: A youth he/she does not know steals the bicycle that the child's parents have given him/her
  - The present: Upon arriving home from school, the child gives his/her parents a present that he/she made for them
  - I'm sorry: The child says sorry for something he/she has done, and promises never to do it again
- Preschool children told 3 personal experience stories

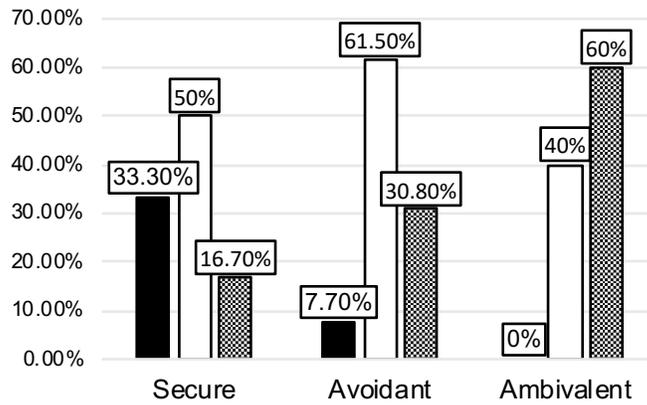
Kelly, K.R. (2015) Insecure attachment representations and child personal narrative structure: implications for delayed discourse in preschool-age children. *Attachment & Human Development*, 17:5, 448-471.

## High-point (structure) analysis development

Age	Narrative structure
	1. Non-narrative: no past events
1;2- 2;0	2. One event: one past event
3;6	3. Two events
3;6- 4;0	4. Miscellaneous: more than 2 past events, but no logical sequence
4;0	5. Leap-frogging: events not in temporal order
4;0- 5;0	6. Chronological pattern: list of temporally and logically sequenced events lacking an evaluative apex
5;0	7. End-at-high-point: well-sequenced events that peak at a climax but events not resolved or concluded
6;0	8. Classic: sequence of temporally and logically ordered events that reach evaluative high point and concluded

McCabe, A., & Bliss, L. (2003). *Patterns of narrative discourse*. Boston: Allyn & Bacon.

### Developmental Appropriateness of Stories



■ Above Average □ Average ▨ Below Average

Based on data in: Kelly, K.R. (2015) Insecure attachment representations and child personal narrative structure: implications for delayed discourse in preschool-age children. *Attachment & Human Development*, 17:5, 448-471.

### Executive Function in Trauma-Exposed Youth

- Trauma-exposed youth have lower levels of executive functions.
  - Compared to single trauma-exposed youth, violence-exposed/abused and foster care/adopted youth showed more problems in inhibition
  - Foster care/adopted youth showed more problems in cognitive flexibility.
  - Particular difficulty in emotion regulation

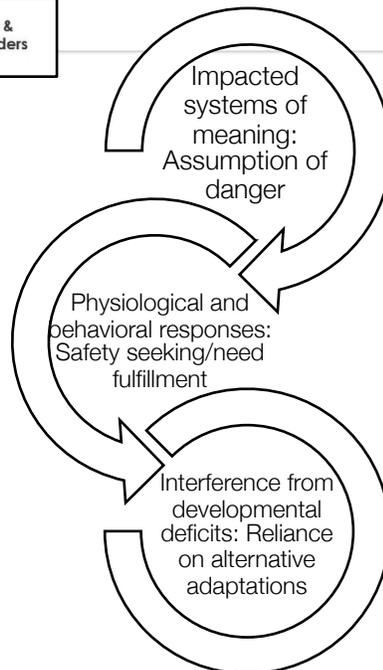
Op den Kelder, A., et al (2018). Executive functions in trauma-exposed youth: A meta-analysis. *European Journal of Psychotraumatology*, 9(1), Article ID 1450595.

## Developmental Deficits as a Result of ACEs

- Intrapersonal competencies (sense of self and self-development)
- Interpersonal competencies (capacity to form and engage in relationships with others)
- Regulatory competencies (capacity to recognize and modulate emotional and physiological experience)
- Neurocognitive competencies (capacity to engage executive functions and other cognitive abilities to act meaningfully on the world)

Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2<sup>nd</sup> Ed). New York: Guilford.

## Model for Understanding Child Behaviors



Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2<sup>nd</sup> Ed). New York: Guilford.

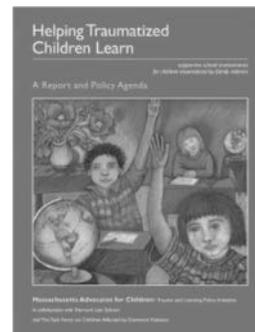
## Treat Core Areas of Impact

- Lack of safety in surrounding context
- Systems of meaning
- Domains of developmental competency

Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2nd Ed). New York: Guilford.

## ARC Model for Traumatized Children

1. Building secure **A**ttachments between child and caregivers(s);
2. Enhancing self-**R**egulatory capacities; and
3. Increasing **C**ompetencies across multiple domains



Cole, S.F. (2005). Helping traumatized children learn. Boston, MD: Massachusetts Advocates for Children.

