

Welcome to

**THE TRAINING WILL BEGIN SHORTLY**

*While you're waiting...*

**TRAUMA, PARENTING, AND CHALLENGING BEHAVIORS (SCHOOL-AGE)**

**10:00am -11:30am PST**



*Icebreaker Question* (answer in the chat)

If you had to spend the year with only one season, which would you choose and why?



*Survey & Certificate of Completion*

Available following the training.

CEUs available for LCSWs, LMFTs, LPCCs, and LEPs

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# Before We Begin...

## DURING



Access the notetaking slides now! The link can be found in the chat.



This presentation is being recorded.

## DURING



Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.

## AFTER



Complete the survey at the end of this webinar to receive your Certificate of Attendance.



A follow-up email will be sent to all participants within 2 days.

# 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
- We support child abuse prevention in California through professional development and extended learning.

## What we offer:

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



This training 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 CEBC /CalTrin and do not necessarily reflect the views of the California Department of Social Services.

# UPCOMING TRAININGS

*mark your calendars!*

Visit [caltrin.org](https://caltrin.org) to view the full training calendar and the self-paced online training options



04/06 | Utilizing the Protective Factors Survey with Families



04/07 | The Science of Social Support



Protective Factor of the Month:  
Concrete Support in Times of Need  
04/11 Webinar | 04/25 Workshop



