

Preventing Toxic Stress by Promoting Relational Health and Resilience

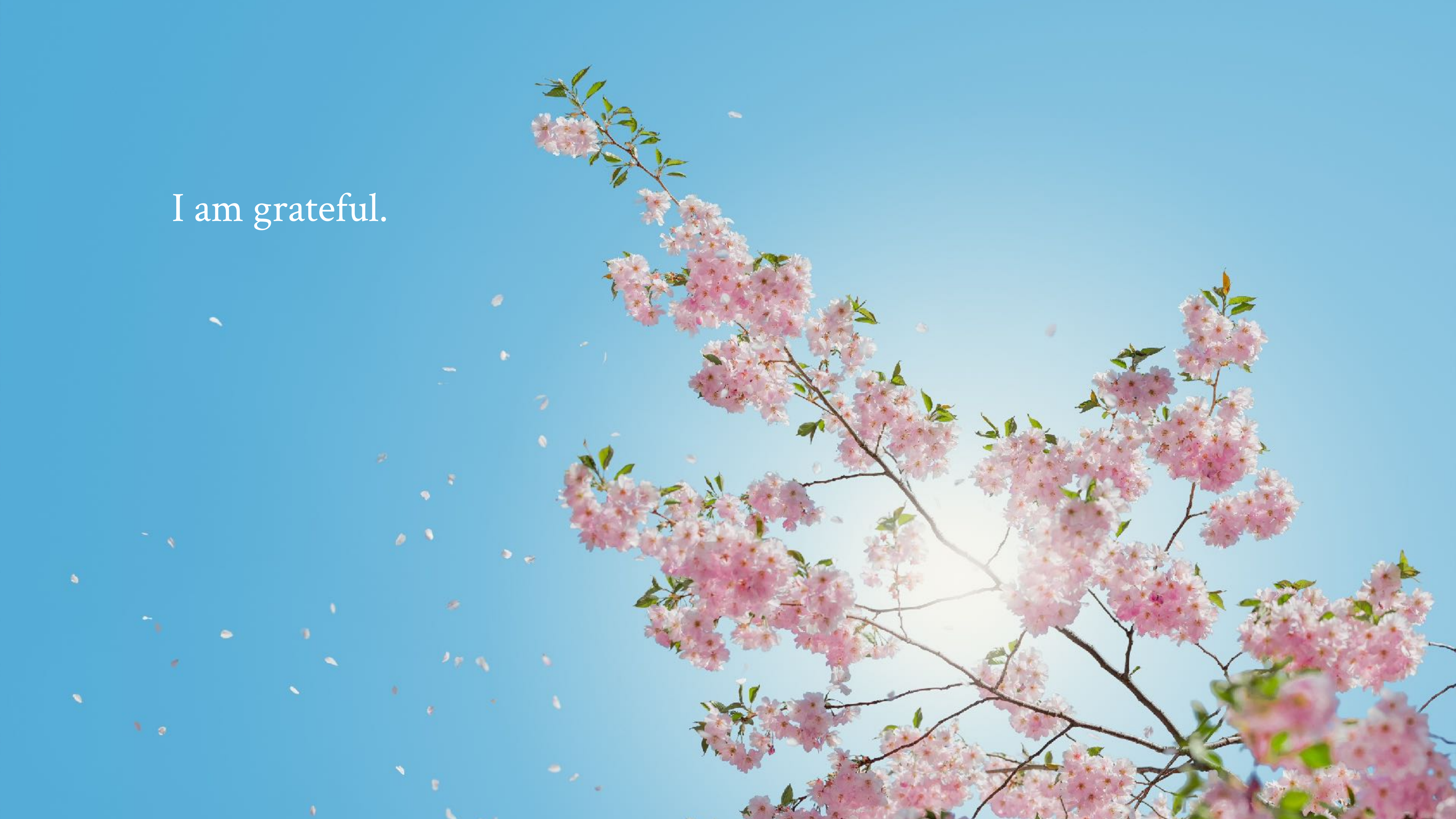
Helping children and families thrive through safe, stable, and nurturing relationships

MBF Lunch and Learn
National School Counseling Week
02/09/24

Stan Sonu, MD/MPH
Internal Medicine & Pediatrics
Emory University School of Medicine
Medical Director, Child Advocacy (CHOA)
Strong4Life | Health-Law Partnership (HeLP)



I am grateful.





This presentation is
about ~~doing~~ being.

Childhood trauma is the number one public health crisis in the United States that is **hidden in plain sight**.



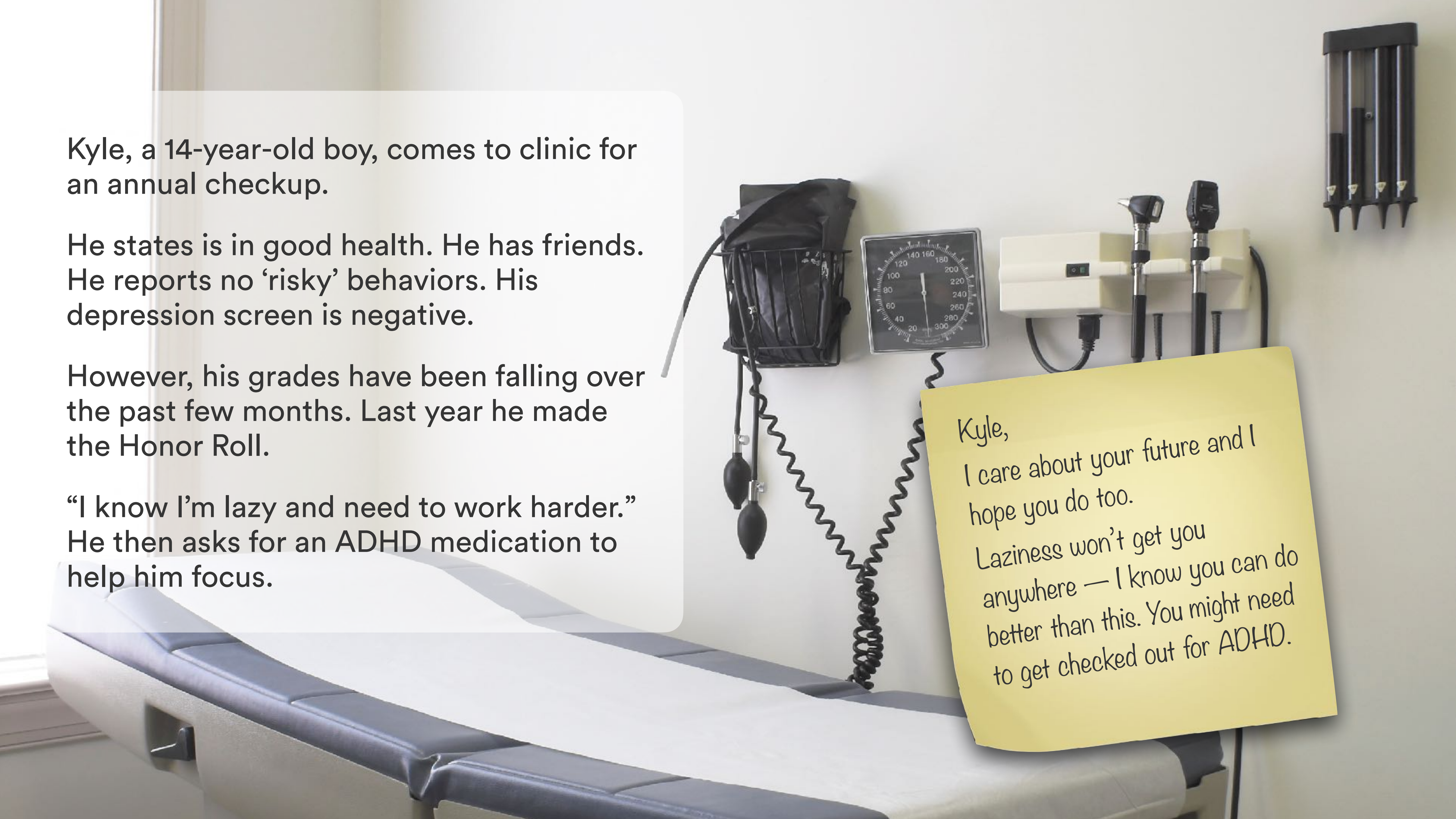
Dr. Robert K. Ross
Pediatrician
CEO, California Endowment

Kyle, a 14-year-old boy, comes to clinic for an annual checkup.

He states is in good health. He has friends. He reports no 'risky' behaviors. His depression screen is negative.

However, his grades have been falling over the past few months. Last year he made the Honor Roll.

"I know I'm lazy and need to work harder."
He then asks for an ADHD medication to help him focus.



Kyle,
I care about your future and I
hope you do too.
Laziness won't get you
anywhere — I know you can do
better than this. You might need
to get checked out for ADHD.

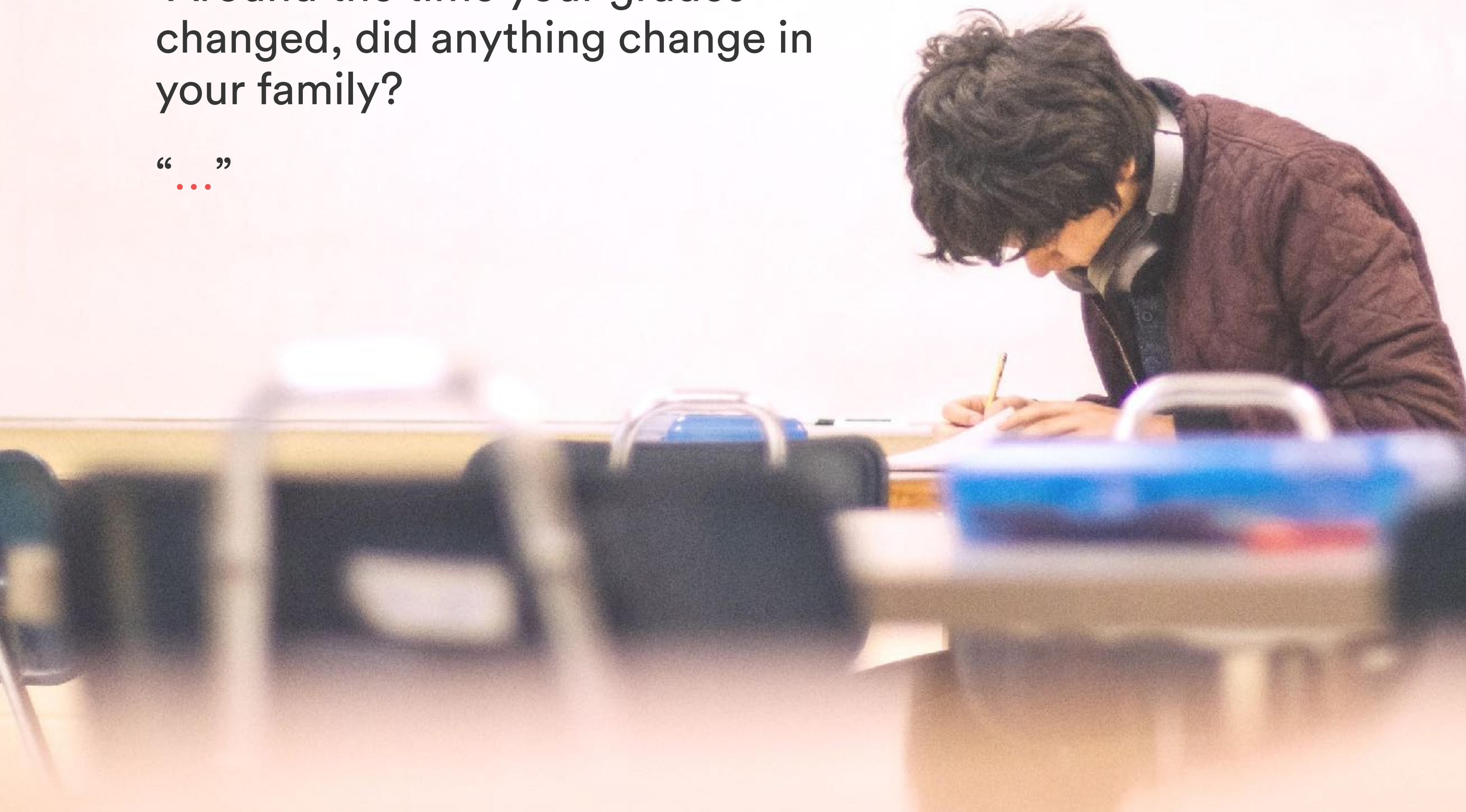
“What’s been happening at home?”

“What do you mean?”

“Around the time your grades changed, did anything change in your family?”

“ ... ”

		of (co)	
12/19 Polar FA questions	B	12/10	A
12/16 Semester Exam 9-11 AM: 1A 12-2 PM: 3A	A	12/17 Semester Exam 9-11 AM: 1B 12-2 PM: 3B	B
12/23		12/24	





What is often seen as the

PROBLEM

may, in fact, be the

SOLUTION

or

SIGNAL

TRAUMA & ADVERSITY



LIFECOURSE



**DYSREGULATION
DYSFUNCTION (SOCIAL)
DISEASE
DISABILITY
DEATH (PREMATURE)**

ADVERSE CHILDHOOD EXPERIENCES STUDY

“The ACEs Study”



Centers for Disease
Control and Prevention



KAISER
PERMANENTE

ADVERSE CHILDHOOD EXPERIENCES

ABUSE



Physical abuse



Emotional abuse



Sexual abuse

NEGLECT



Physical neglect



Emotional neglect

HOUSEHOLD STRESS



Mental illness



Substance abuse



Domestic violence



Incarceration



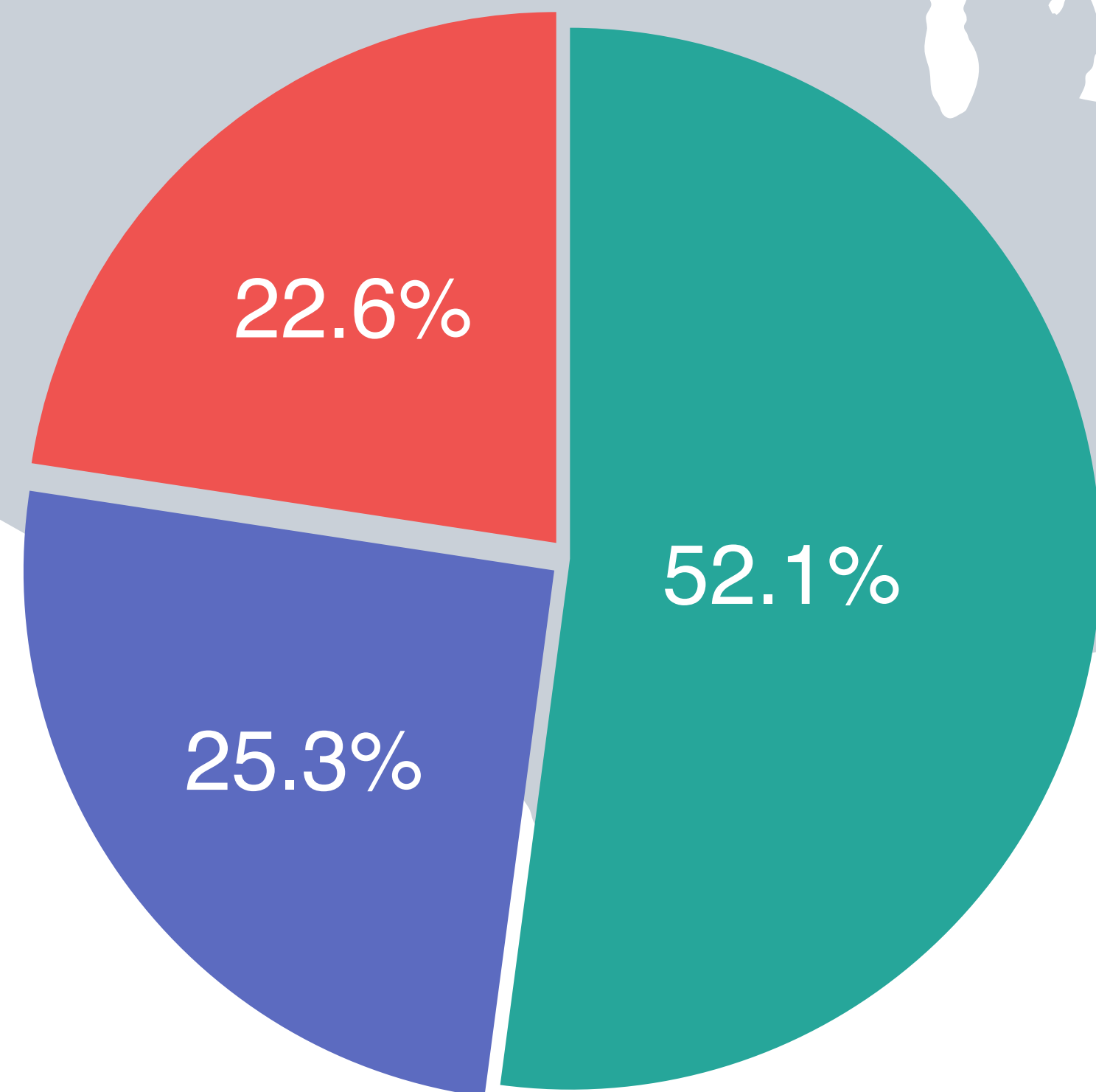
Parental separation /
Divorce

- Phase I data published in 1998
- >17,00 adults total (phases I and II combined)
- Relatively affluent participant group
- Key findings...

