

CREATING CARING COMMUNITIES

Building a Community-Wide System Of Support
For Vulnerable Children and Their Families

Workshop Modules



Prepared for CLNkids by
Teaching Solutions NM

**THE MISSION OF THE
CREATING CARING COMMUNITIES INITIATIVE**

To increase the capacity of our communities to fully address the unique needs of families with young children who are at risk of or experiencing homelessness

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Thank you for your work on behalf
of children and families in New Mexico!

Policy for Use of Materials

We have developed these materials drawing on the work of many esteemed colleagues in our various disciplines – both academic and in the field. We are eager to share their knowledge and our methods. Permission is granted to quote, copy and use these materials as long as credit is given to *Teaching Solutions NM* and CLNkids and additional information is provided on how to participate in [Creating Caring Communities](http://www.sharenm.org/communityplatform/newmexico/earlychildhood/earlychildhoodinitiative4), an initiative supported by the W.K. Kellogg Foundation. For more information and a copy of the initiative flier visit the Creating Caring Communities website on SHARE New Mexico: <http://www.sharenm.org/communityplatform/newmexico/earlychildhood/earlychildhoodinitiative4>



Mission

To provide high quality early childhood education and therapeutic services to address the unique needs of children experiencing homelessness; to provide support services that assist families to become rehoused and more resilient; to be a community leader and advocate for social change to end child homelessness in our community.

Guiding Principles

CLNkids believes that:

- Shelter is a basic human right.
- People experiencing homelessness represent all cultural groups and walks of life and deserve to be treated with respect as individuals.
- Children experiencing homelessness deserve access to high quality early childhood development.

CLNkids is committed to:

- Participation in community advocacy activities that promote social responsibility for ending homelessness.
- Leadership in the development and implementation of services that address the needs of children experiencing homelessness and their families.
- Providing opportunities for each individual we serve to develop self-advocacy skills and strong interdependence.
- Providing each child experiencing homelessness with access to high quality early childhood development which addresses their needs.
- Providing services ethically and efficiently.
- Understanding and demonstrating sensitivity to the beliefs and traditions of the communities/people we serve.
- Achieving cultural competency.
- Providing quality services.
- Providing continuing education, skill development and advancement opportunities for employees.

CLNkids acknowledges:

- That volunteers, clients, staff and the community are the cornerstones upon which our service is built.
- The skills and knowledge of the staff and their contributions to quality service delivery.

Module I

Foundations

Module I Foundations

Learning Goal

Participants will be able to demonstrate their understanding and knowledge of research findings about stress, poverty, and homelessness to inform and guide their interactions with families and children.

Prime the Brain

Prepare to engage in the workshop through an activity that calls on the same skills and emotions that will carry this new knowledge into your work.

Definitions

- **stress** - strong feelings of worry or anxiety that occur when a challenge overcomes the ability to manage it; it arises when something you care about is at stake
- **distress or toxic (chronic) stress** - acute or ongoing stress that affects the mind or body; cortisol levels remain persistently elevated
- **trauma** - a dramatic or very difficult life experience that shapes one's sense of safety and self
- **cortisol** - a hormone that is released in the body in response to stress; it is at least partially responsible for our fight, flight, or freeze response
- **trigger** – a troubling reminder of a traumatic event, although the trigger itself need not be frightening or traumatic
- **resilience** – being able to manage life's misfortunes and experience success despite exposure to adversity
- **trauma informed practice** – an approach to engaging people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges the role that trauma has played in their lives. It is a change from "What's wrong with you?" to "What has happened to you?"
- **strength based approach** – policies and practices that identify and work in partnership to build upon the strengths of children, families and communities, recognizing the resilience of individuals rather than their limits

Video

Toxic Stress Derails Healthy Development

Center on the Developing Child, Harvard University

http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress/

Research

- When presented with a perceived threat, the body releases stress hormones (cortisol) that prepare the body for a “Fight, Flight or Freeze” response.
- Chronically high levels of cortisol can physically change the brain.
- Environment impacts body chemistry and gene expression (epigenetics).
- Multiple adverse childhood experiences (ACEs) are pervasive and cumulative with life-long physical, emotional and mental health implications.
- Familial poverty is associated with increased parental depression, spousal and parent-child conflict, and non-nurturing parenting practices.
- Discrimination can be a chronic source of stress in the lives of children from minority or excluded groups.
- Children experiencing homelessness are highly likely to experience multiple traumatic events or adverse childhood experiences (ACE).
- Homelessness is different from other stressful family situations in that there is a high risk for traumatic experiences as a result of high mobility and unsafe environments.
- Research has identified ways to help children and families become strong, resilient and successful. The brain, the body and the spirit can be revitalized in a healthy way.

Major Tasks

- Recognize the presence of trauma.
- Acknowledge the role that trauma has played in the lives of family members.
- Identify and build on family and individual strengths.
- Seek additional information to help reframe thinking. (Change from *What’s wrong with you?* to *What has happened to you?*)

Discussion Question

How can the research help you implement a trauma informed and strengths based approach in your work?

Outcomes

- Stronger relationships and greater trust among practitioners, families and children
- Less anxiety/stress and greater resilience among practitioners, families and children

What's Next?

Identify a child, parent or colleague who is a challenge for you. Take a strengths based approach to working with him or her. Try reframing your thinking. Notice how you did that. Begin conversations with peers, educational leaders, or supervisors.

Carrying the Work Forward

- Find opportunities to explore how to a strengths based model in your work.
- Study the additional resources for personal growth.
- Use additional resources for discussions and/or professional development.
- Actively seek and engage in additional professional development opportunities.
- Share and contribute to our collective knowledge and understanding of trauma and its impact on our communities..

Quotes

"The only way to work through any disability or vulnerability is to support the person and identify where their strengths are." Dr. Heidelise Als

"In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers." Fred Rogers

"The mind can go either direction under stress—toward positive or toward negative, on or off. Think of it as a spectrum The way the mind will lean under stress is strongly influenced by training." Frank Herbert

"We now understand that higher-level thinking is more likely to occur in the brain of a student who is emotionally secure than in the brain of a student who is scared, upset, anxious, or stressed." Mawhinney and Sagan

Additional Resources Module 1

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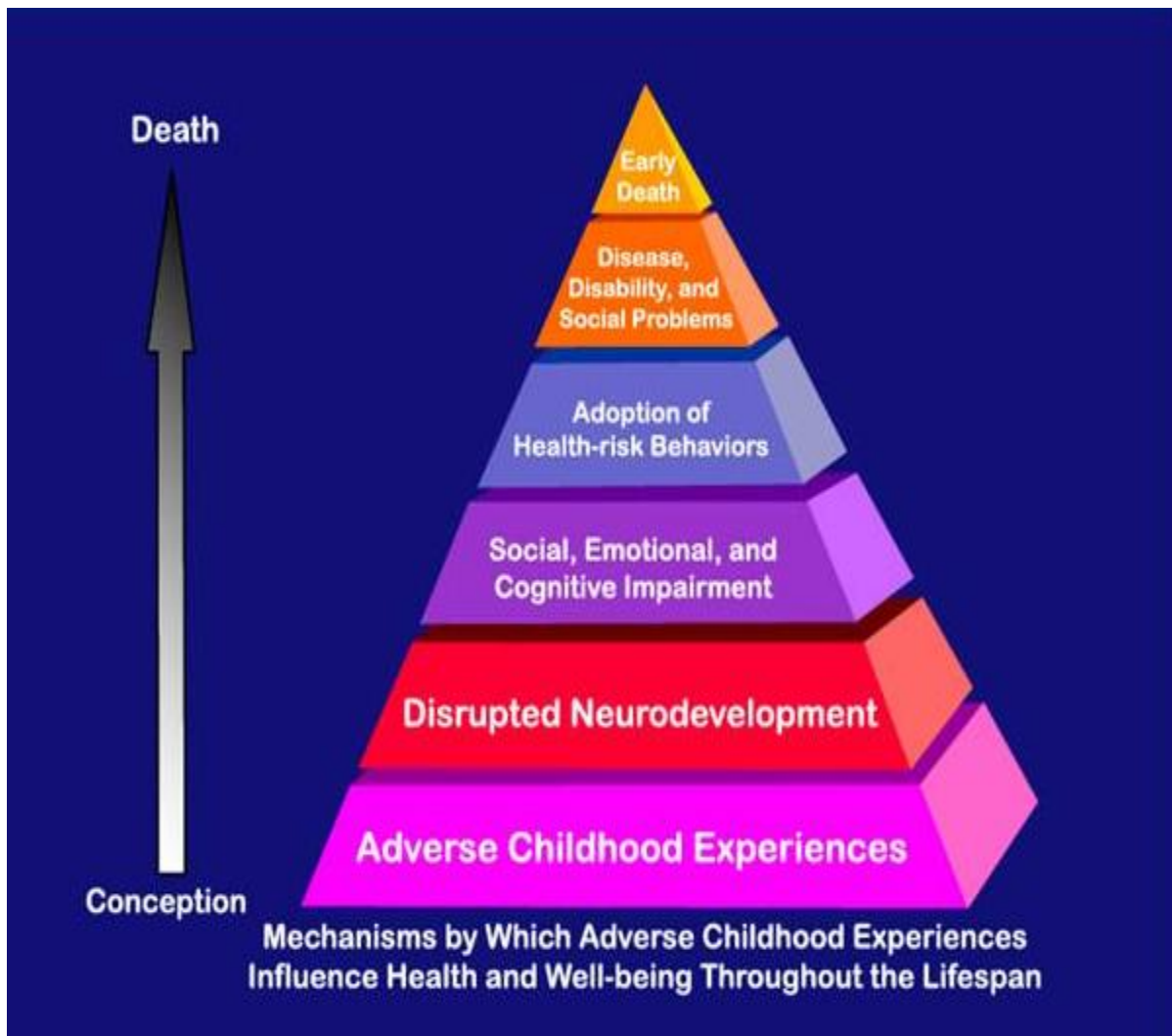
Module I

Handouts

Traumatic Stress and Brain Development

Multiple, recurring stresses (adverse early childhood experiences) impact long term health, economic, and cognitive outcomes.

Impact of Adverse Childhood Experience on Lifelong Development



Source: *The Permanente Journal* (Winter, 2004)

Video: *Toxic Stress Derails Healthy Development*

Center on the Developing Child, Harvard University

http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress/

Homelessness in New Mexico

Who is Homeless?

- Four in ten persons who were homeless in Albuquerque on January 30, 2013 were in families with children.
- In 2014, **at least** 20,000 children and youth were homeless in New Mexico; at least 15,000 in Albuquerque.
- More than 40% of homeless children and youth are under the age of 6; at least 8,000 in New Mexico and at least 6,000 in Albuquerque.
- Families with young children are the fastest-growing population of homeless.

Why are Children and Families Homeless?

- Poverty and the lack of affordable housing are the principal causes of family homelessness.
- One in four New Mexican children are poor.
- One-fifth of all jobs do not keep a family of four out of poverty.
- In New Mexico, a minimum wage earner must work 73 hours per week, 52 weeks per year to afford to rent a two-bedroom apartment.
- Nationally, 63% of homeless women have experienced domestic violence; at CLNkids, 75% of its families experienced domestic violence.
- Mothers experiencing homelessness struggle with health and mental health issues; about 50% experience severe depression; over one-third have a chronic physical health condition.

What are the Consequences of Homelessness for Children and Families?

- Homelessness is an extremely stressful, traumatic and potentially dangerous experience, especially for young children.
- By age 12, 83% of homeless children have been exposed to at least one serious violent event.
- Homeless children are four times more likely to have health problems; twice as likely to go hungry; three times more likely to have emotional and behavioral problems; nearly half have problems with anxiety, depression and withdrawal.
- Moving about in search of shelter disrupts the education of children: fewer than 25% of homeless children graduate from high school.
- Parents also suffer from ill health and depression; one-third of homeless mothers have made at least one suicide attempt.
- Homelessness breaks up families; 30% of foster care children could return home – if they had a home; 30% of homeless adults in the U.S. were foster children; these adults are twice as likely to have their own children placed in foster homes.

