



CHILD CARE

State Capacity Building Center

Emergency Preparedness and Response: Supporting the Social-Emotional Health of Children and Providers

National Association for Regulatory Administration 2018 Seminar
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Presenter



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Objectives

- ◆ Examine the impact of emergencies and disasters on young children
- ◆ Review Child Care and Development Fund (CCDF) emergency preparedness, response, and recovery (EPRR) requirements
- ◆ Discuss the social-emotional impact of emergencies and natural disasters on children and their caregivers
- ◆ Identify strategies to support the social-emotional health of children, families, and caregivers



National Commission on Children and Disasters

- ◆ Created to assess the gaps in federal planning that put children at risk
- ◆ Formulated recommendations to protect children
- ◆ Final report issued in 2010
 - 81 recommendations
 - 11 functional areas

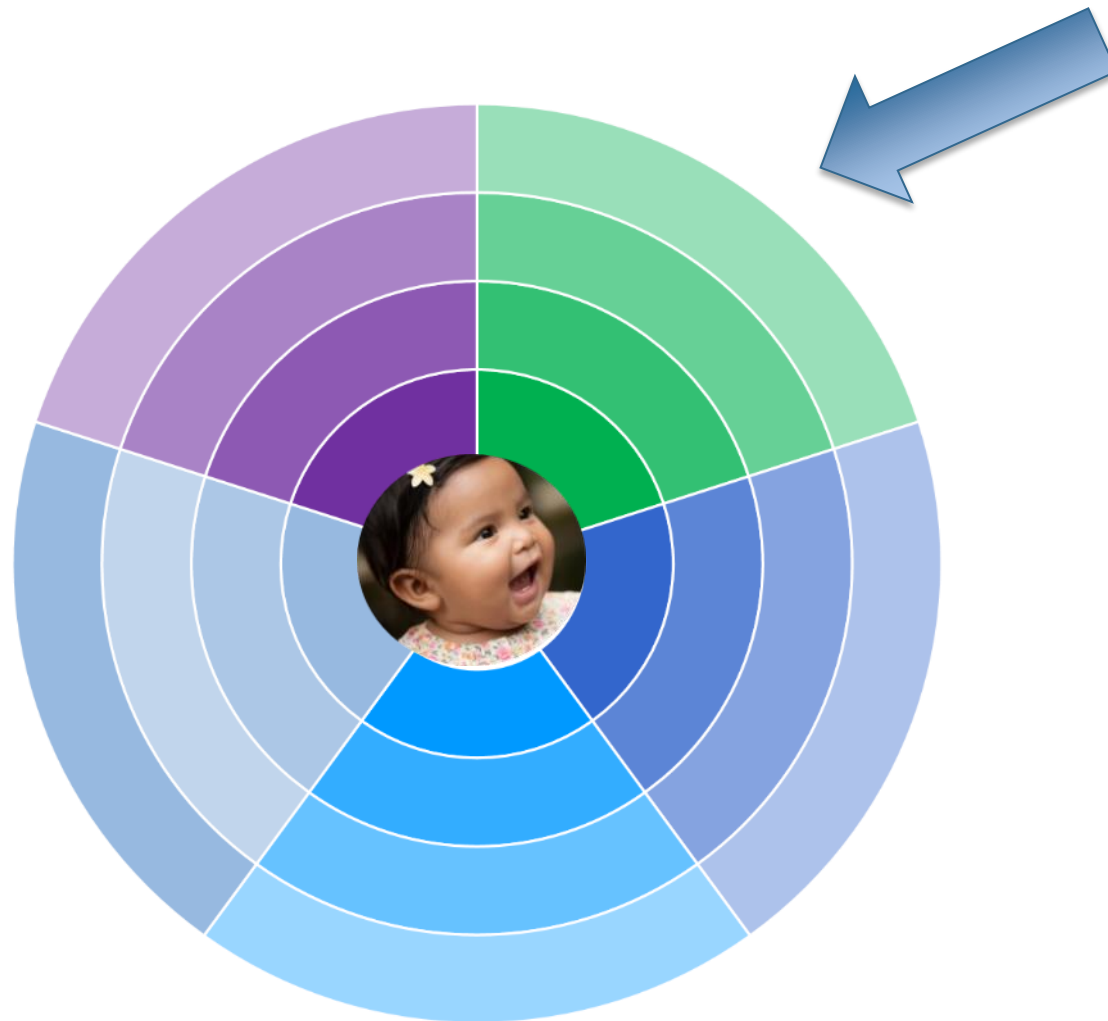


Consolidated Appropriations Act, 2008. Pub. L. 110-161 (2008),
<https://www.gpo.gov/fdsys/pkg/PLAW-110publ161/pdf/PLAW-110publ161.pdf>

Children's Unique Needs

- ◆ Social and emotional health
- ◆ Physical safety
- ◆ Responsive relationships
- ◆ Physical needs
- ◆ Health

