





Responding to Developmental Disorganization

January 6, 2021

RR-VHV Resources



Webinar recordings, slide decks, and supporting documents are available at: <https://instituteofsp.org/covid-19-rapid-response>

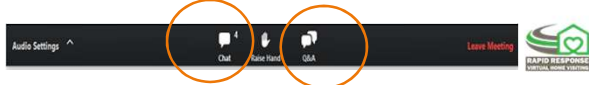



Q&A Feature Chat

Please use the Q&A box to submit your questions.


Please use the chat box to respond to questions that we ask you!

Thank you!

Objectives


- Understand the difference between typical “regression” in a child’s behavior that is part of their developmental *progress* versus derailment in relationships and delays in development.
- Recognize how developmental process is affected by stress.
- Focus on mastery: Cultivate our own sense of active agency as well as that of the child and family as a protective factor against stress.
- Learn strategies for facilitating family engagement during virtual home visiting.




National FSP Competencies

- Domain 6: Community Resources and Support
 - Dimension 22-Building community relationships
 - Dimension 23-Service system coordination and referral
 - Dimension 24-Advocacy
- Domain 7: Relationship-Based Family Partnerships
 - Dimension 25-Respect and responsiveness
 - Dimension 26-Positive communication
 - Dimension 27-Collaboration
- Domain 8: Cultural and Linguistic Responsiveness
 - Dimension 28-Cultural competency
 - Dimension 29-Cultural humility
 - Dimension 30-Linguistic responsiveness
- Domain 9: Effective Home Visits
 - Dimension 31-Assessment
 - Dimension 32-Planning
 - Dimension 33-Data and documentation






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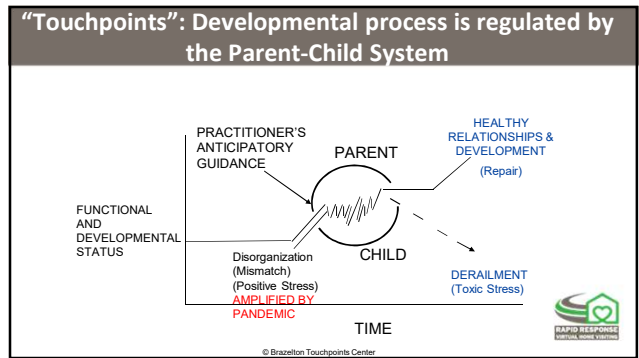
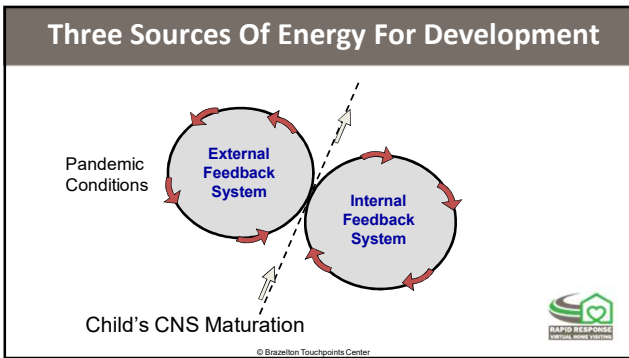
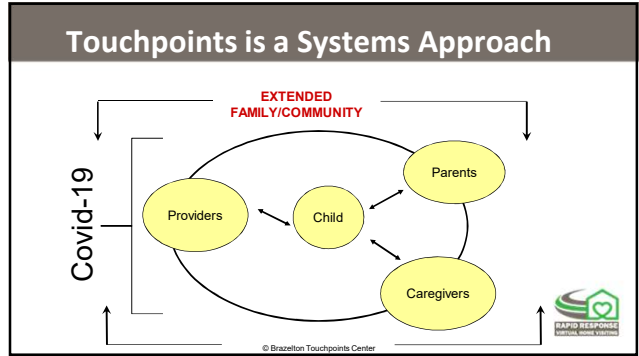


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Let's Chat

Something you have been doing to take care of yourself?

Value Disorganization


➔ Relationships offer Hope and Resilience in the face of Adversity




Emotional Competence

Child's Resilience and Developmental Protective Factors

- Basic Trust in emotions and social relationships: ability to connect *and* repair
- Ability to self-regulate
- Strong sense of Self



Children's Response to Stress = Behavior as Communication

- Neediness, Clinging, "Big Feelings"
- Comfort-seeking via imagined aches
- Trouble separating
- Trouble staying still
- Trouble sleeping or eating
- Nightmares, Fears
- Repetitive or aimless play
- Regression to earlier behaviors and stages (for example, bedwetting)



Childhood Responses =

- **Attempts at mastery and control.**
- **Adaptive & accommodating reaction** to loss of control and changes in co-regulation
- **Response** is within the child's "self" concept



Childhood Responses =

Goal: Focus on what we *do* have control over.

- Play is an opportunity to work out the emotions!
- Routines help! Routines falling apart is also natural!
- Encourage a child to discover and practice something they can make happen: to cope with the frustration of learning and to assert control in service of mastery.



Opportunities ABOUND

What is something that made you smile today?



Challenges to engagement virtually

- Added Stressors
- New distractions
- Technoferece



Celebrate the Power of Parenting

- What has been the growth and learning for children and families?
- Celebrating what the children and families can come through



Resilience in Home Visiting

- What do we want children to remember?
- Youngest children also have agency
- What DO children have?



Interactive Opportunities

- Virtual tea
- Shared storytelling
- Musical art experiences
- Interactive block tower



Emotional Container

- Accept and expect strong emotions from children & caregivers
- Don't take it personally
- Respond calmly
- Help name feelings



We can't fit and hold a child's emotions into our container if it's already filled with our own.



Questions



Wrap-up and Reflection



Credits

We extend a special thank you to the team that created this webinar:

- Joelfre Grant, Brazelton Touchpoints Center
- Alex Rooke, Early Impact Virginia
- Heidi Roibal, New Mexico Infant Toddler Program
- Eva Rivera, Brazelton Touchpoints Center
- Dr. Jayne Singer, Brazelton Touchpoints Center