Source: CLNKids, <http://www.clnkids.org>

7 Things About Homeless Kids You Probably Didn't Know

1. Making friends is harder when you're homeless.

Carey Fuller, who lives in her car with her 11-year-old daughter Maggie Warner in the Pacific Northwest, said she "cringed" when she recently took Maggie out to play in a park. Things were going fine until "someone asked her where she lived," Fuller explained. It's the death knell question, the one that throws the wet blanket on the playdate and it's usually just a matter of seconds before the other kid takes off in the direction of someone else. "Maggie smiled and I changed the subject and off they went to play until it was time to go just before sunset," said Fuller. A happy ending, this time. Yes, it has happened more than once. Not to state the obvious, but you can't have kids over to play or have a friend sleep over if your home is the car.

2. Birthdays can be disappointing for a homeless kid.

Forget having a big party with lots of friends coming over. Sure you can have a party in the park if it's a nice day. But who is going to pay for the pizza and cake and if people give you presents, where will you put them anyway?

3. Canned food drives don't actually make much sense.

"Where are homeless people supposed to cook all those cans of food you collect?" asks Maggie Warner. Homeless people have no kitchens. Gift cards or a credit to the grocery store where they can buy fresh fruit and pre-made meals makes more sense. But some donors are reluctant to do this because they think homeless people will use the money for beer or alcohol.

4. Homeless kids aren't as healthy as kids with homes.

Being homeless is stressful and practicing good hygiene is harder when you don't have ready access to bathrooms, sinks and showers. Homeless kids are also exposed to the weather and elements. Homelessness is connected to poverty and when you are poor, you often must rely on free clinics for health care; seeing doctors is not a regular thing.

5. Homeless kids may try hard but are more likely to struggle in school.

Try as they might, getting good grades is just harder when you are a homeless kid. For one, your parents -- and statistically speaking, you likely live with just your mom -- are probably busy trying to find food and safe shelter each night. There's no dining room table around which to gather, spread out your books and notes and do homework together. A lot of homeless kids rely on the public library as the safe, warm place to do homework -- you can even use a computer there. But budget cuts have reduced library hours and, by extension, study time. You can't study if there are no lights on in your car. Not having a place to study matters a lot. If the teacher gives the class a project, you and your project partners will need to meet in the library or at their house. Same is true for study groups.

6. Homeless kids put up with a lot of daily indignities, small things that you probably don't realize.

They appreciate getting your used clothing donations, but once in a while they'd like to wear something without some other kid's name written in it. They also don't feel great sneaking in the school bathroom before class to brush their teeth, but it's often the only place available. Maybe there's a way to issue them a free lunch card that looks like the lunch card everyone else uses? If their family doesn't have a post office box, it's hard to mail home their report card. They don't want everyone to know if the PTA paid for them to go on the class field trip. School projects that involve a trip to the crafts store for supplies pose a special burden on their families who can't afford it. Participating in sports sounds great, but soccer cleats and baseball uniforms aren't exactly in the budget. A lost textbook is a problem for a regular kid; a lost textbook is a catastrophe for a homeless kid.

7. Homeless kids are a pretty resilient lot.

When The Huffington Post asked Maggie what she wanted to say to our readers, this is what she said: "Never give up and never stop hoping things will get better even when you feel like you're at the bottom."

Source: Ann Brenoff, Huffington Post, May 25, 2014
http://www.huffingtonpost.com/2014/05/25/homeless-kids_n_5359430.html

Signs & Symptoms of Extreme Stress

From a Child's Perspective

Children communicate their distress in many different ways. Often the way in which children express their distress is closely linked to their stage of development. General guidelines when considering the traumatic reactions of children at different developmental stages include the following.

Infants

Infants depend on adults to look after them. They sense the emotions of their caregiver and respond accordingly. If the adult is calm and responsive and is able to maintain their daily routine, the child will feel secure and symptoms will be minimized. If the adult is anxious and overwhelmed, the infant will feel unprotected and may display a variety of symptoms, including:

- Fussing
- Sleep problems
- Disruptions in eating
- Withdrawal
- Lethargy and unresponsiveness

Toddlers

At this age children begin to interact with the broader physical and social environment. As with infants, toddlers depend on adults to look after them and will respond to traumatic situations as well or as poorly as their adult caretakers. Common reactions in toddlers include:

- Sleep problems
- Disruptions in eating
- Increased tantrums
- Toileting problems (e.g. wetting him/herself)
- Increased clinging to caretaker
- Withdrawal

Preschool Children

Children at this age may have more social interactions outside of the family. Their language, play, social and physical skills are more advanced. With these skills, they are more capable of expressing their thoughts and feelings, particularly following a traumatic event. Common responses include:

- Sleep problems
- Disruptions in eating
- Increased tantrums
- Bed-wetting
- Irritability and frustration
- Defiance
- Difficulty separating from caretakers
- Preoccupation with traumatic events

School-Age Children

Children at this age are more independent, are better able to talk about their thoughts and feelings, and are engaged in friendships and participation in group activities. They also possess better skills to cope with challenges or difficulties. When confronted with a traumatic event, school-age children may exhibit the following symptoms:

- Sleep problems
- Disruptions in eating
- Difficulty separating from caretakers
- Preoccupation with details of traumatic event
- Anxiety and aggression
- School difficulties
- Problems with attention and hyperactivity

Adolescents

Adolescence is a time during which youth may feel out of control due to the physical changes that are occurring to their bodies. They experience struggles to become independent from their families and rely more heavily on relationships with peers and teachers. They may show a tendency to deny or exaggerate what happens around them and to feel that they are invincible. When exposed to a traumatic event, adolescents may show the following symptoms:

- Sleep problems
- Preoccupation with details of traumatic event
- Hopelessness
- Anxiety and aggression
- School difficulties
- Unrealistic sense of power
- Difficulties with relationships

The Strengths Perspective

Individually and together, we have the power of choice. We can support families, or stress them; we can stimulate children, or isolate them; we can inspire youth, or imprison them. Every experience tells people how important they are and what they can expect from life. From those experiences, they build their future in their hearts and minds, for better or worse. Then they live out that future, and it affects all of us.

Difficult as it may be, we act most powerfully when we take full responsibility for our choices. We have the power to decide what to do and not do with present realities. We can't change the past, but we can creatively change the present to impact the future. When we develop our strengths we begin to see life from a different point of view.

Practicing the Strengths Perspective is a way to see the best in others and invite them to see the best in us – to build a better future starting now.

Created by Teaching Solutions, April 2013

Feedback

What's one thing you learned today?

What's one thing you were reminded of today?

What's one thing you think you can do immediately?

What supports do you need to carry the work forward?

What suggestions do you have for making this a better presentation for other professionals who are working with families experiencing homelessness?

Module II

Building and Supporting Resilience

Module II Building and Supporting Resilience

Learning goal

Participants will learn how to implement practices that build resilience.

Review

Review the research and major tasks from **Module 1**. Discuss your experiences with reframing your thinking and using a strengths-based perspective (**What's Next** activity from **Module 1**).

Prime the Brain

Engage in an activity that demonstrates the value of a strengths-based approach.

Definitions

- **resilience** – being able to manage life’s misfortunes and experience success despite exposure to adversity.
- **protective factors** - conditions or attributes in individuals, families, organizations and communities that mitigate or eliminate risk in families and communities and increase the health and well-being of children and families.
- **trauma-informed care** – a strengths-based framework that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment.
- **secondary trauma (compassion fatigue)**- the stress resulting from or wanting to help a traumatized or suffering person.
- **agency** – to exercise control over events that affect one’s life; the belief that “I matter” and that “what I do makes a difference.”
- **self-efficacy** - the beliefs a person holds regarding his or her power to affect situations; self-efficacy strongly influences both the power a person actually has to face challenges successfully and the choices a person is most likely to make.
- **social referencing** – the tendency, especially in children, to look to significant others for cues on how to respond to uncertain situations.

- **executive functioning** – a set of mental processes that helps connect past experience with present action.
- **mirror neurons** - frontal lobe neurons that fire whether performing or simply observing an action.

Video

Change the First Five Years

Ounce of Prevention

<http://www.youtube.com/watch?v=GbSp88PBe9E>

Research

- Protective factors serve as buffers to challenges and build resilience.
- Young children experience emotions and react to them long before they can verbalize.
- Trauma is contagious, both physically and psychologically.
- A feeling of safety, connection, and trust must be in place for growth and healing to take place.
- High levels of responsiveness, consistency and warmth from caregivers can promote better emotional regulation.
- “Executive functioning” skills play a key role in building resilience, including the ability to problem solve, pay attention and learn.
- Resolving trauma and grief can break the generational cycle of abuse and neglect.

Major Tasks

- Reduce the exposure of children to hazardous experiences; promote physically and emotionally safe environments.
- Help children and adults identify emotions and learn strategies to cope with negative emotions.
- Promote social and emotional competence.
- Identify and nurture protective factors that are in place and address the ones that are missing.
- Develop respectful relationships and engage families as partners and decision-makers.

Discussion Question

How do you engage with families so that they feel respected and valued while maintaining professional boundaries?

Outcomes

- Practitioners will successfully connect with children, families and co-workers.
- Practitioners will have skills to work effectively with families experiencing homelessness.
- Families will be more involved with their children's development.
- Workplace stress will be reduced as staff resilience strengthens.

What's Next?

Choose one of the **Major Tasks** to focus on. Develop a plan with a co-worker or supervisor to improve your skills to accomplish the task.

Carrying the Work Forward

- Set goals that build on strengths and promote protective factors.
- Provide parent education opportunities.
- Offer family friendly activities that build relationships and relieve stress.
- Use **additional resources** for discussions and/or professional development.
- Actively seek and engage in additional professional development opportunities.

Quotes

"The strongest emotion wins." Chip Conley

"It's productive for children to understand that their brain changes with experience. Studying thinking and solving problems today actually changes the structure of the brain for the rest of life." Dean Buonomano

"Belief in oneself is one of the most important bricks in building any successful venture." Lydia M. Child

"Success is falling nine times and getting up ten." Jon Bon Jovi

"Every brain is uniquely wired and therefore everyone's learning is unique."
John Medina

"Safety and competence cures trauma." - Peg Kirby
Teaching Solutions NM

"Genetic and environmental experiences loom large as protectors against a variety of risks to healthy development ranging from resistance to bacteria and viruses to resilience to maltreatment and rejection." Sam Goldstein

"Our challenge: honor the talents but ease the learning process. Children need adults who they can depend on and believe in them." - Jane M. Healy

Additional Resources Module 2

Bandura, Albert. Human Agency in Social Cognition Theory. *American Psychologist*. 44.9 (1989), 1175-84.

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- "Strengthening Families: A Guidebook for Early Childhood Programs." *Center for the Study of Social Policy*. Web. <<http://www.cssp.org/publications/neighborhood-investment/strengthening-families/top-five/strengthening-families-a-guidebook-for-early-childhood-programs.pdf>>.

Module II

Handouts

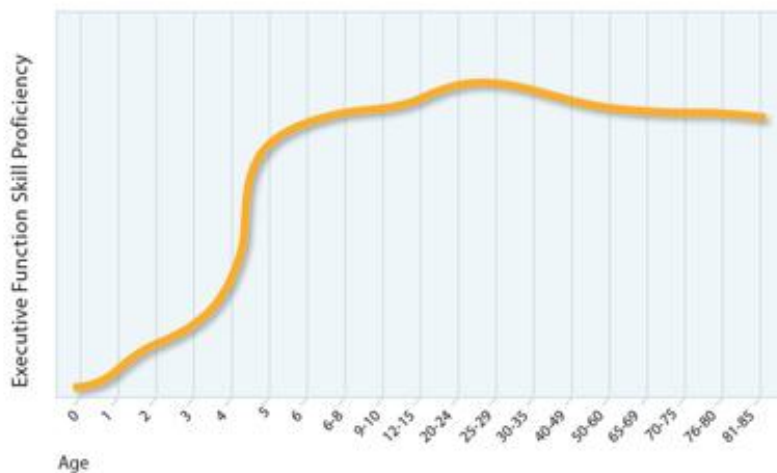
Executive Function and Self-Regulation

Executive function and self-regulation are essential for success in family, school, work and community life and require safe and stable relationships and environments for optimal development.

