



Respond, Don't React

SESSION SEVEN FACILITATOR GUIDE FOR ARC REFLECTIONS

SUMMER 2017



THE ANNIE E. CASEY FOUNDATION

ARC REFLECTIONS

ARC, or Attachment, Regulation and Competency, is a framework for working with children and teens who have experienced trauma. Developed by Margaret Blaustein and Kristine Kinniburgh of the Justice Resource Institute, ARC builds on the resilience of children, teens and families.

ARC Reflections — an ARC-informed caregiver training curriculum for foster parents, kin and other caregivers — was written by Blaustein and Kinniburgh with support and consultation from the Annie E. Casey Foundation. The model was piloted in six child welfare agencies in 2015 and evaluated by Child Trends, a nonprofit, nonpartisan research center with a focus on child welfare.

TECHNICAL ASSISTANCE

For more information about ARC Reflections, please contact:

- Tracey Feild, Managing Director, Child Welfare Strategy Group, the Annie E. Casey Foundation, at tfeild@aecf.org.
- Margaret Blaustein, Director of Training and Education, The Trauma Center at JRI, at mblaustein@jri.org.

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PREPARING TO FACILITATE

A CHECKLIST

Materials needed

- Whiteboard or flip chart and markers
- Name tags
- Slide packet
- PowerPoint slides
- Pens and paper
- Multicolored markers on each table
- Small basket of manipulatives (if available) and descriptions of the regulation activities from your *Facilitator Welcome and Handouts* booklet (either on whole sheets or cut the activities into squares) on each table

Handouts



- Check-in handout (two per participant)
- Approaches to behavior handout
- Behavior strategies: What are your tools? handout
- Self-reflection worksheet: Current approaches to behavior
- Homework sheet: Approaches to behavior
- Summary sheet (with talking points, homework assignment)

A NOTE ABOUT THIS GUIDE

Words written in italics are generally suggesting that you, the facilitator, take an action. For example, that you *Focus on themes of caring and responsiveness* or *Suggest that participants pair up*.

FACILITATOR'S GUIDE TO SESSION SEVEN


WELCOME

 <p>THE ANNIE E. CASEY FOUNDATION</p>  <p>TRAUMA CENTER At Justice Resource Institute</p>	<h3>ARC Reflections</h3> <ul style="list-style-type: none">• ARC, or Attachment, Regulation and Competency, is a framework for working with children and teens who have experienced trauma. Developed by Margaret Blaustein and Kristine Kinniburgh of the Justice Resource Institute, ARC builds on the resilience of children, teens and families• ARC Reflections — an ARC-informed caregiver training curriculum for foster parents, kin and other caregivers — was written by Blaustein and Kinniburgh with support and consultation from the Annie E. Casey Foundation
<h3>Welcome</h3> <ul style="list-style-type: none">• This group will meet nine times for two hours each time• Please attend all sessions• Each session will include the following segments:<ul style="list-style-type: none">• Warm-up• Opening check-in• Review and report back• Theme of the day• Self-reflection• Take home• Practice• Closing check-in	

SLIDES 1, 2 AND 3: WELCOME AND INTRODUCTIONS

Welcome

Hello! *Reintroduce yourself and remind participants about basic information necessary to ensure their comfort (parking, location of restrooms, breaks) and the structure of the meeting.*



WARM-UP

Count Up

- How many people are in the room? Your goal is to cooperatively count to that number, out loud, as a group
- Any person can start; any person can say a number — but only one person can say a number at a time
- If more than one person says a number, you must start over

How many tries does it take to be successful?

SLIDES 4 AND 5: WARM-UP

Goal


To highlight the many factors that might be necessary for successfully achieving a goal.

Do

Read the instructions on the slide. Essentially, the group is being asked to count from one up to the total number of participants in the room (stop at 15 if it is a very large group). Each person can only say one number at a time and if more than one person says the same number, the group has to start over at one. The group may not discuss a strategy.

Discuss

- How did that go?
- What did it take to be successful? *If not mentioned, pay attention to factors such as: tuning into people around you, having a strategy, not being impulsive but catching the moment, patience, trial and error/experimentation, frustration and tolerance. Highlight that many factors may be necessary to successfully achieve a goal.*



OPENING CHECK-IN

What Is Your Energy Right Now?

Totally Comfortable

Really Uncomfortable

Great Match

Terrible Match

Getting Comfortable

- If your energy is comfortable and a good match, great!
- If not, **what can you do to get it there?**

SLIDES 6 – 8: OPENING CHECK-IN

Goals

To increase awareness of internal experience and the effect of this experience on our ability to be present and engaged; to increase awareness of coping strategies; and to engage caregivers in a parallel process, as this is a skill set they will be supporting in their child or teen.

Do

Ask participants to complete the opening check-in. A reminder of possible prompts is provided below.


Ask

- Please notice the level of energy or arousal in your body and rate it on the provided scale.
- Notice the degree to which this energy or arousal is comfortable or uncomfortable and rate that.
- Notice the degree to which your energy or arousal is a good match for the situation (participating in this session) and rate that.

Do

Please feel free to explore the strategies and tools provided on your tables (such as the small manipulatives and index cards that describe simple activities) and identify anything that might help you feel comfortable and effective in your body.

HANDOUT: CHECK-IN



REVIEW AND REPORT BACK

Review

- Remember how infants and young kids learn how to regulate
- It is much harder for kids and teens who don't have enough soothing when they are young to manage feelings and behavior
- To help:
 - **Lay a good foundation.** Use routines and other ongoing, soothing strategies. Connect with the child or teen and learn his or her patterns
 - **Respond in the moment.** Read clues, use your self-care tools, support the child using his or her tools, offer opportunities for control and reconnection

SLIDES 9 AND 10: PREVIOUS MEETING REVIEW

Goal

To review content from the previous session.

Teach

- Infants and young children learn to regulate largely through the support of those around them. Over time, they develop strategies to manage their experience and learn to seek comfort from trusted caregivers.
- When children or teens have not had enough comfort or soothing, their bodies can become more easily dysregulated and they may lack the strategies needed to manage their experience.
- You can support regulation in your child or teen by paying attention to baseline levels of arousal, laying a good foundation for regulation and learning to respond effectively in the moment.

Ask/Do

Does anyone have questions about what we learned at our last session? Does anyone want to share something that really stood out from last week's session?

Report Back

- In small groups, discuss what you practiced
 - **What went well?**
 - What was challenging?
 - What was something you noticed?

