



Trauma, Parenting and Challenging Behaviors

Presenter: Melissa Bernstein, PhD



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Meet your CalTrin Trainers



Dana Jarzynka, MA

Training Coordinator
djarzynka@rchsd.org



Jessica Mattly, MBA

Training Coordinator
jmattly@rchsd.org

CALIFORNIA *Regions Map*



Hi, We're CalTrin

Who We Are:

- The California Training Institute (CalTrin)
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP)
- Comprehensive, science-based professional education program



This [training, webinar, publication, etc.] was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions and or recommendations expressed are those of the [Grantee name] and do not necessarily reflect the views of the California Department of Social Services.



The California Training Institute (CalTrin)

Who We Serve:

- California administrators, staff, and stakeholders of:
 - Family Resource Centers (FRCs)
 - Child Abuse Prevention Councils (CAPCs)
 - Child Welfare Agencies

What We Offer:

- Live Webinars
- Virtual Self-Paced Courses
- Job Aids & Other Resources

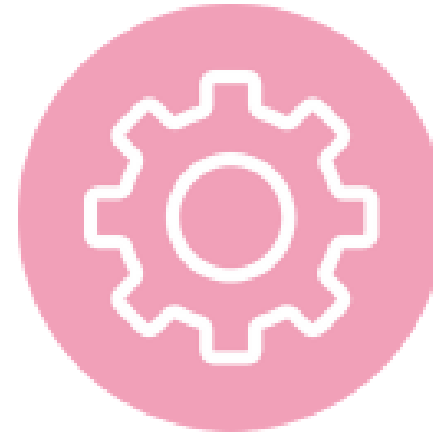
Four Content Pillars



**EVIDENCE-BASED/
EVIDENCE-INFORMED
SERVICE
DELIVERY**



**DIRECT
SERVICE
DELIVERY
SKILLS**



**TRAUMA-
INFORMED
SYSTEMS**



**MANAGEMENT &
LEADERSHIP
DEVELOPMENT**


Speaker SPOTLIGHT



Melissa Bernstein, PhD
Evidence-Based Practices
Rady Children's Hospital-San Diego

 @drmelbern

- Advancing California's Trauma-Informed Systems (ACTS)
- Trauma-Informed Licensing Team (TILT) Initiatives
- Research centers around supporting systems in planning for, implementing, and sustaining Trauma-Informed change that aligns with best practice and science



Child Trauma, Parenting, & Challenging Behaviors

Melissa Bernstein, PhD



Overview

The impact of trauma on parenting

Functional Assessment- what's going on?!

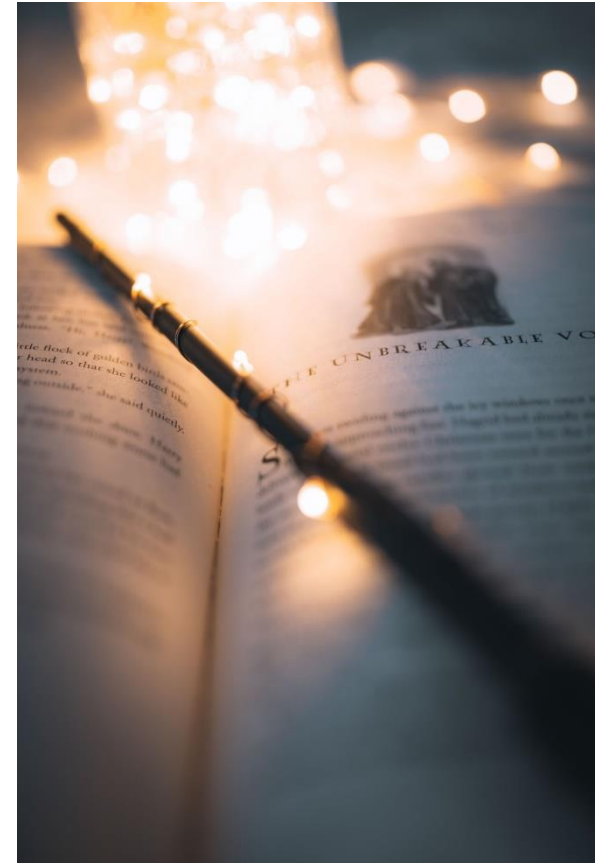
The importance of relationships

Strategies to shape behavior

THE IMPACT OF TRAUMA ON PARENTING

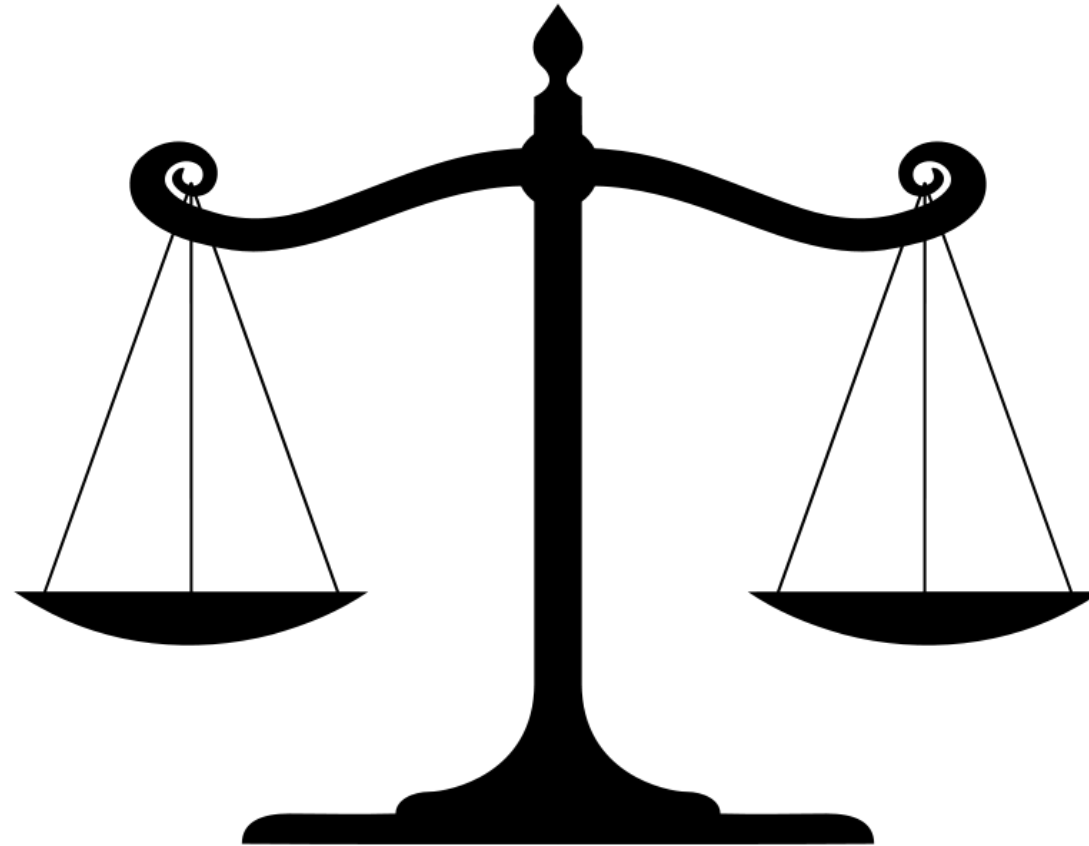
BEHAVIOR PROBLEMS AND CHILDREN

What are the most disruptive child behaviors?