ACES ARE COMMON AND CLUSTER TOGETHER

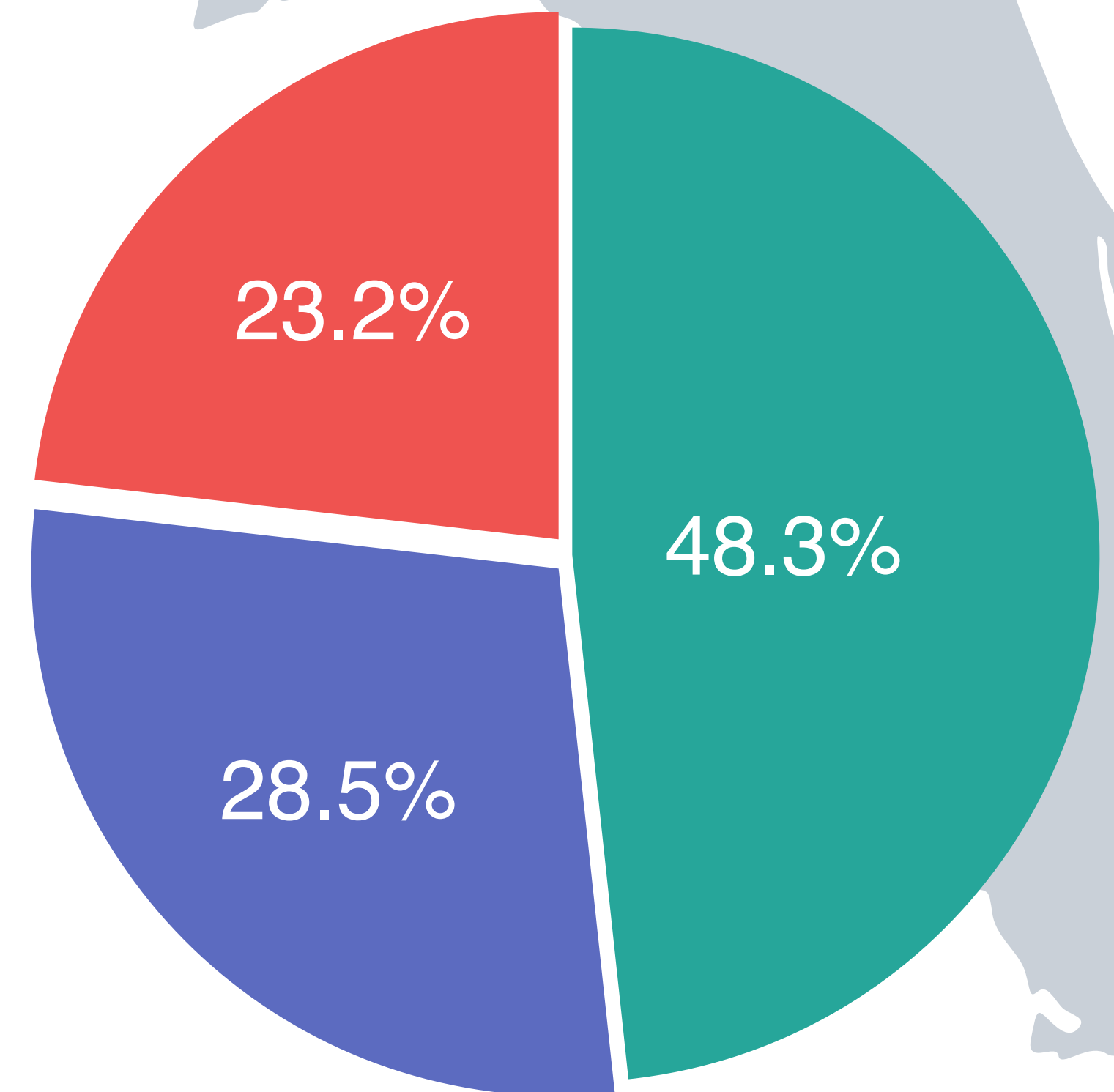
Prevalence of ACEs Among Children Aged 0-17 Years

NATIONALLY



2011/2012 NSCH

FLORIDA (2011-2012)



Holicky, A., Phillips-Bell, G.
(2016 December). Florida Life
Course Indicator Report;
Tallahassee, FL: FL Department
of Health

ACES ARE **COMMON** AND **CLUSTER** TOGETHER

ACES ARE ASSOCIATED WITH A MULTITUDE OF POOR
HEALTH, BEHAVIORAL, & SOCIAL OUTCOMES

MORE ACES



INCREASED RISK OF:



Health risk
behaviors



Mental health
problems



Chronic
disease



School
problems



Unmet social
needs

ACE-Associated Health Conditions: Pediatrics

CHRONIC CONDITIONS

Symptom or Health Condition	For ≥ X ACEs (compared to 0)	Odds Ratio
Asthma ^{26, 33}	4	1.7 - 2.8
Allergies ³³	4	2.5
Dermatitis and eczema ³⁹	3*	2.0
Urticaria ³⁹	3*	2.2
Increased incidence of chronic disease, impaired management ²⁵	3	2.3
Any unexplained somatic symptoms ²⁵ (eg, nausea/vomiting, dizziness, constipation, headaches)	3	9.3
Headaches ³³	4	3.0

Odds ratios compare outcomes in individuals with > 4 ACEs to those with 0 ACEs, except where specified

POOR HEALTH STATUS

Enuresis; encopresis ⁵	--	--
Overweight and obesity ³	4	2.0
Failure to thrive; poor growth; psychosocial dwarfism ^{5, 2, 41}	--	--
Poor dental health ^{16, 22}	4	2.8
Increased infections ³⁹ (viral, URIs, LRTIs and pneumonia, AOM, UTIs, conjunctivitis, intestinal)	3*	1.4 - 2.4
Later menarche ⁴⁰ (≥ 14 years)	2*	2.3
Sleep disturbances ^{5 31}	5**	PR 3.1

DEVELOPMENTAL DELAY
ACADEMIC CHALLENGES

Developmental delay ³⁰	3	1.9
Learning and/or behavior problems ³	4	32.6
Repeating a grade ¹⁵	4	2.8
Not completing homework ¹⁵	4	4.0
High school absenteeism ³³	4	7.2
Graduating from high school ²⁹	4	0.4

MENTAL HEALTH PROBLEMS

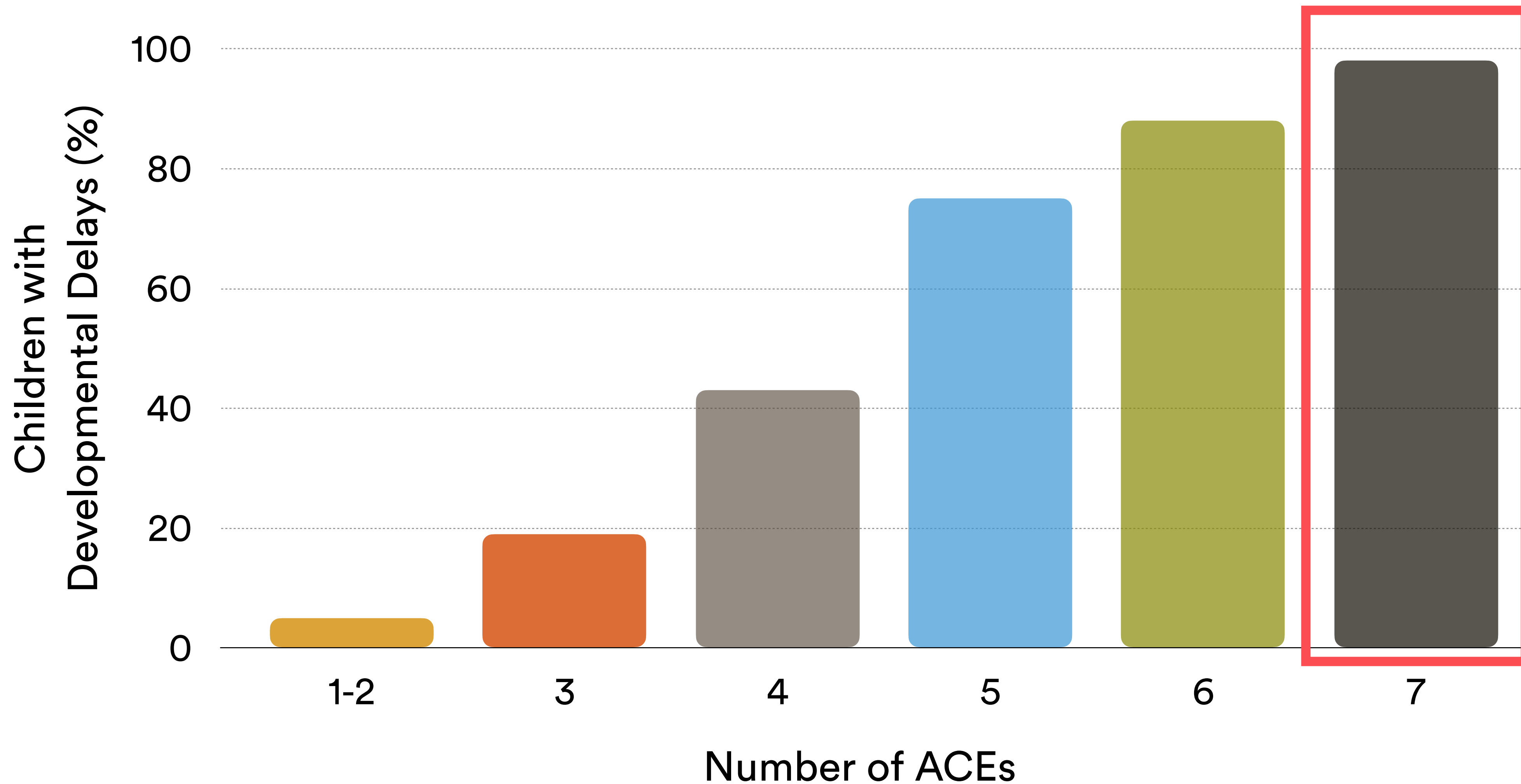
Aggression; physical fighting ²⁸	For each additional ACE	1.9
Depression ²⁹	4	3.9
ADHD ⁴²	4	5.0
Any of: ADHD, depression, anxiety, conduct/behavior disorder ³⁰	3	4.5
Suicidal ideation ²⁸		1.9
Suicide attempts ²⁸	For each additional ACE	1.9 - 2.1
Self harm ²⁸		1.8

HIGH RISK BEHAVIORS

First use of alcohol at < 14 years ⁷	4	6.2
First use of illicit drugs at < 14 years ¹⁰	5	9.1
Early sexual debut ²¹ (<15-17 y)	4	3.7
Teenage pregnancy ²¹	4	4.2

ACE Screening Clinical Workflows, ACEs and Toxic Stress Risk Assessment Algorithm, and ACE-Associated Health Conditions: For Pediatrics and Adults. ACEs Aware. April 2020

DEVELOPMENTAL DELAY AND ACEs



ACEs & Measures of Academic Risk

Kindergarten - 6th grade

ACADEMIC FAILURE



3.4x

ATTENDANCE PROBLEMS



4.9x

BEHAVIOR PROBLEMS



6.9x

≥ 2 SCHOOL PROBLEMS

Academic failure | Attendance problems | Behavioral problems

**NO
ACEs**

12%
Prevalence

Childhood trauma is the top predictor of misbehavior leading to school suspension and the number two predictor of academic failure.
- Dr. Robert Ross

**THREE OR MORE
ACEs**

52%
Prevalence

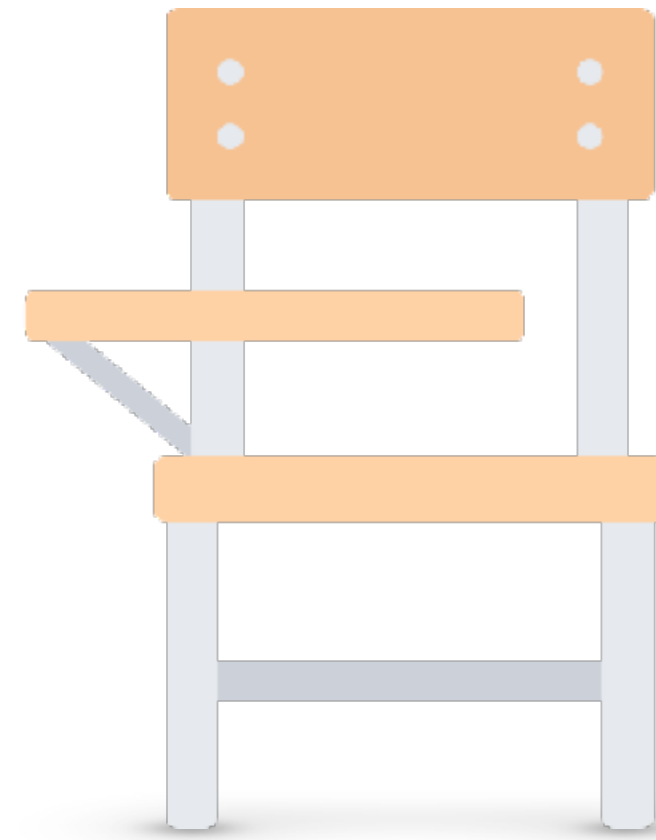


33x

MORE LIKELY

LEARNING OR
BEHAVIORAL
PROBLEMS

ADHD and ACEs



4x

greater risk of having the diagnosis of ADHD
among children with ≥ 4 ACEs

ADVERSE **CHILDHOOD** EXPERIENCES



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ADVERSE CHILDHOOD EXPERIENCES



ADVERSE COMMUNITY ENVIRONMENTS

Unaffordable housing

Community violence

Racism

Poverty

Joblessness

ADVERSE COLLECTIVE HISTORICAL EVENTS

Holocaust

Slavery

Genocide

Mass incarceration

Forced displacement

COVID


Russia-Ukraine War

Israel-Palestine War

ACES ARE **COMMON** AND **CLUSTER** TOGETHER


ACES ARE ASSOCIATED WITH A MULTITUDE OF POOR
HEALTH, BEHAVIORAL, & SOCIAL OUTCOMES

ACES DISRUPT HEALTHY
BRAIN DEVELOPMENT



OUTCOMES IN CHILDREN: WHAT'S THE THEME?

- Developmental delay
- Emotional dysregulation
- Impulsivity, hypervigilance
- ADHD
- Depression
- Anxiety
- Learning problems
- School suspensions
- School expulsions
- School attrition
- Juvenile delinquency
- Substance use disorders
- Bullying



OUTCOMES IN CHILDREN: WHAT'S THE THEME?