SLIDE II: REPORT BACK

Goal

To provide foster parents with an opportunity to review last week's homework. **Assignment:** To notice which items and routines in foster parents' homes might support regulation and think about which ones they might want to add.

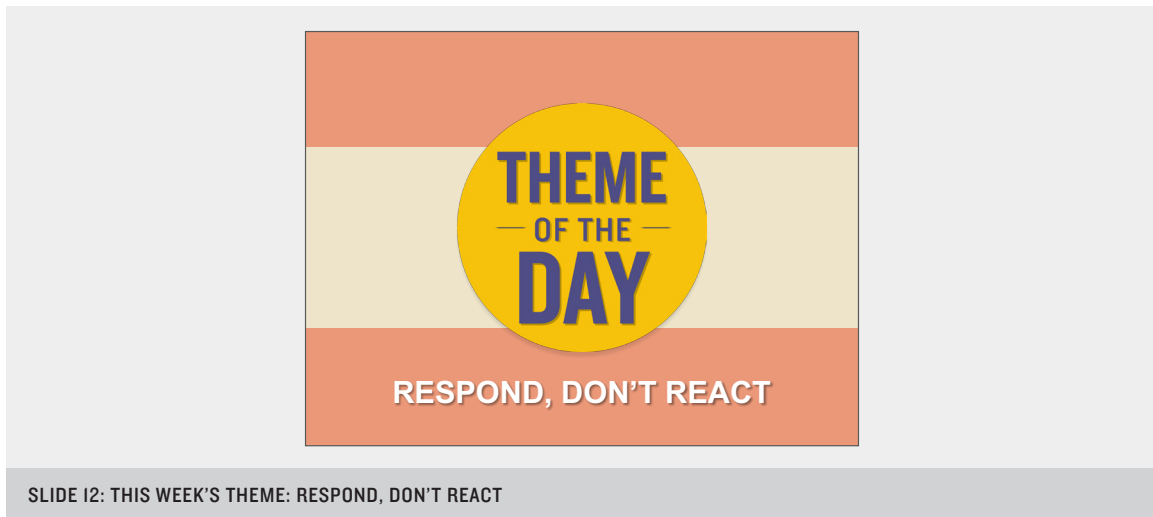
Do

Please get into small groups (at your table or with people near you) and discuss your experience with the practice. *After small group discussion, provide a brief opportunity for larger group report back.*

Ask

- Does anyone want to share something about your experience with the practice this week?
- Did any of you have a hard time with the practice? *Make sure to normalize any challenges by asking if other group members experienced similar difficulties.*
- Did any of you find the practice particularly helpful? Why?

THEME: RESPOND, DON'T REACT



Goal

To introduce today's theme.

Teach

- Perhaps the most common thing that all caregivers struggle with is how to respond effectively to challenging child or teen behavior. That is true whether the caregivers are biological, foster, adoptive or other resource parents.
- Many caregivers know what they don't want to do. They might have some strategies that work well some of the time. But, in fact, there is no one strategy that will work for every child or teen, every time and in every situation.
- Today's session will focus on how to begin actively strategizing about more effective responses to child and teen behavior.

Remember These?

- In an earlier session, we identified challenging behaviors you encounter at home
 - Are there other behaviors you want to add to the list?
 - **Do these behaviors still feel as challenging?**
Why or why not?
- What are some of your typical responses? What strategies do you use to try to address these behaviors?

SLIDE 13: REMINDER OF DIFFICULT BEHAVIORS GENERATED BY THE GROUP

Goal

To engage foster parents and caregivers in a discussion of some of the more challenging behaviors they have observed among children or teens in their homes and link these behaviors to materials we will discuss today.

Teach/Discuss

- *Display the list of behaviors generated during session two.* Here are some behaviors you identified as challenging. Do these behaviors still feel as challenging? Why, or why not? *Note that understanding the behaviors and having strategies to work with caregivers' own regulation and with children's and teens' regulation may feel helpful for some of these behaviors while others remain a challenge.*
- For some of the behaviors listed that you have identified as challenging — does anyone have suggestions of strategies that have worked for you? Which strategies have felt most effective and which have felt least effective? *Note that strategies that work for one person may not work for another.*

Children's Behavior Can Be Hard

- Many young people who have experienced trauma struggle with behaviors that challenge us, push our buttons, are hard to redirect and may feel disruptive to home life
- **You may feel your strategies are maxed out,** especially when what works with one child or teen does not work with another and what worked yesterday doesn't work today

SLIDE 14: BEHAVIORS ARE HARD

Goal

To highlight the challenge of responding to the behavior of children and teens who have experienced trauma.

Teach

- It is the rare parent, whether foster or otherwise, who does not struggle with at least some of their child's behaviors.
- For children and teens who have experienced trauma and loss, their behaviors can be much more difficult: more intense, more frequent and more difficult to shift.
- The challenge is deepened by the fact that you may be interacting with several different children or teens at a time, often with little history or an established relationship to build on.
- Because what works with one child or teen may be less effective with another, you can begin to feel you are not very effective. You may begin to feel frustrated, overwhelmed, burned out and hopeless.

Ask

Does this sound familiar to you? Notice/normalize the shared experience of not always knowing how to manage challenging behaviors.

Why Are Some Behaviors So Hard to Change?

- Remember the sequence that drives the behaviors:
 - Lens: The world is dangerous
 - Function: Survival
 - Ability to respond: Too few internal or external resources

Nothing is as hard to change as the behaviors we develop to help us survive

SLIDE 15: REMEMBERING THE THREE-PART SEQUENCE

Goal

To remind participants of where behaviors come from.

Teach

- Why is it hard to change a survival-based behavior? Imagine you are running from a lion in the jungle. Suddenly, someone jumps in front of you and says, “Don’t be silly, lions aren’t dangerous.” How easy would it be to trust that person, especially if you could still see the lion? How likely would you be to let a charging lion run up to you without trying to escape it? How easy would it be to get your heart to stop pounding or your breathing to slow down?
- Remember the child’s or teen’s lens or perspective. Even if you can’t see or understand the danger or need the child or teen feels, once his or her brain has perceived or responded as if something is dangerous, the lion may as well be in the room.
- *If it feels necessary, briefly review.* In session two, we discussed that:
 - Children and teens may see the world as a very dangerous place and react accordingly.
 - When children and teens perceive danger, they jump to action, often with a goal of self-protection or of getting important needs met.
 - Because so many children and teens in foster care have limited internal coping strategies or external supports (people they feel they can trust), they may have a much harder time calming down or regrouping once a difficult behavior has started.

