CHILD CARE
State Capacity Building Center

Building Resilience in the Workforce, Consultants, and Families

2018 QRIS National Meeting

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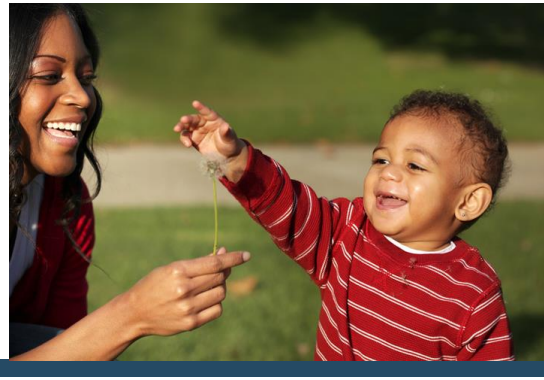
Introductions

Session Objectives

- Identify the concepts of *risk*, *protective factors,* and *resilience.*
- Discus adverse childhood experiences in the context of resilience.
- Examine the early childhood workforce's and families' needs.
- Examine the impact of caregiver wellness on young children.
- Explore promising state practices for building resilience in families with young children and the early childhood workforce.



Resilience

- Write down one word that comes to mind when you think of the term *resilience*.
- Share the word with your table teammates.

Risk, Protective Factors, and Resilience

Risk

Risk factors are commonly understood to be influences that increase the likelihood of harm, or that contribute to or maintain a problem condition.

Source:
Coie, J. D., Watt, N. F., West, S. G., Hawkins, J. D., Asarnow, J. R., Markman, H. J., ... & Long, B. (1993). The science of prevention: A conceptual framework and some directions for a national research program. *American Psychologist*, *48*(10), 1013.

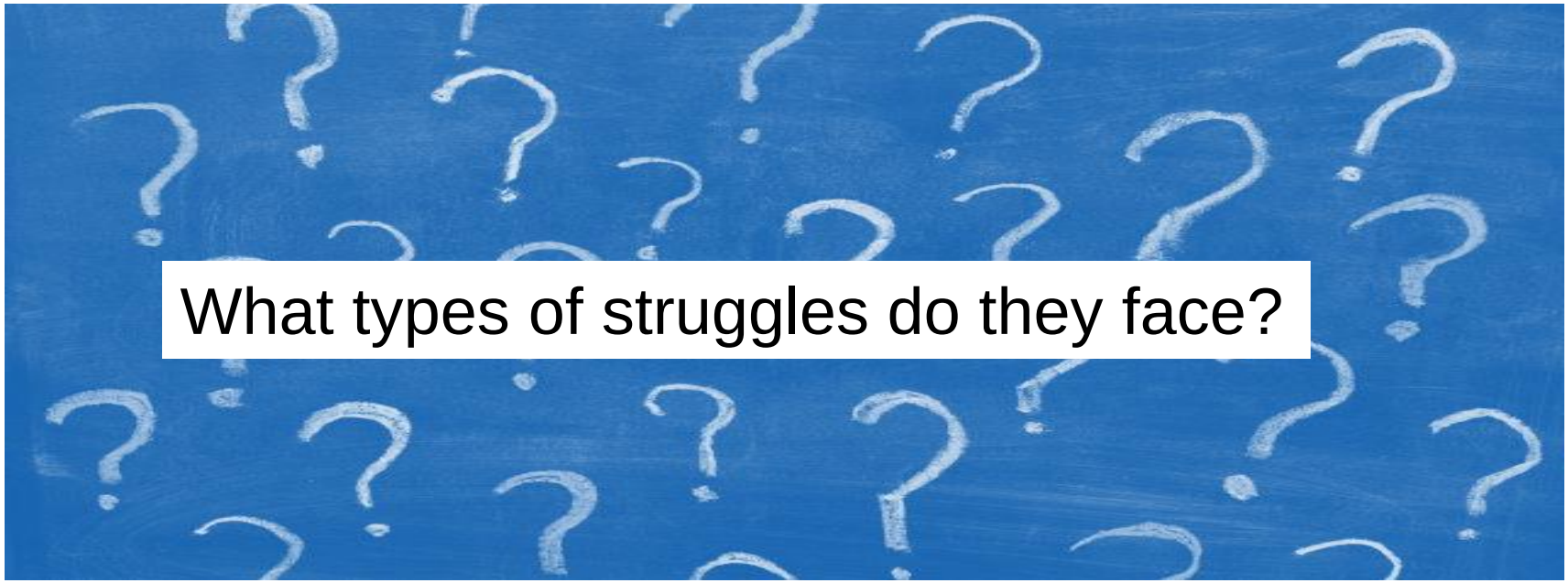
What Are Adverse Childhood Experiences?

