



# The Wonky Donkey: How to make Wraparound *less wonky and more* relevant for Early Childhood

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2019



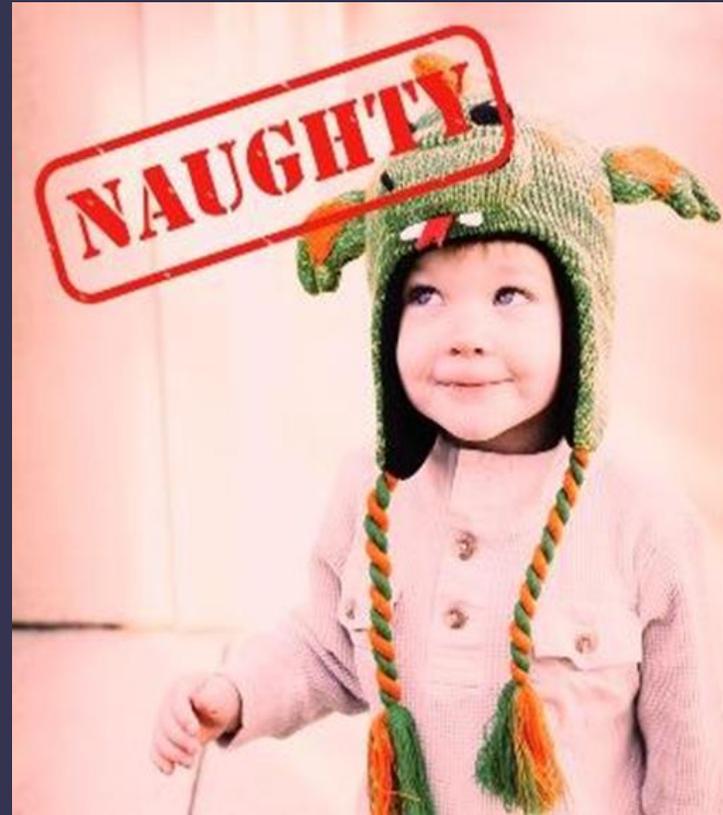
# Session Objectives:

- Understand the unique characteristics of Early Childhood and development.
- Identify components of the Wraparound process that can be further individualized to make the process more meaningful, effective and fun for families!
- Learn how to individualize and actively engage families, identify key information needed for family stories, facilitate engaging team meetings, and brainstorm family friendly strategies.



# What comes to mind when you think of Early Childhood Mental Health...

?



?

<https://www.youtube.com/watch?v=L41k2p-YRCs&feature=youtu.be>

# Definition of Infant & Early Childhood Mental Health



Infant and Early Childhood mental health is the developing capacity of the child from birth to 5 years old to:

1. Experience, regulate, and express emotions without lasting emotional collapse;
2. Form close and secure interpersonal relationships;
3. Explore the environment and learn; all in the context of family, community, and cultural expectations for young children.

# How Do We Understand Early Childhood Behavior?





**So... who is a good fit for  
Wraparound?**

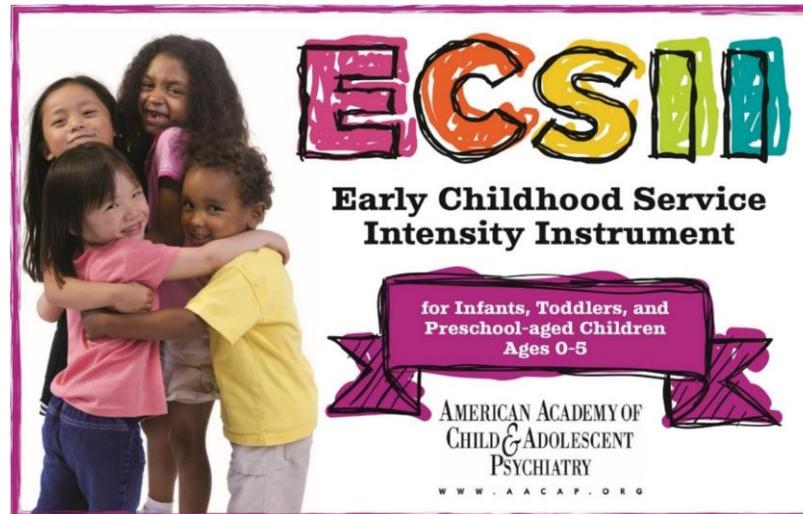
**How do we identify these  
children and families?**



# Introducing: The ECSII



- Instrument to assist providers in determining **service intensity** for infants, toddlers, and children ages 0-5 with or at risk for emotional, behavioral and/or developmental disorders
- Developed by the American Academy of Child and Adolescent Psychiatrists, 2003-2009
- Evolved from the Child and Adolescent Service Intensity Instrument (CASII), 2000
- Based on **System of Care (SOC)** and **Wraparound** values/context