Adult Responses Are Hard to Shift, Too

- What are some of your core values and household expectations?
 - Consider: Respect, courtesy, honesty, patience, appreciation
- Negative child or teen behavior often leads adults to believe children or teens are disrespectful, don't appreciate and don't value our relationships
- Caregivers can then get caught in emphasizing appropriate behavior in an attempt to teach values

SLIDE 16: THE ROLE OF THE ADULT CAREGIVER

Goal

To highlight the ways that adult reactions come into play in responding to child or teen behaviors.

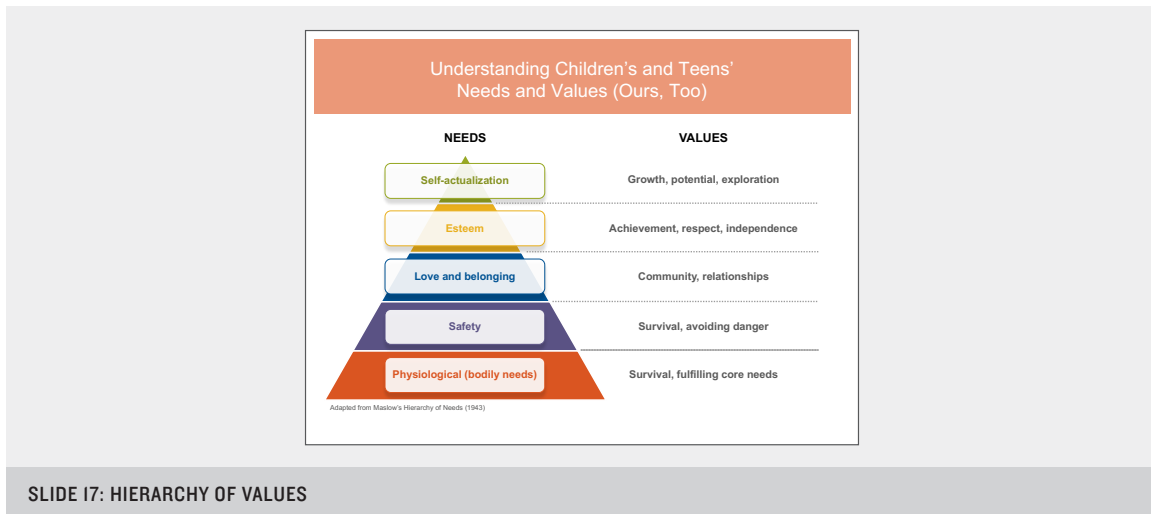
Ask

- What values are most important to you — and what expectations of children and teens exist in your home? *List values and expectations.*
- When you look at this list, do you think some of what we listed as the most challenging behaviors might be tied to your values or expectations? In what ways?

Teach

- Of course, it's not just hard to shift children's or teens' behavior. Our behavior can be hard to change, too. And our reactions can influence a child's or teen's behavior.
- So what affects our own behavior? Our core beliefs can influence our responses to children's or teens' behavior. Depending on what we think is important, or what matters to us, we may find some behaviors easier or harder to deal with, or more or less upsetting.
- Behavior can feel very personal. Even if we understand why a child or teen struggles, their behavior may feel like a rejection of our values, our relationships or our actions.
- When we feel this way, we may react from an emotional place to child or teen behaviors.

Survival trumps other values and needs



Goal

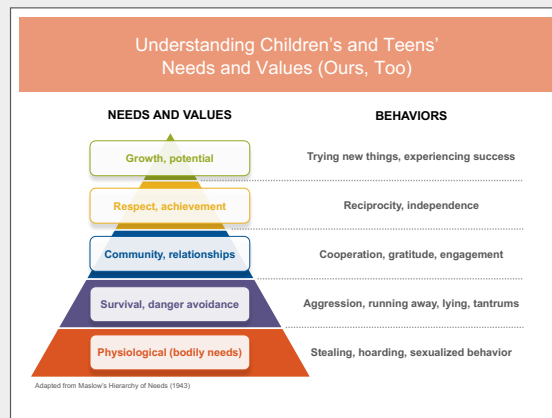
To link the hierarchy of needs with a hierarchy of values that may drive behavior.

Ask

Does it ever seem like the behavior of children and teens in your home is very different at different times? For instance, sometimes they seem very respectful and cooperative and other times they suddenly lash out or feel hurtful?

Teach

- Many years ago, a psychologist named Abraham Maslow proposed that certain needs drive behavior. According to his theory, people are driven to get their needs met in a hierarchy — and that we must have our basic, or lower level, needs met first, before we think about higher-level needs. In that sense, lower-level needs always win. Meeting basic survival needs, for example, will always trump our need for things like achievement.
- For instance, if a person is cold, hungry and has inadequate shelter (physiological needs), those needs will drive behavior more strongly than the need for connection or approval (love and belonging needs). Similarly, if a person believes that he or she is in danger, the need for safety will drive behavior more strongly than the need for respect from others (esteem needs).
- What we consider to be core values may follow a similar hierarchy. We may value, for instance, community, relationships and respect. But those values are likely to fall by the wayside when a person feels his or her survival is endangered.
- This may be one reason why children or teens in your care may seem in some moments to share your values, but in others to lose sight of them. This is because the values and needs that drive our behaviors may vary depending on our emotional state and situation at the moment.
- Keep in mind that survival will always trump other values and needs.



SLIDE 18: LINKING BEHAVIOR TO THE HIERARCHY

Goal

To link observable behaviors with needs and values.


Teach

- Because behavior is designed to meet a need, the behaviors you observe will tell you something about the needs and drives a child or teen is experiencing most prominently in a given moment.
- For instance, if you see aggression or tantrums, it may suggest that there is an underlying survival need driving behavior. It could be that the child's or teen's brain is responding to the perception of danger (remember, the child's or teen's lens will drive perception).
- Behavior and particularly sudden changes in behavior are good clues that a child or teen may be shifting into danger mode.

Tools for shifting behavior

Toolbox: Approaches to Behavior

- Be proactive
- Identify the child's or teen's patterns
- Use your go-tos:
 - Meet needs
 - Support regulation
- Purposefully identify your other strategies, such as praise and reinforcement, problem solving and limit setting



SLIDE 19: TOOLBOX FOR ADDRESSING BEHAVIOR

Goal

To introduce effective approaches to behaviors.

Teach


In this next section, we will talk about developing effective approaches to behavior. As we discuss this, you can follow along on the “Approaches to behavior” handout.

