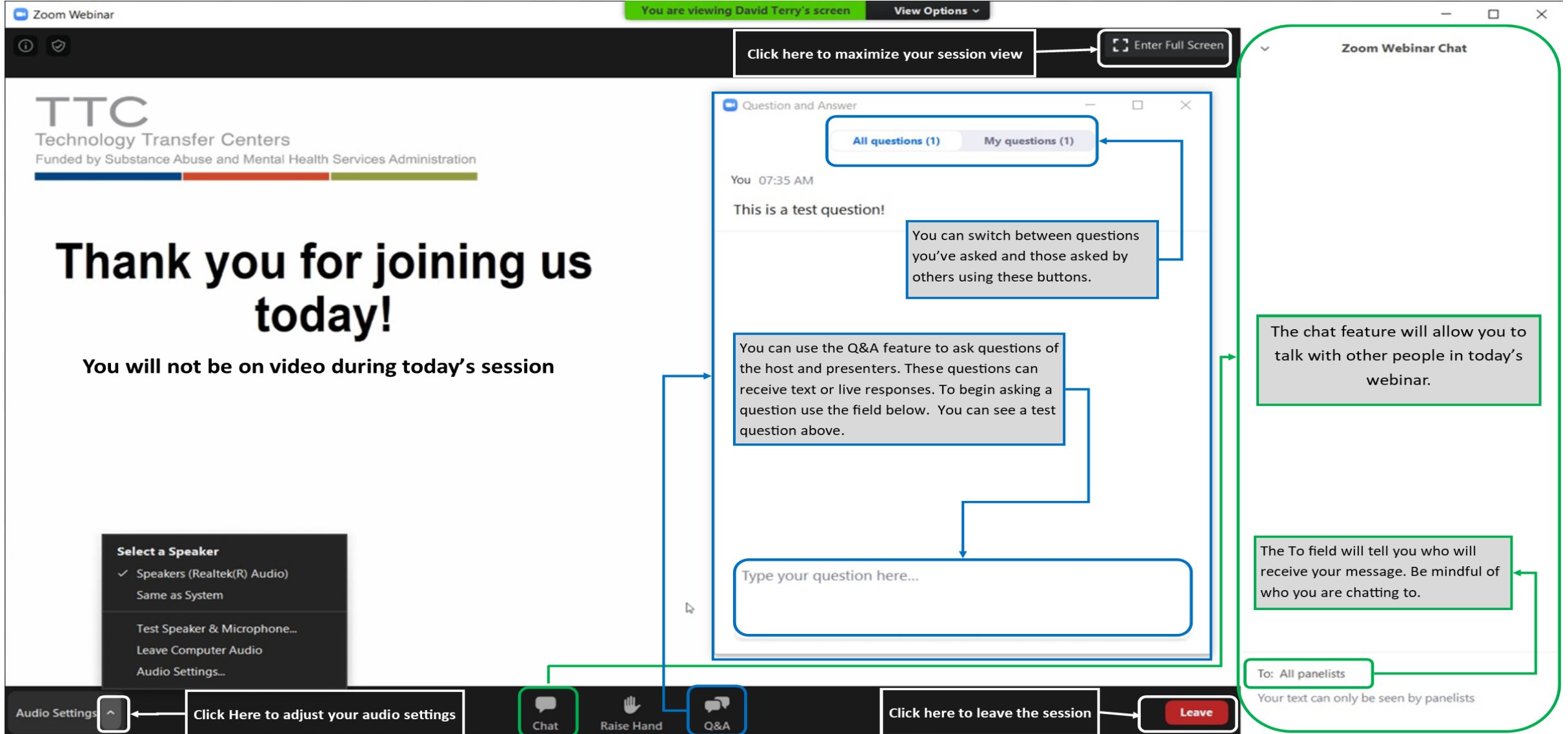


Please Note:

- All attendees are muted
- Today's session will be recorded

Get to know the Zoom Webinar interface



The screenshot shows a Zoom Webinar interface with the following elements and annotations:

- Zoom Webinar Header:** Includes "Zoom Webinar", "You are viewing David Terry's screen", and "View Options".
- Session Controls:**
 - "Click here to maximize your session view" points to the "Enter Full Screen" button.
 - "Click Here to adjust your audio settings" points to the "Audio Settings" button.
 - "Click here to leave the session" points to the "Leave" button.
- Q&A Feature:**
 - "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above." points to the "Question and Answer" window.
 - "You can switch between questions you've asked and those asked by others using these buttons." points to the "All questions (1)" and "My questions (1)" tabs.
 - "Type your question here..." points to the input field in the Q&A window.
- Chat Feature:**
 - "The chat feature will allow you to talk with other people in today's webinar." points to the "Zoom Webinar Chat" window.
 - "The To field will tell you who will receive your message. Be mindful of who you are chatting to." points to the "To: All panelists" field.
 - "Your text can only be seen by panelists" points to the chat content area.
- Audio Settings:**
 - "Select a Speaker" menu is open, showing options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...".
- Main Content:**
 - TTC Technology Transfer Centers logo and name.
 - "Thank you for joining us today!"
 - "You will not be on video during today's session"



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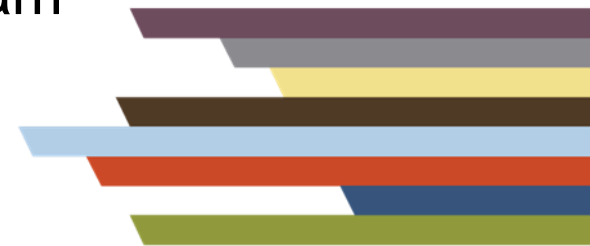
Supporting Families of Young Children at Risk for Ongoing Domestic Violence

*Preventing and Responding to
Family Violence During COVID-19*
Tuesday, July 14, 2020





Presented by:

Chandra Ghosh Ippen, Ph.D., UCSF Child Trauma Research Program

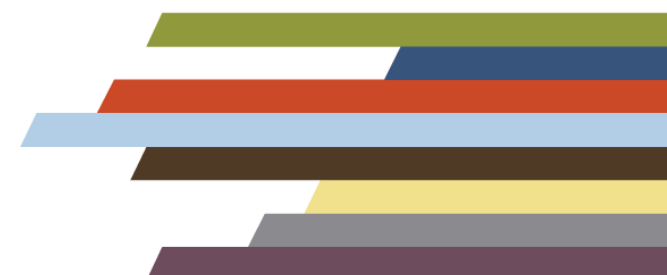
Carla Stover, Ph.D., Associate Professor, Yale Child Study Center



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- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted and cannot share video.
- Have a question for the presenters? Use the Q&A
- Have a comment or link for all attendees? Use the Chat
- You will receive an email following the presentation on how to access a certificate of attendance
- Follow us on social media:   @MHTTCNetwork
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Please Note:
The session recording and slide deck will be posted on our website within a few days.



