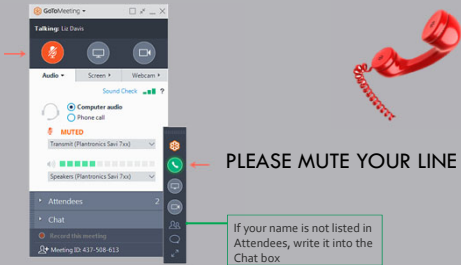




CWS1031W:
SEPARATION AND LOSS ISSUES

IN HUMAN SERVICES
PRACTICE



PLEASE MUTE YOUR LINE

If your name is not listed in Attendees, write it into the Chat box

TRAINERS

Welcome

- As in face-to-face training, we will practice respectful communication, honor each other's time, manage our own distractions, and maintain confidentiality of our peers and any case examples shared.
- We will state our names each time we speak and chat to build relationships.

VIRTUAL LEARNING GROUP AGREEMENT



- We will ask for clarification even more than we normally do. With virtual learning, communication can be challenging. Not being able to talk things through face-to-face leaves room for misunderstanding. If one of us doesn't understand, we'll ask a clarifying question.
- We will spell out acronyms and avoid shorthand to ensure cohesive collaboration.

VIRTUAL LEARNING GROUP AGREEMENT



We will expect and accept a lack of closure. With online learning it's not unusual to not be able to get to everything and cover every nuance of a topic. We agree to reach out to trainers and our supervisors for follow-up information.

What else would you like to add?

VIRTUAL LEARNING GROUP AGREEMENT



COMPETENCIES & OBJECTIVES

(Full list in Handout A-1)

- Understanding how attachment impacts child development, **including the brain**
- Recognizing the physical, emotional and behavioral indicators of grief in children, adolescents and adults
- Ability to identify and support children who have experienced separation and loss
- Identify grief process
- Identify how grief reactions are different in children than in adults
- Demonstrate self-awareness in applying models to worker's own losses and feelings

7

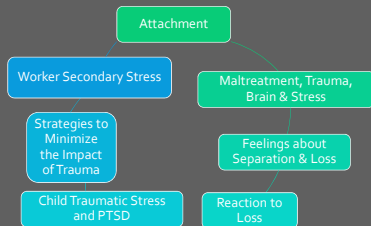
AGENDA – DAY 1

- Welcome
- Introductions & Virtual "Me" Bag
- Virtual Learning Agreement
- Course Overview
- Understanding the relationship between ATTACHMENT and development
- Maltreatment, trauma, brain and stress
- TOL

Handout A-2


8

TOPICS TO COVER.....




9


TO COMPLETE THE CLASS.....




Attend webinar all 3 days (cannot miss > 15 min).



Complete and return TOL for Days 1 and 2



Complete and pass post-test - 80% or more



A: THIS IS ME MY VIRTUAL "ME" BAG

INSIDE MY BAG

Something about yourself that you want to keep private




OUTSIDE MY BAG


Something about yourself you are willing to share.

Think about a symbol that you could put outside like a sticker.



INTRODUCTIONS

- Name
- Agency
- Position at your agency
- 1 Thing that is important to you that is NOT a person, pet, or family






"ATTACHMENT AND LOSS ARE AT THE HEART OF CHILD WELFARE WORK"

Vera Fahlberg
A Child's Journey Through Placement p. 19


13






B: UNDERSTANDING THE RELATIONSHIP BETWEEN ATTACHMENT & DEVELOPMENT

14

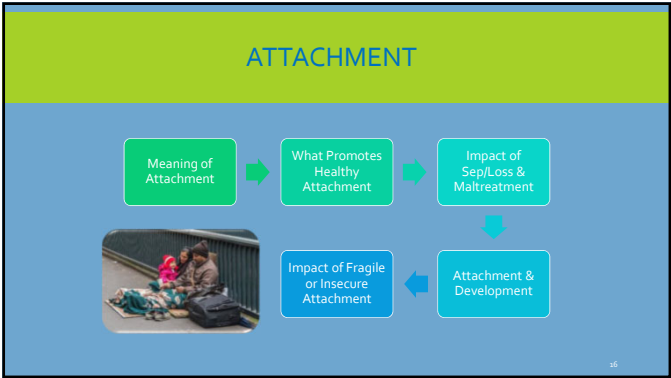


The Meaning of

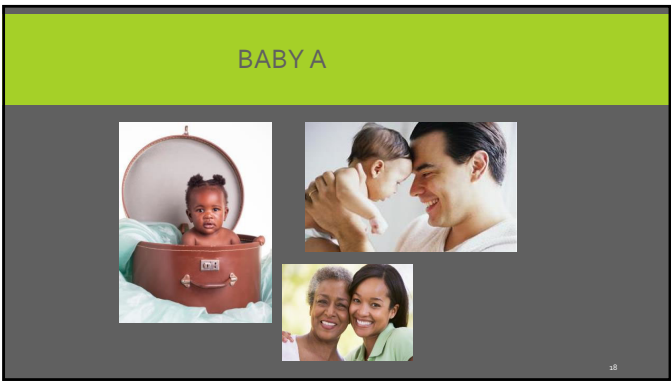


ATTACHMENT

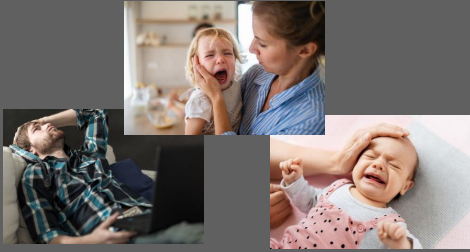
15





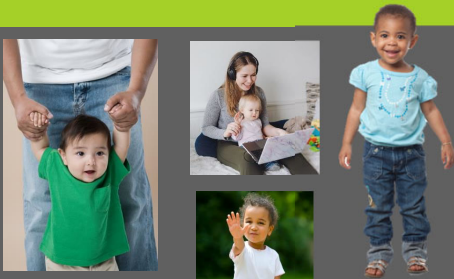


BABY B



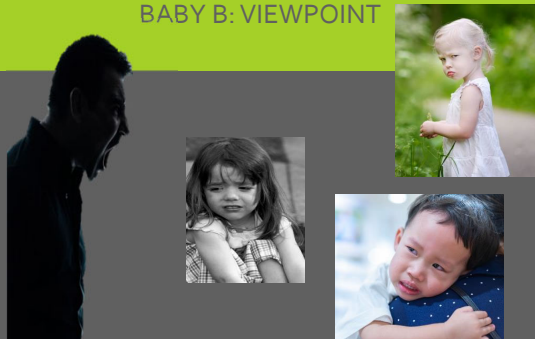
19

BABY A: VIEWPOINT






20

BABY B: VIEWPOINT



21

WHAT IS ATTACHMENT?