HANDOUT: APPROACHES TO BEHAVIOR

Responding to Olivia

Checking In With Olivia

- Olivia is 7 years old. She continues to steal small items and hoard food in her new foster home
- She can be affectionate with her foster parents, but gets overwhelmed, clingy and demanding when asked to do small tasks. At times, her anger increases and she throws things at her foster mother
- She appears to be settling into her new bedtime routine but has a hard time separating at lights out and her anxiety can escalate, which can spur a lengthy tantrum



SLIDE 20: LINKING CONTENT TO OLIVIA

Goal

To link the following discussion of concrete behaviors with a case example featuring Olivia..

Do

Read or get a volunteer to read about Olivia. Note that we will return to this example throughout the remainder of today's session.

Be Proactive	Ways to Be Proactive
<ul style="list-style-type: none"> Children or teens who have experienced trauma are complex <ul style="list-style-type: none"> They may have challenging behavior They may have different states Their responses in relationships may be uneven 	<ul style="list-style-type: none"> Identify a limited number of behaviors (no more than three) to focus on Consider positive behaviors — those you want to see more of — not just those you want to reduce <p>Olivia's foster parents decide to focus on those that were most challenging to them:</p> <ul style="list-style-type: none"> Hoarding Bedtime separation Throwing objects

SLIDES 21 AND 22: BE PROACTIVE

Goal

To highlight the importance of being proactive, or getting in front of the behavior, rather than reacting to it.

Ask

Who in this group feels like he or she is constantly chasing after the latest behavior or crisis?

Teach

- Most of the children and teens who come into your home will have a number of different challenging behaviors. Some of these behaviors you may see over and over and others may be unexpected or unpredictable.
- When there are many challenging behaviors or interactions, you can get caught up in a cycle of reacting — responding quickly to manage or stop behavior without really thinking about what is going on.
- This quick reaction can leave you feeling burned out, helpless and ineffective, particularly when your actions don't have the desired effect.
- A starting point in dealing with hard behavior is to try to get in front of the behavior — to become purposeful and active in planning a response, even knowing you are not going to get it perfect on the first try.
- To be proactive, you need to:
 - pick a limited number of behaviors to focus on; and
 - think about what you want to see less of — but also what you want to see more of.

Identify the Child's or Teen's Patterns

- Use your detective skills: Read the clues that tell you about your child's or teen's needs, feelings and experiences
- Remember the function of children's and teens' trauma-driven behavior:
 - Survival (fight, flight, freeze, submit)
 - Need fulfillment (emotional, relational and physiological needs)

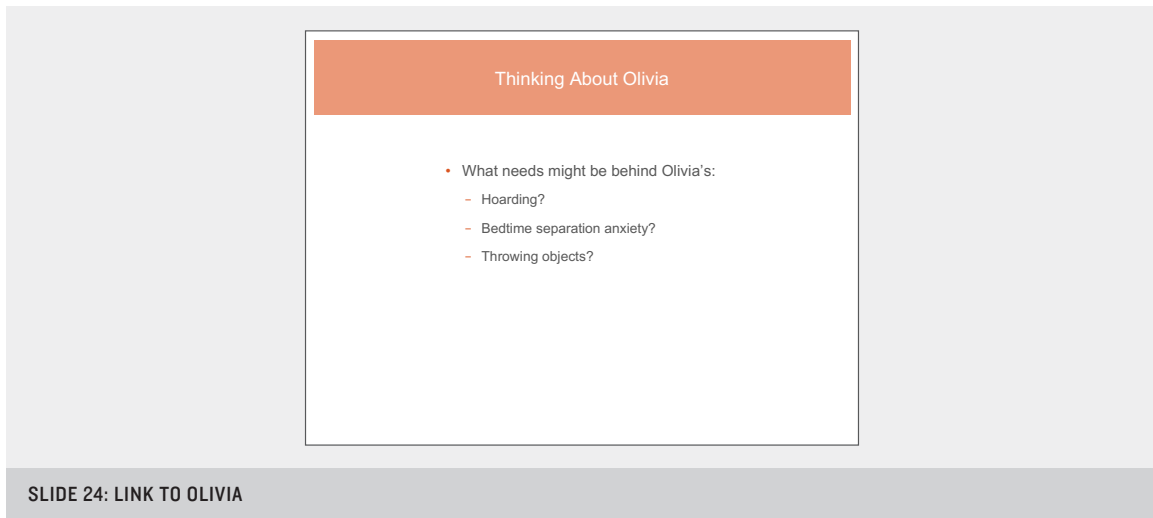
SLIDE 23: IDENTIFY THE NEEDS

Goal

To emphasize the need for understanding key behaviors.

Teach

- In previous sessions, we have discussed that every behavior has a function. We act the way we do to meet different needs.
- There are many kinds of needs that might drive behavior. For instance, trying to get something, trying to get someone's attention, trying to get away from someone, trying to express ourselves or trying to manage our feelings.
- For children or teens affected by trauma, we pay particular attention to two kinds of needs: behaviors designed to manage danger (survival behaviors) and behaviors designed to get needs met.
- The more we understand what is driving behavior, the better we are able respond to it.



Thinking About Olivia

- What needs might be behind Olivia's:
 - Hoarding?
 - Bedtime separation anxiety?
 - Throwing objects?

SLIDE 24: LINK TO OLIVIA

Goal

To link the concept of understanding what is driving behavior to Olivia and engage the group in discussion.

Ask/Do

- Let's talk about Olivia. Given what we've learned about Olivia and about this particular situation she is in, what do you think might be:
 - Triggering or leading to some of these behaviors?
 - What do you think the function might be? What might she be trying to do?
- *Go through the behaviors one at a time and generate discussion. Write down thoughts on the whiteboard or flip chart.*

What Might Olivia's Needs Be?

- Hoarding
 - Is it about fulfilling a need? Does she fear not having enough to eat? Is it a survival strategy?
- Bedtime separation anxiety
 - Does she need relational reassurance? Is she afraid of the dark or of being alone — or does she worry her foster parents won't be there when she wakes up? Does she have difficulty with transitions?
- Throwing objects
 - Is this a survival response? An attempt to get attention or help, or create space for herself?

SLIDE 25: OLIVIA

Goal

To link the concept of understanding what is driving behavior to Olivia and engage the group in discussion.

Do

Show the group the list. Notice ways that the group's responses may or may not match the ideas shown here. Emphasize that all of these are hypotheses. Note that for many behaviors, there is often more than one contributing explanation.