04/12 | Exploring Succession Planning



04/13 | Navigating Unconscious Bias



04/14 | Family Check-up: A Model for Prevention & Intervention with Families



# Trauma, Parenting, & Challenging Behaviors (School Age)

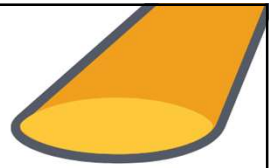
Presenter: Melissa Bernstein, PhD

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# Speaker SPOTLIGHT

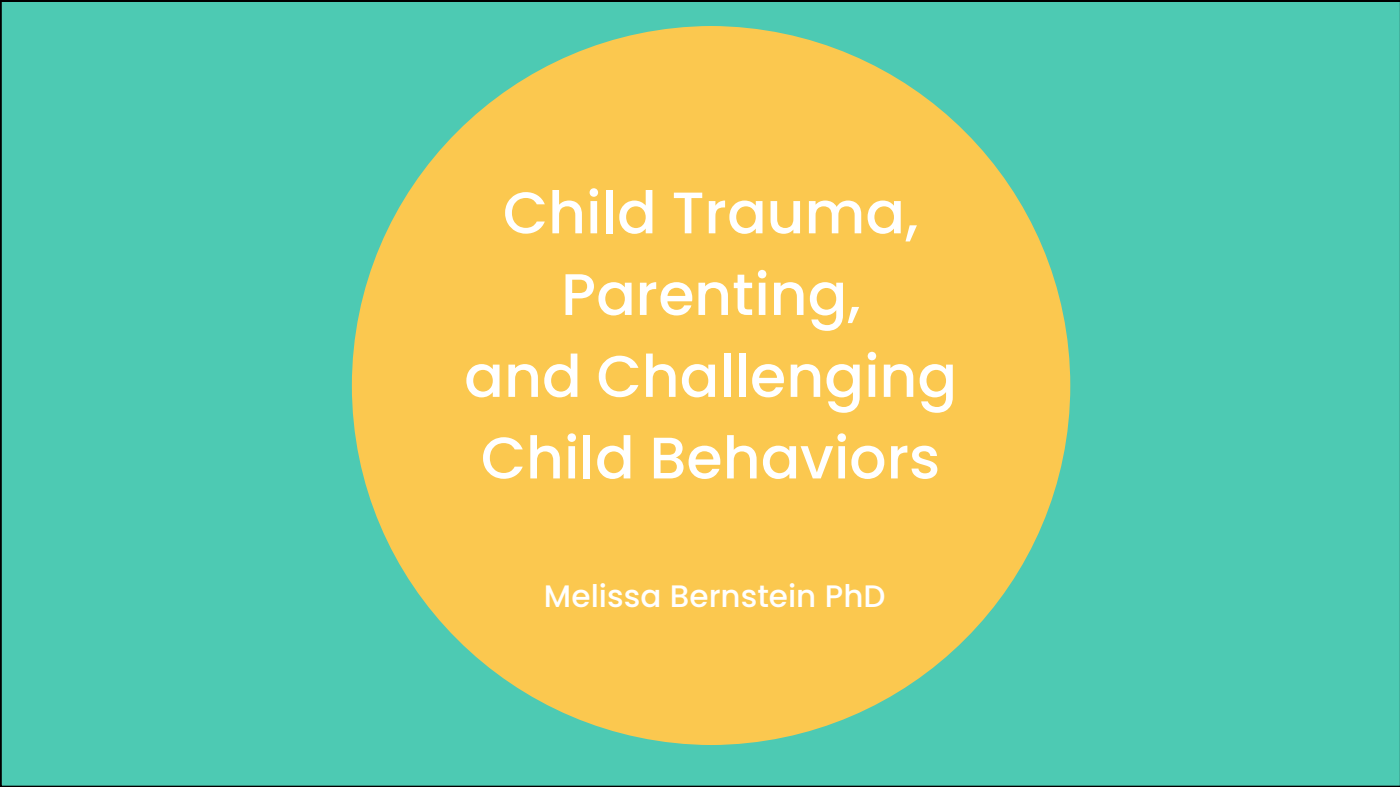


MELISSA BERNSTEIN, PHD  
Evidence-Based Practices  
Rady Children's Hospital-San Diego

 @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,  
and Challenging  
Child Behaviors

Melissa Bernstein PhD

# Agenda

What happens after a trauma

Assessment

Working with Caregivers

Strategies for Shaping Behavior



# BEHAVIOR PROBLEMS AND CHILDREN

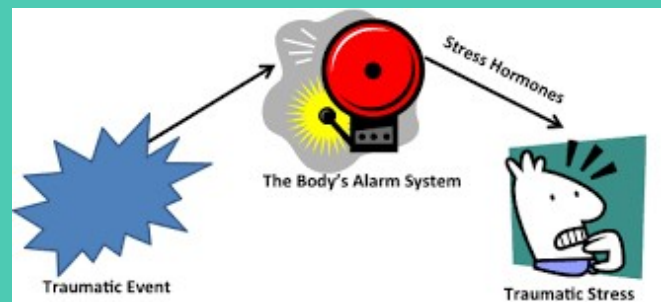
What are the most disruptive child behaviors?



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



Antecedants	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? 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>

# WORKING WITH CAREGIVERS



An illustration of a man with red hair, wearing a light blue shirt and a dark tie, sitting at a round wooden table. He is looking towards the right with a stressed expression, his hands raised in a gesture of frustration. On the table in front of him is a laptop and some papers. The scene is set against a dark teal circular background, which is itself on a larger teal rectangular background.

- My child is completely out of control
- I'm at my wits end, I can't take it anymore
- I've tried everything and nothing works
- They're just going to end up failing out of school and in juvi



Create space for caregiver to share concerns

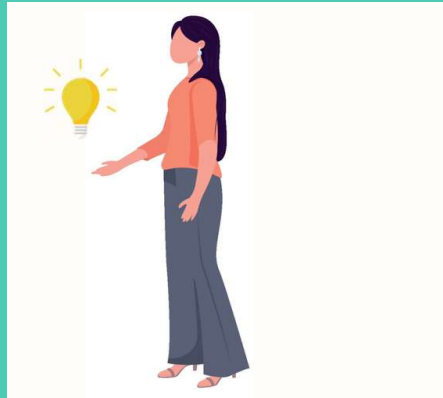


Align with the caregiver



Communicate a message of hope

# Psychoeducation!





## Providing Psychoeducation

### ASK

#### Ask permission

- Ex: "Would it be alright if I told you some things that have worked for other parents?"

