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**Meet your CalTrin Trainers**

**Dana Jarzynka, MA**  
 Training Coordinator  
 djarzynka@chsd.org

**Jessica Mattly, MBA**  
 Training Coordinator  
 jmattly@chsd.org

**CALIFORNIA Regions Map**

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All panelists  
 All panelists and attendees

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- Access the presentation slides now! Download link is available in the Chat.
- A follow-up email will be sent to all participants within 48 hours of the webinar. This message includes:
  - Webinar Recording
  - PowerPoint Slides
  - Handouts & Resources

4

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## 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) to provide training to FRCs and CAPCs
- 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 [Gator's name] and do not necessarily reflect the views of the California Department of Social Services.



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

6

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## Upcoming Training Topics

*Mark your calendars!*




**November**

11/03 <i>Spreading HOPE</i>	11/09 <i>Feedback that Works</i>
11/10 <i>Protective Factors Framework Overview &amp; Resources</i>	11/12 <i>Intro to Parent Cafes</i>
11/17 <i>Foundations of Gender-Inclusive Work: Dimensions of Gender</i>	11/18 <i>The Family as a Cultural Asset: Letrix Youth Development</i>
11/30 <i>Introduction to Strengthening Families: Focus on the Protective Factors Framework</i>	

Visit [caltrin.org](http://caltrin.org) to view the full training calendar.

7



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

**Presenter: Melissa Bernstein, PhD**






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8



## 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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9

## Child Trauma, Parenting, & Challenging Behaviors

Melissa Bernstein, PhD



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## Overview

The impact of trauma on parenting

What's going on?! Importance of Assessment

The importance of relationships

Strategies to shape behavior

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## THE IMPACT OF TRAUMA ON PARENTING

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## BEHAVIOR PROBLEMS AND CHILDREN

What are the most disruptive child behaviors?



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What Does Ideal Parenting Look Like?



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What Can Happen to Balance after Trauma?



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### What Can Happen to Balance after Trauma?



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### Trauma Responses and Challenging Behavior

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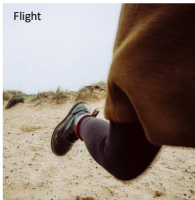
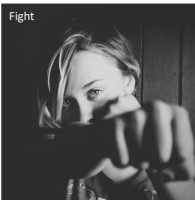
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#### Trauma Reactions and Misbehavior

- 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



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### 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



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### What is the function of this behavior?



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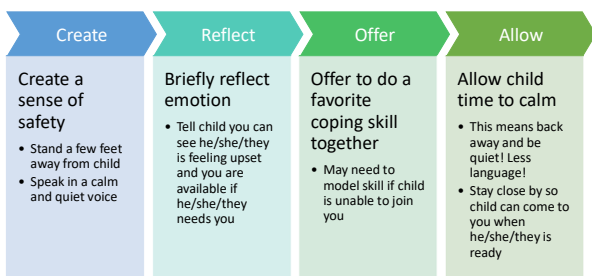
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### Applying Skills to Trauma Reactions



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## HANDOUTS

- Coaching on Coping Skills
- Effective Treatment for Youth Trauma

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## Misbehavior

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## General Behavior Problems

- Typically involve active defiance or oppositionality
- 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

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What is the function of this behavior?



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## THE IMPORTANCE OF ASSESSMENT IN MANAGING CHALLENGING BEHAVIOR

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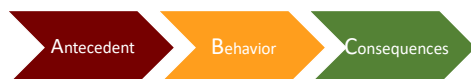
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### ABC's

What's going on and why is it happening?



