



Behavior Makes Sense

SESSION TWO FACILITATOR GUIDE FOR ARC REFLECTIONS

SUMMER 2017

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

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PREPARING TO FACILITATE

A CHECKLIST

Materials needed

- Whiteboard or flip chart and markers
- Name tags
- Slide packet
- Pens and paper
- PowerPoint slides
- 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)
- What are your filters? handout
- Self-reflection worksheet: Applications of the three-part sequence
- Homework sheet: Noticing behavior
- Summary sheet (with teaching 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 TWO


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

Warm-Up

- What is the first thing you see when you look at this image?




SLIDES 4 AND 5: WARM-UP

Goal

To illustrate that all of us interpret information differently. Even when we are looking at the same thing, how we respond to it may be different.

Ask

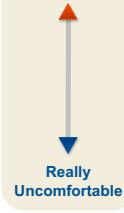
- Please identify the first thing you see when you look at the image. Without talking about it, write down what you see.
- Are there volunteers to describe what you saw?
- *Invite participants to discuss why they think people might see different things in the image. For instance, previous experiences, areas of interest, etc.*



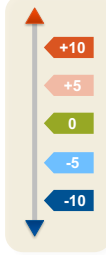
OPENING CHECK-IN

How Is Your Energy Today?

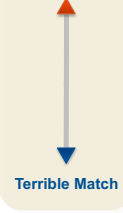
Totally Comfortable



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

- Last week, we discussed how the check-in can remind us to pay attention to our own experience and needs.
- Please notice the level of energy or arousal in your body right now and rate it on the provided scale.
- Notice the degree to which this energy is comfortable or uncomfortable and rate that.
- Notice the degree to which your energy or arousal is a good match for the current 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 regulation activities) and identify anything that might help you feel **comfortable** and **effective** in your body.

HANDOUT: CHECK-IN



Review

- Many different things may be experienced as traumatic
- Trauma can profoundly influence children's and teens' development**
- Trauma shapes the child's or teen's lens for self, for relationships and for danger
- Trauma responses are designed to help the child or teen protect him- or herself and survive

SLIDES 9 AND 10: PREVIOUS MEETING REVIEW

Goal

To review content from the previous session.

Teach

- The children and teens entering your homes may have experienced many different types of trauma, stress and adversity. Some traumas may be less obvious than others. Often children entering care experience more than one adversity, such as physical or sexual abuse, repeated foster care placements and early neglect. For children and youth of color or who identify as LGBTQ, trauma tends to be even more common and complex.
- The experience of trauma, stress and adversity strongly affects many aspects of children's and teens' development.
- Trauma affects how children and teens take in information, the ways they understand themselves and other people and how they make meaning of their experiences.
- All of us develop strategies to help us adapt to our world. Many of the behaviors we see in children and teens who have experienced trauma are survival strategies.

Ask

- Does anyone have remaining questions left over from our first session?
- Do any of you want to share something that really stood out for you in that first session?

Report Back

- In small groups, discuss your practice from last week
 - What went well?
 - What was challenging?
 - What was something you noticed?

SLIDE II: REPORT BACK

Goal

To provide foster parents and caregivers with an opportunity to review last week's practice.

Assignment: To do a check-in once a day, observing your location and activity while you do it.

Do

Please get into small groups (at your table or with people near you) and briefly discuss your experience with using the check-in. *After this 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?
- 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: BEHAVIOR MAKES SENSE



SLIDE 12: THIS WEEK'S THEME: BEHAVIOR MAKES SENSE

Goal

To introduce today's theme.

Introduce

- Today's session will focus on understanding the behavior of children and teens in your home.
- The behavior of children and teens who have experienced trauma can be challenging or confusing. But it is important to remember that all of us do what we do for a reason: Behavior makes sense.

What Behavior Challenges You?

- What behavior do you see in the children and teens in your home that has been challenging?
What behavior **pushes your buttons**?

SLIDE 13: DISCUSSION OF CHALLENGING BEHAVIORS

Goal

To engage foster parents and caregivers in a discussion of the challenging behaviors they have observed among children and teens in their homes and link these behaviors to the remainder of this session's content.

Ask

Read the question on the slide aloud. Ask participants to respond.

