

1. No Agenda  
There is no agenda available for this meeting.
2. Item 1

Documents:

[HANDLE WITH CARE FLYERS 2018 \(PDF\).PDF](#)

## CELEBRATE

- Greet children by name and tell them at least one thing you like about them.
- Ask if children have any family/cultural traditions that make them feel happy (e.g. singing, dancing, praying) and if they would tell you about them.
- Establish a climate of respect that supports “put-ups, not put-downs.”
- Remember to praise the small things children do, such as being helpful or kind. Tell them that you notice and that you are proud of them.
- When children have setbacks or frustrations, praise their efforts and help them figure out next steps.
- Identify and support children’s strengths and unique talents by engaging them in activities they enjoy.

## COMFORT

- Take children’s concerns seriously and offer validating statements. Seek out additional support and resources if needed.
- Set clear, consistent boundaries and limits with children.
- Don’t make promises you can’t keep.
- Help children identify early warning signs of anger, sadness, and fear, and develop strategies that they can use to calm down in the moment.
- Praise children’s efforts to regulate their emotions, and offer healthy, non-violent ways to express negative feelings.
- Help children identify and expand their network of consistently caring adults.

## LISTEN

- Be present in the moment by removing physical barriers such as phones, notebooks, or paperwork. Show them, by your actions, that what they have to say is worthy of your full attention.
- Listen to physical and emotional complaints seriously. This will help children see you as someone they can go to in times of need.
- Remain open and curious. Show children that you care about what happened to them, and not just “what’s wrong with them.”

## COLLABORATE

- Engage children in increasingly challenging tasks as they build skills.
- Practice relaxation techniques when children are calm. This will make them more likely to use these techniques in times of stress.
- Set up rules and expectations for group activities or games.
- Encourage kids to take on small leadership roles.
- Share your experience. Tell stories about how you’ve handled similar situations in the past.
- If you’re a social worker, work with children, especially if they’re older, to generate safety plans. Collaborate on decisions about treatment, placement, and other issues.
- Praise children when they succeed or master a task.
- Role model healthy interactions with your peers and other children. Encourage good friendship skills.
- Take emotional or physical complaints seriously as they may be connected to a more serious issue.
- Encourage children to rely on you in times of struggle, and help them identify other sources of support in their life.
- During sports, encourage teamwork and support your players to work together toward common goals.

## INSPIRE

- Provide helpful and constructive experiences that focus on cooperation rather than competition.
- Support children’s abilities to speak up when things go wrong or when they’re victimized. Help them become advocates for change.
- Connect children to after-school programs such as theater, dance, sports, and opportunities to participate in community service.
- Provide children with opportunities to experience success or to develop and practice their leadership skills.
- Create opportunities for children to spend time with other caring adults who can act as role models.

# YOUR CHILD: How Stress Impacts Brain Growth, Development & Behavior

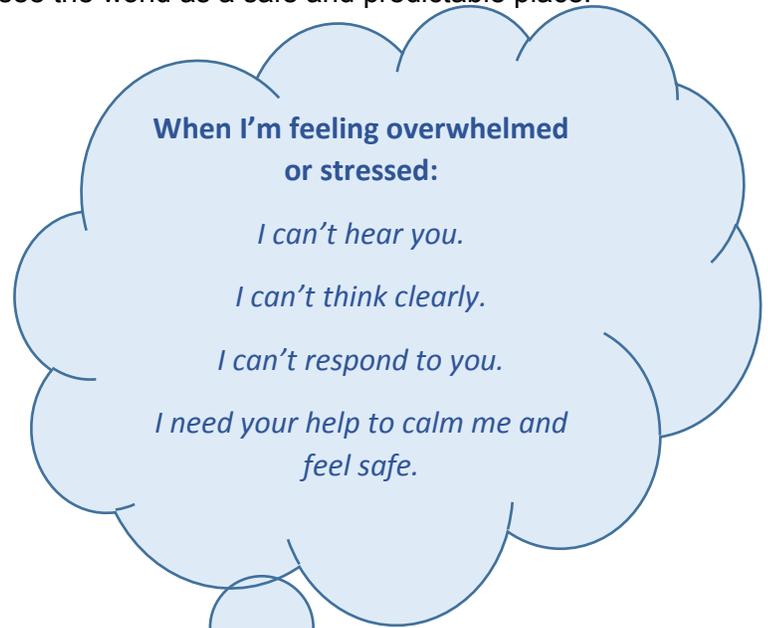
**Stress** and challenging experiences are a normal part of life for all families. Sometimes these experiences can feel overwhelming or challenge the child's ability to see the world as a safe and predictable place.

