

UPCOMING TRAININGS

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- 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

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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

[@dmelbern](https://twitter.com/dmelbern)

- 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

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Agenda

- What happens after a trauma
- Assessment
- Working with Caregivers
- Strategies for Shaping Behavior

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BEHAVIOR PROBLEMS AND CHILDREN

What are the most disruptive child behaviors?



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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
- Apogetic later

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Antecedants	Behaviors	Consequences
<p>To Caregivers</p> <ul style="list-style-type: none"> • What happened before? • What led up to it? • Any triggers (recent, immediately)? • Describe the overall climate/ environment <ul style="list-style-type: none"> ◦ Stress, structure, routines, changes ◦ Relationship/connection time (any positivity) <p>To Child</p> <ul style="list-style-type: none"> • Right before: <ul style="list-style-type: none"> ◦ What was going on? ◦ How were you feeling? Thinking? 	<p>To Caregivers</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> ◦ Saying? Feeling? ◦ What's your tone of voice? 	<p>To Caregivers</p> <ul style="list-style-type: none"> • After the behavior(s), what happened? <ul style="list-style-type: none"> ◦ 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? <ul style="list-style-type: none"> ◦ Any praising, ignoring, consequences, or punishment? <p>To Child</p> <ul style="list-style-type: none"> • After X situation (behavior(s)), what happened? • What did mom/dad do? • How did you feel? • What were you thinking?

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WORKING WITH CAREGIVERS




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- 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


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Create space for caregiver to share concerns



Align with the caregiver



Communicate a message of hope

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Psychoeducation!



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Providing Pyschoeducation

ASK	CLARIFY	EXPLORE
<p>Ask permission</p> <ul style="list-style-type: none"> • Ex: "Would it be alright if I told you some things that have worked for other parents?" 	<p>Clarify information needs and gaps</p> <ul style="list-style-type: none"> • Ex: "What do you know about coping skills?" • Ex: "Is there any information that would be more helpful right now for you?" 	<p>Explore Prior Knowledge and Current Interest</p> <ul style="list-style-type: none"> • Ex: "What skills did you learn or tried in the past?"

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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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Strategies for Shaping Behaviors



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After a Trauma

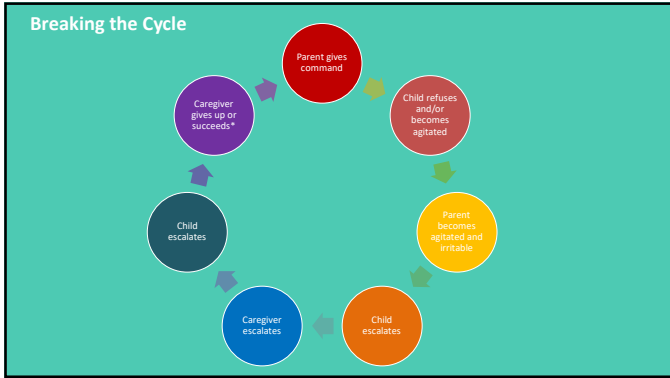
- I. Attachment
- II. Self-Regulation
- III. Self-efficacy
- IV. Social Connectedness

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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.

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Opposition/Anger	-You're doing so well at being patient. -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	-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	-Great work following directions. -I can tell you're listening, great job! -You're doing so well taking your time.
Attention-seeking	-Thank you for waiting patiently. -I like the way you're taking turns. -Thanks for letting me finish what I was doing first.

K. Eschkeiw, 2017, UHM

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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.