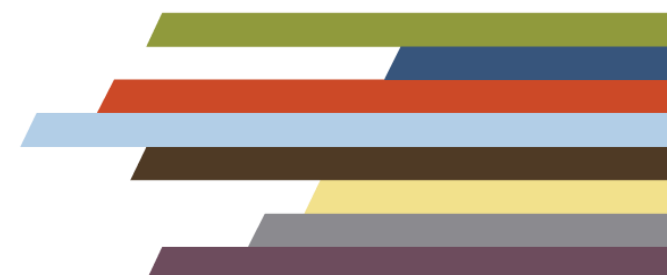


MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

- The MHTTC Network accelerates the adoption and implementation of mental health related evidence-based practices across the nation
 - Develops and disseminates resources
 - Provides free local and regional training and technical assistance
 - Heightens the awareness, knowledge, and skills of the mental health workforce
- 10 Regional Centers, a National American Indian & Alaska Native Center, a National Hispanic & Latino Center, and a Network Coordinating Office
- www.mhttcnetwork.org



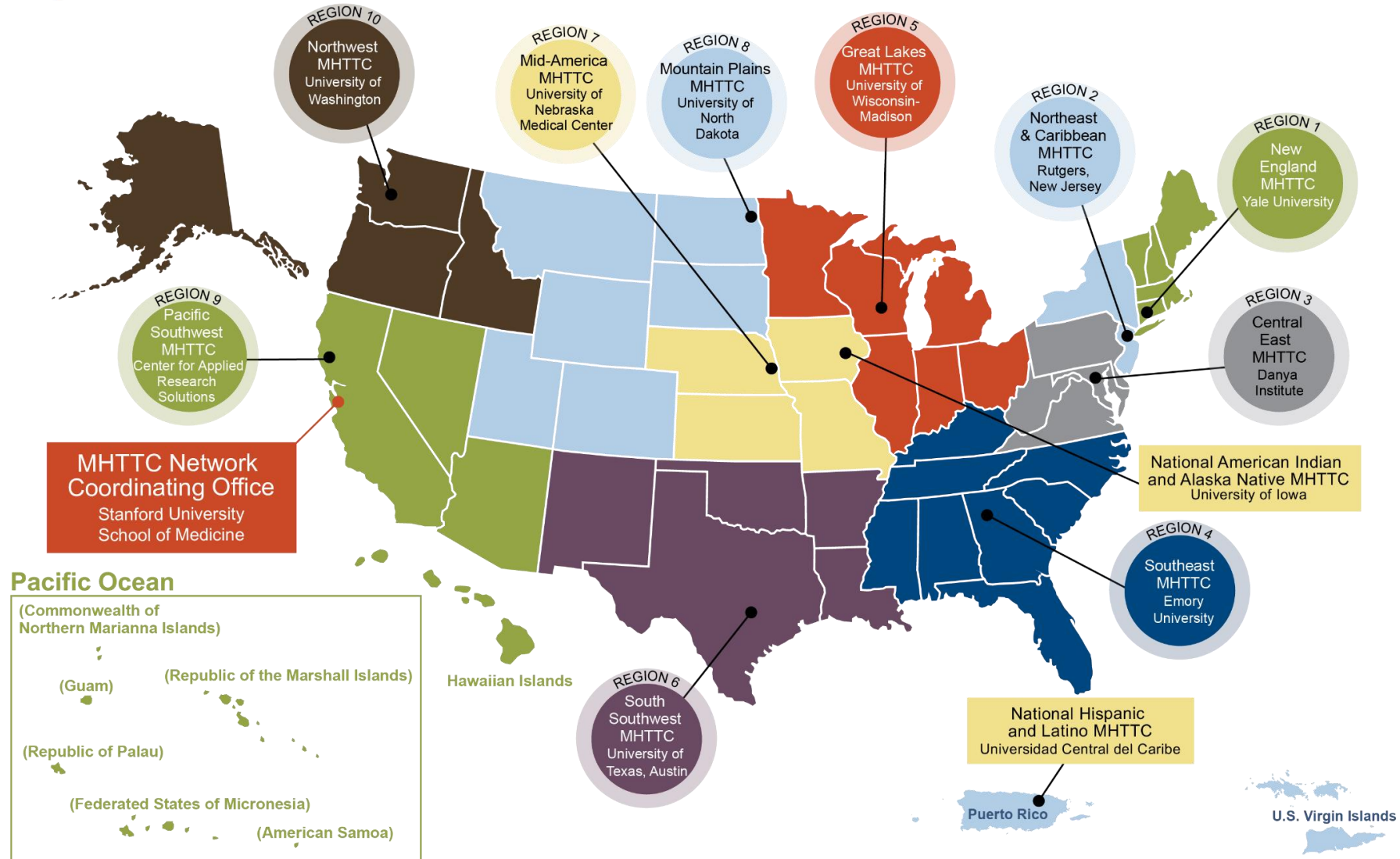
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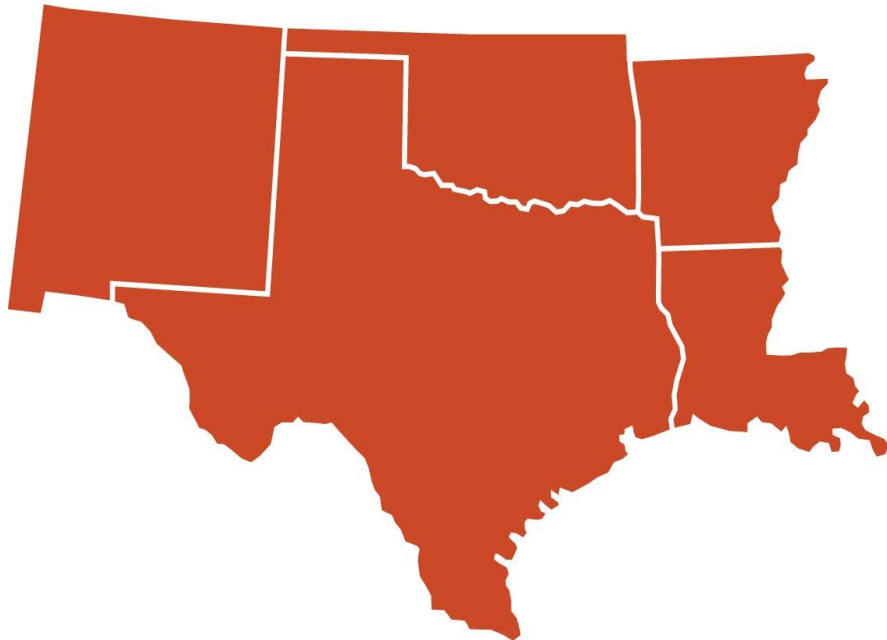


South Southwest (HHS Region 6)

MHTTC

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First Episode Psychosis Conference 2020

AUG. 3-5

Join leaders working with individuals with early psychosis across the nation for a **FREE** virtual conference hosted by the South Southwest Mental Health Technology Transfer Center. Participation is open to everyone!

