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THE WEBINAR WILL BEGIN SHORTLY
While you're waiting...



ICEBREAKER QUESTION

What is your favorite Halloween treat?

Please enter your answer in the Chat.



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- A brief survey will be available after the webinar.
- Access the presentation slides now! Download link is available in the Chat.
- A follow-up email will be sent to all participants within 2 days of the webinar.
- Locate the controls on the tool bar at the bottom of your screen:



↑
Test and change your
audio connection

↑
Enter questions for the presenters
and read their responses

- When using the Chat feature, please reply to the attendees as well as the panelists; *when appropriate and within comfort level.*



All panelists

All panelists and attendees



Hi, We're CalTrin

Who We Are:

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to provide training to FRCs and CAPCs

What We Offer:

- Live webinars & Small group training
- Virtual self-paced courses
- Job aids & other resources



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.

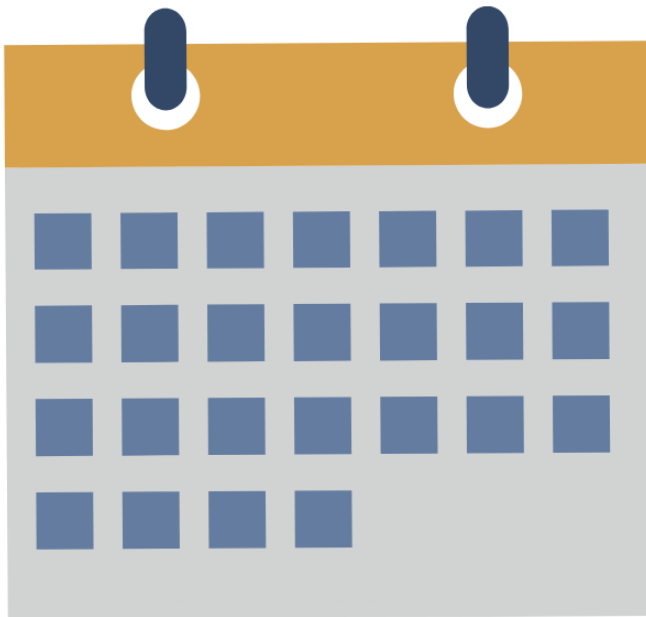


Upcoming Training Topics

Mark your calendars!



November



11/03
Spreading HOPE



11/10
*Protective Factors Framework
Overview & Resources*



11/12
Intro to Parent Cafes



11/17
*Foundations of Gender-Inclusive
Work: Dimensions of Gender*



11/18
*The Family as a Cultural Asset:
Latinx Youth Development*



11/30
*Introduction to Strengthening
Families: Focus on the Protective
Factors Framework*

Visit caltrin.org to view the full training calendar.



Trauma, Parenting, and Challenging Behaviors (School-age)

Presenter: Melissa Bernstein, PhD

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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

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Child Trauma, Parenting, & Challenging Behaviors

Melissa Bernstein, PhD



Overview

The impact of trauma on parenting

What's going on?! Importance of Assessment

The importance of relationships

Strategies to shape behavior

BEHAVIOR PROBLEMS AND CHILDREN

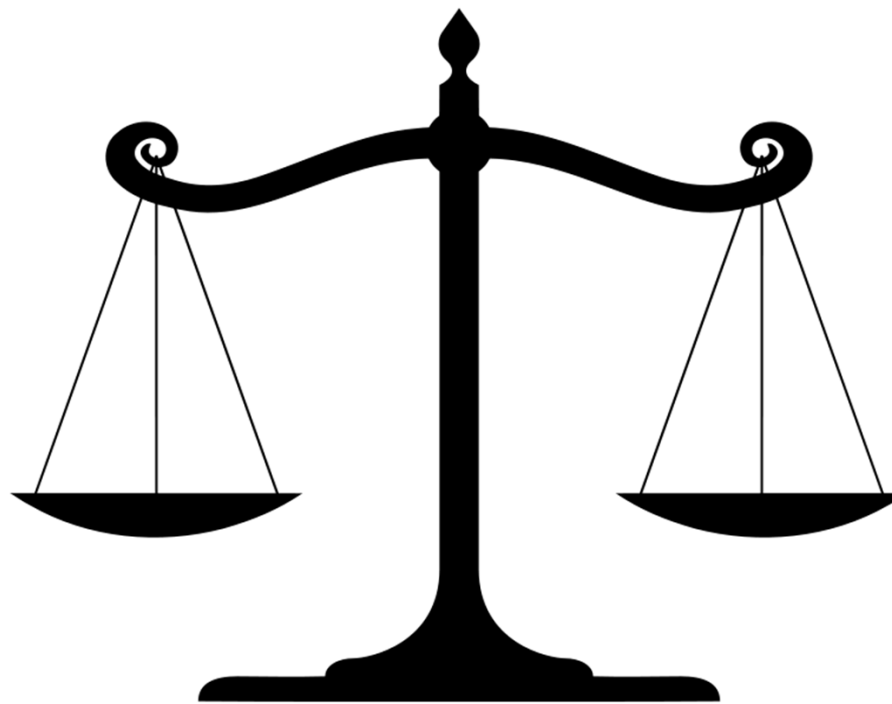
What are the most disruptive child behaviors?



THE IMPACT OF TRAUMA ON PARENTING

What Does Ideal Parenting Look Like?

Nurturing
Interactions



Appropriate
Limits

What Can Happen to Balance after Trauma?

