

CAPPD: PRACTICAL INTERVENTIONS TO HELP CHILDREN AFFECTED BY TRAUMA



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A GUIDE TO PRACTICAL INTERVENTIONS TO HELP CHILDREN AFFECTED BY TRAUMA

Introduction

The aim of Multiplying Connections is to promote positive development for all children, especially those who have been traumatized by repeated exposure to violence, abuse and neglect. To accomplish this aim, we offer training to children's services professionals on the impact of trauma on development; how to recognize children's reactions to trauma; and how to promote healing through trauma informed care. This guide is designed to supplement the information and skills learned in the Becoming Trauma Informed course by providing you with specific:

techniques (behavioral and structural changes you can make when interacting with children),

activities (focused interactions with children designed specifically to help them cope with their responses to trauma and any trauma triggers present in the environment), and

environmental changes (ways you can rearrange your office, classroom, etc to make it calmer and more secure for children)

With a little practice, all of these strategies can easily be implemented and integrated into your daily work and they do not require any special clinical training.

Since childhood trauma is “any physical or physiological threat or assault to a child’s physical integrity, sense of self, safety or survival or to the physical safety of another person significant to the children” (*MC definition - BTI*), the overall goal of all of these interventions is to increase a child’s sense of self, safety, stability, and positive connections with others.

Perhaps the most important thing you can do for a child affected by trauma is to create a positive, nurturing relationship with him. Research has repeatedly shown that not only do secure relationships with adults help all children feel safe, stable and develop a sense of self, they also can help children who experience hyper-arousal or disassociation as result of exposure to trauma return to a calmer state. Operating at a more normal level of arousal is crucial for proper brain development and for creating the optimal brain state for learning.

The interventions in this guide are helpful for ALL children because they expose them to positive experiences that promote healthy brain development. Children who experience trauma, however, need more deliberate and more frequent exposure to these interventions because their exposure to such positive experiences has often been limited and curtailed.

Repeated positive experiences enable children affected by trauma to develop new neural path ways in their brains, increasing the opportunity for healthy development and growth. As clinician David Bath points out, children affected by trauma have stress response systems that have fundamentally changed; they “focus on the need to ensure safety rather than on the many growth-promoting interests and activities that secure children find attractive and stimulating” (Bath, p.5). For maximum effectiveness, these interventions, particularly the techniques and environmental changes, need to be done continually, on a permanent basis. Doing so takes practice and patience. It also takes advanced planning, but over time it will become intuitive.

In the video series “Helping Traumatized Children” neuroscientist Bruce Perry, MD, outlines the five most important things adults can do to help children who are traumatized:

Stay and teach **CALM**, be **ATTUNED**, **PRESENT**, and **PREDICTABLE** and **DON'T** let children’s emotions escalate your own.

We have created the mnemonic **CAPPD** to help you remember these skills. All the activities, techniques, and environmental changes in this guide incorporate one or more of the five principles of **CAPPD**:

CALM: aims to keep both you and the child(ren) you work with in a relaxed, focused state. It is normal for children to react emotionally to things that upset or agitate them. Learning to regulate their emotions and return to a calm state after being alarmed or triggered by something that upsets them fosters positive relationships and experiences by helping children function in the, the neocortex, the optimal part of the brain for complex thinking and learning.

ATTUNED: asks you to be aware of children’s non-verbal signals: body language, tone of voice, emotional state. These signals tell you how much and what types of activity and learning the child can currently handle. These signals are also constantly shifting, so being attuned to children requires constant vigilance. Furthermore, children affected by trauma experience both life and their trauma in the midbrain, or the implicit, sensory part of the brain rather than in the “thinking/ learning” neocortex. (Steele, p. 14). Consequently, you must connect with the child(ren) on an emotional, sensory level before moving to a cognitive level.

PRESENT: requires that you focus your attention on the child(ren) you are with, that you be in the moment. All children can sense when you are not truly engaged or focused on them; to compound this intuition, a “pervasive mistrust of the adults with whom they interact” (Bath, p. 6) is a key characteristic of children who have experienced trauma. Despite their wariness, these children need to and, with support, can form secure relationships with loving adults.