Before

During

After

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Antecedents	Behaviors	Consequences
<p><b>To Caregivers</b></p> <ul style="list-style-type: none"> <li>What happened before?</li> <li>What led up to it?</li> <li>Any triggers (recent, immediately)?</li> <li>Describe the overall climate/environment               <ul style="list-style-type: none"> <li>Stress, structure, routines, changes</li> <li>Relationship/connection time (any positivity)</li> </ul> </li> </ul> <p><b>To Child</b></p> <ul style="list-style-type: none"> <li>Right before:               <ul style="list-style-type: none"> <li>What was going on?</li> <li>How were you feeling?</li> <li>Thinking?</li> </ul> </li> </ul>	<p><b>To Caregivers</b></p> <ul style="list-style-type: none"> <li>I want to learn all about the behavior (frequency, duration, intensity)</li> <li>Paint the picture for me. Help me understand it as if I was there.</li> <li>While your child is engaging in the behavior, what are you doing?               <ul style="list-style-type: none"> <li>Saying? Feeling?</li> <li>What's your tone of voice?</li> </ul> </li> </ul>	<p><b>To Caregivers</b></p> <ul style="list-style-type: none"> <li>After the behavior(s), what happened?               <ul style="list-style-type: none"> <li>What did you do?</li> <li>What did you say?</li> <li>What was his/her reaction?</li> <li>How did you feel?</li> <li>What were you thinking?</li> </ul> </li> <li>Then what did you do? What happened next?               <ul style="list-style-type: none"> <li>Any praising, ignoring, consequences, or punishment?</li> </ul> </li> </ul> <p><b>To Child</b></p> <ul style="list-style-type: none"> <li>After X situation (behavior(s)), what happened?</li> <li>What did mom/dad do?</li> <li>How did you feel?</li> <li>What were you thinking?</li> </ul>

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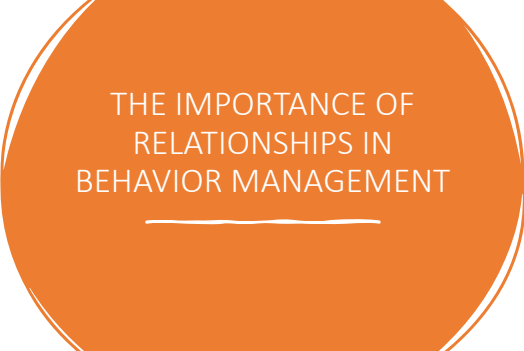
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THE IMPORTANCE OF  
RELATIONSHIPS IN  
BEHAVIOR MANAGEMENT

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### Collaborating with Caregivers

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

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## 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

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## 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

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## 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?"

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## 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?"

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## HANDOUT

Working More Effectively with Caregivers



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## STRATEGIES FOR SHAPING BEHAVIOR

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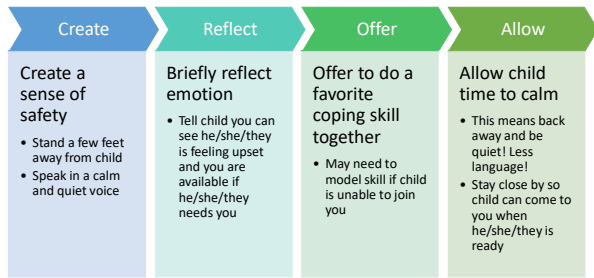
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## Applying Skills to Trauma Reactions



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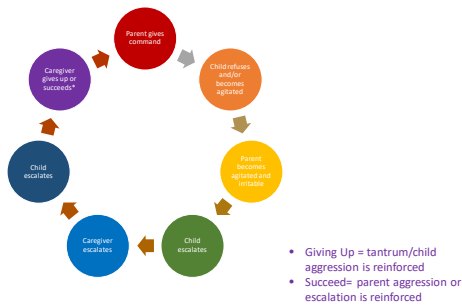
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## Breaking the Cycle



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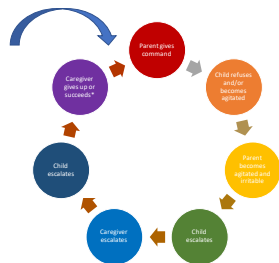
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## Shaping Behavior Through Positive Relationships and Reinforcement



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## Labeled Praise

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



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Opposition/Anger	-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	-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	-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	-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.

R. Eichelauer, 2017, UNM

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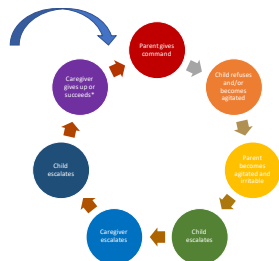
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## Shaping Behavior Through Emotion Regulation