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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

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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

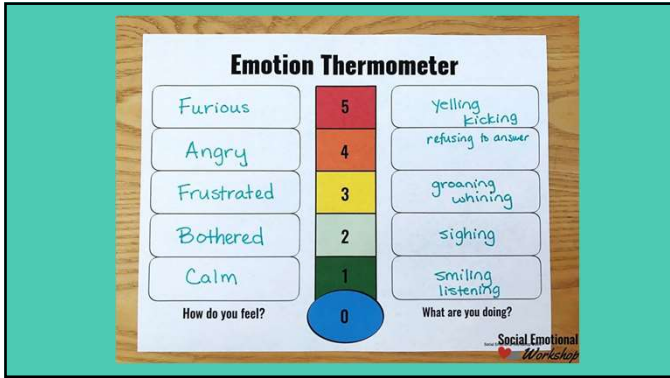
- May need to model skill if child is unable to join you

Allow

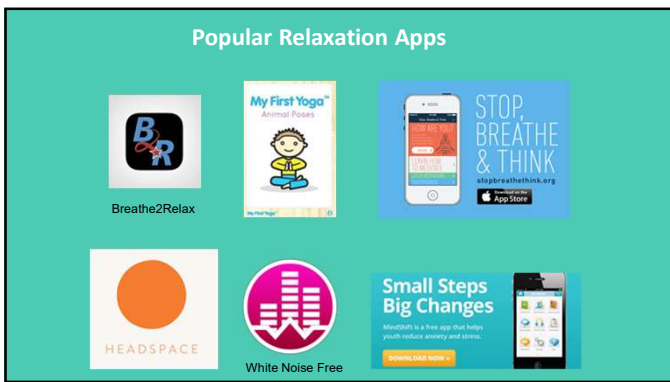
Allow child time to calm

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

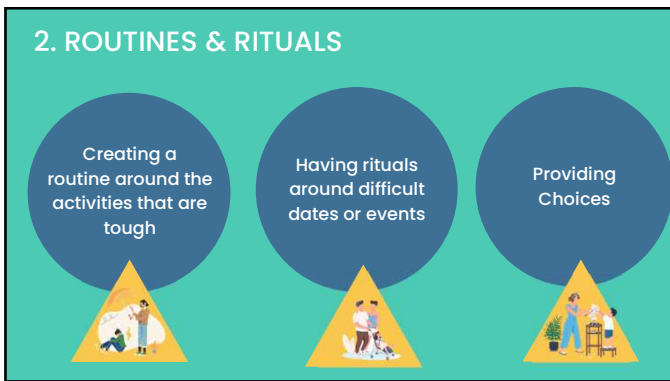
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	Time wake up	
	Go to toilet and wash hands after	
	Breakfast time	
	Wash hands, face and brush teeth	
	Get dressed and get school bag ready	
	Shoes and coat on	
	Time leave for school	

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3. Rewards

Rewards	Stickers	Mon	Tue	Wed.	Thurs	Friday
Pick out movie	8	Y N	Y N	Y N	Y N	Y N
Choose game	4					
Stay up 10 minutes late	15					
Have a friend come over	10					
Sundae night	8					

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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		☹ ☹	☹ ☹	☹ ☹	☹ ☹

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

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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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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.



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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




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Ignoring means 100%

- No consoling
- no last minute warning
- No nonverbals
- Remain calm, dispassionate


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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

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5. TIME OUT



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

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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

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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.

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Silence	Do not respond	No reinforcement
Do not say anything else to the child 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 time-out (i.e., attention, toys, food, etc.)
		

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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

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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

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IV. Self-Efficacy

IV. Social Connectedness

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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



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Parenting after a Trauma

<p>NCSN <i>Birth Parents with Trauma Histories and the Child Welfare System</i></p> <p>Assessment of Complex Trauma by Parents and Caregivers</p> <p>Source:</p>	<p>United Kingdom's National Library for Child Abuse and Neglect</p> <p>Parenting a Child Who Has Experienced Abuse or Neglect</p> <p>Source:</p>	<p>Parenting After Trauma: Understanding Your Child's Needs. A Guide for Foster and Adoptive Parents</p> <p>Source:</p>
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Caregiver Trauma

<p>NCSN <i>Birth Parents with Trauma Histories and the Child Welfare System</i></p> <p>Birth Parents with Trauma Histories in the Child Welfare System: A Guide for Parents</p>	<p>NCSN <i>Birth Parents with Trauma Histories and the Child Welfare System</i></p> <p>Birth Parents with Trauma Histories and the Child Welfare System: A Guide for Resource Parents</p>
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