### CLARIFY

#### 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

#### Explore Prior Knowledge and Current Interest

- Ex: "What skills did you learn or tried in the past?"

## 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?”

# Strategies for Shaping Behaviors



## After a Trauma

I.

Attachment

II.

Self-  
Regulation

III.

Self-efficacy

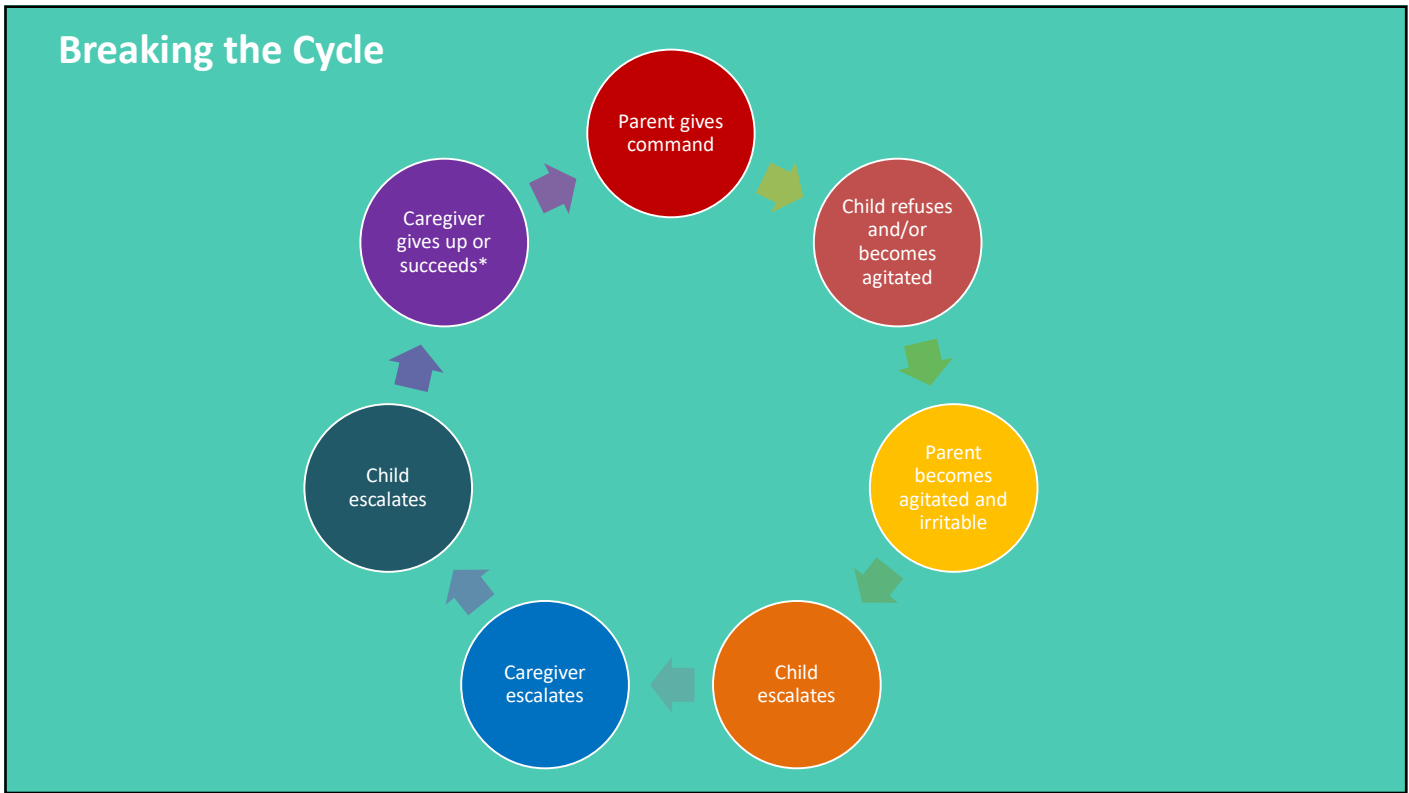
IV.