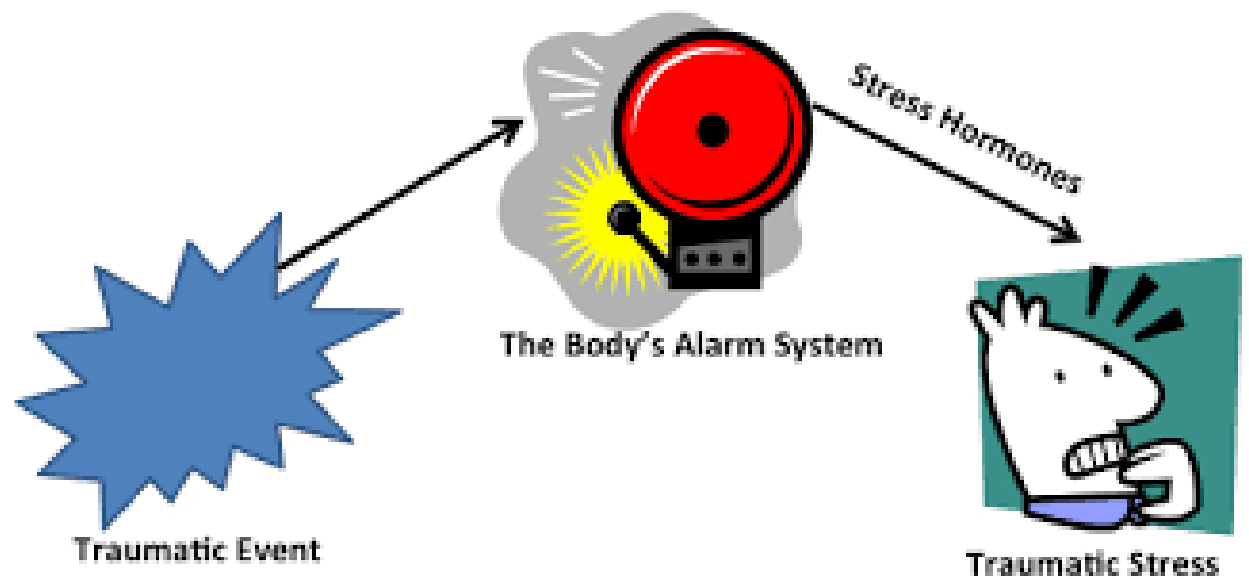


What Can Happen to Balance after Trauma?



