

WHAT CAN YOU DO?

Build a supportive, responsive, stable, consistent, and nurturing relationship with a child :

KNOW

- Know the normal developmental spectrum for children at each age
- Know the child's medical and background history and the things that may upset the child
- Pay special attention to the child's cues
- Keep usual, steady routines

BE AWARE

- Be aware of your own reactions to the stress of caregiving or the child's behavior
- Be honest and clear
- Be present, attentive, attuned, and responsive
- Be aware of environmental triggers

BUILD

- Build on strengths and positive experiences
- Teach older children how to express emotions appropriately
- Explain what will happen ahead of time to give them a sense of control
- Provide names of referrals to well-respected mental health providers

QUESTIONS ?

Resources For More Information on Toxic Stress

Center on the Developing Child  HARVARD UNIVERSITY
<http://developingchild.harvard.edu/>

Substance Abuse and Mental Health Services Administration

www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

NCTSN  The National Child Traumatic Stress Network
<http://www.nctsn.org/>

ChildTrauma 
a . c . a . d . e . m . y
<http://www.childtrauma.org/>


<http://www.cdc.gov/ace/>

TOXIC STRESS GUIDE

Early Childhood Educators

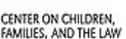


RELATIONSHIPS **MATTER**
RELATIONSHIPS are **PROTECTIVE**
RELATIONSHIPS **HEAL**

YOU MATTER!

Every day millions of children learn and grow while in your care. You – as a provider, teacher, and caregiver – can make a difference in a child's development. You can recognize signs of distress in a child and nurture safe, loving relationships in his/her life.

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 UNIVERSITY OF Nebraska Lincoln
 CENTER ON CHILDREN, FAMILIES, AND THE LAW
 Answers4Families.org

 Together For Kids and Families
 Department of Health & Human Services
DHHS
NEBRASKA

<http://dhhs.ne.gov/publichealth/MCAH/Pages/TogetherForKids.aspx>

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**STRONG
FREQUENT
PROLONGED**

exposure to an adverse experience



NO ADULT SUPPORT



TOXIC STRESS

10 Adverse Childhood Experiences
That Can Change A Child's
Brain Development

HOUSEHOLD TRAUMA/DYSFUNCTION

- Drug addicted or alcoholic family member
- Incarceration of a family member
- Loss of a parent due to death, divorce, or abandonment
- Witnessing domestic violence
- Mentally ill, depressed, or suicidal family member

ABUSE

- Physical
- Emotional
- Sexual

NEGLECT

- Physical
- Emotional



SIGNS OF TOXIC STRESS

YOUNG CHILDREN

(5 and younger)

- | | | | |
|--|--|--|---|
| Disruption in sleeping and eating patterns | Bed wetting | Change in level or activity | Become over-compliant |
| Withdrawal or lack of responsiveness | Fear of the dark | New/intense anxieties, fears, and/or worries | Easily irritable or fussy or have difficulty calming down |
| Abnormal, intense or pronounced separation anxiety | Easily startled | Cling to caregivers | Repeat events over and over in play or conversation |
| Regression in skills | Frequent tantrums | Become passive and lose interest in play | |
| | Increase in aggressive or impulsive behavior | | |

ELEMENTARY SCHOOL-AGE CHILDREN

(6 - 12 years)

You may see signs you would see in young children listed above in addition to the following:

- | | | | |
|-----------------------------|------------------------------|------------------------------------|--|
| Difficulty paying attention | Fight with peers or adults | Get into trouble at home or school | Be tearful and sad and talk about scary feelings and ideas |
| Eat more/less than usual | Change in school performance | Truancy | Become quiet, upset, and withdrawn |
| | | Want to be left alone | |