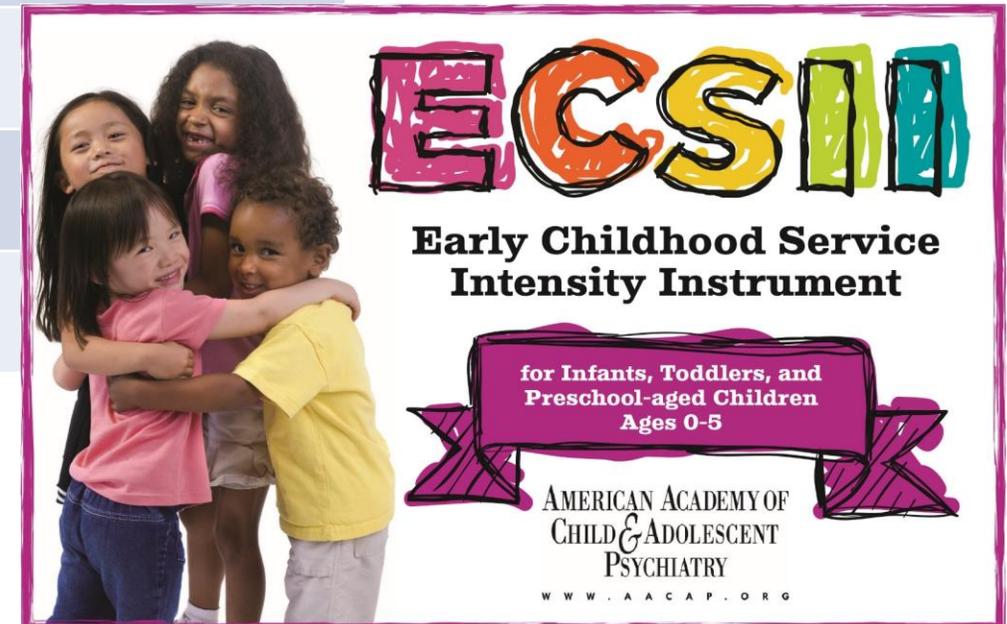


## Domains of the ECSII:

- I. Degree of Safety
- II. Caregiver-Child Relationships
- III. Caregiving Environment
- IV. Functional/ Developmental Status
- V. Impact of Medical, Developmental, or Emotional/Behavioral Problems
- VI. Services Profile

## ECSII Service Intensity Levels

Level	0	Basic Health Services
Level	1	Minimal Service Intensity (beginning care)
Level	2	Low Service Intensity
Level	3	Moderate Service Intensity
Level	4	High Service Intensity
Level	5	Maximal Service Intensity

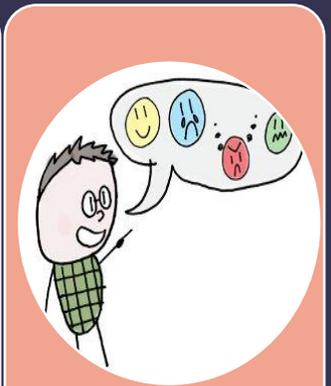


# Key Considerations for *Understanding Early Childhood Behavior*



## Brain Architecture

What connections are being made in the early years to support a child's later development.

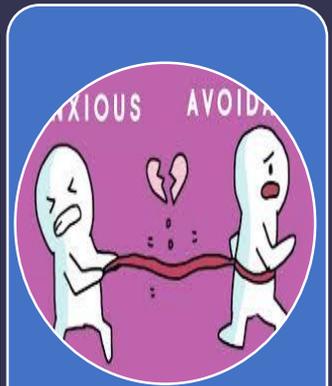


## Social Emotional Milestones

is the child typically developing?

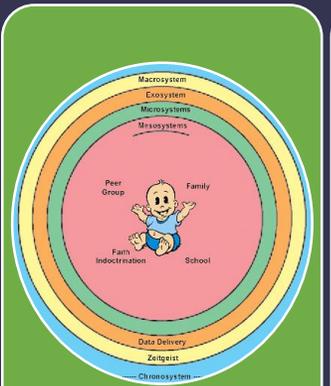


## Temperament



## Attachment

Does the child have secure relationships that allow them to explore their world and learn?



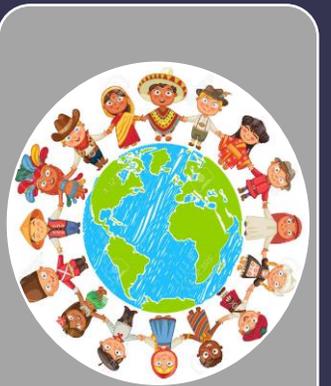
## Ecological Model

What environmental factors are affecting the child's development?