Do

Write responses on the whiteboard or flip chart. Make sure to keep the list of behaviors for future use. Notice any similarities in what various group members are naming; pick a few common behaviors and ask, "How many of you have seen these same behaviors?" Refer back to these behaviors throughout today's session, connecting them to content as possible.

The Challenge of Behavior

- Most children and teens who have experienced trauma have many behaviors that can push the buttons of those around them
- These behaviors can feel very confusing: What we see may not be what we expected
- Often, we react to these behaviors without understanding what drives them
- The more we understand where behaviors come from, **the more effective our response will be**

SLIDE 14: THE CHALLENGE OF BEHAVIOR

Goal

To set the stage for today's discussion.

Teach

- Children and teens who have experienced trauma have many challenging behaviors that are confusing, hard to manage and may lead to strong emotional reactions in caregivers.
- When we do not understand where this behavior comes from, it is easier to get caught up in our own emotional responses.
- In today's group, we will be focusing on understanding what might be underneath some of the more confusing or challenging behaviors you observe. In our next session, we'll talk more about how to understand and support your own reactions to such behavior.

Where Does Behavior Come From?

- Think of one thing you feel like you could do in your sleep. Why does it feel so easy?
- All of us develop **strategies for managing the world** (behavioral patterns) guided in part by our previous experiences (what we've used in the past that has been successful)

SLIDE 15: LINKING BEHAVIORS WITH REPEATED EXPERIENCE (HABIT)

Goal

To establish that the behaviors we use most often are generally those that have become habitual because we have used them successfully to accomplish tasks and manage our worlds.


Ask

- *Read the first question and ask participants their thoughts. If no one answers, throw out some possible prompts. You might mention things like cooking a favorite food, typing, driving, changing a diaper.*
- *Why do these things feel so easy? Emphasize answers such as "Because I've done them a million times."*

Consider Olivia: A three-part sequence

Consider Olivia

When Olivia was living with her biological parents, her house was **unpredictable**. Sometimes there was a lot of screaming and violence and things felt very scary. In those moments, Olivia learned to stay very still or to hide. If no one saw her, it felt like she was safer.



SLIDE 16: APPLYING THE EXAMPLE TO OLIVIA

Goal

To continue the discussion of Olivia, linking her experiences with learned behaviors.

Teach

Olivia, like all kids who have been affected by trauma, has learned behaviors based on repeated experiences of danger. These behaviors may appear to make less sense now that she is out of the situation. However, originally, they were ways to take care of herself.

Do

Read the paragraph out loud to the group.

Ask

- What was the situation that Olivia was repeatedly exposed to?
- What behaviors is Olivia showing that she has learned?
- Why do you think these make sense?
- What other behaviors might she have learned in this environment?
- Have any of you had children in your homes that displayed similar behaviors?

Note: *Write the list on the flip chart or whiteboard.*

Consider Olivia

At other times, when Olivia's mom was using drugs, she might be affectionate or loving, even if her behaviors didn't always make sense. **Olivia had to work hard** to get her mother's attention, because her mom would seem spacey or talk to herself. If Olivia climbed on her mother, hugged her or cried loudly, her mother would sometimes give her a hug or rock her.



SLIDE 17: OLIVIA, CONTINUED

Goal

To highlight that many children have been exposed to a number of different stressors and may have learned a wide range of survival strategies that show up at different times.

Do

Read the paragraph out loud to the group.

Ask

- In this example, what was the situation that Olivia was repeatedly exposed to?
- What behaviors is Olivia showing that she has learned?
- Why do you think these make sense?
- What other behaviors might she have learned in this environment?
- Have any of you had children in your homes who displayed similar behaviors?

Note: *Add to the list on the flip chart or whiteboard.*

Teach

Notice how, in this instance, Olivia's learned behavior is very different from the previous example.

Compare

Compare the list generated here to the list the participants generated at the start of the group. Note any similarities between the two lists.

Understanding Olivia

To understand Olivia, use this three-part sequence:

- Remember the lens: Perception is reality
- Behavior addresses a need: **Survival trumps everything else**
- Ability to recover: Where are the resources?