PREDICTABLE: asks that you provide children with routine, structured, and repeated positive experiences that they need to thrive. Children who have experience trauma view the world as scary and unreliable. Being predictable in your actions and routines will help children feel safe. When they feel safe, they can stop devoting a majority of their brain energy to the fight-or-flight response and instead be free to grow and explore. Engaging in age-appropriate growth-promoting activities will help their brains develop new, positive neuro-networks.

DON'T let Children's Emotions Escalate Your Own: requires you to remain in control of your emotions and of your expression of them. When children lose control and become angry, frustrated, overly excited, or scared, our own emotions can spiral out of control as well. When this happens, we can escalate the situation and trigger further trauma responses in children. However, these are the moments when children most need us to be calm and steady. They need to know that even though they have lost control, and are experiencing difficult and frightening feelings, the world can still be a reliable and safe place and that they can depend on trustworthy adults. One of the main challenges when working with children who have experienced trauma is teaching them to regulate their own emotions, since their brain systems are often in a hypervigilant or disassociated state. The best way for children to learn to regulate their emotions is by watching us regulate ours.

We hope you will find these interventions informative and useful. Please visit our website, www.multiplyingconnections.com, to let us know how you are using CAPPD in your work and if you have further questions or comments!

TECHNIQUES

CREATE EMOTIONAL/PHYSICAL SAFETY

Age: 0–5 *Applicable To:* Groups or Individuals

CAPPD Concepts: predictable, attuned, calm

What It Is: Children affected by trauma will often cling or want to stay close to their primary caregiver; or conversely can be indiscriminate about who they hug. It is important to provide appropriate physical touch to these children. Sit close together, hug them, rub their backs, etc, but ONLY provide physical affection when the child seeks it; requesting/giving unasked for affection can re-traumatize the child or trigger trauma-related behaviors.

Why It Helps: Physical comfort can help calm children and help them cope with the trauma. When children feel free from fear and physical harm, they can better regulate their emotions and behavior.

PROVIDE CHOICE AND CONTROL

Age: 1.5–5 *Applicable To:* Groups or Individuals

CAPPD Concepts: predictable, attuned, present

What It Is: It is normal and necessary for children to go through a demanding/controlling phase of development, but trauma exacerbates it. For chil-

dren who have been traumatized, many of their life experiences involve control being taken away from them; they need to regain a sense of control. For demanding/controlling/stubborn kids, give them control over small things. For example, say to them “For snack, you can have A or B” or “Which activity would you like to do, A or B?”. Cheer children on as they try new things and try to accomplish things independently.

Why It Helps: Feeling they have control, children will be calmer and less controlling. Having choice and some control also lets children learn that they are important and can make things happen. This technique builds self-efficacy, fosters trust, and promotes a sense of identity.

COMMUNICATE RESPECT/TRANSPARENCY:

Age: 2–5 *Applicable To:* Groups or Individuals

CAPPD Concepts: predictable, attuned, present

What It Is: When you communicate with children, use words, tone, and body language that show you respect them as people. Don’t try to hide information from children or evade their questions. If they ask you about something that you truly cannot tell them, say: “I wish I could tell you the answer to that, but I can’t. I can tell you, though, that...”

Why It Helps: Respecting children promotes their sense of identity and helps them feel competent and worthy. Receiving respect and open, honest communication from adults helps children learn to communicate more effectively. In turn, these experiences will help them regulate their emotions and behavior.

BE NURTURING

Age: 0–5 *Applicable To:* Groups or Individuals

CAPPD Concepts: attuned, present

What It Is: The ability to nurture measures the extent to which a caregiver is available and able to sensitively meet the needs of a child. Some examples of nurturing behavior are: being fully present in your interactions with children (verbally and non-verbally), validating their feelings, providing physical affection and comfort when sought, laughing and playing games, providing safe mental, physical and social challenges that promote healthy growth and development.

Why It Helps: Children who are adequately nurtured feel more secure, which leads to the healthy development of self-esteem.