Adverse Childhood Experiences

"Adverse childhood experiences (ACEs) are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have substance use disorders."

Source: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. Adverse childhood experiences [Web page]. Retrieved July, 10, 2018, from https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences

Families Often Experience Similar Struggles



Families and the Child Care Development Fund

Sources:
Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). Quick fact [Web page]. Retrieved July 11, 2018, from https://www.acf.hhs.gov/occ/quick-fact
Administration for Children and Families, U.S. Department of Health and Human Services. (2016). FY 2015 preliminary data table 1: Average monthly adjusted number of families and children served [Web page]. Retrieved July 11, 2018, from https://www.acf.hhs.gov/occ/resource/fy-2015-preliminary-data-table-1

Parallel Process

Protective Factors

Protective factors are defined as characteristics of the child, family, and wider environment that reduce the negative effect of adversity on child outcomes.

Source: Masten, A. S., & Reed, M. G. J. (2002). Resilience in development. *Handbook of Positive Psychology*, 74–88.

What Is Resilience?

- “InBrief: What Is Resilience?” from the Center on the Developing Child at Harvard University, https://www.youtube.com/watch?v=cqO7YoMsccU

Resilience Defined

The process of successfully adapting despite challenging or threatening circumstances.

Source: Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, *2*(4), 425–444.

Resilience: Additional Considerations

More likely exists along a continuum or spectrum that may be present to different extents across various domains of life

- Source: Pietrzak, R. H., & Southwick, S. M. (2011). Psychological resilience in Operation Enduring Freedom–Operation Iraqi Freedom veterans: Application of a novel classification approach and examination of demographic and psychosocial correlates. *Journal of Affective Disorders*, *133*(3), 560–568.

What Does Resilience Look Like in Young Children?

How Do We Build Resilience in Young Children?

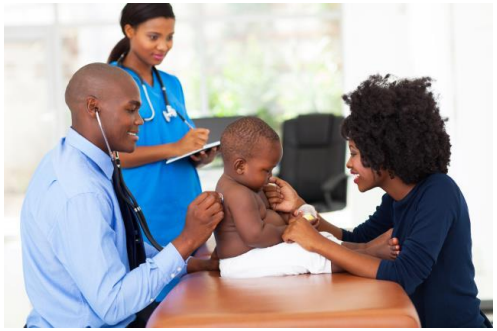
- Building responsive relationships
- Supporting the development of foundational social-emotional skills: self-regulation, self-confidence, and empathy
- Providing positive role models
- Teaching personal wellness: exercise, nutrition, and mindfulness
- Constructing a growth mindset to solving problems

What Does Resilience Look Like in Families?

How Do We Build Resilience in Families?

- Use relationship-based practices.
- Practice cultural responsiveness when working with families.
- Tailor interventions to address sources of significant stress for families and share community resources, such as those that help with the following:
  - Housing
  - Job placement
  - Energy assistance
- Build capacity in communicating with families.
- Strengthen parenting skills.

What Does Resilience Look Like in a State System?



Resilience in Systems

Capacity of a system to adapt successfully to disturbances that threaten the livelihood, the use, or the growth of that system.

Source: Masten, A. S. (2016). Resilience in developing systems: The promise of integrated approaches. *European Journal of Developmental Psychology*, *13*(3), 297–312.

How Do We Build Resilience in a State System?

- Professional development for the workforce
- Collaborations with other family service agencies (Temporary Assistance for Needy Families; Child Welfare; etc.)
- Infant/early childhood mental health consultation
- Fatherhood initiatives
- Relationship-based competencies for consultants/coaches/caseworkers
- Reflective practice/supervision
- Better workforce conditions and compensation parity

Break

Unpacking: Questions and Answers

The Resilient Workforce

Aspects of the Early Childhood Workforce

- Nearly half of the people who watch children receive some kind of government assistance.
- The median hourly wage is $9.77.
- The work is high stress and very demanding.