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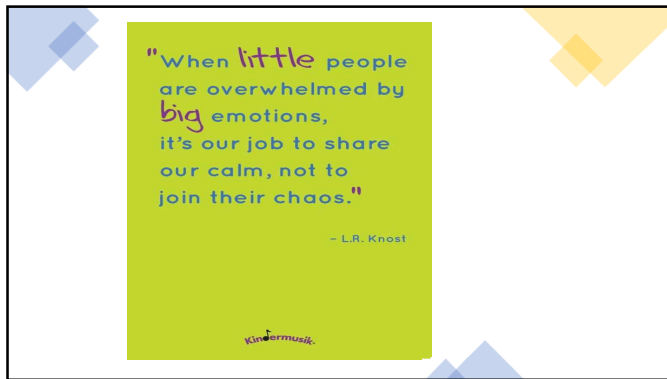
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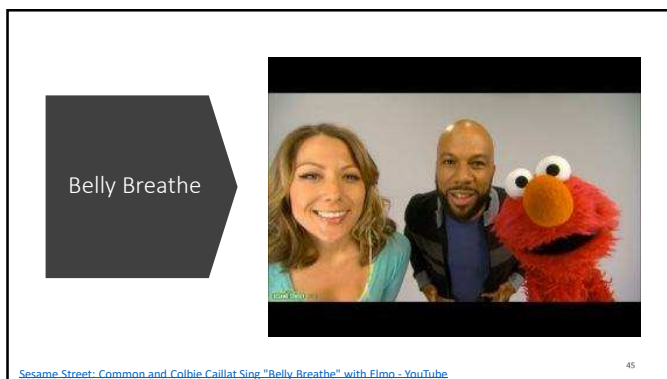
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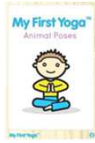
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### Popular Relaxation Apps



Breathe2Relax



White Noise Free



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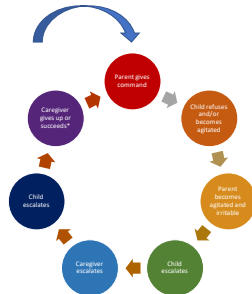
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### Shaping Behavior Through Appropriate Commands



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#### 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"*

48

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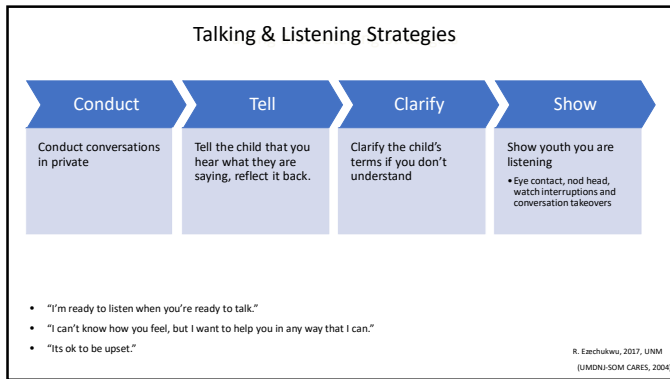
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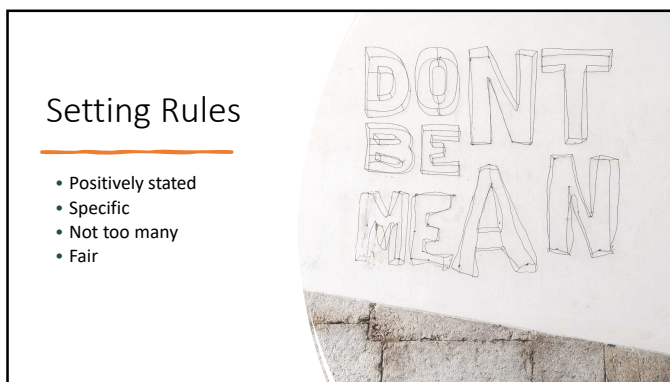
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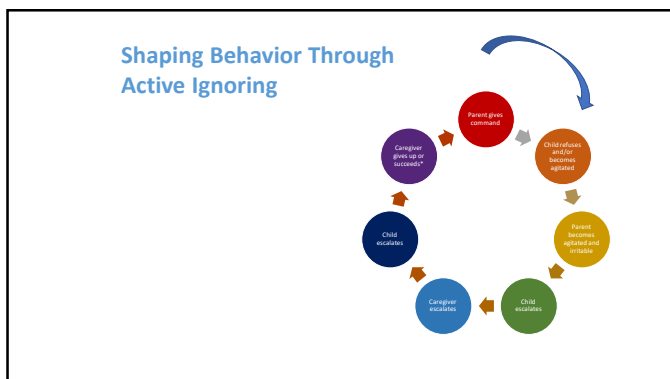
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## Active Ignoring / Selective Attention