PROVIDE STABILITY

Age: 0–5 *Applicable To:* Groups or Individuals

CAPPD Concepts: predictable

What It Is: Stability means a child's environment is predictable and consistent. A key factor in providing stability is **establishing a routine**, such as doing things at the same time and in the same way as much as possible every day. Children benefit from knowing the routine. Use visual charts with pictures whenever possible to help kids see the schedule and what comes next. Sometimes, verbal processing is too much. If the routine has to change, tell the children about the change as soon as you can. Explain how it will change and why, if possible. Try to engage them in making the change.

Why It Helps: Planning the day and having a daily routine makes life much more predictable and manageable for children affected by trauma. Traumatizing experiences, especially chronic trauma, are inherently unpredictable. Children need to learn that the world and their life can be predictable to regain a sense of trust and control. Establishing routine also reassures children that an adult is in charge and will help keep them safe. Stability/safety and repeated experiences are essential for children to be able to learn and function from the neocortex.

GET DOWN ON EYE LEVEL

Age: 0–5

Applicable To: Groups or Individuals

CAPPD Concepts: attuned, present

What It Is: When interacting with –or especially, speaking with – children, make sure you are on eye level with them and make regular eye contact with them. For babies, this means getting close to the child so they can make eye contact—it might mean lying on the floor with the baby, or holding the baby at the adult’s eye level,

Why It Helps: Being on the same physical level as you makes children feel safer, more in control, and more connected to you. It communicates to them that you are there for them and really paying attention to them.

MODEL OPEN DISCUSSION

Age: 3–5

Applicable To: Groups or Individuals

CAPPD Concepts: attuned, present

What It Is: Whenever possible in your conversations with children, talk with them openly. Provide them with honest, clear information in age-appropriate language. Allow them time to process the information and ask questions. Don’t avoid talking about subjects or answer their questions just because you feel awkward discussing them. You will find that over time you gain more comfort and confidence talking about uncomfortable issues and children in turn will be more open with you.

Why It Helps: Open discussion helps kids learn *generally* to talk openly and develop good conversation skills. Open dialogue will also help children feel more comfortable discussing difficult issues. When children have the truth and the facts, it decreases their impulsivity and aggression. Open discussion also communicates respect for the children, which helps build their self-esteem.

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DISCIPLINE STRATEGIES

Age: 1–5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, attuned, predictable, don't...

What It Is: Make sure you have a well-established discipline and consequences system. Generally, though, a behavior modification program (like stickers) does not work for children affected by trauma. Use direct, specific, positive wording for both written and verbal rules and directions. For example, instead of saying, "Will you stop being so hyperactive?", you can say, "Please walk quietly and calmly in the hallway."

Think about the causes of a child's behavior before giving disciplining. Try to make the experience something from which they can learn. Try to select consequences that address the causes of the behavior and that are logical. Also keep in mind that children who have experienced trauma often need adults to react to their developmental age, not their biological age (i.e. – a 5 yr old throwing a tantrum like a 2 yr old may need to be rocked and held, not sent out to time out). Give choices, if possible, for consequences. Children affected by trauma are very sensitive to displeasure, so err on the side of under-reacting, when possible. Don't criticize or shame children for regression (i.e. – a potty-trained child starts wetting his pants again after trauma); regression is a normal response to trauma. Try to ensure that the consequence will not trigger a trauma response, for some children discipline strategies such as isolated time out may be very retraumatizing if they have been neglected or abandoned in the past. It is NEVER acceptable for children's services professionals caregiver to use hitting, spanking, verbal abuse or yelling as a consequence for a child's negative behavior.

