Modules 1-2-3	Participant Guide
	Supporting Children Who Are Affected by Homelessness
	Child Assessment **Supporting Emotional Health** **Supporting the Child and Family in the Context of Community**
Curriculum writer: Molly Harney, Ph.D. 2016	**6 hours**

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Module 1: Child Assessment

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Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas, Parent Aware Training Indicators and Level of Training

The Primary Knowledge and Competency Content Areas, the CDA Content Areas, (as appropriate) Parent Aware Training Indicators and Level of Training are listed here to help participants understand what competencies, content areas, and/or indicators, and level of rigor are addressed in the training.

KCF Content Area: 4A. Observing, Recording and Assessing Development

CDA Content Area: 7. Observing and Recording Children's Behavior

Parent Aware training Indicator: **TR3c.** All lead teachers have a total of four hours of training or equivalent coaching, consultation or mentoring on supporting young children's learning and development in one or a combination of the following areas:
• Social and emotional
• Language and literacy
• Mathematical thinking
• Physical development

Level of Training: 1

Learning Objectives:

Upon completion, participants who are actively involved in the class can expect to:
1. Identify strengths and weaknesses of the researched assessment tools.
2. Determine when assessment is appropriate.
3. Determine how assessment findings should be used and shared.
4. Discuss cautions related to assessing children who live with homelessness.

Section	Overview
A. Welcome / introduction	● Why are you interested in this course? ● What is your experience with this topic? ● What do you hope to gain? ● How do you plan to apply this topic to your work? ● Course overview and expectation
B. An overview of assessment:	● The forms and purposes of assessment ● Mini lecture on supporting children through assessment
C. Literature review and discussion	● Small group review and discussion of current research on authentic assessment measures ● Full group discussion about how to best use authentic assessment to support children who are homeless ● Strengths and weaknesses of the researched measurements? ● When is assessment appropriate? ● What is the best use of findings?

	● What are the cautions related to assessing children who live with homelessness?
D. Case Study for context and discussion	● What surprised you? ● What did the case study teach you? ● What are the impacts of society? ● What should we do with the information we have?
E. Wrap up: Create a class statement of understanding	● "Now we know…so then we will…"

Resources

Administration for Children & Families. (2016). Early childhood homelessness in the United States: 50-state profile. Retrieved from
https://www.acf.hhs.gov/sites/default/files/ecd/homelessness_profile_package_with_blanks_for_printing_508.pdf

Center on the Developing Child at Harvard University. Key concepts: Toxic stress. Retrieved from
http://developingchild.harvard.edu/science/key-concepts/toxic-stress/

Children's Bureau: An office of the Administration for Children and Families (2013). Wellbeing Instruments for Early Childhood. Retrieved from:
http://www.acf.hhs.gov/programs/cb/resource/well-being-instruments-early-childhood

Department of Health and Human Services (2016) Early Childhood Homelessness in the United States Report-2016. Retrieved from:
https://www.acf.hhs.gov/sites/default/files/ecd/homelessness_profile_package_with_blanks_for_printing_508.pdf

Harvard Kennedy School. (2016). Closing the opportunity gap: A project of the saguaro seminar. Retrieved from
http://theopportunitygap.com/wpcontent/uploads/2016/04/april25.pdf

Minnesota Department of Human Services. (2016). Children's mental health Great Start Minnesota: Early childhood mental health system. Retrieved from
http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_149100

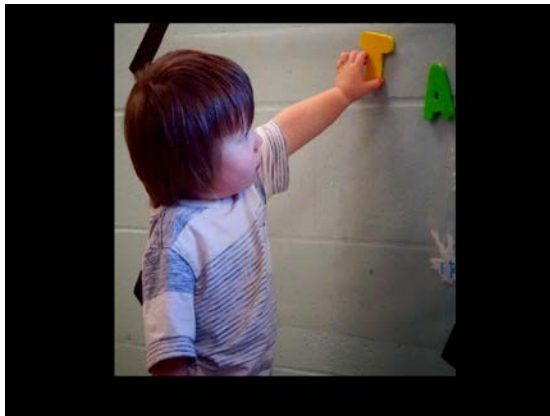SAMHSA's National Child Traumatic Stress Network's Measures Review Database. Retrieved from:
http://www.nctsn.org/resources/online-research/measures-reviewhttp://theopportunitygap.com/wp-content/uploads/2016/04/april25.pdf