Use Your Go-Tos: Meet the Child's Needs

- Once laid down by trauma, needs are experienced on a deep level and may need to be met many times, in many ways, for the need to decrease
- Meeting needs does not mean you cannot address behaviors in other ways and it does not reinforce the negative behaviors: it gets in front of them and, ideally, decreases the behaviors
- Once you identify a child's or teen's needs, experiment with ways to meet them

SLIDE 26: USE YOUR GO-TOS TO MEET NEEDS

Goal

To demonstrate the importance of meeting needs when responding to behavior.

Teach

- The needs that drive the behavior of children and teens in foster care are often intense, laid down by years of violence, neglect and loss.
- These are going to be the most difficult behaviors to change, since they are focused on survival, even when there is no objective need for this behavior anymore.
- As caregivers, we often try to fight those behaviors. We withdraw attention from the attention-seeking child or teen, for example, or exert power over a child or teen who is acting aggressively.
- The problem is that our reactions may actually escalate these behaviors, since they reinforce the fear that drives the behaviors in the first place. For instance, withdrawing attention from the attention-seeking child or teen may reinforce that no one cares about him or her or will meet his or her needs. This may lead the child or teen to work harder to elicit a response. Exerting power over a child or teen who is acting aggressively may reinforce that the world is unsafe and lead to more powerful maneuvers to keep him- or herself safe.
- One of our strategies should always be to try to identify and meet the child's or teen's need, even when it feels counterintuitive.

Meeting Olivia's Needs	Meeting Olivia's Needs
<ul style="list-style-type: none"> • Every time Olivia's foster parents cleaned, they found old, uneaten, often rotten food in drawers and behind the bed. Establishing consequences was not effective • Working with Olivia's therapist, her foster parents: <ul style="list-style-type: none"> – Identified a kitchen drawer and filled it with healthy snacks. They made it Olivia's drawer; only she could take food from it. They regularly made sure it was full – Put a food-safe garbage can in her room for any food-related products – Stopped talking about the issue 	<ul style="list-style-type: none"> • Throwing objects was often the result of a request for Olivia to complete simple chores or self-care. When Olivia escalated, it was hard for her foster parents not to do the same thing • Olivia's therapist guessed throwing might be a request for support, not distance • As an experiment, Olivia's foster mom began to do chores with her. She'd ask, "Olivia, which toys should we pick up first?" Eventually, Olivia was able to complete many tasks independently when her foster mother was in the room and available

SLIDES 27 AND 28: APPLY CONTENT TO OLIVIA

Goal

To demonstrate ways that Olivia's foster parents worked to meet her needs.

Discuss


- *Read or ask a volunteer to read the slides about Olivia.*
- Do any of you have ideas how the responses of Olivia's foster parents might be meeting her needs?
- Put yourself in the shoes of Olivia's foster parents. What might feel hard about meeting Olivia's needs in this way? What do you think Olivia's foster parents might struggle with? *Link this back to the importance of paying attention to our own emotional responses.*

Use Your Go-Tos: Support Regulation

- Sometimes, your first clue that a need is not being met is dysregulation — a signal that the child's or teen's brain has begun to shift into survival mode
- At this point, your primary goal is to support regulation and shift the child or teen (and yourself, if necessary!) out of survival mode and into a more regulated state (off of the Express Road and back to the main road)
- A "regulation break" may be enough to shift negative behaviors before they have a chance to start

Use Your In-the-Moment Tools to Support Regulation

- As a reminder, use your in-the-moment skills in moments of escalation:
 - Catch the moment as early as possible
 - Check in and use your own self-regulation tools
 - Be a mirror
 - Meet the child's or teen's need (if you can identify it)
 - Offer control and choices
 - Reconnect



SLIDES 29 AND 30: USE YOUR GO-TOS TO SUPPORT REGULATION

Goal

To emphasize that a child or teen must be in a regulated state to respond to any other strategy.

Teach

- It is not always easy to identify what needs are driving child or teen behaviors. However, dysregulation (feelings, body states or behaviors that seem disorganized or out of control) often acts as a clue that a child or teen has an unmet need; it can be the first sign of challenging behavior to come.
- You can work to get better at reading a particular child's or teen's dysregulation clues. For instance, one child might show distress by shouting or screaming, another by getting silly and a third by withdrawing.
- Once you learn a child's or teen's dysregulation clues, find ways to support regulation using the skills taught in our last session. Often, if you can respond quickly enough and support regulation (both the child's or teen's and your own), you can cut behaviors off before they start.

Ask

- Do you feel you are sometimes able to cut behaviors off before they start with your child or teen by supporting regulation?
- Can anyone give an example of a time you were successful in shifting behaviors?

Target Your Use of Strategies Purposefully

- Think about the strategies in your behavioral toolbox and use them purposefully. **Ask, which is appropriate to the moment?**
- Think of your strategies as experiments. Understand that one strategy will not work for all kids all the time
- Multiple strategies can be used to address the same behavior at different times
- Over the next several slides, we will discuss three possible behavioral strategies

SLIDE 31: PURPOSEFUL USE OF STRATEGIES

Goal

To introduce three strategies that can be used for addressing behavior.

Teach

- Over the next several slides, we will discuss three strategies for addressing child and teen behavior. We will talk a bit about why, when and how you might use these strategies as well as some things to consider when working with children or teens who have experienced trauma.
- These strategies are not exclusive. You might use all of the strategies to address the same behavior at different times. One approach may work well one day and not so well the next.
- One of the most important things you can do is have a plan. Once you identify a behavior and have an idea about the child's or teen's pattern and need, you can make a plan for the best way to respond to that behavior. At that point, it becomes an experiment.
- Keep in mind that it may be important to try a strategy consistently for a period of time to see if it is working, as children or teens may react initially negatively to something that eventually becomes successful.

HANDOUT: BEHAVIOR STRATEGIES: WHAT ARE YOUR TOOLS?

Praise and Reinforcement	Praise and Reinforcement
<ul style="list-style-type: none"> • Why use praise and reinforcement? <ul style="list-style-type: none"> - To build children's and teen's awareness of their successes and positive capacities - To focus yourself on a child's or teen's strengths and potential for success rather than focusing on their bad behavior • When should you use praise and reinforcement? <ul style="list-style-type: none"> - Any time a child or teen is engaging in a behavior you want to increase (often, the opposite of what you want to decrease) 	<ul style="list-style-type: none"> • How should you use praise and reinforcement? <ul style="list-style-type: none"> - Use words. Be specific. Label the behavior <ul style="list-style-type: none"> ➢ "I am so proud of you for using your tools to calm down" ➢ "You did such a good job listening when I asked you to clean up" - Show pride and appreciation (nonverbally) - Use reinforcement charts or concrete rewards

SLIDES 32 AND 33: PRAISE AND REINFORCEMENT

Goal

To provide information about the use of praise and reinforcement.