Research Summary

- “Executive function” acts as the brain’s “air traffic control system,” a group of skills that helps us to focus on multiple streams of information at the same time, and revise plans as necessary.
- These skills develop over a lifetime. While the potential for executive skills is innate, many factors can enhance or disrupt their development.
- Successful development of executive function and self-regulation builds resilience and provides lifelong benefits in school achievement, social relationships, good health, and success at work and in the community.
- The critical foundations for strong executive function lie in consistent and supportive relationships; activities and opportunities to observe and practice the skills; and safe, stable and secure environments that encourage physical exercise, creativity and exploration.
- Parents and caregivers need to have these skills in order to support their development in children.
- Poverty, instability, violent and chaotic environments characterizing homelessness produce toxic stress that can seriously delay or impair executive functioning and self-regulation.

Executive Function Skills Build Into the Early Adult Years



Tests measuring different forms of executive function skills indicate that they begin to develop shortly after birth, with ages 3 to 5 a window of opportunity for dramatic growth in these skills. Development continues throughout adolescence and early adulthood.

Source: http://developingchild.harvard.edu/key_concepts/executive_function/

Mirror Neurons, Theory of Mind and Empathy

Mirror neurons play a powerful role in building trust, shifting perspectives, and developing a theory of mind. Empathy involves both affective and cognitive functions, and can lead to helpful responses or to unhelpful responses.

Research Summary

- Humans learn by looking and copying. “Mirror neurons” are activated both when performing a particular action AND when observing others perform the same action.
- Mirror neurons tie us not just to other people’s actions, but to other people’s feelings by matching our emotional state to those we are observing.
- Theory of mind develops over time and ideally leads to an understanding that people may think different things, that sometimes what a person believes isn’t true, and that people can act on mistaken beliefs.
- While theory of mind is innate, its development also depends on environmental factors and individual characteristics.
- Theory of mind development is reflected in children’s social competence and success at school.
- Executive function and self-regulation are essential for success in family, school, work and community life and require safe and stable relationships and environments for optimal development.
- Empathy in individuals is mediated by mirror neurons, theory of mind, and executive functions which determine helpful responses or unhelpful responses such as withdrawal or “burnout.”



Video : *Mirror Neurons*, NOVA scienceNOW: <http://www.pbs.org/wgbh/nova/body/mirror-neurons.html>

Protective Factors

Early childhood professionals can help build resilience through their practice and interactions with children and families.

Protective factors are the building blocks of resilience. They serve as buffers to challenges or adversity, helping us, young and old, find resources and supports, and to develop coping strategies under stress. Successful interventions when working with vulnerable families must both reduce risk factors and promote protective factors to ensure the well-being of children and their families.

Jack Shonkoff and others emphasize that good nutrition and a safe physical environment are the foundations on which healthy growth and development take place.

- **Good nutrition** promotes good health which is essential to brain development and problem solving.
- **A safe physical environment** protects family members from harm and allows children to explore and learn.

Research then identifies **six protective factors** as key elements in supporting and enhancing child and family well-being:

- **Nurturing and attachment:** a stable, nurturing relationship can have life-long benefits that can be passed on to future generations
- **Knowledge of parenting and child development:** accurate information about child development and appropriate expectations help parents see their children in a positive light and promote healthy development
- **Parental resilience:** the ability to find ways to solve problems, learn to build supportive relationships, and how to seek help, makes it possible for families to bounce back from all types of challenges
- **Social connections:** having friends, family, neighbors, and community for emotional support, advice, and concrete assistance are real assets for families in crisis
- **Concrete supports:** access to adequate services and supports, such as housing, food and transportation, allows families to survive a crisis
- **Social and emotional competence:** the ability to interact positively with others, self-regulate behavior and communicate feelings appropriately is essential to success for adults and children.

Your work is to engage families in understanding and developing these skills, connections, supports, and knowledge. You are helping children and families build resilience by strengthening these protective factors.

Building Protective Factors

Organization Name:

Protective Factors	What do/can we provide?	What more do we need?	What can potential partners offer (who & what)?
Good nutrition			
Safe environment			
Nurturing & attachment			
Knowledge of parenting & child development			
Parental resilience			
Social connections			
Concrete supports			
Social, emotional & cultural competence			

Source: Teaching Solutions NM (2015)

Program Strategies that Build Protective Factors

- **facilitate mutual support** - Workplace relationships need to be inclusive, respectful and honor different perspectives, ideas, and points of view. Peer-to-peer support and even friendships among clients should be encouraged.
- **value and support parents** - Programs build on a protective factors framework of building strengths adapted to the cultures, traditions and values of participating families which are expressed differently in different contexts.
- **strengthen parenting** - Parental behaviors that lead to early secure attachments lay the foundation for social-emotional, cognitive and moral competencies across developmental periods, help children manage stress, and can mediate the effects of trauma.
- **observe and respond to early warning signs of abuse and neglect** - Abuse and neglect have profoundly negative consequences for children and society at large. Maltreatment harms the physical, psychological, cognitive, and behavioral development of children.
- **respond to family crises** - A family crisis such as unemployment, illness or death can create extreme stress within the family and make less attention available to support a child's developmental needs. Know how to help families access crisis services by providing transportation and the name of a person instead of just a phone number.
- **link families to service and opportunities** - Families need to have basic needs (shelter, food, clothing, health care) met to ensure a child's healthy development. Programs of all kinds need to be able to direct families to services and supports for meeting basic needs when necessary. Connect parents to economic resources or serve as an access point for health care, child care subsidies and other benefits.
- **share power with parents and staff as active, integral decision-makers** - Different members of the organization see themselves as having a role in supporting the whole (in contrast to being a mere collection of separate individuals), including organizational integrity, structure, procedures, decision making processes, effectiveness, division of labor and complementarity of roles and functions.

Traditional Native Culture & Resilience

The elders teach us that our children are gifts from the Creator and it is the family, community, school, and tribe's responsibility to nurture, protect, and guide them. This traditional process is what contemporary researchers, educators, and social service providers are now calling fostering resilience. The word is new; the meaning is old.

In spite of tribal differences, there are shared core values, beliefs and behaviors. The Medicine Wheel represents the four essential and interconnected elements of a balanced life: spirituality, mental, emotional and physical. A child is born with natural capacity or resilience evidenced in all four dimensions. Our goal is for children to recognize when they are out of balance, understand what caused the imbalance and learn how to regain balance.

Our culture is rich with ways to teach children the good way of life, using our traditional languages, ceremonies, dances, blood/clan systems, music and arts, medicine, food, clothing and story-telling. Our stories can be told over and over; they are developmental. At every step we learn something new. They are protective factors that convey culturally specific high expectations, caring, support, and opportunities for participation.



Source: Iris Heavyrunner and Joann Sebastian Morris, Traditional Native Culture and Resilience <https://conservancy.umn.edu/bitstream/handle/11299/145989/TraditionalNativeCulture-and-Resilience.pdf?sequence=1>

7 Cs of Resilience

1. **COMPETENCE:** Young people need to be recognized when they're doing something right and to be given opportunities to develop specific skills.
2. **CONFIDENCE:** Confidence comes from building real skills that parents and educators can teach and nurture. Confidence can be easily undermined, but also bolstered by tasks that push learners without making the goal feel unachievable.
3. **CONNECTION:** Being part of a community helps kids know they aren't alone if they struggle and that they can develop creative solutions to problems.
4. **CHARACTER.** Kids need an understanding of right and wrong and the capacity to follow a moral compass. That will allow them to see that they cannot be put down.
5. **CONTRIBUTION:** The experience of offering their own service makes it easier for young people to ask for help when they need it. Once kids understand how good it can feel to give to others, it becomes easier to ask for that same support when it's needed. And being willing to ask for help is a big part of being resilient.
6. **COPING:** Kids need to learn mechanisms to manage their stress by learning methods to both engage and disengage at times. Some strategies for doing this include breaking down seemingly insurmountable problems into smaller, achievable pieces, avoiding things that trigger extreme anxiety, and just letting some things go. After all, resilience is about conserving energy to fit the long game, and kids need to know realistically what they can affect and what should be let go.
7. **CONTROL:** In order to truly be resilient a child needs to believe that she has control over her world. Feeling secure helps engender control, which is why kids test limits.

Source: Fostering Resilience, <http://www.fosteringresilience.com/7cs.php>

Educating Homeless Children

Teachers can:

- Realize that your classroom may be a child's only stable haven.
- Understand that these children may have experienced some sort of trauma, violence and/or abuse and may be suffering from Post Traumatic Stress Disorder (PTSD or situational anxiety).
- Be aware that they are likely to be frustrated and angry about their situation.
- Understand that acting out is a way that children communicate their fear and anxiety.
- Realize that homeless children may be inattentive because they are tired.
- Do not make assumptions about a child's potential based on his or her living situation.
- Tell these children that they are capable and have high expectations for their success.
- Offer acceptance, assistance and support.
- Provide a predictable schedule and environment where they feel safe and a sense of belonging.
- Use cooperative learning groups and other techniques to further peer acceptance.
- Provide a buddy for a homeless child.
- Furnish a quiet place for an out-of-control child to calm down.
- Facilitate a child's evaluation for special programs and/or counseling when appropriate.
- Be caring and respectful toward these children and their parents.

Family Specialists, Counselors or other school staff can:

- Promote compassion among classmates.
- Provide sensitivity training for children who bully.
- Furnish or refer to individual and group counseling for homeless children.
- Offer social skills, assertiveness and anger management training for those children who need these skills.
- Coordinate before or after school care and/or tutoring.
- Present awareness training for school personnel on poverty and homelessness.
- Facilitate communication among parents, teachers and other school staff.
- Refer to and coordinate support services for these families.

For further information on educating homeless children and educational resources for teachers and counselors, visit www.nationalhomeless.org.

Source: <http://www.kellybear.com/TeacherArticles/TeacherTip55.html>

Ten Ways to Foster Resiliency in Children

Resilient children are those who adapt well, despite experiencing adversity in their lives. Families, schools, and communities have a profound influence upon children's ability to be persistent, overcome obstacles, and develop hope for their future. When children are influenced by caring adults with high expectations for their success, they are more likely to withstand negative pressures and become responsible adults.

What Can School Professionals Do To Enhance Resiliency In Children?

Respect and Demonstrate Kindness toward All Children

Children should be greeted by name as often as possible, especially at the beginning of each school day. Staff members need to be encouraged to display interest in children through thoughtful words and a pleasant demeanor.

Promote a Sense of Belonging and Ownership in the School

Children can participate in their school by helping in the classrooms, doing errands for their teacher, working as crossing guards, being peer mediators, picking up trash, tutoring younger or special needs children, or contributing in other areas. After-school involvement in arts and crafts, drama, sports teams, clubs and activities can also increase school bonding.

Recognize and Believe in Each Child's Worth

Challenge children to do their best and express confidence in their ability to do many things well. Make expectations clear and encourage perseverance and critical thinking. When children express original thoughts or unique points of view, acknowledge their ideas.

Accentuate Cooperation Rather Than Competition

Structure environments so that children feel safe, secure, and ready to learn. Acknowledge individual improvement, rather than emphasize who is smartest, fastest, or most talented. Give recognition freely and compliment individual and team effort.

Teach Social Interaction Skills

Empathy, communication, and responsiveness need to be modeled and stressed. Be aware of and prevent teasing, gossiping, excluding, or other bullying behaviors. Have the children role play friendship and assertiveness skills; be careful to choose children who will model the behaviors you want to reinforce.

Teach Problem-Solving Skills

To foster self-awareness and self-control have the children practice using the following steps from the Kelly Bear C.A.R.E.S. Program:

1. Ask, "What is the problem?"
2. Ask, "What can I do?"
3. Make a list of ideas.
4. Decide which one to try.
5. Try it.
6. Ask, "Did it work?"
7. If not, ask, "What will I do now?"

