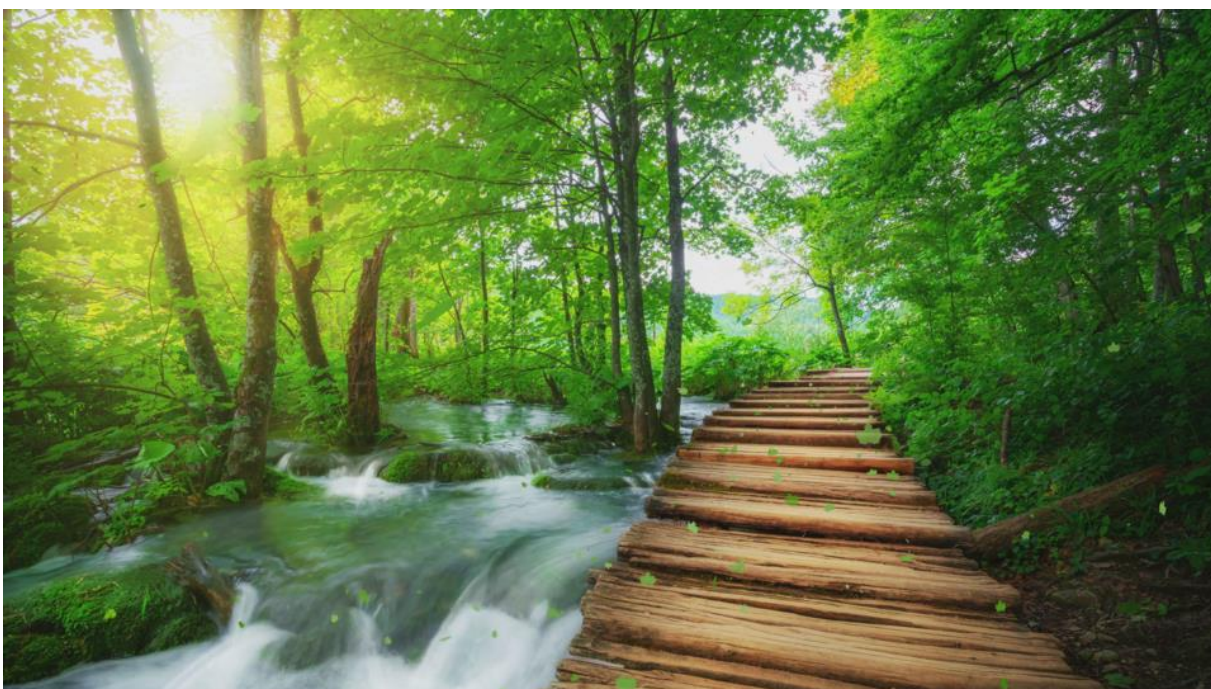


# Foundations of Caregiver Support for Caregivers

## Participant Material



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Ministry of Children and Family Services

October 6, 2023 | WORKFORCE DEVELOPMENT

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Foundations of Caregiver Support for Caregivers – Participant Material

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Every effort has been made to provide acknowledgement of original sources. If there is content that has not been acknowledged accurately, please notify Workforce Development so appropriate corrective action can be taken.

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*Workforce Development respectfully acknowledges that we are located on Treaty 6, 7 and 8 territories, traditional gathering places for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Dene, Ojibway/ Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our community and how we train, learn and work.*

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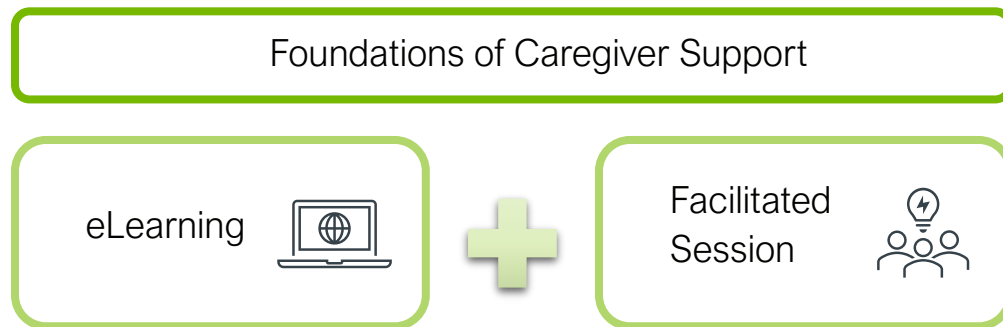
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# Foundations of Caregiver Support

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Foundations of Caregiver Support gives you the knowledge and skills to help the infants, children, and youth you care for. This three-hour workshop builds on what you learned in the Foundations of Caregiver Support eLearning. It will help you grow your trauma informed caregiving approach.