Teach

- It is very easy as a parent or caregiver to get caught up in saying “no” and “don’t” and to miss sight of saying “great job” and “do.” This is particularly true when the child or teen has prominent negative behaviors.
- Praise is a powerful tool when used purposefully and consistently. Children and teens are often responsive to positive attention and praise can shape behavior.
- Use praise when a child or teen does something you like or want to increase, or when a child or teen stops doing something you want to decrease.
- You can give praise and reinforce behavior with your words (“Great job with that!”), your behaviors (giving a child or teen a high-five or a hug when he or she accomplishes something) and, sometimes, concretely (for instance, a sticker chart or a chance to work toward a reward).

Praise and Reinforcement: Trauma Considerations

- Praise can be a trigger for some children or teens who have experienced trauma
- If a child or teen rejects or ignores your praise, try not to take it personally and don't engage in a power struggle
- If a child or teen seems triggered by praise, try focusing on the positive *behavior* instead of the whole child ("You worked so hard on that drawing" vs. "What a good artist you are")
- **Keep noticing the positives.** Even for a child or teen who seems distressed or unresponsive, over time the positives will matter

SLIDE 34: TRAUMA CONSIDERATIONS IN PRAISE AND REINFORCEMENT

Goal

To discuss possible trauma considerations when using praise.

Ask

Has anyone had the experience of having positive statements rejected by children or teens in your care, or having the child or teen get upset by them?

Teach

- There are many reasons that children and teens who have experienced trauma may have difficulty with, or be triggered by, praise. For instance, children or teens may have been hurt or abused by people who said nice things to them. They may not believe your praise is genuine. Or they may shy away from forming a good relationship with you since they may be afraid of losing you.
- Do not stop saying positive things altogether. But do be thoughtful about how you praise a child or teen who seems to mistrust or be upset by it. Consider the following:
 - First, don't take it personally if a child or teen rejects your praise. If you say, "Great job!" and he or she responds by saying, "It wasn't great, it was terrible, you don't know anything!" — try to remember where this might be coming from. It is generally not a rejection of you.
 - Second, don't get into a power struggle ("Yes, it was great!" "No, it wasn't!" "Yes, it was!"). It is OK for you and the child or teen to have different opinions. You might say, for instance, "It's OK for you and me to feel differently about it. I'm sorry you feel like things didn't go well. I was proud of how you did."
 - Third, try focusing on concrete behaviors or actions rather than on the whole child or teen. This may lessen his or her discomfort with and need to reject the statement.
 - Finally, keep trying.

Problem solving with a child or teen

Problem Solving	Problem Solving
<ul style="list-style-type: none">• Why engage children and teens in problem solving?<ul style="list-style-type: none">– To build children's and teens' awareness of having and making choices — and learn that they can get in front of, not just react to, some challenges– To help children and teens feel more in control of and powerful over their lives• When can children and teens be engaged in problem solving?<ul style="list-style-type: none">– When children and teens are calm, before or after situations in which challenges are likely or have occurred– When the child or teen is asking you for help– Regularly. Build children's and teens' skills by practicing and addressing the many small challenges that arise day to day	<ul style="list-style-type: none">• How can children and teens be engaged in problem solving?<ul style="list-style-type: none">– Share your interest in supporting the child or teen and your belief in a solution ("Let's figure this out")– Help the child or teen identify the problem ("What is it you are trying to solve?")– Identify goals or desired outcomes ("What do we want to happen?")– Identify choices ("What different things can we do?")– Identify consequences ("What might happen if we do that?")– Make a plan and be a troubleshooter. Stay in the adult support role

SLIDES 35 AND 36: PROBLEM SOLVING

Goal

To provide information on the use of problem solving.

Teach

- Supporting children and teens in solving problems is an important strategy for building their awareness of choices, helping them feel empowered and giving them a voice in their lives.
- This skill is very hard and one that typically develops over the course of childhood and into early adulthood. Therefore, it requires a fair amount of support from adults.
- You are generally only able to use your thinking brain when you are calm, so this is a skill you will want to apply only when both you and the child or teen are feeling regulated and calm.
- Here are the steps for supporting problem solving:
 - First, identify what the problem is. For instance, that the child is frustrated with a rule or a teen is in a fight with a friend.
 - Second, identify goals. For instance, if a teen is in a fight, he or she might want to mend the friendship, might want help with knowing what to say, might need emotional support about losing the friendship, etc. Part of the work is identifying what it is that the child or teen and you want or wish to have happen.
 - Third, brainstorm. Try to think of different ideas for how you might meet your goal. Keep in mind that you want to support children and teens in thinking about and coming up with ideas, so don't offer too many right away. Also, don't tell children or teens an idea is a bad. If they thought of it, there's a reason for it.
 - Once you have some ideas, help the child or teen think through possible consequences and discuss them. What might happen if the child or teen were to tell his or her best friend a secret about a classmate? What might happen if the child or teen calls his or her social worker and

asks to be moved? What might happen if the child or teen skips soccer practice? Pay attention to both the positive and less positive consequences in your discussions. For instance, telling a friend a classmate's secret might make the child or teen feel powerful or make the child's or teen's friendship grow. But it might also hurt someone's feelings or lead to the loss of another friendship.

- The final step in problem solving is to support the child or teen in developing a plan of his or her own. Get concrete: what, when, how, where, who?

Problem Solving: Trauma Considerations

- A child's or teen's ability to engage in problem solving depends on:
 - Whether he or she feels powerful enough to make a choice, or believes he or she has one
 - Which part of the brain is online
 - His or her stage of development
- Your ability to be calm and use this approach at appropriate times — and provide ongoing support — are crucial. Very few children or teens can problem solve independently

SLIDE 37: MORE TRAUMA CONSIDERATIONS IN PROBLEM SOLVING

Goal

To discuss possible trauma considerations in problem solving.