## Some particularly stressful experiences can include:

- Sudden, unexpected or frequent changes in caregiver, school, program or home life
- Witnessing abuse of a family member, loved one, or pet
- Experiencing abuse or neglect
- Witnessing community violence
- Loss of a family member or friend
- Experiences of racism, sexism, homophobia, or any other form of discrimination
- Homelessness
- Mental illness and/or substance abuse by a parent
- Hospitalization or family illness
- Divorce
- Incarceration of parent or family member
- Not enough money for food or other basic life necessities
- Family financial struggles
- Natural disasters

## A child who is struggling to make sense of challenging or traumatic experiences **MAY** show some of the following behaviors:

- Excessive distractibility
- Difficulty concentrating and learning
- Difficulty making and/or keeping friends
- Difficulty participating in group experiences
- Difficulty moving from one activity to another (transitions)
- Excessive screaming
- Destroying property
- Difficulty in calming self
- Difficulty sleeping
- Toileting issues
- Silent and/or withdrawn
- Hurting self or others
- Fearfulness, easily startled or checking out



*Stress reduces the ability to respond, learn, or figure things out, which can result in problems in school.*

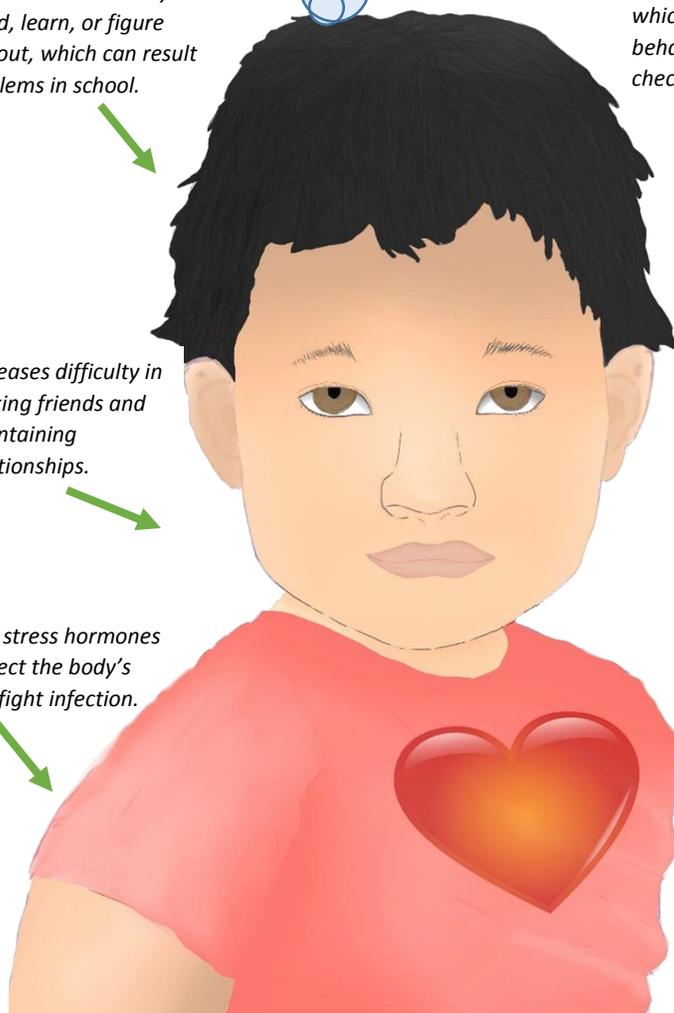
*Interferes with coping, which can result in behaviors such as fighting, checking out or defiance.*

*Increases difficulty in making friends and maintaining relationships.*

*Increases problems with learning and memory.*

*Increases stress hormones which affect the body's ability to fight infection.*

*May cause lasting health problems.*



# The good news: Resilience can bring back health and hope!

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## What is Resilience?

Resilience is the ability to return to being healthy and hopeful after bad things happen. Even if children experience challenges, they can still be resilient! Research shows that if caregivers provide a safe environment and help children build resilience, this can reduce the effects of trauma and stress.

## Help me build resilience by:

### 1. Caring for and nurturing our relationship

Listening to and responding patiently in a supportive way, paying attention to children's physical and emotional needs.

### 2. Building social connections

Having family, friends, teachers, and a community who support, help and listen to children. Enjoy the positive moments.

### 3. Meeting my basic needs

Providing children with safe housing, nutritious food, appropriate clothing, and access to health care and good education.

### 4. Learning about parenting and how children grow

Understanding how caregivers can help children grow in a healthy way, and what to expect from children as they grow. Acknowledging feelings, efforts and progress.

### 5. Building social and emotional skills

Helping children interact in a healthy way with others, manage their emotions, and communicate their feelings and needs.

### 6. Nurturing and growing your own resilience

Knowing how to solve problems, having healthy relationships with other adults, and building positive relationships with children. Finding ways to stay calm in times of stress and reaching out for help. Developing predictable routines and expectations for yourself and for children.

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## If you need extra support:

(Ask any of these providers about free or low-cost services for eligible families.)

**Washtenaw County Community Mental Health (Infant Mental Health Services)** for children 0-6. Call 734.544.3050 or 800.440.7548.

**University of Michigan Infant and Early Childhood Clinic** for children 0-6. Call 734.764.0231.

**Catholic Social Services of Washtenaw County** Call Behavioral Health Services at 734.926.0155 or 734.971.9781.

**University Center for the Child and Family (UCCF)** Call 734.764.9466.

**Ele's Place** grief support for children. Call 734.929.6640.



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Developed by the Washtenaw Trauma Informed Collaborative (WTIC) of Washtenaw County, MI and intended to be shared everywhere. Images created by Ari Mabry, age 15, resilient leukemia survivor of medical trauma and PTSD, who valued the support and services he received to help him cope with the trauma he endured.

**For more information or access to resources, contact [wtic@washtenawisd.org](mailto:wtic@washtenawisd.org) or visit [www.washtenawsuccessby6.org](http://www.washtenawsuccessby6.org).**