What Does Ideal Parenting Look Like?

Nurturing
Interactions



Appropriate
Limits

What Can Happen to Balance after Trauma?



What Can Happen to Balance after Trauma?



THE IMPORTANCE OF ASSESSMENT IN MANAGING CHALLENGING BEHAVIOR

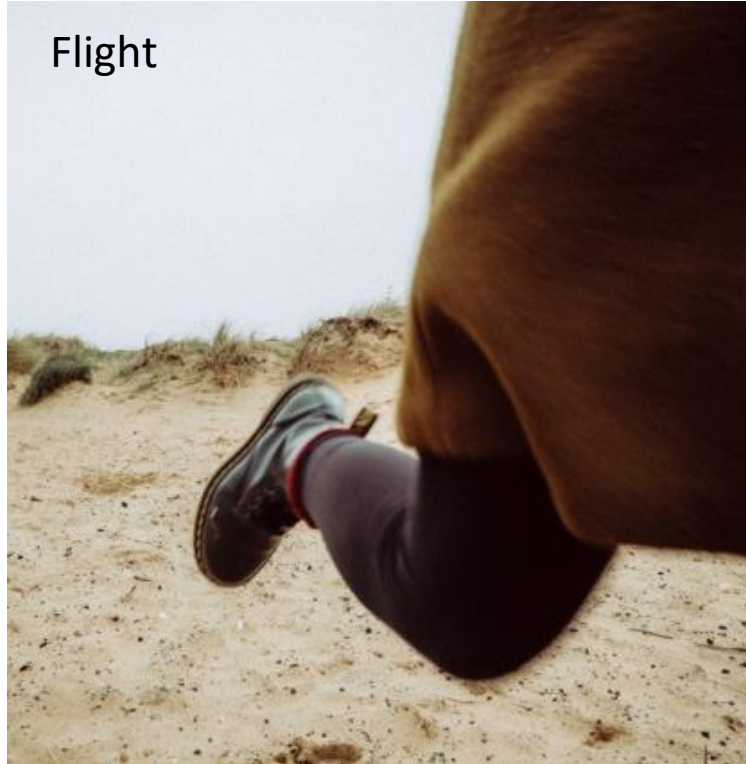
Trauma Reactions and Misbehavior

- The body's 'alarm' system is broken after a trauma
- The body responds in one of three ways to promote 'survival'
- This makes it harder for children to regulate their behavior

Fight



Flight



Freeze



Clues That a Child is Stuck in Fight/Flight/Freeze

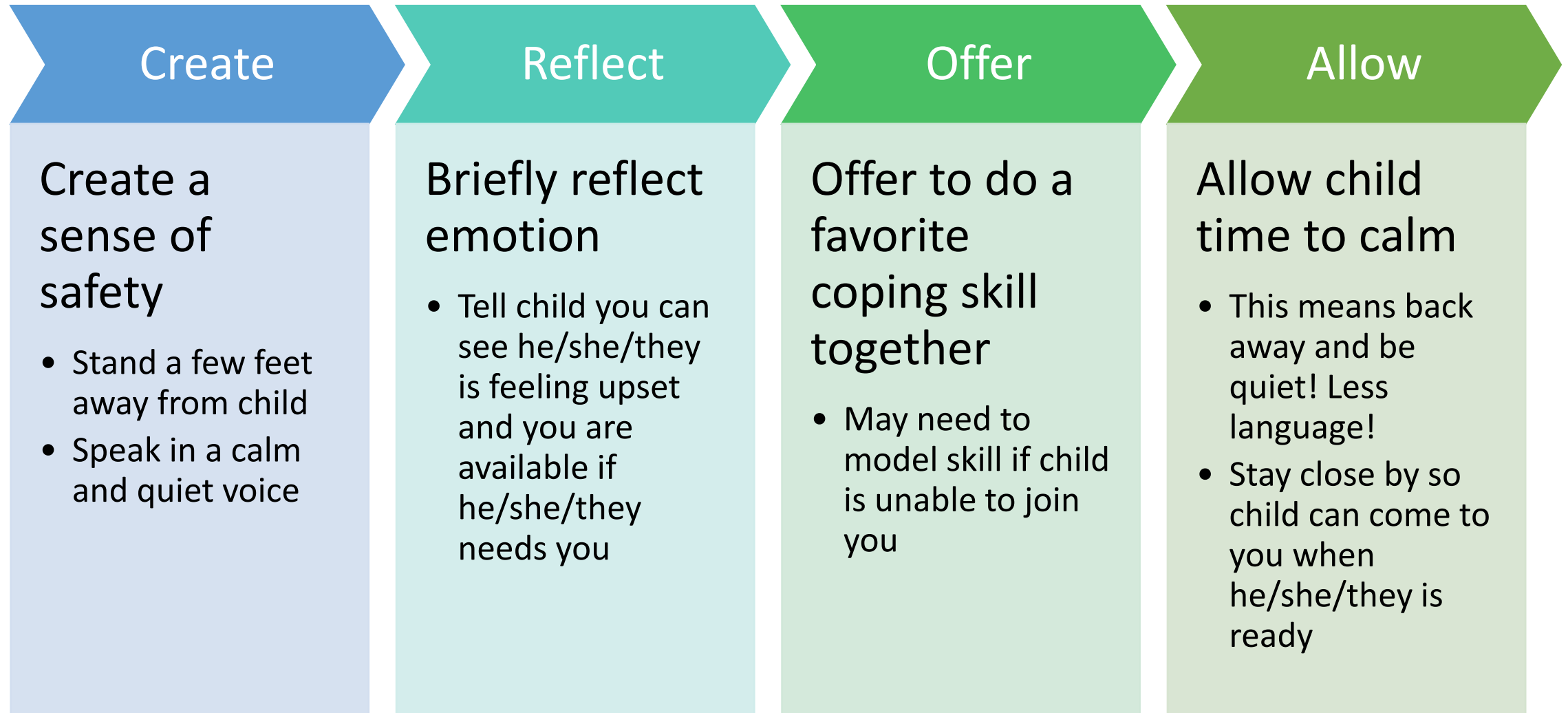
- Extreme emotions
- Behavior feels like its out of the blue
- Big response over very minor issue
- Happens quickly (0 to 60)
- Child is unable to calm down
- Doesn't respond to reasoning
- Distress may last a long time
- Apologetic later



What is the function of this behavior?