Available at: <https://traumasensitiveschools.org/>

## ARC Interventions

		Traumatic <b>Experience Integration</b>		
↑ Child Interventions • <b>Competence</b>  • <b>Regulation</b>	Executive functions	Self-development & identity	Relational connection	
	Identification		Regulation	
Caregiver Interventions • <b>Attachment</b>  • <b>Foundations</b>	Attunement		Caregiver affect management	
	Engagement	Routines & Rhythms		

## Trauma Experience Integration

Sequential development of the capacity to:

- Survive and tolerate moments of overwhelming distress and arousal brought on by both real and perceived experiences of danger in the world;
- Build an ability to engage curiosity and reflect upon those states;
- Ultimately be able to engage developmental capacities in service of purposeful action in the present moment

Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2nd Ed). New York: Guilford



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## Goals for Caregiver Interventions

- Foundations
  - Create routines
  - Engage with child
- Attachment
  - Develop awareness of temperament and engagement and disengagement cues
  - Foster attunement to child: read child cues
  - Manage response to child cues/behaviors

continued

## Necessary for Developing Secure Attachment

- Collaborative communication
  - Contingent and attuned
- Reflective dialogue
  - Verbal sharing of internal experience of both adult and child
- Coherent narrative
  - Best predictor of child's attachment is nature of parent's narrative of her/his own life
  - Parent-child co-construction of narratives
- Emotional communication
  - Positive and negative emotions shared without emotional abandonment
- Repair
  - Repair disruptions in relationships

Siegel, D.J.(2010). Mindsight: The new science of personal transformation. New York, NY: Bantam Books.

Siegel, D., Bryson, T.J. (2012). The Whole-Brain Child:12 revolutionary strategies to nurture your child's developing mind. New York, N.Y.: Bantam.

## Infant Cues

### Engagement

- Obvious cues
  - Reaching toward caregiver
  - Mutual gaze
  - Smiling/giggling
  - Turning head toward caregiver
- Subtle cues
  - Brow raising/raising head
  - Smooth arm and leg movements
  - Eyes wide and bright



## Disengagement

- Obvious cues
  - Back arch
  - Turning head away
  - Coughing
  - Tray pound
  - Pulling/crawling/walking away
- Subtle cues
  - Hand to mouth/ear
  - Frown
  - Increased foot movement
  - Finger extension
  - Looking away



# Temperaments

- Flexible (easy)
  - regular rhythms
  - quick to adapt
  - positive mood
  - low intensity
  - low sensitivity
- Fearful/cautious (slow-to-warm up)
  - slow to adapt
  - withdraws
- Feisty (difficult)
  - active
  - intense
  - irregular
  - moody
  - distractible
  - sensitive

Flexible, Fearful, and Feisty

<https://www.youtube.com/watch?v=1EcA9mgxBwk>

Copy of CDE Baby Human to Feel 3 Temperament

<https://www.youtube.com/watch?v=zu1pVh5DNQ8>



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## Human Danger Responses

- Fight: Externally directed physiological arousal
- Flee: Withdrawal and escape
- Freeze: Stilling and hypervigilance
- Submit: appeasing and accommodating others



Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2nd Ed). New York: Guilford.

continued

## Common Trauma Triggers that may Activate the Survival Brain

- Unpredictability
- Sudden changes or transitions
- Loss of control
- Sensory overload
- Vulnerability
- Being confronted
- Rejection
- Intimacy

Trauma and Resilience: An Adolescent Provider Toolkit; Adolescent Health Working Group 2013

## Develop Mindfulness/Mindsight



Recognize reactions  
Manage responses

## Mindfulness

- The ability to focus one's awareness on the present moment:
  - aware of where we are and what we're doing,
  - while acknowledging and accepting one's feelings, thoughts, and bodily sensations,
  - and not being overly reactive or overwhelmed by what's going on around us.



<https://www.mindful.org/what-is-mindfulness/>

## Mindsight:

is larger than mindfulness.

Not just about being present moment to moment, but being present so you monitor what's going on, but then modify what's happening.



The lotus flower is the perfect analogy for the human condition: even when its roots are in the dirtiest waters, the lotus produces the most beautiful flower.

Siegel, D.J.(2010). Mindsight: The new science of personal transformation. New York, NY: Bantam Books

## Mindsight

How we focus attention on the nature of our internal world:

- Our awareness of our own thoughts and feelings
- The internal world of someone else
- Insight into ourselves and empathy for others

Gives us the tools to monitor and modify the internal world with more clarity and depth

Siegel, D.J.(2010). Mindsight: The new science of personal transformation. New York, NY: Bantam Books

## Caregiver Responses: Emotional/Cognitive

- **Reduced sense of efficacy**
  - Parents: “Why is my child rejecting me?”
  - Teachers: “Why can’t I get this child to listen?”
  - Providers: “Why can’t I help this child calm down?”
- **Guilt and shame about child’s experiences**
  - “How could these things happen to my child?”
- **Anger and blame of child**
  - “She’s doing this on purpose! She’s trying to manipulate me.”
- **Anger and blame of the provider system**
  - “Why haven’t people done more? Why is no one trying to help us?”

Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2nd Ed). New York: Guilford.

## Caregiver Responses: Behavioral/Physiological

- **Shutting down** or constricting to defend against emotion
  - May lead to ignoring or minimizing the child
- **Surges of arousal**, involving intense physiological or emotional responses that escalate when confronted by child's difficult behaviors
- **Overreacting** by trying to control or protect the child through overly punitive or authoritative response
- **Being overly permissive** as a way to try to prevent child's escalation

Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2nd Ed). New York: Guilford.

