



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

HOW ARE THE CHILDREN?

**PROMOTING CHILD WELLBEING THROUGH
SUPPORTING CAREGIVERS**

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AGENDA OVERVIEW

1. IMPLICATIONS OF COVID 19
2. CONSIDERATIONS FOR CHILDREN,
FAMILIES & SERVICE DELIVERY
3. COMPREHENSIVE APPROACH
4. PUTTING IT INTO PRACTICE

HOW YOU BEGIN INFORMS EVERYTHING THAT HAPPENS...



BEFORE WE GET STARTED...

A little about you

- What do you do? What is your role?
- How long have you been working with children & families?
- Anything else you'd like to share

A little about me

- Infant Mental Health Specialist –
Relationship-Based Therapy & Consultation

A mindful moment

IMPACT OF COVID – 19 ON CHILDREN



Poverty

~ 42 – 66 million children could fall into extreme poverty as result of crisis

Learning Crisis

More than 1.5 billion children & youth have been impacted by school closures

Threats to Health

Malnutrition is expected to reach 368.5 million children due to children relying on meals through schools

Risks for Child Safety

Heightened risk of children witnessing or suffering violence and abuse



IMPACT OF COVID – 19 IN SAN DIEGO COUNTY

Increase in calls to R&R line

- 839 families served via phone line & 991 via the online search tool

400% increase in call volume to 211

In San Diego, there's been a 50% decrease in calls through Child Abuse Hotline

Nationwide teachers make 20% of the calls to Child Abuse Hotlines

- Children aren't seeing the teachers & other providers who typically watch out for children's well-being

WHAT WE HAVE BEEN HEARING & SEEING?

Increased stressors & impact on access to resources

Calls to our R&R line changing from Technical Assistance to Emotional/Process focused

Challenges balancing caring for children at home while trying to continue to work

Prior behavioral & social-emotional concerns exacerbated

CONSIDERATIONS FOR CHILDREN, FAMILIES & SERVICE DELIVERY



BRAIN BUILDERS



DIFFERENT TYPES OF STRESS



Brief increases in heart rate, mild elevations in stress hormone levels.



Serious, temporary stress responses, buffered by supportive relationships.



Prolonged activation of stress response systems in the absence of protective relationships.

UNDERSTANDING STRESS THROUGH AN EARLY CHILDHOOD PERSPECTIVE

“We should not be shocked – for there is no way in which children can be reared without experiencing anxiety. Each stage in human development has its own hazards, its own dangers. We will find, further, that we do not always serve the child’s mental health by vigilantly policing his environment for bogies, ogres, and dead parakeets. We cannot avoid many of these fears.”

Selma H. Fraiberg

- Fear of loss
- Fear of pain
- Fear of losing love & approval
- Fear of body damage
- Fear of being bad/social disapproval

HOW DOES THIS LOOK?

Children demonstrate how they are in what they do

- Clinginess
- Frequent Crying
- Difficulty Falling/Staying Asleep & Nightmares
- Regression
- Fixation and/or Fear
 - Being Alone
 - Repetitive Play
 - Repeating over & over
- Aggression/Tantrums

FROM TOXIC STRESS TO TOLERABLE STRESS

At least 1 Responsive Adult Relationship

Consistency & Predictability

Serve & Return



MAKING IT HAPPEN



WHERE TO START



Regulate First

Self-Care is Critical

We all Thrive in
Relationships



FOSTERING RESILIENCE: CONSIDERATIONS FOR SERVICE DELIVERY

Focus on Emotional Support

Providing Anticipatory Guidance

Fostering Connectedness

Supporting Caregivers in Talking about
COVID 19



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A COMPREHENSIVE APPROACH

OUR FRAMEWORK

1. EARLY CHILDHOOD MENTAL HEALTH CONSULTATION

2. FAMILY STRENGTHENING

3. FULL CONTINUUM OF CARE



EARLY CHILDHOOD MENTAL HEALTH CONSULTATION

Practice-Based Principles

- Relationship-Based
- Collaborative
- Individualized
- Culturally & Linguistically Responsive
- Grounded in Developmental Knowledge
- Evidence-Informed
- Data-Driven
- Delivered in Natural Settings
- Promotion to Intervention Continuum
- Integrated with Community Supports

Consultative Stance

- Centrality of Relationships
- Parallel Process as Organizing Principle
- Avoiding the Position of Expert
- Mutuality of Endeavor
- Understanding Another's Subjective Experience
- Considering All Levels of Influence
- Hearing & Representing All Voices
- Wondering Instead of Knowing
- Patience
- Holding Hope