Applying Skills to Trauma Reactions





HANDOUTS

- Coaching on Coping Skills
- Effective Treatment for Youth Trauma



Misbehavior



General Behavior Problems

Typically involve active defiance or
oppositonality

Are maintained by rewards in the environment

Are often created and/or reinforced through
inconsistency, leniency, and/or unpredictability

May occur with trauma symptoms

Respond most effectively to child behavior
management techniques

What is the function of this behavior?



ABC's

What's going on and why is it happening?



Before

During

After

ABC'S OF BEHAVIOR

Go to the A: Antecedents

What precedes the behavior?

- What happened before?
- What led up to it, any triggers?

What is the overall climate/environment

- Stress, structure, routines, changes

ABC'S OF BEHAVIOR

Go to the C: Consequences - occurs after the behavior

What happened right after the behavior?

What did you do/say?

What was his/her reaction?

Any praising, ignoring, consequences, or punishment?

Antecedants



To Caregivers

- What happened before?
- What led up to it?
- Any triggers (recent, immediately)?
- Describe the overall climate/environment
 - Stress, structure, routines, changes
 - Relationship/connection time (any positivity)



To Child

- Right before:
 - What was going on?
 - How were you feeling? Thinking?

Behaviors



To Caregivers

- I want to learn all about the behavior (frequency, duration, intensity)
- Paint the picture for me. Help me understand it as if I was there.
- While your child is engaging in the behavior, what are you doing?
 - Saying? Feeling?
 - What's your tone of voice?

Consequences



To Caregivers

- After the behavior(s), what happened?
 - What did you do?
 - What did you say?
 - What was his/her reaction?
 - How did you feel?
 - What were you thinking?
- Then what did you do? What happened next?
 - Any praising, ignoring, consequences, or punishment?



To Child

- After X situation (behavior(s)), what happened?
- What did mom/dad do?
- How did you feel?
- What were you thinking?



THE IMPORTANCE OF RELATIONSHIPS IN BEHAVIOR MANAGEMENT

Collaborating with Caregivers

- Create space for caregiver to share concerns
- Align with the caregiver
- Am I communicating a message of hope?

Buy-In for Behavior Management



The first thing we want to do is check their assumptions and provide accurate information



Caregivers need an accurate, trauma-informed understanding of a child's behaviors to engage in recommendations

Common 'Misunderstanding' of Child Behavior

Developmentally Inappropriate Expectations

- Pathological liar
- Not upset unless caught. No remorse.

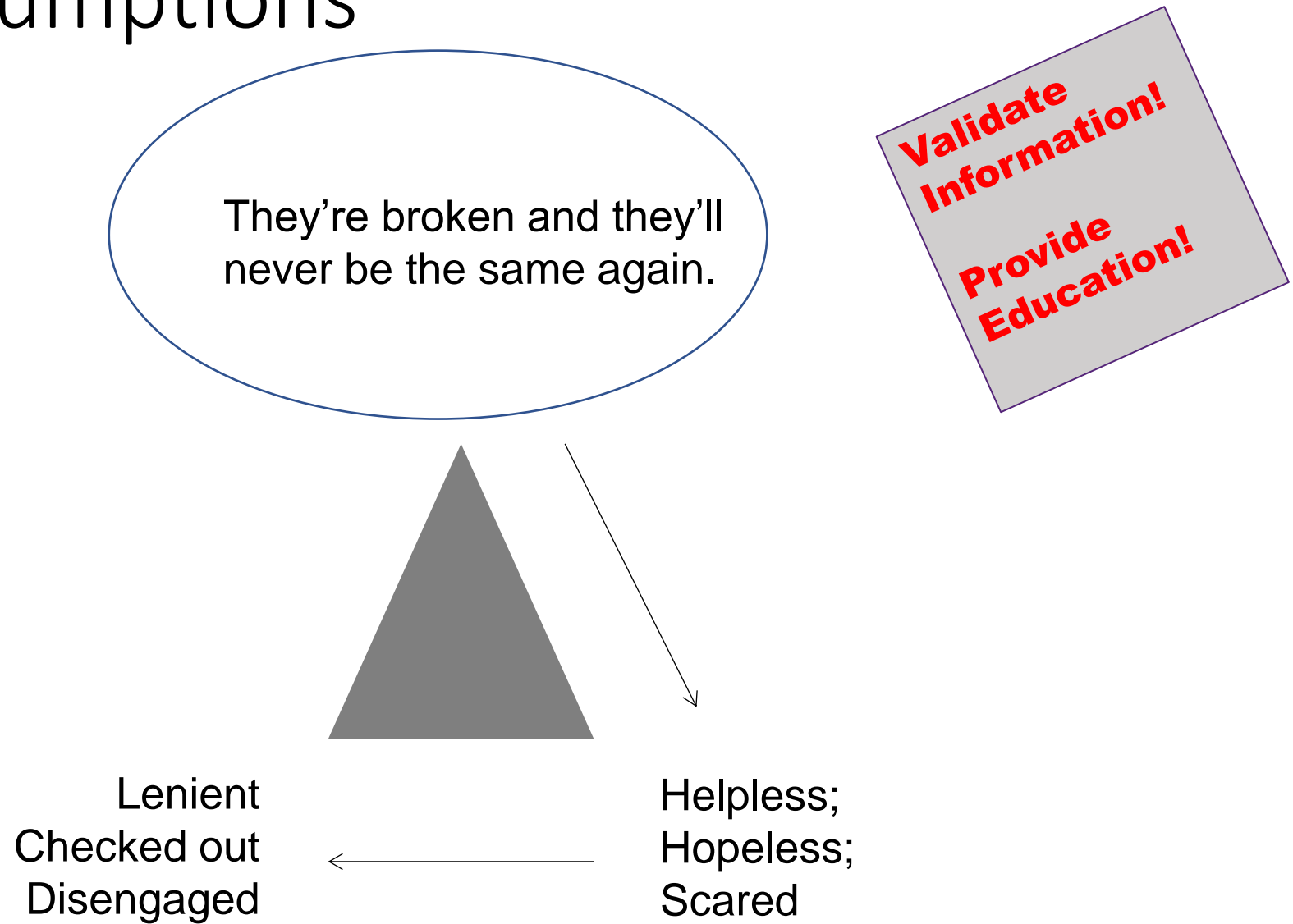
Over-personalizes Misbehavior

- Child's doing this to 'get at' me.
- Child is disrespecting me.