Needs



■ Social and emotional health
■ Responsive relationships
■ Health

■ Physical safety
■ Physical needs

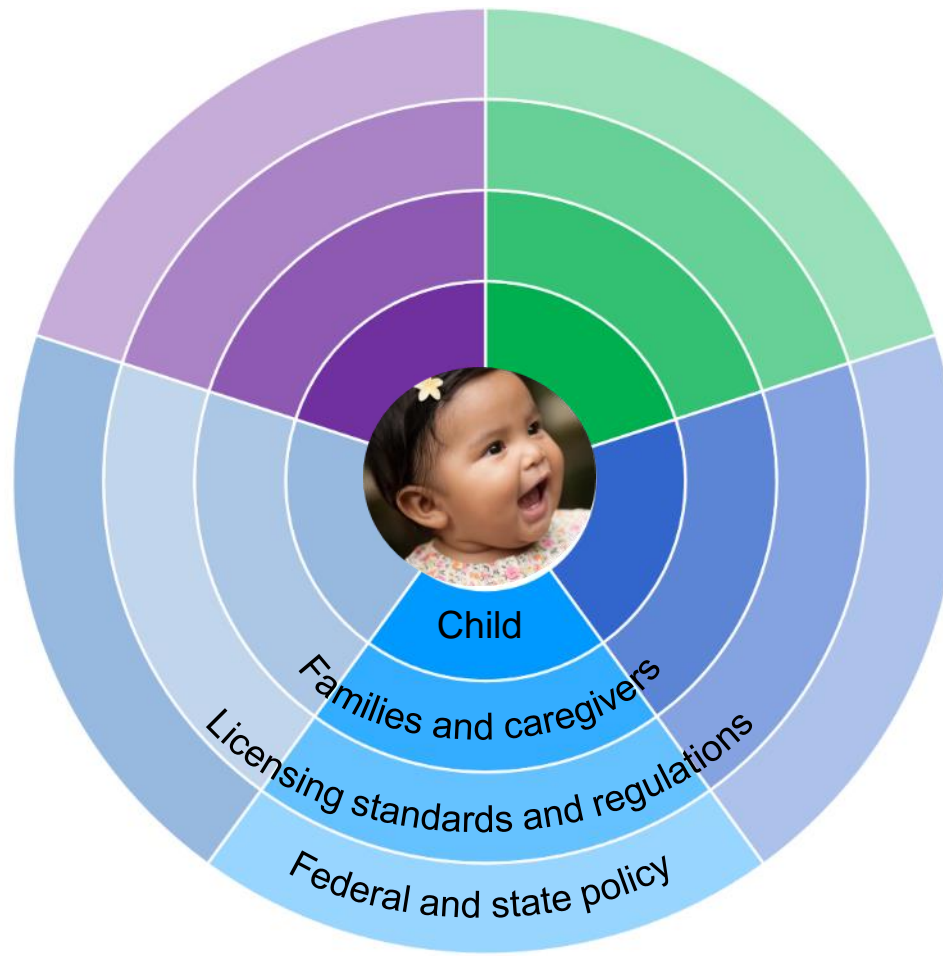
Children in Child Care

In 2016, about 60 percent of the 21.4 million children younger than 6 years old who were not yet enrolled in kindergarten were in some type of nonparental care arrangement on a regular basis

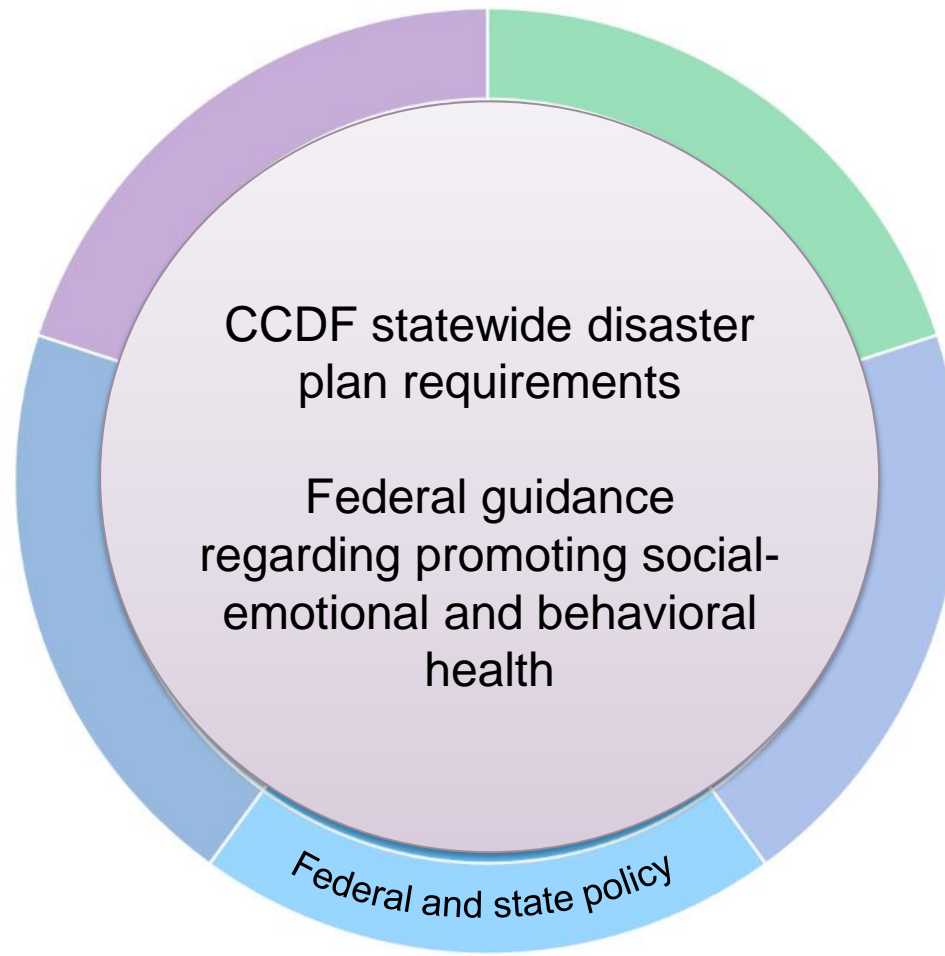
- ◆ 12.8 million children in nonparental care

