



CORE
TEEN

Critical On-going Resource Family Education

Classroom Participant Guide

CORE TEEN CURRICULUM

In Acknowledgement

On behalf of the CORE Teen Partners, we would like to acknowledge and thank the many content experts, families, foster youth alumni and professionals who provided guidance on what content to include, to the sites (Florida, Tennessee, Pennsylvania and the Eastern Band of Cherokee Tribe in North Carolina) who piloted this curriculum and provided candid feedback on how it could be edited, and to the multitudes of families and foster youth alumni who participated in the piloting of the curriculum; providing critical feedback on how it could be improved.

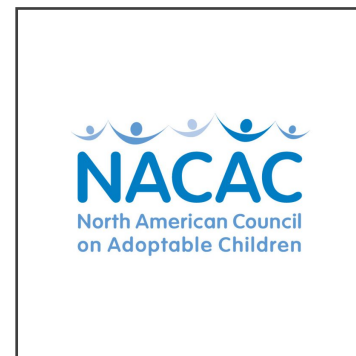


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CORE TEEN CLASSROOM CURRICULUM: PARTICIPANT GUIDE

The CORE Teen Curriculum is comprised of three components: 1) Self-Assessment; 2) Classroom Training, and 3) Right Time Training and was developed through a 3 year Foster/Adoptive Parent Preparation, Training and Development Initiative cooperative agreement with the Children's Bureau, Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services, under grant #90CO1132. Project partners included Spaulding for Children; the ChildTrauma Academy; The Center for Adoption Support and Education; the North American Council on Adoptable Children; and the University of Washington.

The intent of the project was to develop a state-of-the-art training program to equip resource parents to meet the needs of older youth who have moderate to serious emotional and behavior health challenges who require intensive and coordinated services and may be at risk for more restrictive congregative care.



EXECUTIVE SUMMARY

The goal of the CORE Teen curriculum was to enhance existing methods used to prepare and support new and seasoned resource parents. By providing multiple opportunities to increase resource parent's knowledge and skills, and by maximizing the application of new knowledge and skills, families would be more accepting of older youth into their homes; maintain these placements and increase permanent resources for youth. The curriculum provides parents with information they need to develop safe relationships with the youth, while also focusing on how they can adapt their parenting styles to support the youth's needs, rather than just focusing on the behaviors. Core principles reflected in the curriculum are: 1) children should be placed in the least restrictive setting as possible, with family being the most preferable; 2) children should not experience multiple moves; and 3) children should achieve permanence as expeditiously as possible.

Content from the CORE Teen curriculum can also be used to support staff education and retention, family recruitment efforts, the licensing and home study process, support services, adoption preparation and post adoption services.

THE CORE TEEN CURRICULUM:

- Helps caregivers understand how trauma has impacted the cognitive and emotional development of the youth and how the youth may respond to those who are in parental role;
- Builds the self-awareness of the resource family, (foster, guardianship, kinship, or adoptive), to their strengths and challenge areas related to characteristics and competencies needed when working with older youth;
- Encourages self-reflection and open discussion among caregivers and their support systems;
- Trusts the resource parents to use provided resources to enhance their skills;
- Supports resource parents in adapting their parenting strategies to meet the needs of the youth, rather than "fix" the youth;
- Highlights the root causes of behaviors rather than the behaviors themselves; and
- Provides resources that are available to the family when they need them.

FLOW OF THE CURRICULUM

The CORE Teen curriculum is comprised of three components: 1) Self-Assessment; 2) Classroom Training, and 3) Right Time Training. Each of these three components work together to provide a multi-faceted approach to resource parent training

SELF-ASSESSMENT

A self-assessment is not a test. It is a way to learn about your strengths, the areas that may require some additional strengthening and those areas that may cause you the most challenge. The CORE Teen curriculum self-assessment is based on characteristics and competencies that have been identified as important when parenting older youth who have experienced traumatic events within the child welfare system.