Source: Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, still unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Retrieved from http://cscce.berkeley.edu/worthy-work-still-unlivable-wages/

Health and Wellness: A Workforce Imperative

- Research indicates young children need consistent, sensitive, caring, and stable relationships with adults in order to thrive.
- Adults who are well, physically and mentally, are likely to have an easier time engaging in such relationships than adults who are struggling with chronic illness, such as depression.
- More workplace stress is associated with more conflict in teacher-children relationships.

Source: Whitaker, R. C., Dearth-Wesley, T., & Gooze, R. A. (2015). Workplace stress and the quality of teacher–children relationships in Head Start. *Early Childhood Research Quarterly*, *30*, 57–69.

How Do We Build Resilience in the Workforce?

- Caregivers?
- Technical assistance professionals (consultants, specialists, coaches, mentors)

How Do We Build Resilience in the Workforce?

- Recognize stressors and provide support.
- Provide staffing patterns that build in breaks and lunches.
- Encourage staff wellness, including mindfulness practices.
- Plan professional development on topics, including the following:
  - Challenging behavior
  - Communicating with parents
  - Cultural responsiveness
  - Relationship-based practices
- Share community resources for caregivers/teachers to use as well, if needed.
- Provide professional development, reflective supervision, and/or coaching for technical assistance professionals.

What Does Resilience Look Like in Workforce?

The Good News!

We can combine **professional-**, **program-**, and **system-**level strategies to raise program quality and support and retain an effective workforce.

How State Systems Can Promote Resilience

- **Alaska**
  - Requires Strengthening Families approaches within its grants and contracts
  - For more information, visit http://dhss.alaska.gov/ocs/Pages/families/goals.aspx
- **Minnesota**
  - Developed higher education coursework
  - *Resilience in Children Exposed to Trauma, Disaster and War: Global Perspectives*, available at https://www.coursera.org/learn/resilience-in-children

How State Systems Can Promote Resilience

- **17 states** integrate the *Strengthening Families Protective Factors Framework* within their quality frameworks/quality rating and improvement systems (QRISs)
- **18 states** integrate resilience concepts into early care and education workforce knowledge and competencies
- **What is your state doing?**

Source: Center for the Study of Social Policy. (2016). *Strengthening Families implementation in early care and education*. Retrieved from https://www.cssp.org/young-children-their-families/strengtheningfamilies/about/body/SF-in-ECE-2016.pdf

Taking Care of You

What Does Building Your Resilience and Taking Care of Yourself Look Like?

- Practice mindfulness
- Eat right
- Exercise
- Laugh
- Watch a movie
- Visit your happy place
- Journal
- Share your story
- Pamper yourself
- Set boundaries
- Accept help when you need it
- Recognize what is in your control and what is not
- Stay connected
- Get a good night's sleep
- Travel
- Get out of the house
- Other ways?

Just Breathe

- “Just Breathe” by Julie Bayer Salzman and Josh Salzman (Wavecrest Films), https://www.youtube.com/watch?v=RVA2N6tX2cg