## Learning Objectives

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At the end of this three-hour instructor led session, you will be able to:

- Recognize behavioral responses to trauma throughout the lifespan.
- Apply a trauma informed caregiving approach to create positive experiences and buffer the impacts of trauma.
- Determine how to build and support executive function, self-regulation, and resilience in the children and youth you care for.
- Describe grief triggers and support children and youth with healing from their losses and resulting grief.
- Identify the impact trauma, including loss, can have on your personal well-being and promote personal well-being.

## Icon Key

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Learning  
Objectives



Individual  
Reflection



Group  
Activity



Video

## Core Story of Brain Development



### Video: Core Story of Brain Development

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My notes:

## What is Trauma?

My notes:

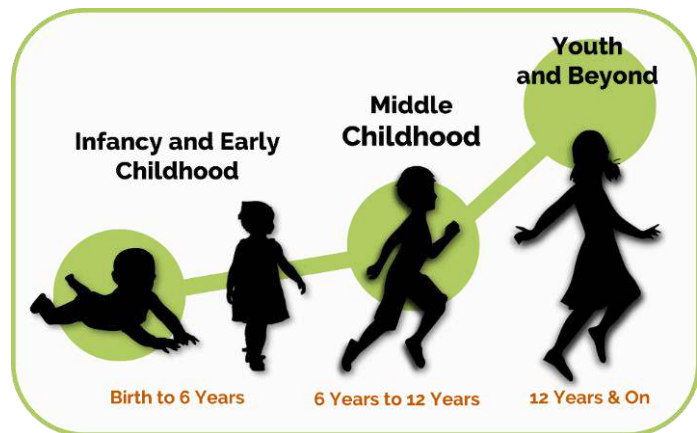


# The Invisible Backpack



## Group Activity: Sam's Invisible Backpack

- Work with your group.
- Consider the stages of development:
  - Infancy, Early Childhood, Middle Childhood, Youth
- For each stage, identify 1-2 examples of behaviour responses Sam might show if apprehended at that stage.
  - Refer to the four categories of trauma symptoms to help you think of ideas: changes to stress response, re-experiencing, negative thoughts and emotions, and avoidance.
- Be prepared to share with the large group.



# Trauma-Informed Care



## Group Activity: Trauma-Informed Care for Sam

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### 9-year-old Sam:

- Has challenges sleeping
- Does not eat much
- Yells and cries easily
- Easily startled by loud noises
- Does not respond to your attempts to comfort
- Cries, screams, and refuses to get into car when going to Doctor
- Prefers to play alone
- Does not get dressed on own
- Has not made friends at school
- Calms when listening to one specific song

### 15-year-old Sam:

- Has challenges sleeping
- Does not eat much
- Yells and cries easily
- Easily startled by loud noises
- Does not respond to your attempts to comfort
- When frustrated/angry, screams and tries to hit or punch others
- Involved in high-risk behaviours
- Does not follow house rules (comes home after curfew, stays out for days at a time)
- Becomes agitated and anxious easily
- Is reluctant and nervous to go to the doctor
- Listens to music to become calm



- Work in your group to answer the following questions. Be prepared to present your group's ideas to the large group.
  - How would you help Sam to become regulated? (Tip: Remember the 3R's: Regulate, Relate, Reason).

**Provide caregiving for the  
child's developmental  
stage, not their age**

- How will you help to strengthen Sam's well-being?

## Other Caregiving Experiences

My notes:

## Loss and Grief

My notes:

## Trauma-Informed Care: A Child/Youth in My Care



### Reflection: My Trauma-Informed Approach

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On your own, consider a child/youth in your care. If you do not have a child/youth currently in your care, think of your child/youth, or a child/youth you know.

- Think of a challenge you have experienced when caring for this child/youth and answer the following questions:
  - How do I know I am taking a trauma informed approach to caring for this child/youth? What do I say or do?



- What would the child/youth, parent/guardians, or their network see, feel, and hear me doing that would tell them I am taking a trauma informed approach?

## Resources

Best Start Resources Centre (2010). A child becomes strong: Journeying through each stage of the life cycle. <https://resources.beststart.org/wp-content/uploads/2019/01/K12-A-1.pdf>

Center on the Developing Child. (n.d.). Activities guide: Enhancing and practicing executive function skills with children from infancy to adolescence. <https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/>

Government of Alberta. (2021). Growth and development milestones. <https://myhealth.alberta.ca/Health/Pages/conditions.aspx?hwid=abo8756>