Foster Leadership Skills and Good Will

Provide opportunities for children to discuss their ideas and make decisions regarding classroom activities. Establish a student council or other organization that acknowledges children's interests and concerns and promotes character development. Increase kindness throughout the school by having children and staff write down observed caring behaviors. Acknowledge the identified children.

Help Children Discover Their Strengths and Talents

Provide time for children to imagine themselves doing something outstanding and worthwhile. After they set goals for themselves, discuss ways to reach their goals, and brainstorm choices they may need to make.

Model Tenacity, Emotional Maturity, and Healthy Attitudes

Be organized, consistent and use appropriate coping skills. Be genuine and avoid embarrassing or using sarcasm with a child.

Involve Parents To Foster a Bonding, Nurturing Parent-Child Relationship

Help parents see that they are their child's most important teachers, and that as role models they need to spend quality time teaching, training and exhibiting those habits and values they want their child to have.

http://www.kellybear.com/TeacherArticles/TeacherTip25.html?goback=%2Egde_3784534_member_254280050

Feedback

What's one thing you learned today?

What's one thing you were reminded of today?

What's one thing you think you can do immediately?

What supports do you need to carry the work forward?

What suggestions do you have for making this a better presentation for other professionals who are working with families experiencing homelessness?

Module III

Reflective Practice Supporting Change

Module III Reflective Practice Supporting Change

Learning Goal

Participants will use reflective practice to identify and strengthen skills, attitudes and practices needed to become trauma-informed in their work.

Review

Review the research and major tasks from **Module II**. Share identified strengths and actions for improving protective factors. (“**What’s Next**” activity from **Module II**).

Prime the Brain

Engage in an activity that reflects the difficulty of changing our usual ways of doing things.

Definitions

- **reflective practice** - the capacity to reflect on action so as to engage in a process of continuous learning
- **secondary trauma (compassion fatigue)**- the stress resulting from wanting to help a traumatized or suffering person
- **burnout** - a sense of frustration, exhaustion, cynicism, ineffectiveness and failure resulting from organizational or system failures such as impossible workloads and lack of responsiveness or support
- **communication** - a means of connection between people, a successful sharing or conveying of ideas, information and feelings
- **professionalism** - an attitude that reflects a sense of commitment, ethical behavior and awareness of the overall responsibilities of the position

Video

Why Change is Hard

<https://www.youtube.com/watch?v=RpiDWeRN4UA>

Research

- Emotional safety is critical to learning.
- Mirror neurons enable us to connect and take the perspective of another. They are essential for empathy and social engagement.
- Emotional development is an important precursor to other ways of thinking and must be integrated with cognitive and linguistic abilities.
- Our brains develop structures, capabilities and sensitivities based on features and demands of the environment in which we grow up.
- Secondary trauma (compassion fatigue) is a consequence of empathy and can be addressed and mitigated through self-care and organizational support.

Major tasks

- Recognize the importance of the relationships you have with your clients and colleagues in supporting growth and change.
- Take time on a regular basis to reflect on your work. What did you do well? What could you have done differently to improve outcomes?
- Recognize your own needs and find a way to mitigate stresses in a professional manner.
- Find opportunities to help your clients reflect on their needs, behaviors, and potential and support change in their lives.
- Promote consistent norms for organizational interactions and practices.

Discussion Question

What are some ways that a reflective practice has helped you, and how could reflective practice help bring about change in your private and professional life?

Outcomes

- Greater openness to change, new directions and outcomes
- Realization that change requires individual and collective effort
- Reasonable, realistic and effective tools for action and change
- Greater sense of personal and professional efficacy

What's Next?

Determine how you will make time to incorporate reflective practice and support change.

Carrying the Work Forward

- Build an expectation of reflective practice.
- Consistently review and reinforce progress toward goals (family, children, self).
- Maintain professional standards in setting boundaries and respecting confidentiality.
- Use staff meetings as a way to discuss practice using a strengths based model.
- Use additional resources for staff discussions and/or professional development.
- Develop support system for change with families and with staff.
- Contribute to collective knowledge of staff by sharing new knowledge.

Quotes

"Prickly goes away when scared goes away." Ken Frohock

"Assumptions are the termites of relationships." Henry Winkler

"The 3 seconds before you speak and the 3 seconds after you speak are the most important part of communication." Ken Frohock

"A beautiful thing happens when we start paying attention to each other."
Steve Maraboli

"Being a professional is doing the things you love to do, on the days you don't feel like doing them." Julius Irving

"We are the stewards not just of those who allow us into their lives but of our own capacity to be helpful." J.R. Conte

Additional Resources Module 3

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- Tugend, Alina, "Dealing With Burnout, Which Doesn't Always Stem From Overwork", *New Your Times*, Nov. 29, 2013. Web.
<http://www.nytimes.com/2013/11/30/your-money/a-solution-to-burnout-that-doesnt-mean-less-work.html?_r=0>
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Module III

Handouts

Making a Change

Change requires someone, somewhere to start acting differently.

Research Summary

- Effective change requires a balance between emotional arousal and rational consideration; possible pathways to change are shaped by the environment.
- Breaking a large problem into smaller problems enables a series of “small wins” that sustains momentum, attracts allies and counters opponents.
- Individuals often get demoralized when tackling difficult tasks alone, but members of groups seem better able to remain optimistic in the face of difficulties and setbacks.
- Every community has both challenges and resources; employ the resources to address the challenges.
- The path to changing complex social problems is unpredictable and emerges from the ongoing interaction of actors and environment.

HOW TO MAKE A SWITCH

Sell it rationally

- Know where we’re going and why it’s worth it
- Identify what’s working well and do more
- Script the critical moves in terms of specific behaviors or actions

Engage emotions

- Knowing something isn’t enough to cause change. Make people experience and feel something
- Break the change strategy into “small wins”
- Cultivate a sense of identify and instill a “growth” mindset: we can become the change we want to see

Shape the path

- When the situation changes, the behavior changes, so change the situation
- Build habits or “good ruts” to keep us on the path
- Rally the community and work together
- The path will change; concentrate on a strong beginning and ending and get moving

Sell it rationally.
Engage emotions.
Make it easy.

Adapted from: Heath, Chip and Heath, Dan (2010). *Switch: How to change things When Change is Hard*. New York: Broadway Books

Toolkit for Change

Will power, according to Kelly McGonigal, is actually three “powers”:

- “I Will” do something I want to do more of or stop putting off, because it will improve the quality of my life.
- “I Won’t” do something I want to give up or do less of because it will improve the quality of my life.
- “I Want” to focus my energy and attention on accomplishing my most important long term goal, because it will improve the quality of my life.

The paradox of will power is that it is exhaustible AND replenishable. Stress undermines will power, but some very practical exercises can help us rebuild our self control “muscle.” The more we build up our self control “muscle,” the less will power we need.

Sources:

Book: Kelly McGonigal. *The Willpower instinct: How Self Control Works, Why it Matter, and What You Can Do to Get More of It.*

Video: How to Say “No” to Almost Anything

https://www.youtube.com/watch?v=H2G3nxr1nvY&src_vid=wQLHwSphu-M&feature=iv&annotation_id=annotation_722980

Grit, or perseverance, and **self-control** are emerging as key predictors of success, including resilience in the face of adversity. The Duckworth Lab has resources for teachers and parents to help teach “grit.” Ann Masten has targeted these “executive functions” as important for building resilience among child survivors of trauma, including war natural disasters and homelessness.

Sources:

Book: Tough, Paul. *How Children Succeed: Grit, Curiosity and the Hidden Power of Character*

Website: Duckworth Lab: <https://sites.sas.upenn.edu/duckworth/pages/educators>.

Video: Inside Resilient Children <https://www.youtube.com/watch?v=GBMet8oIvXQ>

A Growth Mindset leads people to believe that their most basic qualities, like intelligence, personality or competence, are not fixed but can be developed through dedication and hard work. This view creates resilience and hope that can lead to success.

Source:

Four Steps to Changing your Mindset. <http://mindsetonline.com/>

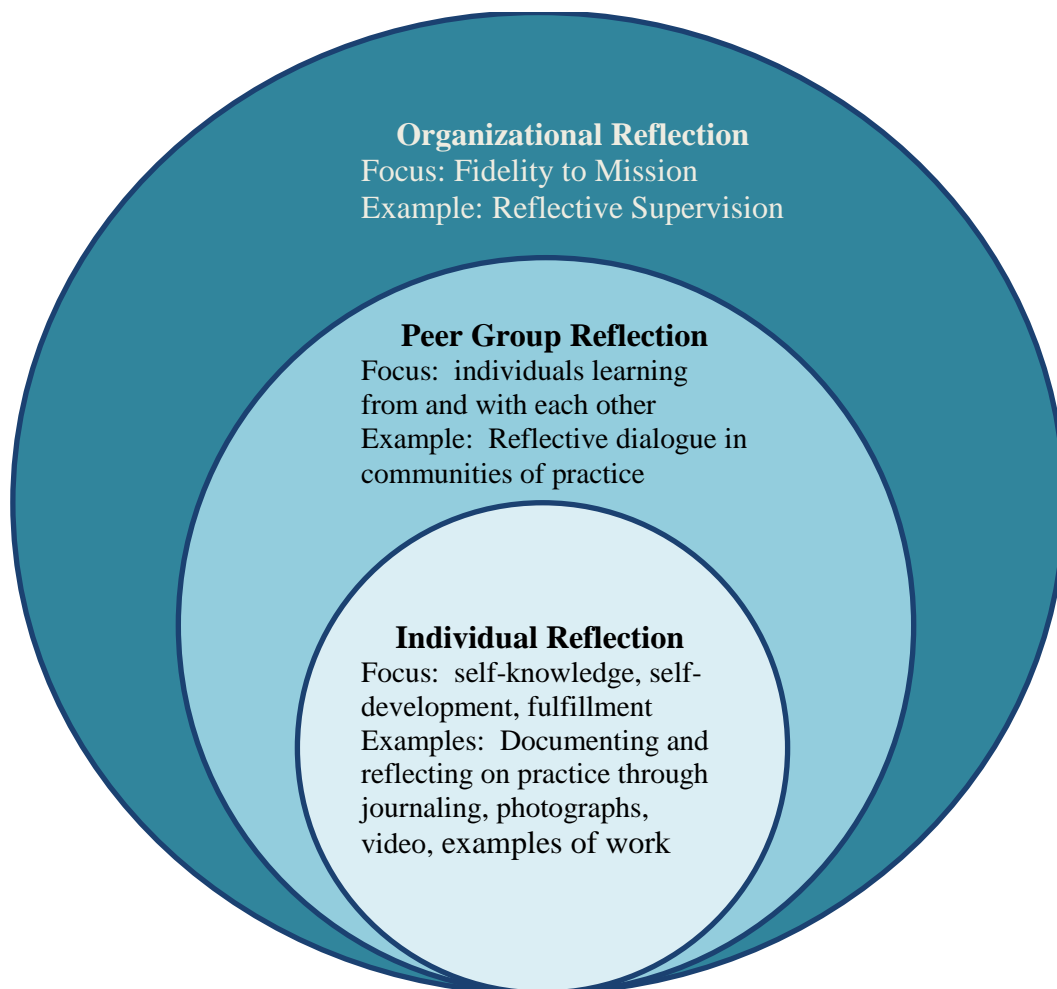
Levels of Reflective Practice

“Reflective Practice” includes a variety of informal and formal methods of documenting, examining and learning from one’s own and others’ behavior.

“Reflective Supervision” is a specific practice used in many professional situations and requires training and organizational commitment.

Reflective practice can occur at several levels, from individual reflection to reflection at the organization or even community level. All require: a commitment of time and space; skills to engage in intra- and interpersonal dialogue; an atmosphere of trust that encourages questioning and risk-taking.

Research shows reflective practices to be tremendously valuable for personal, professional, and organizational development. In fact, it may be very difficult to make any changes to habits and behavior without some form of formal or informal reflection.



Why Keep a Learning Journal?