REGISTER bit.ly/FEPCconference

Webinar Series

Preventing and Responding to
Family Violence During COVID-19



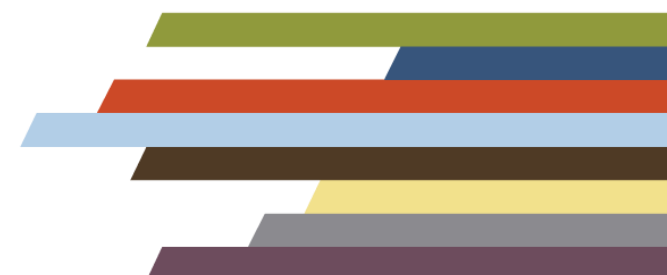
12 – 1:00 pm CT July 14 | July 21 | July 28 | August 11



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At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of Chandra Ghosh Ippen, Ph.D., and Carla Stover, Ph.D., and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

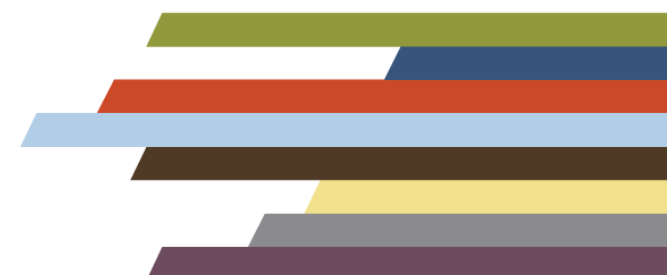


Evaluation Information

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At the end of today's training please take a moment to complete a **brief** survey about today's training.

<https://bit.ly/mhttc-nctsn-survey-1>





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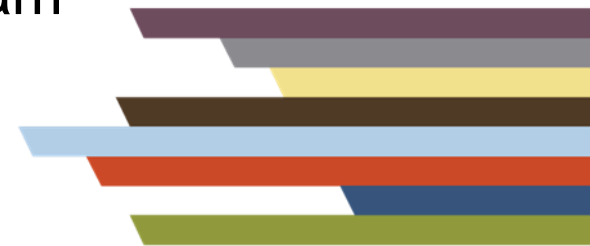
Supporting Families of Young Children at Risk for Ongoing Domestic Violence

*Preventing and Responding to
Family Violence During COVID-19*
Tuesday, July 14, 2020

Presented by:

Chandra Ghosh Ippen, Ph.D., UCSF Child Trauma Research Program

Carla Stover, Ph.D., Associate Professor, Yale Child Study Center



Presenters



Dr. Ghosh Ippen is the Associate Director and Dissemination Director of the Child Trauma Research Program at the University of California, San Francisco and the Early Trauma Treatment Network, a member of the National Child Traumatic Stress Network. She has worked on seven longitudinal studies and has conducted treatment outcome research on the effectiveness of psychosocial intervention programs with Spanish-speaking children and parents. As a first-generation East Indian/Japanese American, she is committed to examining how culture and context affect perception and mental health systems.



Dr. Carla Stover is a licensed clinical psychologist and Associate Professor at the Yale Child Study Center. Her clinical work has included acute/peri-traumatic responses to families impacted by violence and long-term evidence-based treatments including Trauma Focused Cognitive Behavioral Therapy and Child Parent Psychotherapy. Dr. Stover developed *Fathers for Change*, an intervention for fathers with histories of use of family violence and is conducting outpatient, residential treatment, and community implementation studies on the effectiveness of the intervention.



Preventing and Responding to Family Violence During COVID-19

Supporting Families of Young Children at Risk for Ongoing Domestic Violence

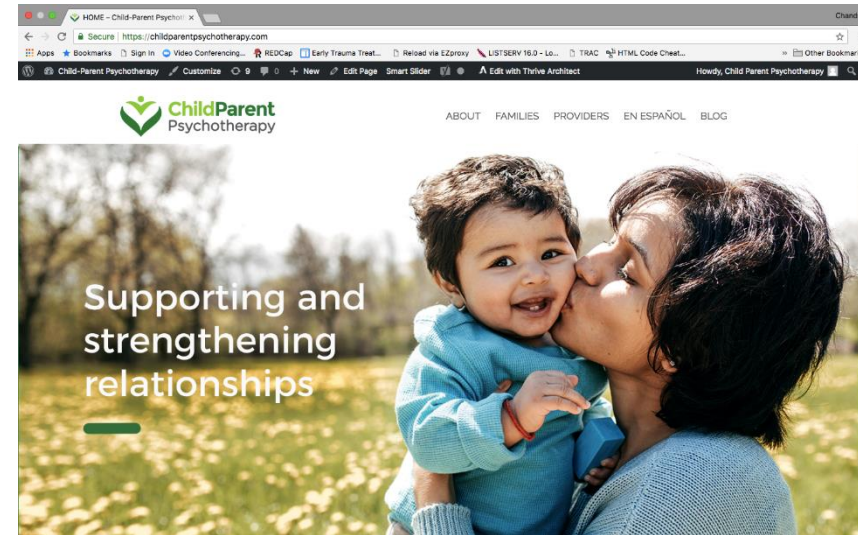
Carla Smith Stover, PhD
Yale University Child Study Center