Social  
Connectedness



## I. Attachment

- You're working with a family and you notice the relationship is strained.
- There's a lot of yelling and No's!
- The child is defiant and the caregivers appear unempathetic.



# 1. CATCH THEM BEING GOOD

Increases the  
behavior it  
describes



Increases  
child's self-  
esteem



Is more  
effective



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

R. Ezechukwu, 2017, UNM



## 2. SPECIAL TIME

A few 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.



## II. Self-Regulation

- They're unable to calm down once upset
- Can't reset after getting upset
- Doesn't do well when hears no
- Struggles when there's a change in routine
- Doesn't do well when waiting for something

# 1. Modeling Calm

## Create

### Create a sense of safety

- Stand a few feet away from child
- Speak in a calm and quiet voice

## Reflect

### Briefly reflect emotion

- Tell child you can see he/she/they is feeling upset and you are available if they need you

## Offer

### Offer to do a favorite coping skill together

- May need to model skill if child is unable to join you

## Allow

### Allow child time to calm

- This means back away and be quiet!
- Stay close by so child can come to you when ready

### Emotion Thermometer

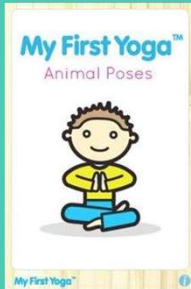
Furious	5	yelling kicking
Angry	4	refusing to answer
Frustrated	3	groaning whining
Bothered	2	sighing
Calm	1	smiling listening
<b>How do you feel?</b>	0	<b>What are you doing?</b>

**Social Emotional**  
Workshop

## Popular Relaxation Apps



Breathe2Relax



White Noise Free



## 2. ROUTINES & RITUALS

Creating a routine around the activities that are tough
















Having rituals around difficult dates or events



Providing Choices







		<p>Time wake up</p>	
		<p>Go to toilet and wash hands after</p>	
		<p>Breakfast time</p>	
		<p>Wash hands, face and brush teeth</p>	
		<p>Get dressed and get school bag ready</p>	
		<p>Shoes and coat on</p>	
		<p>Time leave for school</p>	

# 3. Rewards

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



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

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

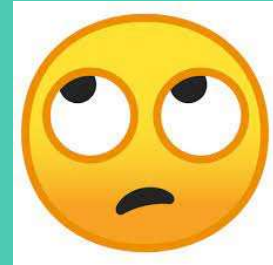
If N earns 16/20 😊 in a week she can chose 1 weekly reward

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

## 4. ACTIVE IGNORING

Caregiver is frustrated and irritated because their child is always flopping around on the floor, rolling their eyes, and trying to have the last word.



## BEHAVIORS TO IGNORE

- Arguing and Yelling
- Pouting and Sulking
- Whining and Crying
- Continuous begging and demanding
- Mild tantrums
- 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



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

## 5. TIME OUT



Caregiver is worried because their child is running into the street, breaking things in the house, and hitting his sister.

## 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






## Initiating Time Out

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

OR

*Sasha, that's one for not following directions, one more time and you will get a time out.*

<h3>Silence</h3> <p>Do not say anything else to the child until the TO is over</p> 	<h3>Do not respond</h3> <p>Do not respond to anything the child says</p> 	<h3>No reinforcement</h3> <p>Do not provide or allow the child to have anything reinforcing during time-out (i.e., attention, toys, food, etc.)</p> 
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## Ending Time Out