SLIDE 18: LINKING OLIVIA TO A THREE-PART SEQUENCE FOR UNDERSTANDING BEHAVIOR

Goal



To introduce a three-part sequence for understanding behavior.

Teach

To understand trauma-related behavior, it is important to understand three factors that we will discuss in detail today:

1. The lens the child or teen is using to understand the world.
2. The need the child or teen is trying to meet with his or her behavior.
3. The child's or teen's ability to recover.

Part one: Remember the lens

<div>Remember the Lens</div> 	<div>Experience Shapes Our Lens</div> <p>Our individual filters, which are based on experience, guide our interpretation of the world.</p> 
<div>Remember the Lens</div> <p>All of us are influenced by our experiences. Over time, our experiences affect how we see and understand everything around us and shape our filter or lens for understanding what is safe and what is dangerous.</p> <p><i>"Experience is not always the kindest of teachers, but it is surely the best."</i></p> <p>— Spanish proverb</p>	

SLIDES 19 – 21: SEQUENCE PART ONE: REMEMBER THE LENS

Goal

To review from the previous session that our individual experiences influence how we interpret information.

Teach

- As we discussed during the warm-up, none of us see the world in exactly the same way. We all interpret information slightly differently.
- The ways we interpret the world are based largely on our experiences and on what we have been taught.
- One of the strongest teachers is danger. When we have experienced something dangerous, we learn quickly to associate things related to that experience with danger.

Show

Show participants the picture of the two lions.

Ask

What makes the lens (i.e., the interpretation of the lion) different in these two pictures? Whose lens is being used?

Teach

Review key points on the slide.

What Are Your Filters?

- Think of the meaning you make of:
 - Raised voices
 - Someone not looking you in the eye
 - Someone who is quiet
 - The smell of fire
 - A hand on your shoulder
 - The sound of crying
 - People in authority
- What are your thoughts/feelings/reactions?

SLIDE 22: APPLYING THE CONCEPT TO YOU

Goal

To support foster parents and caregivers in examining their own assumptions and ways these assumptions may differ from those of others in the group.

Do

Ask participants to review the list on the slide.

Ask

- Which of these examples elicits a positive response for you? For instance, do you like or dislike raised voices? Do you assume raised voices mean conflict or do raised voices mean the speakers are happy and connected — are they one of those noisy, happy families?
- Which of the things on this list are associated with higher energy in your body — which lead to the strongest reactions in you?
- In your materials, there is a worksheet that asks you to take a look at your own filters. Let's take a moment to fill these out, then we will discuss them in pairs or small groups.

Note: *Give participants several minutes to complete the worksheet and then discuss the experience in dyads or small groups or as a full group, as makes sense.*

HANDOUT: FILTERS

What Is a "Trigger"?

- A trigger:
 - Is a signal that there is **something dangerous** in the environment right now, based on an individual's past experience with danger. It may or may not:
 - Mean there is actual danger present
 - Be associated with specific memories of an event
 - Shifts us into danger (self-protection) mode
 - Mobilizes us and **puts us on the express road to action**

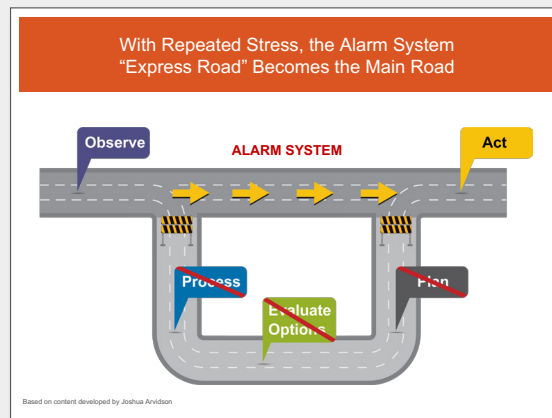
SLIDE 23: INTRODUCING TRIGGERS

Goal

To teach the concept of traumatic triggers.

Teach

- Triggers are signals, or clues about our world, that have been learned as a result of previous experiences of danger.
- These signals or clues help us mobilize rapidly when there is danger. This rapid mobilization is a way our brain has learned to keep us safe.
- The more frequently someone has experienced danger, the more rapidly these clues will lead to a survival response.
- Once our brain has learned to read and react to these signals, we may mobilize even in the absence of actual danger.
- Note that current events and the things children or teens hear or see in the news may be triggers, particularly for children of color or who identify as LGBTQ.