Chandra Ghosh Ippen, PhD
UCSF Child Trauma Research Program

Two Interventions for Families Impacted by DV



Child Parent Psychotherapy



Follow on Twitter: @ChangeFathers

<https://medicine.yale.edu/childstudy/education/practitioner/fathers/>

<https://childparentpsychotherapy.com>

<https://facebook.com/childparentpsychotherapy>

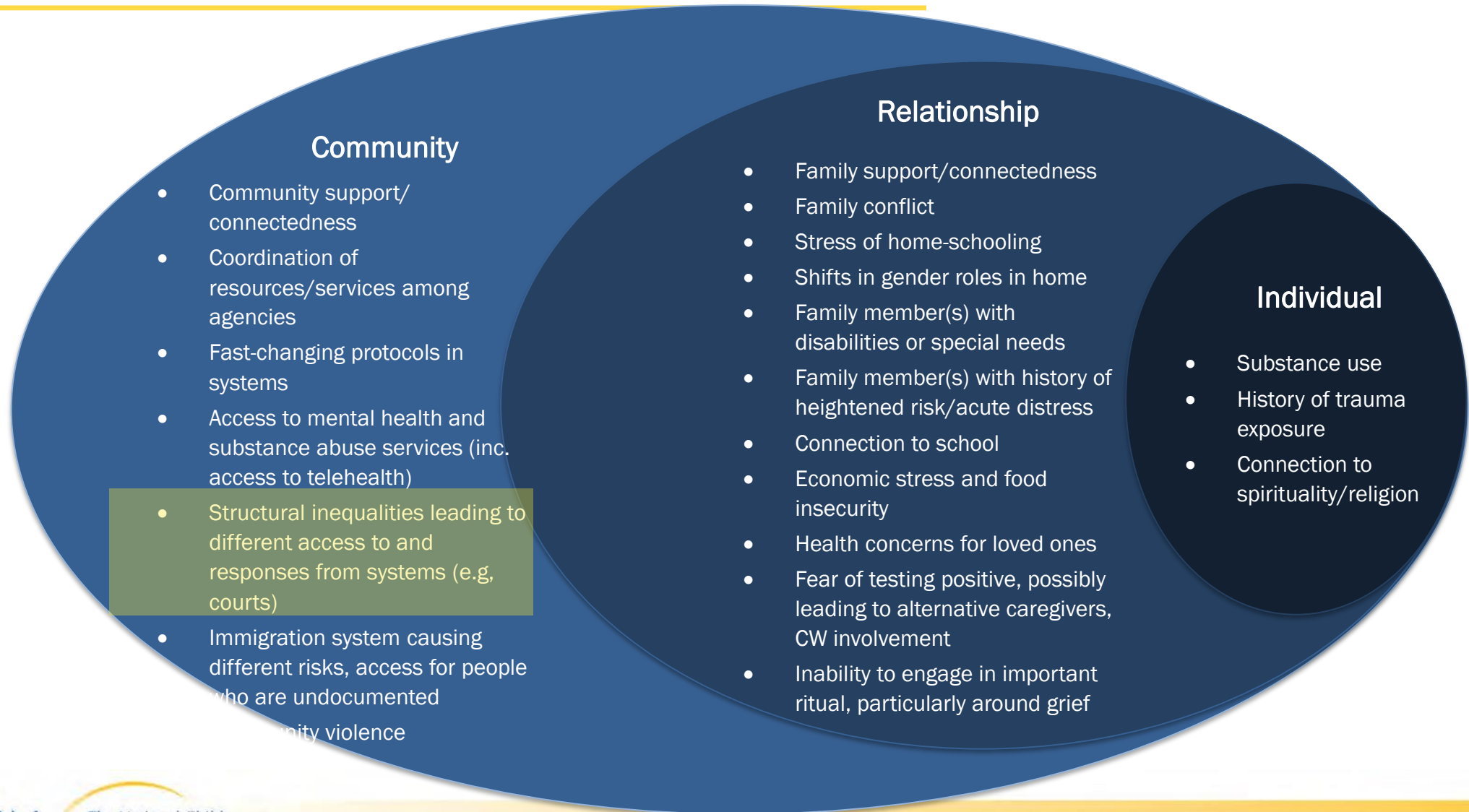
Addressing Family Violence

What are the elements of appropriate treatment and intervention?

- Evidence-based/informed treatment
- Understanding traumatic stress responses
- Mitigating risk factors and building upon protective factors

Trauma-informed practice and culturally responsive care require that clinicians and mental health workers acknowledge historical events, biases, and disparities within systems that often respond to instances of family violence (such as law enforcement and child welfare). Options for system engagement and treatment should be considered in light of injustices in systems that are experienced by particular communities and identities.

Risk and Protective Factors



Core Concepts for Understanding Traumatic Stress Responses

1. Traumatic experiences are inherently complex.
2. Trauma occurs within a broad context that includes children's personal characteristics, life experiences, and current circumstances.
3. Traumatic events often generate secondary adversities, life changes, and distressing reminders in children's daily lives.
4. Children can exhibit a wide range of reactions to trauma and loss.
5. Danger and safety are core concerns in the lives of traumatized children.
6. Traumatic experiences affect the family and broader caregiving systems.
7. Protective and promotive factors can reduce the adverse impact of trauma.
8. Trauma and posttrauma adversities can strongly influence development.
9. Developmental neurobiology underlies children's reactions to traumatic experiences.
10. Culture is closely interwoven with traumatic experiences, response, and recovery.
11. Challenges to the social contract, including legal and ethical issues, affect trauma response and recovery.
12. Working with trauma-exposed children can evoke distress in providers that makes it more difficult for them to provide good care.

<https://www.nctsn.org/resources/12-core-concepts-concepts-understanding-traumatic-stress-responses-children-and-families>

Referral

- James (42) and Marisol (38) - married
- Both were drinking and began arguing
- Fighting escalated (yelling and screaming)
- James grabbed and pushed Marisol down to the ground
- 19-month-old Kaya was in the room – unclear if involved in incident
- Marisol's 14-year-old daughter called police.
- James was arrested and child protection was notified.
- A limited protective order is in place.

In the Chat Box
Share some of your immediate
concerns/thoughts.

What pictures/images come into your mind when you learn the following information?

James

- African American
- Grew up in housing projects
- Father was abusive
- Served 6 years due to drug and burglary related charges.
- 17-year-old daughter he has not seen in a year

Marisol

- Puerto Rican
- 2 older children from two different relationships.
- Previously diagnosed with and treated for PTSD

Let's pause and think about our potential biases
and assumptions about this family

What pictures/images come into your mind when you learn the following information?

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- African American
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Marisol

- Puerto Rican
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Intake Interview Information

- Couple together for 3 years and married for 2 years.
- Met when James was doing repairs on a condo that Marisol was renting.
- James previously is currently on parole.
- Marisol has 14 and 21-year-old daughters from two previous relationships. Her 14-year-old resides with them.
- Pregnancy with Kaya was unplanned and high risk. Marisol was told she could not have additional children.

Assessment Information Continued

James

- Raised in a violent home
- Father was a drug addict and was physically violent toward James, his mother and siblings
- No prior mental health treatment
- Anger Management and Parenting classes in prison

Marisol

- Good job with the local school district
- History of significant childhood trauma including sexual abuse
- Describes prior relationship as “toxic”
- Individual therapy several years ago to process past trauma – reports it was very helpful

Assessment Information Kaya

- 19 months old
- Eats and sleeps well
- Developmental milestones within normal limits.
 - Walking
 - Some language (mostly single words).
- Likes to play but often kicks and throws toys

Father-Child Play Observation



- Marisol has no intention of ending her relationship with James. She states that he is a good father and things just got out of hand.
- Kaya is comfortable with her dad. She crawls on his lap, hugs him and plays close to him handing him toys.
- He is affectionate to her and encouraging of her play.
- At times he is take charge of the play trying to get her to name colors of blocks
- He chuckles when she throws blocks or knocks them down or says “Hey, don’t do that.”

Safety Planning and Intervention

- Strategize for Safety
 - Level of risk?
 - Sources of risk?
- Consider family context and potential consequences of developed plans
- Victim Focused Advocacy NOT Service Focused Advocacy
- Intervene to reduce stress and increase understanding
- Connect with supports

Intervention Strategies with Parents and Caregivers

The best way to keep children safe, is to intervene with parents by:

- Assessing for and acknowledging stress
- Giving them coping strategies
- Connecting them with support
- Helping them understand from their child's perspective

Parenting Under Stress

COVID-19
Racial
Health
inequities

Police
violence in
community

14-year-old
sister virtual
school

James
laid off
from job

Ongoing
racism

Marisol
Working
from home

Crowded
family
living
situation

Repeated
micro & macro
aggressions

Kaya
At home
no childcare



Community/Society

Relationship

Individual/Family

Assessing Stress in the Home

How are they . . .