Trauma Responses and Challenging Behavior

- 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

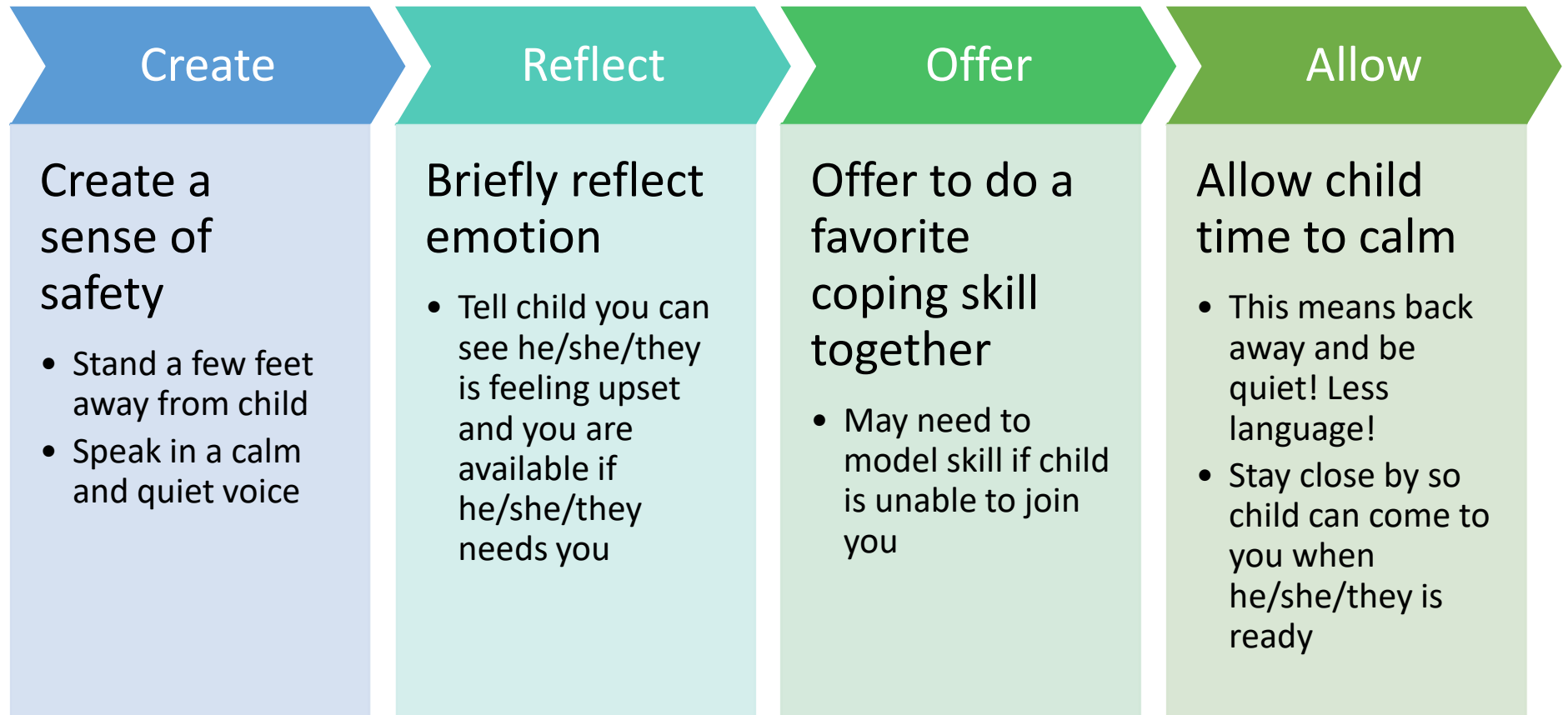


Clues That a Child is Stuck in Fight/Flight/Freeze

- 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



Applying Skills to Trauma Reactions





HANDOUTS

- Coaching on Coping Skills
- Effective Treatment for Youth Trauma



Misbehavior



General Behavior Problems

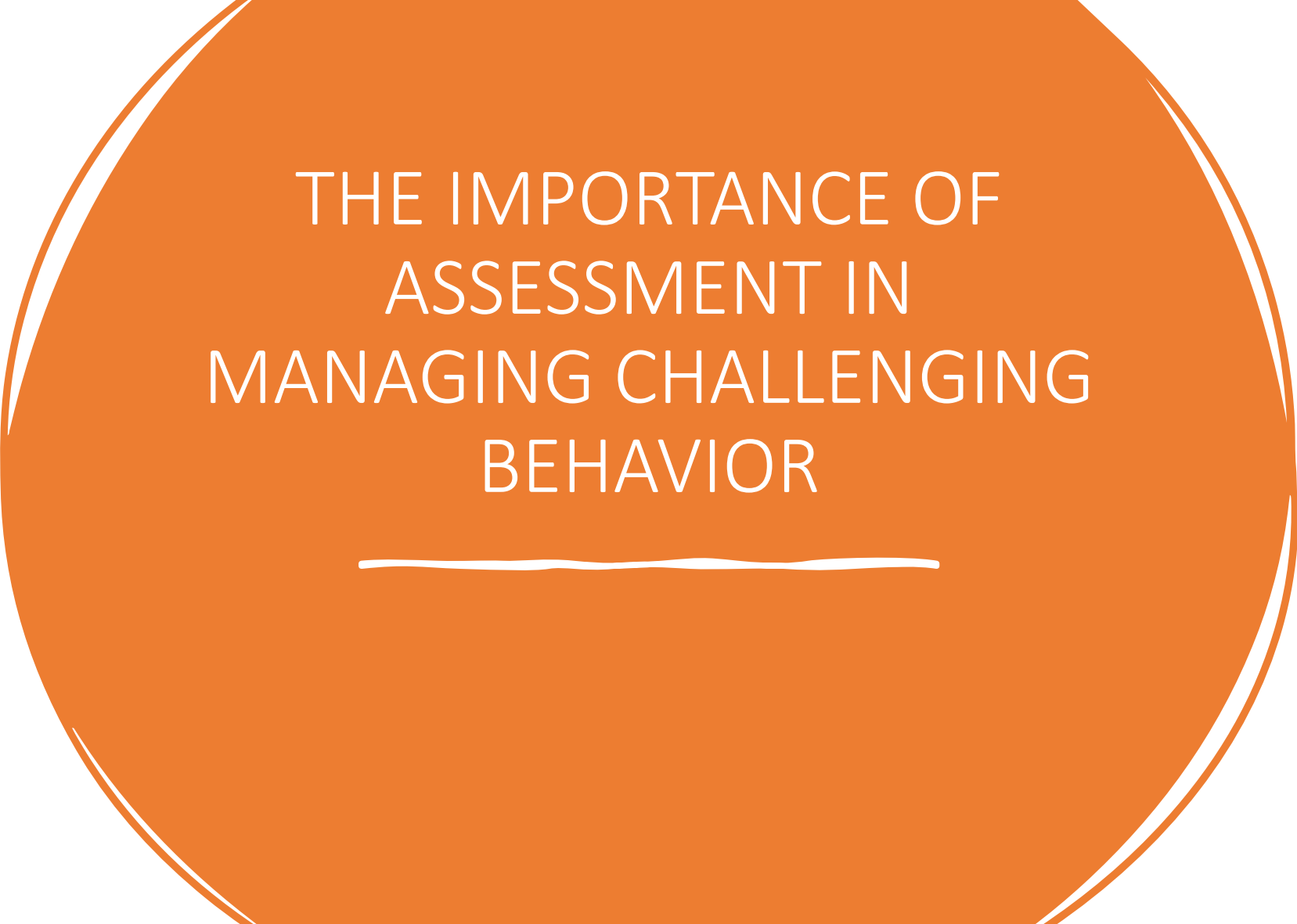
Typically involve active defiance or
oppositonality