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Understanding the power of traumatic events
to shape the brain helps us to better determine
what a child needs to heal.

Perry and Ludy-Dobson

The Role of Health Relational in Buffering the Impact of Childhood Trauma



Behavioral patterns arising from
ACEs or trauma are normal
reactions to abnormal events

Stress





STRESS RESPONSE SYSTEM



SYMPATHETIC NERVOUS SYSTEM & HPA AXIS

↑ cortisol, epinephrine, adrenaline, cytokines



Increased
heart rate & BP

Bronchial dilatation

Increased muscle
contraction

Decreased urinary
output

Decreased gut
motility

Pupillary dilatation

STRESS RESPONSE SYSTEM OUTPUTS

- FIGHT -



- FLIGHT -



STRESS RESPONSE SYSTEM OUTPUTS

- FIGHT -



- FLIGHT -



- FREEZE -



STRESS RESPONSE SYSTEM

OUTPUTS

- FIGHT -



**HYPERVIGILANCE
RAGE
IRRITABILITY**

- FLIGHT -



**AVOIDANCE
ANXIETY
PANIC
HYPERACTIVITY**

- FREEZE -



**DEPRESSION
EXHAUSTION
NUMBING
DISSOCIATION**

Manifestations of toxic stress in the classroom:



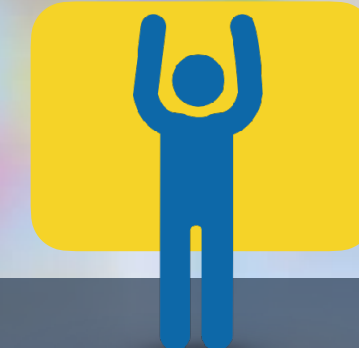
HYPERVIGILANT STATE: “ACTING OUT”

- Combative
- Hot tempered, explosive affect
- Impulsive, invades others' space
- Hyper-competitive



AVOIDANT STATE: “CHECKED-OUT”

- Procrastination, hasty work
- Does not ask for help
- Perfectionism
- Impulsive, gets up without asking



DISSOCIATED STATE “ABSENT-MINDED”

- Inattentive
- Difficulty concentrating
- Poor memory
- Numb affect
- Ill-timed daydreaming

PHYSICAL COMPLAINTS:

Unexplained stomach aches, headaches, chest pain, anxiety

TYPES OF STRESS RESPONSES

POSITIVE



A normal and essential part of healthy development

EXAMPLES

*getting a vaccine,
first day of school*

TOLERABLE



Response to a more severe stressor, limited in duration

EXAMPLES

*loss of a loved one,
a broken bone*

TOXIC



Experiencing strong, frequent, and/or prolonged adversity

EXAMPLES

*physical or emotional abuse,
exposure to violence*



Multifaceted Impact of Trauma and Toxic Stress on Students



A landscape photograph showing a sharp horizontal divide between a brown, plowed field on the left and a green, grassy field on the right. The sky is overcast with soft, grey clouds. The text is centered in the upper half of the image.

If you always do what you've always done, you'll always get what you always got.

- Henry Ford


Adversity is not destiny



Resilience

The ability to adapt and succeed in
the face of significant adversity





**Safe, stable, nurturing,
and attuned relationships
are the most important
factors in promoting
healthy brain development
and resilience.**

**Adversity makes us vulnerable,
but healthy relationships protect us**

Resilience transforms potential toxic stress into tolerable stress.

**TRAUMAS,
ADVERSITIES**

**PROTECTIVE
FACTORS**

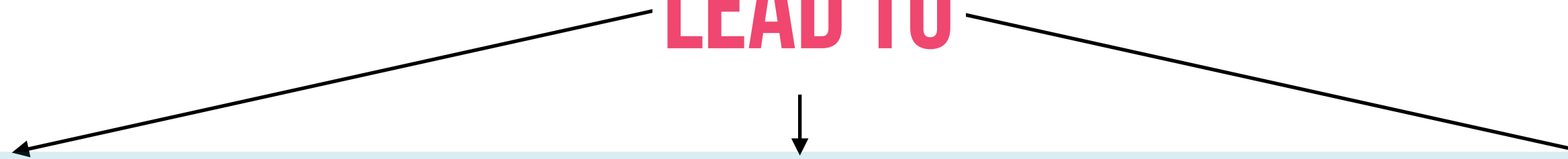




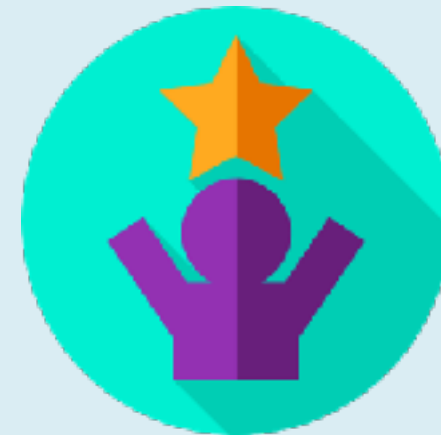
Social connections

(safe, stable, nurturing relationships)

LEAD TO



INDICATORS OF RESILIENCE



**Developmental
skill mastery**



Self-regulation skills



Self-efficacy
(belief in one's self)

Why are *positive experiences* so important?



NEUROPLASTICITY

the ability of the nervous system to reorganize its structure, functions, or connections in response to intrinsic or extrinsic stimuli

RELATIONAL HEALTH

The capacity to develop and maintain safe, stable, nurturing, and attuned relationships with others.

- Healthy brain development
- Prevention of toxic stress
- Promotes resilience and flourishing*



Garner A, Yogman M. Preventing Childhood Toxic Stress: Partnering With Families and Communities to Promote Relational Health. *Pediatrics*. 2021;148(2):e2021052582.

Promoting Relational Health

1



**Put on our
own oxygen
mask first**

2



**Understand the
science of
adversity,
development, etc**

3



**Promote a trauma-
informed culture**

4



**Focus on
relationships
and
flourishing**



**Put on our
own oxygen
mask first**

Relational health is most optimal
when we are able to be
our most authentic and integrated selves.

Personality, values,
expressions

Being connected in
mind-body,
cultivating self-awareness,
self-regulation

WE MUST NOT OVERLOOK **OUR** **OWN** EXPERIENCES

- Secondary trauma (vicarious trauma), moral distress, compassion fatigue
- **We have ACEs too**
- Our “trauma/stress responses” can show up in interactions with patients — esp when stressed, fatigued, rushed, hungry, etc



Manifestations of toxic stress in the classroom:



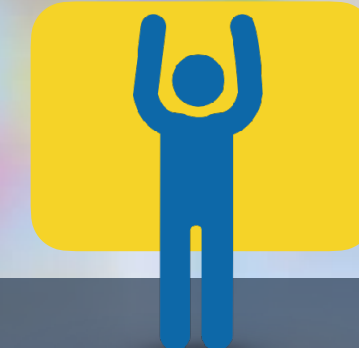
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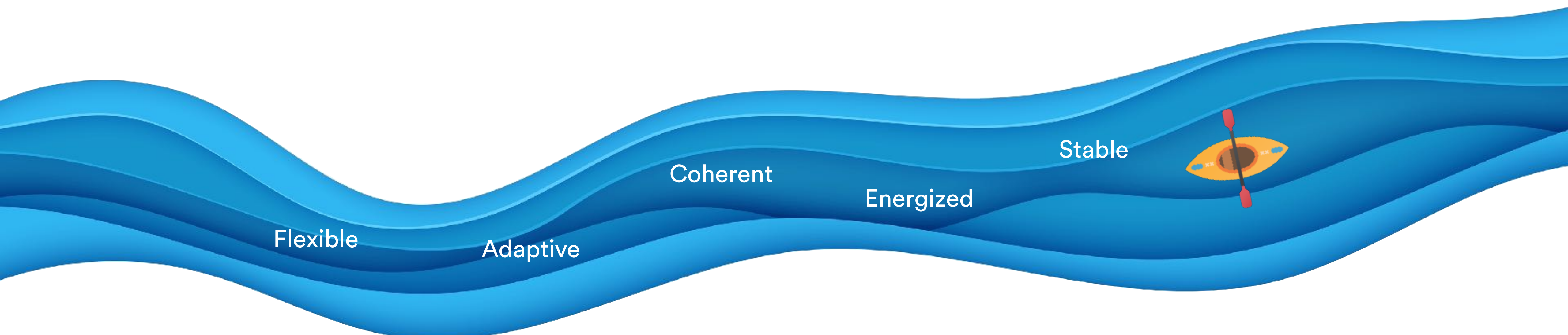


DISSOCIATED STATE “ABSENT-MINDED”

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- Difficulty concentrating
- Poor memory
- Numb affect
- Frequent daydreaming

PHYSICAL COMPLAINTS:

Unexplained stomach aches, headaches, chest pain, anxiety



Flexible

Adaptive

Coherent

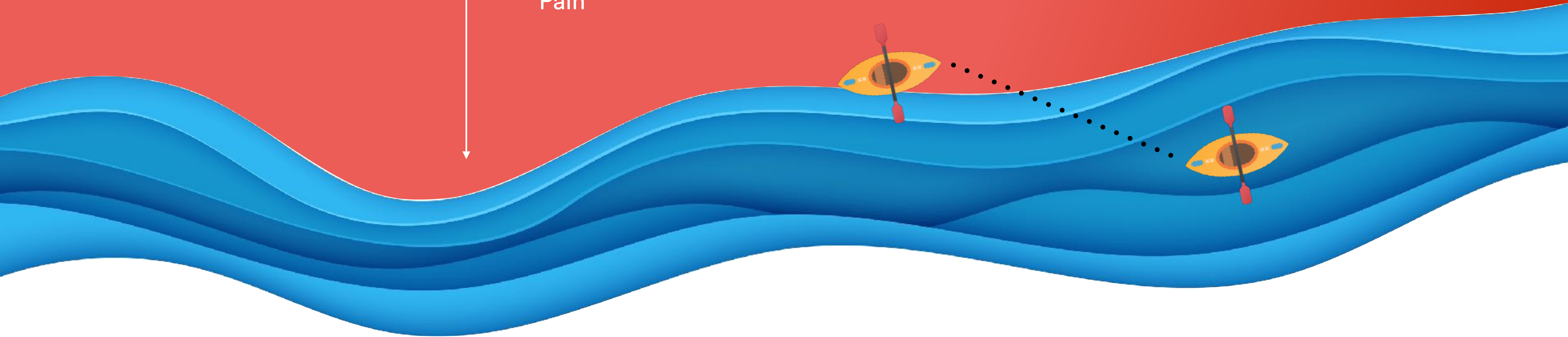
Energized

Stable

Chaos

Sympathetic overdrive

Hyperactivity
Hypervigilance
Anxiety, panic
Irritability
Rage
Pain



Chaos

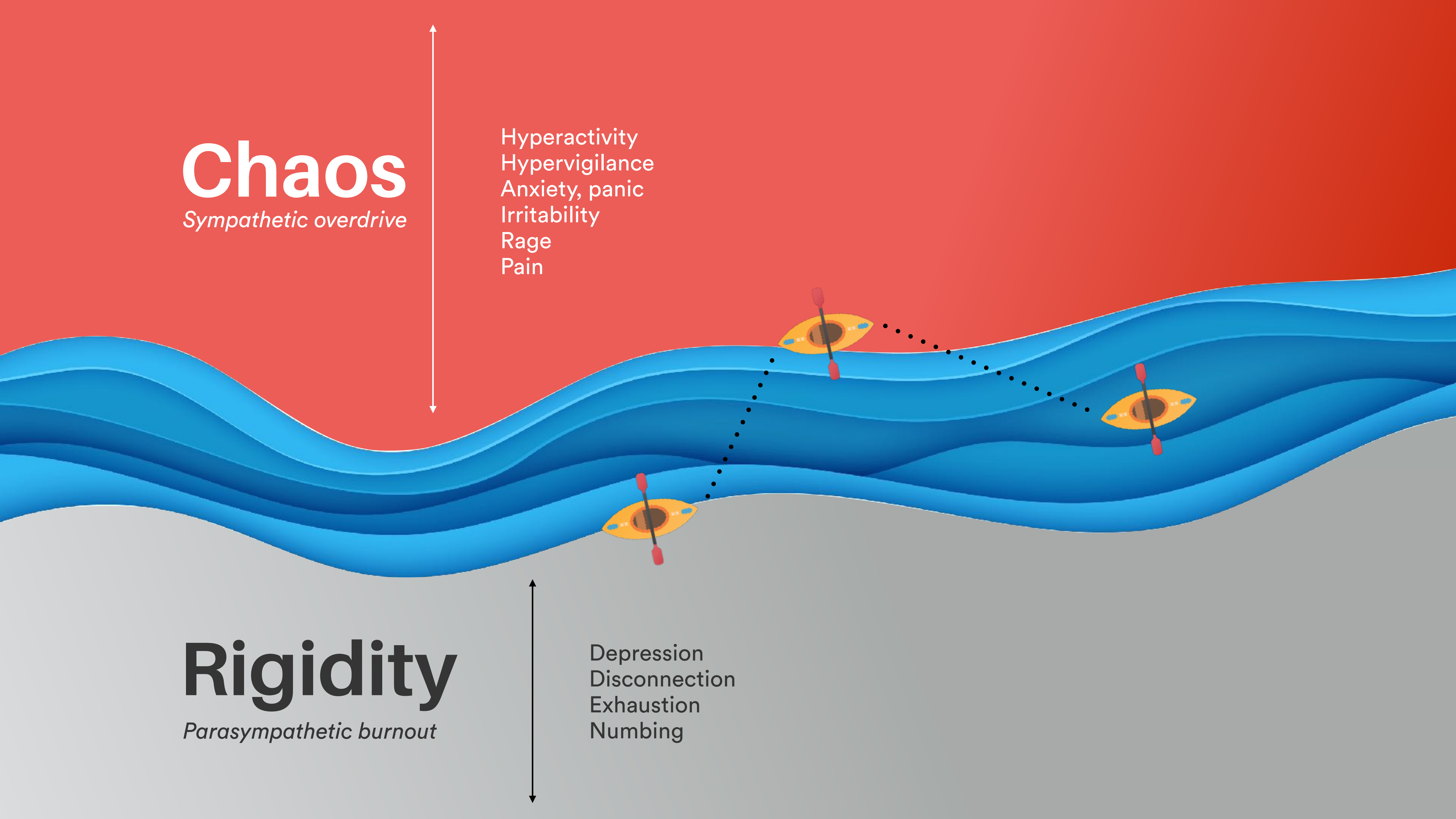
Sympathetic overdrive

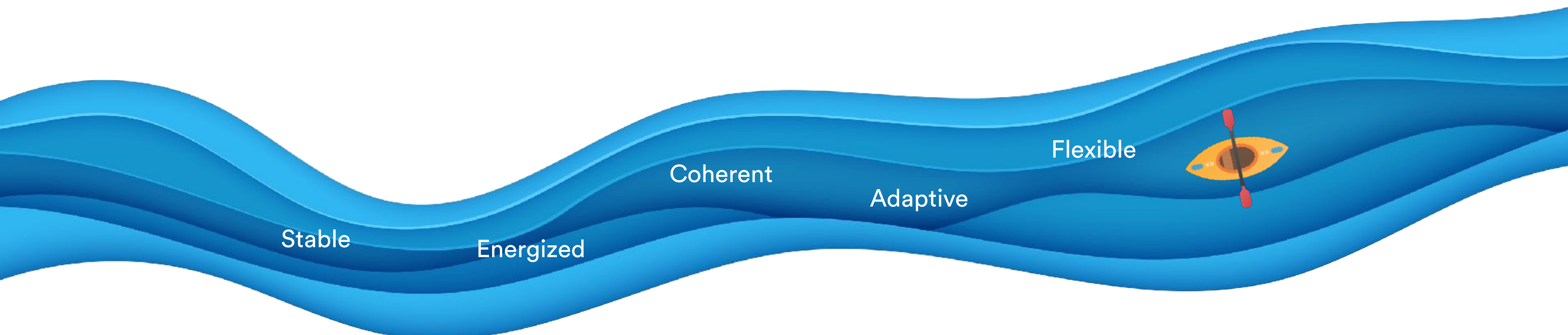
Hyperactivity
Hypervigilance
Anxiety, panic
Irritability
Rage
Pain