National Center for Education Statistics. (2017). Table 202.30: Number of children under 6 years old and not yet enrolled in kindergarten, percentage in center-based programs, average weekly hours in nonparental care, and percentage in various types of primary care arrangements, by selected child and family characteristics: 2016. *Digest of Education Statistics*. Retrieved from https://nces.ed.gov/programs/digest/d17/tables/dt17_202.30.asp.

Roles That Impact EPRR



Federal and State Policy



CCDF Statewide Disaster Plan: State Grantee Requirements



The CCDF final rule requires state, territory, and tribal grantees to develop a comprehensive plan. Each plan must

- ◆ be developed in collaboration with required partners;
- ◆ describe how child care subsidies and services will continue following a disaster;
- ◆ describe the coordination of postdisaster recovery of child care services; and
- ◆ include requirements for provider planning and preparation, training, and drills.

Child Care and Development Fund, 45 C.F.R. § 98.16(aa)(1) (2016).

Child Care and Respite Needs in Disasters

- ◆ Immediate 24-hour child care for emergency response personnel
- ◆ Temporary respite care in emergency shelters
- ◆ Emergency child care

Disaster Impacts Affecting Families with Children

- ◆ Employment losses and economic challenges that create new barriers for affordable child care
- ◆ Displacement or relocation of families
- ◆ Disaster-caused barriers for CCDF families
- ◆ Transportation issues for families

Administration for Children and Families. (2016). *Post-disaster child care needs and resources*.

Retrieved from <https://www.acf.hhs.gov/ohsepr/resource/post-disaster-child-care-needs-and-resources>

Federal Guidance regarding Promoting Social-Emotional and Behavioral Health

- ◆ Workforce professional development
 - Developmental screening and surveillance
 - Reflective practices and supervision
 - Family engagement
 - Recognizing trauma
- ◆ Workforce supports
 - Infant–early childhood mental health consultation
 - Coaching and consultation (inclusion and infant/toddler)
 - Statewide models of age-appropriate positive behavior intervention and supports
 - Caregiver wellness

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *State policies to promote social-emotional and behavioral health of young children in child care settings in partnership with families*. CCDF-ACF-IM-2015-01. Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/ccdf_acf_im_2015_01.pdf

Federal Guidance regarding Promoting Social-Emotional and Behavioral Health

- ◆ Child care and Head Start providers
 - Trusted sources of support
 - Provide families information on children's development, parenting skills, access to services
- ◆ Policies and practices that can aid states in providing services
 - Building workforce capacity (state level as well as providers)
 - Implementing statewide consultation or coaching model
 - Attending to continuity of care
 - Establishing early learning guidelines

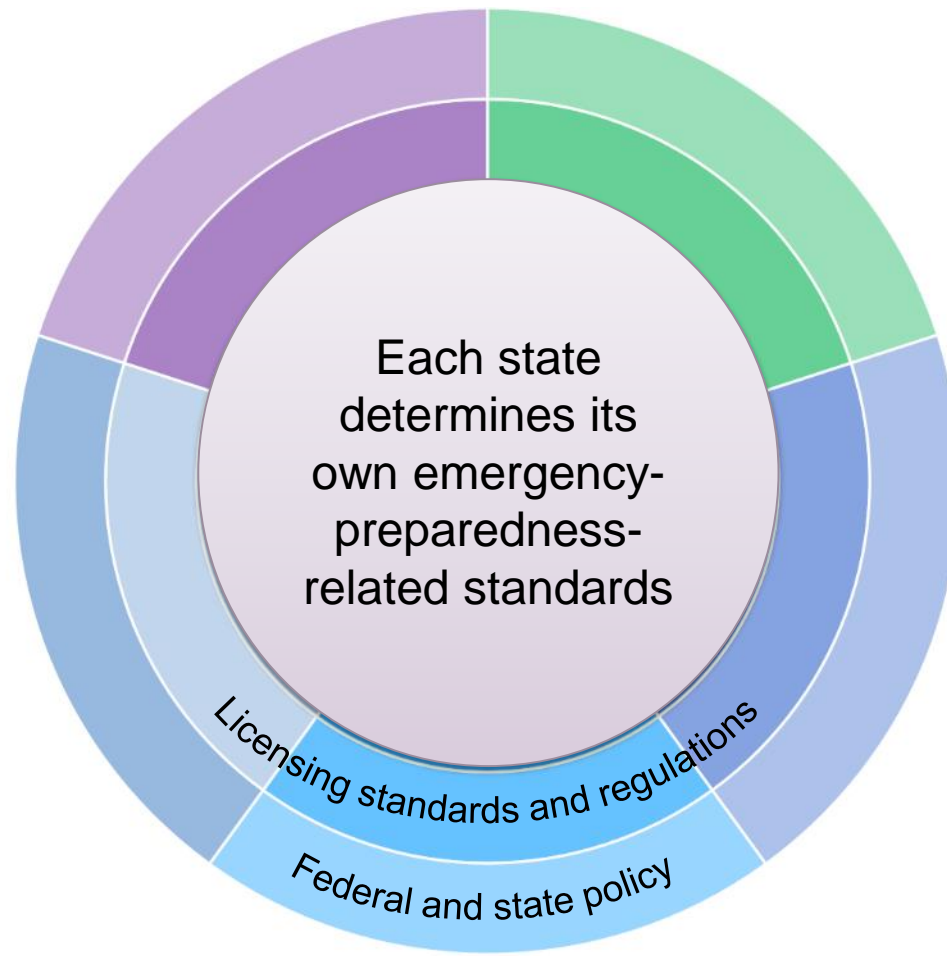
Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *State policies to promote social-emotional and behavioral health of young children in child care settings in partnership with families*. CCDF-ACF-IM-2015-01. Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/ccdf_acf_im_2015_01.pdf