Give warm, abundant praise as much as you can (ratio of praise to criticism should be at least 6:1). In other words, make more effort to catch and acknowledge children doing "good" things. Make sure to use "labeled" (specific) praise. For example, instead of giving vague encouragement like "Good job," praise the specific behavior or action – "I really like

how quickly you stopped playing the game when I said it was time to go inside” or “I really like how you used many different colors to draw your butterfly today”

Why It Helps: Why It Helps: Knowing what to expect for various types of behavior helps make children’s lives predictable and helps them learn how to act. Responding to children’s developmental age, not their biological age starts where they really are and helps their brains develop in ways that they may have missed earlier in life. Children impacted by trauma often practice reenactment: the habit of recreating old relationships with new people. Even if these are negative relationships, they are familiar and therefore feel safer/more predictable to children affected by trauma. These children are so sensitive to criticism, they need abundant praise to help them develop a healthy sense of self-esteem and self-worth. Giving children choices for consequences gives them a sense of control, helps avoid battles, and increases their sense of self.

ACTIVITIES

MAKE A SAFETY PLAN

Age: 2-5

Applicable To: Groups and individuals

CAPPD Concepts: attuned, predictable

What It Is: Create and practice safety plans (for fires, hurricanes, tornados, earthquakes, school lock-down, etc) and educate children about it. If you are in the midst of disaster or trauma (especially acute, public trauma), inform children that the school, institution, or other authority is working to keep them safe; emphasize the plan.

Why It Helps: The plan will help them feel a sense of control and predictability – know what to do and expect if something goes wrong. Useful as soon as children are old enough to start worrying/being aware of danger.

BREATHING RETRAINING

Age: 3–5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, present

What It Is: Walk children through taking deep, slow breaths. If possible, have children lie on their backs. Tell them to focus on breathing in through the nose and out through the nose or mouth. Young children may have to do both through the mouth as it's harder for them to coordinate nose breathing. The goal is to expand the abdomen, not the chest; to help focus on this, have children place their hands on their abdomens. To help them focus, ask them to close their eyes if they want to and visualize a balloon. They should imagine a color for their balloon and that they are trying to fill the balloon from their stomach. You can also place a stuffed animal on their belly and ask them to try and make the animal go up and down with their breathing.

Alternatively, if you have bubble soap and wands available, you can blow bubbles with children to help them focus on taking slow, deep breaths.

Why It Helps: Deep breathing leads to calmness as it calms all of the physiological processes associated with the fight or flight response in the body. Children's brains need to be in a calm state to function and develop and learn normally. When children become upset, you can ask them to remember their breathing practice and take 5 slow, deep breaths.



MUSCLE RELAXATION

Age: 3–5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, present

What It Is: Have children squeeze their face muscles tight (while making a face), notice how it feels, squeeze tighter – as tight as they can. Then, tell them to let those muscles relax and ask them how it feels now? Move down through the body – shoulders, arms/hands, legs/feet, whole body.

For younger children, give them concrete images to focus on. For example, ask them to imagine that they are a frozen snowman – they should make their muscles tight and hard, just like ice. Ask them to notice how they feel. Then, tell them that the sun comes out and starts to melt them; they should relax into a puddle. Ask them how it feels to be a puddle. Young children respond well to the use of sensory imagery.

Why It Helps: Relaxing their muscles helps children release stress and become calmer. This activity will also calm their brain activity and bring them into their present, safe reality, which will help them focus better on daily tasks and learning.

POSITIVE IMAGERY

Age: 2–5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, present

What It Is: Ask children to close their eyes if they want to (for some children who experienced trauma closing their eyes can be frightening and/or a trauma trigger) and imagine a nice place in their minds. They can imagine some place they've been or some place that is very familiar and comfortable. Ask them to take 3 deep breathes and imagine any 'bad' thoughts they are having drifting away as they breathe out. Tell them to think about their nice place and imagine it with all their senses. What does it feel/smell/look/sound like? They should enjoy being in the place and notice

how being there makes them feel. When they are ready, they should slowly let go of this image and bring themselves back to the room.

For younger children, ask them to blow their 'bad' feeling away in bubbles (imaginary or real), then "sparkle like a bright star," "shine like the sun," "be gentle like a bunny," and "be quiet like a mouse."

Why It Helps: Letting go of negative emotions and thoughts, at least temporarily, will help children calm down, re-focus and think more positively. It also helps to teach them that they do have control, to some extent, over their feelings and can choose to focus on positive experiences and places.