## Exposure

to adversity, trauma and toxic stress



## Culture





# 5 FACTS to Remember about Early Childhood Development

1. Getting things right the 1<sup>st</sup> time is easier & more effective than trying to fix them later.
2. Early childhood matters because experiences early in life can have a lasting impact on later learning, behavior, & health.
3. Highly specialized interventions are needed as early as possible for children experiencing toxic stress.
4. Early life experiences actually get under the skin and into the body, with lifelong effects on adult physical & mental health.
5. All of society benefits from investments in early childhood programs.

★ 1 2 3 4 5 ★

# 5 Numbers to Remember about Early Childhood Development

700  
700 PER SECOND

1

18  
18 MONTHS

2

90-100  
90-100%

3

3:1  
3:1 ODDS

4

4-9  
4-9 DOLLARS

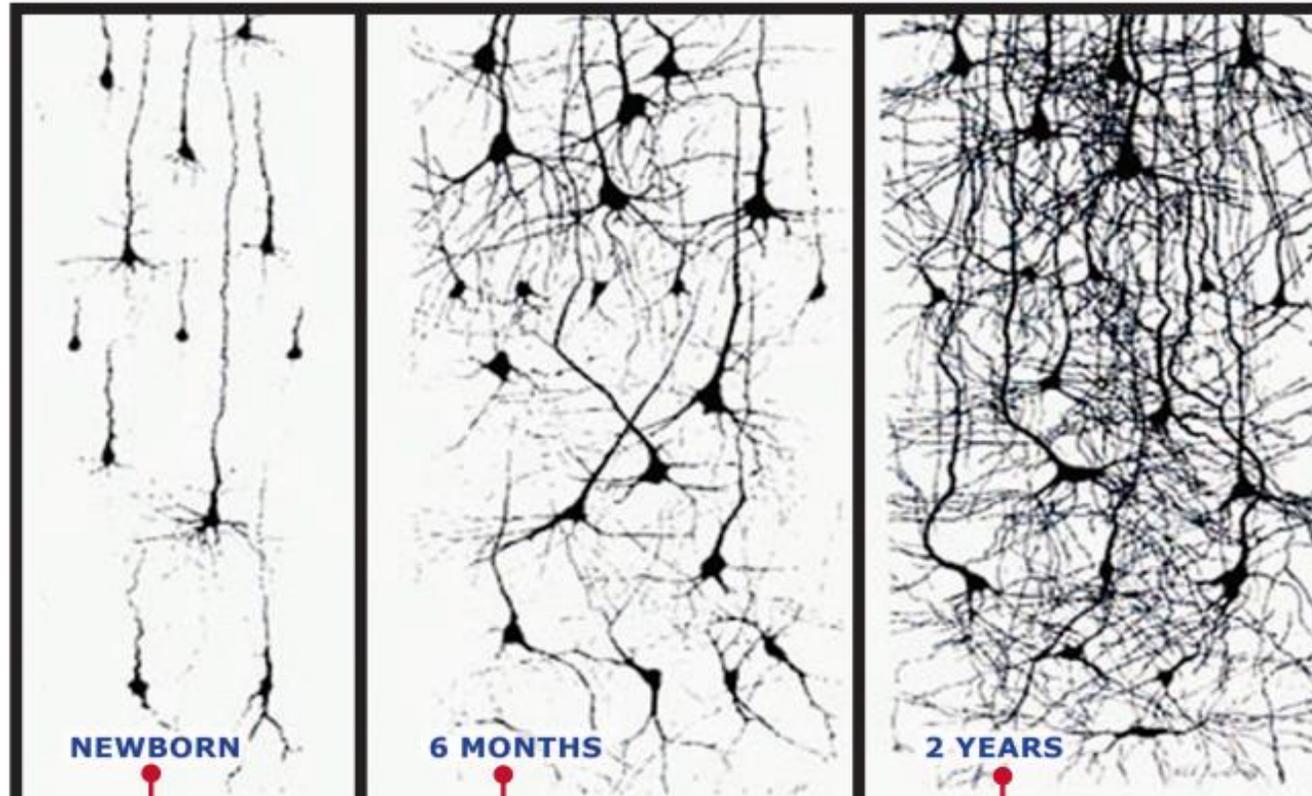
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Source: [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)