Rigidity

Parasympathetic burnout

Depression
Disconnection
Exhaustion
Numbing





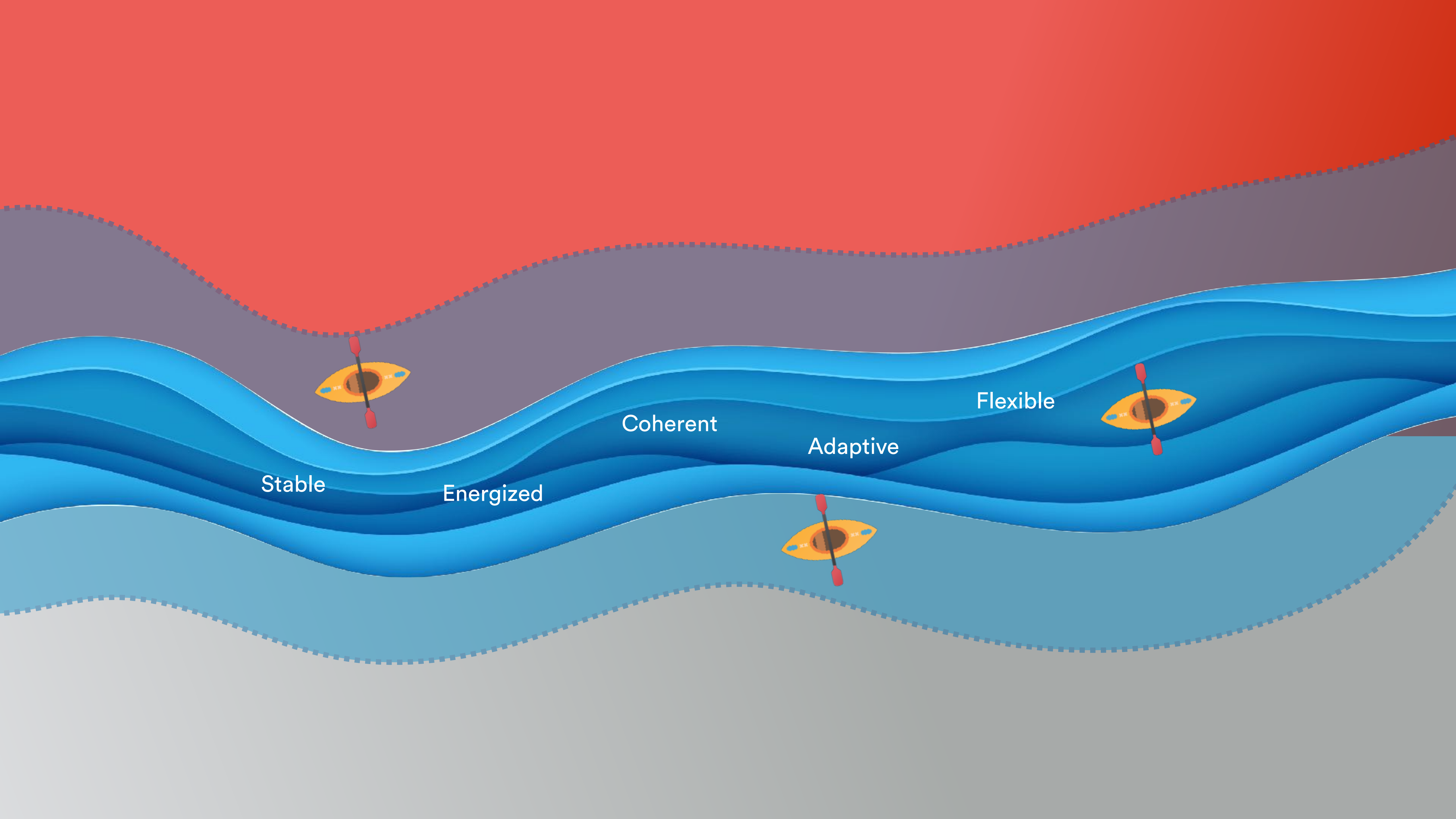
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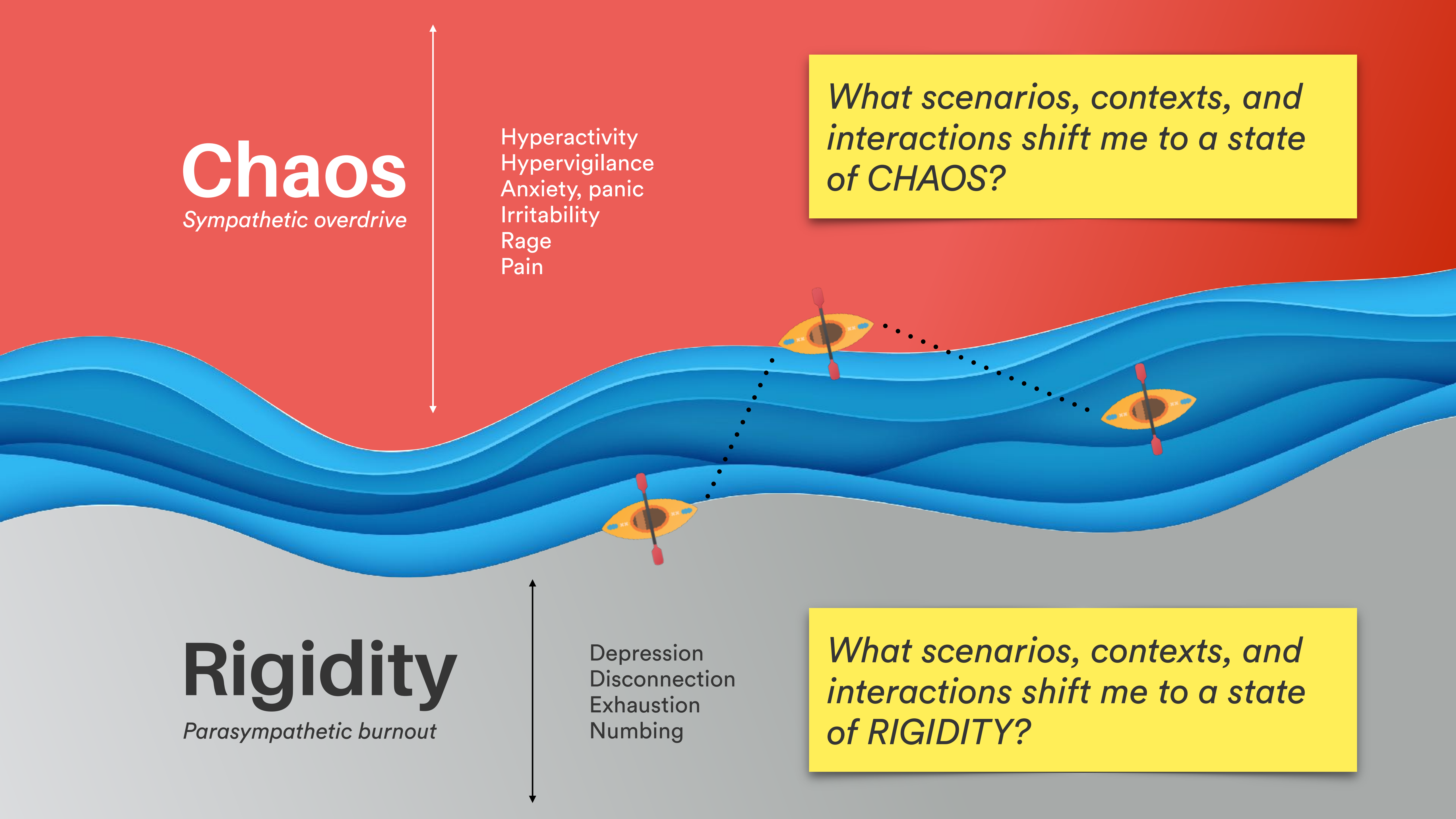
What scenarios, contexts, and interactions shift me to a state of CHAOS?

Rigidity

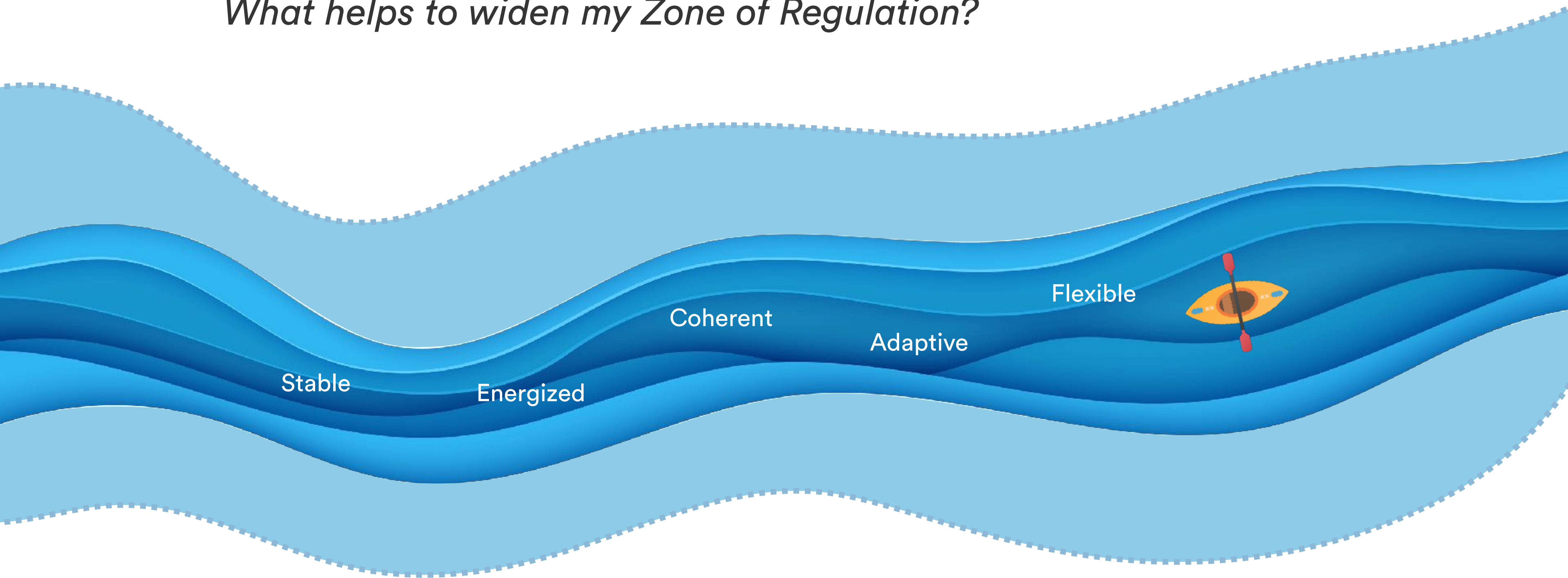
Parasympathetic burnout

Depression
Disconnection
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Numbing

What scenarios, contexts, and interactions shift me to a state of RIGIDITY?



What helps to widen my Zone of Regulation?



Promoting Relational Health

1



**Put on our
own oxygen
mask first**

2



**Understand the
science of
adversity,
development, etc**

3



**Promote a trauma-
informed culture**

4



**Focus on
relationships
and
flourishing**



**Understand the
science of
adversity,
development, etc**

When we can deepen our awareness of what's happening underneath the behavior,
we expand capacity to respond with compassion and understanding



Health risk behaviors



Job challenge

COVID

Holocaust

Slave

1.

NEUROBIOLOGICAL INTERPERSONAL (ATTUNED RELATIONSHIP) PROMOTE HEALTH

2.

EXPERIENCE ARCHITECTURE THUS

Manifestations of toxic stress in the classroom:



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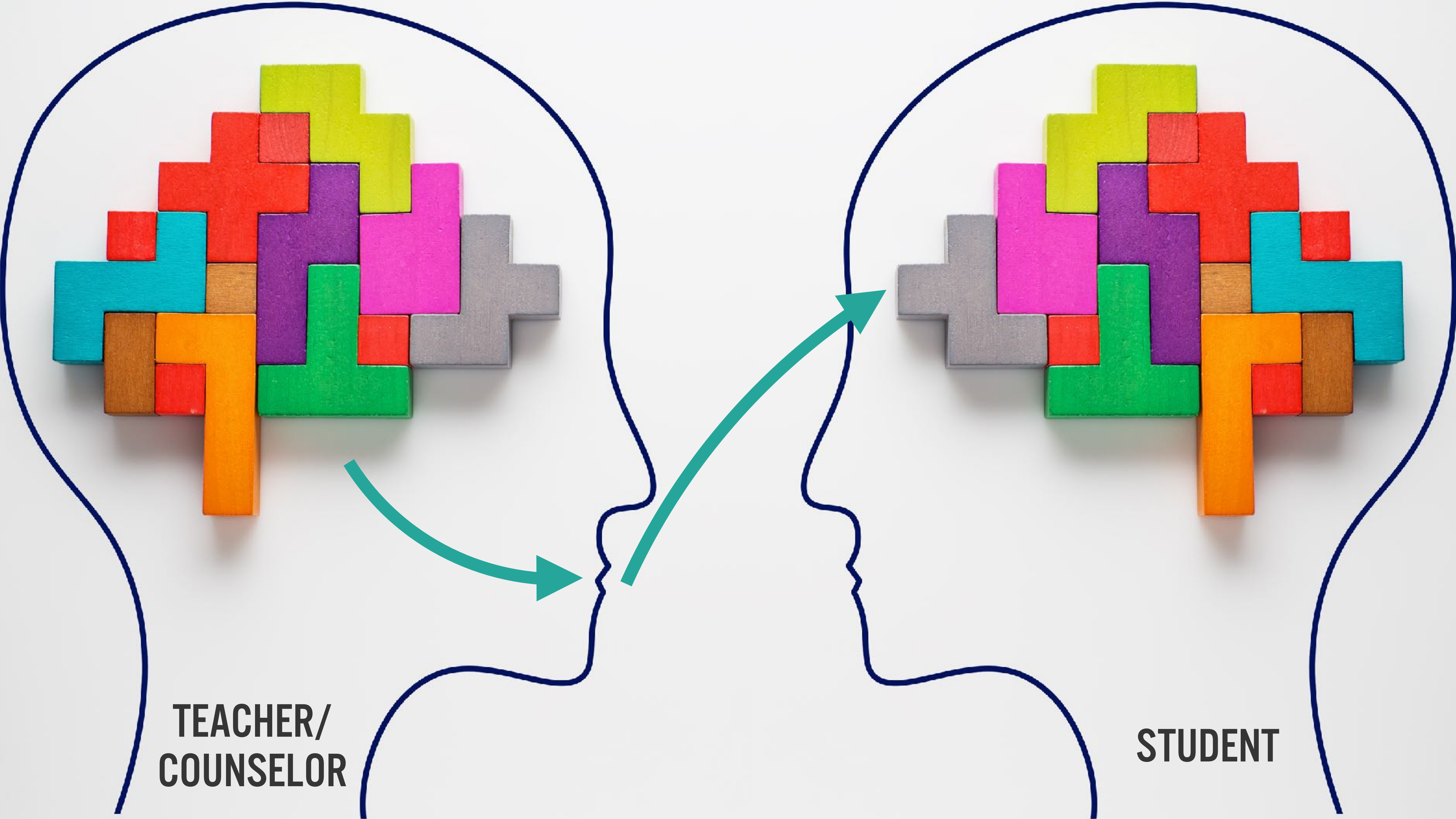
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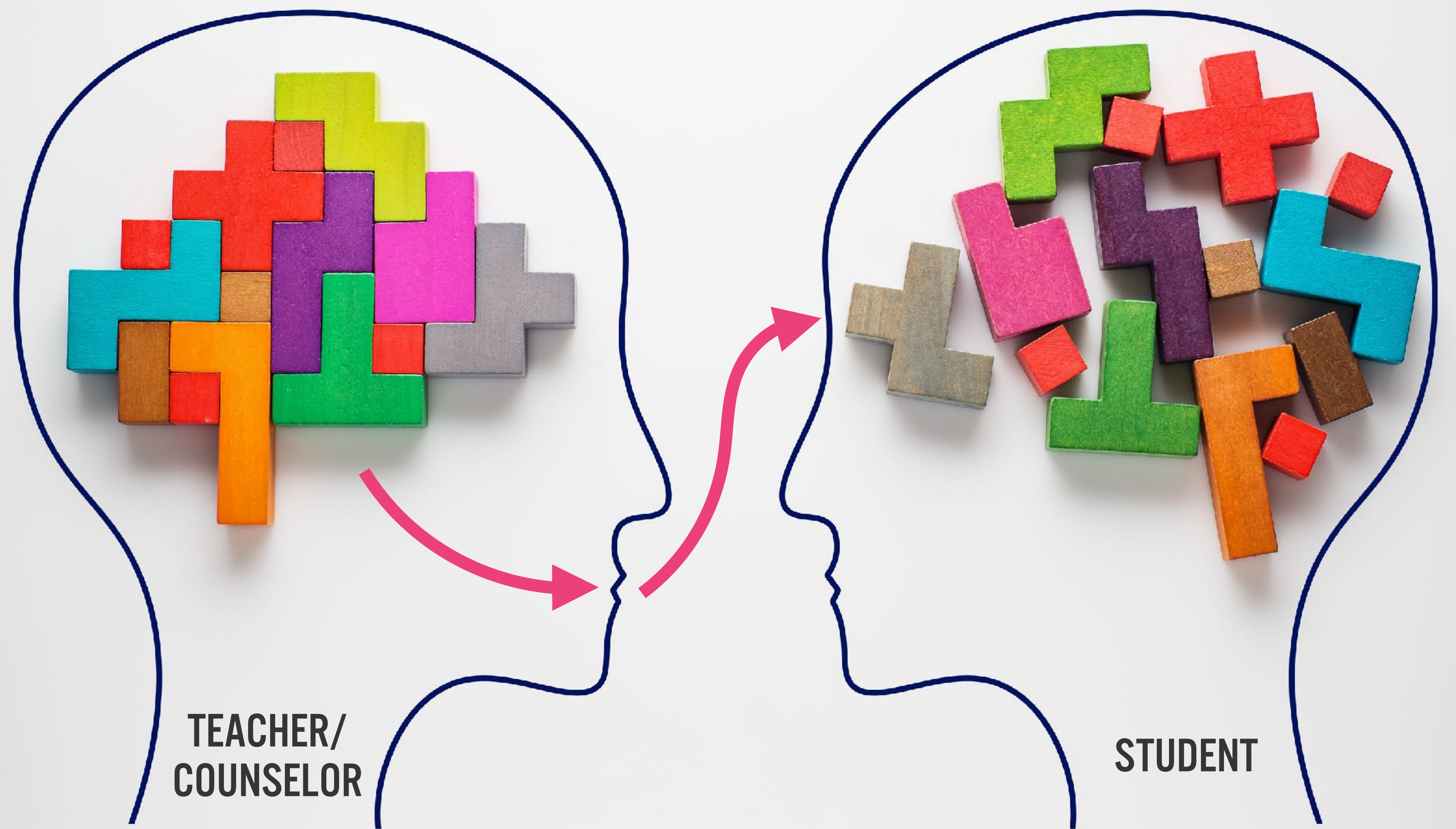
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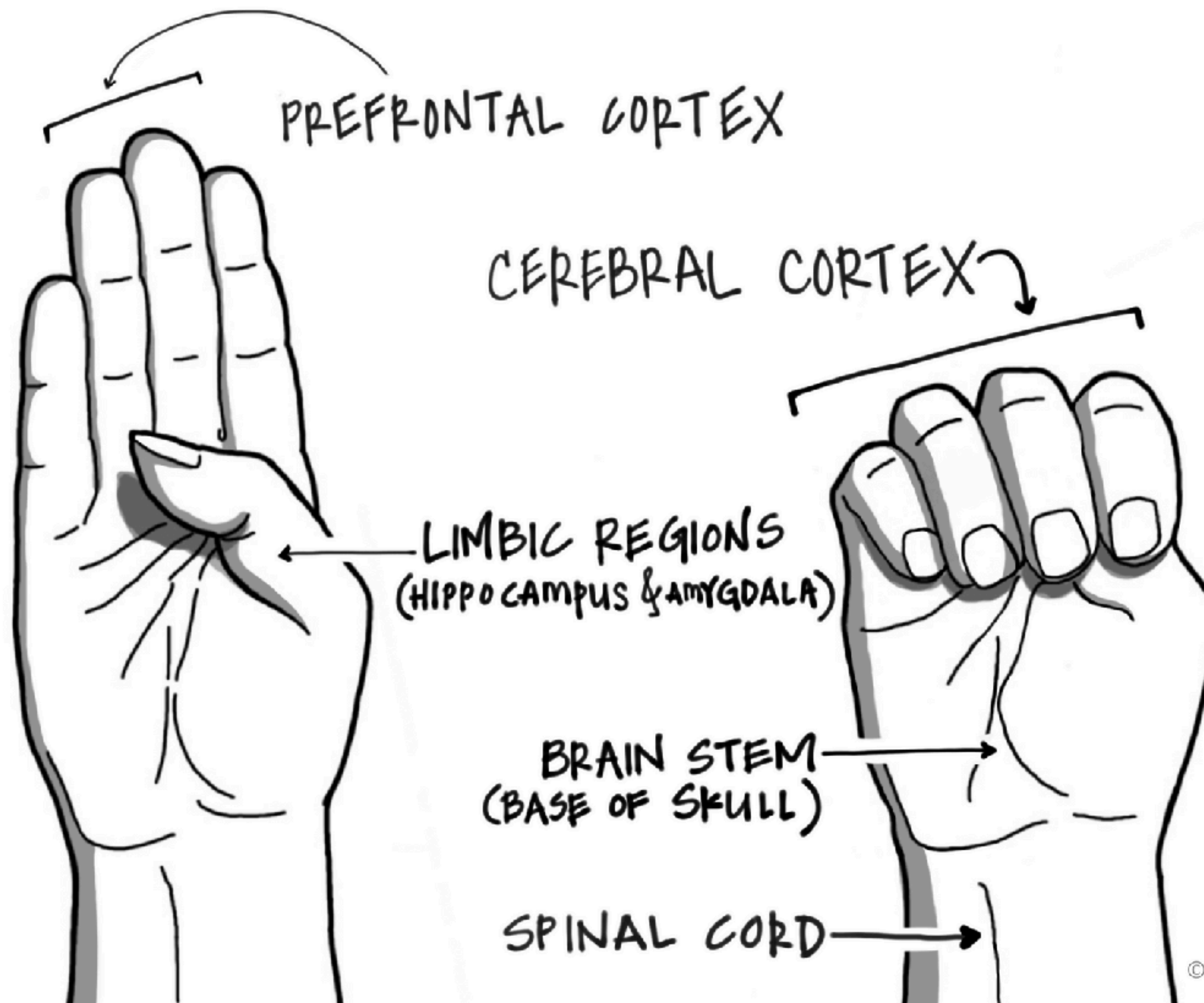


**TEACHER/
COUNSELOR**

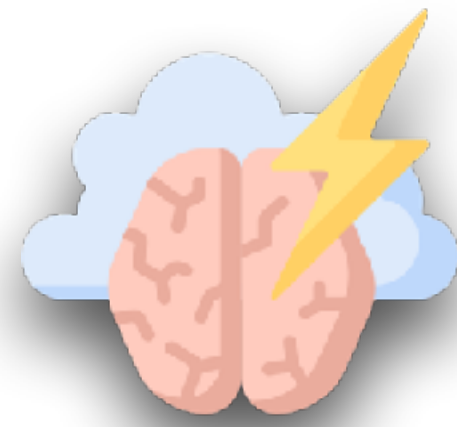
STUDENT



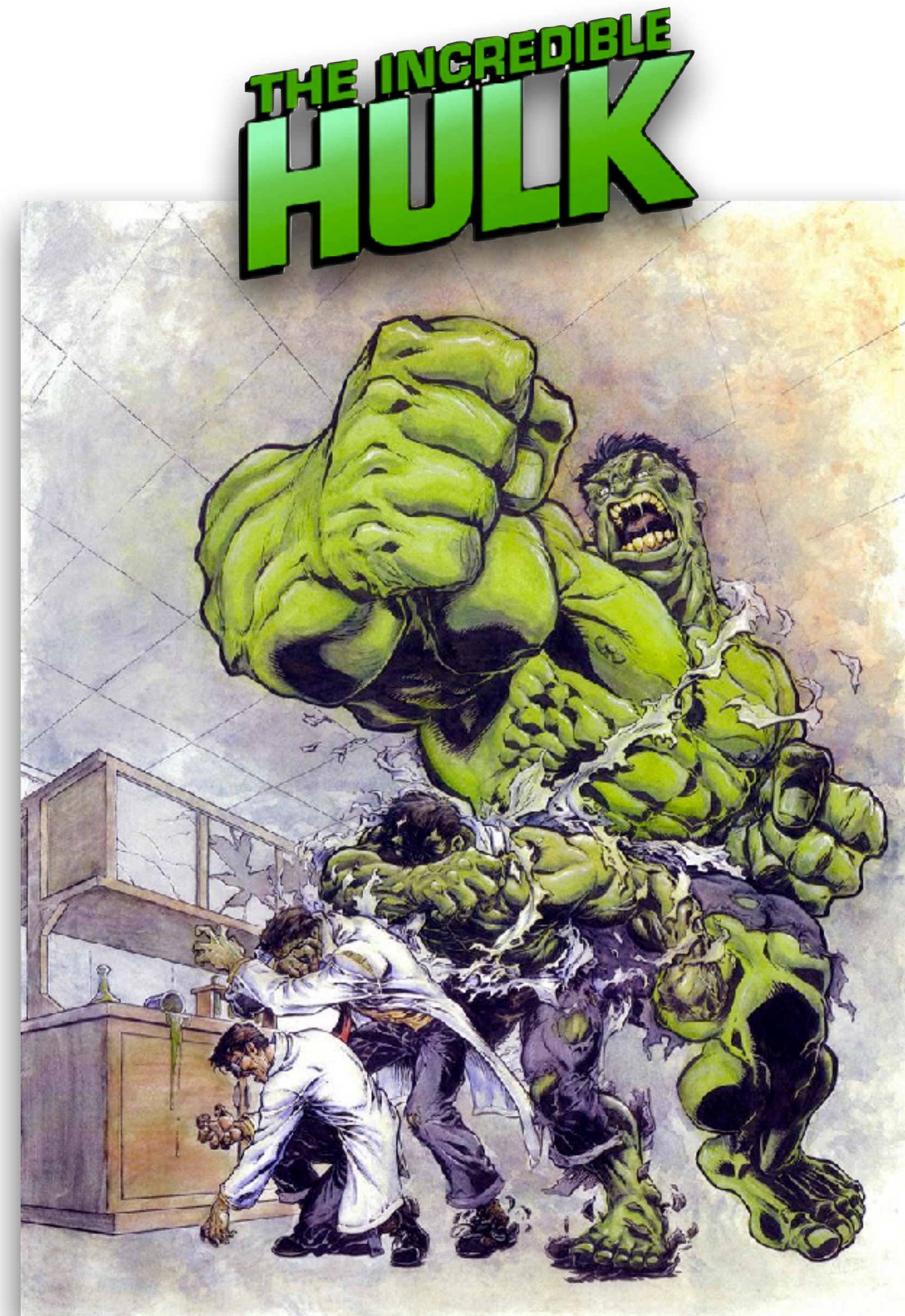
Hand Model of the Brain



Explanation of the
model on YouTube



**Understand what a
stress reaction can
look like in a
student.**





LEARNING BRAIN

- Engaged
- Rational
- Creative
- Connected
- Confident
- Curious



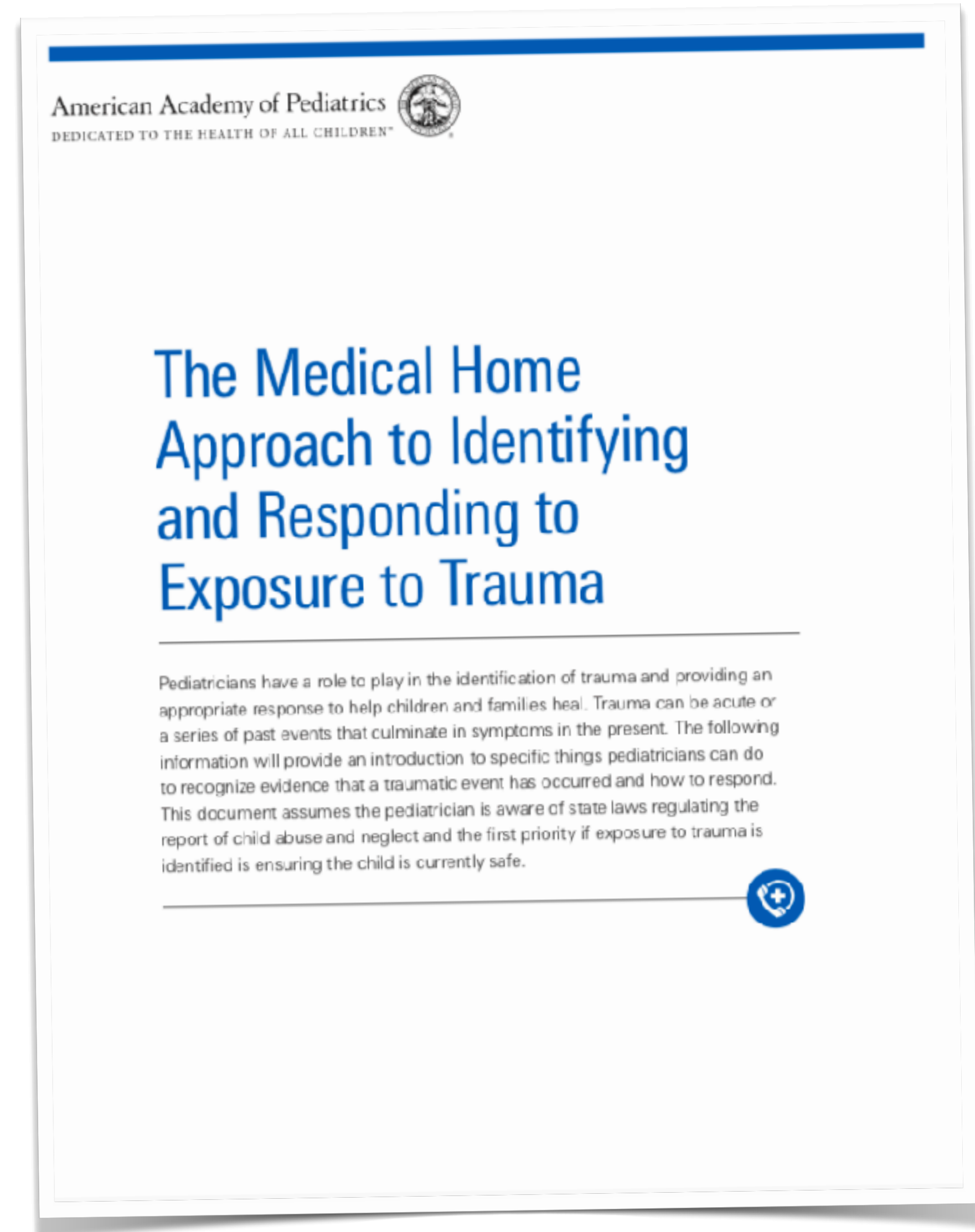
SURVIVAL BRAIN

- Hypervigilant
- Avoidant
- Dissociative
- Impulsive
- Reactive
- Combative



COMMON “SOMATIC” COMPLAINTS RELATED TO TRAUMA:

- Eating disturbances
- Toileting issues
- Functional abdominal pain
- Headaches
- Anxiety, avoidance
- Difficulty with self-regulation, expressing feelings/emotions
- Irritable/aggressive behavior



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He states is in good health. He has friends. He reports no 'risky' behaviors. His depression screen is negative.