CREATIVE ACTIVITIES

Age: 6 mo–5

Applicable To: Groups or Individuals

CAPPD Concepts: calm

What It Is: Positive creative activities include: painting/drawing (finger painting), playdough, puppets, rhythmic music/dance (including clapping patterns and listen & move songs; see Appendix I for a list of suggested songs). Give children open prompts; for example – draw your strongest memory, nightmare or a good dream, happy or bad thoughts, family, friends, home, etc. Let them talk about their art work without too much outside interference.

Why It Helps: The physicality of these activities helps keep children calm and decreases anxiety. Rhythmic music or dancing is soothing and brings the brain function back to normal/calm – where it needs to be for proper brain development, learning and functioning. Even very young children/babies can benefit from these types of activities. The creative aspect of these activities is also important because it can help children safely process their trauma at their own pace and in their own ways.

OUTDOORS

Age: 6 mo–5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, present

What It Is: Let children run, jump, climb, scream and play outside. Toddlers, as well as older children, like to play ‘hide and seek.’ Let children be creative in their play.

Why It Helps: Physical activity helps calm children, decreases anxiety, and releases tension and stress. It also helps physical development as well as brain development. ‘Hide and seek’ is a good outdoors game because it comforts children to be ‘lost’ and then ‘found.’ The creative aspect of outdoors play also helps children process their trauma.

READ STORIES

Age: 0–5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, predictable

What It Is: Read age appropriate, familiar books to and with children. Rhythmic books are especially good. See Appendix I for a list of suggested books.

Why It Helps: Reading is relaxing, which decreases anxiety and stress. Re-reading familiar stories is especially good as it provides a sense of control/predictability and helps pathways develop in the brain. Reading also can be good opportunity to safely sit close together and experience physical comfort (but do not force or pressure children to sit near you/touch you unless they want to).



FREE PLAY

Age: 0–5

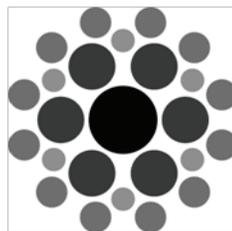
Applicable To: Groups or Individuals

CAPPD Concepts: calm, present

What It Is: Give children time for unstructured play.

Why It Helps: Free, unstructured play is thought to help with pruning of excess nerves during brain development. In studies, the play curve matches the cerebellum growth curve. Research has found that rats deprived of play had immature neuron connections in the pre-frontal cortex. Studies have also found that for rats with ADHD, one extra hour of play significantly decreased their hyperactive symptoms; thus, for hyperactive children, extra play may help calm and refocus them. Since many children who have experience trauma operate in a chronically hyper aroused state, play may help calm and refocus them as well.

It is important to remember, though, that children benefit from **CHILDLIKE** play (play that is creative, imaginative, active, engrossing, all-consuming). Many children affected by trauma lose the ability to engage in childlike play. Instead, their play (focused on stress, win/lose situations, control, conflicts) can actually create a negative cycle that worsens trauma. Adults may need to help refocus their play so they re-learn, or learn for the first time, childlike play.



TODAY I FEEL...

Age: 3–5 (appropriate for 2s in an abbreviated way and with more help from the adult, who will do more narrating of what the child is expressing since the child will be communicating emotional states non-verbally)

Applicable To: Groups or Individuals

CAPPD Concepts: attuned

What It Is: Ask children to complete the sentence describing how they feel. If they are too young to answer verbally, they can draw their answer or you can hold up drawings for them to identify. Draw pictures of feeling faces with children and talk about different times that make them feel this way. When you notice a child experiencing or hear a child expressing a strong emotion, comment to them: “I wonder if you’re feeling _____ because of _____.” This technique is called reflective listening. Help children identify ways to deal with specific emotions. For example, if they are feeling overwhelmed or stressed, perhaps some time in a quiet, calm area will help soothe them. If they are feeling sad because they miss people, maybe they will feel better if they talk to you about those people. Help each child learn what works for him.