Teach

- Children and teens who feel powerless may reject attempts to identify solutions (think of the child who says, “It doesn’t matter what I do!” or “I can’t do anything!”).
- We all lose ability to solve problems when we are upset. This means that this skill will be especially hard when the child or teen is upset or when the parent is upset. Children and teens who are frequently dysregulated will likely struggle with this more than ones who are generally calm.
- Even for well-regulated children, the ability to solve problems develops over time, and young children — or adolescents who are developmentally young — will struggle with this and need supports.
- Because this is something that is so hard for children and teens to develop, it is important that you look for opportunities for them to practice making decisions about less intense or less vulnerable things, so that they feel more powerful when they have to tackle the harder decisions.

Limit Setting	Limit Setting
<ul style="list-style-type: none"> • Why use limit setting? <ul style="list-style-type: none"> - To establish an understanding of boundaries, expectations and a safe world - To help children and teens contain and shift negative behaviors and identify positive alternatives - To help children and teens learn where the lines are with inappropriate behaviors • When should you use limit setting? <ul style="list-style-type: none"> - When a child's or teen's behavior crosses established boundaries related to safety, harm to others or harm to the child or teen - Thoughtfully and not for every behavior 	<ul style="list-style-type: none"> • How to set limits? <ul style="list-style-type: none"> - When you are calm, if possible - Identify thoughtful, age-appropriate limits in advance of behavior occurring - If you name consequences for certain behavior: <ul style="list-style-type: none"> ➢ Do so when the child or teen is reasonably calm ➢ Less is more. Be concise and clear; link consequences to the behavior, not the child or teen <p>Move on when you can. Allow the child or teen to be angry about a consequence but also create space for relationship repair. Use your own self-care tools</p>

SLIDES 38 AND 39: LIMIT SETTING

Goal

To provide information about the use of limits.

Ask

Has anyone in this room — without having to share your example — ever set a consequence in a moment of anger that you know you never would have set when you were calmer and with an emphasis on punishment, rather than consequence?

Teach

- Setting limits is an important part of caring for a child or teen. When we set limits, we communicate important information about boundaries, expectations and consequences for behavior. Over time, appropriate limits will help children and teens learn to independently manage their own behavior.
- Think of limits as consequences rather than punishment. A consequence is something that results naturally from a behavior and helps us learn. For instance, a consequence of leaving a belonging out in the rain is that it might get ruined. A punishment is something that is used to control a behavior and act as a deterrent but may not lead to long-term learning.
- As caregivers, when we are frustrated, we may set limits too quickly, too powerfully and with little forethought.
- Although this can stop a behavior, it may not necessarily lead to learning and, therefore, to the child's or teen's ability to stop the behavior independently in the future.
- Limits become less meaningful when they are used too often and can unintentionally send a message to a child or teen that he or she is bad, rather than sending a message about specific behaviors.
- To be effective in setting limits, consider these tips:
 - Set limits when you are calm, not when you are upset. This will help you to be more thoughtful both in what and how you communicate. If necessary, take a regulation break before applying a limit.

Similarly, whenever possible, wait until the child or teen is calm to deliver the limit — separate the limit from attempts to help the child or teen regulate.

- Think in advance about what an appropriate limit might be. Setting limits in the moment can lead to longer, more intense or more unreasonable consequences than you intend.
- Make sure the limit matches the child's or teen's age, both chronological and developmental. For young children in particular, keep it simple and brief.
- Explicitly tie the limit to the behavior. For you example, you might say:
 - “We talked about no more hitting, because hitting isn’t safe. That toy needs to be put away for the rest of the day, because you’re showing me you can’t be safe with it.”
 - “We discussed that you need to call or text if your plans changed so I know where you are. Because you stayed out without letting me know where you were, you need to spend the afternoon at home tomorrow.”
- Set the limit, then move on. Even if the child or teen continues to be upset about the limit, communicate that you still care about the child and you are ready to move on. This does not mean denying your own emotion (it is OK to be frustrated), but to the degree possible, use your self-regulation tools so that you (and eventually, the child or teen) can return to a more regulated place, rather than letting each negative behavior or negative incident build to a crisis point.

Discuss

If there is time, offer the group an opportunity to discuss the following: Does anyone have tips for things you have found to make limit setting more effective?

Limit Setting: Trauma Considerations

- Any limit can be a potential trigger for a child or teen who has experienced trauma
- **Choose consequences carefully.** Time-out may not be the right approach for a child or teen with a neglect history; yelling may trigger a child or teen who has experienced violence
- Tune into your child or teen to name feelings, even as you set limits ("It makes sense that you were angry, but we use our words, not our hands, when we are mad")
- **Separate the behavior from the child or teen**

SLIDE 40: TRAUMA CONSIDERATIONS OF LIMIT SETTING

Goal





To highlight the difficult role trauma can play in setting limits.

Ask

Why do you think the children and teens in your care struggle with limit setting?

Teach

- Many children and teens in foster care have a wide range of experiences that make limits challenging.
- Let's review why children and teens may struggle with limit setting. They may have had previous experience with intense shaming or abusive or frightening limits. They have been in different homes, with different rules, consequences and parenting styles, some of them involving neglectful parenting. Children and teens may fear loss of control and be uncertain whether a caregiver will follow through.
- When choosing specific limits, it is important to be conscious of the child's or teen's history and particular triggers.
- The process or sequence of how you apply limits is as important as the limit itself. Remember, from the child's or teen's perspective, his or her behavior made sense. Acknowledge the affect ("It makes sense that you were angry") and separate it from the action ("We use our words, not our hands, when we are mad").

<h3 style="text-align: center;">Problem Solving</h3> <p>Behavior: Throwing things at foster mom when overwhelmed</p> <ul style="list-style-type: none"> • Olivia's foster mother sat with Olivia when she was calm during their evening chat time. They talked about how everyone in the home was an important part of the family and contributed to keeping the house running smoothly • The foster mom noted that chores were hard for Olivia and asked if they could figure out a way to help Olivia feel more successful at doing them • When Olivia had a hard time generating ideas, her foster mother suggested that the two of them practice doing some chores together. She also talked about ways Olivia could tell her she was feeling overwhelmed 	<h3 style="text-align: center;">Praising Effort</h3> <ul style="list-style-type: none"> • Olivia's foster parents worked hard to notice and comment positively on any instances in which Olivia did something around the house, such as cleaning up her toys, putting clothes in the laundry or doing age-appropriate self-care tasks such as brushing her teeth • They also began to tune in and name moments when Olivia got upset but not aggressive and praised her for using her regulation tools 
<h3 style="text-align: center;">Setting Limits</h3> <ul style="list-style-type: none"> • Whenever Olivia escalated to throwing things, the parent immediately stopped the activity and mirrored Olivia's affect or energy ("I see you are upset," or "Your energy just got really big") and suggested a break • If that didn't work, an adult would carry Olivia to the calm-down corner and stay until she was calm. They would discuss that it is OK to be angry but not to throw things; thrown toys would go into a "toy time-out" for 10 minutes 	<h3 style="text-align: center;">Seeing Success</h3> <ul style="list-style-type: none"> • Using problem solving <ul style="list-style-type: none"> – Over time, Olivia and her foster parents identified early warning signs that Olivia was having a hard time and used a special silly phrase ("purple-spotted dinosaur") that cued Olivia to use her calm-down corner. They also built regular chore times into her daily routine • Using praise and reinforcement <ul style="list-style-type: none"> – Whenever Olivia went to her corner when cued, used coping skills or completed chores successfully, the adults gave her a high-five or verbal praise 