However, his grades have been falling over the past few months. Last year he made the Honor Roll.

"I know I'm lazy and need to work harder."
He then asks for an ADHD medication to help him focus.

Kyle,
I care about your future and I hope you do too.
Laziness won't get you anywhere — I know you can do better than this. You might need to get checked for ADHD.

Kyle's story

A hard truth:

Children don't experience *what* a parent feels towards them,
they experience who the parent *is*.

- Dr. Gabor Maté



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Promote a trauma-informed culture

Goal = to maintain an ethos of **unconditional positive regard** for ourselves and our students

TRAUMA-INFORMED CARE



A universal lens

WHAT'S WRONG WITH YOU?

WHAT'S WRONG WITH YOU?

WHAT'S HAPPENED TO YOU?

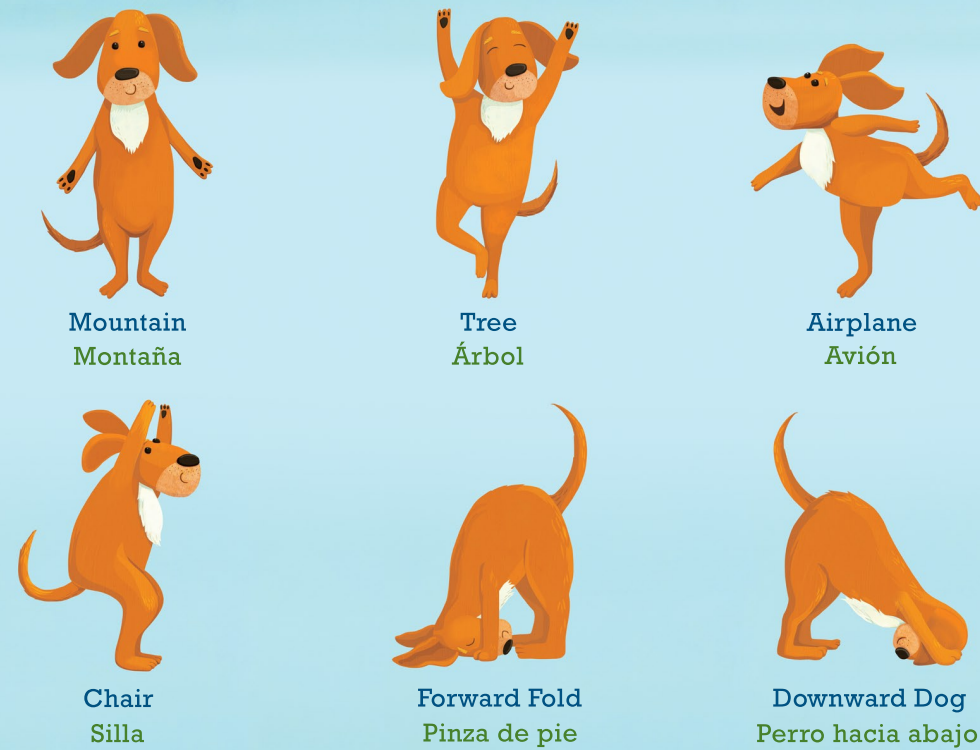
Key **Principles** in Trauma-Informed Care for Learners



Coping Skills



LET'S STRETCH! ¡VAMOS A ESTIRARNOS!



Deep Breathing

STRONG4LIFE



As kids grow older, they face new stressors and challenges. By helping your child develop healthy **coping skills** (tools to help them manage their feelings and reduce stress), you're helping them become more **resilient** (better able to handle life's ups and downs).

Why practice deep breathing?

Unlike normal breathing, taking deep breaths encourages you to slow down and pay attention to your body as you inhale and exhale. This relaxation exercise can help improve your ability to focus and better handle your emotions by lowering your heart rate, allowing your muscles to relax, and calming your mind and body.

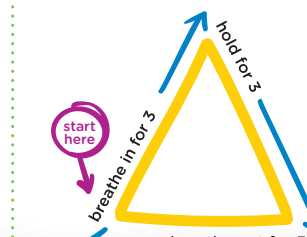
How to practice deep breathing

- 1 Sit or lie down in a comfortable position.
- 2 Place your hand on your stomach so that you can feel your hand moving up and down with each breath.
- 3 Inhale through your nose and feel your stomach fill with air.
- 4 Hold your breath for a few seconds.
- 5 Exhale slowly through your mouth.
- 6 Repeat several times or until you feel your body relaxing.

With deep breathing, you want to fill your stomach with air. If you notice that only your chest or shoulders are rising and falling, try to breathe even deeper so your stomach fills with air.

Triangle breathing

- Start at the bottom left of the triangle.
- Breathe in through your nose for 3 counts as you trace the first side.
- Hold your breath for 3 counts as you trace the second side.
- Breathe out of your mouth for 3 counts as you trace the final side.



Grounding Your Body and Mind

STRONG4LIFE



As kids grow older, they face new stressors and challenges. By helping your child develop healthy **coping skills** (tools to help them manage their feelings and reduce stress), you're helping them become more **resilient** (better able to handle life's ups and downs).

Why practice grounding?

Grounding is a relaxation exercise that can be used at any time to focus on the present moment rather than our worries, which helps calm our bodies and minds. Grounding exercises can improve concentration, decrease anxiety, and enhance decision-making and problem-solving skills.

How to practice grounding

- 1 Find a comfortable place to sit or lie down and, if you feel comfortable, close your eyes.
- 2 Take several slow, deep breaths in through your nose and out through your mouth.
- 3 Use your five senses to notice the following:
 - 5 things you can see around you. Maybe it's a book, a painting or a chair.
 - 4 things you can touch around you. Maybe it's a dog, your desk or your leg.
 - 3 things you can hear around you. Maybe it's a ticking clock, a car alarm or a dog barking.
 - 2 things you can smell. Maybe it's the scent of soap or lotion on your hands, air freshener or freshly cut grass.
 - 1 thing you can taste. Maybe it's the drink or the snack you just had.
- 4 Notice how your body feels. Are you relaxed? Is your mind calmer?

Guided Imagery

STRONG4LIFE



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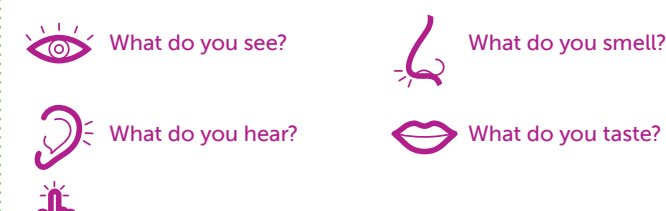
Why practice guided imagery?

Our minds are powerful and we can use our imagination to visualize almost anything. This relaxation exercise uses words, images and all five senses to help move attention away from worry and stress to a more relaxed state.



How to practice guided imagery

- Find a comfortable place to sit or lie down and, if you feel comfortable, close your eyes.
- Take a few deep breaths in through your nose and out through your mouth.
- Imagine yourself in a place where you feel safe, happy and comfortable. This might be a favorite place you go, somewhere you have been before or somewhere you've completely made up. It's up to you.
- Once you have picked out a place, imagine yourself there.
- Think about every detail that makes this place special for you.



Progressive Muscle Relaxation

STRONG4LIFE



As kids grow older, they face new stressors and challenges. By helping your child develop healthy **coping skills** (tools to help them manage their feelings and reduce stress), you're helping them become more **resilient** (better able to handle life's ups and downs).

Why practice progressive muscle relaxation?

Stress can cause our muscles to be tense and tight. Progressive muscle relaxation (PMR) is a relaxation exercise that helps us calm our bodies and minds by slowly and progressively tensing and relaxing our muscles, one group at a time.

How to practice progressive muscle relaxation

- 1 Sit or lie down in a comfortable, relaxed position.
- 2 Take a few deep breaths in through your **nose** and out through your **mouth**.
- 3 Begin tightening and releasing one muscle group at a time:
 - Inhale as you tighten. Hold for 5 seconds. Exhale as you relax.
 - Face (scrunch up your nose and mouth)
 - Shoulders (lift your shoulders up as if you're trying to make them touch your ears)
 - Arms
 - Fists (pretend you're squeezing an orange or lemon)
 - Stomach (pull your belly button toward your back)
 - Legs and thighs.
 - Feet and toes (imagine



Journaling

STRONG4LIFE



As kids grow older, they face new stressors and challenges. By helping your child develop healthy **coping skills** (tools to help them manage their feelings and reduce stress), you're helping them become more **resilient** (better able to handle life's ups and downs).

Why journal?

Sometimes we aren't ready to talk about our thoughts and feelings out loud, and that's OK. Journaling can help us become more aware of our thoughts, feelings and behaviors, and it can help us explore solutions for solving problems. Use the ideas provided to encourage your child to write or draw in a journal or notebook.

Journaling ideas

All ages

- When you feel sad or angry, what things or what people make you feel better?
- If you were granted 3 wishes, what would you ask for?
- List or draw 3 things you are grateful for.
- Close your eyes and think about your favorite smell. What is it? Where is it coming from? Why do you like it?
- Think about a sound that makes you happy. What is it? Where are you when you're listening to it? Why do you like it?

Younger kids

- List 3 things you are really good at (or 3 things you are proud of).
- Draw a picture or write about a happy time.
- Draw a picture of an animal most like you and write about why it represents you.
- Draw a picture of who or what makes you laugh the hardest.
- Draw a picture or write about a time you were very kind to someone.
- Think about a time you and a friend got upset with one another. How did you resolve the conflict?

Journaling should be a safe way for your child to privately explore their feelings. It may be tempting to try to find out what they are writing about, but it's important not to look at their journal unless they share it with you. Instead of looking at your child's journal, have regular conversations with your child about their feelings, especially if you have any concerns about their safety or well-being.

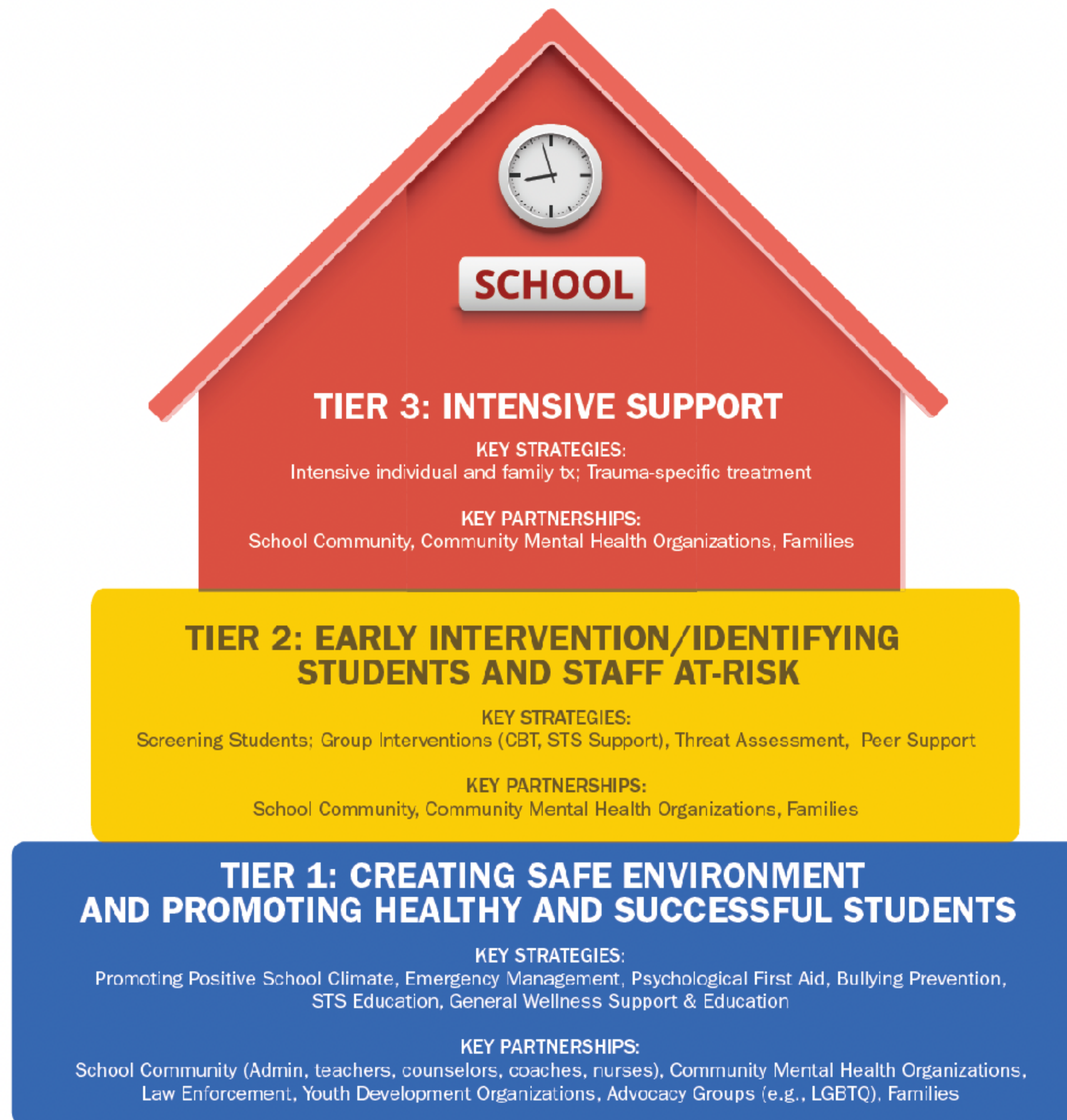
[HTTPS://WWW.STRONG4LIFE.COM/EN/COPING](https://www.strong4life.com/en/coping)



Did you know that many athletes and performers use coping strategies like these before big games and performances to help them relax and focus?



You should be tensing your muscles, but not to the point of straining them. If you are uncomfortable or feel any pain, stop. Remember to go slowly and take deep breaths in and out throughout the exercise.



National Child Traumatic Stress Network,
Schools Committee. (2017). Creating,
supporting, and sustaining trauma-
informed schools: A system framework.