Founder: John Bowlby defined attachment as: "a lasting psychological connectedness between human beings."

(Bowlby, 1969)

22

MARY AINSWORTH:

Definition of Attachment:

"A deep enduring emotional bond that connects one person to another across time and space."

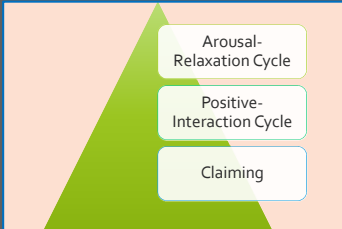
(Ainsworth, 1973; Bowlby, 1969)



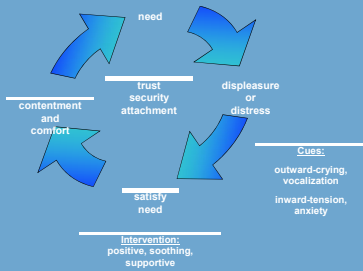
Babies are Hard-Wired to CONNECT



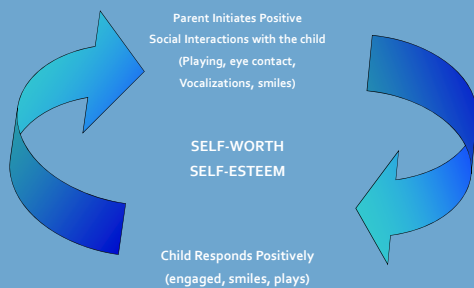
3 TYPES OF PARENTING BEHAVIORS



THE AROUSAL-RELAXATION CYCLE



THE POSITIVE INTERACTION CYCLE



CLAIMING



28

ADD TO YOUR "ME" BAG.....



29

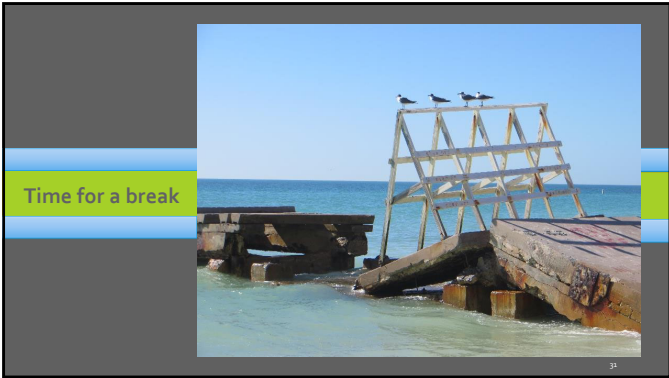
ATTACHMENT DEVELOPMENT AND OBSERVATION

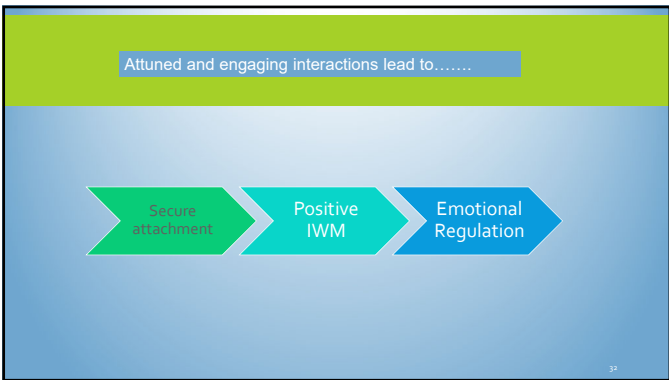


Infants Sequence of Attachment Outline
Handout B-1

Attachment Observation Checklist
Handout B-2

30





WHAT IS ATTUNEMENT?




The ability to read and respond to the verbal and nonverbal cues of another. It represents a welcoming of feeling just exactly as they arrive without trying to change or fix the feeling.

33





INTERNAL WORKING MODEL
CHILDREN & ADULTS CARRY MESSAGES ABOUT.....

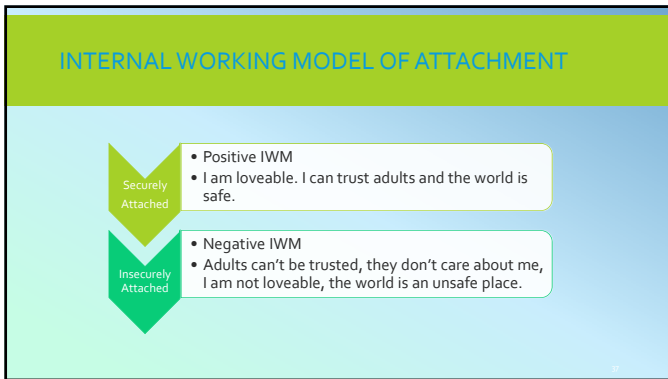


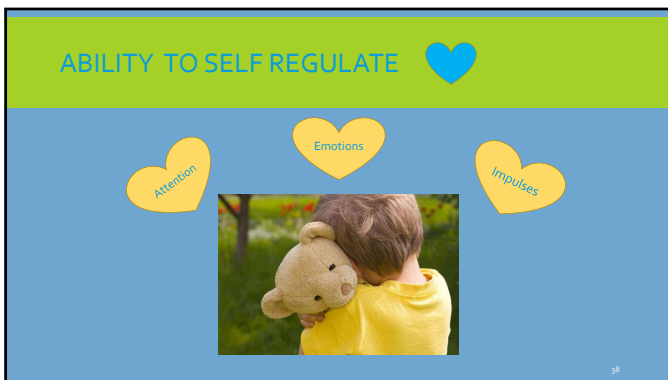
Self

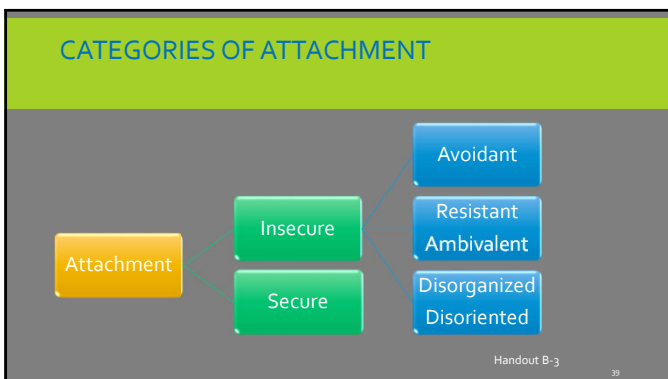
The World

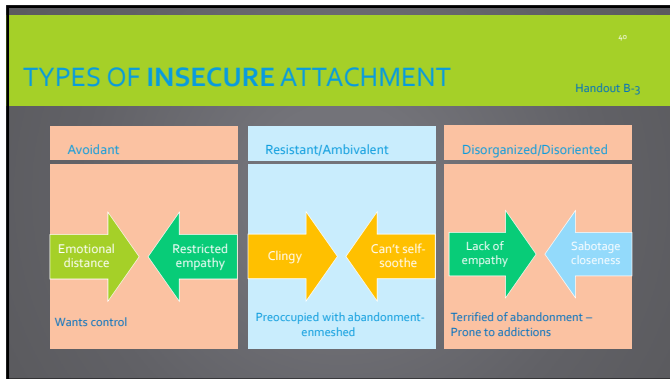
Others

There is a strong correlation between IWM of parent-child









DR. BRUCE PERRY


Article: "Bonding and Attachment in Maltreated Children"

What is one thing you can do to help promote the development of attachment for children?