Federal Guidance regarding Promoting Social-Emotional and Behavioral Health

- ◆ Help adults—parents, teachers, child care staff—strengthen their skills
- ◆ Tailor interventions to address sources of significant stress for families
- ◆ Support the health, mental health, and nutrition of children and their families
- ◆ Connect with and train community partners

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *State policies to promote social-emotional and behavioral health of young children in child care settings in partnership with families*. CCDF-ACF-IM-2015-01. Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/ccdf_acf_im_2015_01.pdf

Licensing Standards and Regulations



CCDF Requirements for Providers



The final rule is more specific about what CCDF Lead Agencies must require of CCDF providers:

- ◆ Procedures for evacuation; relocation; shelter-in-place; lockdown; communication and reunification with families; continuity of operations; and accommodations for infants and toddlers, children with disabilities, and children with chronic medical conditions

Child Care and Development Fund, 45 C.F.R. § 98.16(aa)(2)(iii)(A)(B) (2016).

CCDF Requirements for Providers



The final rule is more specific about what CCDF Lead Agencies must require of CCDF providers:

- ◆ Procedures for staff and volunteer emergency preparedness training and practice drills, including training requirements for child care providers of services for which assistance is provided under CCDF

Child Care and Development Fund, 45 C.F.R. § 98.16(aa)(2)(iii)(A)(B) (2016).

Operation of Child Care Licensing Agency

- ◆ How will the licensing agency continue to operate in the event of an emergency or disaster?
- ◆ How will the agency continue to administer the licensing program?
- ◆ Does your emergency management agency have an emergency operations plan?
- ◆ Does the operations plan specify how the agency will communicate with and provide updates to offsite staff?
Other agencies?

Child Care State Systems Specialist Network. (2014). *Emergency preparedness and response for state and territory licensing agencies*. Retrieved from <https://childcareta.acf.hhs.gov/resource/emergency-preparedness-and-response-planning-stateterritory-licensing-agencies>

Operation of Child Care Licensing Agency

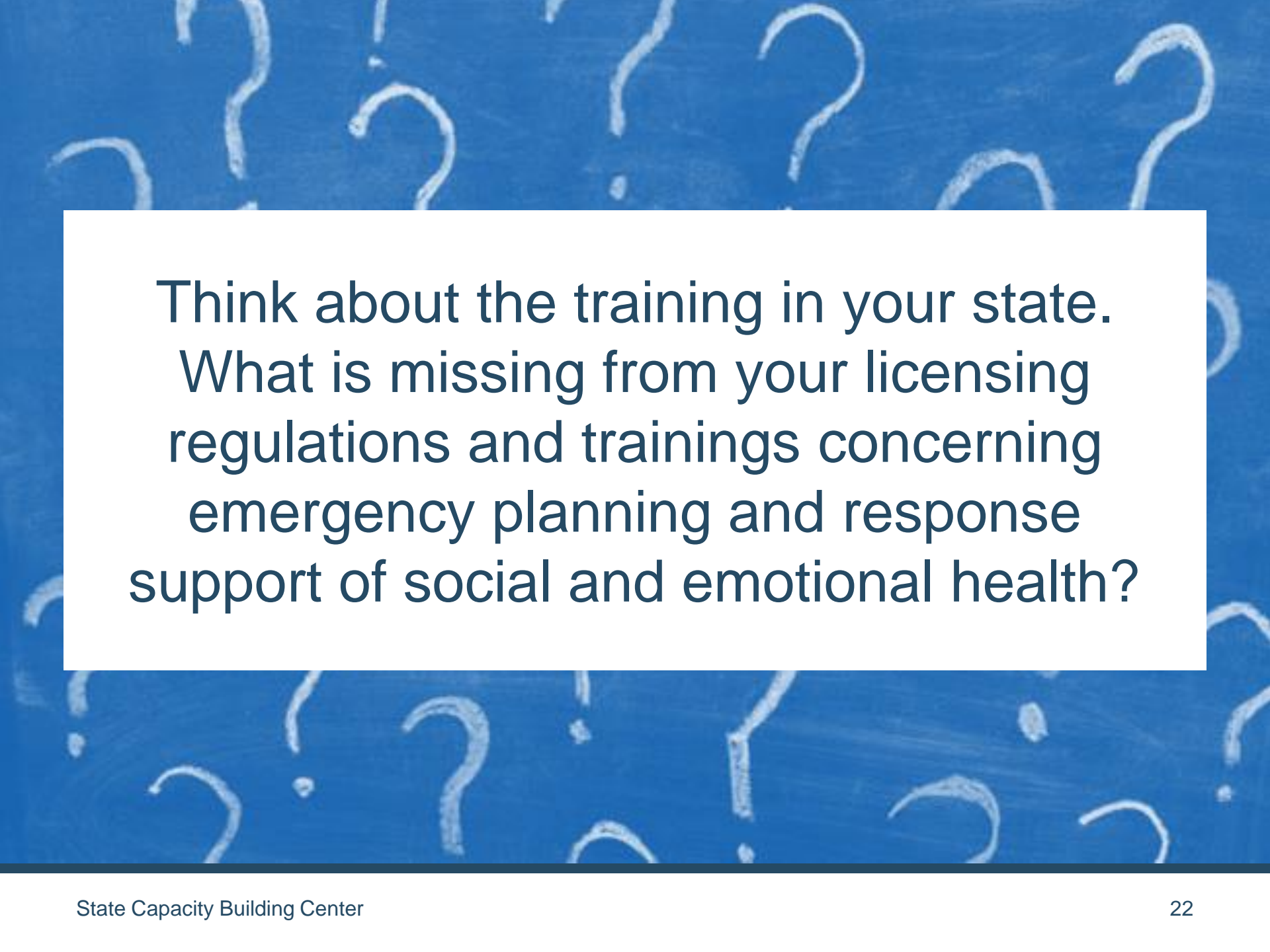
- ◆ Do the licensing administrators have access to alternative offices?
- ◆ Do the licensing administrators have back-ups of agency records?
- ◆ Are there guidelines in place for temporary sites, abbreviated records, waivers, and so forth?
- ◆ Are there approval processes in place for facilities to reopen? Temporary child care sites?
- ◆ How will the licensing agency identify closed facilities?