SLIDE 24: REMINDER — THE EXPRESS ROAD

Goal

To remind foster parents and caregivers that with any signal of possible danger, children's and teens' brains will take the Express Road to action.

Teach

- In our last session, we discussed the Express Road: the idea that signals of possible danger will put children's and teens' brains on the Express Road to action.
- The more danger a child or teen has experienced, the more likely it is that many different things in the world will be interpreted as dangerous.

Ask

Based on your experiences with children and teens placed in your home, what kinds of things do you imagine might be triggers, or signals of danger, for them? How might the race, ethnicity, gender or sexual identity of the child have affected his or her experience of trauma?

Note: *You may write or discuss participants' responses.*

Examples of Common Triggers

- Lack of power or control; feeling helpless
- Unexpected change
- Physical closeness or contact (too little, too much)
- Sensory input (too little, too much)
- **Feeling shame**
- Positive attention or connection
- Need/deprivation
- Felt rejection or abandonment
- Direct reminders of specific events


SLIDE 25: COMMON TRIGGERS

Goal

To highlight common triggers among children and teens who have experienced trauma.

Ask

- Take a look at this list. Why do you think some of these things might signal danger to children and teens placed in foster care?
- Are there any others you would add based on your experience with children and teens in your care?
- Which of these have you seen most frequently?



WHAT MIGHT TRIGGER OLIVIA?

SLIDE 26: LINKING THE CONCEPT OF TRIGGERS TO OLIVIA

Goal

To engage the group in applying the concept of triggers to Olivia.

Ask

Thinking back to what we know about Olivia's story, what types of things do you think might act as triggers, or signals of danger, for her? Why?

What Might Trigger Olivia?

- Loud noises
- Angry voices
- Being yelled at
- **Being ignored or left alone**
- Not having her needs met or being told "no"
- Feeling frightened

SLIDE 27: OLIVIA'S TRIGGERS

Goal

To engage the group in applying the concept of triggers to Olivia.

Discuss

Compare this list to the one the group generated.

Part two: Behavior addresses a need

The slide is divided into two main sections. The left section has a large orange rectangle in the center with the text 'BEHAVIOR ADDRESSES A NEED' in white, flanked by two light beige rectangles. The right section has an orange header 'The Two Primary Functions of Behavior' and a white body containing a bulleted list.

BEHAVIOR ADDRESSES A NEED

The Two Primary Functions of Behavior

- Safety
 - Actions designed to **keep the child or teen safe** in the face of perceived danger
- **Getting needs met**
 - Actions designed to help the child or teen meet physical, emotional or relational needs in the face of perceived deprivation, rejection or abandonment

SLIDES 28 AND 29: SEQUENCE PART TWO: BEHAVIOR ADDRESSES A NEED

Goal

To introduce the second part of our sequence for understanding trauma-based behaviors.

Teach

- Most behavior serves some function. Think of your own behaviors and why you may engage in them. For instance, you may pace when you are worried to manage your energy, you might carefully look around for someone you know or something familiar when you enter a new situation or you might become quiet and pull back when someone hurts your feelings.
- We all have behaviors that arise to protect us and get our needs met. When these behaviors come from repeated experiences of danger, or significant neglect, they may be very rigid or seem undesirable. But just like our own behaviors, they were learned to serve a function.
- Because of their histories of violence, abuse, loss, neglect and separation, the two major functions of behavior we often see in children in care are behaviors designed to keep them safe and behaviors designed to help them get their needs met.



Responding to Stress

"[W]hile there are an infinite number of stressors that can cause a subjective sense of overwhelming stress and distress in a child, there are finite ways that the brain and the body...can respond to those stressors."



– Michael DeBellis, 2001

What Are Our Safety Options?

FIGHT






FLEE






What Are Our Safety Options?

FREEZE

SUBMIT

SLIDES 30 – 32: SAFETY-SEEKING/DANGER-MANAGEMENT BEHAVIORS

Goal

To describe the behaviors available to a child or teen who perceives danger and is attempting to seek safety.

Do

Read the Michael DeBellis quote.