42

ATTACHMENT DISORDER

- "A treatable condition in which individuals have difficulty trusting anyone and forming lasting relationships."

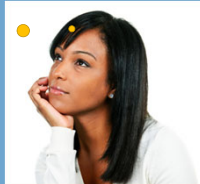


(Association for Training on Trauma and Attachment in Children, ATTACH, <https://attach.org>)

43

ATTACHMENT DISORDER

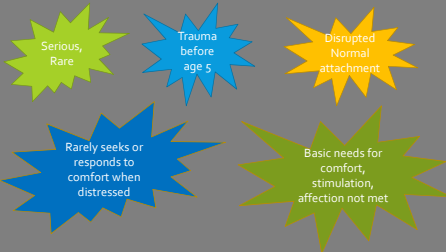
What factors
increase the
risk of
attachment
disorder???



Handout B-4

43

REACTIVE ATTACHMENT DISORDER



44

CRITERIA FOR RAD IN THE DSM-V

1. Consistent pattern of emotionally withdrawn behavior towards adults which is seen when the child doesn't often seek or respond to comfort when distressed.
 2. Persistent social or emotional disturbance with (2 of 3)
 - a. Minimal social and emotional responsiveness
 - b. Limited positive affect
 - c. Unexplained episodes of fearfulness, sadness, or irritability even when with otherwise safe adults
 3. Child experienced insufficient care – neglect, multiple caregivers, settings with high child to caregiver ratios
- Not autistic; evident before 5yrs old;

Handout B-4a

45

ATTACHMENT DISORDER SYMPTOMS

<ul style="list-style-type: none"> • Superficially engaging • Doesn't trust adults in authority • Little eye contact • Indiscriminately affectionate with strangers • Not cuddly • Destructive to self, others & material things • Cruelty to animals 	<ul style="list-style-type: none"> • Lying about the obvious • Stealing • No impulse control • Lack of cause/effect thinking • Lack of empathy/compassion • Abnormal eating patterns • Poor peer relationships • Resist nurturing
--	---

Handout B-5 46

ASSESSMENT FAMOUS PEOPLE WITH RAD

Handout B-6

**HELEN
KELLER**

**JEFFREY
DAHMER**

**EDGAR ALLEN
POE**

TED BUNDY

**SADDAM
HUSSEIN**

47

ATTACHMENT ARTICLE: BY KRISTIE BABER

Handout B-7



48

IN SUMMARY.....

- The Meaning of Attachment
- 3 Types of Critical Parenting Behaviors:
 - Arousal –Relaxation Cycle
 - Positive-Interaction Cycle
 - Claiming
- From our own personal experiences, we know that behaviors from adults helped us in childhood development
 - Trust
 - Security
 - Attachment

49

ATTACHMENT AND LOSS

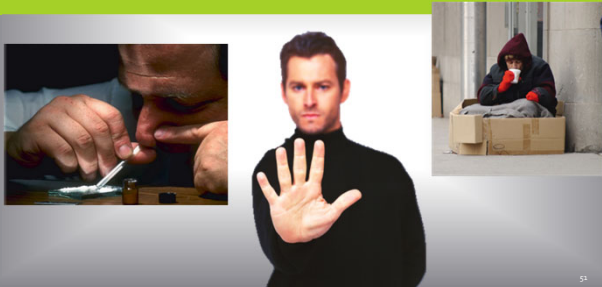
Impact all areas of development – including the brain





50

ADULTS CANNOT BE TRUSTED!



51




Direct Abuse – Indirect Abuse (witnessing violence, verbal abuse)

MALTREATMENT, TRAUMA, THE BRAIN & STRESS

Activity C




52

SAFETY






For young children, their sense of safety depends on the perceived safety of their attachment figures.

(NCTSN, 8/11/20, source <https://www.nctsn.org/what-is-child-trauma/about-child-trauma>)

53

WHETHER AN EXPERIENCE IS TRAUMATIC DEPENDS ON HOW THE CHILD INTERPRETS THE EXPERIENCE AND THE SUPPORT AND NURTURANCE THE CHILD RECEIVES IN THE AFTERMATH OF THE TRAUMA


Loss of Innocence

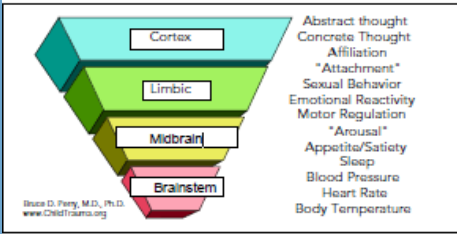



DEFINITION OF TRAUMA



Trauma is a real or perceived life-threatening experience outside the typical range of human experience for the individual or someone they care about that overwhelms the capacity to cope.



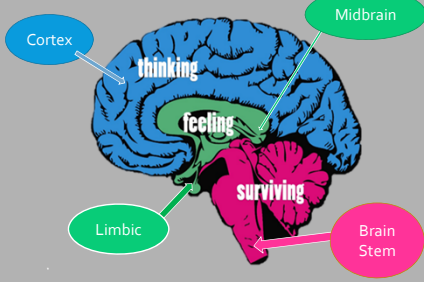


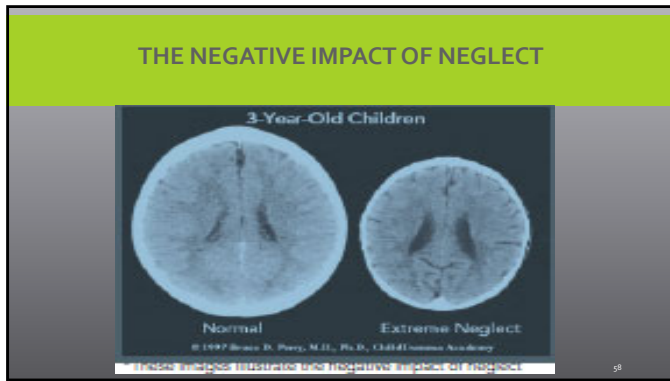
Abstract thought
Concrete Thought
Affiliation
"Attachment"
Sexual Behavior
Emotional Reactivity
Motor Regulation
"Arousal"
Appetite/Satiety
Sleep
Blood Pressure
Heart Rate
Body Temperature