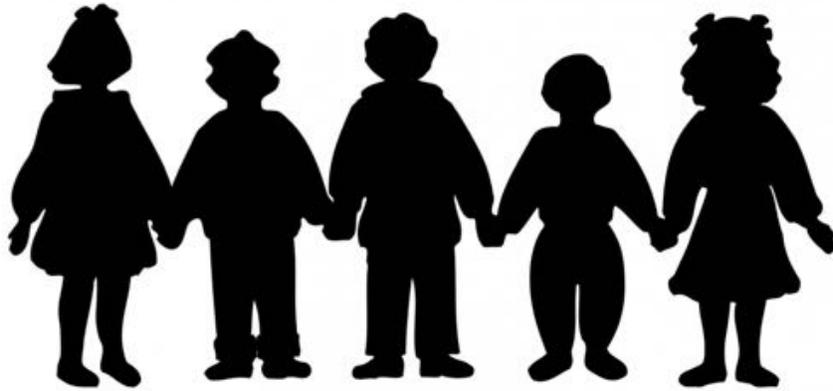
## Encourage rather than Praise

PRAISE (Fixed Mindset)	ENCOURAGEMENT (Growth Mindset)
I'm so proud of you.	You figured it out.
You did it just like I told you.	You reached your goal!
You're the best player on the team.	You are capable.
You got an A!	I trust your judgement.
Good boy/girl.	You can decide for yourself.
Your painting/project is beautiful.	Can you tell me about your painting?
I'm impressed.	You really stuck it out.
You are so smart.	Look how far you've come.

Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2nd Ed). New York: Guilford.

Dweck, C. (2007). Mindset: The new psychology of success. New York: Ballantine.

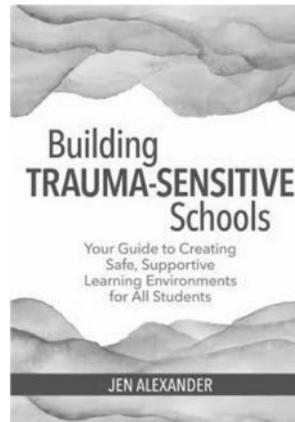
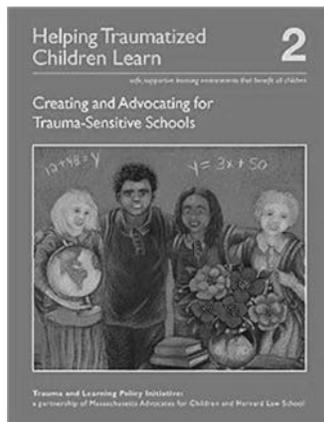
# Child Interventions



CONTINUED

American Board of  
Child Language &  
Language Disorders

## Consider School-Wide Trauma Sensitive Programs



<https://traumasensitiveschools.org/tlpi-publications/>

Alexander, J. (2019). Building trauma-sensitive schools. New York: Guilford.

CONTINUED

## What the child must learn:



How the world works



How I work in the world

## Essentials of Building Resiliency

- Help students feel safe
- Help students be connected
- Help students get regulated
- Help students learn



Alexander, J. (2019). Building trauma-sensitive schools. Baltimore: Brookes.

## Aspects of Self and Identity

- Unique self: involves an exploration and celebration of personal attributes including likes and dislikes, values, opinions, family norms, and culture
- Positive self: involves building of internal resources and identification of strengths and successes
- Coherent self: emphasizes examination of self across multiple aspects of experience
  - Self before and after trauma
  - Self with biological parents vs adoptive
  - Self as displayed versus self on the outside
- Future self: involves building of child's capacity to imagine the self in the future and to explore possibilities

Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2nd Ed). New York: Guilford

## Improve these competencies:

- Intrapersonal competencies (sense of self)
- Interpersonal competencies (understanding in interacting with others)
- Regulatory competencies (regulating one's emotions and behavior)
- Neurocognitive competencies (language, cognition, sensori-motor)

Blaustein, M.E., & Kinniburgh, K.M. (2019). Treating traumatic stress in children and adolescents (2<sup>nd</sup> Ed). New York: Guilford.



Reminisce to promote  
autobiographical memory and  
narrative skills.

### Developmental Changes in Rich Reminiscing Toddlers 1 ½ - 3 years

- Talk about something that just happened not something that happened yesterday or a week ago
- Ask open-end elaborative questions when child brings up past: Each question
  - Should contain new information about event
  - Should give cues that help child formulate answer



Reese, E. (2013). Tell me a story: Sharing stories to enrich your child's world. New York: Oxford.

## Developmental Changes in Rich Reminiscing 3 – 5 year olds

- Preschoolers
  - Include details – what happened, a bit of where, when
  - Begin to understand that others have thoughts and feelings different from their own
  - Begin to focus not only on what happened but on what might have happened (*I didn't get sick*), what could happen in the future (*when I'm bigger*), and how what did happen made him feel (*I got scared. It made me dizzy*)

I rode the dinosaur roller coaster. It went up and down and round and round. I got scared. It made me dizzy. I didn't get sick. When I'm bigger I can ride space mountain.



Reese, E. (2013). Tell me a story: Sharing stories to enrich your child's world. New York: Oxford.

## Developmental Changes in Rich Reminiscing 3 – 5 year olds

- Use metacognitive talk (*we know, she thought*)
- Provide brief explanation of why the child might have felt that emotion and the resulting consequences
- Offer alternative explanations and expand on the child's reasoning

I think you were a bit scared when you fell, weren't you? You thought you might have to go to the doctor.

I went sliding. I skinned my knees.

You put out your hands, so you didn't hurt your face.



Reese, E. (2013). Tell me a story: Sharing stories to enrich your child's world. New York: Oxford.

## Developmental Changes in Rich Reminiscing 5 - 8 year olds

- Get child to offer own perspective on experience
- Don't make it a memory test; frame it as reminiscing about shared experience
- Make related questions/ comments that follow on child's topic.



Reese, E. (2013). Tell me a story: Sharing stories to enrich your child's world. New York: Oxford.