Pathologizing Child Behavior

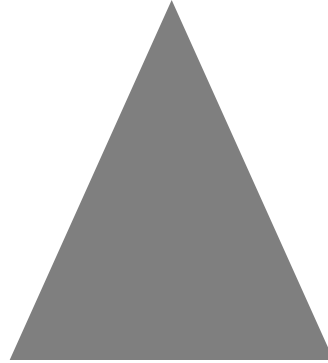
- Attachment issues
- Manipulative

Checking Assumptions



Checking Assumptions

What happened was terrible but
my child is strong and we can
get through this with support



Used skills
to address
misbehavior

Empowered;
Hopeful



Collaborating with Caregivers

- Ask permission
 - Ex: “Would it be alright if I told you some things that have worked for other parents?”
- Clarify information needs and gaps
 - Ex: “What do you know about coping skills?”
 - Ex: “Is there any information that would be more helpful right now for you?”
- Explore Prior Knowledge and Current Interest
 - Ex: “What skills did you learn or tried in the past?”



Collaborating with Caregivers

Clarifying language:

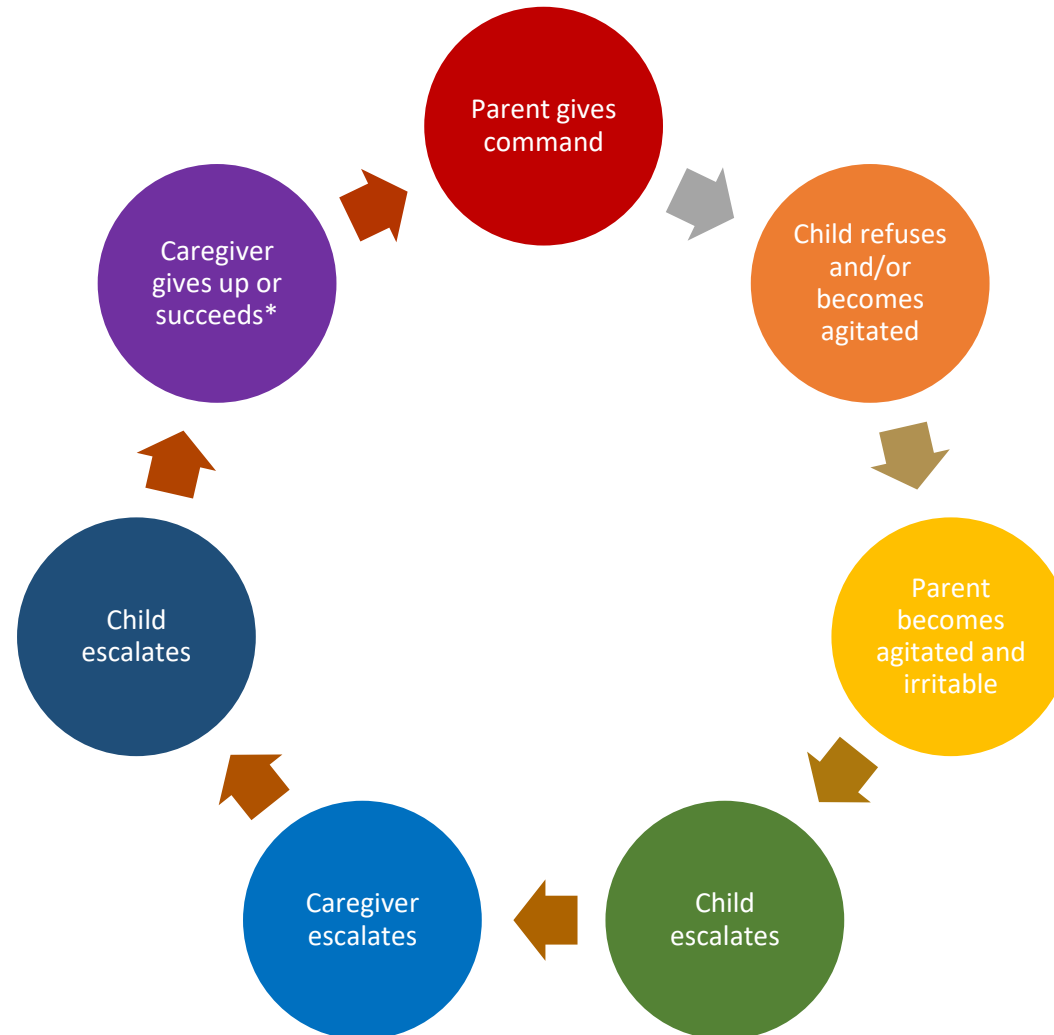
- “Does that make any sense?”
- “What else would you like to know?”
- “How does that apply to you?”
- “So what do you make of that?”
- “What do you think is a good next step for you?”