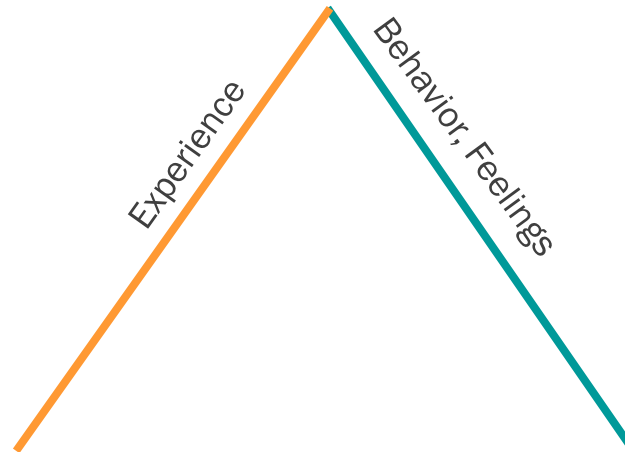
- Sleeping?
- Eating?
- Feeling? (depressed, anxious, irritable, angry)
- Getting along with each other?
 - Feeling supported?
 - Feeling alone?
- What are they doing to relieve stress?

Connecting Experiences to Functioning

James' Experience

- Dad's substance use
- Violence in his home
- Incarceration
- Estrangement from his daughter

- Remember to assess for positive experiences

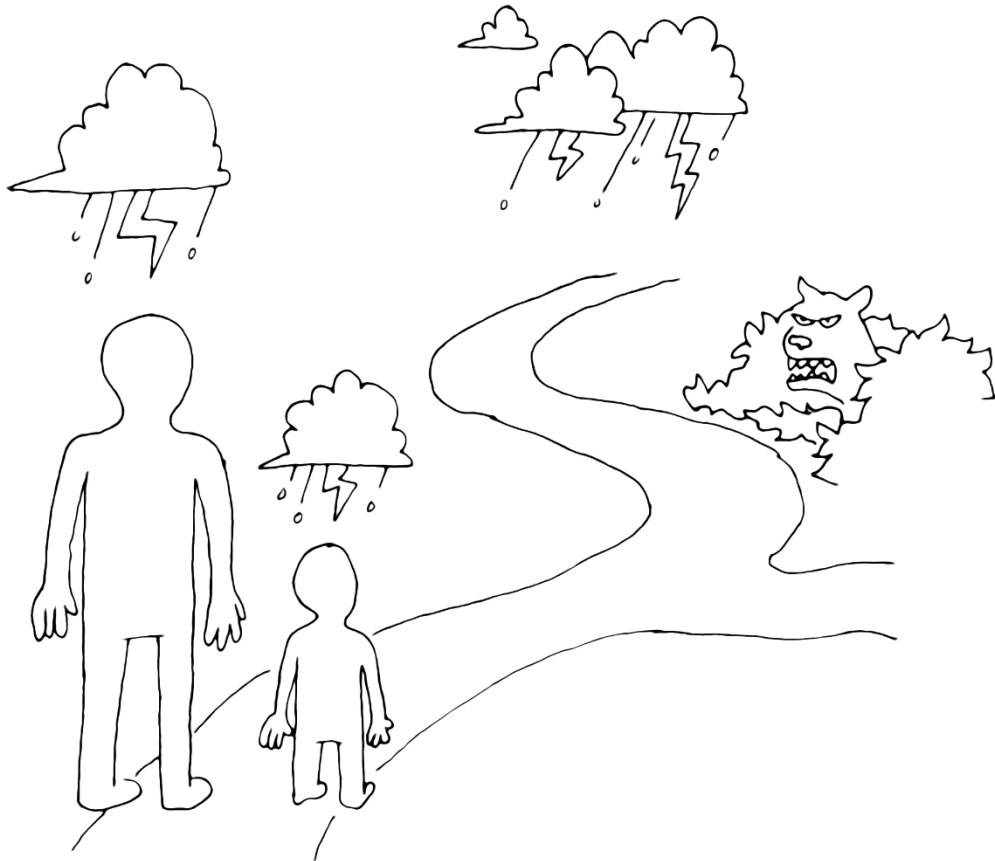


James' Behavior

- Gets angry easily
- Hits and fights when angry

Build a Bridge of Understanding

Addressing the Psychodynamic Aspects of Safety



- Think about past and how it shapes current expectations regarding danger and safety
- In a supportive, non-confrontational manner, directly address safety issues with the goal of increasing caregiver awareness and mobilizing protective action
- Balance respect for the caregiver's psychological vulnerabilities with the need to address lapses in safety and destructive or self-destructive behavior
- Encourage caregiver to develop an attitude that prioritizes safety as a core value

This is stressful and why doesn't she understand...



Harsh over-control

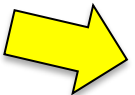


Passive withdrawal

This is stressful and why doesn't she understand...