## High Elaboration and High Autonomy

- Child: I talked to the balloon pilot.
- Adult: You talked to the balloon pilot? What did he tell you?
- Child: How to make the balloon go up.
- Adult: Yes, he showed you how to pull the cord to ignite the burner. That made the air inside the balloon hot. The hot air made the balloon rise.
- Child: The burner was real hot.
- Adult: Yes, it was very hot so you needed to be careful not to touch it.
- Child: Then the balloon went up.
- Adult: I think you were a little bit scared when it left the ground.



## Low Elaboration and Low Autonomy

- **Child:** I pulled the cord.
- **Adult:** But what did you do before that?
- **Child:** Mmm, I got in the basket.
- **Adult:** Yes, but what did you do before you got in the basket?
- **Child:** I talked to the pilot.
- **Adult:** And what did he tell you?
- **Child:** How to get in the basket.
- **Adult:** Then what did you do?



### Reminiscing

Developing Your Child's Autobiographical Memory



#### What Is Autobiographical Memory?

Autobiographical memory is "our store of past events that has personal meaning" (Cleveland, E. & Reese, E. 2005). Autobiographical memory develops in the early preschool years (age 4+), but you can work on the skills your child will need now! Autobiographical memory is linked to academic and personal success. Children with better autobiographical memories:

- 1 TELL MORE DETAILED, COMPLEX, AND COHERENT STORIES
- 2 DEVELOP HIGHER SELF-ESTEEM
- 3 HAVE HIGHER LEVELS OF EMOTIONAL REGULATION



Read Books Together  
Ask who, what, where, and when questions



Talk about Interesting Past Events  
Use photos and videos to share with others



Talk about How Events Made You Feel  
Ask - what did your child think/feel? Why?

#### REMINISCING: DEVELOPING AUTOBIOGRAPHICAL MEMORY

### How can you develop your child's autobiographical memory?

#### RECALL WHAT HAPPENED WITH YOUR CHILD!

Retell events that have happened, books read

#### Elaborate

Give new information (e.g. The lion had a big furry mane - a mane is the lion's fur around his head.)

#### Confirm

Acknowledge his/her responses and feelings (e.g. That's right, we did see a lion!)

#### Ask open ended questions

Who/What/Where/When

#### Let your child take the lead

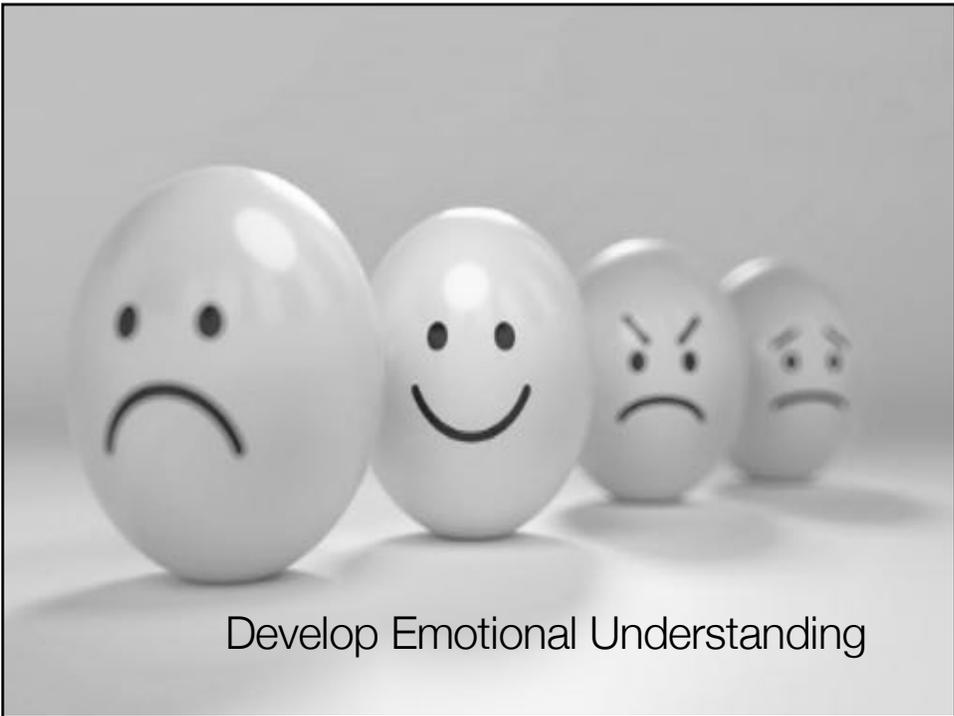
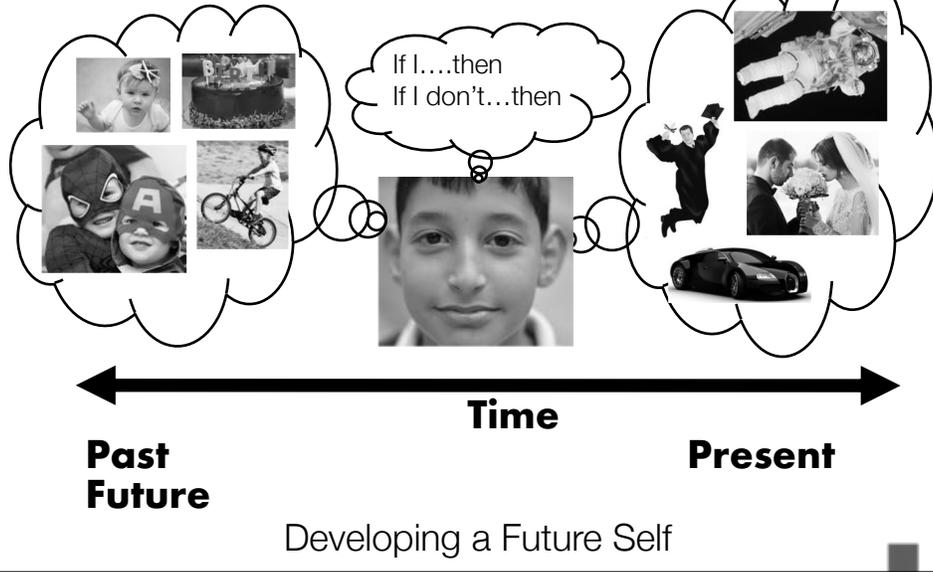
Talk about what is interesting to your child