HANDOUT

Working More Effectively
with Caregivers

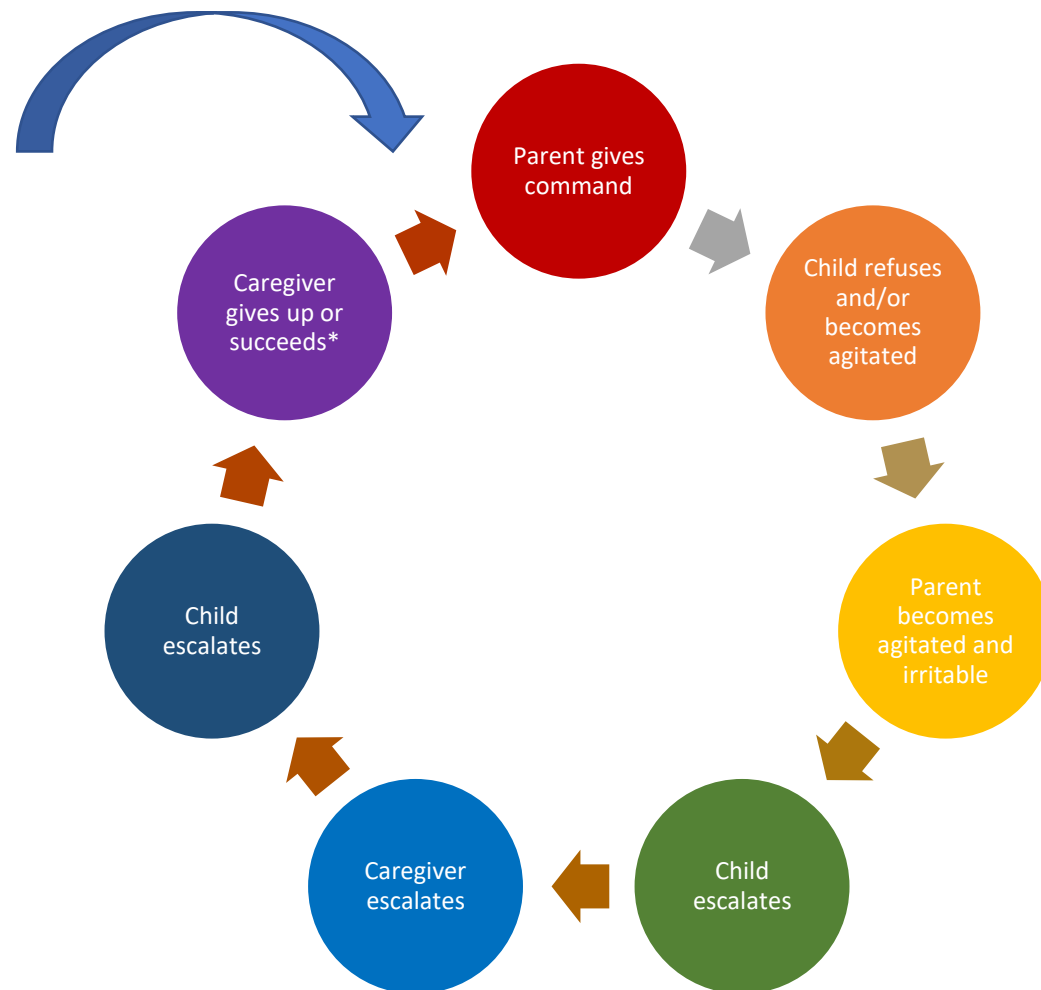


Breaking the Cycle



- Giving Up = tantrum/child aggression is reinforced
- Succeed= parent aggression or escalation is reinforced

Shaping Behavior Through Positive Relationships and Reinforcement





Labeled Praise

- Increases the behavior it describes
- Increases child's self-esteem
- Is more effective



Ways To Praise	Praisable Behaviors
You are doing a nice job of...	playing gently with the toys.
Thank you for...	helping clean up.
I like it when you...	use an indoor voice.
You are so smart to...	finish your homework.
It's nice when you...	say thank you.
What a wonderful idea to...	fix it all by yourself.
Super job...	putting your clothes away.
It's so cool that you are...	doing your chores.
You are so polite to...	use your manners.
Nice job of...	sitting still.
That is a great way to...	share with your sister.
I am so happy with you for...	waiting patiently.

Special Time

School Age

- 5-7 days a week, 5 minutes a day
- Choose several toys that the child can choose (crayons, legos, blocks, play dough).
- Avoid toys that limit conversation, encourage aggression, or toys that have rules.

Teen

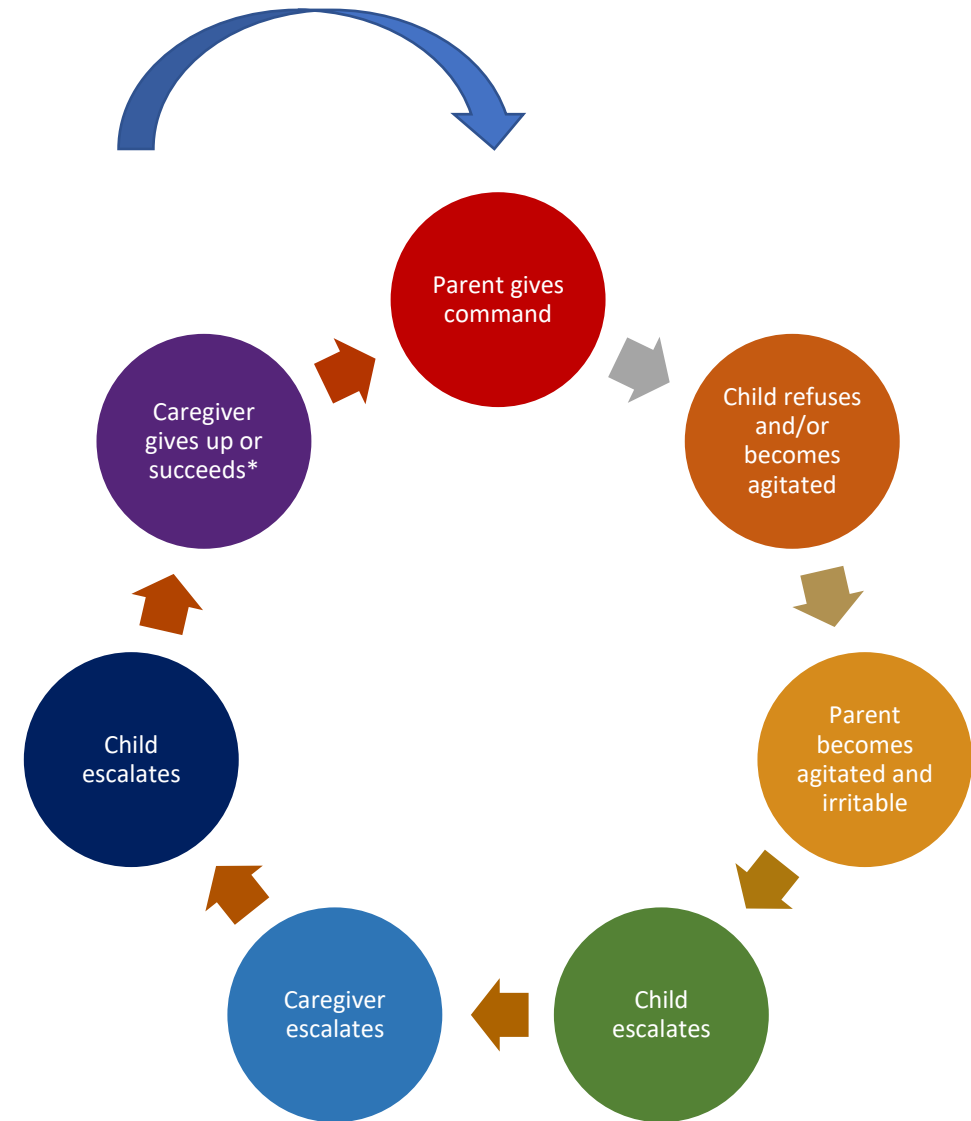
- 3-4 days a week for 15 minutes
- Activity that is enjoyable that the teen chooses or join them in an already engaged activity.



HANDOUTS

- Labeled Praise Handout

Shaping Behavior Through Appropriate Commands



be good.

**But Why Won't
She Listen When
I Tell Her To...**

Giving Effective Commands

- Direct
- Specific
- One at a time
- Positively stated
- Polite/Normal tone
- Only when necessary



POOR

Pick up your toys

Be good, don't fool around

Carlos, go tell your brother to hurry up with his shoes

How many times do I have to tell you..

Is it a good idea to play so rough with your toys?