Harsh over-control



Point of Entry



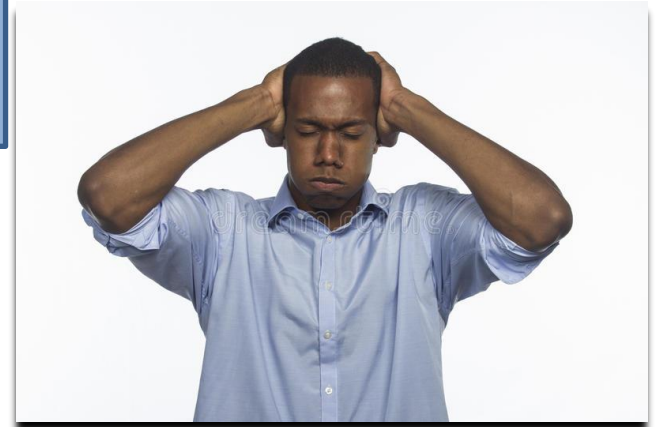
Passive withdrawal

Reflective Functioning Approach

1. Recognize and make sense of his/her emotional distress



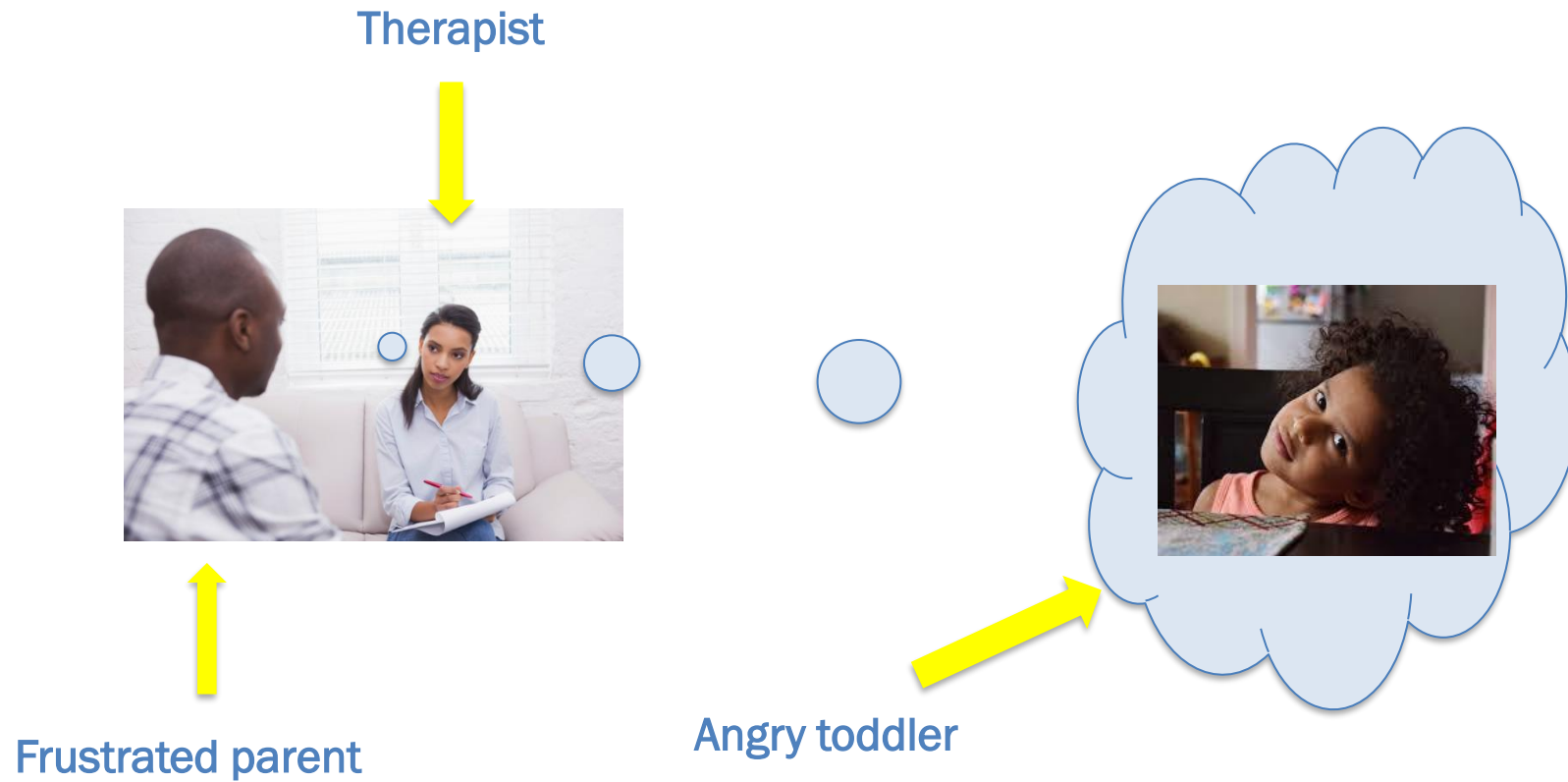
2. Recognize and make sense of child's emotional distress



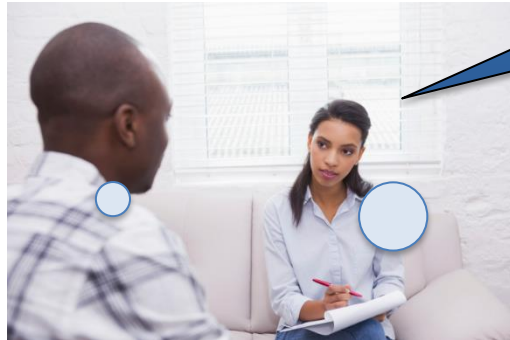
Reflective Functioning Approach



Reflective Functioning Approach



It sounds like you were feeling very frustrated. Do I have that right? What was going through your mind?



Yes, I was *very frustrated*. If I miss the job interview I have no chance at the job! She knows that it's important!



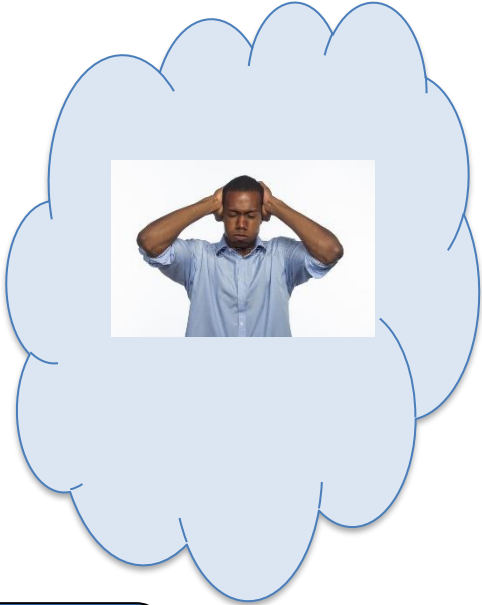


Yes, if I don't find work soon we might lose our apartment...

So you were really worried about being late for the job interview. Is that right?



Let's see if we can think more about what was going through your mind. Would that be okay?





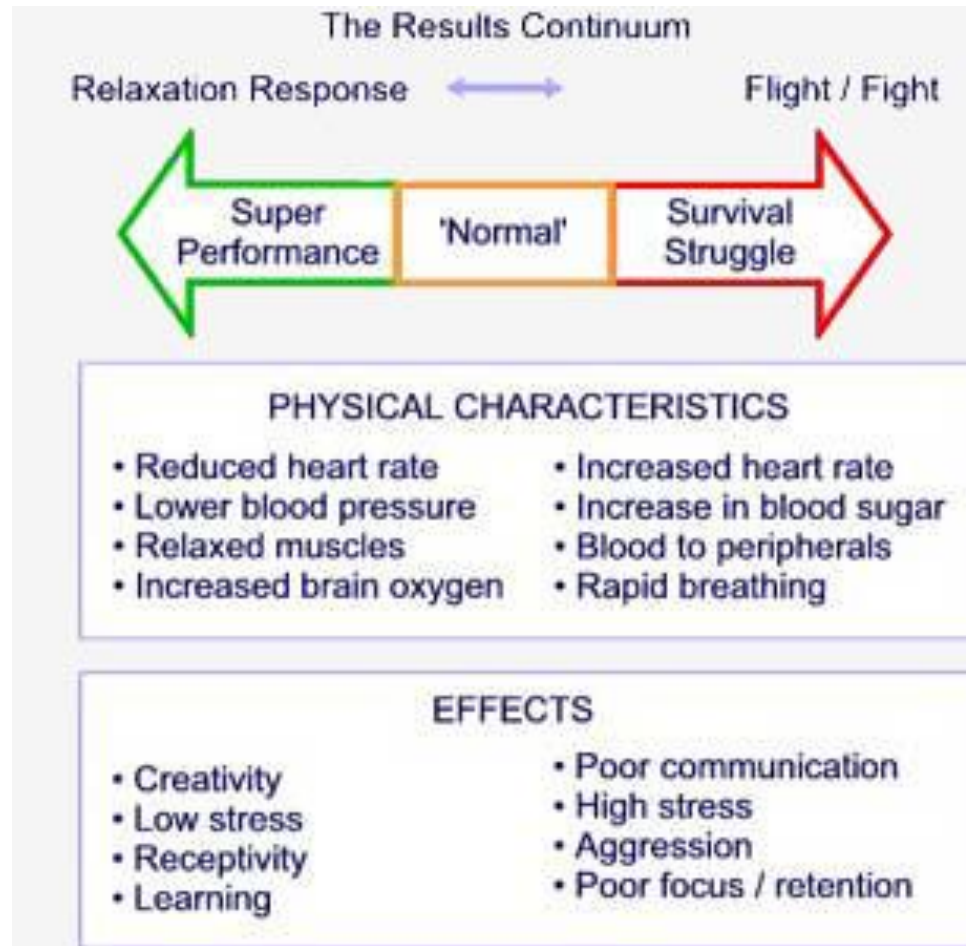
And you wanted Kaya to cooperate and understand what was worrying you. What do you imagine she was thinking and feeling?