Sometimes people's eyes can glaze over at the thought of keeping a journal. However, a learning journal can be:

- a "treasury of good practice"
- a way to evaluate actions taken
- a way of capturing things which have been learned
- a way to demonstrate impact

It's a great way to make you aware of and reflect on what you are doing, what's working and what you might want to change.

The premise behind keeping a journal is that you cannot understand, improve and change something you are not aware of in the first place! As a method of reflective practice, a learning journal can help you slow-down and evaluate and learn from an experience.

How can a learning journal be used?

A learning journal is essentially a learning tool for the individual. A learning journal might be used, for example, by individuals to make notes about an experience. This is different from taking case notes. The emphasis in your learning journal is on sense-making. Noticing and describing your emotional reactions is an important part of a reflective process. Over time, patterns and themes emerge about your experiences.

A learning journal can become a tool which opens learning beyond the individual. It is sometimes useful to share issues with colleagues or others. This might be in conjunction with other reflective practices, such as within a coaching or mentoring relationship (reflective supervision).

What does a learning journal look like?

There is no set look to a learning journal. Essentially a learning journal structure and form will be what works best for you. What follows are examples of a learning journal. These may provide a basis from which you develop your own.

Source: Victoria Dept. of Education and Early Childhood Development.
<http://www.education.vic.gov.au/Documents/childhood/professionals/support/ljournal.pdf>

Handout 3.4, continued

Example 1: Note taking and sense making. Divide your journal page into two sections:

<p>“The experience”</p> <p>In this section you might include:</p> <ul style="list-style-type: none">• notes about the type of activity (e.g., meeting, professional development) and/or task;• location;• date;• duration of activity;• who is involved in the activity/ task;• purpose of the activity/ task;• who said and did what.	<p>“Sense-making” and “Futures-planning”</p> <p>In this section reflect on:</p> <ul style="list-style-type: none">• what emotions you were feeling during the experience• what triggered these emotions• what the experience meant to you, and• what it might mean for you in the future. <p>For example, the experience may:</p> <ul style="list-style-type: none">• identify patterns in your relationships and in your work;• affirm particular behaviors or strategies;• identify new ways of looking at similar experiences in the future leading to changing concepts and practices.
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Example 2: Guided questions

Some people find staring at a blank journal page intimidating. The questions below may help you get started.

Learning Journal

What happened? Describe the experience.

How do I feel about the experience (before, during, after)?

What insights have I gained through this experience? (e.g., about myself and others)

What do I think helped or hindered my learning? (e.g., what other people know and do)

What will I do the same/different because of this experience?

Reduce Stress -- Replenish Will Power

Breathe Your Way to Self Control

This is one way to immediately boost will power: slow your breathing down to 4-6 breaths per minute. That's 10-15 seconds a breath, slower than you normally breathe, but not difficult to do. Research shows that regular practice of this technique can make you more resilient to stress and build your will power reserve.

Relaxation

One of the best ways to recover from stress and the daily self control demands of your life is relaxation. Studies show that taking time for relaxation every day can protect your health while also replenish your will power reserve. This is not "zoning out" with your particular "drug of choice," such as binge TV watching, cheese cake, alcohol or shopping. If you can lie down and physically relax your body, even for a few minutes, you will benefit.

Meditation

Meditation is proven to reduce stress, increase will power and benefit the mind and body. Even if you don't think of yourself as someone who is drawn to meditation, commit to 5 minutes of meditation every day for a week. You can do this.

Step 1: Sit still and stay put.

Step 2: Turn your attention to the breath.

Step 3: Notice how it feels to breathe and notice how the mind wanders.

Don't try to change your breathing or your wandering mind; just notice and come back to your breath.

Self Care

It may seem obvious, but getting outside, getting exercise, eating well, drinking water, and getting enough sleep are the best ways to build up reserves of will power.

Source: Kelly McGonigal, *The Willpower Instinct*

Handout 3.6

The ABCs of Managing Secondary Trauma Awareness, Balance, and Connection

Being aware of how our work can impact us, and achieving and maintaining a sense of balance and connection in our lives, can prevent us from experiencing secondary trauma and/or mitigate its harmful effects. Listed below are several ways in which you can decrease your risk of experiencing—or reduce the impact of—secondary trauma.

Awareness

- *Know your own “trauma map.”* Acknowledge your own history of trauma and be aware that it can affect how you view and do this work.
- *Inventory your current lifestyle choices and make necessary changes.* Do you get enough sleep? Do you allow yourself downtime? Do you exercise regularly? Try to do these things.
- *Take care of yourself.* Create a self-care list and post it prominently in your home or office. A sample self-care list may encourage you to:
 - o Be creative;
 - o Get away;
 - o Get outside and appreciate the weather;
 - o Enjoy a change of scene;
 - o Have fun; and
 - o Socialize with people who don’t have the same issues you encounter at work!

Balance

- *Give yourself permission to fully experience emotional reactions.* Do not keep your emotions “bottled up.”
- *Maintain clear work boundaries.* Avoid working overtime and do not spend all of your free time socializing only with coworkers, discussing the negative aspects of your job.
- *Set realistic goals for yourself.* Know your limits and accept them.
- *Learn and practice time management skills.* These skills will help you achieve a sense of balance in both your professional and personal lives.
- *Seek out a new leisure activity.* Choose a leisure activity unrelated to your job.
- *Recognize negative coping skills and avoid them.* Substitute these coping skills with the more positive coping skills included in your self-care list!

Connection

- *Listen to feedback from colleagues, friends, and family members.* Have a family member or friend conduct periodic “pulse checks.”
- *Avoid professional isolation.* While it is best to not spend all of your time with coworkers, it is beneficial to be connected with and supported by your coworkers on the job.
- *Debrief after difficult cases.* Now is the time to talk to and connect with another coworker!
- *Develop support systems.* Start an informal peer support group, seek out a mentor, or be a mentor to someone else.
- *Seek professional development opportunities to improve job skills and capacity.* This will allow you to stay abreast of new issues emerging in the field and also allow you to connect with others who do this work
- *Remember your spiritual side.*

Source: Adapted from the Center for Sex Offender Management, *Secondary trauma and the Management of Sex Offenders in the Community*

Effective Communication

Types of Questions and Their Effectiveness

- Closed-ended and direct questions ask for specific information and limit responses.
- Open-ended questions allow the responder more freedom in answering.
- Follow up questions and statements solicit additional information.

Providing and Receiving Constructive Feedback

- Get the facts, avoid assumptions.
- Focus on facts, not people.
- Avoid placing blame.
- Focus on solving problem.
- Use clear language, avoid slang and “educational jargon.”
- Organize your thoughts.
- Consider the other person’s perspective.
- Consider the time and setting.

Guidelines for Communication with Parents

You can become more aware of your attitudes toward parents by asking yourself questions such as the following:

- Do I accept the parents where they are in terms of their needs and not mine?
- Do I encourage parents to talk with me? Do I ask open-ended questions and avoid yes-no questions and closed questions?
- Do I try to develop trust and show the parents I am interested in them? Am I an active listener? Do I moralize and pass judgment?
- Do I really listen? Do I establish eye contact with the parent and avoid being busy doing other things?
- Do I respond genuinely and supportive, or do I use stock phrases over and over again?
- Do I involve the parents in decision making and problem solving? Do I make them feel a part of the program?
- Do I respect the parents as adults, especially when I need to ask clarifying or difficult questions?

The result of regular reflection on communication can be a tool for developing sensitivity to another’s position and viewpoint.

Feedback

What's one thing you learned today?

What's one thing you were reminded of today?

What's one thing you think you can do immediately?

What supports do you need to carry the work forward?

What suggestions do you have for making this a better presentation for other professionals who are working with families experiencing homelessness?

Module IV

Trauma-Informed Organizations

Module IV Trauma-Informed Organizations

Learning Goal

Participants will be able to identify organizational structures, attitudes, policies and skills that support trauma-informed practice, reduce burnout and increase professionalism.

Review

Review the **Research** and **Major Tasks** from **Module III**.

Share activities you use in your work that promote reflection and change (**What's Next** activity from **Module III**).

Prime the Brain

Engage in an activity in which everyone contributes to the completion of a difficult task.

Definitions

- **capacity** - the wide range of abilities, knowledge and resources needed in order to survive, adapt, thrive and complete tasks in a changing environment
- **leadership** - the ability to articulate the visions and goals of the organization and motivate others to work together in accomplishing them
- **collaboration** - working with others towards a common goal
- **secondary trauma (compassion fatigue)** - the stress resulting from wanting to help a traumatized or suffering person
- **burnout** - a sense of frustration, exhaustion, cynicism, ineffectiveness and failure resulting from organizational or system failures, such as impossible workloads and/or lack of responsiveness or support
- **reflective supervision** - the process of examining, with someone else, the thoughts, feelings, actions and reactions evoked in one's work
- **trauma-informed organizations** - organizations which demonstrate an understanding of the prevalence and impact of trauma and the paths to healing and recovery, beginning with "safety first" and avoiding retraumatizing

Videos

Piano Stairs

TheFunTheory.com

<https://www.youtube.com/watch?v=2IXh2n0aPyw>

Change is Good...You Go First

SimpletruthsTV.com

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

Research

- Trauma is pervasive: between 55-99% of us have experienced at least one traumatic event, with an average of 5 traumas per lifetime.
- Organizations, through their practices, can trigger trauma related reactions in clients and in staff.
- Burn out can interfere with professionals' relationships with their clients, and needs to be addressed at both the individual and system level.
- Training, ongoing reflective practice and supervision, consultation and support are needed to create and sustain trauma-informed organizations.
- Trauma-informed organizations can intervene early, provide or refer to immediate and concrete assistance, avoid further trauma and support healthy development.
- Trauma-informed approaches can enhance the effectiveness of services.

Major Tasks

- Promote and support open communication and collaboration within the organization.
- Make an open and honest assessment of the current capacity of the organization to work effectively with families experiencing homelessness and trauma.
- Provide physical and emotional safety for clients and staff.
- Develop a process for successful transitions to other programs and services.
- Identify and implement ways to continuously improve organizational capacity to support children, families and staff.

Discussion Question

What next steps would you recommend for improving the organization's capacity to support staff and to work effectively with children and families experiencing homelessness?

Outcomes

- The organization operates smoothly and turnover is minimal.
- Staff works effectively as a team.
- Children, families, and staff build resilience.
- The organization builds capacity to provide trauma-informed services.
- The organization takes an active role in working for community change.

What's Next?

As a staff, discuss current and potential organizational characteristic, strategies and resources that support and build on emerging individual and organizational strengths.

Carrying the Work Forward

- Demonstrate commitment to reflective practice and continuous improvement.
- Contribute to collective knowledge of staff by bringing new learning back to the group.
- Provide opportunities to engage staff and clients in planning, implementing and accomplishing personal and organizational goals.
- Identify key partners in the community.