Resilience Resources

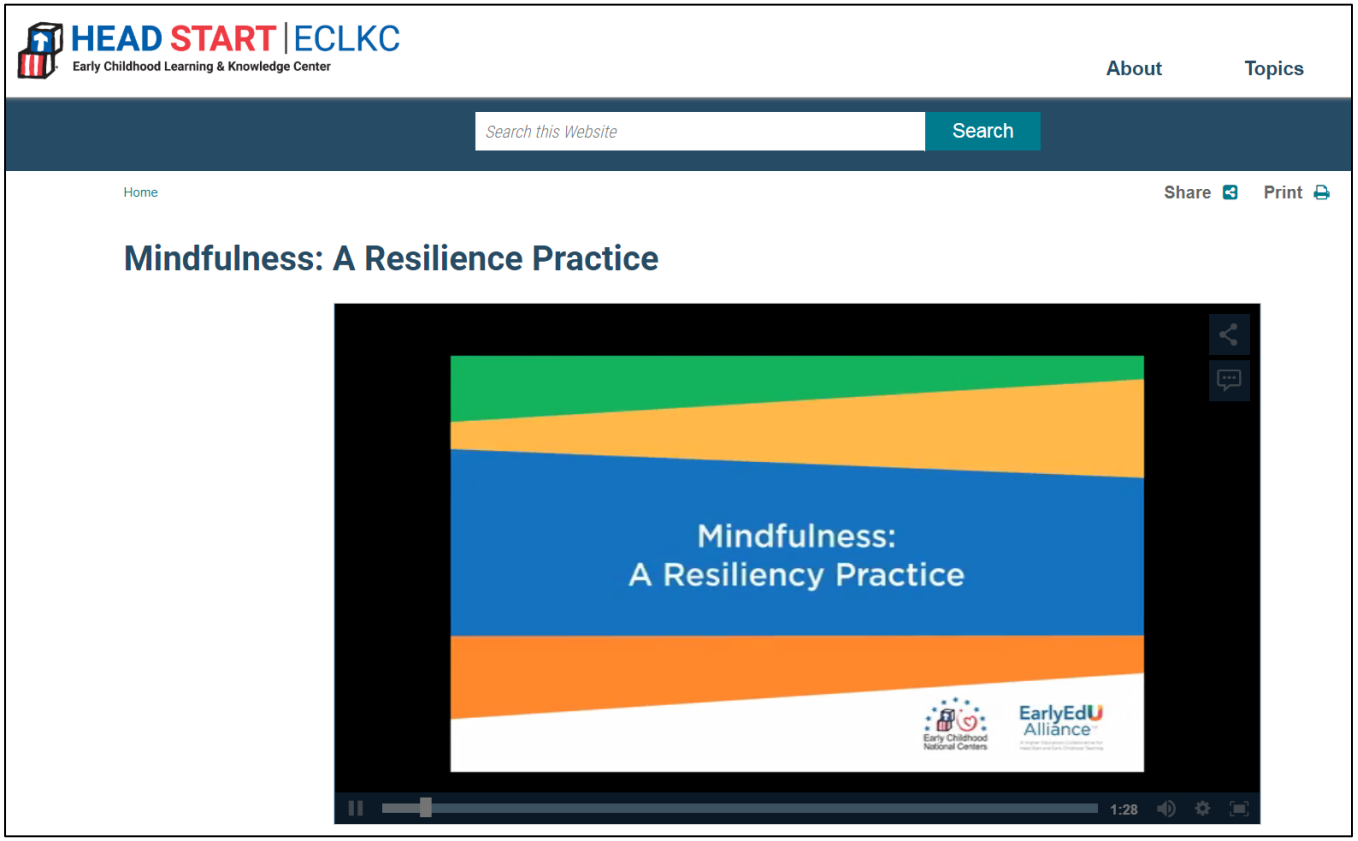
Resources

- *Infant Toddler Consultant Self-Assessment Tool* (2013), by the Administration for Children and Families Region I Office of Child Care, workgroups from the Region I States, and National Center on Child Care Professional Development Systems and Workforce Initiatives, https://childcareta.acf.hhs.gov/resource/infant-toddler-consultant-self-assessment-tool
- *Resource Guide to Trauma-Informed Human Services* (n.d.), by the Administration for Children and Families, U.S. Department of Health and Human Services, https://www.acf.hhs.gov/trauma-toolkit
- Strengthening the Early Childhood and School-Age Workforce (2013) materials, by the National Center on Child Care Professional Development Systems and Workforce Initiatives, https://childcareta.acf.hhs.gov/resource/strengthening-early-childhood-and-school-age-workforce
- Strengthening Families Protective Factors Framework (n.d.), by the Center for Study of Social Policy, https://www.cssp.org/young-children-their-families/strengtheningfamilies/about

Additional Resources

- American Psychological Association's *The Road to Resilience*
  - This brochure helps people develop their ability to overcome adversity by enhancing their own resilience: http://www.apa.org/helpcenter/road-resilience.aspx
- American Psychological Association's *Resilience Guide for Parents and Teachers*
  - This guide offers suggestions for how parents and caregivers can help children develop the coping skills to overcome adversity and become resilient individuals: http://www.apa.org/helpcenter/resilience.aspx
- Center for the Study of Social Policy's *Strengthening Families Implementation in Early Care and Education*
  - This brief highlights key strategies states are using to integrate the Strengthening Families approach within their early childhood care and education efforts: https://www.cssp.org/young-children-their-families/strengtheningfamilies/about/body/SF-in-ECE-2016.pdf