Teach

- As we just discussed, one primary function of trauma-related behavior is to keep a child safe.
- Many different things may feel dangerous to a child or teen. However, once someone feels as if he or she is in danger, there are only a few behavioral options available.
- The actual behavioral choices a child or teen makes may vary. Generally speaking, they fall into four primary survival responses:
 - Fight:** An aggressive response to attack or ward off the danger.
 - Flight:** A withdrawal response to escape the danger.

- **Freeze:** A high-energy, becoming still response, which is an attempt to remain unseen or unnoticed (used when neither fight nor flight is available).
- **Submit or comply:** An attempt to accommodate or placate the perceived source of danger.

Ask

- Can anyone think of ways these behaviors might show up in a child or teen in your home? *Write examples down on the flip chart or whiteboard. If no participants speak up, you can provide examples — such as flight might look like a child sitting in his or her room, not making eye contact or wearing headphones. Fight may look like high-energy or impulsive behavior.*
- Notice that some of these may be less obvious.
- Let's go back again to our earlier list. Which of these might represent fight, flight, freeze or submit responses?

These Strategies Require Energy

- Perceiving danger leads to a powerful release of energy, making the body ready to respond (**whether the danger is real or not**)
- Over time, repeated danger responses lead to a revving of the motor — a chronically dysregulated, high-energy response

SLIDE 33: LINKING SURVIVAL STRATEGIES TO ENERGY

Goal

To highlight that all survival or danger responses are associated with a surge of energy.

Teach/Ask

- Think about the animal pictures shown a moment ago. How much energy might these animals need to survive the various situations in which they find themselves? **Note:** *You may want to switch back to previous slides to show visuals.*
- When our brain perceives danger, energy is released into the body.
- The more chronic the danger response has been, the higher the likelihood that the starting baseline energy level for a child or teen will be high, so that the child's or teen's body is essentially in a chronic state of readiness.
- Look at our list of behavior examples. How many of them seem to require high levels of energy? Notice ways in which the need for energy may be apparent and other times when it may be less so.

In Other Words

- Imagine you are driving a car and:
 - your engine is revving;
 - your brakes are not working; and
 - your foot has fallen asleep.
- This is what it is like **to live with chronic danger** in your body



SLIDE 34: CONTINUING TO TEACH ENERGY

Goal

To illustrate chronic high energy from repeated danger response.

Discuss

- Repeated danger responses lead children and teens to experience chronic hyperarousal, or high levels of energy in their bodies.
- *Using the depicted car as an example, discuss the chronic trauma response as involving:*
 - *chronic revving of the motor, or high baseline levels of energy;*
 - *inability to “brake,” or difficulty slowing down or stopping the energy; and*
 - *difficulty “managing the pedals,” or rapid shifts in energy level that seem disconnected from the situation the child or teen is in.*

What If You Run Out of Gas?

- For some children and teens, this feeling of revving is so intolerable that over time **they learn to disconnect**



SLIDE 35: DISCONNECTION

Goal

To highlight the coping strategy of some children and teens who live with chronic hyperarousal in their bodies.

Teach

- Some children and teens experience chronic hyperarousal. This may become so overwhelming that over time, they learn to shut it off, or numb their feelings and emotions.
- These children and teens may seem disconnected or shut down, or may appear to be doing fine, but suddenly explode when the disconnection becomes too challenging for them.

What Children and Teens Need Beyond Physical Safety

- Think about what children and teens need for healthy development
 - The basics: Food, shelter, sleep
 - **Relationships:** Connection, love
 - Emotional support: Comfort, responsiveness
- When their needs are not consistently met, children and teens have to find ways to fill these needs on their own

SLIDE 36: THE SECOND PRIMARY FUNCTION OF BEHAVIOR: FULFILLING NEEDS

Goal

To illustrate the second primary function underlying many child and teen behaviors: getting their needs met.

Teach

- Children and teens need to make sure they are safe. They also need to make sure their basic and developmental needs are met. Often, these children's needs have not been met by the adults in their lives. They may have experienced chronic neglect or physical, relational or emotional losses — or some combination.
- As a result, children and teens may adapt their behavior in service of getting their needs met. Just like survival-oriented behaviors, these needs-focused behaviors can be very difficult to change and may persist even when a child or teen is in a situation where needs are being met now.