Why It Helps: These exercises help children become more attuned to their own emotions, which is a first step toward regulating their emotions. They also teach them to express their emotions, which is the first step toward healthy communication. Once children recognize what their emotions are, then they can learn to self-regulate. Research shows that children experience a calming benefit from simply identifying their emotions (Bath, p. 7). Recent studies have also indicated that being able to label our negative feelings actually helps us feel better. Reflective listening is also important because it teaches children that adults care about their feelings; this type of communication builds trust, and models healthy relationships.

TEACHING ATTUNEMENT

Age: 3–5

Applicable To: Groups or Individuals

CAPPD Concepts: attuned

What It Is: Similar to the above ‘Today I Feel...’ activities, except that it focuses more on other people’s feelings. Ask and discuss with the children:

- "How can you tell if someone is happy?"
- "How can you tell if someone is sad?"
- "How does it feel when no one listens to you?"
- "When someone is speaking to you, you should look at them."
- "You can understand someone if you listen to their words and watch how they behave."

Why It Helps: Children will develop healthier relationships with others when they can accurately read other people’s emotions. Social development is a very important part of normal development. Children who have experienced trauma often have difficulty accurately interpreting other people’s emotions. For example, they may have trouble differentiating among neutral, sad, and angry faces. Thus, they need re-learn how to interpret people’s body language, facial expression, and tone.



GROUNDING EXERCISE

Age: 4–5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, present

What It Is:

Lead the children through the following:

sit comfortably and relaxed; breathe deeply

look around and name 5 pleasant objects you see

breathe slowly and deeply

name 5 pleasant sounds you hear

breathe slowly and deeply

name 5 pleasant things you can physically feel

breathe slowly and deeply

name 5 colors you see in the room

breathe slowly and deeply

the goal of this activity is to limit intrusive thoughts about the trauma; to redirect attention to the outside world.

Why It Helps: This exercise calms children and brings them into the “here and now” which is safer than the stress or trauma-related thoughts and feelings they may be experiencing. Calming helps bring their brain activity from hyper aroused to normal.

TREASURE HUNT

Age: 2–5

Applicable To: Groups or Individuals

CAPPD Concepts: predictable

What It Is: Have children look for certain objects (yellow star, etc) around the room. Repeat the activity often.

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Why It Helps: Finding items where you expect them to be, and repetition in general, provides predictability, which decreases hyper-arousal. Repetition is also necessary for the brain to build new pathways and leads to competence and skill development.

I SPY

Age: 2-5

Applicable To: Groups or Individuals

CAPPD Concepts: attuned

What It Is: Ask children to find/identify other children with certain traits - gender, hair/eye color, shirt color, etc. Other, similar activities would be I Hear and I Feel.

Why It Helps: Children who have experienced trauma often have difficulty with peer relationships. This activity helps them learn about their peers and relate to others. Focusing on sensation also helps calm them.

INTERACTIVE STORY TELLING

Age: 2-5

Applicable To: Groups or Individuals

CAPPD Concepts: attuned, present

What It Is: Use simple, short stories with large words and pictures. Ask children questions about the story as you go along (How do you think the boy feels? What happened at the beginning of the story? What happened in the middle? What do you think will happen next? Have you ever done anything like this? etc)

Why It Helps: Children who have experienced trauma operate in their mid-brain, the emotional and sensory part of the brain. They often have difficulty organizing and expressing themselves. This activity will increase their literacy skills, narrative cohesion, and sequencing skills and promote the development of their neocortex. It will also help them achieve a sense of accomplishment and engagement with others.

SIMON SAYS

Age: 2–5

Applicable To: Groups or Individuals

CAPPD Concepts: present, predictable, calm

What It Is: Direct the children to do various large motor movements (Simon says: touch your toes, bend over, reach up high, jump up and down, shake your right hand, etc).

Why It Helps: Children who have experienced trauma can have difficulty with higher-level brain functions, such as attending, planning, and organizing. This activity promotes these skills. The physicality of the activity can also help calm

EMOTIONAL MATCHING

Age: 3–5

Applicable To: Groups or Individuals

CAPPD Concepts: attuned

What It Is: Use pictures of different facial expressions and calm/scary/exciting/etc scenes. Ask children to match the facial expression to the appropriate scene.