I don't know, she's just a baby. I guess she wanted to just play. She doesn't understand.

Can you say more about that? What do you think she doesn't understand? And why do you think playing is so meaningful for her right now?



Stress Reactivity Continuum



Neurobiology of Emotion Regulation

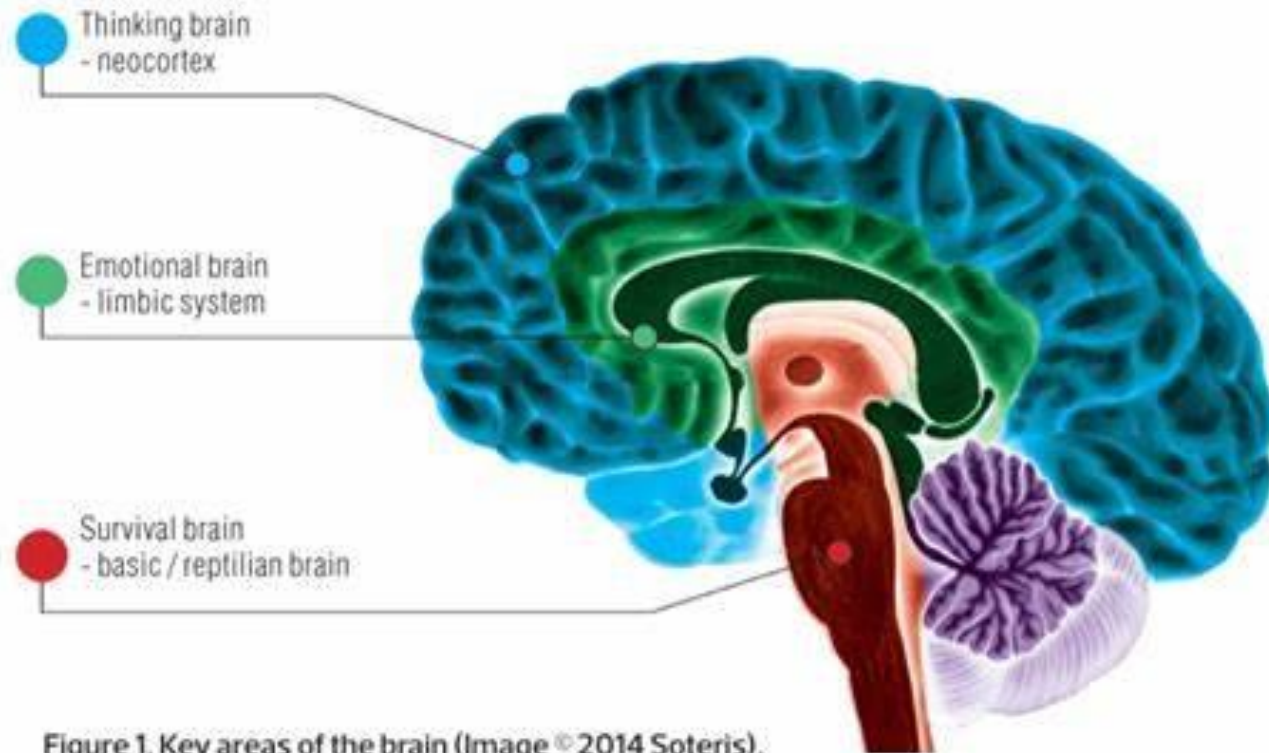


Figure 1. Key areas of the brain (Image © 2014 Soteris).

Identifying Emotions and Stress to Get Back in Control

How Does Relaxing Help?

It brings THINKING BRAIN back on-line

Makes us feel in control of our physical body

Helps us get control of our emotions and reactions

Breathing is KEY

Controlled Diaphragmatic Breathing can bring the Parasympathetic (RELAXATION) Nervous System back on-line.