Are maintained by rewards in the environment

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

Responds most effectively to child behavior
management techniques

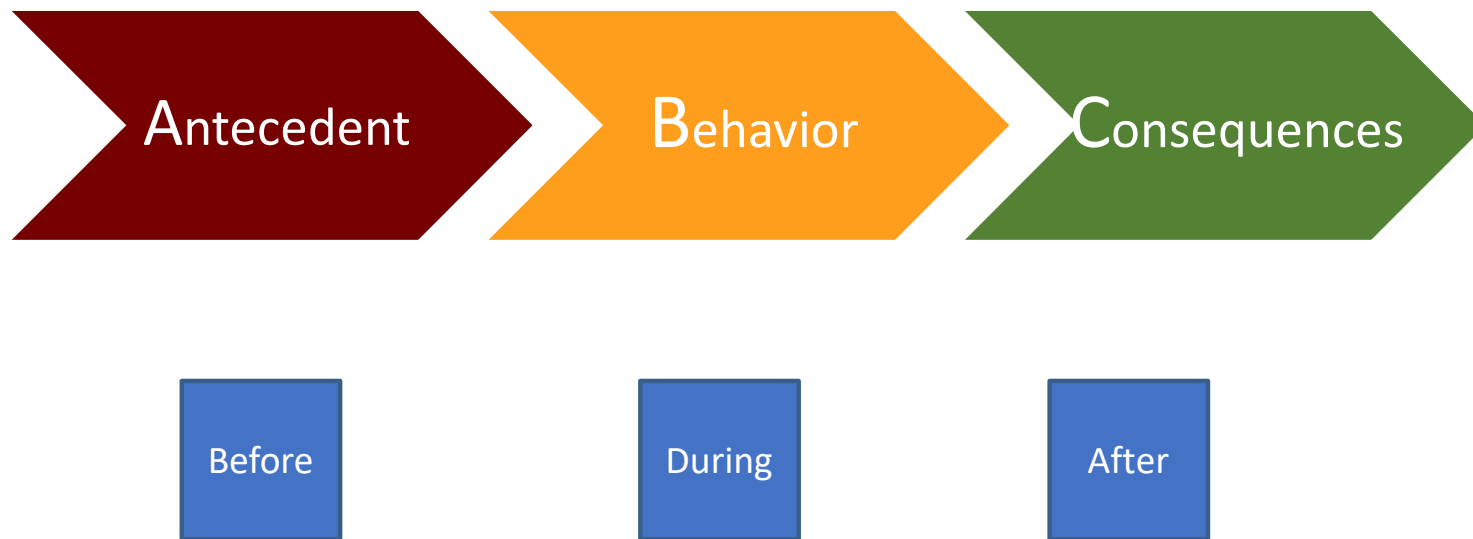
May occur with trauma responses

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THE IMPORTANCE OF ASSESSMENT IN MANAGING CHALLENGING BEHAVIOR

ABC's

What's going on and why is it happening?



Antecedents



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?

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THE IMPORTANCE OF RELATIONSHIPS IN BEHAVIOR MANAGEMENT

Collaborating with Caregivers

- Create space for caregiver to share concerns
- Align with the caregiver
- Communicate a message of hope



Buy-In for Behavior Management

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

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



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?”