Not the best time  
to lecture about  
the child's  
behavior

Emotions may  
still be high

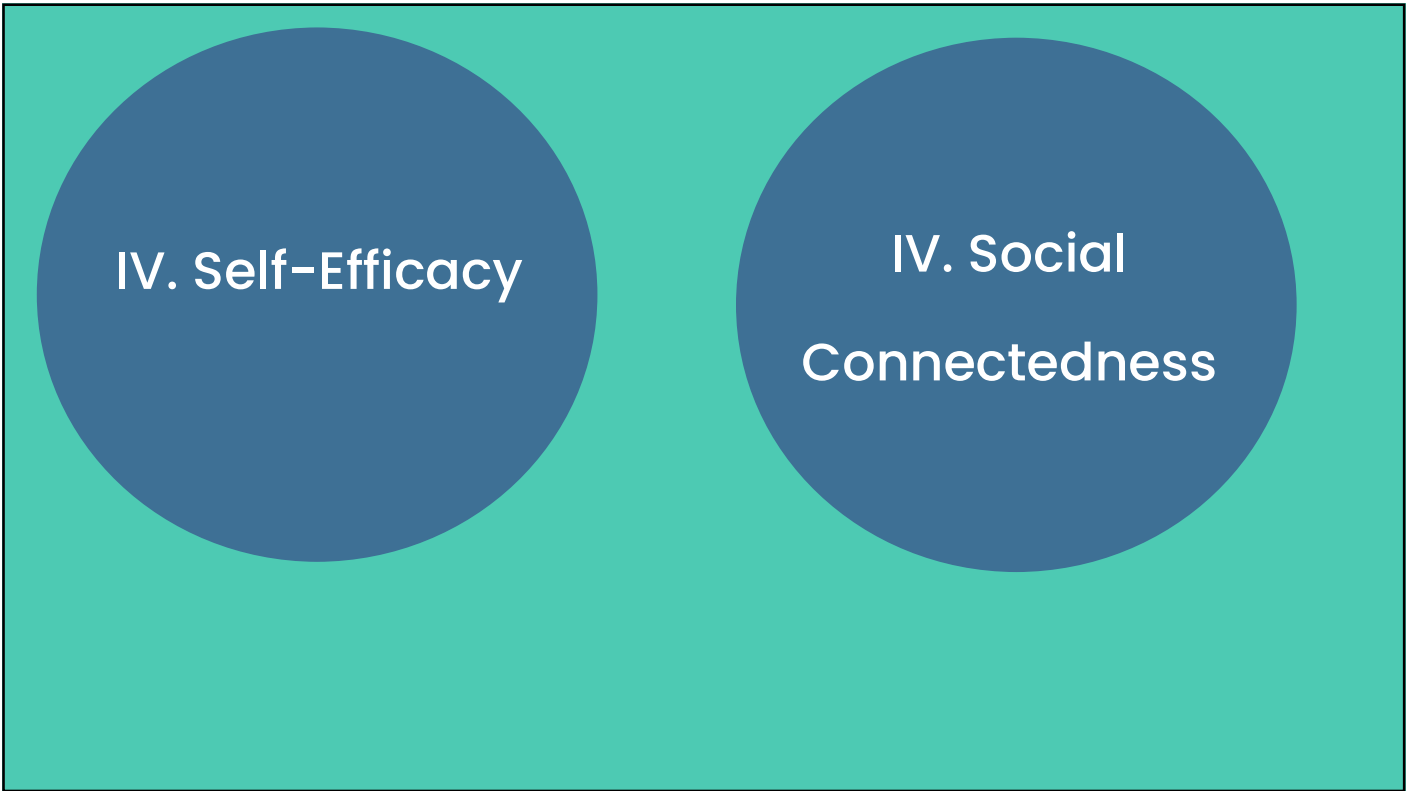
Make sure to  
praise child as  
soon as you can  
catch them  
being good

## When they Won't go to Time Out

Use guided compliance (light physical guidance for younger children only) to get the child to TO if they won't go on their own