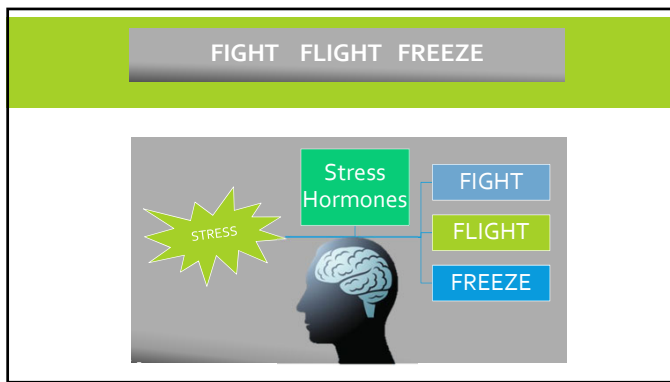
Bruce D. Perry, M.D., Ph.D.
www.ChildTrauma.org

THE GROWING BABY'S BRAIN

HANDOUT C-256

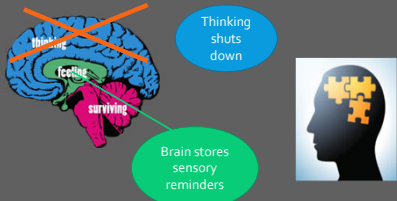








BRAIN REACTION TO TRAUMA



Thinking shuts down

Brain stores sensory reminders

Surviving

Feeling

Thinking

61

COPING WITH TRAUMA




How do children who have experienced trauma cope?

62

ATTACHMENT & BRAIN DEVELOPMENT

- LEFT BRAIN
 - Language
 - Starts to mature at 18-24 mths
- RIGHT BRAIN
 - Develops first
 - Visual, sensory
 - Emotions, non-verbal
- IMPACTED BY ATTACHMENT
 - Damaged in children with RAD



Handout C-4

63

TRAUMA AND SECURE ATTACHMENTS

Whether an experience is traumatic, depends on how a child interprets it.

Presence of a secure attachment figure reduces impact of trauma.

After a traumatic experience, a comforting person can reduce the physiological effects of stress.

TRANSFER OF LEARNING

After class today, go to the confirmation email that includes handouts for class. The "Transfer of Learning (TOL) for Day 1" is attached. Complete the TOL assignment.

1. Read the Article: "**About Child Trauma**" by the NCTSN, and write down one significant point from the article - **Handout F-1**
2. Read "**Derek's Story**" and answer the questions – **Handout C-5**
3. Participate in a Self-Care activity this evening.

Email your responses to trainers by 7 pm

CWS1031W

WELCOME TO DAY 2

HOW DID YOU PRACTICE SELF-CARE




- TOL Review
- Understanding the Impact of Separation & Loss
- Reactions to Loss
- Child Traumatic Stress & PTSD in Children and Adolescents

TRANSFER OF LEARNING RESPONSES: DEREK

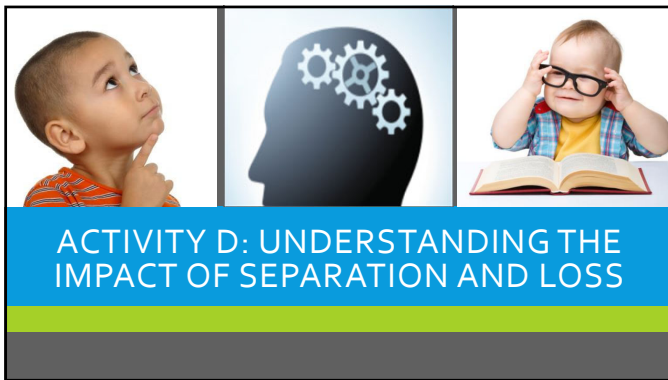
- # 1 -
- # 2 -
- # 3 -
- # 4 -

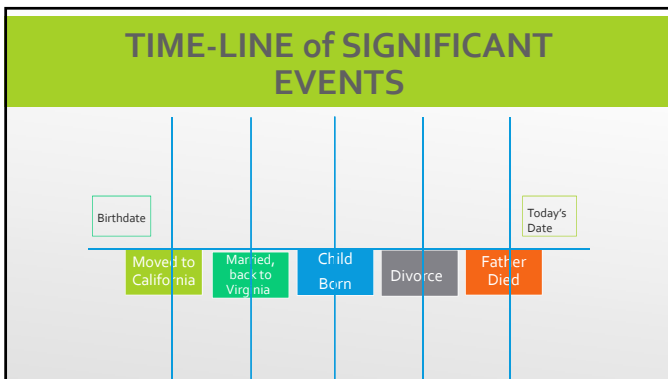
TRANSFER OF LEARNING SUMMARY



- ▶ Healing takes a Team!
- ▶ Bridging the Gap played a significant role in Derek's progress







EXPERIENCES WITH SEPARATION

- Death
- Divorce
- Moved to a new state, city, county
- Children leaving home
- Leaving home for college
- Parent or sibling incarcerated
- Deployment
- Being abandoned by parents or others, being left alone
- Leaving summer camp


FEELINGS ASSOCIATED WITH YOUR EXPERIENCES



What feelings were associated with your experiences?

What was the impact of the experience on you?

WHAT HELPED YOU COPE?



ADD TO YOUR "ME" BAG

5 life changing events

How I coped





LOSS HISTORY CHART


Name				
Date:				
Worker:				
Age at time of Loss	Type of Loss	What happened?	Effects of Loss on You	Help you Received


Handout D-1


SEPARATION & LOSS FOR CHILDREN IN FOSTER CARE



Highly Stressed


Impacts brain & body





Cognitively & Developmentally immature


Limited coping abilities


Inaccurate perception of event


Prone to crisis, vulnerable to illness

THINK ABOUTHOW WE MOVE CHILDREN

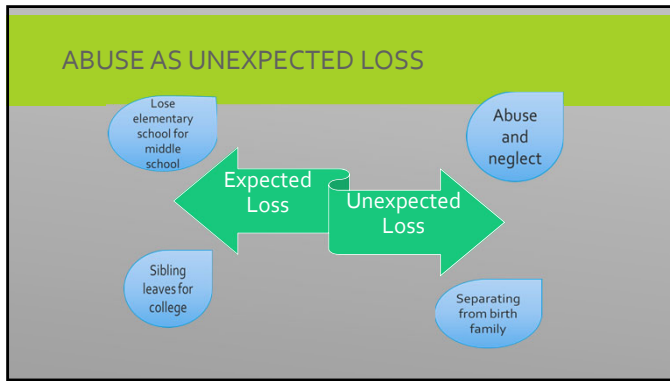
"Ask Us Who We Are"