# 5 Numbers to Remember About Early Childhood Development

**700** 700 NEW NEURAL CONNECTIONS PER SECOND

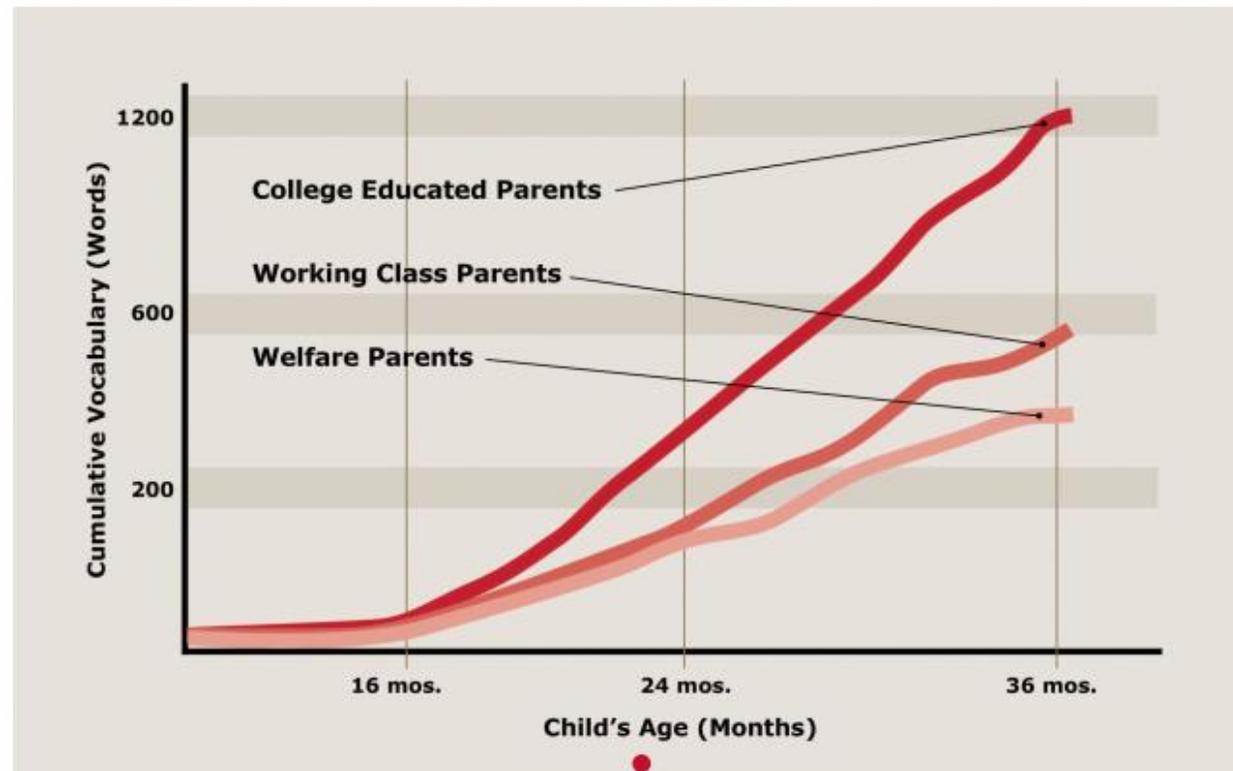


Source: [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)