#### Link the events to emotion words

How did the experience make you feel? How did the characters



### Mental Time Travel



**Be aware of children's emotions**

**View children's display of emotions as a time for teaching**

**Help children to verbally label the emotions being experienced**

**Empathize and validate children's emotions**

**Help children to solve problems (and set limits where appropriate)**

Gottman, J. M., Katz, L. F., & Hooven, C. (1997). *Metaemotion: How families communicate emotionally*. Mahwah, NJ: Lawrence Erlbaum.

Havighurst, S.S. et al (2013). "Tuning into kids": Reducing young children's behavior problems using an emotion coach parent program. *Child Psychiatry and Human Development*, 44, 247-264.

## Nonsocial Emotion Words



Universal nonsocial emotions:  
require only the awareness of  
one's own physical state



- Happy
- Sad
- Mad/angry
- Surprised
- Disgusted
- Afraid

## Developing a Unique Self

Inside Out  
(video &  
book)

### Characters

Joy  
Sadness  
Anger  
Disgust  
Fear

Inside Out Meet Your Emotions Joy, Sadness, Anger, Disgust, Fear  
<https://www.youtube.com/watch?v=C1CvTC1CH7>  
Inside Out: Guessing the feelings  
<https://www.youtube.com/watch?v=dOkyKyVFnsS>

pictures of Joy



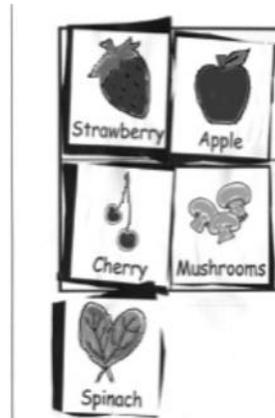
What makes me feel joy

pictures of  
Sadness



What makes me feel sad

pictures of Disgust



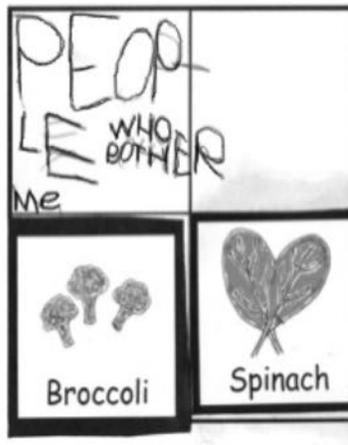
What makes me feel disgusted

pictures of Fear



What makes me feel afraid

pictures of Anger



What makes me feel angry

THE STAMP TREATMENT MANUAL

# Exploring Feelings

for Young Children with  
High-Functioning Autism or  
Asperger's Disorder



Angela Scarpa, Anthony Wells and Tony Attwood

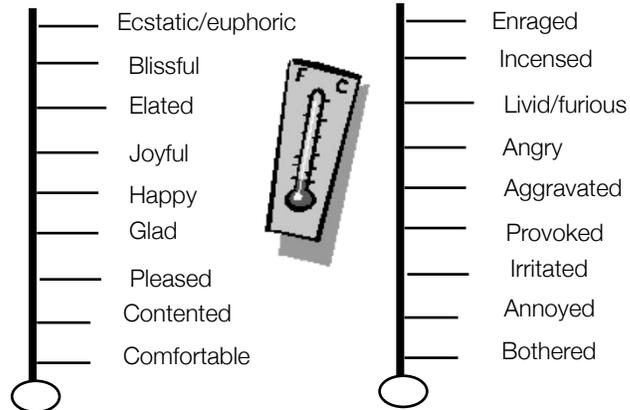
Scarpa, A. (2012). Exploring feelings for young children with high-functioning autism or Asperger's Disorder. Philadelphia, PA: Jessica Kingsley.

## How Happy are You?

- A little happy
- A little more happy
- Medium happy
- Very happy
- Very, very happy
- Happy
- Proud
- Thrilled
- Excited
- Pleased
- Satisfied
- Ecstatic



## Emotional Thermometers



## Examples

- Someone gives you a new bicycle
- You are eating a cereal you like
- You found your shoes
- Your brother turns on your favorite TV show
- You are eating your favorite breakfast
- Your teacher told you that you did good work
- You just won your favorite game
- Your mother says she loves you

## How does your body feel when relaxed?

- What happens to your heart?
- What happens to your breathing?
- What happens to your muscles?
- What happens to your face?
- What happens to your thinking?



## Identify Feelings: Happy/Anxious

- When do you feel happy?
- How do we know when we are happy?
- How does your face look? (look in mirror)
- What thoughts do you have?/Do you feel friendly?
- How are your energy levels? Do you feel you have energy to do what you want?
- How do you move your body? Do you feel light or heavy?
- How does your voice change?

Scarpa, A. (2012). Exploring feelings for young children with high-functioning autism or Asperger's Disorder. Philadelphia, PA: Jessica Kingsley.