Who Has Heard or Used These Words?	Let's Translate
<ul style="list-style-type: none"> • Manipulates • Hoards • Steals • Clingy • Lies • Needy • Dependent 	<ul style="list-style-type: none"> • Manipulates. A child or teen who has learned to get his or her needs met • Hoards. A child or teen who keeps items in case everything disappears • Steals. A child or teen who makes sure to get what he or she needs or wants • Clingy. A child or teen who tries hard to make an adult pay attention

SLIDES 37 AND 38: REFRAMING COMMON TERMS USED TO DESCRIBE CHILDREN OR TEENS

Goal

To reframe common negative words used to describe the need-fulfilling behaviors of children and teens.

Ask

Have you heard any of the following words used about a child or teen in your home?

Teach

- Even though these behaviors may be undesirable (in the same way that fighting or running away are not always desirable), it is important that we understand why these behaviors are occurring.
- If you have used words like this, or have heard them used to describe a child or teen you know, can you think about the behavior from the child's or teen's perspective? Why do you think the child or teen engaged in these behaviors?
- Reframing the function of these behaviors can help us to be more empathic to them, even when they feel challenging.

Do

If time permits and if this activity feels useful:

- *Refer to the list of challenging behaviors identified at the start of today's session.*
- *Ask participants:* In what way do you think these behaviors may represent safety-seeking or need-seeking behavior?

Some of Olivia's Strategies

Olivia:

- Pays a lot of attention to the emotions and behaviors of people around her and changes her own behavior in response
- Freezes, hides or gets very silent when she hears loud noises
- Clings, acts needy or has very big emotional displays when someone seems distracted

SLIDE 39: LINKING THE CONCEPT TO OLIVIA

Goal

To return to the example of Olivia and describe her survival strategies and need-fulfilling behaviors.

Ask

Let's think about how all of this may apply to Olivia and her attempts to meet her survival and other needs. Why might each of these behaviors have developed, based on the descriptions given earlier about Olivia's experiences?

Part three: Ability to recover

The slide is titled 'ABILITY TO RECOVER' in a large orange box. To the right, a white box with an orange header 'Our Internal and External Resources' contains a bulleted list. The list starts with a main point about shifting from survival to active engagement, followed by six sub-points arranged in two columns: Frustration tolerance, Biological vulnerabilities, Ability to read others, Social connection and support, Affect management, and Trust. Problem-solving ability is listed as a final sub-point.

ABILITY TO RECOVER

Our Internal and External Resources

- Our ability to shift from survival mode to active engagement is affected by our internal and external resources
 - **Frustration tolerance**
 - **Biological vulnerabilities**
 - Ability to read others
 - **Social connection and support**
 - Affect management
 - **Trust**
 - **Problem-solving ability**

SLIDES 40 AND 41: SEQUENCE PART THREE: ABILITY TO RECOVER

Goal

To introduce the third step of our sequence for understanding challenging child and teen behavior: difficulty recovering from or shifting intense responses because of a range of developmental challenges.

Teach

- For most of us, intense feelings are followed by attempts to manage those feelings. We try to use our internal resources (our coping strategies) or our external resources (such as our support system). This requires us to recognize that we are upset, believe we can manage our experience, have resources and be motivated to use them. Children and teens who have been affected by trauma often lack both internal resources, such as being able to manage hard feelings, and external resources, such as feeling they can trust other people.
- As a result, many children or teens who have experienced chronic trauma may get stuck in that high-intensity feeling. Their ability to recover is impaired. It is hard for them to move on.

Some Questions to Ask

- To address children's or teens' behavior successfully, **get curious**
- **Ask:**
 - What might my child or teen have been reacting to?
 - What might my child or teen need? What might he or she be trying to tell me?
 - How can I keep him or her safe? How can I keep myself safe?
 - What can I do to help him or her regain a sense of safety or control?

SLIDE 42: SOME QUESTIONS TO ASK

Goal

To link these foundations of behavior to key skills we will be learning about in future sessions.