Why It Helps: Children affected by trauma have trouble accurately identifying emotional states; they often over-interpret people's displeasure or upset. For example, they have difficulty differentiating between neutral, sad and angry expressions and may interpret even the slightest sign of annoyance as threatening to them; i.e. expression of fury. The activity provides the opportunity to practice accurately identifying emotional expression and builds neural pathways.

DRAMATIC PLAY

Age: 3–5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, attuned

What It Is: Using props, have children pretend that the police come to help a girl who is lost (assign roles to the children), etc (other dramas might

involve the hospital, social workers, firefighters – anything with which the child might have had negative experiences).

Why It Helps: Children who have experienced trauma are often afraid of the police (or other people/situations) and often naturally re-enact their trauma through their play. This activity helps them reframe their experiences with police (or others) to learn that police help maintain safety in the community. Research shows that developing ‘stories’ about their experiences is a crucial part of the recovery process (Bath, p.7). By interacting calmly with children as they do these re-enactments, you will help them manage their stress and create perspectives that go beyond their traumatic experiences.

ENVIRONMENTAL CHANGES

LIMIT TV

Age: 0-5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, present, attuned

What It Is: If possible, don’t allow children to watch TV at all, but especially programming that exposes them to traumatic events (disaster, murder, accident, death, etc.). If you do watch media on trauma or violence with children, actively engage them and talk about what’s happening while watching it and after the program is over.

Why It Helps: TV hinders healthy brain development, especially in very young children (0-3). The rapid movement from scene to scene on TV keeps children’s brains on high alert, and interferes with the development of a normal attention span and with children’s ability to follow story lines. Being continuously re-exposed to a traumatic event, especially in the sensationalized format of TV can worsen trauma for children. If children do see reminders of trauma they have experienced on TV, discussing it with them is an excellent way to remain attuned and be present for them and to help them make sense of the trauma.

COZY CORNER

Age: 2-5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, attuned

What It Is: Create a cozy area where children can go when stressed, angry, sad, or fearful. Make the area as warm and homelike as possible – soft blankets, soft chairs, beanbag chairs, cushions, stuffed animals, etc.

Why It Helps: Two major problems children affected by trauma experience are an absence of feeling safe and the inability to self-soothe, particularly when they are operating in a hypervigilant state. Providing them with a calm, cozy area can provide them with a safe retreat when they feel overwhelmed or unsafe and gives them the opportunity to practice self-soothing and regulating their emotions.

PLAY BACKGROUND MUSIC:

Age: 0-5

Applicable To: Groups or Individuals

CAPPD Concepts: calm, present, attuned

What It Is: Play soft, classical/instrumental music in the background.

Why It Helps: This technique can help create a soothing environment. The rhythms of music help bring brain functioning from hyperactive or dissociated states to “normal”, which promotes neurological development.

APPENDIX I

Recommended Books and Music for Infants and Toddlers

(Taken from *Helping Children Rebound*)

BOOKS

Black and White Illustrations

Baby Animals: Black and White by Phyllis Limbacher Tildes

Black on White by Tana Hoban

What is That? by Tana Hoban

White on Black by Tana Hoban

Who Are They? by Tana Hoban

Bold Illustrations

Animal Noises by Stephan Cartwright

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.

Color Farm by Lois Ehlert

Pet Animals by Lucy Cousins

My Car by Byron Barton

Baby Faces

Baby Face by Phyllis Limbacher Tildes

Eat (Baby Faces series) by Roberta Grobel Intrater

How Sweet It Is To Be Loved by You (MotownBaby Love Board Book series) by Charles R. Smith, Jr.

Peekaboo Baby (Look Baby! Series) by Margaret Miller

Books For Toddlers

A You're Adorable by Buddy Kaye, Fred Wise, and Sidney Lippman

Baby Dance by Ann Taylor

Busy Fingers by C.W. Bowie

Can I Have a Hug? by Debi Gliori

Counting Kisses: A Kiss and Read Book by Karen Katz

Goodnight Moon by Margaret Wise Brown

Hear Are My Hands by Bill Martin, Jr.