## Clues that you feel angry/anxious:

- Increased heartbeat
- Fast breathing
- Muscles tense
- Making a fist
- Red face
- Frowning
- Shaky voice
- Loud voice
- Crying
- Thinking of hurting someone
- Sweaty palms
- Lump in throat
- Gritting teeth
- Flappy hands
- Headache
- Itchy skin
- Tingly tummy
- Wobbly knees
- Feeling dizzy
- Jumping up and down



## Social Emotions

- Social emotions - depend upon the thoughts, feelings or actions of other people
  - Embarrassment
  - Guilt
  - Shame
  - Jealousy
  - Envy
  - Pride



Alessandri, S.M., & Lewis, M. (1996). Development of the self-conscious emotions in maltreated children. In M. Lewis & M.W. Sullivan (Eds.), *Emotional development in atypical children*. Mahwah, NJ: Erlbaum.

## Growing Friendship Wish

May  
All  
I  
Think  
Say  
And do  
Not  
Hurt  
Anyone  
And  
Help  
Everyone



<https://centerhealthyminds.org/>  
University of Wisconsin - Madison

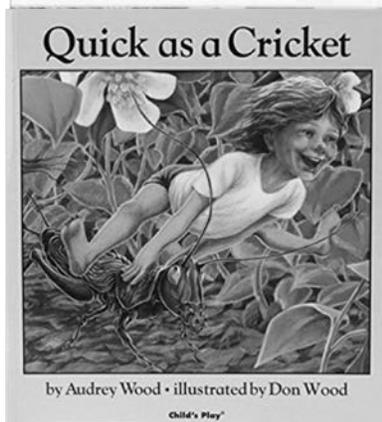
Center for Healthy Minds (2017). A mindfulness curriculum. Madison, WI:  
<https://centerhealthyminds.org/join-the-movement/lessons-from-creating-a-kindness-curriculum>

Flook, L., Goldberg, S.B., Pinger, L., & Davidson, R.J. (2015). Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness kindness curriculum. *Developmental Psychology*, 51(1), 44-51.

## Mindfulness Kindness Curriculum

- **Attention.** Children learn that what they focus on is a choice.
- **Breath and Body.** Children learn to attend to how they feel on the inside when they are listening, moving, and resting.
- **Caring.** Children learn to think about how others are feeling and cultivate kindness through stories.
- **Depending on other people.** Children learn that everyone supports and is supported by others.
- **Emotions.** Children learn to identify what emotions feel like and look like; and they identify how they feel.
- **Forgiveness.** The children learn how to forgive themselves and others.
- **Gratitude.** Children recognize the kind acts that other people do for them.

<https://centerhealthyminds.org/>



Children practice being animals

- Bee: excited/calm/busy
- Lark: happy/ scared/ light/ flying
- Tiger: brave/big/ferocious
- Shrimp: shy/small/afraid
- Whale: large/strong/gentle
- Shark: dangerous/hungry/ aggressive

How emotions feel on the inside

## The Kindness Curriculum has teamed with Sesame Street

Sesame Street: Try a Little Kindness:

<https://www.youtube.com/watch?v=enaRNnEzwi4>

Sesame Street on Empathy:

<https://www.youtube.com/watch?v=1B4SwOKg48A>

Center for Healthy Minds (2017). A mindfulness kindness curriculum. Madison, WI: Center for Health Minds. <https://centerhealthyminds.org/join-the-movement/lessons-from-creating-a-kindness-curriculum>

Flook, L., Goldberg, S.B., Pinger, L., & Davidson, R.J. (2015). Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness kindness curriculum. *Developmental Psychology*, 51(1), 44-51.

# Social Emotional Learning: Underlying SEL Premise

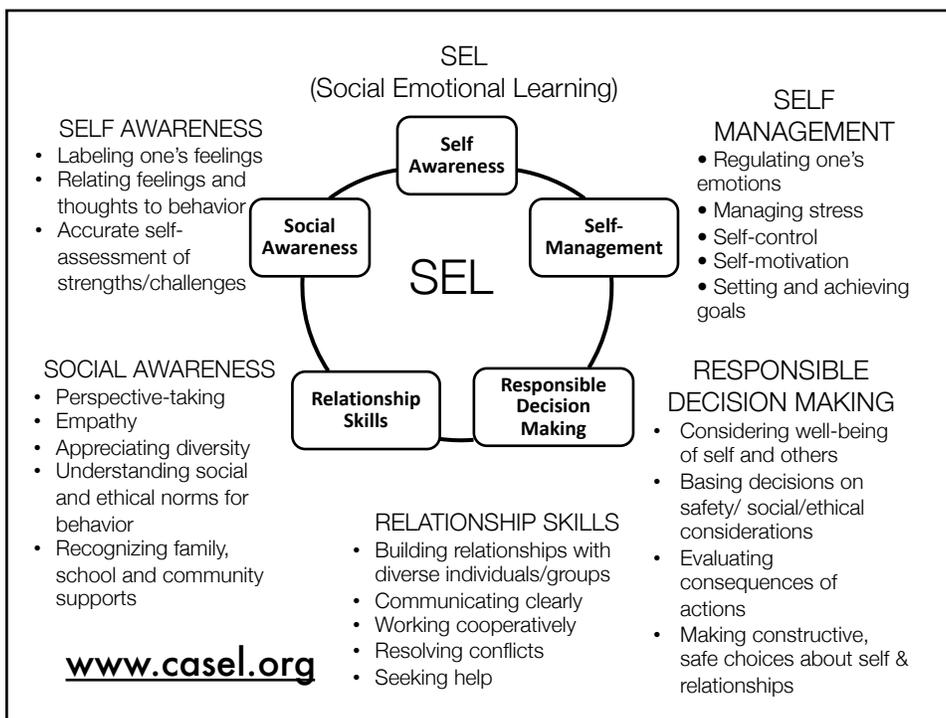
Emotions matter in the lives of children, and not having the skills to understand and manage emotions can be disruptive to optimal social and cognitive development.