Ask

- To respond successfully and effectively to trauma-related behaviors you have to first understand where these behaviors are coming from. This includes being curious about:
 - **The trigger:** What led to the behavior?
 - **The need:** What is the function of the child's or teen's current behavior?
 - **Your immediate response:** How can you ensure safety in this situation?
 - **Your regulation strategy:** How can you help a child or teen return to a more regulated state?
- In future sessions, we will talk about many tools and skills you can use to support yourself when responding to trauma-related behaviors, as well as ways to respond to and support the children and teens in your home.

Wrap-Up

- Behavior makes sense and is often an attempt to meet a need
- To understand the behavior of your child or teen, remember:
 - The lens: Perception is reality
 - Behavior addresses a need: Survival trumps everything
 - If a child or teen is struggling to recover, ask: Where are his or her resources?
- To address challenging behavior, **cultivate your curiosity**


SLIDE 43: WRAP-UP

Goal

To review the teaching points from today's session.

Ask

Does anyone have remaining questions about today's topics?



SELF-REFLECTION

Think About

- A time this week when someone made you angry
 - What set you off? What was the situation?
 - **Lens:** What meaning did you make of the situation? Do you think the other person saw it the same way?
 - **Function:** What did you do? Why? What were you trying to accomplish?
 - **Resources:** How did you get yourself back on track? What resources (internal or external) did you use?

SLIDES 44 AND 45: SELF-REFLECTION

Goals

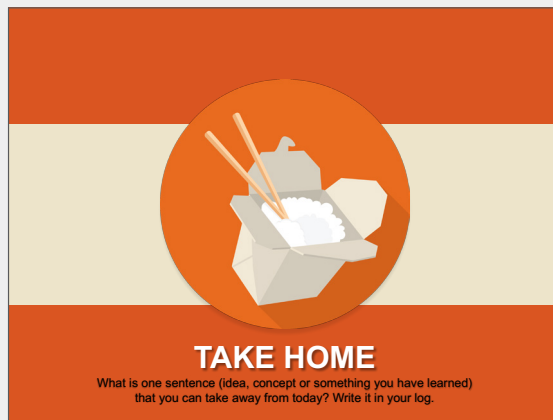
To help participants apply the three-part sequence taught today to an incident in his or her own life.

Do

- Using your Self-Reflection worksheet, take a few minutes to reflect on an incident this week with a child or teen in your home or with someone at your job or in your family, in which you became frustrated or angry. Try to think of something that was only moderately frustrating — like a five or less on a 10-point scale.
- Try to apply the three-part sequence taught in today's group to an incident in your own life. How, exactly? Try to do four things:
 - **Identify the trigger:** What about the situation led to your emotion?
 - **Identify the meaning (lens) you applied to the situation:** What did you think was happening — and what did you assume the other person thought?
 - **Identify your behavior:** What did you do and why do you think the other person chose the behavior he or she used to respond?
 - **Identify your recovery pathway:** What internal or external resources did you need to help you calm down after the incident?

Note: *If time permits, have participants discuss in dyads or small groups after completing independently.*

HANDOUT: SELF-REFLECTION WORKSHEET



SLIDE 46: 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 any behavior that annoys you in someone you know (child, partner, friend). Be sure to pick a behavior that you see frequently
- This week, notice when it happens, how it happens and where it happens. See if you can identify:
 - **The trigger** (what starts it?)
 - **The function** (why do you think the person does this?)

SLIDES 47 AND 48: PRACTICE


Goal

To apply session content in a homework assignment.

Practice

At home this week, tune into a behavior that elicits a mild negative response — annoyance — in you. Use the provided worksheet and try to pay attention to the pattern. When does it happen? What leads to the behavior and what function might it serve?


HANDOUT: NOTICING BEHAVIORS




CLOSING CHECK-IN

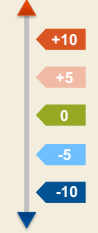
What Is Your Energy Right Now?

Totally Comfortable




Really Uncomfortable






Great Match



Terrible Match



SLIDES 49 AND 50: CLOSING CHECK-IN

Goal

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 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 or 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



SEE YOU NEXT TIME!

SLIDE 51: CLOSING

Closing

- I am looking forward to our next session. Our theme will be “Put on Your Oxygen Mask.”
- *Note the time and location of the next meeting.*