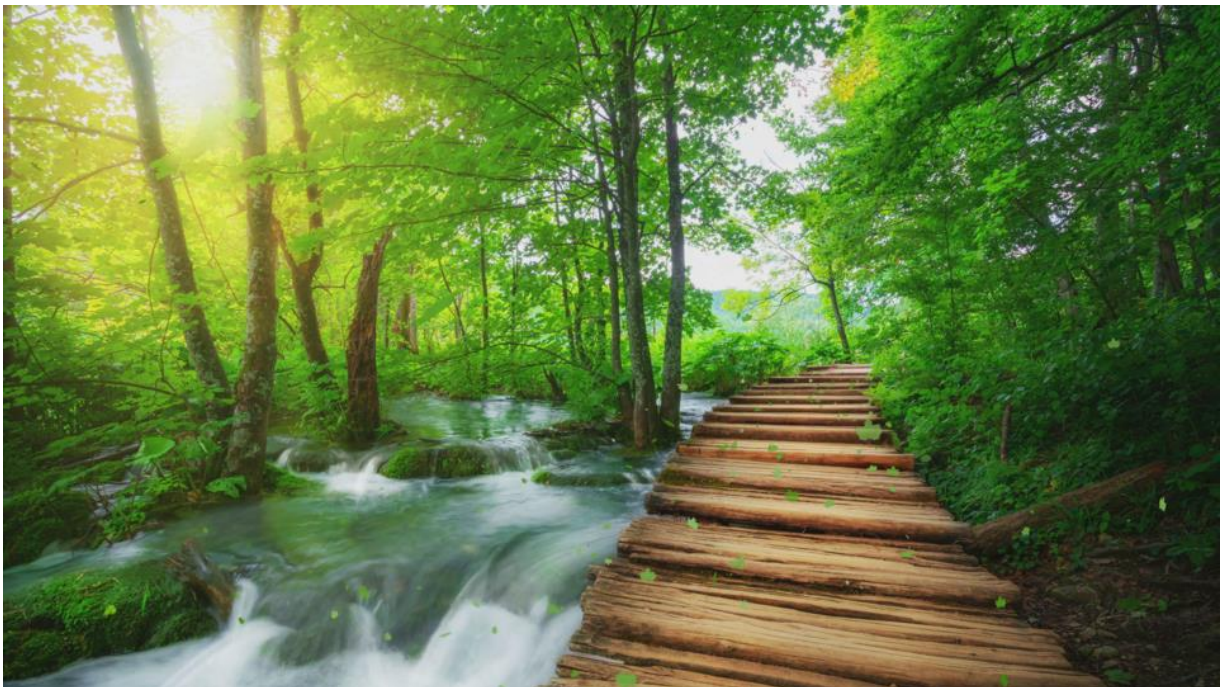


Foundations of Caregiver Support for Caregivers

Participant Material



Ministry of Children and Family Services

October 6, 2023 | WORKFORCE DEVELOPMENT



Ministry of Children and Family Services, Government of Alberta
September 7, 2023
Foundations of Caregiver Support for Caregivers – Participant Material

Workforce Development, Child Intervention Delivery
5th Floor, 9820 106 St NW
Edmonton, AB T5K 2J6
780 644 2497 cs.wfd@gov.ab.ca

Every effort has been made to provide acknowledgement of original sources. If there is content that has not been acknowledged accurately, please notify Workforce Development so appropriate corrective action can be taken.

For information regarding the Government of Alberta's publication guidelines visit:
<https://open.alberta.ca/dataset/3e4bccf4-6758-4e4a-bfb9-f7f063b83962/resource/d3739e94-9dd4-4514-8ba3-67ca1ebff81b/download/GoA-Publications-Guideline.pdf>



Workforce Development respectfully acknowledges that we are located on Treaty 6, 7 and 8 territories, traditional gathering places for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Dene, Ojibway/ Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our community and how we train, learn and work.

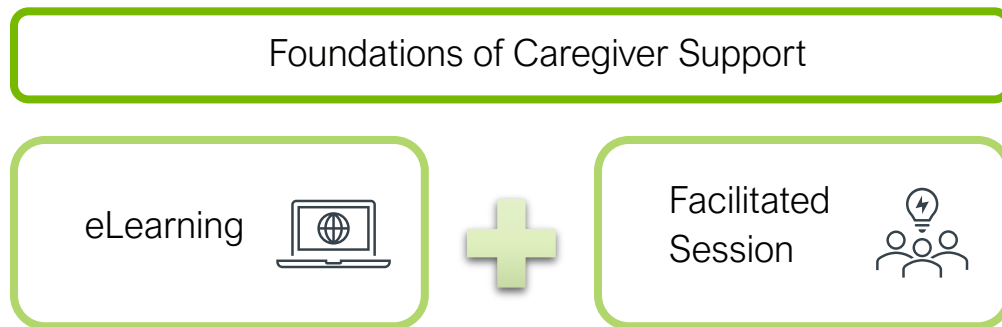


Table of Contents

FOUNDATIONS OF CAREGIVER SUPPORT	1
Core Story of Brain Development	2
What is Trauma?	2
The Invisible Backpack.....	3
Trauma-Informed Care	4
Other Caregiving Experiences.....	6
Loss and Grief.....	6
Trauma-Informed Care: A Child/Youth in My Care	7
Resources.....	8

Foundations of Caregiver Support

Foundations of Caregiver Support gives you the knowledge and skills to help the infants, children, and youth you care for. This three-hour workshop builds on what you learned in the Foundations of Caregiver Support eLearning. It will help you grow your trauma informed caregiving approach.