# 5 Numbers to Remember About Early Childhood Development

**18** 18 MONTHS: AGE AT WHICH DISPARITIES IN VOCABULARY BEGIN TO APPEAR

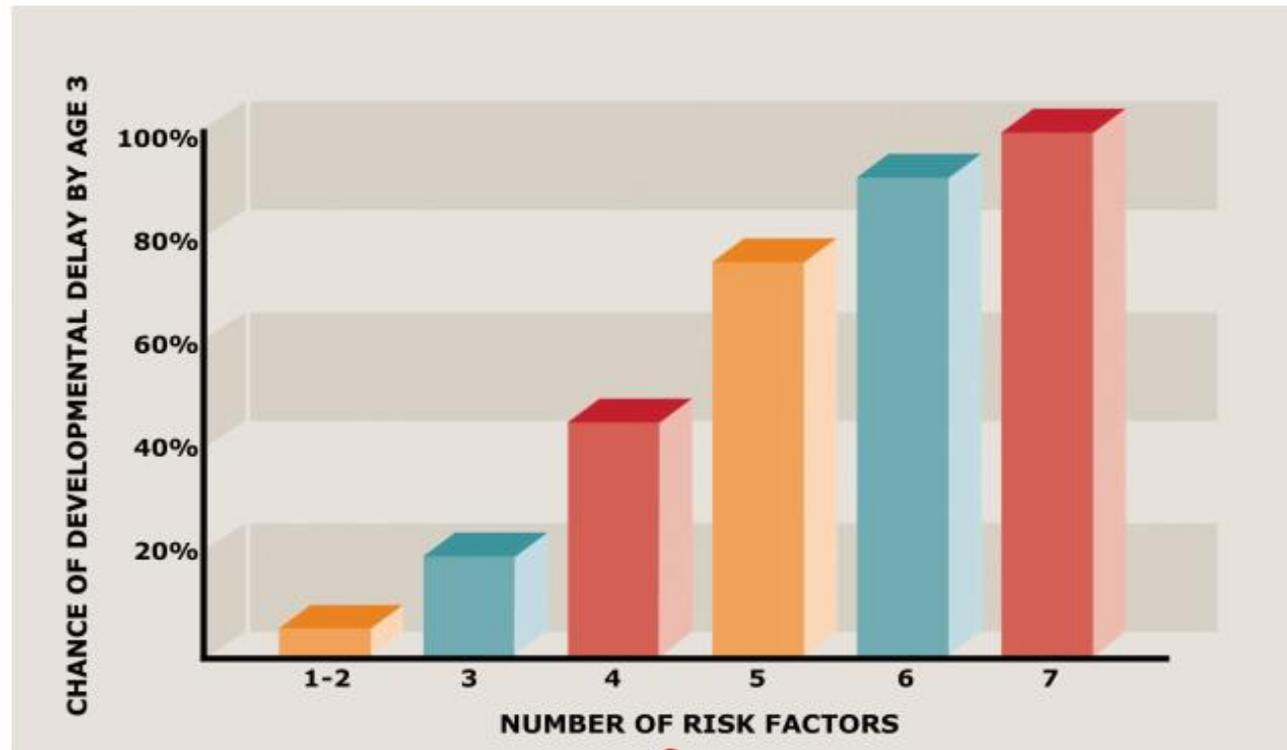


Source: [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)



# 5 Numbers to Remember About Early Childhood Development

**90-100** 90-100% CHANCE OF DEVELOPMENTAL DELAYS WHEN CHILDREN EXPERIENCE 6-7 RISK FACTORS

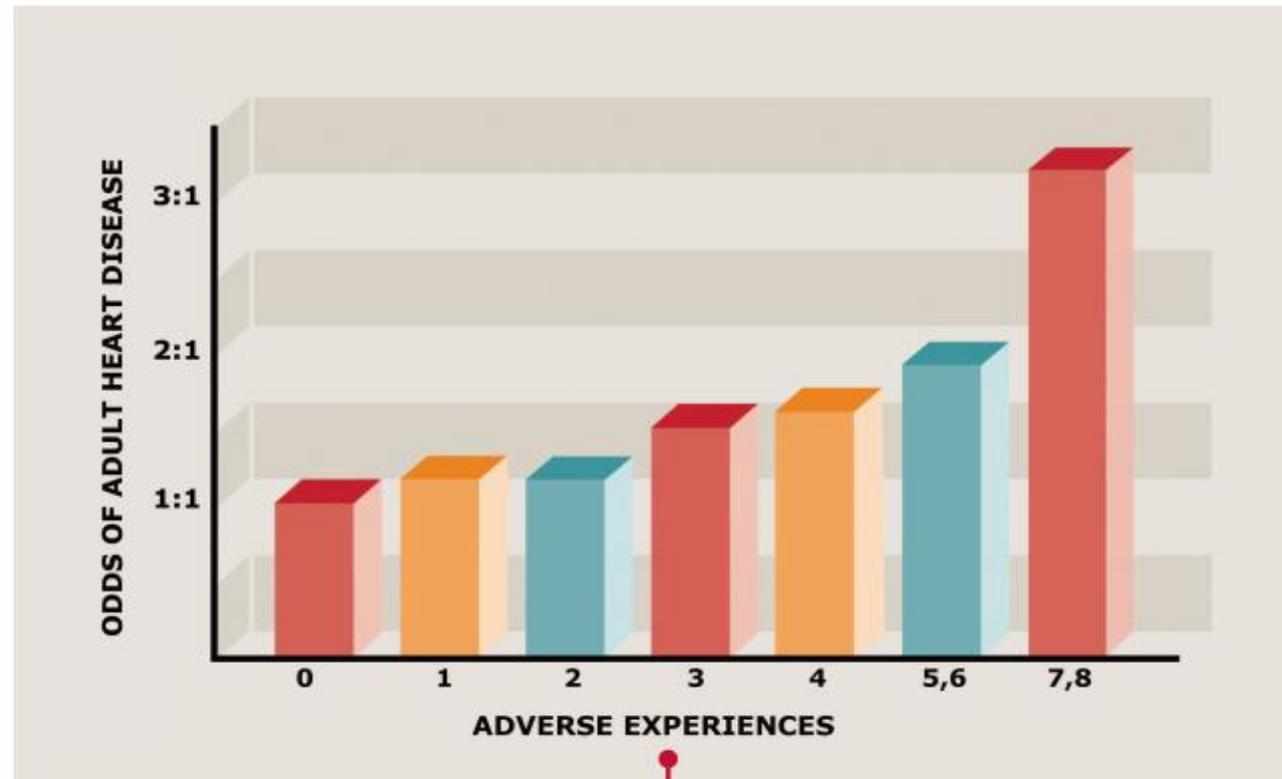


Source: [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)



# 5 Numbers to Remember About Early Childhood Development

**3:1** 3:1 ODDS OF ADULT HEART DISEASE AFTER 7-8 ADVERSE CHILDHOOD EXPERIENCES



Source: [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)