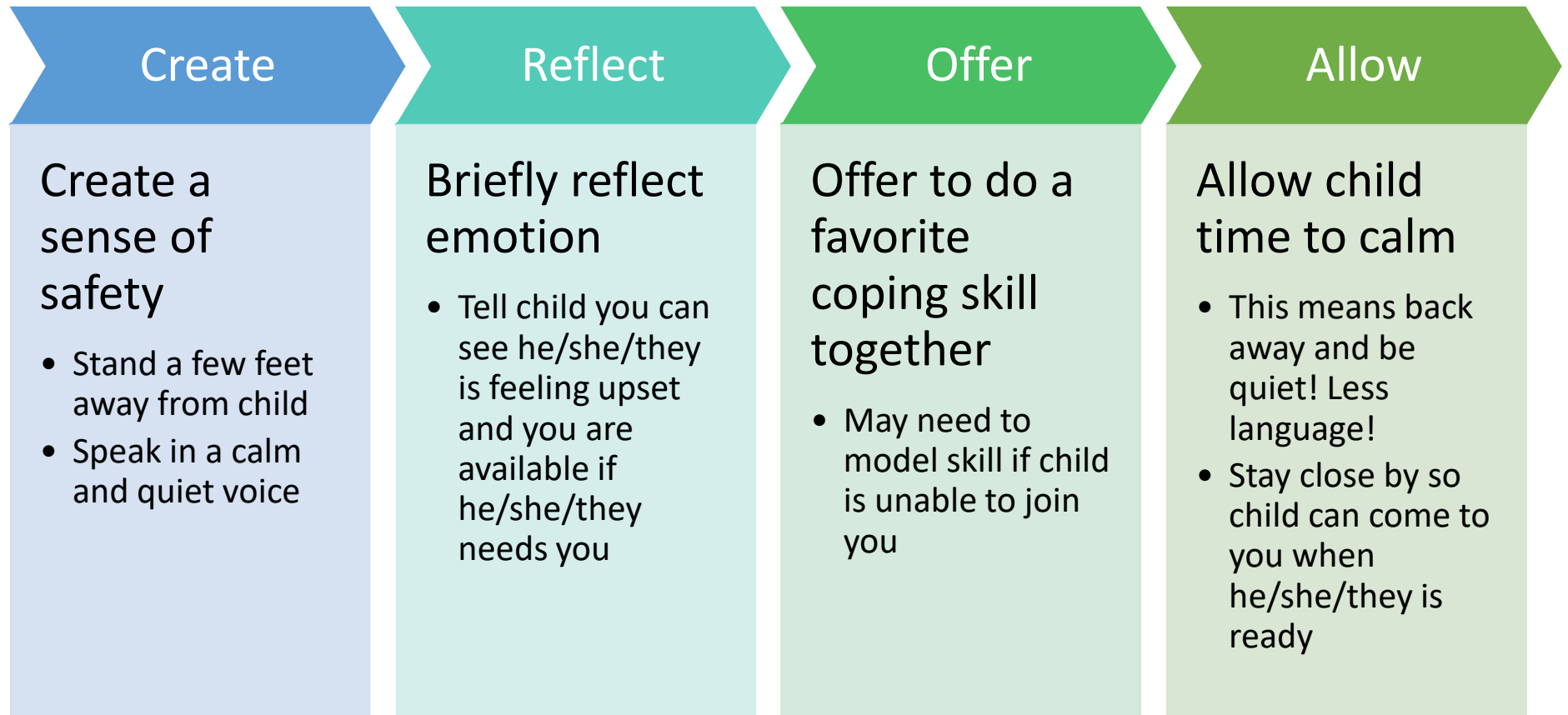
HANDOUT

Working More Effectively
with Caregivers

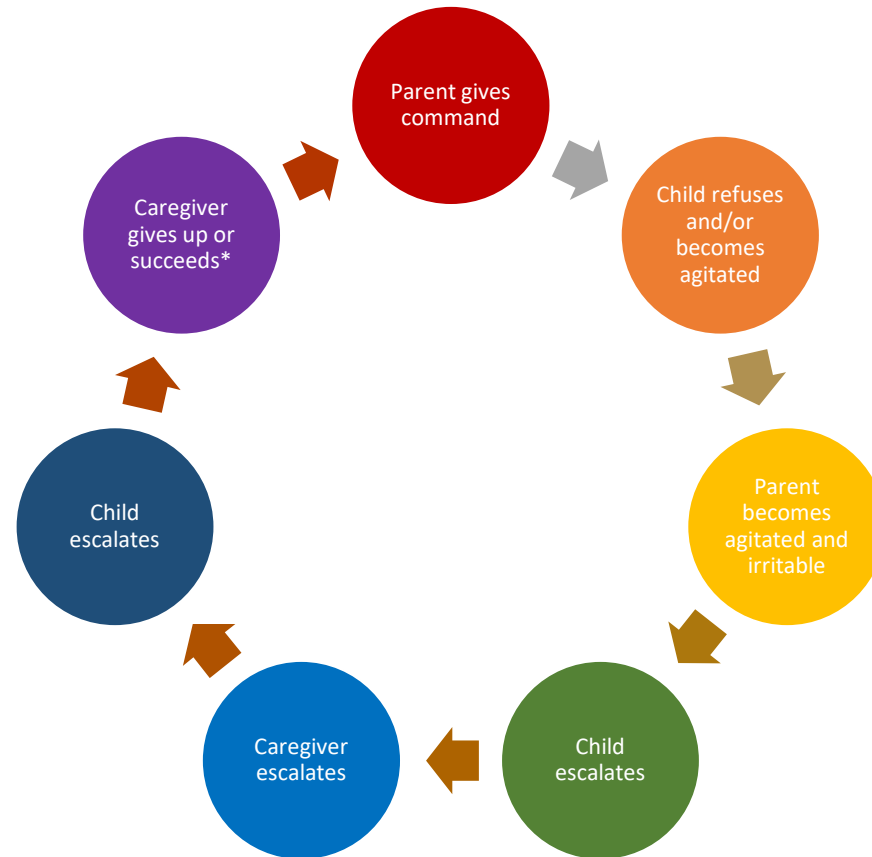


STRATEGIES FOR SHAPING BEHAVIOR

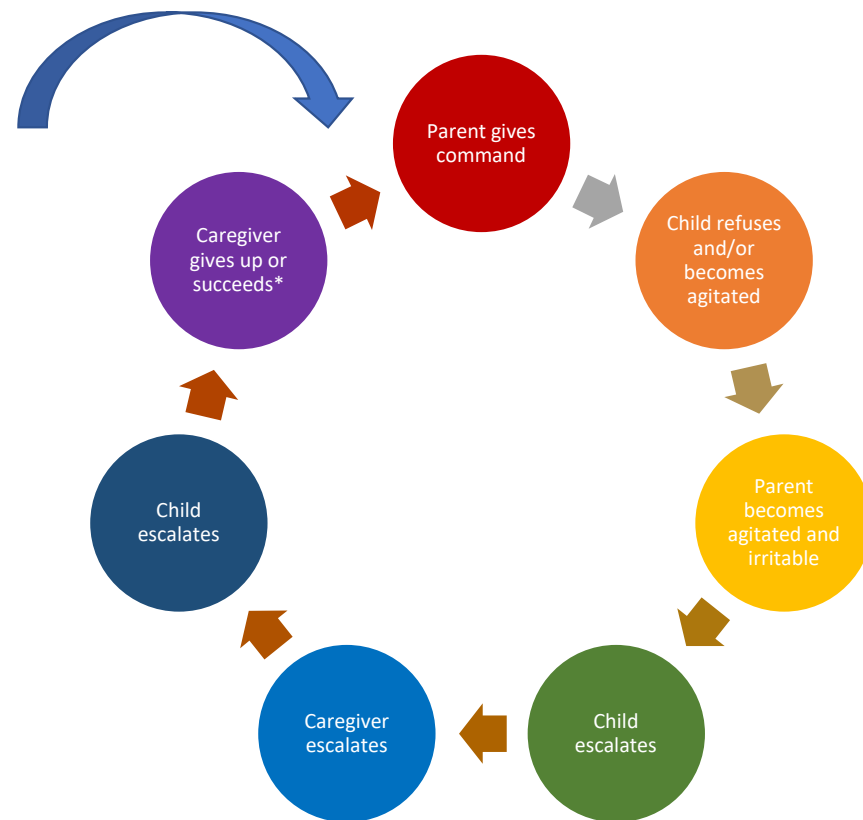
Applying Skills to Trauma Reactions



Breaking the Cycle



Shaping Behavior Through Positive Relationships and Reinforcement



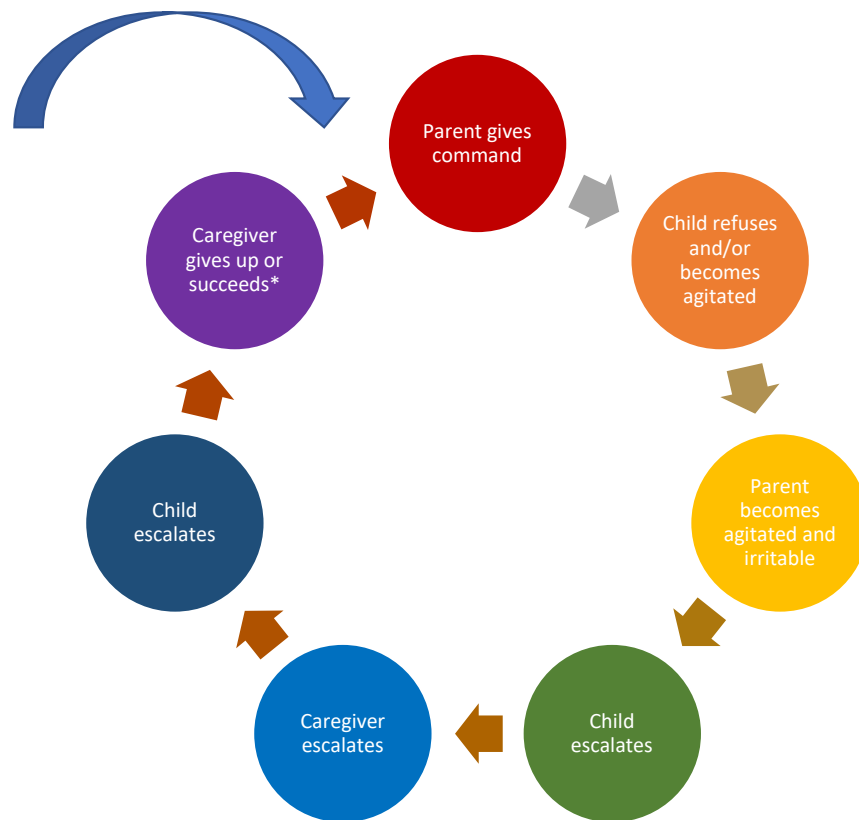
Labeled Praise

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



Opposition/Anger	<ul style="list-style-type: none"> -You're doing so well at being patient. -I like that you used (<i>skill used</i>) to calm yourself down. -I'm so proud of you for using your words. -I'm so proud of you for cooperating. -Nice job using your indoor voice to tell me that.
Hyperactivity/Destructiveness/ Carelessness	<ul style="list-style-type: none"> -I like the way you are bring gentle with that ____. -That's awesome how you're asking so politely. -That's a good indoor/quiet voice you're using. -Way to keep your hands to yourself! -Excellent job sitting in your seat.
Inattention	<ul style="list-style-type: none"> -Excellent job concentrating. -Great work following directions. -I can tell you're listening, great job! -You're doing so well taking your time.