Quotes

"The first task of recovery is to establish the survivor's safety. This takes precedence over all others, for no other therapeutic work can possibly succeed if safety has not been adequately secured." Judith Herman

"Get everyone to do a small part to help, then no one feels helpless." Ken Frohock

"An organization, no matter how well designed, is only as good as the people who live and work in it." Dee Hock

"The achievements of an organization are the results of the combined effort of each individual." Vince Lombardi

Additional Resources Module 4

- Capacity Building*. Video Channel. Third Sector New England. Web. <http://www.youtube.com/playlist?list=PLB93EA66BEB202017&feature=emshare_playlist_user>.
- Capacity Building: A Topical Resource List*. Foundation Center. Web. <<http://foundationcenter.org/grantmakers/topicalresources/list01.html>>.
- Connolly, Paul, and Carol Lukas. "Six Components of Organizational Capacity." *Fieldstone Alliance*. 2004. Web. <http://www.fieldstonealliance.org/client/articles/ArticleComponents_Org_Capacity.cfm>.
- De Vita, Carol, and Fleming Cory, eds. "Building Capacity in Nonprofit Organizations." The Urban Institute. 2001. Web. <http://www.urban.org/UploadedPDF/building_capacity.pdf>.
- Fallot, Roger, and Maxine Harris. "Creating Cultures of Trauma-Informed Care: A Self-Assessment and Planning Protocol." *Community Connections*. Web. <http://www.sfbhn.org/misc/pdf/Fallot_Tool_Explanation_TIC.pdf>.
- "Family Connections." Boston Children's Hospital. Web. <<http://www.childrenshospital.org/clinicalservices/Site2684/mainpageS2684P9.html>>
- Guarino, K., et al. "Trauma-Informed Organizational Toolkit." National Center on Family Homelessness, Web. <<http://www.familyhomelessness.org/media/90.pdf>>.
- Interactive Homelessness Lessons. On-Line Training. Office of Head Start, ECLKC. Web. <<http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/family/Family%20and%20Community%20Partnerships/Crisis%20Support/Homelessness/homelessness.html>>
- Koschmann, Matt. *What is Organizational Communication?* Video. <<http://youtu.be/e5oXyqLGMuY?>>.
- "Models for Developing Trauma-Informed Behavioral Health Systems and Trauma Specific Services." National Center for Trauma-Informed Care. Web. <<http://www.ct.gov/dmhas/lib/dmhas/trauma/TraumaModels.pdf>>.
- "Reflective Practice and Program Development." Zero to Three. Web. <<http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practiceprogram-development/>>.
- "The Sanctuary Model." Web. <<http://www.sanctuaryweb.com/>>
- Staff Leadership to Create Relationships that Protect Children." Strengthening Families. Center for the Study of Social Policy. Web. <http://www.cssp.org/reform/strengtheningfamilies/resources/body/03_Staff_Leadership_EV4-1.pdf>.
- "Strengthening Families for Practitioners: A Protective Factors Framework." Strengthening Families. Center for the Study of Social Policy. Web. <<http://www.cssp.org/reform/strengthening-families/basic-onepagere/Strengthening-Families-for-Practitioners.pdf>>.
- "Third Sector New England: Transforming Nonprofits, Powering Change." Third Sector New England. Web. <<http://www.tsne.org/>>.
- Van Dernoot Lipsky, Laura, and Connie Burk. *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*. San Francisco: Berrett-Koehler Publishers, 2009. Print.

Module IV

Handouts

Trauma-Informed Organizations

A trauma-informed organization thoroughly incorporates, in all aspects of service delivery, an understanding of the prevalence and impact of trauma and the paths to recovery. Trauma-informed services avoid retraumatizing those who seek assistance as well as staff. These organizations seek “safety first” and commit themselves to “do no harm.”

Creating a trauma-informed organizational culture is important because:

- Trauma is pervasive: between 55-99% of us have experienced at least one traumatic event, with an average of 5 traumas per lifetime.
- The impact of trauma is very broad, often deep and life-shaping.
- Trauma preys particularly on the most vulnerable.
- Trauma has often occurred in the service context itself, often by unintentionally triggering traumatic memories and responses.
- Trauma affects staff members as well as consumers; staff are at risk of secondary trauma (compassion fatigue) and/or burnout.
- Service providers may be reluctant to address trauma, lack confidence in their ability to deal with resulting behaviors or emotions, or fear that their own trauma histories will be triggered.
- Training, ongoing reflective supervision, consultation and support are needed to create and sustain trauma-informed organizations.
- Trauma-informed organizations can intervene early, provide or refer to immediate and concrete assistance, avoid further trauma and support healthy development.

Core Values of a Trauma-Informed Organization:

- Safety
- Trustworthiness
- Choice
- Collaboration
- Empowerment

A program is trauma-informed when each of these values is evident in every contact, setting, relationship and activity in the experiences of both staff and consumers.

Establishing a Supportive Environment requires:

- Safety for children, families and staff
- Consistency and predictability
- Transparency in information-sharing
- Open and respectful communication
- Privacy and confidentiality
- Cultural awareness and competence

Source: Fallot, Roger and Harris, Maxine (2009). *Creating Cultures of Trauma-Informed Care: A Self-Assessment and Planning Protocol*. Washington, D.C., Community Connections.

Reflective exercise for your organization

- What organizational structures, attitudes and policies does your organization have in place to work effectively with families experiencing homelessness? What is not in place?
- How does your organization ensure physical and emotional safety for children, families and staff?
- Does your organization have effective processes for successful transitions within, into, and out of your program?

From Burnout to Engagement

Burnout

Exhaustion
Detachment/Cynicism
Inefficacy



Engagement

Energy/Resilience
Involvement/Inspiration
Efficacy/Agency

Burnout to Engagement: Balancing Dimensions



Individual Change:

- Exit: Quit
- Voice: Speak up for change
- Loyalty: Keep on keeping on

Organizational Change:

- Assess
- Intervene in one or more dimensions
- Strengths approach- Build engagement!

Handout 4.2 continued

Quick Assessment

	Engagement	To	Burnout
	Just Right	Tolerable	Major Mismatch
Workload			
The amount of work to complete in a day			
The frequency of surprising, unexpected events			
Control			
My participation in decisions that affect my work			
The quality of leadership from upper management			
Reward			
Recognition for achievements			
Opportunities for bonuses or raises			
Community			
The frequency of supportive interactions at work			
The quality of relationships at work			
Fairness			
Management's dedication to giving everyone equal consideration			
Clear and open procedures for allocating rewards and promotions			
Values			
The potential of my work to contribute to the larger community			
My confidence that the organization's mission is meaningful			

Please Note: this is not a complete survey

"A work setting that is designed to support the positive development of energy, vigor, resilience, involvement, dedication, absorption and effectiveness ... is an essential part of staying true to the pursuit of a noble cause and keeping the flame of compassion and dedication burning brightly." ATTRIBUTE QUOTE

Sources: Christina Maslach and Michael Leiter, Various

Managing Secondary Trauma and Burnout

A multidimensional approach to prevention and intervention – involving the individual, team members, supervisors, leadership and organizational policy – will yield the most positive outcomes for those affected by secondary trauma or burnout.

Sources of Secondary Trauma

- Empathy: by empathizing with another or "feeling their pain" the professional becomes vulnerable to internalizing some of that trauma-related pain.
- Insufficient recovery time from witnessing or hearing about traumatic experiences
- Unresolved personal trauma which can be triggered by working with an individual who has suffered a similar trauma
- Isolation and systemic fragmentation: when individuals feel valued and are in the presence of others who respect and care for them, they are more capable of tolerating extreme stressors.

Sources of Burnout

- Demanding and unsupportive supervisors and/or co-workers
- Arbitrary and/or unbending rules and procedures
- Too much paperwork
- Ambiguity in job descriptions
- Poor training and supervision
- Excessively high caseloads
- Lack of control or influence over one's work
- Poor communication
- Long workdays and workweeks

Strategies for Prevention and Intervention:

- Ensure clear, timely and effective internal communication
- Reflective supervision
- Balanced caseloads
- Flextime scheduling
- Change in job assignments or work groups
- Ongoing skills training and opportunities for professional development
- Workplace self-care groups
- Exercise and good nutrition
- Referrals to Employee Assistance Programs or outside agencies

Source: Adapted from *Secondary Trauma and the Child Welfare Workforce*.

http://www.cehd.umn.edu/ssw/cascw/attributes/PDF/publications/CW360_2012.pdf

Organizational Elements Impacting Capacity

- **Shared vision** - Mission, Vision, and Strategy are the driving forces that give an organization its purpose and direction.
- **Strong, effective leadership** - Governance and leadership keep all the parts aligned and moving. The organization's leadership is alert to changing community needs and realities.
- **Resource development** - The effective management and use of human, financial, physical and information resources impacts an organization's capacity.
- **Effective communications, internally & externally** - The strength of the organization depends upon the ability to collect, process and use information efficiently and effectively.
- **Skills** -The abilities manifested in individuals will contribute to the organization and the ability to get things done.
- **Trust** - Trust is the reflection of the degree of integrity, honesty, dependability, openness, and transparency within the organization.
- **Strong management systems** - Investing time and attention to systems development results in organizational efficiency and effectiveness.
- **Commitment to continuous improvement and professional development**



Three Building Blocks of Reflective Supervision

Over the last quarter-century work done by ZERO TO THREE has found that reflective supervision promotes and supports the development of a relationship-based organization. This approach expands on the idea that supervision is a context for learning and professional development.

The three building blocks of reflective supervision are **reflection, collaboration, and regularity.**

Reflection

Reflection means stepping back from the immediate, intense experience of hands-on work and taking the time to wonder what the experience really means. Through reflection, we can examine our thoughts and feelings about the experience and identify the interventions that best meet the goals.

Reflection in a supervisory relationship requires a foundation of honesty and trust. The goal is to create an environment in which people do their best thinking—one characterized by safety, calmness and support. Regular meetings are needed to:

- provide material that will help stimulate a dialogue about the work.
- explore the range of emotions (positive and negative) related to the work.
- work to understand and identify appropriate next steps.

Reflective supervision is characterized by active listening and thoughtful questioning by both parties. The role of the supervisor is to provide the support and knowledge necessary to guide decision-making, and to provide an emotionally safe environment that supports positive stress management. It reflects the nurturing relationship provided by staff for infants, toddlers and families.

Supervisors can also support staff's professional development by using supervisory meetings as an opportunity to scaffold (or support the acquisition of) new knowledge. Reflection is important because it empowers staff to assess their own performance. Awareness of one's strengths, as well as one's limits and vulnerabilities, allows individuals to make mid-course corrections in work performance that feel natural, unforced, and generated from within.

Collaboration

The concept of collaboration (or teamwork) emphasizes sharing the responsibility and control of power. Power is derived from many sources, among them position in the organization, ability to lead and inspire, sphere of influence and network of colleagues. But most of all, power is derived from knowledge.

While sharing power is the goal of collaboration, it does not exempt supervisors from setting limits or exercising authority. These responsibilities remain firmly within the supervisor's domain. Collaboration does allow for a dialogue to occur on issues affecting the staff person and the program.

Collaboration allows staff to express interest in taking on new tasks and challenges, as well as to exercise some control over the terms and conditions of their work. It offers supervisors and mentors a chance to learn from, as well as teach, staff. Collaboration also allows supervisors to recognize opportunities to share responsibility and decision-making and, in so doing, cultivate leadership talent from within.

True collaboration requires open communication, flowing freely in both directions, and protected from "outsiders." Both partners assume the best about each other. The supervisory relationship is one characterized by a feeling of trust and safety, where difficult issues can be discussed without fear of judgment, disclosure, or ridicule. Open communication implies curiosity and active listening. Either partner can ask "What were you thinking when you did that?" as a means of learning more about the motivations and thoughts of the other.

Regularity

Neither reflection nor collaboration will occur without regularity of interactions. Supervision should take place on a reliable schedule, and sufficient time must be allocated to its practice.

That said, there are times when scheduling conflicts or emergencies arise, making it necessary to reschedule supervision meetings. When this happens, set another time to meet as soon as possible. If the need to reschedule arises frequently, it makes sense to consider why this is happening.

It takes time to build a trusting relationship, to collaborate, and to share ideas, thoughts, and emotions. Supervisory meetings are an investment in the professional development of staff and in the future of the program. Staff will take their cues from leaders

Excerpted from Parlakian, R. (2001). Look, listen, and learn: Reflective supervision and relationship-based work. Washington, D.C: ZERO TO THREE. Available at: <http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/three-building-blocks-of-reflective-supervision.html>

Is My Supervisory Style Reflective?

Reflective leadership is characterized by self-awareness, careful and continuous observation, and respectful, flexible responses that result in reflective and relationship-based programs. The following **Leadership Self-Assessment** is a series of statements and reflective questions that offer insight into your leadership style to help you identify your strengths and opportunities for growth.

Instructions: Rate yourself on a scale of **1 (Rarely)**, **2 (Sometimes)** or **3 (Almost Always)** on the following statements.