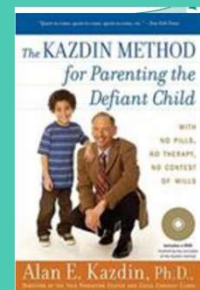
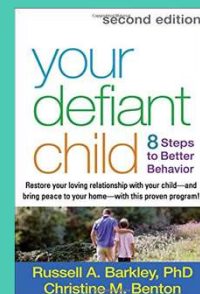
Time Out does not start unless you are in the TO area

Create a rule that youth can earn time off if they go to the TO area immediately



## 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



www.ACTSProject.com

Parenting after a Trauma

**NCTSN**  
The National Child Traumatic Stress Network

**Birth Parents with Trauma Histories and the Child Welfare System**  
A Guide for Resilient Parents

**The purpose of this guide**  
The purpose of this guide is to help birth parents understand the child welfare system and how to navigate it. It provides information on the child welfare system, the role of birth parents, and the rights of birth parents. It also provides information on how to find support and resources for birth parents.

**Assessment of Complex Trauma by Parents and Caregivers**

Source:

**Child Welfare Information Gateway**  
A Service of the Administration for Children and Families

**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 their experiences. These are parenting relationships that can help children recover from the effects of their experiences. The handbook is available in Spanish and English.

**What's Inside**

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

**Parenting a Child Who Has Experienced Abuse or Neglect**

Source:

**PARENTING AFTER TRAUMA: UNDERSTANDING YOUR CHILD'S NEEDS**  
A Guide for Foster and Adoptive Parents



**Introduction**  
All children need families that are safe and full of love. Children who have experienced trauma need extra care and attention. Foster and adoptive parents can provide the love and care that these children need to heal and thrive. This guide provides information on how to understand and meet the needs of these children.

**Parenting After a Trauma: Understanding Your Child's Needs: A Guide for Foster and Adoptive Parents**

www.ACTSProject.com

### Caregiver Trauma

**NCTSN** The National Center on Traumatic Stress

#### 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. This handbook, specifically written for you, includes facts about trauma that you may find helpful and one parent's story.

**Learn a Story**

Some kids certainly can understand that they haven't always been together, but to make the most of their lives in the current system, it's important that they be brought in on the story. It's important to tell the truth and not to make any thing up or to leave out any part of the story. It's important to be honest and to be truthful, but always be sensitive to the needs of the child. The child's needs should be the focus of the story. The child's needs should be the focus of the story. The child's needs should be the focus of the story. The child's needs should be the focus of the story.

Although there is no one right way to tell the story, it's important to be honest and to be truthful. The child's needs should be the focus of the story. The child's needs should be the focus of the story. The child's needs should be the focus of the story. The child's needs should be the focus of the story.

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

**NCTSN** The National Center on Traumatic Stress

#### Birth Parents with Trauma Histories in the Child Welfare System

A Guide for Resource Parents

You may be one of the many parents involved with the Child Welfare System who has experienced or witnessed traumatic events. This handbook, specifically written for you, includes facts about trauma that you may find helpful and one parent's story.

**Learn a Story**

Some kids certainly can understand that they haven't always been together, but to make the most of their lives in the current system, it's important that they be brought in on the story. It's important to tell the truth and not to make any thing up or to leave out any part of the story. It's important to be honest and to be truthful, but always be sensitive to the needs of the child. The child's needs should be the focus of the story. The child's needs should be the focus of the story. The child's needs should be the focus of the story. The child's needs should be the focus of the story.

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



**Thank  
you!**

Melissa Bernstein



@drmelbern

mbernstein1@rchsd.org

Thanks for joining us!

## WHAT'S NEXT?

- Survey and certificate in the chat now
- LCSWs, LPCCs, LMFTs, and LEPs – complete additional survey section to receive CEUs
- Follow-up email with resources within two days
- Watch your inbox for the next issue of CalTrin Connect



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