Without emotional skills, children may not be able to control their behavior, feel empathy for others, or focus on learning.

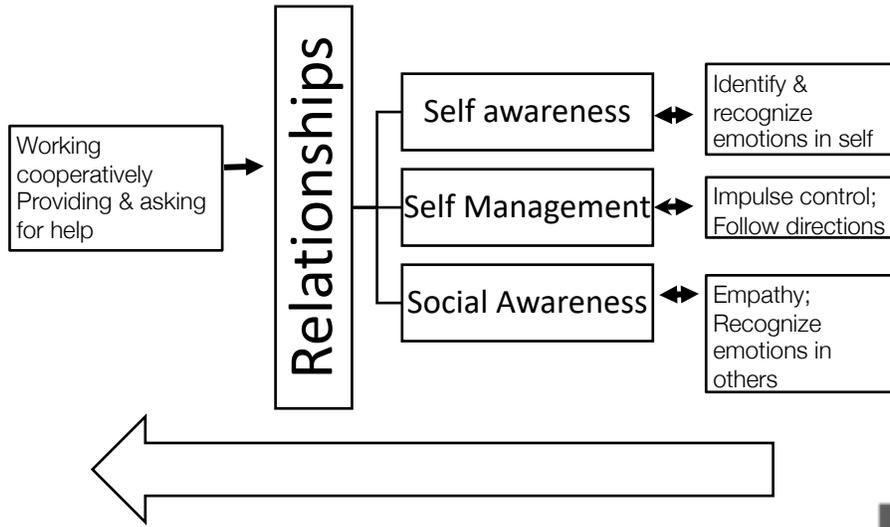
Collaborative for Academic, Social, and Emotional Learning

[www.casel.org](http://www.casel.org)

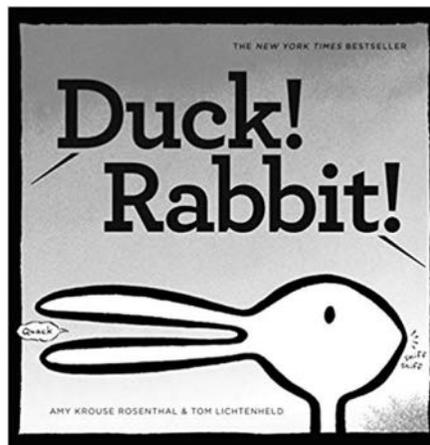
Brackett, M.A., Elbertson, N.A., Rivers, S.E. (2015). Applying theory to the development of approaches in SEL. In J.A. Durlak, et al. (Eds.), Handbook of social and emotional learning (pp. 20-32). New York: Guilford.



## Components of SEL for Young Children



## Evaluate Perspectives





<https://education.byu.edu/buildingsocialskills>

- Social Awareness: Helping students understand others' perspectives and being thoughtful of others' feelings, even when others disagree and have differing opinions
  - Volunteering
  - Showing Respect
- Responsible Decision-Making: Encouraging students to carefully consider potential outcomes of decisions
  - Accepting Responsibility
  - Resisting Peer Pressure
- Relationship Skills: Helping students form friendships and positive interactions across the lifespan
  - Working Together
  - Joining In & Inviting Others to Join In
  - Showing Appreciation
  - Making a Compromise
- Self-Management: Helping students control and manage their thoughts, feelings, and behaviors
  - Waiting & Interrupting Appropriately
  - Following Instructions
- Self-Awareness: Encouraging students to be mindful of one's own thoughts and emotions and how these affect their behavior
  - Being Optimistic
  - Being Resilient
  - Being Mindful
- Lesson Plans for Children with Language Delays: Designed to facilitate emotion understanding, conversational ability and language skill

<https://education.byu.edu/buildingsocialskills/lesson-plans>

## SEL with Stories



Teaching scripts developed by: Bonnie Brinton and Martin Fujiki

<https://education.byu.edu/buildingsocialskills/lesson-plans>

Oh no! The ball went  
into the doghouse



Read: "Oh no!..."

I wonder what this is about.

What do you think has happened? (Some characters were playing ball and the ball went into the doghouse.)

Why does it say "oh no!?" (Why might they be upset?)

(If the animals think there is a big dog in the doghouse, they might feel scared.)

Who do you think might be in the dog house?

## Who will get it out?



Mouse, Duck, Cow, and Pig with terrified expressions

Read: "Who will get it out?"

Look, who are these guys? (Duck, Cow, Mouse and Pig.)

What do you think they were doing? (Playing ball.)

Look at their eyes. How do they feel? (Scared.)

Can you make a scared face? (Use mirror.)

Why do you think they are scared? (They are scared because they think that someone scary might be in the dog house.)

If they think a mean dog is in there, then they would be scared.

If you were there, what would you say to these animals?

Cow will!  
Cow is BIG.  
Cow is BRAVE.  
Cow is  
STRONG.



MOO?



Publicdomainphotos | Stock Free Images  
Vecteezy.com

Read: "Cow will..."

Why does Mouse say that?

What does Mouse want to happen? (Mouse wants Cow to get ball out.)

Mouse is saying nice things so that Cow will go in the doghouse.

Why does Mouse want Cow to go into the doghouse? Why doesn't

Mouse go in by himself? (Discuss Mouse's motives.)

If you were there, what would you say to Mouse?

Look at Cow's face. How does Cow feel? (Cow looks surprised.)