- 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

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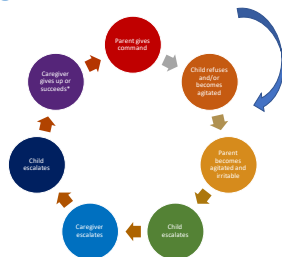
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## Active Ignoring / Selective Attention

- 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

53

## Shaping Behavior Through Behavioral Rewards / Consequences



54

## 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

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## 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

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#### Rewards

- Pick out movie 8
- Choose game 4
- Stay up 10 minutes late 15
- Have a friend come over 10
- Sundae night 8

#### Stickers

	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

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		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		☹ ☹	☹ ☹	☹ ☹	☹ ☹
<p>If N earns 3 ☹ a day she can chose 1 daily reward</p> <p>If N earns 16/20 ☹ in a week she can chose 1 weekly reward</p>					

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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

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HANDOUT

- Behavior Chart Handout
- Behavior Management Planning Worksheet



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HOME ABOUT FOR PARENTS FOR PROFESSIONALS NEWS VIDEOS BOOKS BLOG



Website  
Recourse for  
Caregivers &  
Professionals <https://alankazdin.com/>

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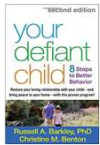

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### Reading Recommendations

- 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

62

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### ACTS RESOURCES

[chadwickcenter.com/acts/](http://chadwickcenter.com/acts/)

#### RESOURCES FOR CAREGIVERS

Information on Child Trauma

Age-Related Reactions to a Traumatic Event

Children and Domestic Violence for Parents Fact Sheet Series

Complex Trauma: Facts for Caregivers

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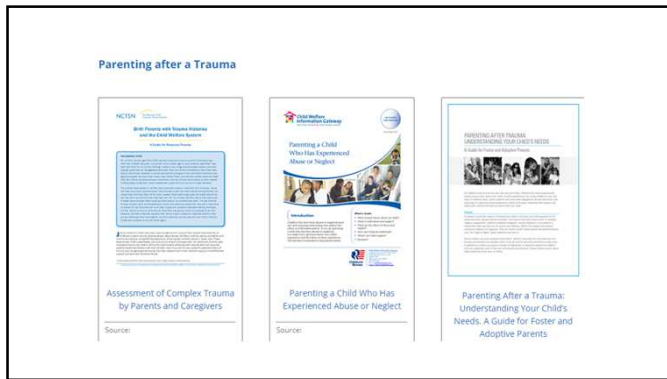
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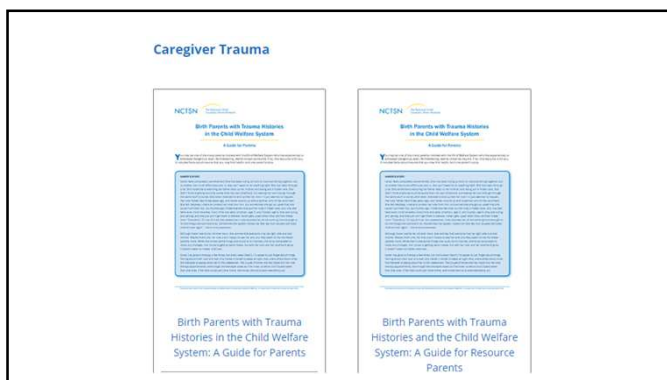
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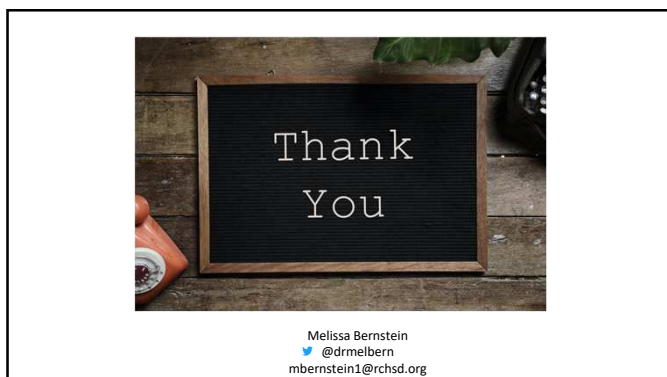
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## What Happens Next?

- 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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