Attention-seeking/Interrupting	<ul style="list-style-type: none"> -Thank you for waiting patiently. -I like the way you're taking turns. -Thanks for letting me finish what I was doing first. -Excellent job staying in your seat.

Shaping Behavior Through Emotion Regulation



"When **little** people
are overwhelmed by
big emotions,
it's our job to share
our calm, not to
join their chaos."

– L.R. Knost

Kindermusik.

Grounding Exercise

Name 3 things



you see



you smell



you hear



you feel

Breathe in and out slowly 3x

Belly Breathe



[Sesame Street: Common and Colbie Caillat Sing "Belly Breathe" with Elmo - YouTube](#)

Emotion Thermometer

Furious	5	yelling kicking
Angry	4	refusing to answer
Frustrated	3	groaning whining
Bothered	2	sighing
Calm	1	smiling listening

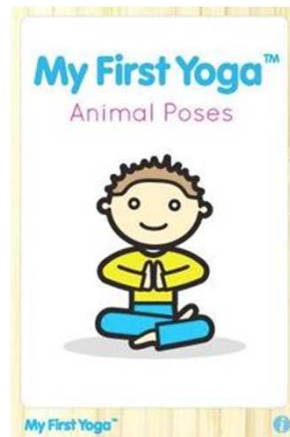
How do you feel?

What are you doing?

Popular Relaxation Apps



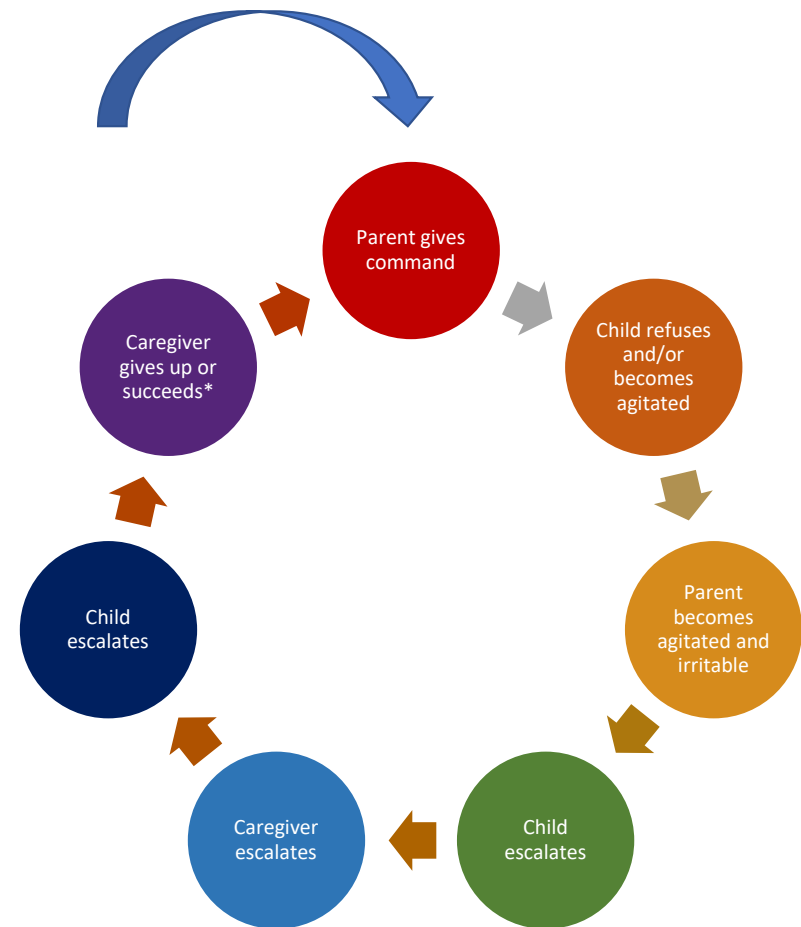
Breathe2Relax



White Noise Free



Shaping Behavior Through Appropriate Commands





POOR

BETTER

Pick up your toys

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

Be good, don't fool around

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

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


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

How many times do I have to tell you..