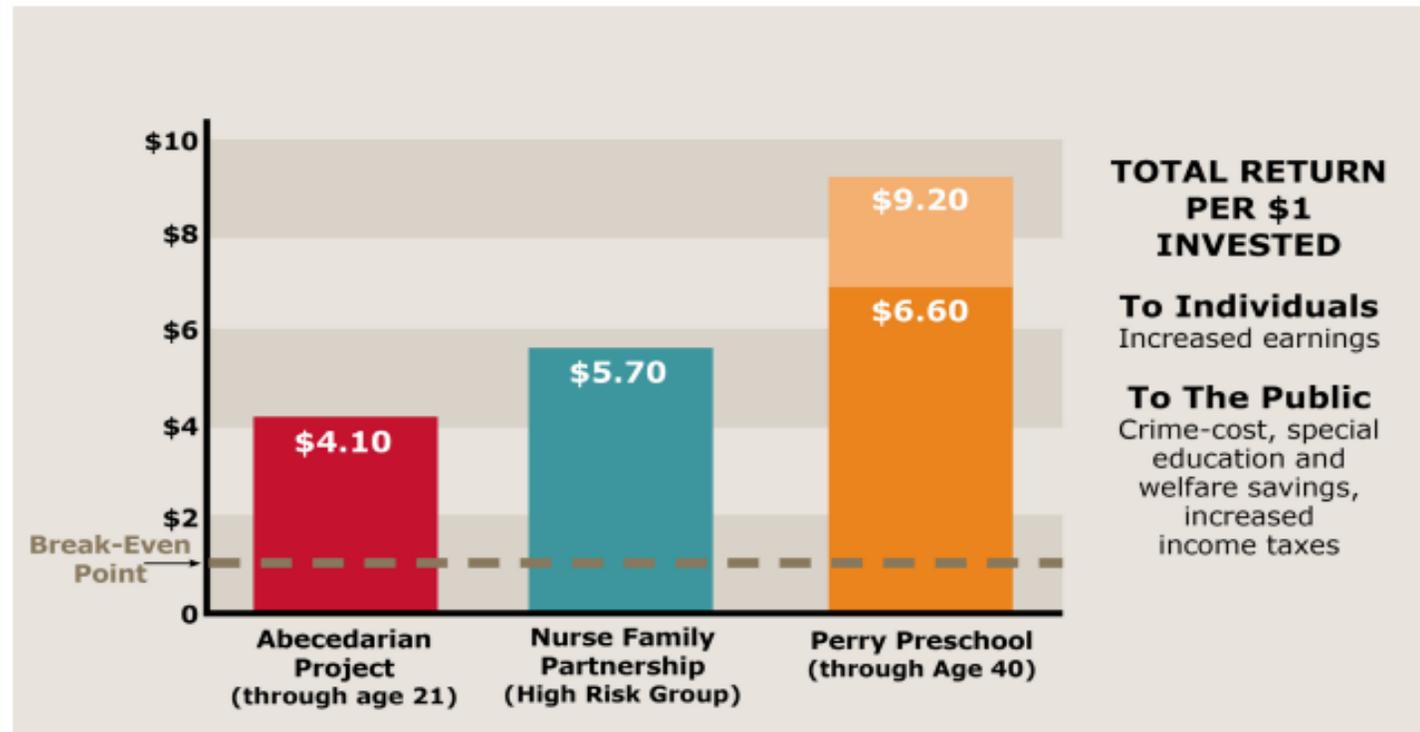
# Childhood Adversity, ACEs, Trauma & Toxic Stress

- **Childhood Adversity:** Circumstances that pose a serious threat to a child's physical or psychological well-being.
- **Adverse Childhood Experiences:** a specific subset of child adversities including abuse, neglect and household dysfunction that have been researched and found to be linked to poor health outcomes later in life.
- **Trauma:** A possible outcome of exposure to adversity, occurring when a person perceives an event as extremely frightening, harmful or threatening. Impacts every child differently depending on individual, family and environmental risk and protective factors.
- **Toxic Stress:** Can occur when a child experiences adversity that is extreme, long-lasting and severe leading to prolonged activation of the bodies stress response system.