Mindfulness: A Resilience Practice

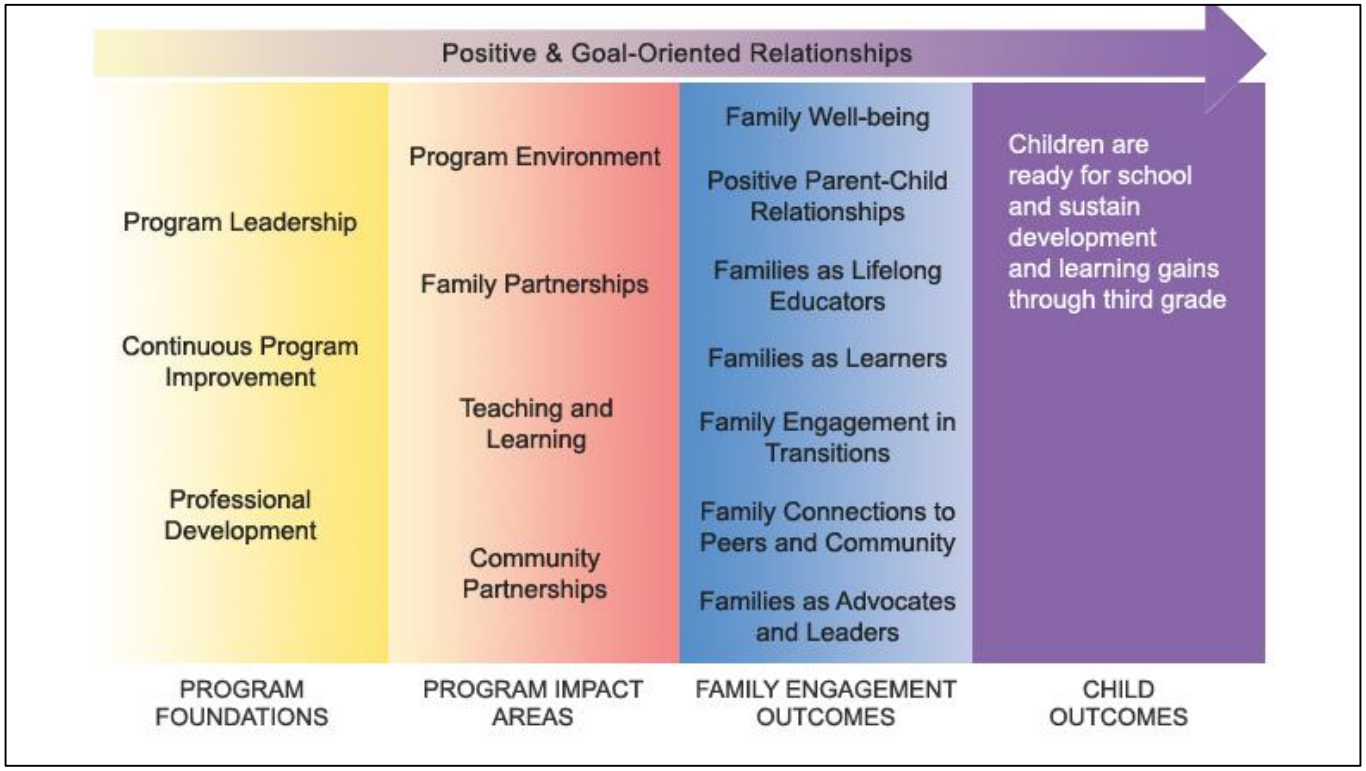


Source: Early Childhood Training and Technical Assistance Centers & EarlyEdU Alliance. *Mindfulness: A resiliency practice*. Retrieved from https://eclkc.ohs.acf.hhs.gov/publication/mindfulness-resilience-practice

Infant/Toddler Resource Guide

The guide is available at https://childcareta.acf.hhs.gov/infant-toddler-resource-guide.

Family Engagement



Source: Early Childhood Learning and Knowledge Center, Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2018). Parent, family, and community engagement (PFCE) interactive framework [Web page]. Retrieved from https://eclkc.ohs.acf.hhs.gov/school-readiness/article/pfce-interactive-framework

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