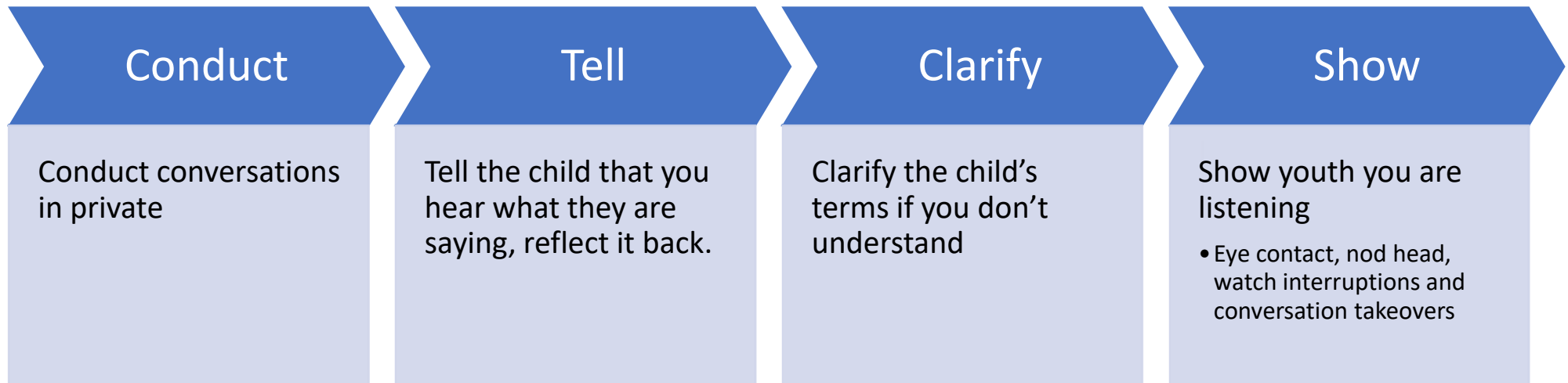
"Sam, please turn off the TV"

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

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




Talking & Listening Strategies



- "I'm ready to listen when you're ready to talk."
- "I can't know how you feel, but I want to help you in any way that I can."
- "Its ok to be upset."

Setting Rules

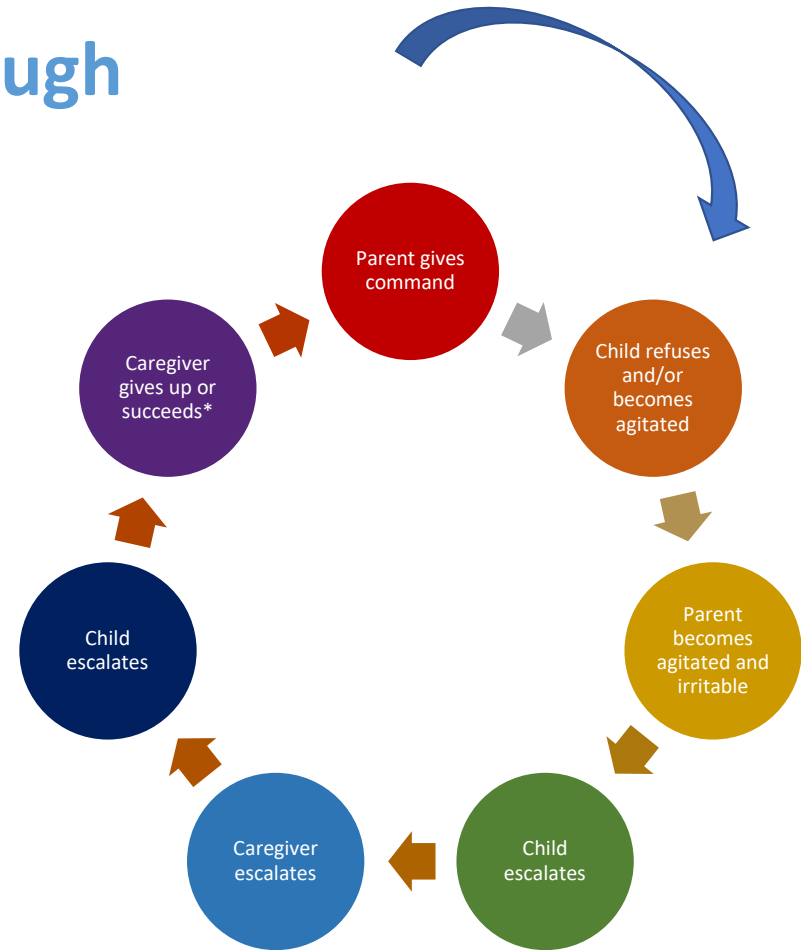
- Positively stated
- Specific
- Not too many
- Fair



DON'T
BE
A
MEAN

A hand-drawn sketch of the phrase "DON'T BE A MEAN" in large, 3D block letters. The letters are drawn with multiple outlines to create a three-dimensional effect. The sketch is on a light-colored, textured surface, possibly a wall or a large piece of paper, with a rough, stone-like base visible at the bottom.