Although the self-assessment is not identified specifically within this Guide, it is a vital part of the curriculum; supporting families in identifying their individualized strengths and areas of challenge. The hope is that parents will complete the self-assessment individually and then discuss the results with their parenting partners and support system. The self-assessment helps families to:

- ▶ Determine if they have the characteristics that are effective in working with this target population.
- ▶ Assess their current capacity and household functioning.
- ▶ Assess their need for ongoing training and likelihood of becoming a permanent resource.
- ▶ Provide a hint of what is to come in the classroom and right time training sessions.
- ▶ Pique their interest and curiosity about the curriculum content.
- ▶ Explore realistic expectations for themselves and reflect on what effect unrealistic expectations have on them.

Characteristics included in the self-assessment survey are: attunement, acceptance, adaptability / flexibility, appreciation, compassion, committed, honoring relationships / attachment, patience / perseverance, predictable / consistent, resiliency, realistic, security / self-acceptance, self-awareness / self-regulation, sense of humor, spirituality, supportive and trustworthiness.

Competencies included in the self-assessment survey are: trauma informed resource parenting, continued connections, relationship development, regulation, parental adaptation, parental resiliency, culture, transitions, behavioral management and sexual orientation / gender identity and expression.

CLASSROOM TRAINING

The second component is comprised of seven classroom-based training sessions. Each session will take about 2.5 hours to complete. The seven training sessions cover core skills, knowledge, and competencies families need to understand. A range of teaching strategies will be used during the training sessions; these include lecture, small and large group activities, resource review and videos. A pre and posttest is available and will allow you to measure growth during the classroom sessions.

Classroom content:

- ▶ Provides content that is specific to teens with both behavioral and emotional needs

- ▶ Provides opportunities to learn from each other in a classroom environment
- ▶ Stimulates conversations among parenting partners and/or support networks
- ▶ Develops best parenting strategies
- ▶ Builds knowledge and skills

RIGHT TIME TRAINING

The third and last component is Right Time training. There are 8 Right Time training kits available to you. Each kit contains a 20 – 30 minute video which includes the voices of content experts, families and foster youth alumni. A discussion guide accompanies the video which families can do independently or with a worker.

What did parents have to say after participating in the pilot CORE Teen Curriculum?

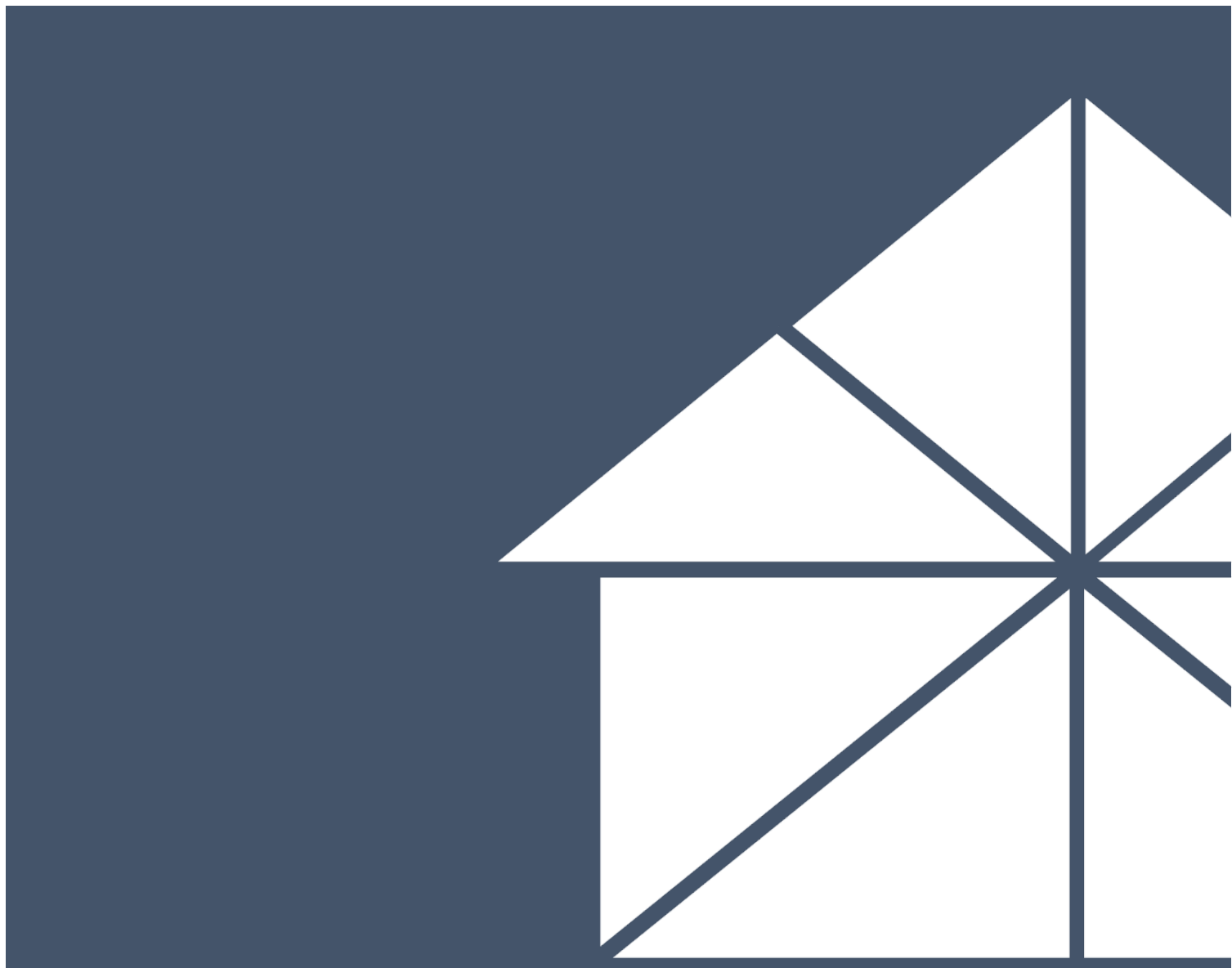
“
IT HELPED ME TO
TAKE A STEP BACK.
”