# 5 Numbers to Remember About Early Childhood Development

4-9 \$4 - \$9 IN RETURNS FOR EVERY DOLLAR INVESTED IN EARLY CHILDHOOD PROGRAMS



Source: [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)



# The Wraparound Struggle...

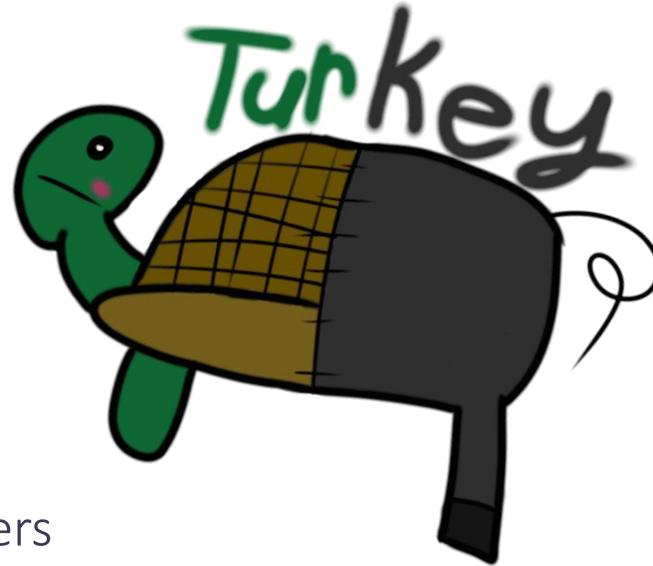
Engagement, engagement,  
engagement...

Meaningful strategies

Team members  
identified & prepped

Fun Child & Family Team Meetings

Caregivers guilt/shame/identity



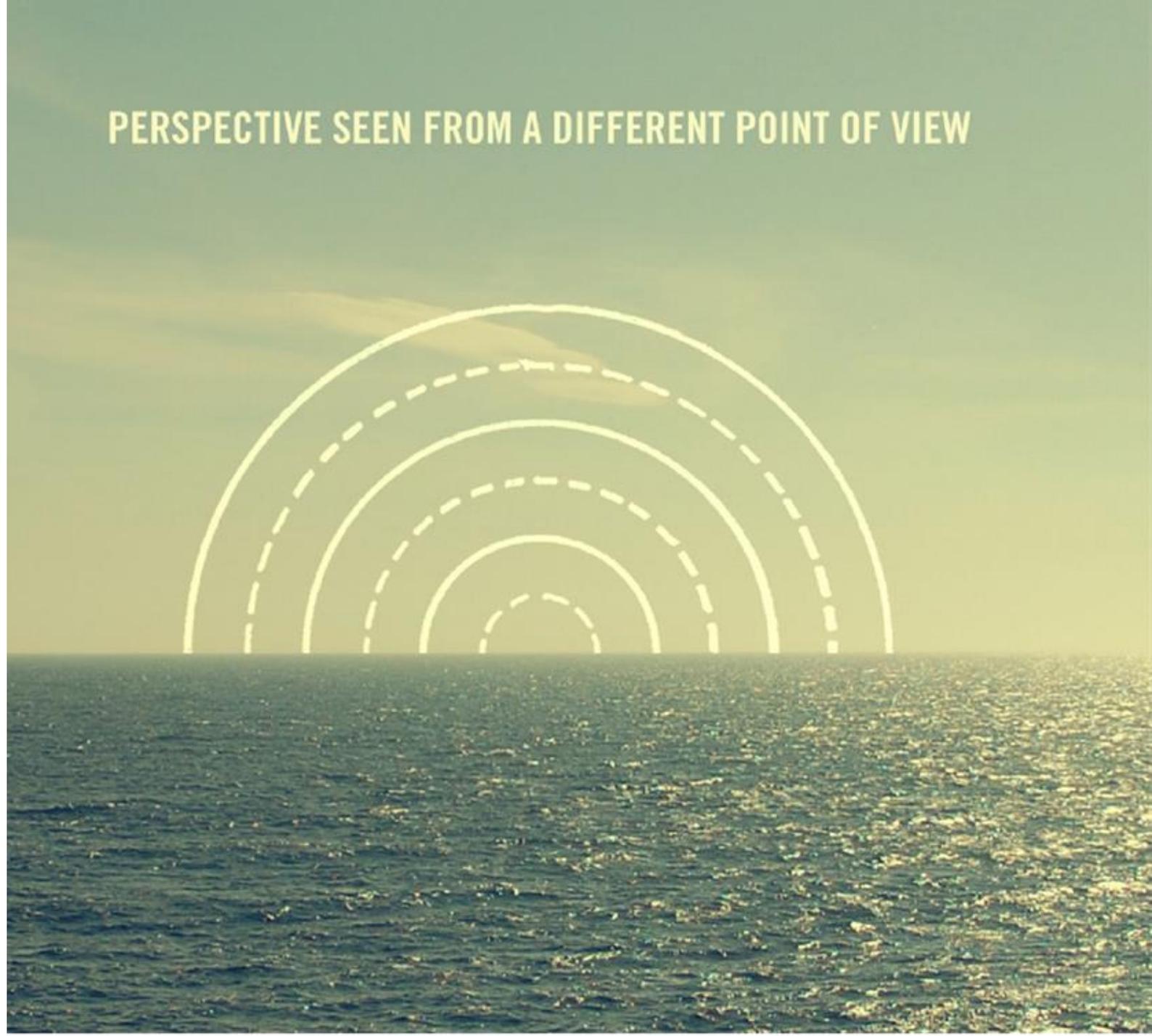
Discovering Underlying Needs  
that are meaningful and deep  
for all

Comprehensive Family Stories

Identifying appropriate/good fit kids &  
their families with Wraparound

NWIA

- Studies show that adults (based on their own culture and experiences) often have a range of differences in their expectations of children's behavior – which influences their interactions (e.g. more or less hands on) and has an impact on children's understanding about expectations in the classroom.
- Culturally-based beliefs affect how we perceive and our related responses to given behaviors delivered in different ways.