Child Care State Systems Specialist Network. (2014). *Emergency preparedness and response for state and territory licensing agencies*. Retrieved from <https://childcareta.acf.hhs.gov/resource/emergency-preparedness-and-response-planning-stateterritory-licensing-agencies>

Operation of Child Care Licensing Agency

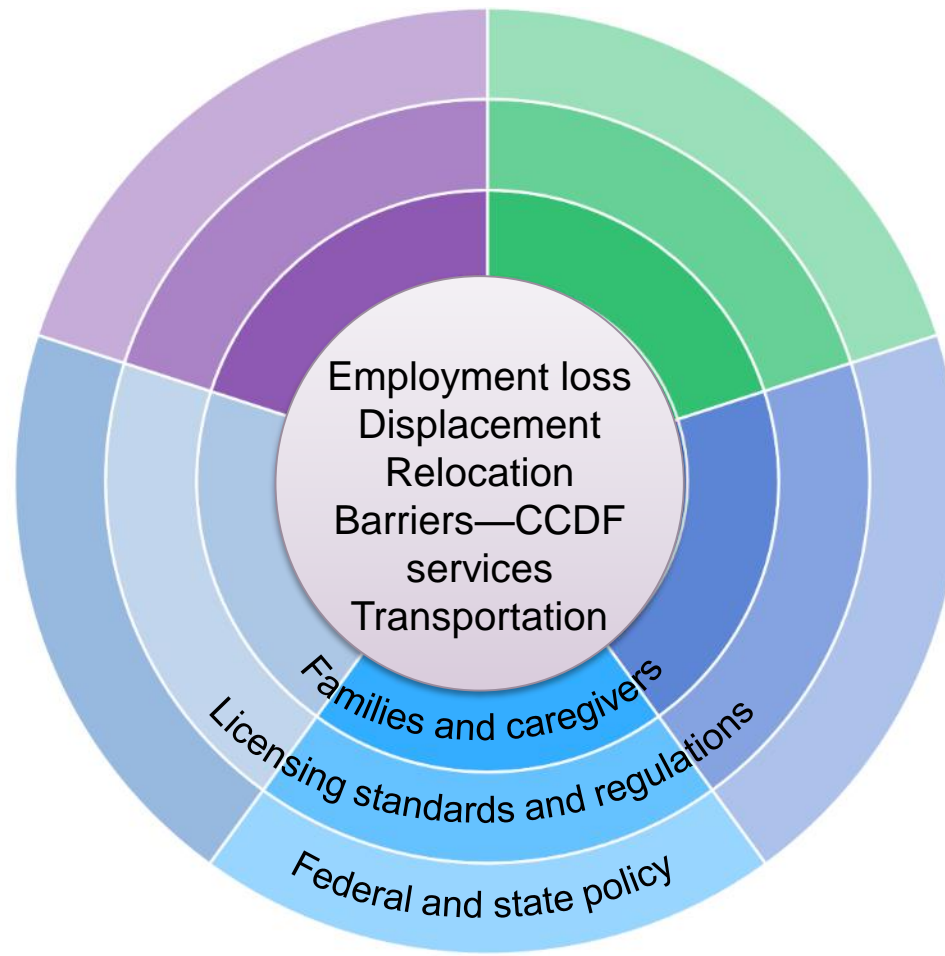
- ◆ Will the agency provide resources or supports to help children, families, and caregivers recover **emotionally** and financially from the emergency or disaster?