“
This training is the
BEST TRAINING
on teens.
”

“
I learned that
I NEEDED TO BE CALM
before I could even begin to
work with my teen.
”

“
If I had this training before, I
might not have had to disrupt
my previous teen, I might have
had the skills to work through it.
”

CORE TEEN CURRICULUM



PARTICIPANT GUIDE

TABLE OF CONTENTS

Session 1	1-1
Session 1 Pretest	1-5
Session 1 PowerPoint	1-9
Session 1 Handouts	1-33
Handout #1.1: 5 Vignettes.....	1-33
Handout #1.2: The Three E's	1-39
Handout #1.3 - Worksheet 1: Developmental Disruptions.....	1-41
Handout #1.3 - Worksheet 2: Issues and Challenges.....	1-42
Handout #1.4: Fast Thinking and Triggers	1-43
Handout #1.5: Wilt.....	1-45
Handout #1.6: Underlying Causes of Behavior Worksheet.....	1-47
Handout #1.7: The Importance of Self Care.....	1-49
Handout #1.8: Children Don't Misbehave	1-51
Session 1 Posttest	1-55
Session 2	2-1
Session 2 Pretest.....	2-5
Session 2 PowerPoint	2-9
Session 2 Handouts	2-29
Handout #2.1: My Level of Confidence in Responding to Youth Behaviors.....	2-29
Handout #2.2: Leanne Vignette	2-31
Handout #2.3: Role Play - Jason and Sandra.....	2-33
Handout #2.4: In Other Words... Positive Reframes.....	2-35
Handout #2.5: Kaylene	2-37
Handout #2.6: Trauma-Informed Parenting Techniques	2-39
Session 2 Posttest	2-43
Session 3	3-1
Session 3 Pretest.....	3-5
Session 3 PowerPoint	3-11
Session 3 Handouts	3-37
Handout #3.1: Adolescent Attachment	3-37
Handout #3.2: Case Study	3-41
Handout #3.3: What Happens When a Youth Does Not Feel Safe?	3-45