1. In a discussion, I can see areas of agreement among differing opinions.	1 2 3
2. I lead by example, not just by words.	1 2 3
3. I notice good work and I give staff positive feedback.	1 2 3
4. I recognize the value of humor in the workplace.	1 2 3
5. I have a vision of where the agency/center/project I lead is going and can communicate it to others.	1 2 3
6. When something is not going right for one of my staff members, I take the time to help them think it through and develop an approach to solving it.	1 2 3
7. I am comfortable telling others when I don't know the answer to a particular question.	1 2 3
8. I make sure we celebrate as a team when we meet milestones.	1 2 3
9. I have ways of handling the pressures of my position that allow me to think and strategize even in the midst of crisis.	1 2 3
10. I focus the work of the agency/center/project I lead around the children and families we serve.	1 2 3
11. I make sure people know that it is safe to share their opinions and to say what they really think and feel.	1 2 3
12. I encourage people to let me know what they need in order to work well, and whenever possible, ensure that they get it.	1 2 3

Handout 4.6 continued

13. I gather input from others and involve staff in decision-making. I devolve decision-making whenever appropriate.	1	2	3
14. I make opportunities to stay current about issues in the field.	1	2	3
15. I think before I act.	1	2	3
16. I meet regularly with the staff who report to me.	1	2	3
17. I solicit feedback from my staff about my own performance.	1	2	3
18. I have a mentor or supervisor in the organization.	1	2	3

Understanding Your Responses

If your responses were mostly

Ones:

Reflective supervision may be new to you or your organization. Consider attending an external training session on reflective supervision and relationship-based organizations. You also may wish to do some independent reading on reflective supervision. See the articles in this issue of the Journal for additional resources.

Twos:

Reflective supervision is not entirely new to you, but you may be hesitant to fully implement it in practice. Beginning with the areas you marked as “ones,” work with your supervisor to identify experiences that will help you build your skills and use them with confidence. Consider attending workshops or conferences on the subject.

Threes:

You are comfortable using reflective supervision with your staff and have integrated many facets of this approach into your daily work. You can expand your knowledge and continue growing by identifying your next challenges, for example: develop your own training session on reflective supervision, mentor a colleague, and continue to take external classes and conferences.

Excerpted from:

Parlakian, R., & Seibel, N. L. (2001). Being in Charge: Reflective leadership in infant/family programs. Washington, DC: ZERO TO THREE. Available at:

<http://www.zerotothree.org/about-us/areas-of-expertise/reflective-practice-program-development/leadership-self-assessment-tool.html>

What Do Leaders Do?

Leaders carry out key functions and specific tasks. Effective leaders know leadership is an art as well as a developed skill. Committed leaders actually study leadership in order to improve their own performance. Following are some of the functions good leaders perform.

People functions

- Value individuals.
- Gather and develop others in becoming leaders.
- Motivate others.
- Enable others.

Organization functions

- Affirm values; set and enforce the highest ethical standards.
- Embrace and use system thinking and learning organization theories.
- Build adaptive capacity.
- Develop the optimum organizational culture.

Personal functions

- Delegate, but don't abdicate.
- Take risks and make mistakes.
- Welcome criticism and learn from it.

Community functions

- Ensure that your organization is relevant to the community.
- Build a network of supporters, partners, and collaborators.
- Help build the civic capacity of your community.

Source: Joyaux, Simone (2013). What Is Leadership? *Nonprofit Quarterly*, April 23, 2013. Available at: <http://www.nonprofitquarterly.org/management/22194-what-is-leadership.html>

Feedback

What's one thing you learned today?

What's one thing you were reminded of today?

What's one thing you think you can do immediately?

What supports do you need to carry the work forward?

What suggestions do you have for making this a better presentation for other professionals who are working with families experiencing homelessness?

Module V

Building Partnerships for Children and Families

Module V Building Partnerships

Learning Goal

Participants will identify community organizations and begin to build strong partnerships to support families at risk of, experiencing, and/or transitioning from homelessness and trauma.

Review

Review the **Research** and **Major Tasks** from **Module IV**. Summarize the discussions about the organization's current and potential capacity ("**What's Next**" activity from **Module IV**).

Prime the Brain

Find commonalities in very different objects.

Definitions

- **transition** - passage from one state, stage, subject, or place to another; change
- **asset mapping** - identifying the existing strengths and resources of the community, highlighting the interconnections among them, and determining how to access those assets
- **community collaboration** - a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results together that they are unlikely to achieve alone.
- **collective impact** - a specific approach to community collaboration that involves the commitment of a group of actors from different sectors to a common agenda for solving a complex social problem
- **outputs** - activities and services provided by organizations or collaborations
- **outcomes** - the results of the activities and services

Video

Building Adult Capacities

http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change/

Research

- The community can either support or undermine family functioning.
- Sharing information about what works strengthens programs, policies and community networks.
- Community collaboration increases resources available to children, families, and organizations, especially for vulnerable and at-risk children and families.
- When groups or organizations collaborate effectively, dollars can be leveraged beyond the impact of any one grant or funding stream.
- Community-wide networks that share a vision and mission, leadership, resources, outreach work, and common measures of community change have been shown to have a significant impact on the community.

Major Tasks

- Build systems that allow for smooth transitions and ongoing, appropriate support for families and children.
 - Identify key partners for effective community collaborations.
 - Develop mutual respect, support, and interactions among partners.
 - Provide referrals and information to other agencies when appropriate.
- Exchange data and information about what works.
- Develop or participate in a community-wide network that will advocate for vulnerable children and families.
- Create a caring community.

Discussion Question

How can your organization/program work with other agencies to ensure the long term success of children and families?

Outcomes

- Stronger organizational partnerships
- More reliable and useful data and information
- Greater access to and use of resources for children, families and organizations
- More vulnerable families becoming independent
- Stronger, healthier communities

What's Next?

Identify stakeholders and provide an opportunity to explore common goals, desired outcomes and concrete ways to work together.

Carrying the Work Forward

- Complete a community inventory of assets and challenges.
- Study effective ways of working collaboratively.
- Develop relationships with leaders and frontline workers from partner agencies.
- Identify common goals.
- Identify ways of collecting and sharing information.
- Identify and find ways to coordinate activities.
- Explore using a collective impact model for creating healthy communities for all children and families.

Quotes

"For things to change, somebody somewhere has to start acting differently." Chip Heath and Dan Heath

"Large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations."
Strengthening Families

"Change comes at the speed of trust." Stephen Covey and Rebecca Merrill

"All persons are caught in an inescapable network of mutuality, tied to a single garment of destiny. What affects one directly, affects us all indirectly." Martin Luther King, Jr.

Additional Resources Module 5

Asset Based Community Development Institute. Web.

<<http://www.abcdinstitute.org/>>.

Blank, Martin, S. Kwesi Rollins, and Carlo Ignacio. "Building Effective Community Partnerships." CCI Tools for Federal Staff. Institute for Educational Leadership. Web.

<http://www.ccitoolsforfeds.org/doc/Building_Effective_Community_Partnerships.pdf>.

Bartle, Phil. "Community Empowerment Collective Society." Community Empowerment Collective. 2007. Web.

<<http://cec.vcn.bc.ca/cmp/collect.htm>>.

"Collective Impact." FSG. Web.

<<http://www.fsg.org/KnowledgeExchange/FSGApproach/CollectiveImpact.aspx>>.

"Community Tool Box." The Community Tool Box. Work Group for Community Health and Development, University of Kansas. Web.

<<http://ctb.ku.edu/en/default.aspx>>.

"Community Action Guide: Supporting Infants, Toddlers, and Families Impacted by Caregiver Mental Health Problems, Substance Abuse, and Trauma."

Substance Abuse and Mental Health Services Administration. SAMSHA, 2012. Web. <<http://store.samhsa.gov/shin/content/SMA12-4726/SMA124726.pdf>>.

Heath, Chip and Heath, Dan. "Switch: How to Change Things When Change is Hard." New York: Broadway Books. 2010. Print.

Kania, John, and Mark Kramer. "Collective Impact." Stanford Social Innovation Review. Winter. (2011): Web.

<http://www.ssireview.org/articles/entry/collective_impact>.

Koschmann, Matt. The Collaborative Challenge: Making Quality Decisions Together. n.d. Video. Web.

<<http://www.youtube.com/user/mattkoschmann>>.

Kretzmann, John P. and McKnight, John L. (1993) *Building Communities from the Inside Out: A Path Toward finding and Mobilizing a Community's Assets*. Evanston, IL: Center for Urban Affairs and Policy Research, Northwestern University.

"Measuring Program Outcomes: A Practical Approach." United Way of America, 1996. Web.

<http://www.unitedwayslo.org/ComImpacFund/10/Excerpts_Outcomes.pdf>

The Fun Theory • Com. This site is dedicated to the thought that something as simple as fun is the easiest way to change people's behaviour for the better. Web. <<http://thefuntheory.com>>

Module V

Handouts

Community Networks

Community wide networks that use a collective impact model have been shown to have a significant impact on their community.

Research Summary

- Communities can either support or undermine family functioning.
- Community collaboration increases resources available to children and families AND to organizations.
- Community collaboration is most helpful for vulnerable and at-risk children and families.
- Community-wide networks that work toward a common vision and mission, coordinate their efforts, share resources, jointly monitor progress towards goals, and communicate effectively have been shown to have a significant impact on positive, community-wide change.

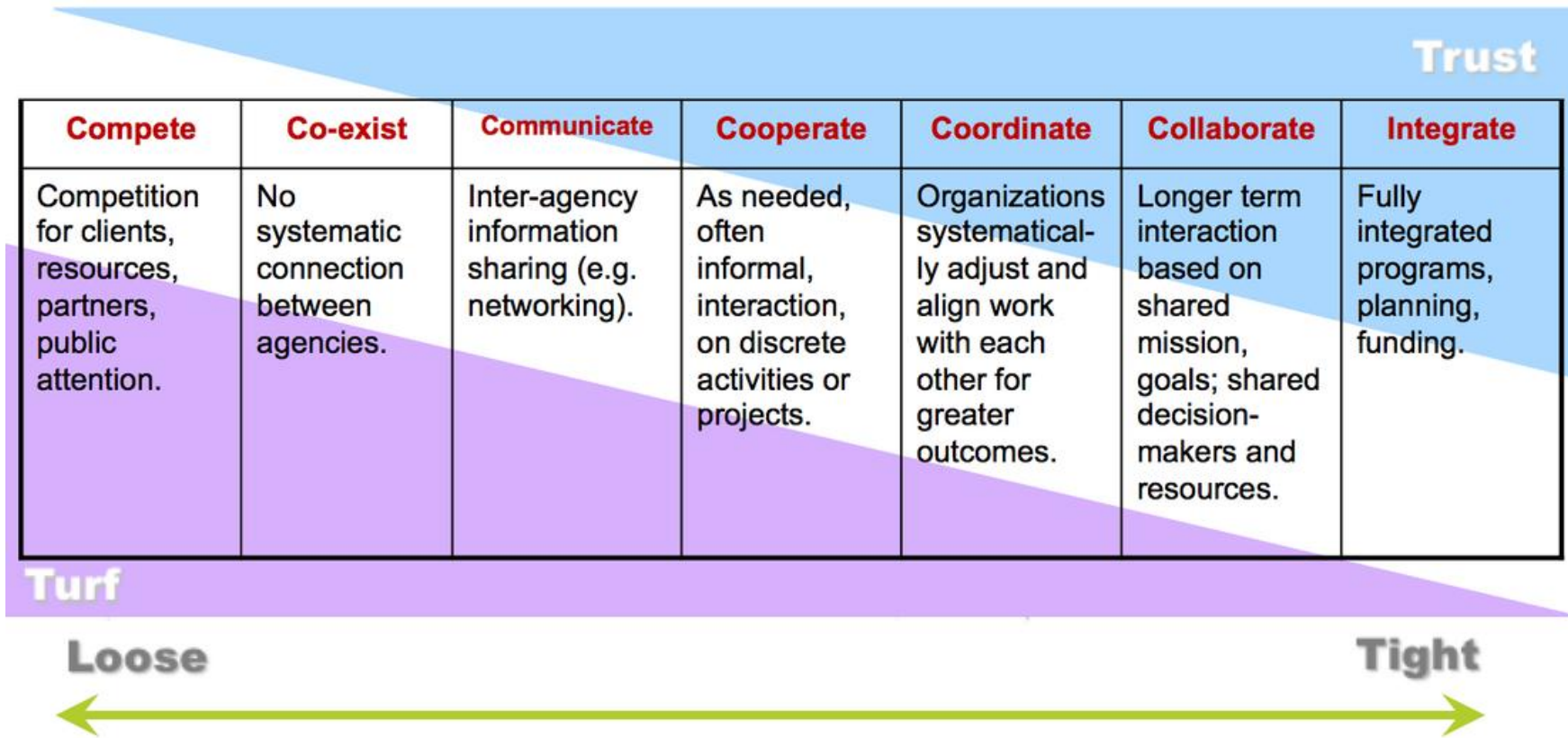
Essential Elements for Collective Impact

- **Common Agenda:** All participants have a shared vision for change, a common understanding of the problem, and a joint approach to solving it through agreed upon actions.
- **Mutually Reinforcing Activities:** Each participating organization does what it does best, coordinating with the action of others, so that all efforts contribute to an overarching plan.
- **Shared Measurement:** collecting data and monitoring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
- **Continuous Communication:** Frequent, open and transparent communication over time builds the trust that is essential for successful community-wide collaborative efforts.
- **Backbone Support:** The expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails. A dedicated staff separate from the participating organizations can help plan, manage and support the initiative.