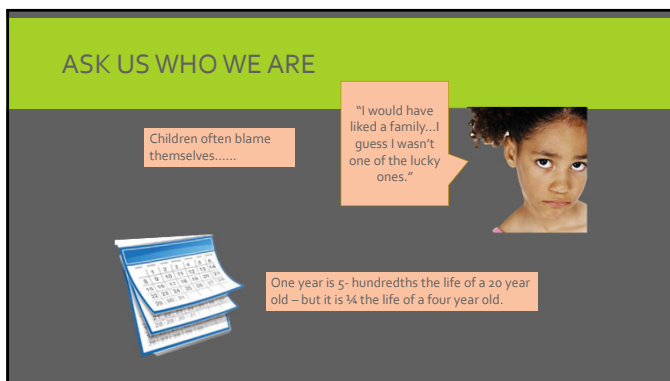

Documentary produced by Bess O'Brien

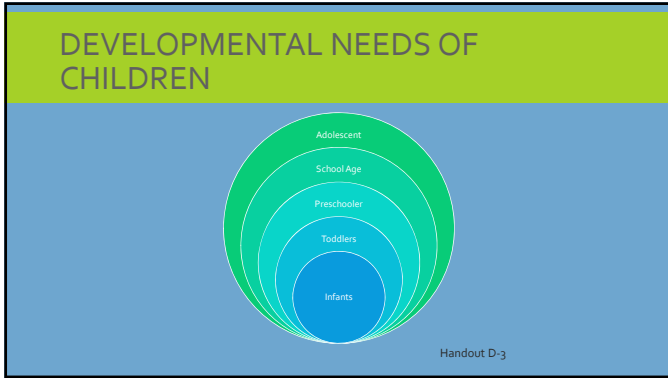
ASK US WHO WE ARE?
HANDOUT D-2

1. What do you hear these former foster youth identify as their losses and their feelings?
2. What is said about the impact of moving from their own home – even abusive ones?
3. What other significant messages did you hear?
4. How can you apply their messages to your work?









SUMMARY

How can we transfer our own coping skills to our work with children and families?

Children struggle to deal with loss. They need to know what to do with their scary painful feelings.

Who are they attached to? Who do they feel connected to?

ACTIVITY: E

REACTION TO LOSS

Self-awareness is key!

COMMENT CARDS

1 Children watch adults to see if they have permission to talk about their painful experiences, ask questions, and express their own feelings.



#3 BABIES GRIEVE

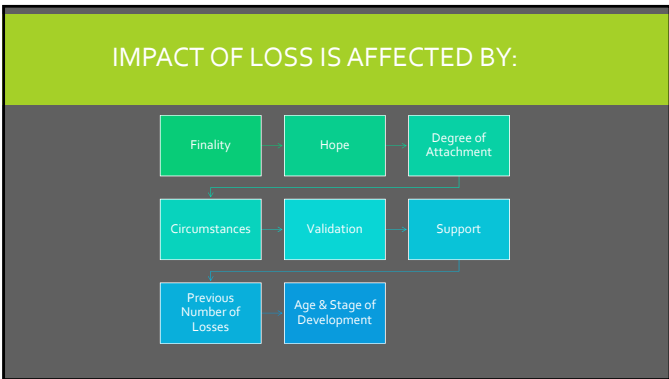





#7 Childhood grief is best facilitated in the presence of a consistent adult who is able to meet the child's needs and to help the child express the feelings of loss.





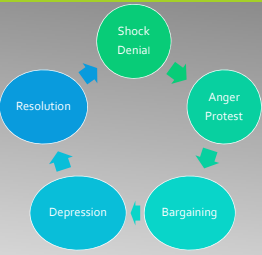




WHAT ARE SOME BEHAVIORAL ACTIONS OR SYMPTOMS OF GRIEF?

Handout E-1

Managing/Coping with Loss

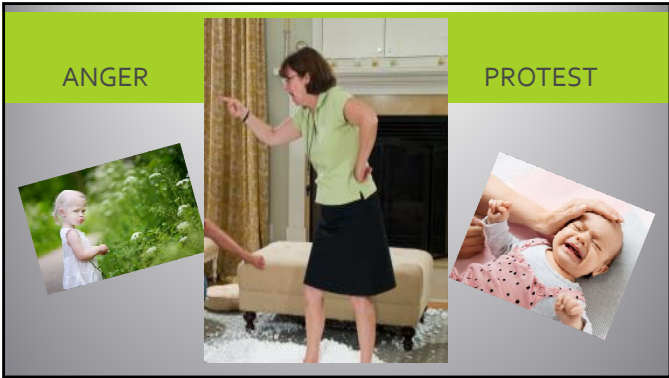


Elisabeth Kubler-Ross

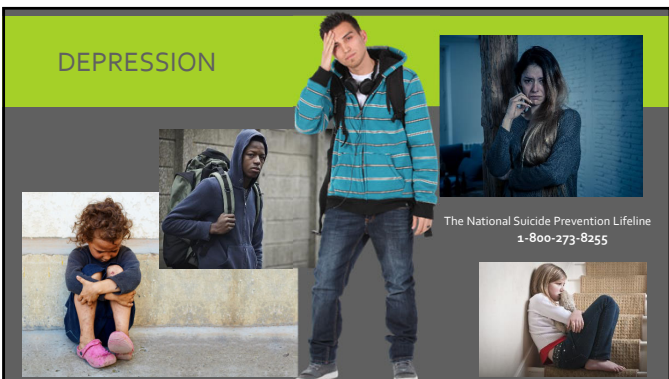
Handout E-2

SHOCK - DENIAL











POINTS TO MAKE....

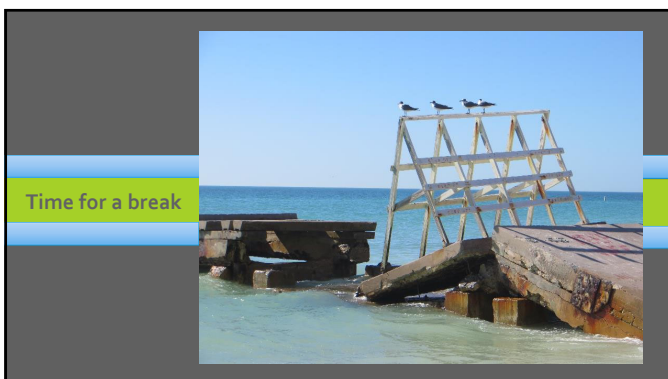
Loss of parent's most significant loss for child.

Loss of sibling also very significant.

Consider risk of separation trauma when removing child from home.

People move through grieving process at their own pace.

Children express their feelings in their behavior, not verbally.