Handout #3.4: Promoting Felt Safety	3-47
Handout #3.5: Psychological Safety for Youth	3-49
Handout #3.6: How Can a Parent Help a Youth Recover and Heal?.....	3-51
Handout #3.7: Homework, Part 1	3-53
Handout #3.7: Homework, Part 2	3-54
Handout #3.7: Homework, Part 3 (Optional)	3-55
Session 3 Posttest	3-59
Session 4	4-1
Session 4 Pretest.....	4-5
Session 4 PowerPoint.....	4-9
Session 4 Handouts	4-37
Handout #4.1: Developing Your Identity	4-37
Handout #4.3: Case History – Keisha.....	4-43
Handout #4.4: Tips for Creating Safety for Youth who are LGBTQ2S	4-45
Handout #4.5: Microaggressions and Bullying	4-47
Handout #4.6: Microaggressions Homework	4-51
Session 4 Posttest	4-55
Session 5	5-1
Session 5 Pretest.....	5-5
Session 5 PowerPoint.....	5-11
Session 5 Handouts	5-45
Handout #5.1: Teens’ Challenging Behaviors: What is Your Emotional Response?	5-45
Handout #5.2: Positive Behavior Management Strategies.....	5-47
Handout #5.3: Environmental Control Techniques	5-49
Handout #5.4: How to Improve the Frequency and Accuracy of Your Youth’s Response to Instruction.....	5-51
Handout #5.5 Would You Use Ignoring as a Tool in the Following Situations?	5-53
Handout #5.6 Logical and Natural Consequences.....	5-55
Handout #5.7 Using the Parenting Skills in Our Suitcases	5-57
Handout #5.8: Eco Map Example	5-59
Session 5 Posttest	5-63
Session 6	6-1
Session 6 Pretest.....	6-5
Session 6 PowerPoint.....	6-11
Session 6 Handouts	6-47

Handout #6.1: Explicit Directions	6-47
Handout #6.2: Behavior Vignettes	6-49
Handout #6.3: Resources for Parents.....	6-51
Session 6 Posttest	6-55
Session 7	7-1
Session 7 Pretest.....	7-5
Session 7 PowerPoint.....	7-11
Session 7 Handouts	7-33
Handout #7.1: Sibling Issues in Foster Care and Adoption.....	7-33
Handout #7.2: Trauma-Informed Parenting Strategies: A Brief Review	7-43
Handout #7.3: Case Study: Makayla	7-45
Handout #7.4: Strategies for Combatting Secondary Trauma.....	7-47
Handout #7.5: Dimensions of Self-Care for Parents and Self-Care Wheel	7-49
Handout #7.6: Common Barriers to Self-Care: Which Are Barriers for me?	7-51
Handout #7.7: Part 1 - Thinking About Our Own Resilience	7-53
Handout #7.7: Part 2 - Thinking About Our Social Supports	7-54
Handout #7.7: Part 3 - Concrete Supports.....	7-55
Handout #7.8: My Checklist.....	7-57
Handout #7.9: Self-Care Plan	7-59
Session 7 Posttest	7-63

CORE TEEN CURRICULUM



SESSION

INTRODUCTION AND UNDERSTANDING THE IMPACT OF TRAUMA
ON YOUTH IN FOSTER CARE

SESSION 1

PRETEST

Name: _____ Session Date: _____ Location: _____

SESSION 1 PRETEST

1. Angel is a 15-year-old girl who was in her home during a drive-by shooting. Her brother was playing with his toy trucks in the living room when the shooting occurred. No one was injured in the home. Angel looked out the window and saw a young person lying in the street. Angel's parent went into cardiac arrest shortly after the events and was rushed to the hospital.

Which of the following would **NOT** be considered a traumatic event?

- a. The drive-by shooting
 - b. Parent being rushed to the hospital
 - c. Seeing the young person in the street
 - d. Angel's brother was in the home playing with his toy trucks
2. What determines if an event is traumatic to the teen is how the teen perceives the event and the long-term effects. (circle one) True False
 3. Past traumatic events can affect a teen's ability to build relationships, regulate emotions, and communicate effectively. (circle one) True False
 4. Shishona was prenatally exposed to drugs because of her mother's opioid use during pregnancy. Her mother was 18 when Shishona was born. When Shishona was five years old, her mother died. She went to live with her grandmother, who was a member of her tribe. Which of the following could have disrupted the regulatory networks in Shishona's brain?
 - a. Prenatal drug exposure
 - b. Being of Native American heritage
 - c. The death of her mother
 - d. The age of her mother at the time of her birth
 5. The effects of maltreatment
 - a. Continue to influence brain development and activity into adolescence and adulthood
 - b. End once the child/adolescent is no longer experiencing maltreatment
 - c. Can never be treated
 - d. Have no impact on adolescent development