Child Care State Systems Specialist Network. (2014). *Emergency preparedness and response for state and territory licensing agencies*. Retrieved from <https://childcareta.acf.hhs.gov/resource/emergency-preparedness-and-response-planning-stateterritory-licensing-agencies>



Think about the training in your state.
What is missing from your licensing
regulations and trainings concerning
emergency planning and response
support of social and emotional health?

Families and Caregivers



Child Care Is Essential to Support Recovery from Emergencies and Disasters

- ◆ Routines
- ◆ Responsive relationships
- ◆ Safe environment
- ◆ Economic stability for families



Potential Social-Emotional Impact of Emergencies and Disasters on Families and Caregivers



Impact on Adults

- ◆ Adults may experience decreased ability to provide sensitive and responsive care to children.
- ◆ The following factors may impact adults' responsiveness:
 - Extent of impact on personal lives
 - Secondary traumatic stress
 - Previous experience with adverse childhood experiences
 - Preexisting conditions; for example, mental health conditions

National Child Traumatic Stress Network, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. (2008). *Child trauma toolkit for educators*. Retrieved from <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

Schonfeld, D. J., Demaria, T., & the Disaster Preparedness Advisory Council and Committee on Psychosocial Aspects of Child and Family Health. (2015). Providing psychosocial support to children and families in the aftermath of disasters and crisis. *Pediatrics*, 136(4), 1,120–1,130. Retrieved from <http://pediatrics.aappublications.org/content/pediatrics/early/2015/09/08/peds.2015-2861.full.pdf>

“People’s reactions to disaster and stress, and their coping skills, can differ based on their beliefs, cultural traditions, or economic and social status. Behavioral health workers increasingly recognize the importance of cultural competence in developing, planning, and delivering effective disaster behavioral health services.”

Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. (2017). Disaster preparedness, response, and recovery [Web page] (para. 7). Retrieved on March 23, 2018, from <https://www.samhsa.gov/disaster-preparedness>

Building Resilience

- ◆ “Resilience is the ability to bounce back, cope with adversity, and endure during difficult situations” (SAMSHA, 2017, para 2).
- ◆ Preparation and response during and after a disaster can promote resilience in children, families, child care centers, and the wider community.



Beardslee, W. R., Avery, M. W., Ayoub, C. C., Watts, C. L., & Lester, P. (2010). *Building resilience: The power to cope with adversity*. Washington DC: Zero to Three.

Substance Abuse and Mental Health Services Administrations (SAMSHA), U.S. Department of Health and Human Services. (2017). Disaster preparedness, response, and recovery [Web page]. Retrieved on July 12, 2018, from <https://www.samhsa.gov/disaster-preparedness>

Strengthen Skills: Partnering with Families

- ◆ Build responsive adult-child relationships.
- ◆ Learn about each family's unique traditions and values.
- ◆ Offer training and resources on emergency preparedness and social-emotional health in families' home languages.
- ◆ Develop emergency preparedness plans and create “go kits.”
- ◆ Connect families with mental health services when needed.

State Capacity Building Center. (2017). *How states and territories prepare to support special populations in emergencies and disasters*. Retrieved from <https://childcareta.acf.hhs.gov/resource/how-states-and-territories-prepare-support-special-populations-emergencies-and-disasters>

Zero to Three. (2016). *Shelter from the storm: Resources for early care and education professionals*. Retrieved from <https://www.zerotothree.org/resources/1662-shelter-from-the-storm-resources-for-early-care-and-education-professionals>

Strengthen Skills: Adult Self-Care

- ◆ Build a network of support within programs, schools, and communities.
- ◆ Provide staff wellness programs.
- ◆ Recognize compassion fatigue and secondary traumatic stress.
- ◆ Provide support and resources for adult self-care within daily routines and during and after disasters.



Regularly practicing self-care supports responsive interactions with children everyday and during and after a disaster.

National Child Traumatic Stress Network, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. (2008). *Child trauma toolkit for educators*. Retrieved from <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

Postdisaster Settings: Shelter Professionals

- ◆ Children may feel unsafe in shelters.
- ◆ Adults may be overwhelmed in the aftermath of the disaster.
- ◆ Responsive practices support children's and adults' social-emotional health.
- ◆ Support shelter staff in their own self-care.

Zero to Three. (2018). *Shelter from the storm: Tips for parents and caregivers of babies and toddlers*. Retrieved from <https://www.zerotothree.org/resources/1661-shelter-from-the-storm-tips-for-parents-and-caregivers-of-babies-and-toddlers>

Zero to Three. (2018). *Shelter from the storm: Tips for shelter professionals*. Retrieved from <https://www.zerotothree.org/resources/1660-shelter-from-the-storm-tips-for-shelter-professionals>