Shaping Behavior Through Active Ignoring



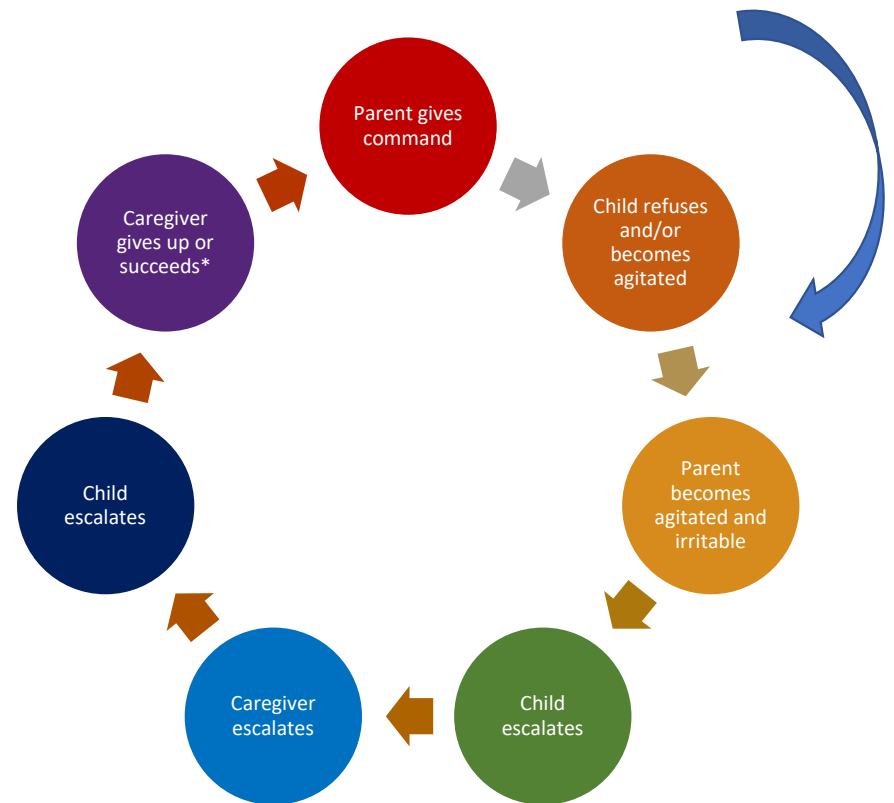
Active Ignoring / Selective Attention

- 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





Rewards

- Pick out movie
- Choose game
- Stay up 10 minutes late
- Have a friend come over
- Sundae night

Stickers

8
4
15
10
8

	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

		M	T	W	TH
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



HOME

ABOUT

FOR PARENTS

FOR PROFESSIONALS

NEWS

VIDEOS

BOOKS

BLOG

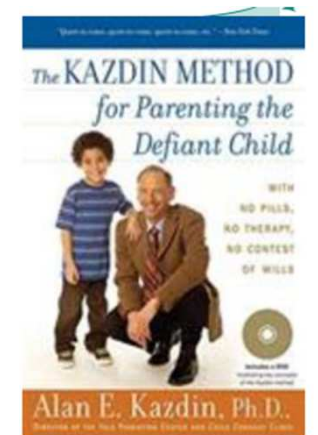
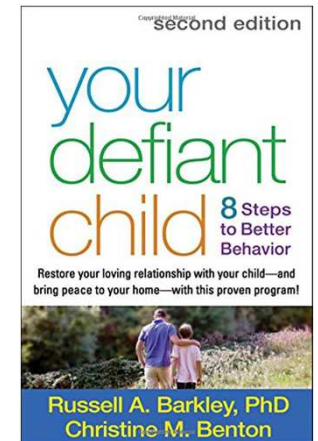


Website
Recourse for
Caregivers &
Professionals

<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
- 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
Resources available at www.childwelfare.gov

December 2013


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. 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 brochure is intended to help parents do 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?
- What can I find support?
- Resources

 Child Welfare Information Gateway
Division of Child Protection, DC:PS
400 New York Avenue, NE
Washington, DC 20002
202-755-8924
www.childwelfare.gov
www.childwelfare.gov


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 give to the heart of the experiences and needs of these children and families, and offers education to support of their resilience and recovery. The titles are:



1. How Does Domestic Violence Affect Children?
2. Celebrating Your Child's Strengths
3. Before You Talk to Your Children: How Your Feelings Matter
4. Listening and Talking to Your Child About Domestic Violence
5. The Importance of Playing with Your Children
6. Keeping Your Children Safe and Responding to Their Fears
7. Managing Challenging Behavior of Children Living with Domestic Violence
8. Where to Turn if You Are Worried About Your Child
9. 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

This 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.



Complex trauma describes both children's exposure to multiple traumatic events and the resulting long-term effects of this exposure. These events are severe, chronic, and often unpredictable, such as sexual or physical neglect. They usually begin early in life, may affect many aspects of the child's development, and usually occur with the child's parents or have severe attachment effects. These aspects of a child's history increase and cause development risk on the primary source of safety and security.

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

We all have an internal alarm system to warn us of danger and prompt us to respond. The "fight, flight, or freeze" response prompts 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 we perceive danger, this 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 make caution signs 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."

The content was funded by the Department of Health and Human Services Administration (DHHS), U.S. Department of Health and Human Services (HHS). The views, opinions and statements expressed are those of the authors and do not necessarily reflect those of DHHS or HHS.

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Complex Trauma: Facts for Caregivers

[illegible]

Caregiver Trauma



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 traumatic events, but understanding, needs unique to trauma. If so, this resource is for you. It includes facts about trauma that you may find helpful and one parent's story.

MAKING SENSE

After a traumatic event, it's normal to feel confused, scared, and unsure of what's going on. You may feel like you're not in control of your life, and you may feel like you're not safe. It's important to remember that you're not alone. Many people experience these feelings, and there are many ways to get help. You can talk to a doctor, a counselor, or a support group. You can also try to find ways to cope with your feelings, like exercise, meditation, or journaling. It's important to take care of yourself and your family, and to seek help when you need it.

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



Melissa Bernstein
🐦 @drmelbern
mbernstein1@rchsd.org

What Happens Next?

- Webinar recording and resources available within the next 48 hours.
- Participants will receive a brief training evaluation and Certificate of Completion.
- Watch your inbox for the next issue of CalTrin Connect.

Stay connected for more free resources & trainings!



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