Sheldon, G. H., Tavenner, M., & Hyde, P. S. (2013). Retrieved from
https://www.medicaid.gov/Federal-Policy-Guidance/Downloads/SMD-13-07-11.pdf

The National Child Traumatic Stress Network. Measures review database new. Retrieved from
http://www.nctsn.org/resources/online-research/measures-review

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Supporting Children Who Are Affected by Homelessness

Module 1
Child Assessment

I wonder about…

Assessing the needs…

The needs:

Literature Review and Discussion

Research findings:

Development:

Now we know...

So then we will....

Now I know...

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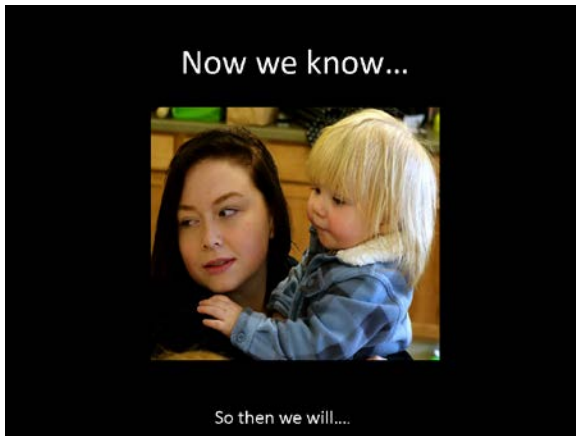
Supporting Children Who Are Affected by Homelessness

Module 1: Assessment

Activity 1 worksheet

Facts about child homelessness	Interventions and supports

New Discoveries

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Module 1 Assignment

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Using one of the tools discussed, please conduct a mock assessment on a child (could be your own). Bring the finding and a reflection to the next module.

Module 2: Supporting Emotional Health

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Knowledge and Competency Framework (KCF) Content Area, CDA Content Areas, Parent Aware Training Indicators and Level of Training

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KCF Content Area: 2C. Promoting Social and Emotional Development

CDA Content Area: 3. Positive ways to Support Children's Social and Emotional Development

Parent Aware training Indicator: **TR3c.** All lead teachers have a total of four hours of training or equivalent coaching, consultation or mentoring on supporting young children's learning and development in one or a combination of the following areas:
• Social and emotional
• Language and literacy
• Mathematical thinking
• Physical development

Level of Training: 1

Learning Objectives:

If learners are engaged and participating they will be able to:

1. Recognize signs of emotional health.
2. Recognize signs of emotional distress or dis-regulation.
3. Identify strategies and supports for children presenting emotional distress.

Section	Overview
A. Welcome back: Loop information from session 1	● Discuss the mock assessment finding/reflection
B. Supporting emotional health	● Establishing emotionally safe environments ● Triggers ● Educational support ● Relational supports
C. Literature review and discussion	● Small group review and discussion of current research in the area of emotional health
D. Case Study for context and discussion	● What surprised you? ● What did the case study teach you? ● What are the impacts of society? ● What should we do with the information we have?
E. Wrap up: Create a class statement of understanding	● "Now we know…so then we will…"

Resources

[TED]. (2015). Nadine Burke Harris: How childhood trauma affects health across a lifetime [Video File]. Retrieved from https://www.youtube.com/watch?v=95ovIJ3dsNk

Center on the Developing Child at Harvard University. (2011). Children's emotional development is built into the architecture of their brains: Working paper 2. Retrieved from http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2004/04/Childrens-Emotional-Development-Is-Built-into-the-Architecture-of-Their-Brains.pdf

Center on the Developing Child at Harvard University. (2015). In brief: The foundations of lifelong health. Retrieved from http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2015/05/InBrief-The-Foundations-of-Lifelong-Health-1.pdf

Center for Disease Control and Prevention (2016) Violence Prevention. Retrieved from: http://www.cdc.gov/violenceprevention/childmaltreatment/definitions.html