Time for a break

BIRTH & KINSHIP GRIEF REACTIONS TO SEPARATION

"Ask Us Who We Are"




QUESTIONS FROM THE VIDEO

1. What did birth parents say about loss?

2. What did kinship families say?


3. How could parent's grieving behavior impact work with agency?

GRIEF REACTIONS




DENIAL

- Insist there's no problem
- Avoidant
- Compliant
- Show little emotion




ANGER

- Threatening
- Uncooperative
- Demanding
- Blames agency




Bargaining

- Partially responsive
- If I go to parenting, can I have my child back...



Depression

- Forgets appointments
- Loss of hope
- Little initiative



Coping

- May give up hope and concerned with living without children
- Learn how to cope without child
- Ready to adjust to new life with children returned

13

BIRTH PARENTS' REACTIONS WHEN THEIR CHILDREN ARE REMOVED



What else do parents lose when their children are removed?



Handout E-3

SEPARATION AND LOSS: RESOURCE & ADOPTIVE PARENTS



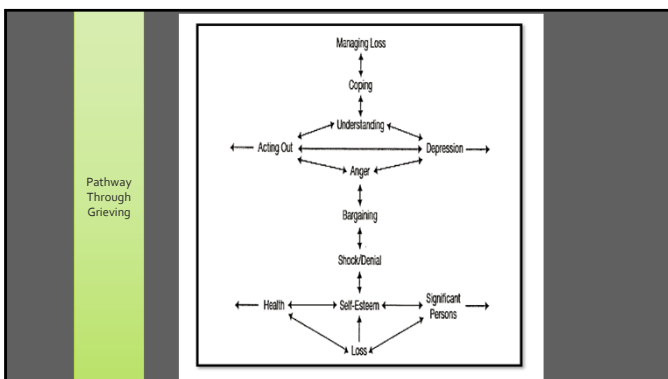

"ASK US WHO WE ARE"

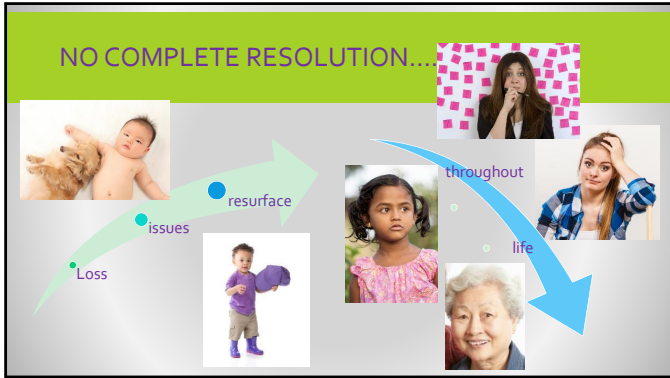
When a child leaves a foster home, how does it impact the family?















ACTIVITIES FOR INTERVENTION



Writing, drawing, play activities that memorialize the loss


Handout E-5




SUMMARY REACTIONS TO LOSS

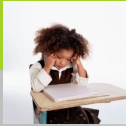
GRIEF IS A NORMAL REACTION TO LOSS

Experiencing trauma ➕ being traumatized.
Adults can help children experience loss without being traumatized.



ACTIVITY F: CHILD TRAUMATIC STRESS PTSD in Children and Adolescents







CHILD TRAUMATIC STRESS

Article: About Child Trauma Handout F-1


"When children have been in situations where they feared for their lives, believed that they would be injured, witnessed violence, or tragically lost a loved one, they may show signs of CHILD TRAUMATIC STRESS."



DEFINITION OF TRAUMA



Trauma is a real or perceived life-threatening experience outside the typical range of human experience for the individual or someone they care about that overwhelms the capacity to cope.



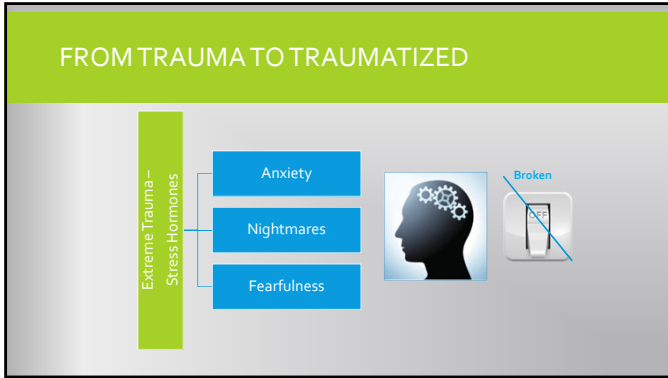
IS THERE A DIFFERENCE BETWEEN ...

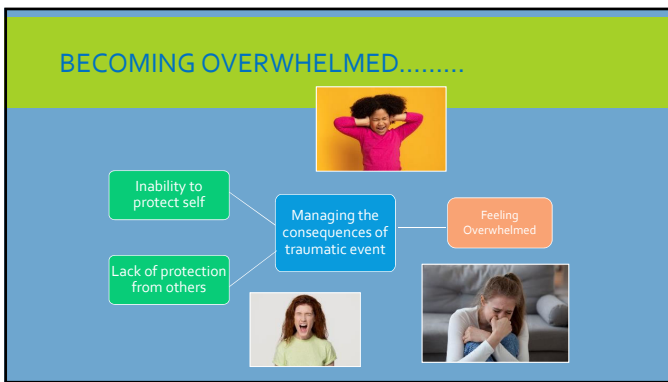
1

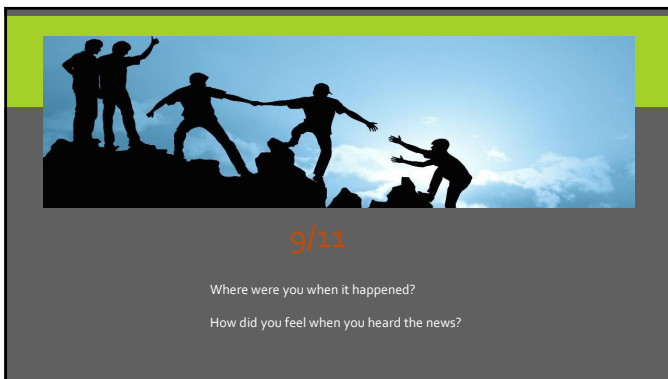
EXPERIENCING A TRAUMA

2

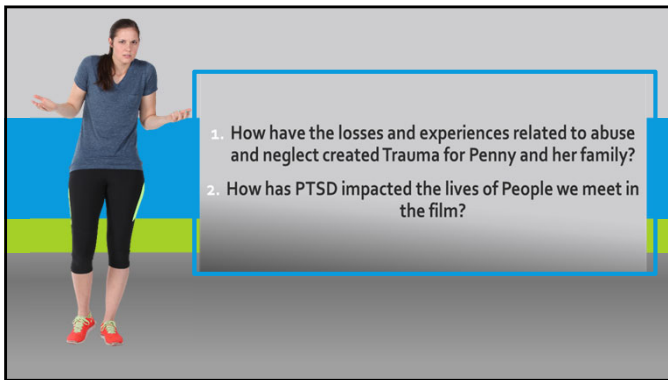
BECOMING TRAUMATIZED











1. How have the losses and experiences related to abuse and neglect created Trauma for Penny and her family?
2. How has PTSD impacted the lives of People we meet in the film?