BETTER

"Pick up your toys and put them in the toybox"

"When you're on the school bus, remember to keep your hands to yourself"

"Max, please put your shoes on in the next minute or so I can help you with your coat"

"Sam, please turn off the TV"

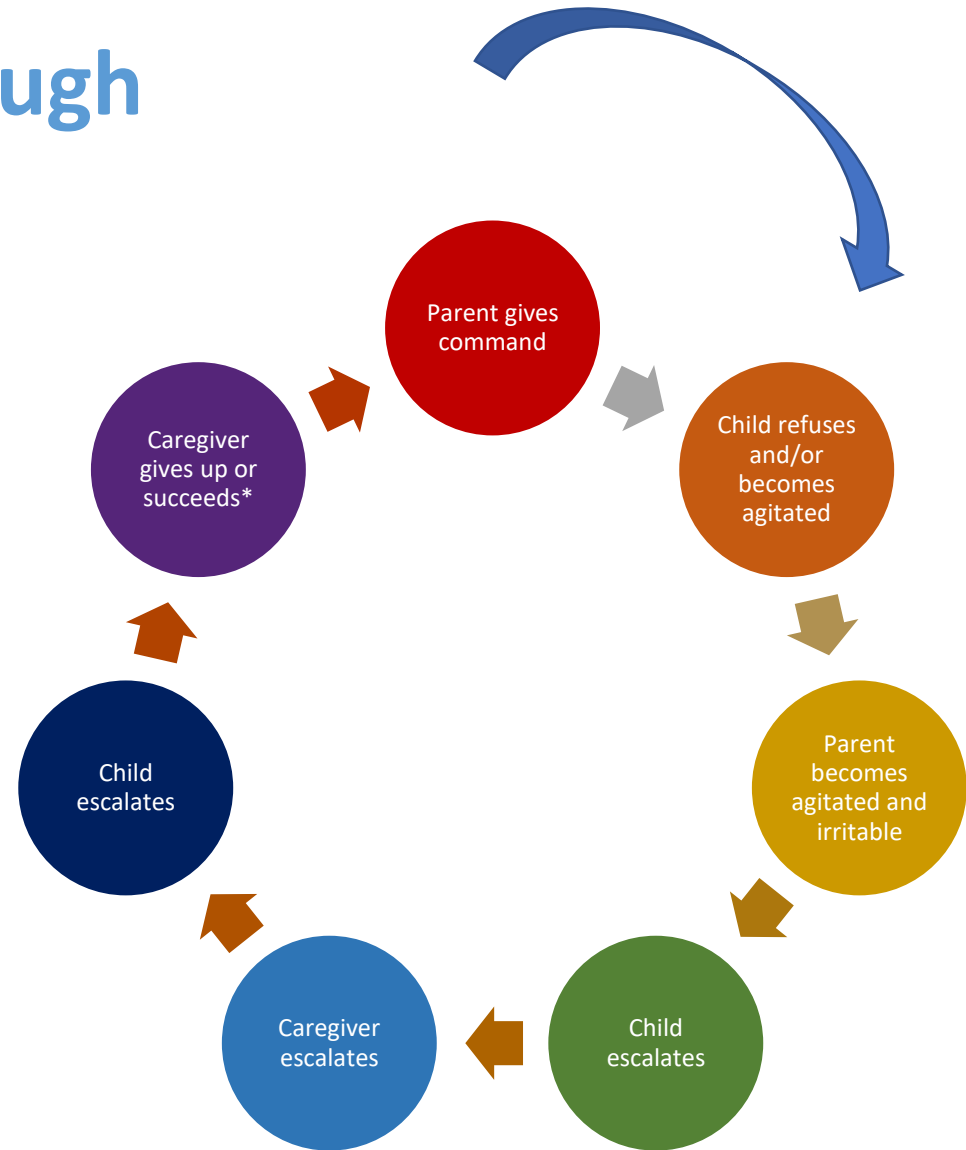
"Roll the car more slowly on the ground or it will break"

Setting Rules

- Positively stated
- Specific
- Not too many
- Fair

DON'T
BE
MEAN

Shaping Behavior Through Active Ignoring



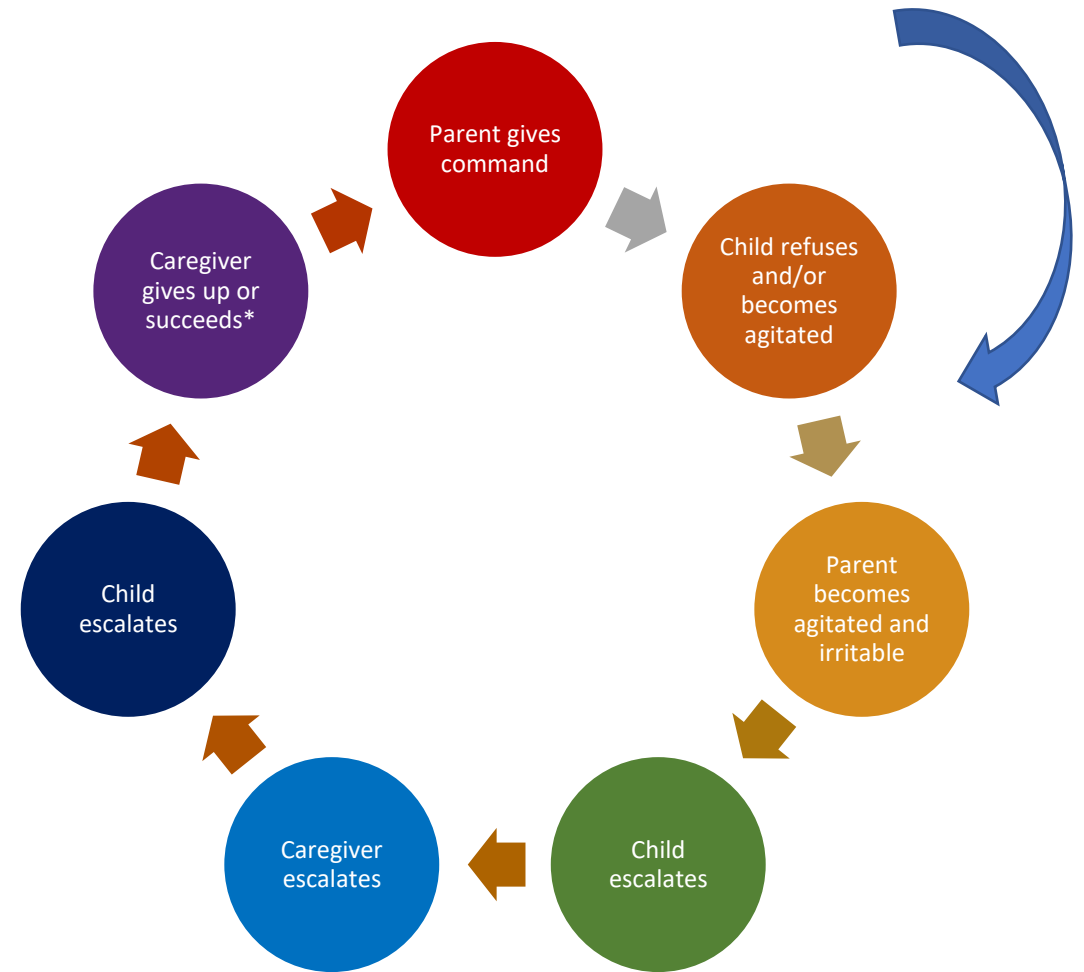
Active Ignoring / Selective Attention

- No reaction to certain (non-harmful) negative behaviors
 - Defiant or angry verbalizations to parent
 - Nasty faces, rolling eyes, smirking
 - Mocking, mimicking
- Ignoring means 100%
 - No consoling; no last minute warning; No nonverbals
 - Remain calm, dispassionate