Learning Objectives

At the end of this three-hour instructor led session, you will be able to:

- Recognize behavioral responses to trauma throughout the lifespan.
- Apply a trauma informed caregiving approach to create positive experiences and buffer the impacts of trauma.
- Determine how to build and support executive function, self-regulation, and resilience in the children and youth you care for.
- Describe grief triggers and support children and youth with healing from their losses and resulting grief.
- Identify the impact trauma, including loss, can have on your personal well-being and promote personal well-being.

Icon Key



Learning Objectives



Individual Reflection



Group Activity



Video

Core Story of Brain Development

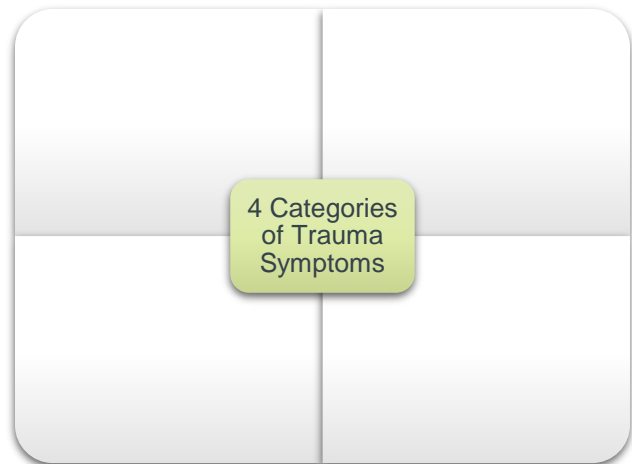


Video: Core Story of Brain Development

My notes:

What is Trauma?

My notes:

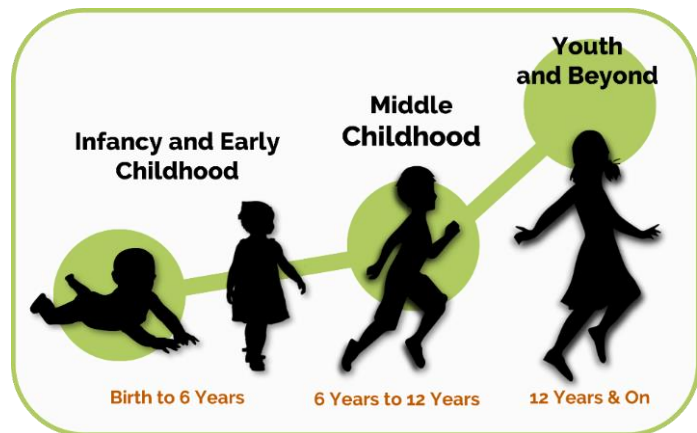


The Invisible Backpack



Group Activity: Sam's Invisible Backpack

- Work with your group.
- Consider the stages of development:
 - Infancy, Early Childhood, Middle Childhood, Youth
- For each stage, identify 1-2 examples of behaviour responses Sam might show if apprehended at that stage.
 - Refer to the four categories of trauma symptoms to help you think of ideas: changes to stress response, re-experiencing, negative thoughts and emotions, and avoidance.
- Be prepared to share with the large group.





Group Activity: Trauma-Informed Care for Sam

9-year-old Sam:

- Has challenges sleeping
- Does not eat much
- Yells and cries easily
- Easily startled by loud noises
- Does not respond to your attempts to comfort
- Cries, screams, and refuses to get into car when going to Doctor
- Prefers to play alone
- Does not get dressed on own
- Has not made friends at school
- Calms when listening to one specific song

15-year-old Sam:

- Has challenges sleeping
- Does not eat much
- Yells and cries easily
- Easily startled by loud noises
- Does not respond to your attempts to comfort
- When frustrated/angry, screams and tries to hit or punch others
- Involved in high-risk behaviours
- Does not follow house rules (comes home after curfew, stays out for days at a time)
- Becomes agitated and anxious easily
- Is reluctant and nervous to go to the doctor
- Listens to music to become calm

- Work in your group to answer the following questions. Be prepared to present your group's ideas to the large group.
 - How would you help Sam to become regulated? (Tip: Remember the 3R's: Regulate, Relate, Reason).

**Provide caregiving for the
child's developmental
stage, not their age**

- How will you help to strengthen Sam's well-being?

Other Caregiving Experiences

My notes:

Loss and Grief

My notes:

Trauma-Informed Care: A Child/Youth in My Care



Reflection: My Trauma-Informed Approach

On your own, consider a child/youth in your care. If you do not have a child/youth currently in your care, think of your child/youth, or a child/youth you know.

- Think of a challenge you have experienced when caring for this child/youth and answer the following questions:
 - How do I know I am taking a trauma informed approach to caring for this child/youth? What do I say or do?



- What would the child/youth, parent/guardians, or their network see, feel, and hear me doing that would tell them I am taking a trauma informed approach?

Resources

Best Start Resources Centre (2010). A child becomes strong: Journeying through each stage of the life cycle. <https://resources.beststart.org/wp-content/uploads/2019/01/K12-A-1.pdf>

Center on the Developing Child. (n.d.). Activities guide: Enhancing and practicing executive function skills with children from infancy to adolescence. <https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/>

Government of Alberta. (2021). Growth and development milestones. <https://myhealth.alberta.ca/Health/Pages/conditions.aspx?hwid=abo8756>