Breathe in through your nose

Take the breath all the way into your stomach NOT chest
breaths

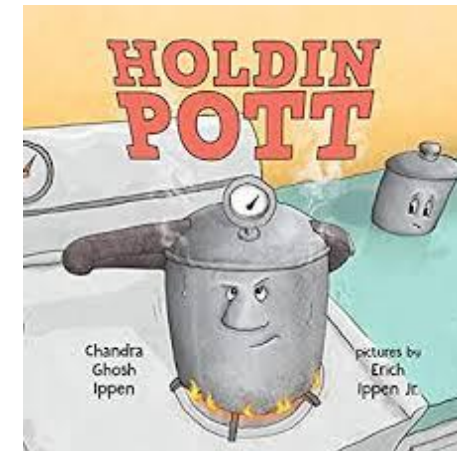
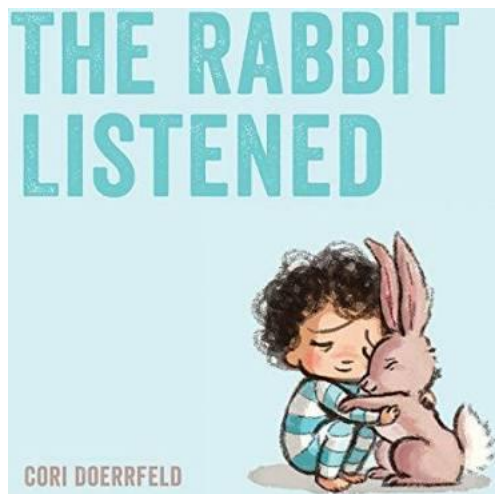
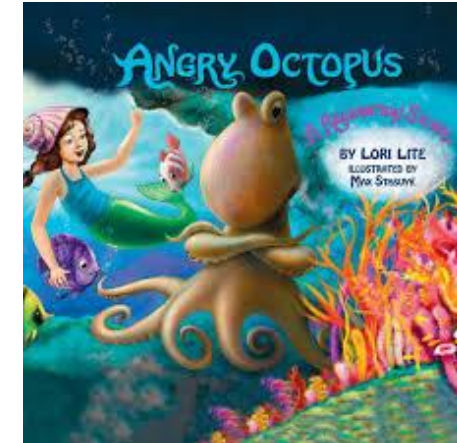
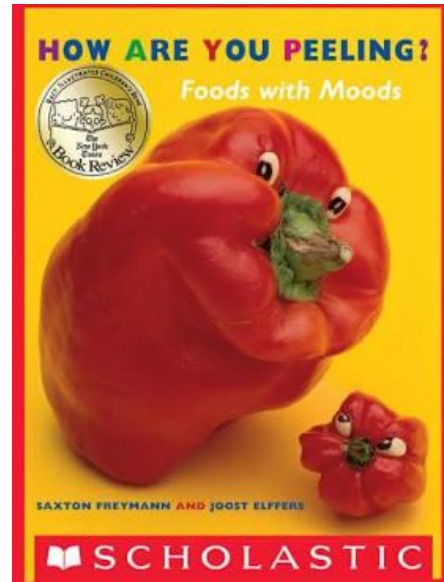
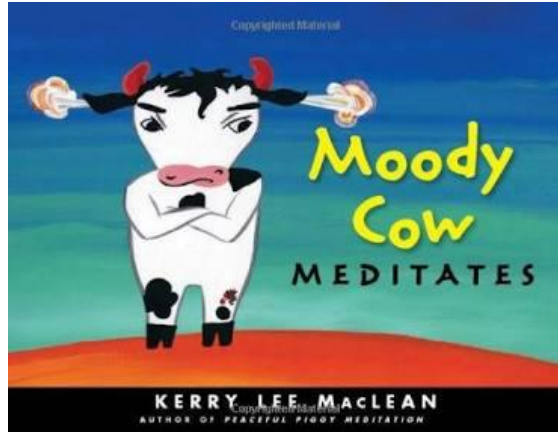
Hold

Breathe out through your mouth for longer than you breathe in

Helping Parents Slow Down and Regulate

- Taking Space
- Mindfulness Techniques
 - Grounding techniques that engage the senses
 - Coloring, diamond art
- Exercise is a natural mood booster and way to expel agitation, irritability and aggression
 - Running or other cardio-vascular exercise
 - Weight-lifting
 - Push ups, sit-ups etc.

Bibliotherapy: Emotion Regulation Resources



<https://www.pinterest.com/CPPtreatment/cpp-emotion-regulation/>

Spanish: <https://www.pinterest.com/CPPtreatment/cpp-spanish-emotion-regulation-childrens-books/>

COVID-Related Story

Free resource to help families talk about feelings and COVID-related stress

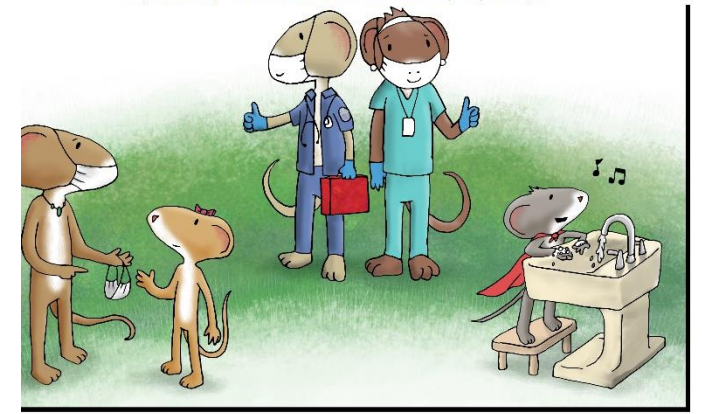
Trinka and Sam Fighting the Big Virus: Trinka, Sam, and Littletown Work Together



Trinka y Juan Luchando Contra El Gran Virus: Trinka, Juan, y Pueblito Trabajan Juntos



Trinka 和 Sam 病毒大作战: Trinka, Sam 同小小鎮齊齊抗疫



<https://pioproductions.com/trinka-and-sam-virus/> or <https://nctsn.org>

Mitigating Risk Factors and Building Upon Protective Factors

Family conflict	<ul style="list-style-type: none">• Validating and normalizing collective stresses and reactions• Supporting people/families to set up basic routines to help provide structure and things to look forward to• Sharing stress relief activities caregivers can do (with or without children)• Leading people through grounding activities via phone or video• Providing short-term relief for caregivers via virtual platform• Suggesting hobbies like art and exercise (can be done individually and virtually in groups)• Inviting clients to share distress tolerance/self-soothing activities via telehealth (e.g, playing an instrument, sharing art, sharing a song)
Economic stress	<ul style="list-style-type: none">• Sharing information about community resources and unemployment benefits (with clear communication/instructions in caregivers' primary language about how to access them)

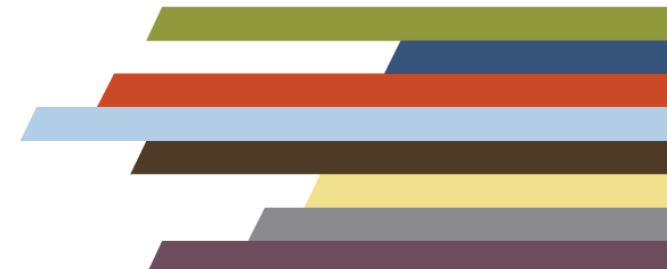
Secondary Traumatic Stress and Self-Care

- **Secondary Traumatic Stress** is the emotional distress that results when an individual hears about the firsthand trauma experiences of another.
- **Moral distress** occurs when one believes they know the right thing to do, but institutional or other constraints make it difficult to pursue the desired course of action.
- **Burnout** is the result of a high workload with insufficient support and resources.

What resources can you access to help you take care of yourself right now?

- Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals:
<https://www.nctsn.org/resources/secondary-traumatic-stress-fact-sheet-child-serving-professionals>
- Taking Care of Yourself: <https://www.nctsn.org/resources/taking-care-of-yourself>
- Provider Resilience App

Q&A with Presenters



Webinar Series

Preventing and Responding to
Family Violence During COVID-19



12 – 1:00 pm CT July 14 | July 21 | July 28 | August 11

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The National Child
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Services Administration



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Register here: <https://bit.ly/family-violence-series>

Upcoming Sessions:

July 21: “Keeping it in the Family:”
Addressing Family Conflict in the Time
of COVID-19

July 28: Minimizing Risk for
Conflict/Coercion in Families with
School-Age Children

August 11: When the Monsters Life
with Us Reflections on the Intersection
of Structural Inequities, COVID-19 and
Intimate Partner Violence and its
impact on Young Children in Latin
American Families (en español)

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