Cow is surprised that Mouse wants him to go into the Doghouse. It is not a good surprise.

Maybe Cow is afraid/scared too.

Look at these pictures (show pictures of facial expressions), which of these people looks like Cow?

Can you make a surprised face? Now make a scared face. (Use mirror to contrast.)

## Kimochis



HUGGTOPUS is all smiles and hugs, but sometimes she can get too close!

CLOUD like the weather can be a bit unpredictable. He can be happy or sad just by turning his head!

BUG is a caterpillar who is afraid of change. Bug is thoughtful and cautious.

CAT is a great leader, but sometimes she can be a bit bossy.

LOVEY DOVE is calm and nurturing and there to keep the peace, but can sometimes worry too much.

Nina Rappaport Rowan & Ellen Pritchard Dodge

<https://www.kimochis.com>

Which Kimochis® character are you?



HUGGTOPUS®  
is overly affectionate.



BUG is a caterpillar  
who is afraid of change.



LOVEY DOVE®  
can worry sometimes.



CLOUD® is a bit moody  
and unpredictable.



CLOVER is a four-leafed  
clover with bad luck.



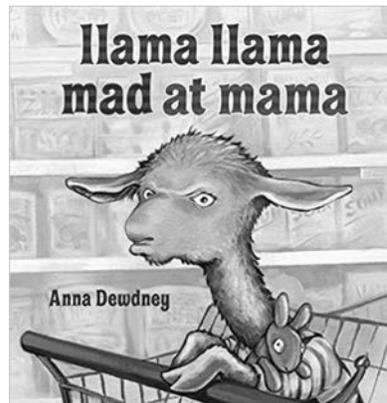
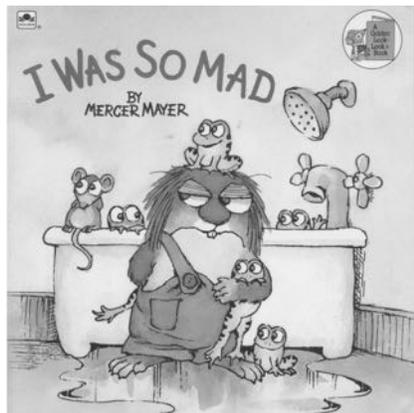
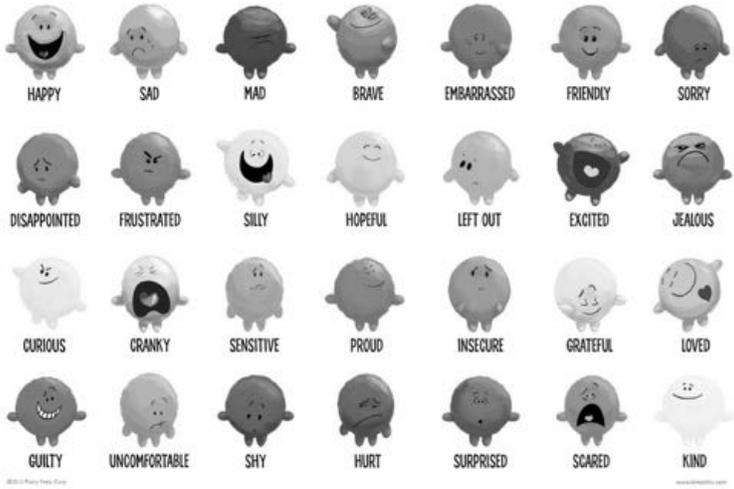
CAT  
is a little bossy.

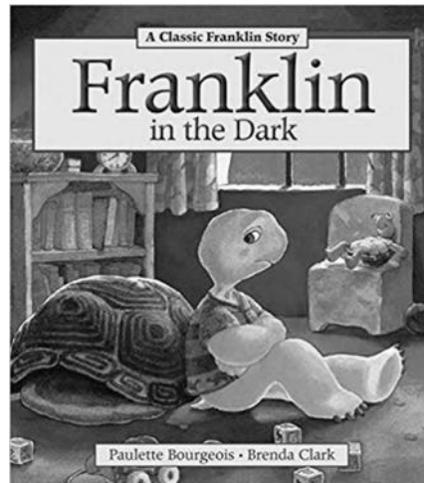


BELLA ROSE  
is sensitive and sweet.



Kimochis





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American Board of  
Child Language &  
Language Disorders

## Wemberly Worried



by KEVIN HENKES

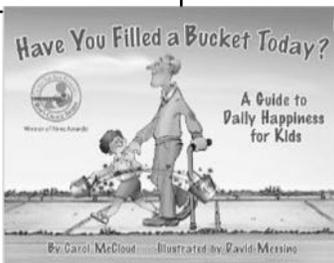
## The Worrywarts



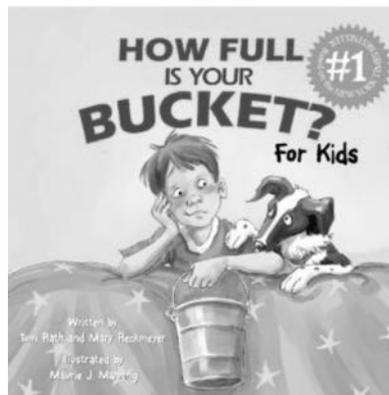
Pamela Duncan Edwards • illustrated by Henry Cole

CONTINUED

American Board of  
Child Language &  
Language Disorders



So be a bucket filler  
Show love and be kind  
Give us a smile and open your  
eyes  
Don't be a bucket dipper  
And don't be mean  
Be a bucket filler  
On your shoulder I'll lean Yeah



CONTINUED