[illegible][illegible]



WELCOME TO DAY 3

Separation and loss
 Issues in Human
 Services Practice
 CWS1031W





TODAY'S AGENDA

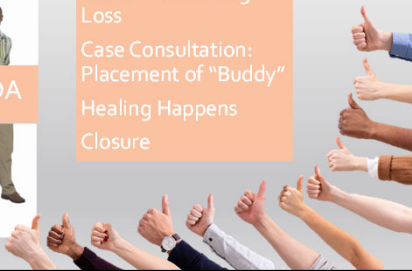
TOL Review


Through the Eyes of a Child – Minimizing Loss

Case Consultation: Placement of "Buddy"


Healing Happens

Closure





WHAT SELF CARE DID YOU PRACTICE LAST NIGHT?




[illegible]

COMPASS




LIFEBOOKS


A LifeBook is a tool that can be used to document the child's histories as they go through foster care.



- Provides continuity
- Helps to establish a positive identity
- Shares child's past life with others



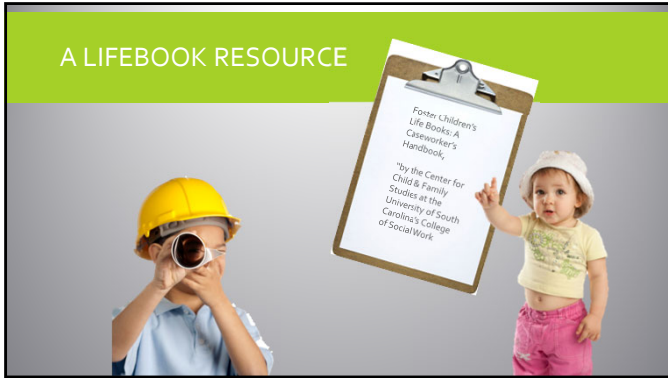
Handout G-9

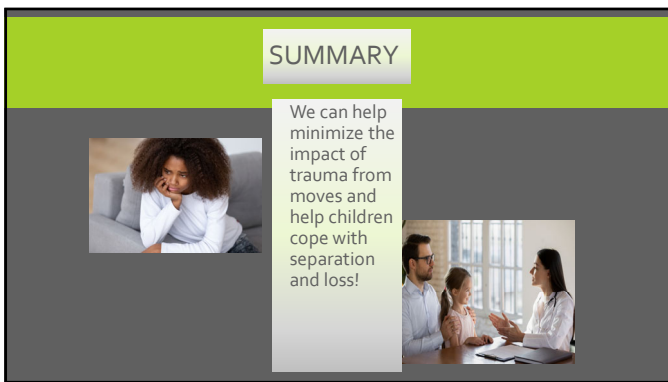


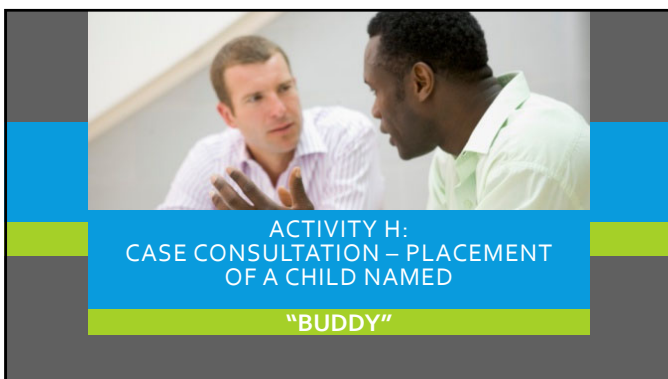
LIFEBOOKS

Connection to personal history

- Helps clarify reasons for moves
- Helps express feelings about separation







SEPARATION

VS

SAFETY

We know the turmoil and trauma of separating children from their families, but sometimes it is necessary to assure safety, protection, and care of the child.



REDUCING

TRAUMA

DURING PLACEMENTS

We have been looking at placement strategies that reduce the degree of trauma by also paying attention to the child's developmental stage.

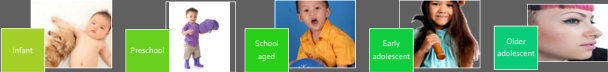
Infant

Preschool

School aged

Early adolescent

Older adolescent



PLACEMENT STRATEGIES

Minimize Stress

Provide developmental understanding of needs

Involve Family & Child with FPM's

SAFETY FIRST



PLACEMENT STRATEGIES

Maintain Caregiver Relationships

Provide Post-placement Support



SAFETY FIRST



Practice Full Disclosure

PLACEMENT STRATEGIES

Identify Child's Special Needs



Identify Child's Comfort tools

SAFETY FIRST

PRE-PLACEMENT ACTIVITIES






Complete thorough assessment



PRE-PLACEMENT ACTIVITIES



Relative Search




PRE-PLACEMENT ACTIVITIES






7 FEDERALLY RECOGNIZED TRIBES IN VIRGINIA

- Chickahominy Indian Tribe
- Chickahominy Indians Eastern Division
- Monacan Indian Nation
- Nansemond Indian Nation
- Pamunkey Indian Tribe
- Rappahannock Tribe
- Upper Mattaponi Indian Tribe



www.epa.gov

PRE-PLACEMENT ACTIVITIES

Assess

Fictive

Kin

PRE-PLACEMENT ACTIVITIES

Placement

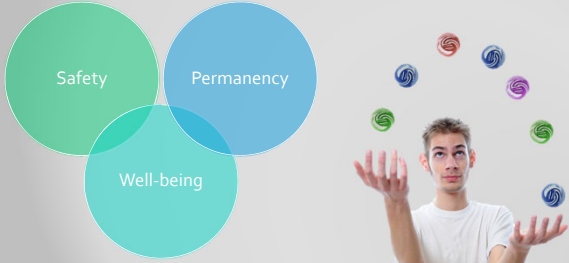
Needs of child

PRE-PLACEMENT ACTIVITIES

Use your strategies!!

Prepare, Prepare, Prepare

**CHILD WELFARE'S MISSION
REMINDERS IN ANY PLACEMENT DECISION**






CWS3081
Promoting Family
Reunification

BRIDGING THE GAP

*Preserving relationships between
child and former caretakers
Helps makes placements more stable and less stressful for all*



CWS3021 – Promoting
Birth and Foster Families

[illegible][illegible]


SUMMARY





- We use strategies to reduce stress and trauma during a move, and we continue to use strategies to support the placement afterwards to prevent subsequent trauma.