Guarino, K., & Bassuk, E. (2010). Working with families experiencing homelessness: Understanding trauma and its impact. Retrieved from http://main.zerotothree.org/site/DocServer/Working_With_Families_Experiencing_Homelessness.pdf
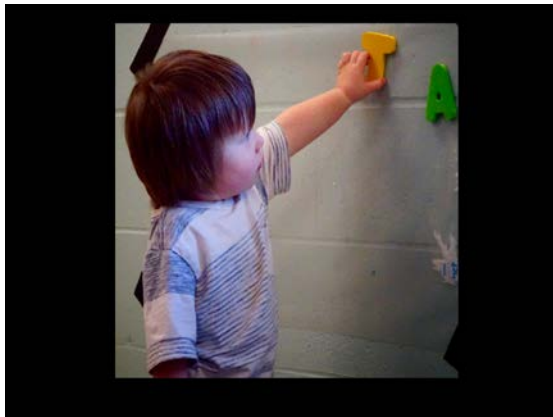
Module 2

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Assignment review:

Module 1 review:

Supporting Emotional Health:

Adverse Childhood Experience

The 11th ACE

Homelessness

ACE #11:

Research Review

Research findings:

Marcus:

Now we know…

Supporting Children Who are Affected by Homelessness

Module 2-Supporting Emotional Health

A call to action!

Activity 2 worksheet

Creating emotionally safe environments	Supporting children who experience emotional triggers	Developing early educational supports

New Discoveries

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Module 2 Assignment

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Research the educational curricula available to support the emotional health of young children who are homeless. Bring the name and a description of one resource to Module 3 for discussion.   (Example: Second Step, TACSEI, High Scope)

Module 3:
Supporting the Child and Family in the Context of Community
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   <u>CDA Content Area</u>: 3. Positive ways to Support Children's Social and Emotional Development

   <u>Parent Aware training Indicator</u>: **TR3c.** All lead teachers have a total of four hours of training or equivalent coaching, consultation or mentoring on supporting young children's learning and development in one or a combination of the following areas:
   • Social and emotional
   • Language and literacy
   • Mathematical thinking
   • Physical development

   <u>Level of Training</u>: 1

Learning Objectives:
Upon completion, participants who are actively involved in the class can expect to:
1. Discuss what are realistic community supports?
2. Describe what "breaking the cycle of poverty" might look like?
3. What is the role of Child Care Providers?
4. Propose examples of success strategies for working with children and families who are, or have lived with homelessness.

Section	Overview
A. Welcome back: Loop information from session 2	● Share a curricula designed to support emotional health
B. What does support look like?	● Mini lecture on parent/child support (i.e. Social Services, Help Me Grow, etc.), education for parents, community education, and mental health supports
C. Literature review and discussion	● Community supports and advocacy
D. Adding a case study for context and discussion	● What surprised you? ● What did the case study teach you? ● What are the impacts of society? ● What should we do with the information we have?
E. Wrap up: Create a class statement of understanding	● "Now we know…so then we will…"

Resources

Chase, R., Ellen, M., Mathison, P., Carlson, E. & Giovanelli, A. (2015). Minnesota early childhood risk & reach report: Key indicators of early childhood development in Minnesota, county by county. Retrieved from http://www.cehd.umn.edu/ceed/MN_Early_Childhood_Risk_and_Reach_Report_2015.pdf

Harvard Kennedy School. (2016). Closing the opportunity gap: A project of The Saguaro Seminar. Retrieved from http://theopportunitygap.com/wp-content/uploads/2016/04/april25.pdf

National Human Services Assembly. (2015). Breaking the cycle of poverty in young families: Two-generation policy recommendations. Retrieved from http://www.nassembly.org/Uploads2/Resources/BreakingTheCycleOfPovertyInYoungFamilies.pdf

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Review:

What does it look like?

The Center for Disease Control and Prevention, 2016

ACE:

Who helps?

Who Helps?

What are the barriers?

The Barriers:

Research Findings:

"Sara"

Now I know…

Module 3 Assignment

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Create a position statement for your program-classroom of what you can do that addresses the support of children and families who live with the impacts of homelessness.

Please email your position statement within two weeks of course completion.