SLIDES 41 – 44: APPLICATIONS TO OLIVIA

Goal

To apply these strategies to the example of Olivia.

Teach/Discuss

- Read the Olivia slides and invite participants to read along in their handouts. You can elicit discussion and/or reaction to the strategies being used. It is important to highlight that multiple strategies are being used to target the same behaviors. Possible prompts include the following:
 - What would you identify as the important strategies used by Olivia's foster parents?
 - In what ways do you think these strategies might or might not be successful?
 - How would you adjust the strategies?

Wrap-Up

- Behavior is driven by children's or teens' needs. Needs are hierarchical and vary depending on the state the child or teen is in at the moment
- To be successful, **respond, don't react**
 - Be proactive
 - Identify the child's or teen's needs
 - Use your go-tos
 - Identify your other strategies purposefully


SLIDE 45: WRAP-UP

Goal

To review teaching points from today's session.

Do/Ask

Read the teaching points from the slide. Are there any remaining questions?

 <p>SELF-REFLECTION</p>	<p>Question</p> <ul style="list-style-type: none">• Think of a child's or teen's behavior you have been struggling with. What strategies are you trying at the moment?• After today's discussion, why do you think your current approach is or is not working?
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SLIDES 46 AND 47: SELF-REFLECTION

Goals

To apply the behavioral response strategies taught today to participants' own lives.

Do

Ask participants to get into groups of two or three. Ask them to read and discuss the questions on the slide, using the provided worksheet. If time permits, invite one or two volunteers to share something from their discussion with the larger group.

HANDOUT: SELF-REFLECTION WORKSHEET



SLIDE 48: TAKE HOME


Goal

To identify at least one take-away concept from today's session.

Ask

Please identify at least one take-away concept from today's session — an idea, concept or something you learned that you can apply in your own life, or that felt relevant or important to you. Please take a minute to write this down in your log.

PRACTICE AT HOME



PRACTICE

Practice

- Pick one behavior displayed by a child or teen in your home that you find challenging or that you want to increase
- Use the behavior worksheet to identify patterns and needs and develop a plan

SLIDES 49 AND 50: PRACTICE

Goal

To apply the day's theme to daily life.


Practice

This week your goal is to identify patterns and needs and to begin to develop a plan, using the provided worksheet. Don't feel pressured to implement the plan immediately: Use this week to begin thinking about how you might understand and address a challenging behavior. *Make sure everyone has the behavior worksheet.*

Ask

Are there any questions about the week's assignment?

HANDOUT: CURRENT APPROACHES TO BEHAVIOR



CLOSING CHECK-IN

What Is Your Energy Right Now?

Totally Comfortable

↑

↓

Really Uncomfortable

↑

+10

+5

0

-5

-10

↓

Great Match

↑

↓

Terrible Match

SLIDES 51 AND 52: CLOSING CHECK-IN

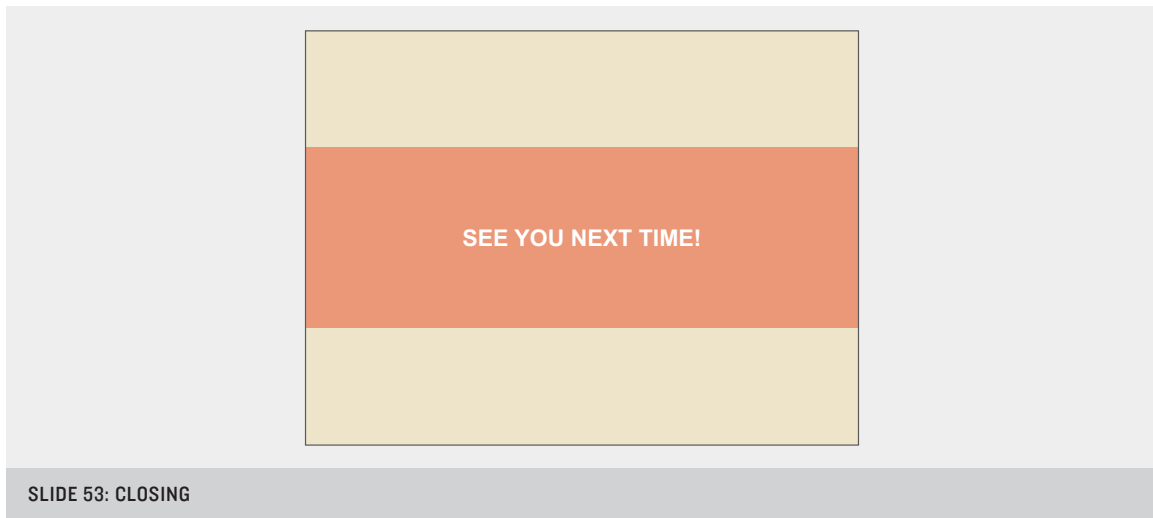
Goals

To increase awareness of internal experience and the effect of this experience on our ability to be present and engaged; to increase awareness of coping strategies; and to engage caregivers in a parallel process, as this is a skill set they will be supporting in their child or teen.

Do

- Let's take a moment to check in again before we go. I would like you to notice the level of energy or arousal in your body right now and rate it on the provided scale. Then, notice the degree to which this energy or arousal is comfortable or uncomfortable and rate that. Lastly, notice the degree to which your energy/arousal is a good match for the current situation (leaving the group) and rate that.
- Then, take a minute to consider the various tools you tried out today. Identify any that might be helpful in supporting you to feel comfortable and effective in your body.

HANDOUT: CHECK-IN



Closing

- I am looking forward to our next session. Our theme will be "Who Are You? All About Identity."
- *Note the date and location of the next session.*