FAMILY STRENGTHENING – PROTECTIVE FACTORS



**Parental
Resilience**



**Social
Connections**



**Knowledge
of Child
Development**

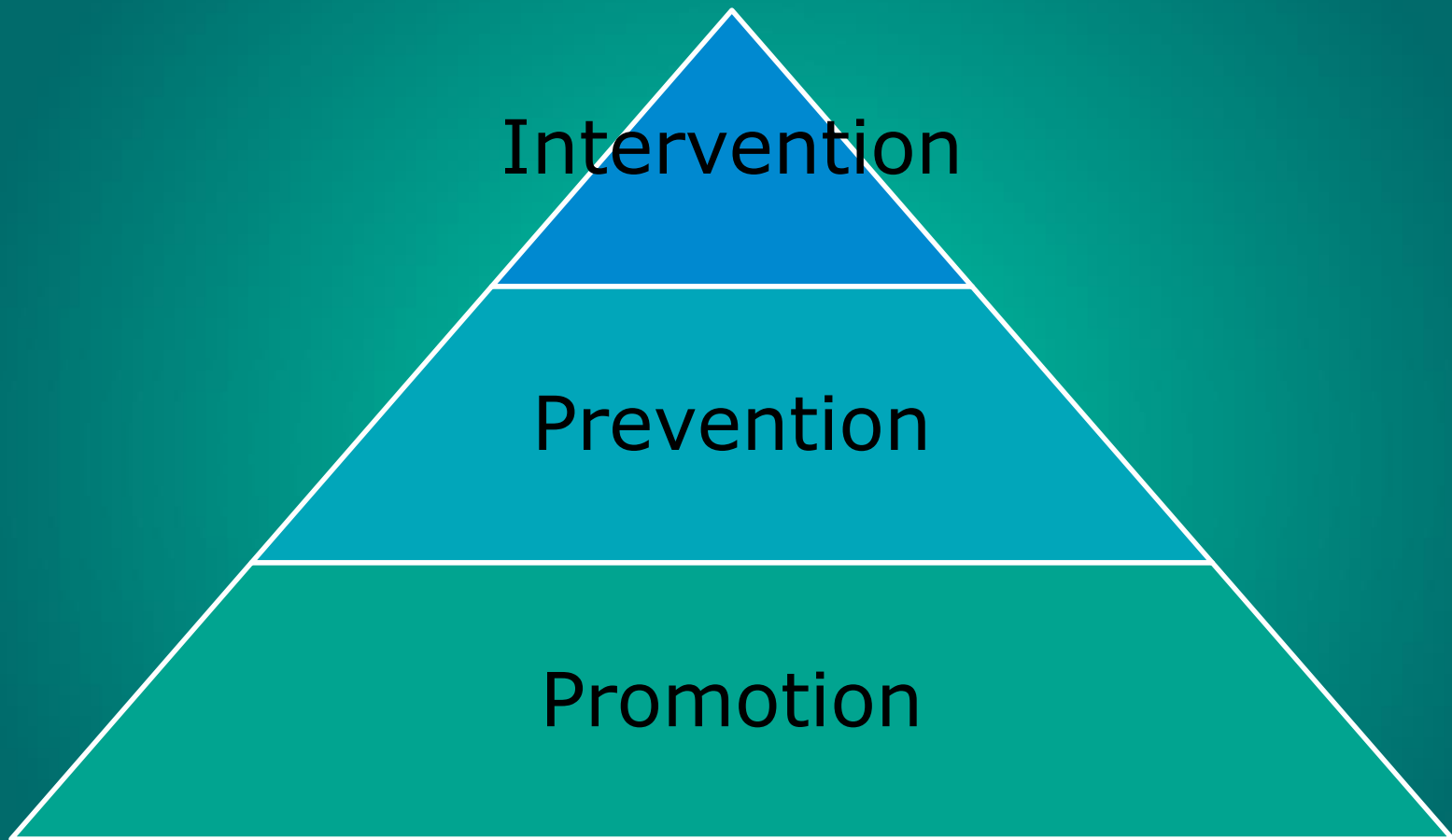


**Social and
Emotional
Competence**



**Concrete
support in times
of need**

CONTINUUM OF CARE



PIVOTING SERVICES

Warm-line offering **empathic & supportive connection** to address challenges that may be coming up.

- Aimed at **prevention** through providing support prior to greater concerns arising
- Also, an opportunity to connect to ongoing services if needed.
 - **Ongoing parent-coaching/behavior consultation**
 - **Counseling services**
 - **Virtual Parent Cafes**
 - Aimed at **creating a holding space** to foster social connection, emotional support & understand the unique needs families are facing

PUTTING IT INTO PRACTICE



BARRIERS & CHALLENGES

How to reach families/let them know about services

Lack of access to digital/virtual platforms

Stigma around asking for 'help'

Cultural beliefs regarding family dynamics, parenting practices, mental/behavioral health, sharing about emotions

What challenges are
you seeing in your
communities?

HELPING THE HELPER



HOLDING ENVIRONMENT FOR STAFF

1. CARING FOR OURSELVES (& OUR STAFF) FIRST

- *How are we creating space in our agencies for our own & our staff's nurturance during this time?*

2. SPEAKING THE UNSPEAKABLE

- *How do we invite dialogue together about our insecurities of doing work in this new way?*

3. GROUNDING & REGULATION

- *How do we find opportunities for mindfulness & being present?*

4. FINDING PURPOSE

- *How are we making meaning & connecting to a shared purpose?*

QUESTIONS?





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THANK YOU!

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