Addressing Separation and Loss can be tough for workers

ACTIVITY I: HEALING HAPPENS

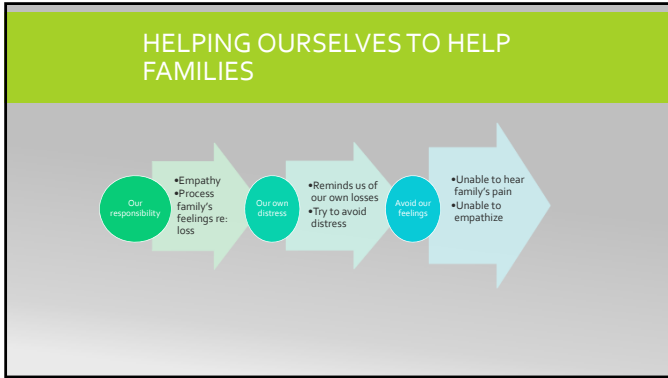



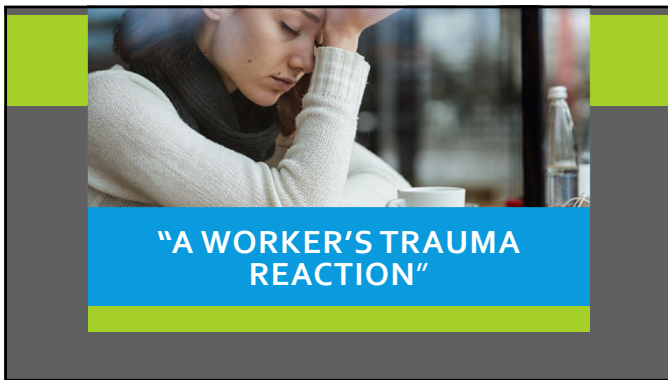



"ATTACHMENT AND LOSS ARE AT THE HEART OF CHILD WELFARE WORK"

**NOW, DO YOU AGREE?
WHAT ARE YOUR OTHER THOUGHTS?**



Vera Fahlberg
 A Child's Journey Through Placement p. 19

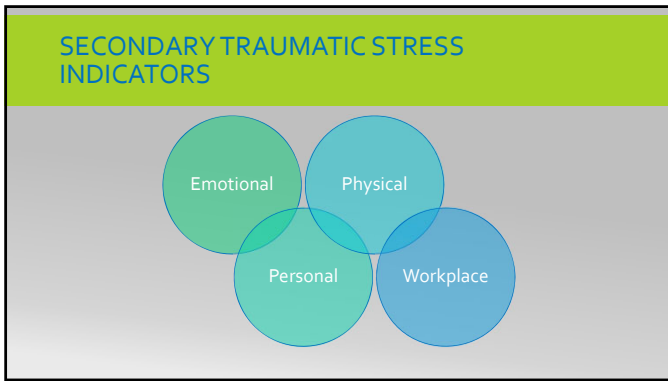


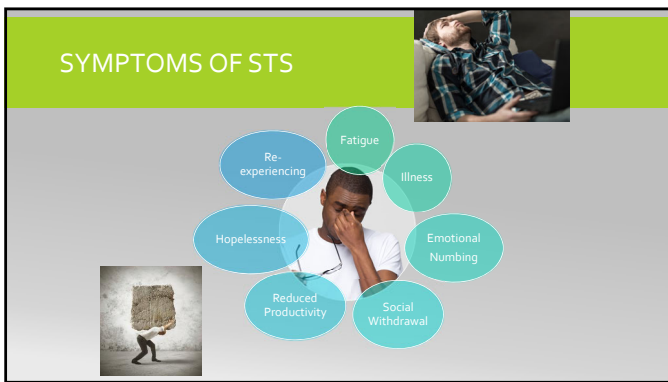


SECONDARY TRAUMATIC STRESS

The vivid recounting of trauma by the survivor causes trauma reactions in the helping person.








ADD TO YOUR "ME" BAG



Strategies to maintain one's own mental health

HEALING QUESTIONS



Think about your 5 life changing events.....

What helped you cope?

How has the loss become a source of strength?

What did you learn that you can put into practice with your families?

HEALING HAPPENS



We have talked about....

Impact of ours & others' losses on self

Trauma & brain

Grief/healing

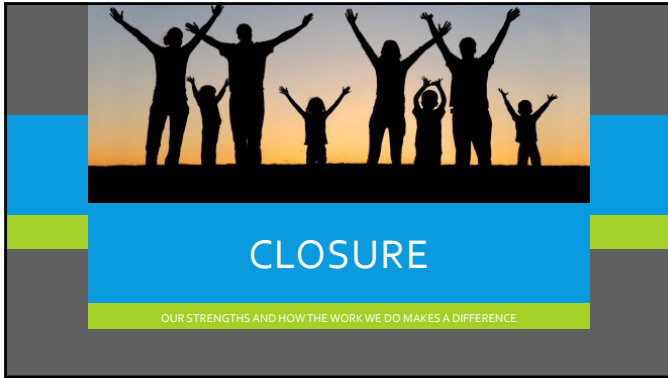
Attachment - secure/insecure

Separation & Loss - developmental

WE MAKE A DIFFERENCE

Personal Strength

We will finish with...



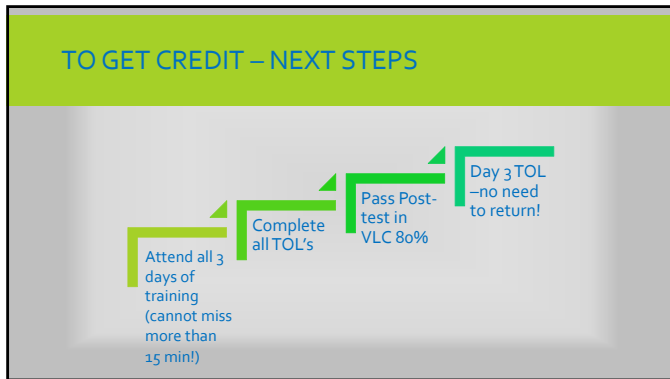












POST TEST & SURVEY

From the Virginia Knowledge Center Home page:

Post Test

- Click on Catalog
- Type CWS1031W in the Search for box and click Search
- Click on VDSS – CWS1031W POST TEST

Survey

- Click on Transcript
- Click VDSS - CWS1031: Separation and Loss Issues in Human Services Practice
- Click VDSS Training Evaluation

TAKE IT AWAY!!

What is one thing you learned over the last 3 days that you will put into practice?