



The Pursuit of Permanency:

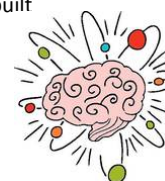
Neurodevelopmentally-Informed Decision
Making for the First 90 Days

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Permanency Paradigm Shift

- Requires a shift from surviving to *thriving*...
- Building better brains
- Brains aren't just born, they're built through experiences
- Stay tuned...two practical tools



Experience Build Brains

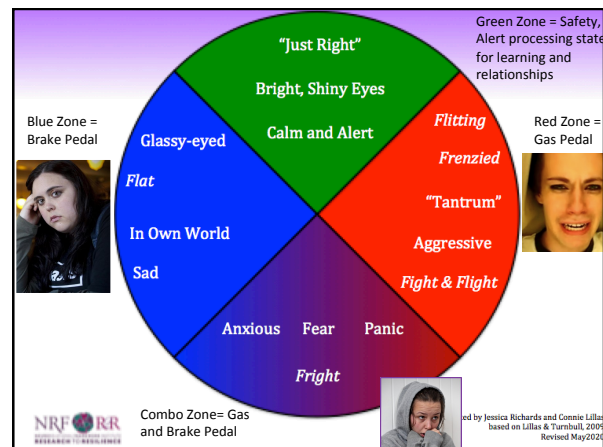
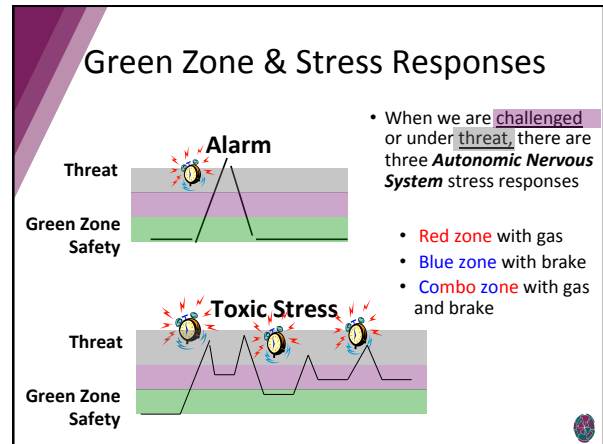
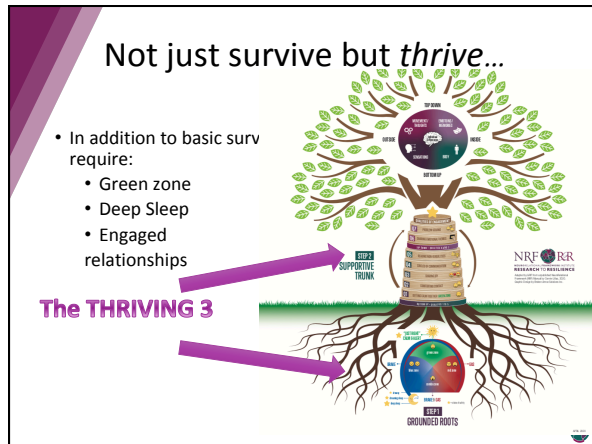
Three Core Concepts in Early Development

1 Experiences Build Brain Architecture

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
Center on the Developing Child HARVARD UNIVERSITY

Building Better Brains

- Unparalleled growth in the first three years of life
- Early experiences affect the way infants' brains are wired
- Neurological connections that are not used are naturally pruned
- Relationships matter!
- Lack of attuned relationships and stimulating environments have a lasting impact



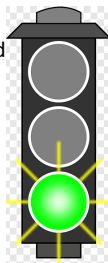


Promoting Permanency

- Prioritize and *stabilize green zone, deep sleep and engagement*
 - Assess or request assessment of stress responses and qualities of engagement
 - Mental health therapist or trained CSW, investigator can provide feedback
- Use info gathered with tools (PIE, checklist and tree trunk) for Neurodevelopmentally informed and ICWA compliant legal decision making

Reading the Signals

- Green light – better green zone, better sleep, better engagement tribally approved
 - Keep monitoring but proceed as indicated by case plan



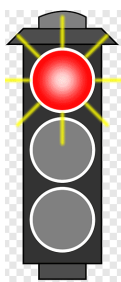
Reading the Signals

- Yellow light- comparable or mixed bag (some better of the thriving 3, some worse)
 - Slow transition, ample overlap, consider mental health support throughout transition, maintain routines, promote communication
 - Maintain both relationships – use “video visits” or in person visits frequently



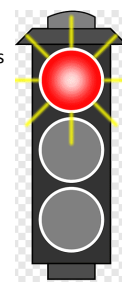
Reading the Signals

- Red light- green zone, sleep and engagement worse
 - Engage dyadic mental health support prior to any increase in visitation – must boost relationship and decrease stress prior to moving forward
 - Request re assessment of stress responses, sleep and engagement
 - Proceed slowly with transition as indicated by progress
 - Use “video visits” frequently to increase exposure prior to increasing in person visitation frequency



Reading the Signals

- Once adequate progress is made and there's a yellow light continue mental health support throughout transition and maintain both relationships
- A caregiver unwilling to support robust relationships for a child is a red flag



Growing the Green

- Avoid other changes – providers, CSW, school
- Maintain established routines around sleep, feeding, comfort, caregiving and play
- Include familiar environmental comfort cues
- Promote shared parenting



my day		m + w th f	
i did		i was...	Happy Sleepy Chatty Busy Curious Grumpy Quiet
i ate...	All Some None	i need	i went...
i slept...	when... how long... when... how long...	Diapers Clothes Other...	Diapers Clothes Other...
my day		m + w th f	
i did		i was...	Happy Sleepy Chatty Busy Curious Grumpy Quiet
i ate...	All Some None	i need	i went...
i slept...	when... how long... when... how long...	Diapers Clothes Other...	Diapers Clothes Other...



Maintaining Routines

What is the routine around waking up? What time?

When does the baby/child take nap(s) during the day?

What is the rhythm and timing of feeding/eating for the baby/child?

For infants under one year, what foods does the baby eat and enjoy? Does the baby drink from a bottle? If so, what type/brand of bottle? What does the baby drink in the bottle and how much each feeding? Any intolerance or allergies or excessive spitting up/reflux?

For toddlers and young children, what foods does the child eat and enjoy? How often does the child eat? Any food intolerance or allergies?

What are the baby/child's favorite playtime activities and toys?



Resources and Works Cited

- A Review of the Effects of Sleep During the First Year of Life on Cognitive, Psychomotor, and Temperament Development
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Thank you!