Promoting Relational Health

1



**Put on our
own oxygen
mask first**

2



**Understand the
science of
adversity,
development, etc**

3



**Promote a trauma-
informed culture**

4

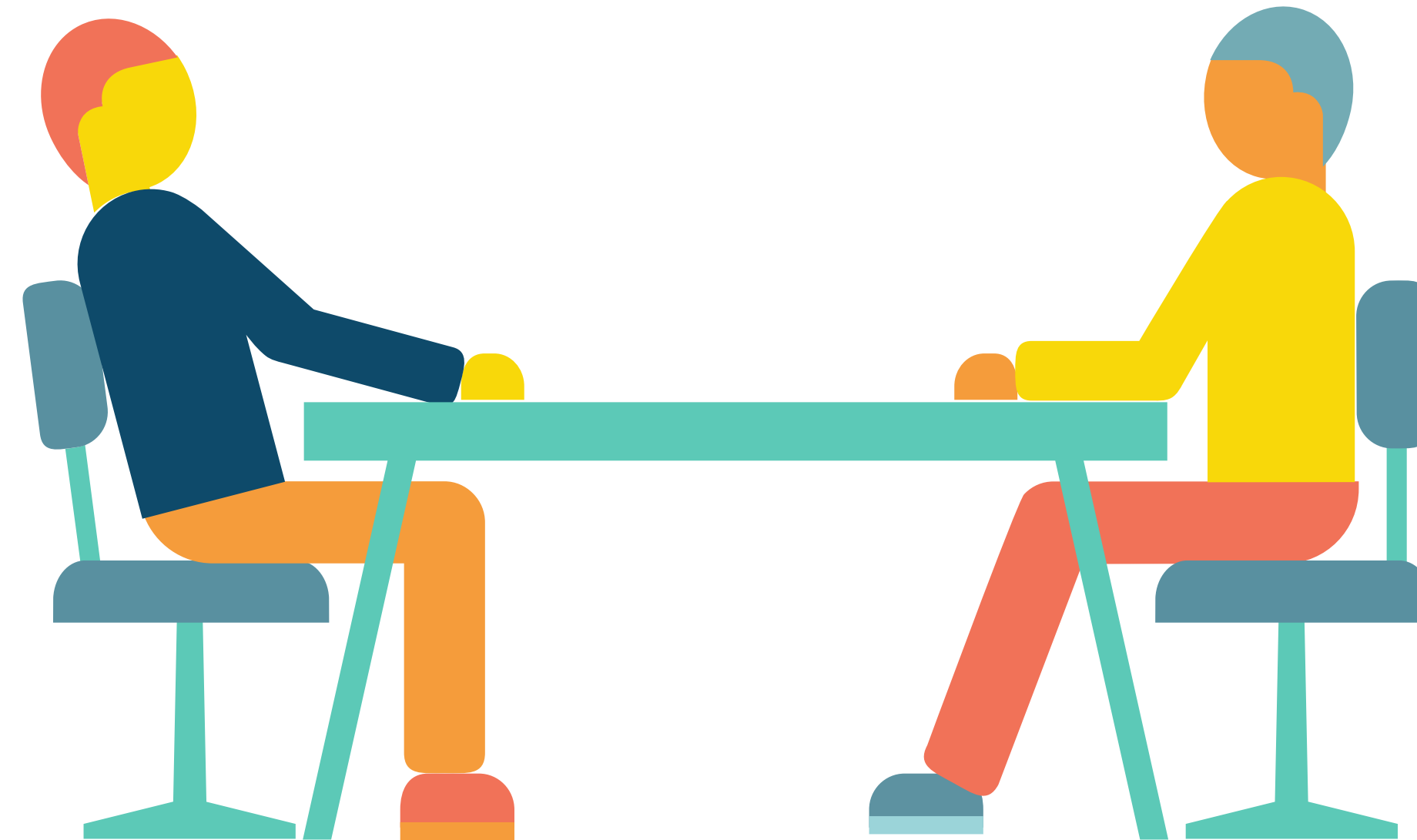


**Focus on
relationships
and
flourishing**



**Focus on
relationships
and
flourishing**

The most important thing we can do when trauma/adversity has occurred:
Form safe, stable, nurturing relationships with students



Listening is therapeutic.

When something becomes speakable, it becomes tolerable.

"What is true listening and why, the author asks, has it become a near-rarity in modern life? Humor, true life examples, and simple exercises make this a practical and even entertaining self-help guide."—*Publishers Weekly*

Over 150,000 in Print!

THE LOST ART OF LISTENING

THIRD EDITION

How Learning to
Listen Can Improve
Relationships

Michael P. Nichols, PhD
Martha B. Straus, PhD

- Listening has not one but two purposes: taking in information and bearing witness to another's experience.
- A good listener is a witness, not a judge of your experience.
- Reassuring someone isn't the same as listening.
- Being heard means being taken seriously.
- The need to be known, to have our experience understood and accepted by someone who listens, is food and drink to the human heart.
- People who don't talk to us are people who don't expect us to listen.
- Listening is the art by which we use empathy to bridge the space between us. Passive attention doesn't work.
- The difference between listening well and not listening well is the difference between being receptive and responsive on the one hand and being reactive or introducing one's own agenda on the other.
- Most people aren't really interested in your point of view until they become convinced that you've heard and appreciated theirs.
- Listening well is often silent but never passive.
- Listening isn't a need we have; it's a gift we give.



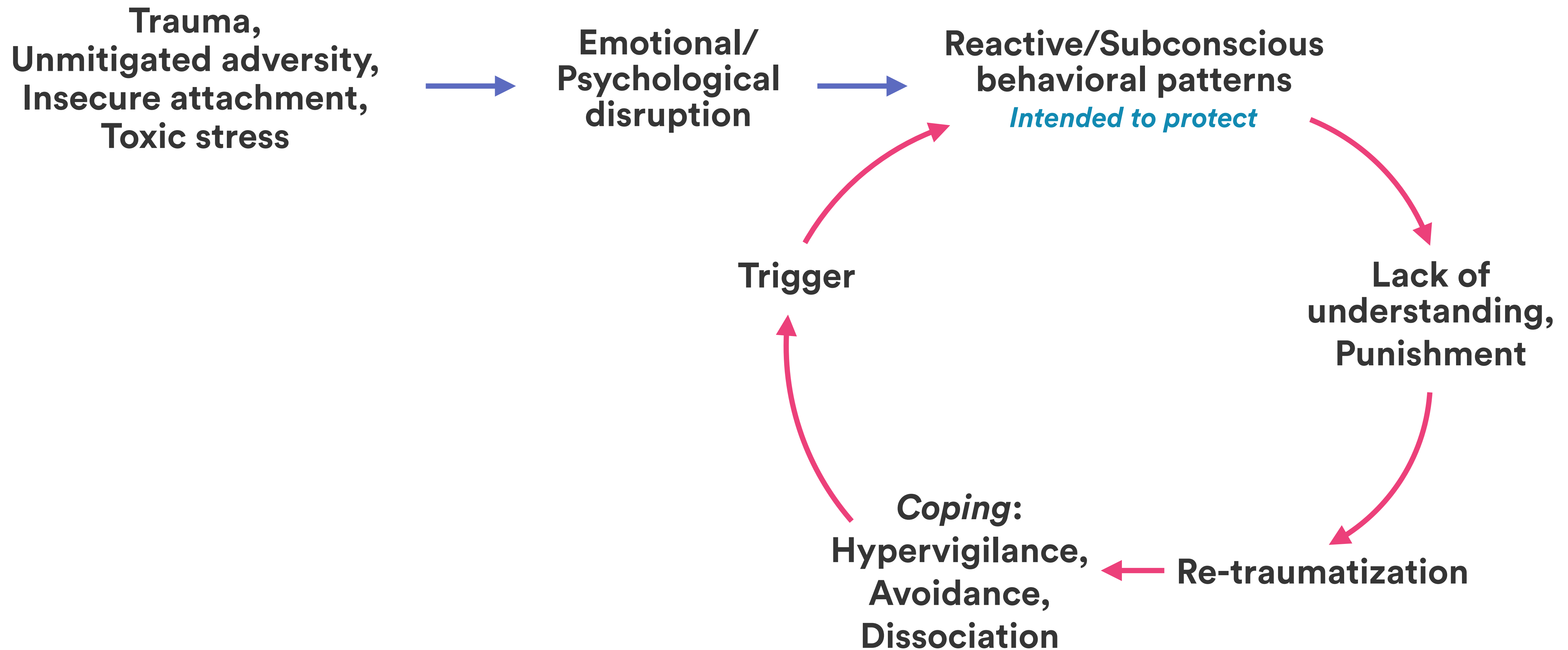
“The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the *most powerful therapy is human love.*”