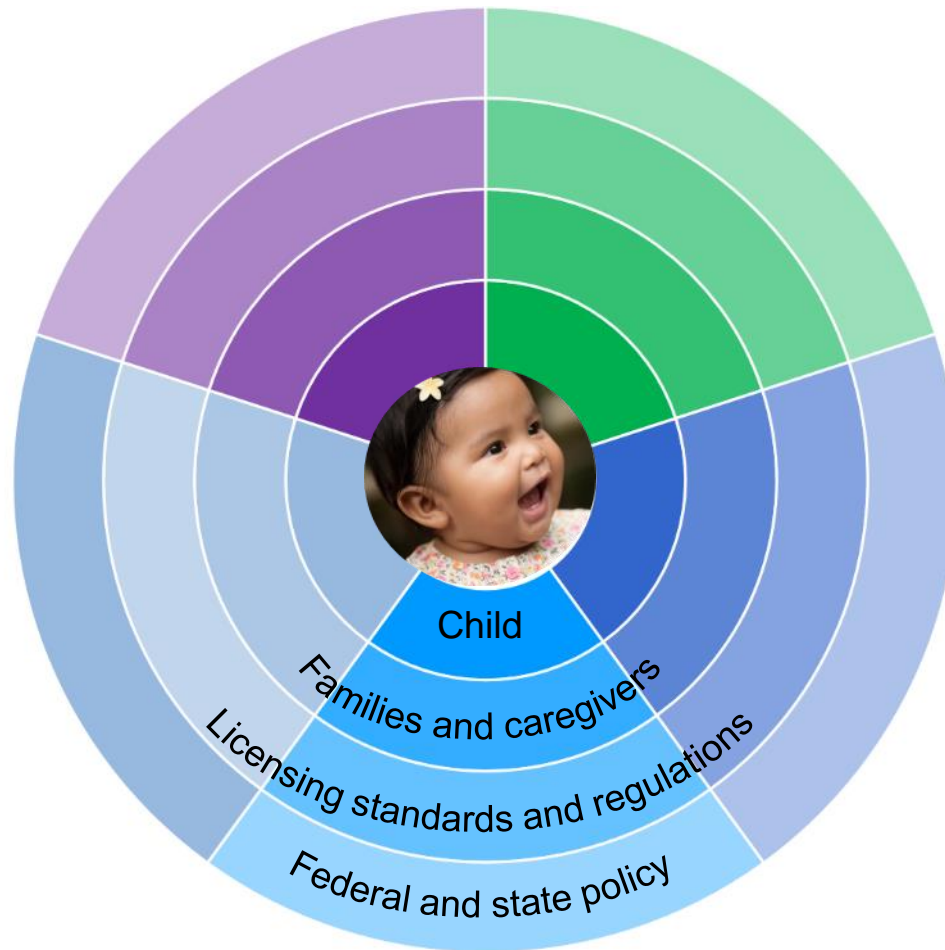
Strengthen Skills: Professional Development

Incorporate key components of emergency preparedness and relationship-based care in training and educational requirements:

- ◆ Infant/toddler development, social-emotional health, and trauma
- ◆ Responsive communication and interactions that support emotional regulation
- ◆ Stable, calm, healthy, and safe environments
- ◆ Inclusive environments
- ◆ Impact of stress on families
- ◆ Family engagement
- ◆ Continuity of care

Sosinsky, L., Ruprecht, K., Horm, D., Kriener-Althen, K., Vogel, C., & Halle, T. (2016). *Including relationship-based care practices in infant-toddler care: Implications for practice and policy* (Office of Planning, Research and Evaluation report no. 2016-46). Retrieved from <http://www.acf.hhs.gov/opre/resource/including-relationship-based-care-practices-infant-toddler-care-implications-practice-and-policy>

Children



Impact on Children

- ◆ “All children are vulnerable, but not equally” (Greenman, 2005, p. 27).
- ◆ The following factors may influence vulnerability:
 - Effect of the emergency or disaster
 - Adverse childhood experiences
 - Quality of relationships

Greenman, J. (2005). *What happened to my world: Helping children cope with natural disaster and catastrophe*. Retrieved from https://www.brighthorizons.com/resources/pdf/talktochildren/docs/What_Happened_to_MY_World.pdf

Schonfeld, D. J., Demaria, T., & the Disaster Preparedness Advisory Council and Committee on Psychosocial Aspects of Child and Family Health. (2015). Providing psychosocial support to children and families in the aftermath of disasters and crisis. *Pediatrics*, 136(4), 1,120–1,130. Retrieved from <http://pediatrics.aappublications.org/content/pediatrics/early/2015/09/08/peds.2015-2861.full.pdf>

Childhood Trauma

- ◆ Childhood trauma can occur when a frightening event overwhelms a child's ability to cope or threatens the safety of a child's caregiver.
- ◆ Trauma looks different for every person and child.
- ◆ Experiences of trauma do not necessarily become a diagnosis or disorder.

Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development. (n.d.). Defining trauma [Web page]. Retrieved on July, 11, 2018, from https://www.ecmhc.org/tutorials/trauma/mod1_1.html

Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development. (n.d.). Two types of trauma diagnoses [Web page]. Retrieved on July, 11, 2018, from https://www.ecmhc.org/tutorials/trauma/mod1_2.html

Groves, B. M. (2002). *Children who see too much: Lessons from the Child Witness to Violence Project*. Boston, MA: Beacon Press.

Social-Emotional Health

- ◆ Psychological first aid
- ◆ Mental health consultation for child care and school settings
- ◆ Emergency preparedness initiatives
- ◆ Substance Abuse and Mental Health Services Administration's disaster distress hotline:
 - ◆ 1-800-985-5990 or text "talkwithus" to 66746



Responsive Relationships: Recovery Efforts

- ◆ Ensure that children's basic needs are met.
- ◆ Engage in responsive adult-child interactions.
- ◆ Reunite children with their families.
- ◆ Create safe, nurturing, and calm environments.
- ◆ Reestablish familiar and predictable routines.
- ◆ Reopen child care centers.
- ◆ Limit exposure to media.