# Bronfenbrenner's Ecological Model

- Context, context, context
- Recognizes larger forces at work in influencing behavior
- Development is the result of the relationships between people and their environments
  - Cannot evaluate a child's development only in the immediate environment
  - Must also examine the interactions among the larger environments that a child develops in

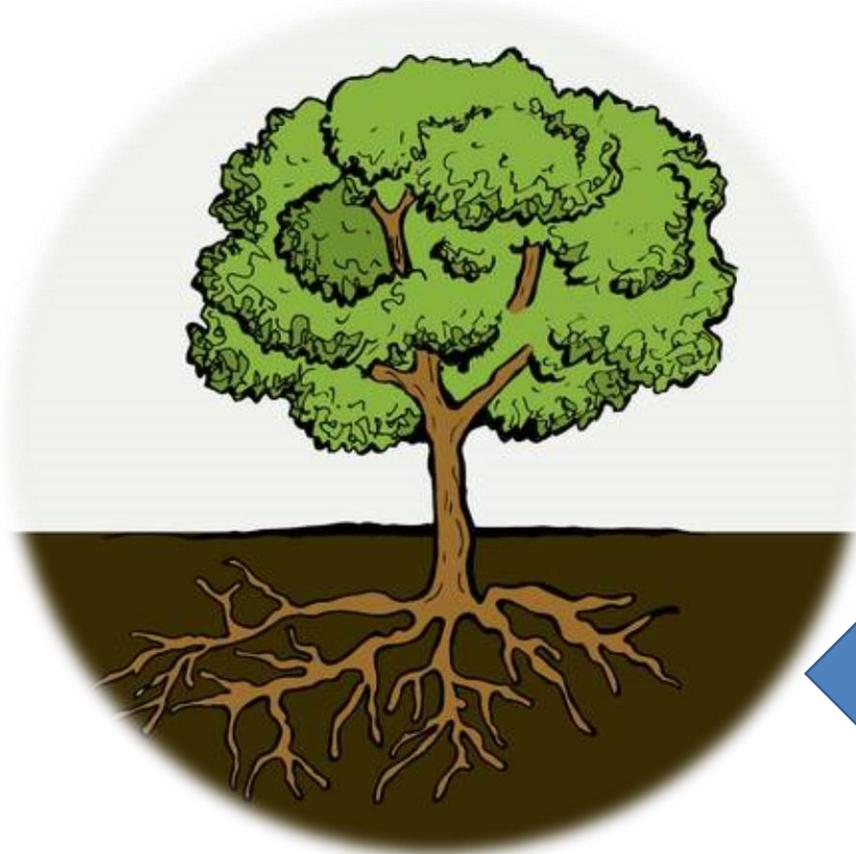
*How does the world around the child help or hinder development?*

# ENGAGEMENT Who? How? What?



# Underlying Needs

- Brainstormed from the comprehensive family story
- Developmentally appropriate
- For **all** family members; everyone has a need!



← UNDERLYING NEEDS



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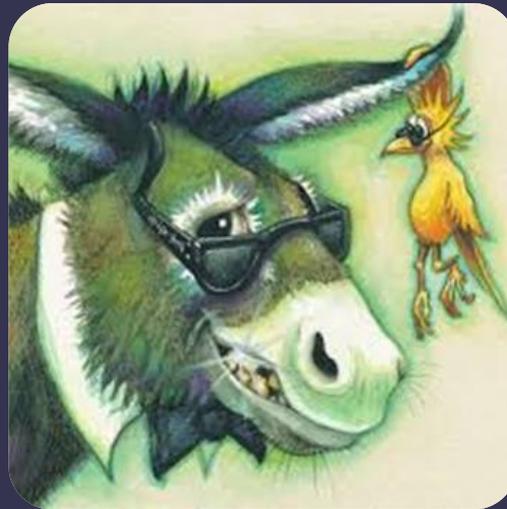


Questions



## Activity: No More **W o N k Y!**

1. Write down 2 biggest takeaway's from todays session that you can implement right away?
2. How will doing these help to ensure that Wraparound is *less wonky*, and more relevant for families?



NWIA

# Contact Information

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