Hush Little Baby by Sylvia Long

I Love You Baby from Head to Toe! by Karen Pandell

Just Like Me by Miriam Schlein

"More, More, More," Said the Baby by Vera B. Williams

Pretty Brown Face by Andrea Davis Pnkney

The Runaway Bunny by Margaret Wise Brown

Ten Little Fingers by Annie Kubler

Ten, Nine, Eight by Molly Bang

Tickly Under There by Debi Gliori

Toes, Ears and Nose!: A Lift-the-Flap Book by Marion Dane Bauer

What Does Baby Say? by Karen Katz

Where is Baby's Belly Button? by Karen Katz

Will You Carry Me? by Heleen van Rossum

MUSIC

Lullabies

A Child's World of Lullabies by Hap Palmer

Dream a Dream by Mary Stahl

Lullabies for Little Dreamers by Kevin Roth

The Baby Record by Bob McGrath

Wee Sing Nursery Rhymes and Lullabies

by Pamela Conn Beall and Susan Hagen Nipp

Gentle Music

Baby's First Classics, Volume 1,2,and 3

by various artists, St. Clair Records

Baby's First Guitar Music by various artists, St. Clair Records

Quiet Places and *Seagulls* by Hap Palmer

Playful Songs and Nursery Rhymes: Recordings

Babysongs and *More Babysongs* by Hap Palmer

Early, Early Childhood Songs by Ella Jenkins

Peek-A-Boo and *So Big* by Hap Palmer

Songs and Games for Toddlers by Bob McGrath

Tiny Tunes by Carole Peterson

Wee Sing and Pretend by Pamela Conn Beall and Susan Hagen Nipp

Wee Sing Children's Songs and Fingerplays by Pamela Conn Beall
and Susan Hagen Nipp

Wee Sing for Baby by Pamela Conn Beall and Susan Hagen Nipp

Songs and Nursery Thymes: Resource Books for Caregivers

I Love You Rituals by Becky A. Bailey

The Book of Bounces by John M. Feierabend

The Book of Simple Songs & Circles by John M. Feierabend

The Book of Tapping and Clapping John M. Feierabend

The Book of Wiggles and Tickles John M. Feierabend



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Gabowitz, D., Konnath, K. (2008). Developing Trauma-Informed Services for Families Experiencing Homelessness. An Interactive Training Video and Guide

Grounding Exercise for Traumatic Stress. Psychosocial First Aid Field Operations Guide (2nd Ed). The National Child Traumatic Stress Network. Retrieved from <http://www.nctsnet.org/>.

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HOW I STAY CAPPD

To stay **Calm** I _____

To be **Attuned** I _____

To be **Present** I _____

To be **Predictable** I _____

So I **Don't** escalate I _____

Multiplying Connections is a cross-system initiative funded by the **William Penn Foundation** to build the capacity in Philadelphia's public children's service system to

- Provide developmentally appropriate and trauma informed services for all children;
- Understand and respond to children suffering from trauma in ways that "do no further harm;" and
- Support ways to expand the quality and quantity of children's relationships, and nourish their healthy development.

The Health Federation of Philadelphia is home to *Multiplying Connections*. Our steering committee public system partners include the **School District of Philadelphia, Early Childhood Education Program** and the **City of Philadelphia's Departments of Human Services, Public Health, Maternal Child Family Health Division, and Behavioral Health, Children's Division**. We are also proud to partner with the **Institute for Safe Families, The Center for Non-violence and Social Justice** , **The Children's Crisis Treatment Center, The Behavioral Health Training and Education Network** and the **Pennsylvania Council for Children Youth and Family Services**..

To learn more about Multiplying Connections visit our website:
www.multiplyingconnections.org

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For more information contact:

Leslie Lieberman

The Health Federation of Philadelphia

1211 Chestnut Street, Suite 801

Philadelphia, PA 19107

215-567-8001, x3031

llieberman@healthfederation.org

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