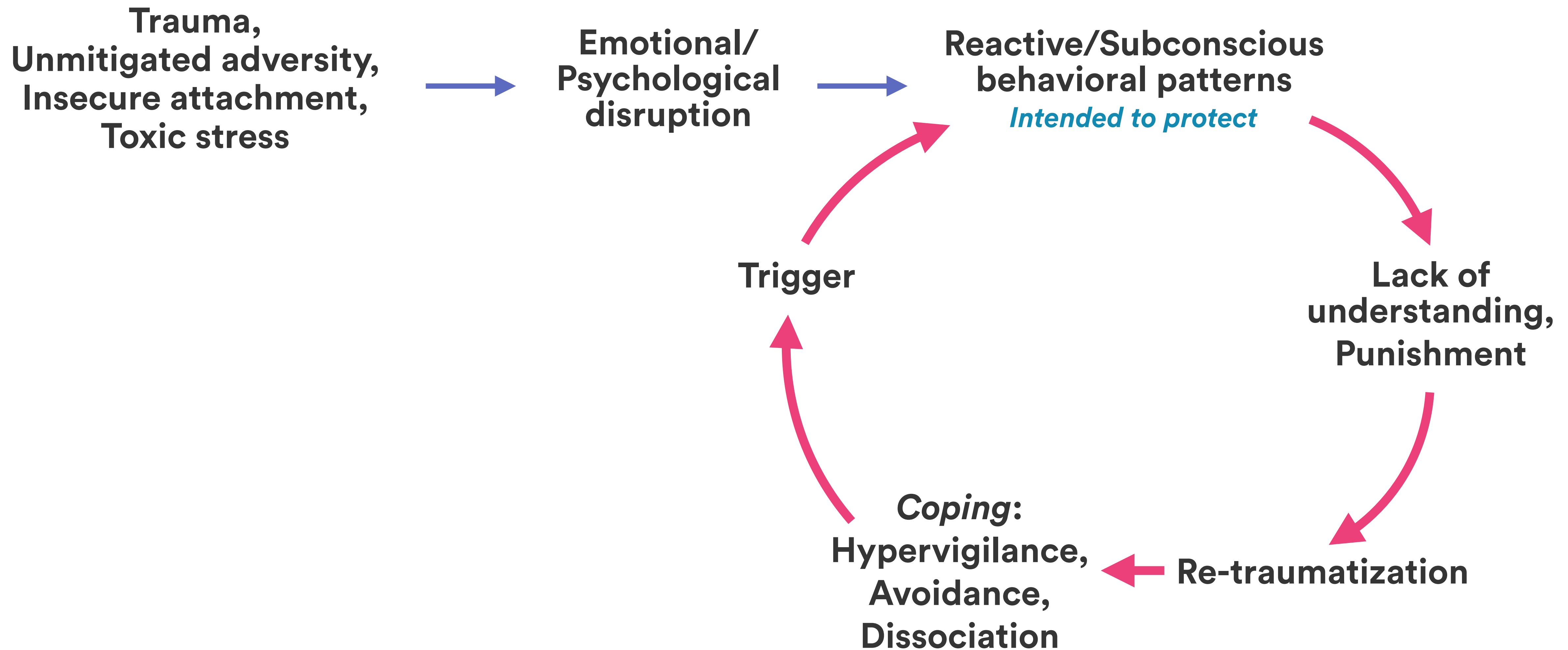
Bruce Perry, MD PhD
ChildTrauma Academy

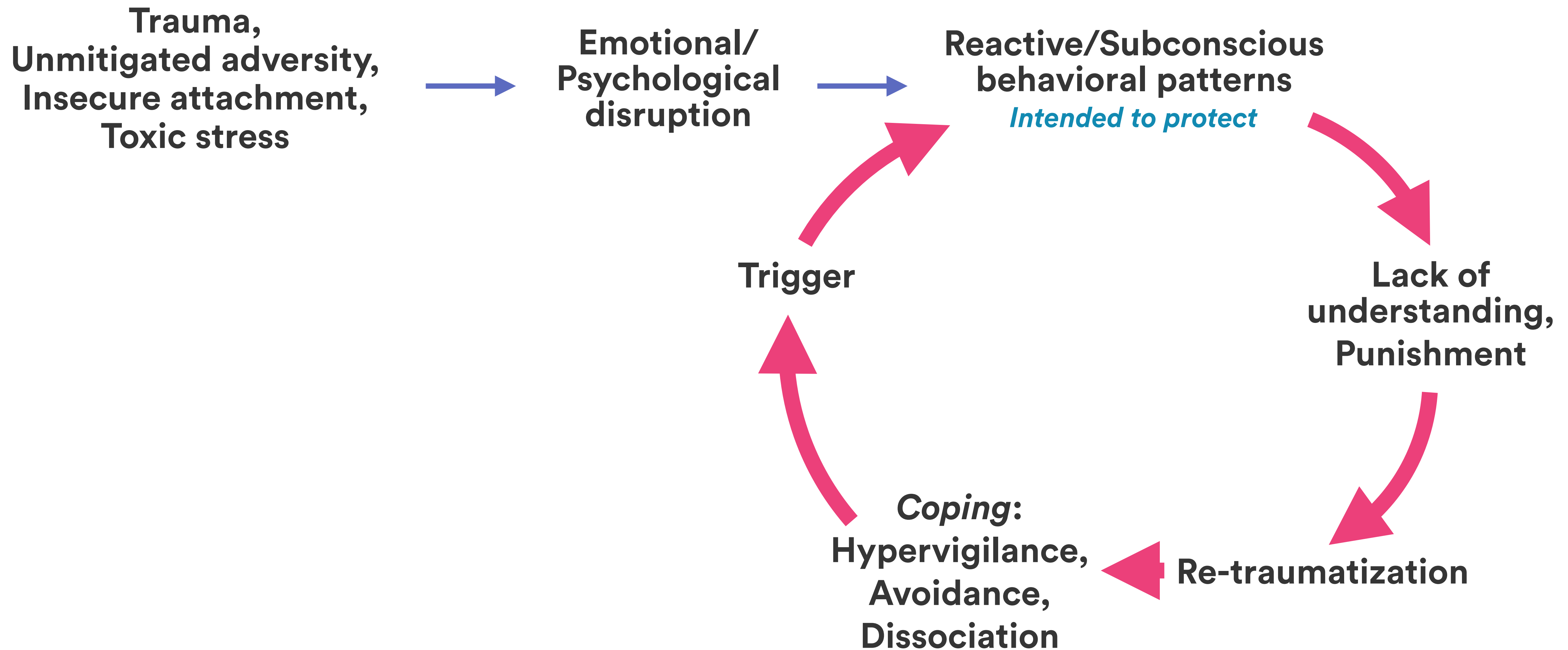
**TRAUMAS,
ADVERSITIES**

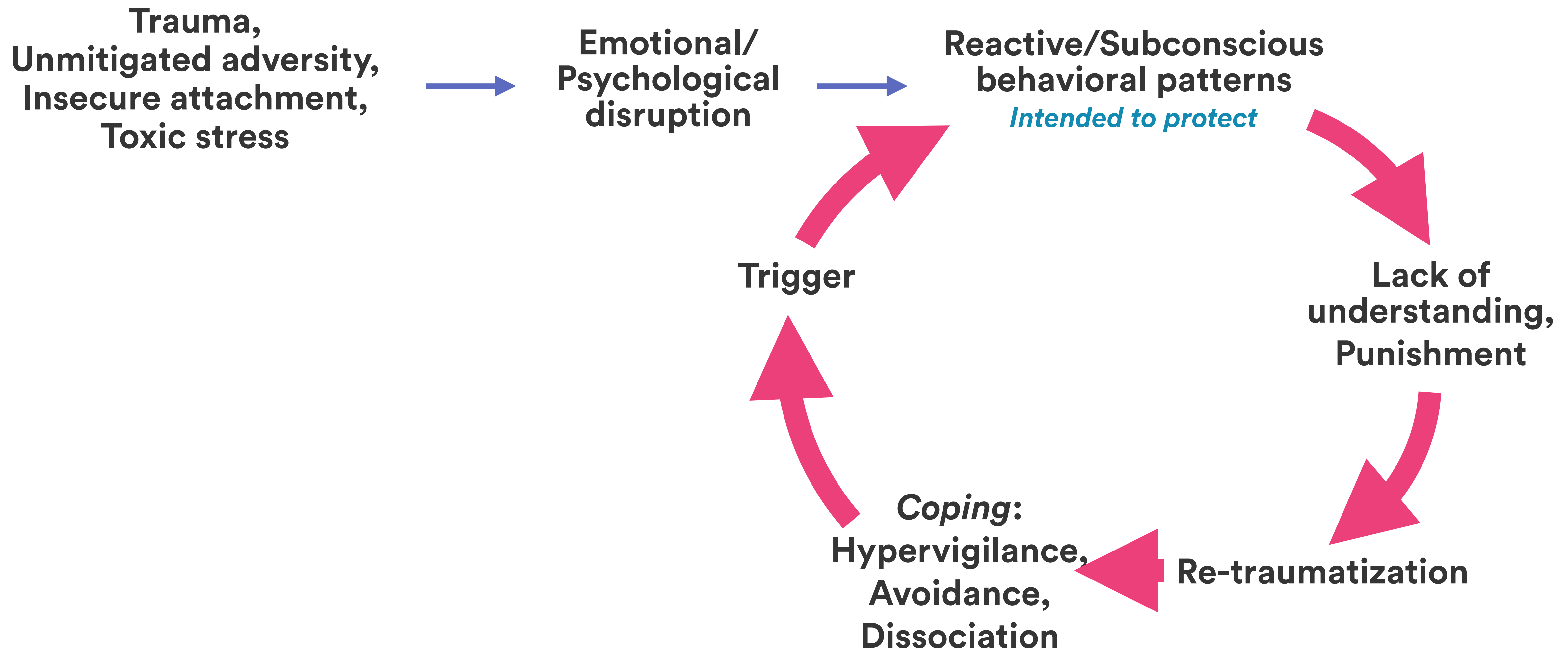
**PROTECTIVE
FACTORS**

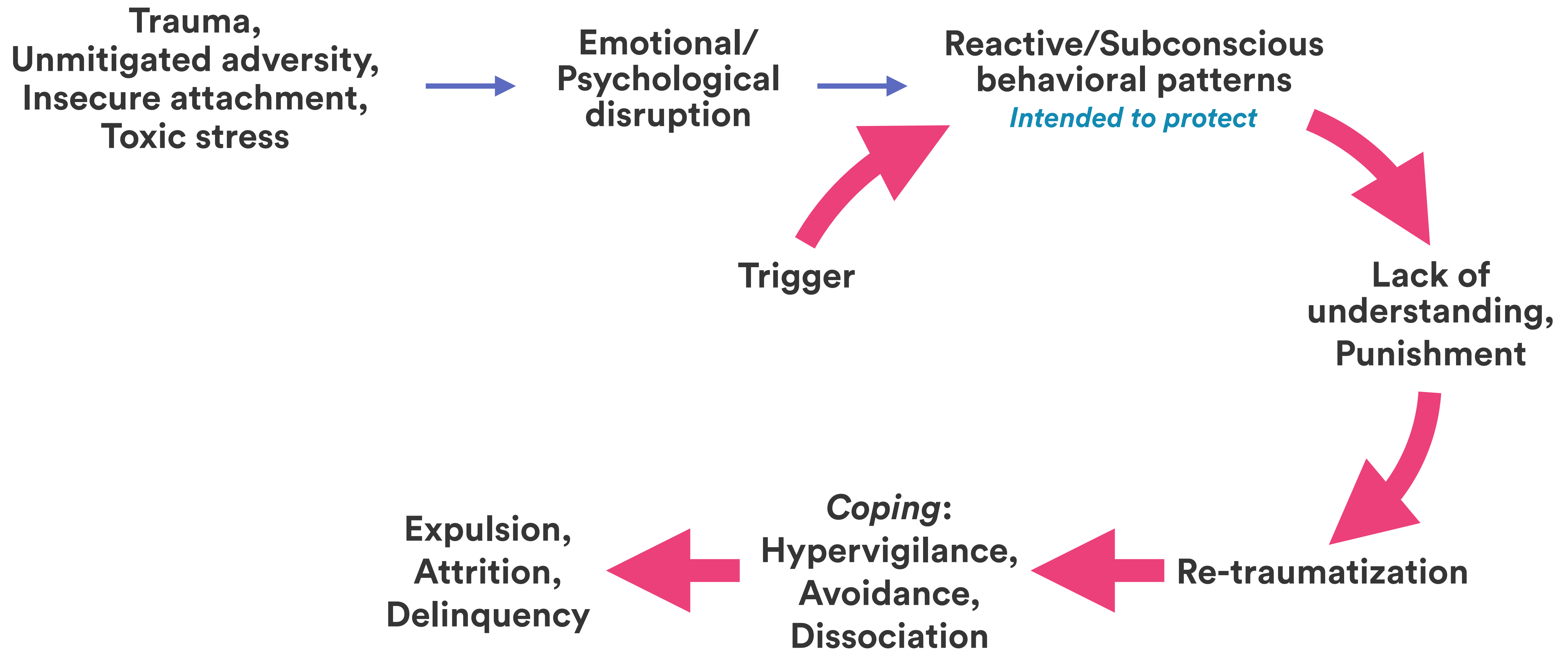


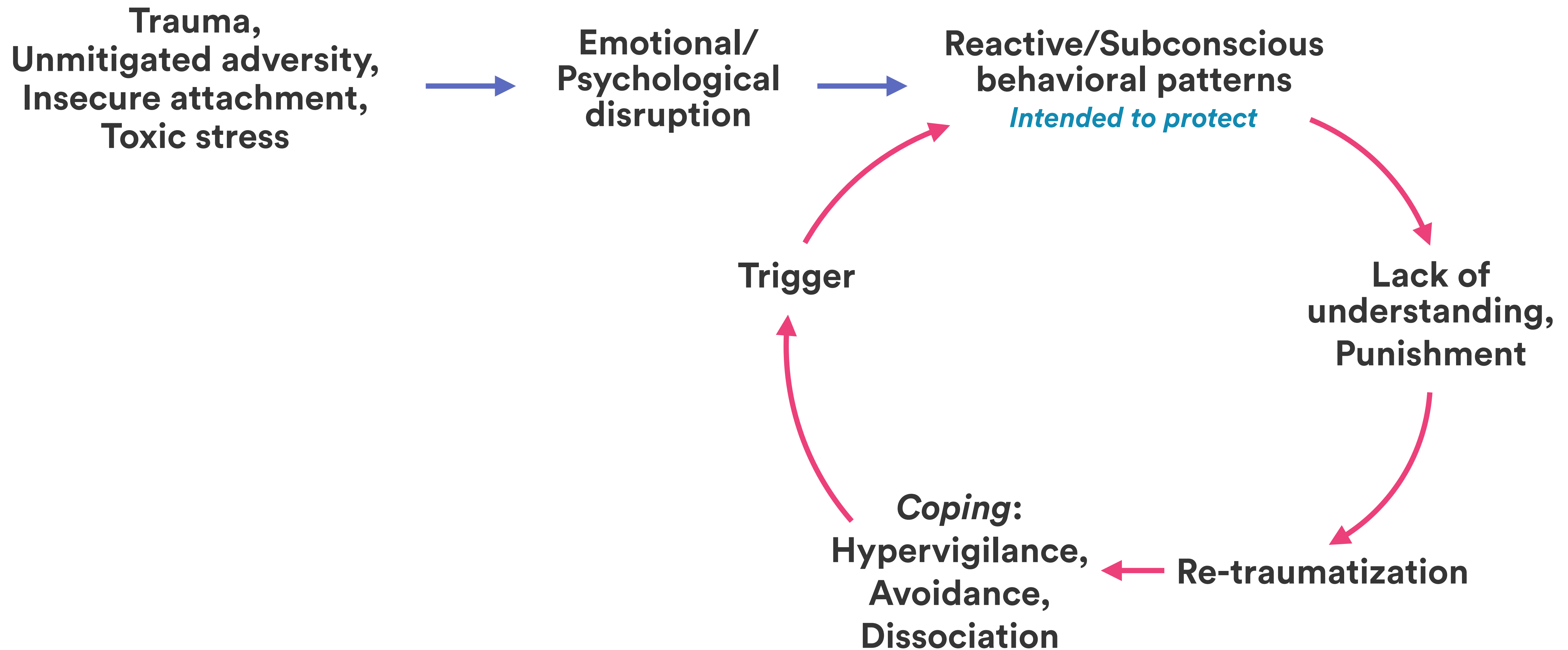


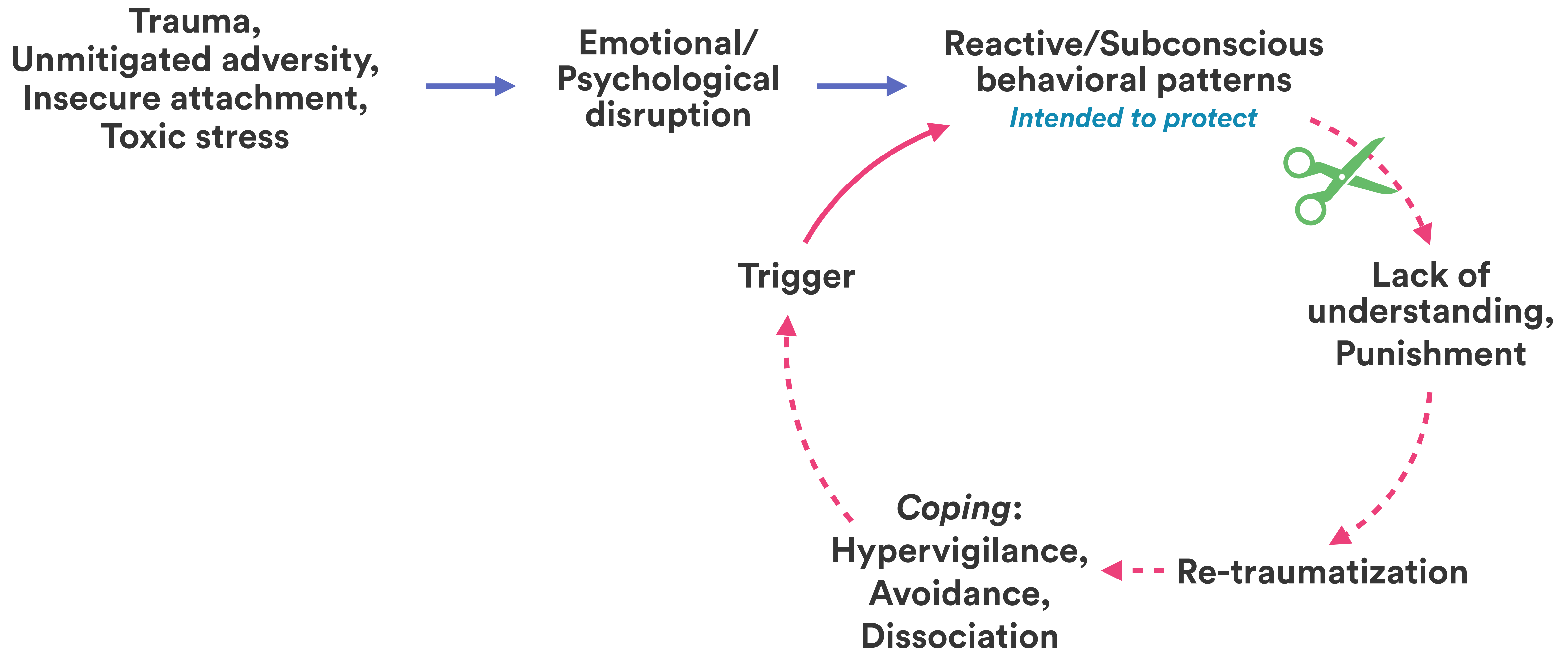




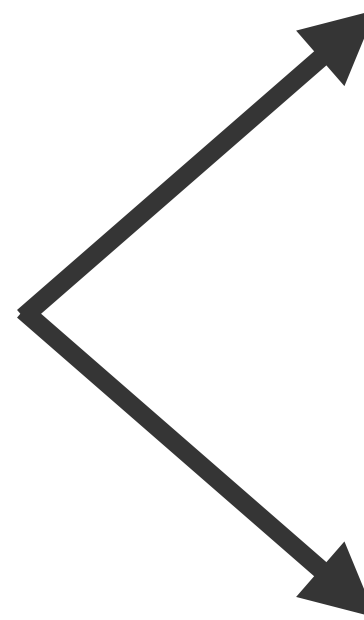
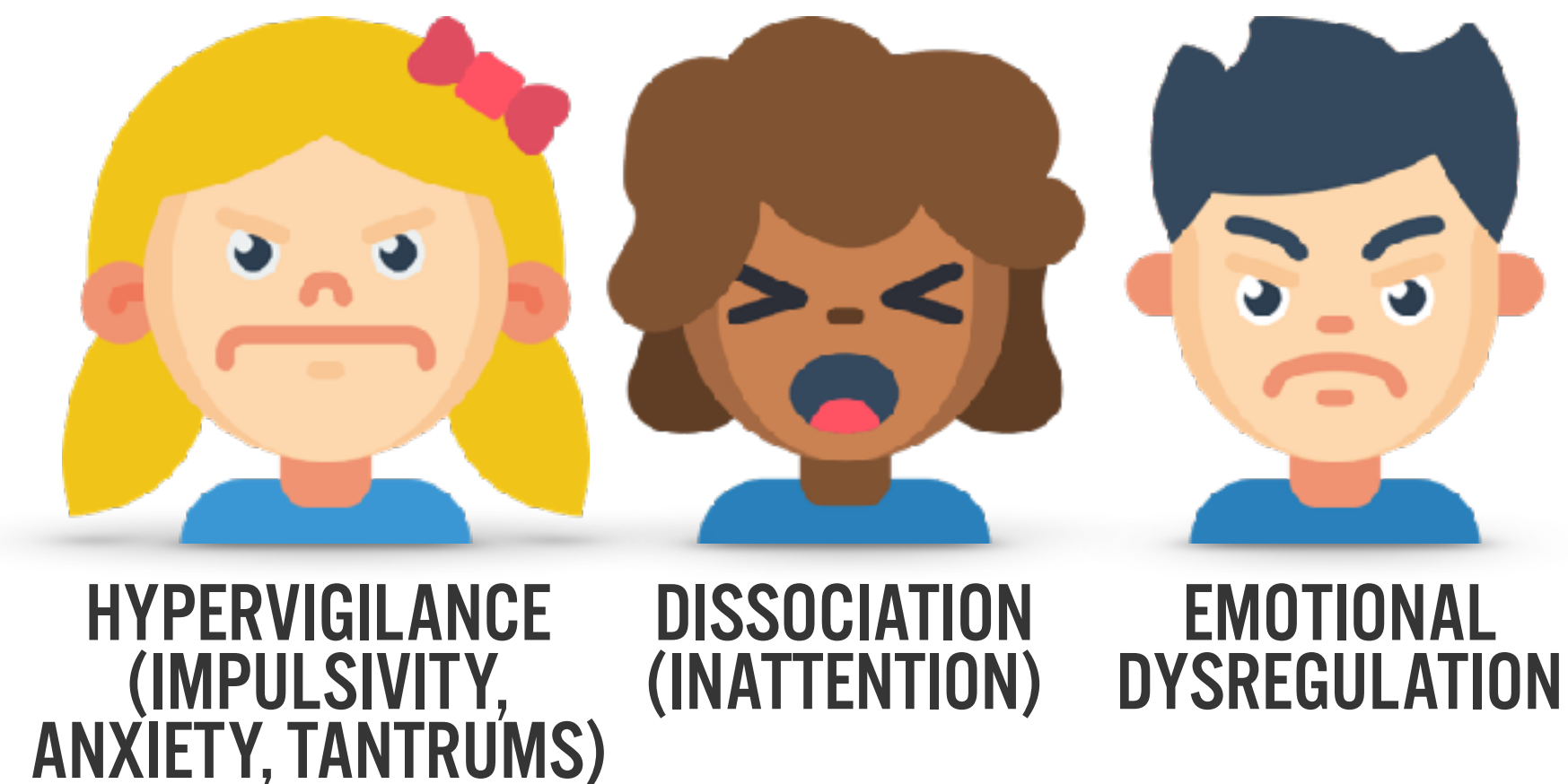








THE NEXT TIME WE ENCOUNTER:



ASK OURSELVES:

What's my initial reaction?

What's happened / happening?

Is the behavior a **signal** of something else going on?

Does the student need additional help?

CONSIDER:

Prioritizing **safety, connection,** understanding, and compassion before correcting with logic and reasoning

Develop a plan in advance if there's a pattern of behavior

Early referral to child's pediatrician

Whether the burdens come from hardships of poverty, the challenges of parental substance abuse or serious mental illness, the stresses of war, the threats of recurrent violence or chronic neglect, or a combination of factors, the single most common finding is that children who end up doing well have had at least one stable and committed relationship with a supportive parent, caregiver, or other adult.

*National Scientific Council
on the Developing Child,
Working Paper 13*

















Questions?
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