Source: Kania, John and Kramer, Mark (2011) Collective Impact. Stanford Social Innovation Review (Winter), pp. 36-41. Available at:

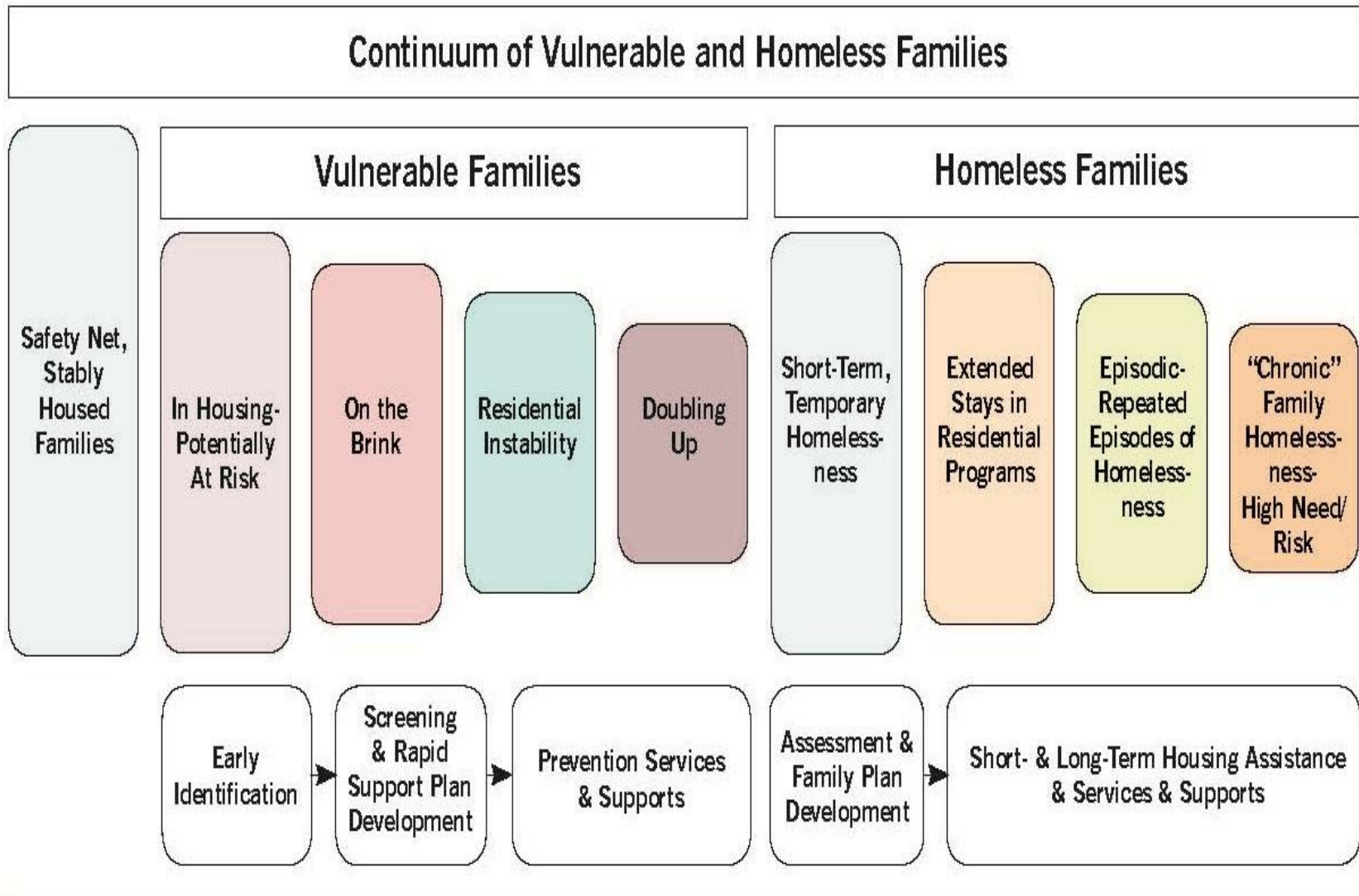
http://www.ssireview.org/articles/entry/collective_impact

The Collaboration Continuum



Source: Tamarack Institute, <http://tamarackcommunity.ca/>

Handout 5.3



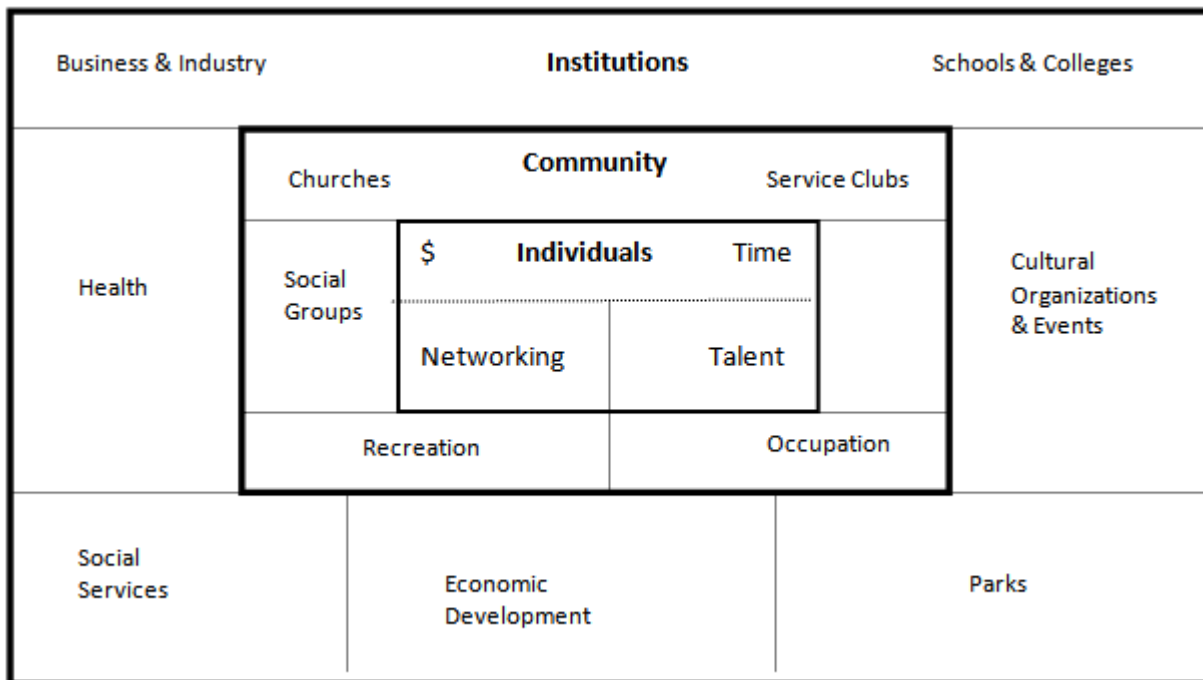
Source: *Ending Family Homelessness in Washington State: An Emerging Approach*. Building Change

Introduction to Asset Mapping

Asset mapping is an extension of the basic notion of identifying and mobilizing the available resources needed to design and implement programs. Asset mapping emphasizes the idea of starting with the positive, i.e., *what is available* in the community to address the issue or concern rather than starting with a list of *what isn't available*.

Asset mapping also includes the key point that community members are **co-learners** and **co-creators** of the entire process, all the way from defining the issue, identifying the assets, and designing and implementing the solutions.

Asset mapping may clarify the place of an organization in the community spectrum, identify gaps and highlight connections.



Sources

Asset Based Community Development Institute. Web. <<http://www.abcdinstitute.org/>>.

Kretzmann, John P. and McKnight, John L. Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. Center for Urban Affairs and Policy Research, Neighborhood Innovations Network, Northwestern University, 2040 Sheridan Road, Evanston, IL. 1993

Michigan State University. Best Practices Brief. No. 4, 1998-1999. Web: <<http://outreach.msu.edu/bpbriefs/issues/brief4.pdf>>

Building Community Partnerships

	Crisis Intervention	Stabilizing Families	Creating Healthy Communities
What do/can we provide?			
What more do we need?			
What can potential partners offer (Who & What)?			

Source: Teaching Solutions NM, 2015

Assessing and Growing Your Community Partnership

Building and maintaining effective community partnerships requires dedicated time and ongoing attention to the collaborative process. This checklist will help you understand where your partnership is thriving and where it may need attention.

Assessing Your Community Partnership

1. Our partnership has developed a shared vision and a set of shared goals.

Disagree 1 2 3 4 5 Agree

If you disagree, say why:

2. Our partnership has successfully engaged a broad base of partners from a range of individuals and organizations representing all the key stakeholders.

Disagree 1 2 3 4 5 Agree

If you disagree, say why:

3. Our partnership has the right “mix” of partners so that we are representative, inclusive, and effective.

Disagree 1 2 3 4 5 Agree

If you disagree, say why:

4. Families and consumers are involved in our community partnership in a meaningful way.

Disagree 1 2 3 4 5 Agree

If you disagree, say why:



New Mexico Early Childhood Transition Initiative *Partners*

Dept of Health, Family Infant Toddler Program (DOH-FIT)
<http://www.nmhealth.org/ddsd/NMFIT/FITIndex.htm>

Public Education Dept, Special Education Bureau (PED-SEB)
<http://www.ped.state.nm.us/seo/index.htm>

Parents Reaching Out (PRO)
<http://www.parentsreachingout.org/>

Education for Parents of Indian Children with Special Needs (EPICS)
<http://www.epicsproject.org/>

Children Youth & Families Dept (CYFD)
<http://cyfd.org/>

Head Start State Collaboration Office, CYFD
<http://www.nmheadstart.org/>

Bureau of Indian Education (BIE)
<http://www.bie.edu>

New Mexico Early Childhood Transition Initiative, UNM Center for Development and Disability
<http://cdd.unm.edu/ec/transition>

Early Childhood Learning Network, UNM Center for Development and Disability

- Early Childhood Network (ECN) <http://cdd.unm.edu/ec/ecn>
- Preschool Network (PSN) <http://cdd.unm.edu/ec/psn>

Medically Fragile Case Management Program, UNM Center for Development and Disability
<http://cdd.unm.edu/mfcmp>

New Mexico School for the Blind and Visually Impaired (NMSBVI)
<http://www.nmsbvi.k12.nm.us/>

New Mexico School for the Deaf
<http://www.nmsd.k12.nm.us/>

Children's Medical Services
<http://nmhealth.org/index.shtml>

New Mexico Regional Education Cooperatives
<http://www.ped.state.nm.us/resources/personneldirectory/rec.pdf>

Feedback

What's one thing you learned today?

What's one thing you were reminded of today?

What's one thing you think you can do immediately?

What supports do you need to carry the work forward?

What suggestions do you have for making this a better presentation for other professionals who are working with families experiencing homelessness?