Active Ignoring / Selective Attention

- Walk away, busy oneself with an activity
- Initially there will be a 'burst' in the negative behavior...This will be short lived IF you are consistent.
- Immediately praise "the opposite" (wanted) behavior

Shaping Behavior Through Behavioral Rewards / Consequences



Consequences / Behavioral Rewards

Removal of Privileges

- Should be done immediately/short-term
- Avoid banning prosocial activities
- Combat removing everything
- Ensure child can earn back privilege
- Keep the length of removal reasonable

Consequences / Behavioral Rewards

Behavioral Rewards

1. Create Behavioral Goal

2. Create a Behavior Schedule

When in the day does the problem behavior occur

3. Create a Reward Menu

	Mon	Tue	Wed.	Thurs	Friday
Make bed before school	Y N	Y N	Y N	Y N	Y N
Get dressed before 8:00 am	Y N	Y N	Y N	Y N	Y N
Keep hands to yourself	Y N	Y N	Y N	Y N	Y N

Rewards

Pick out movie

Choose game

Stay up 10 minutes late

Have a friend come over

Sundae night

Stickers

8

4

15

10

8

		M	T	W	TH	F
Respects other people's things with 3 or fewer reminders		😊 😞	😊 😞	😊 😞	😊 😞	😊 😞
Takes medication as instructed with 1 or fewer reminders		😊 😞	😊 😞	😊 😞	😊 😞	😊 😞
Keeps hands and feet to self with 3 or fewer reminders		😊 😞	😊 😞	😊 😞	😊 😞	😊 😞
Stays in bed after bedtime with 1 or fewer reminders		😊 😞	😊 😞	😊 😞	😊 😞	😊 😞

If N earns 3 😊 a day she can chose 1 daily reward

If N earns 16/20 😊 in a week she can chose 1 weekly reward

Examples of Rewards: Get Creative!

- ✓ Time Alone
- ✓ Time with Friends
- ✓ Have Friends Overnight
- ✓ Stay Overnight with Friends
- ✓ Night off Regular Chores
- ✓ Time with Parent
- ✓ Extra time on Internet
- ✓ Renting video

HANDOUT

- Behavior Chart Handout
- Behavior Management Planning Worksheet



Consequences / Behavioral Rewards

Time Out

- Every time _____ happens, child goes to time out.
- Caregivers often need support in implementing Time Out

Consequences / Behavioral Rewards

1. Setting Up Time Out

Find a boring, unstimulating place

Determine how long time out will be

Explain the procedure to the children

Show the Time Out area

Show the Timer, Explain the Rules of Time Out

Make sure you are calm and in control

Make sure you can follow through

Consequences / Behavioral Rewards

2 . Give a clear Time Out Command

“Malik, you hit your sister which is not keeping your hands to yourself, you now have a time out”

3. Use guided compliance if they won't go to TO

- Light physical guidance for younger children only
- Time Out does not start unless you are in the TO area
- Create a rule that youth can earn time off if they go to the TO area immediately

Consequences / Behavioral Rewards

4. During Time Out..

- Do not say anything else until the TO is over
- Do not respond to anything the child says
- Do not provide or allow the child to have anything reinforcing during TO
- If the child leaves the time-out chair or designated area:
 - Do not say anything
 - Physically guide the child back to the chair/area
 - For older children: Additional consequences or Program Restrictions

Consequences / Behavioral Rewards

5. At the End of Time Out..

- Not the best time to lecture about the child's behavior
- Emotions may still be high
- Make sure to praise child as soon as you can catch them being good

Parent-Teen Problem Solving

Defining

Defining the Problem

- Stating what the other person is doing or saying that bothers you in a way that is

Listing

Listing Solutions

- Be creative
- Don't evaluate the solutions just yet

Picking

Picking the Best Idea

- Write down the good and bad points of each idea then rate a final + or –
- Go over parent and teens results and evaluate the top solutions

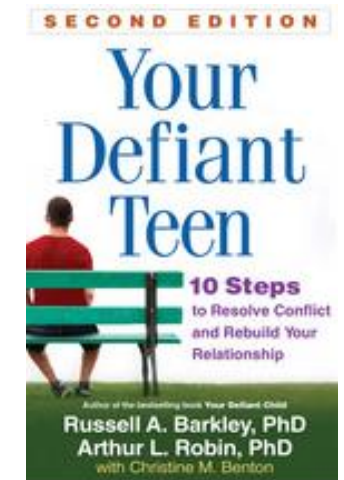
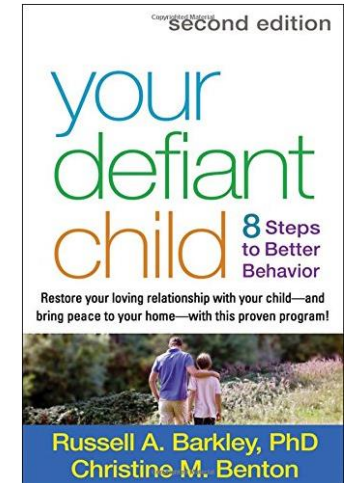


Website
Recourse for
Caregivers &
Professionals

<https://alankazdin.com/>

Reading Recommendations

- Parent-Child Interaction Therapy
 - By McNeil and Hembree-Kigin
- Defiant Children, Third Edition: A Clinician's Manual for Assessment and Parent Training
 - By Barkley
- Your Defiant Teen (2nd Ed): 10 Steps to Resolve Conflict and Rebuild Your Relationship
 - By Barkley and Robin
- The Kazdin Method® for Parenting the Defiant Child with no pills, no therapy, no contest of wills
 - By Kazdin




ACTS RESOURCES

chadwickcenter.com/acts/

RESOURCES FOR CAREGIVERS

Information on Child Trauma



Child Welfare Information Gateway
Department of Health and Human Services

Parenting a Child Who Has Experienced Abuse or Neglect

Introduction

Children who have been abused or neglected have often had troubling relationships that affect the effects of their experiences. If you are parenting a child who has been abused or neglected, you might have questions about your child's experiences and the effects of those experiences. This fact sheet is intended to help you with this.