Zero to Three. (2016). *Shelter from the storm: Resources for early care and education professionals*. Retrieved from <https://www.zerotothree.org/resources/1662-shelter-from-the-storm-resources-for-early-care-and-education-professionals>

Responsive Relationships: Limit Negative Impact of Trauma

- ◆ Know each child and seek to understand the meaning of his or her behavior.
- ◆ Recognize possible signs of distress and respond sensitively.
- ◆ Offer safe ways for children to express feelings.
- ◆ Offer choices.
- ◆ Be aware of environmental triggers that may cause a reaction in children.
- ◆ Support children's emotion regulation.
- ◆ Seek additional help when needed.

Zero To Three. (2016). *Shelter from the storm: A parent guide*. Retrieved from <https://www.zerotothree.org/resources/1663-shelter-from-the-storm-a-parent-guide>

Zero to Three. (2016). *Shelter from the storm: Resources for early care and education professionals*. Retrieved from <https://www.zerotothree.org/resources/1662-shelter-from-the-storm-resources-for-early-care-and-education-professionals>

Zero to Three (2017). *Coping after a natural disaster*. Retrieved from <https://www.zerotothree.org/resources/1096-coping-after-a-natural-disaster>

Resources



Child Care Provider Resources

- ◆ [Child Care Aware of America](#)
- ◆ [Federal Emergency Management Agency \(FEMA\)](#)
- ◆ [Model Child Care Health Policies](#)
- ◆ [National Center on Early Childhood Health and Wellness](#) resources available on the [Early Childhood Knowledge and Learning Center](#)
- ◆ [Save the Children](#)
- ◆ [U.S. General Services Administration](#)



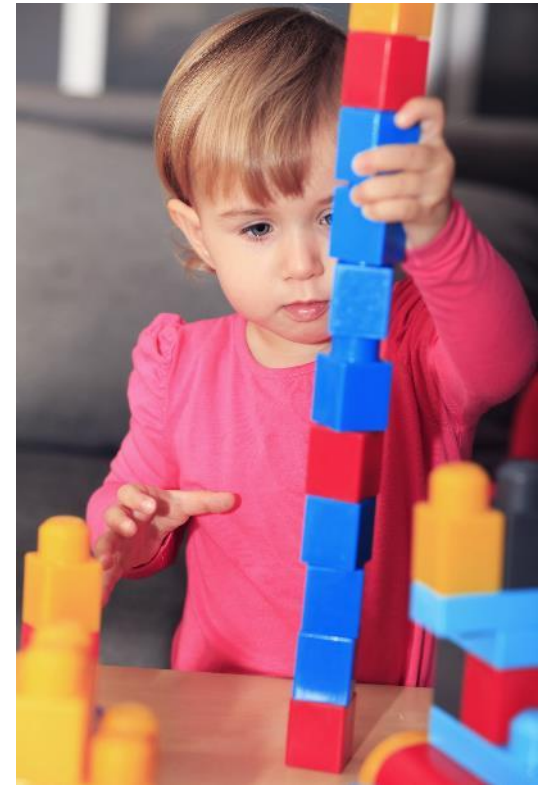
Early Childhood Training and Technical Assistance System Resources

- ◆ National Center on Early Childhood Health and Wellness emergency preparedness resources for providers and families:

<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/emergency-preparedness>

- ◆ State Capacity Building Center emergency preparedness resources for state and territory staff:

<https://childcareta.acf.hhs.gov/emergency-preparedness-0>



Infant/Toddler Resource Guide



The screenshot shows the homepage of the Office of Child Care's Infant/Toddler Resource Guide. The header features the organization's name and logo, along with navigation links for 'About Us' and 'Contact Us', and social media icons for Facebook and Twitter. A dark blue navigation bar contains links to 'Home', 'State Level Policy Professionals', 'PD & TA Professionals', 'Infant/Toddler Care Providers', and 'Infant/Toddler Care Video Clips'. The main content area is divided into two columns. The left column features a photograph of a man and a young child drawing together at a table, with a caption about the 'Six Essential Program Practices for Relationship-Based Care'. The right column is titled 'About the Infant/Toddler Resource Guide' and includes sections on the guide's purpose and intended users.

Office of Child Care
Infant/Toddler Resource Guide

About Us Contact Us

f Twitter

Home State Level Policy Professionals PD & TA Professionals Infant/Toddler Care Providers Infant/Toddler Care Video Clips

About the Infant/Toddler Resource Guide

What is the purpose of this guide?

This Resource Guide offers a host of materials to support the development and implementation of policies and practices for high-quality care for infants and toddlers. Whether you are a Child Care and Development Fund (CCDF) Administrator developing policies, a child care provider seeking information and guidance, or a professional development provider seeking innovative training materials, this site is for you. Development of this guide is new and actively growing, so check in frequently to see what resources have been added to support your work with infants, toddlers, and their families.

Who are the intended users?

We are including resources for three primary audiences:

- CCDF Administrators, staff, and state policy professionals
- Child care resource and referral administrators, training organization directors and trainers, higher education institution administrators and early childhood/child development faculty, and technical assistance organization administrators and providers
- Infant and toddler teachers, center directors, and family child care providers

The Program for Infant/Toddler Care Six Essential Program Practices for Relationship-Based Care

These papers promote evidence-based program practices that support infant/toddler care.

Child Care State Capacity Building Center. (n.d.). Infant/toddler resource guide [Web page]. Retrieved from <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

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