What's Inside:

- What should I know about my child?
- What is child abuse and neglect?
- What are the effects of abuse and neglect?
- How can I help my child heal?
- When can I find support?
- Resources

Age-Related Reactions to a Traumatic Event



Available now...

NCTSN The National Child Traumatic Stress Network

NEW Domestic Violence Fact Sheet Series

The NCTSN Domestic Violence Collaborative Group announces a new series of fact sheets created for parents whose children have been affected by domestic violence. The set of 10 fact sheets aims to help parents understand the experiences and needs of their children and families, and offers education in support of their resilience and recovery. The titles are:

- 01 How Does Domestic Violence Affect Children?
- 02 Celebrating Your Child's Strengths
- 03 Before You Talk to Your Children: How Your Feelings Matter
- 04 Listening and Talking to Your Child About Domestic Violence
- 05 The Importance of Playing with Your Children
- 06 Keeping Your Children Safe and Responding to Their Fears
- 07 Managing Challenging Behavior of Children Living with Domestic Violence
- 08 Where to Turn if You Are Worried About Your Child
- 09 Helping Your Child Navigate a Relationship with the Abusive Parent
- 10 A Parent's Self-Care and Self-Reflection

www.nctsn.org/content/resources

Children and Domestic Violence for Parents Fact Sheet Series



NCTSN The National Child Traumatic Stress Network

Complex Trauma: Facts for Caregivers

The fact sheet presents information that can help you recognize the signs and symptoms of complex trauma in your child and offers recommendations for what you can do to help your child heal.

WHAT IS IT LIKE TO BE A CHILD WITH COMPLEX TRAUMA?

We all have an internal alarm system to warn us of danger and prepare us to respond. The "fight, flight, or freeze" response prepares us to fight off an attack, flee if fighting does not seem possible, or freeze if we can neither fight nor flee. This response is something that has been built into the human body and brain for thousands of years. When no personal danger, the internal alarm system turns on, and when the danger passes, the alarm system shuts down.

Children with complex trauma often have overactive alarm systems, where their alarm system "goes haywire." These children may jump at any loud noise, or feel their hearts pounding when they see one child shove another on the playground. They might wake up often sleep every time a dog barks in the neighborhood. They are always on the lookout for danger. Often they think safe situations are dangerous. They have false alarms when things remind them of the traumatic events. We call these "trauma reminders."

Complex Trauma: Facts for Caregivers

Assessment of Complex Trauma by Parents and Caregivers

Source:

[illegible]

Source:


Child Welfare Information Gateway
www.childwelfare.gov | 1-800-393-0898


 PDF icon
Download PDF

Parenting a Child Who Has Experienced Abuse or Neglect



Introduction

Children who have been abused or neglected need safe and nurturing relationships that address the effects of child maltreatment. It may be parenting a child who has been abused or neglected, you might have questions about your child's experiences and the effects of those experiences. This booklet is intended to help parents do this.

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- What are the effects of abuse and neglect?
- How can I help my child/hood?
- Where can I find support?
- Resources


Children's Bureau

U.S. Department of Health and Human Services
 Administration for Children and Youth
 1255 Jefferson Avenue, NE
 Atlanta, GA 30333
 404-528-2600
 Fax: 404-528-2601
www.childrensbureau.gov

Parenting a Child Who Has Experienced Abuse or Neglect

Source:

The image shows the front cover of a book. At the top, the title "PARENTING AFTER TRAUMA: UNDERSTANDING YOUR CHILD'S NEEDS" is printed in a large, bold, black, sans-serif font. Below the title, the subtitle "A Guide for Foster and Adoptive Parents" is written in a smaller, italicized, black, sans-serif font. The author's name, "Patricia A. Reid," is at the bottom in a small, black, sans-serif font. The central part of the cover features a horizontal strip of five black and white photographs showing various children and adults in different settings. Below this strip is a paragraph of text in a small, black, sans-serif font, followed by a section header "Trauma" in a small, bold, black, sans-serif font. The bottom half of the cover is a solid dark grey color with a faint, repeating pattern of the word "trauma" in a light grey, sans-serif font, rotated 45 degrees.

Caregiver Trauma

NCTSN

The National Child
Traumatic Stress Network

Birth Parents with Trauma Histories in the Child Welfare System

A Guide for Parents

You may be one of the many parents involved with the Child Welfare System who has experienced or witnessed dangerous, often life-threatening, events known as trauma. If so, this resource is for you. It includes facts about trauma that you may find helpful and one parent's story.

SARAH'S STORY

Sarah feels completely overwhelmed. She has been trying so hard to hold everything together, but so much has built up over the years. As she can't seem to do anything right, she has been through a lot. She remembers watching her father beat up her mother and being put in foster care. She doesn't know anything could be worse than her own childhood, but watching her son struggle through the same stuff is worse. She never dreamed of ending her life when it just seemed to happen. Her son's father died three years ago, and Sarah wound up with a partner who hit her and threatened her. She has nightmares, unable to protect her kids from him, but sometimes she gets so upset that she almost hurt them too. Six months ago, her oldest son was in a car accident, and now she has even more helplessness. Every time she sees preschooler, age 3, and Crystal, age 6, they are crying and yelling, and she just can't get them to behave. Sarah gets upset when they call their father "Daddy." On top of it all, the caseworker is not providing her with working help enough to do other things and take care of it. Sometimes the system makes her feel like her son just isn't ready and all over again – stress and pressure.

Although Sarah wants her children back, she worries that everyone may be right. She is a bad mother. Maybe that's why her kids aren't happy to see her and why they seem to like the foster parents more. While she knows some things are going to be helped, she is too exhausted to make any changes. Her house is getting really messy, but with her kids and her husband gone, it doesn't seem to matter anymore.

Sarah has given to therapy a few times, but she's never liked it. It's easier to just forget about things. Talking about them over and over just makes her think about it again. Now, she's afraid about what the therapist is asking about her to the caseworker. The couple of times she has done it, her kids make appointments, she thought the therapist would be if he knew, probably and would be better than she was. If her kids could just come home, she knows she could work everything out.

Birth Parents with Trauma
Histories in the Child Welfare
System: A Guide for Parents

NCTSN

The National Child
Traumatic Stress Network

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Birth Parents with Trauma
Histories and the Child Welfare
System: A Guide for Resource
Parents



Thank
You

What Happens Next?

- Webinar recording and resources available within the next 48 hours.
- Raffle winner announced tomorrow at 9:00 AM PST on social media.
- Participants will receive a brief survey and Certificate of Attendance.
- Watch your inbox for the next issue of CalTrin Connect.

Stay connected for more free resources & trainings!



www.caltrin.org



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