SESSION 1 PRETEST

6. For teens to think critically, they must first
 - a. Regulate their emotions
 - b. Use problem-solving skills
 - c. Access the fight/flight response
 - d. Be perceptive
7. As a parent, what are some ways you can build attachment with your teen?
 - a. Discontinue past relationships
 - b. Be consistent and reliable
 - c. Stick with your rules no matter what
 - d. Focus only on positive past experiences
8. Teens who have experienced trauma may react without thinking because the part of the brain responsible for problem-solving and judgment is not fully developed. (circle one) True False
9. As a parent, I do not need to consider my teen's trauma history when setting expectations. (circle one) True False
10. Teens may experience trauma as a direct result of their foster care or adoption experience. (circle one) True False
11. Songs, smells, or images can trigger a traumatic response that may prompt challenging behaviors from the teen. (circle one) True False
12. An adolescent's physical reactions to stress may include heart pounding, shutting down, headaches, and/or stomachaches. (circle one) True False
13. To parent effectively, adults must
 - a. Discipline teens when they make mistakes
 - b. Regulate their own emotions and reactions
 - c. Show teens that the parent is always in charge
 - d. None of the above
14. Trauma is defined by the nature and timing of the event, the experience of the teen, and
 - a. Fear felt by the teen
 - b. Anger the teen feels after the event
 - c. The long-term effects on the teen
 - d. Mental health of the teen before the event

SESSION 1

POWERPOINT

SESSION 1 POWERPOINT

WELCOME TO CORE TEEN!



Session #1: Introduction and Understanding the Impact of Trauma on Youth in Foster Care



Let's Get to Know One Another!

Name:

What is your experience parenting or caring for children?

What do you hope to learn from this training?



Our Parenting Journey

Imagine that we are going to a beautiful beach for a long-anticipated vacation.



What do we need to pack?



Our Parenting Journey

We walk off the plane and see . . .



Our Parenting Journey

- How do you react?
- What did you pack in your suitcase that will be helpful at this location? What don't you need? What are you missing?
- How does it feel to have things in your suitcase that you don't need, while missing other essentials?



Repacking Our Suitcase



Our Learning Objectives

By the end of this session, we will be able to:

- Define trauma.
- Describe ways that traumatic stress and adversity impact a youth's development.
- Describe the importance of responding to the underlying cause of a youth's behavior.



Who Are the Youth We Are Parenting or Will Parent? Handout #1.1

- Hearing from two youth and their parents/caregivers
- Think about whether the situations:
 - Are similar to what you are experiencing in parenting youth?
 - Are similar to what you anticipate experiencing with youth in your care in the future?



Who Are the Youth We Are Parenting or Will Parent?

- Have you had similar experiences as these resource parents?
- What behaviors have been difficult (or do you anticipate will be difficult) for you to manage?
- What have been your parenting responses to these behaviors? How have they worked?



Understanding Trauma



VIDEO: The Three E's



Dr. Bruce Perry

- Child and adolescent
- Senior Fellow of the ChildTrauma Academy



WHAT IS TRAUMA?



The same event can be experienced, adapted to, and carried forward in different ways by different children.
So, it is the response (the 'experience') of the individual to the event that alters the stress response systems and makes something "traumatic" – not simply the event itself.
SAMSHA suggests thinking about the 3 E's...

Three E Framework

- "Traumatic" **Event** (*the nature, timing and pattern*)
- "Traumatic" **Experience** (*individual's response & perception*)
- Effects** of "Trauma" (*the long-term impact on the individual*)



Understanding Trauma

- The Three E Exercise:
 - **Event**
 - Identify the **experience** (thoughts and feelings), and
 - The **effects** (long term impact on a youth's cognitive, emotional, and social development)
- **Handout #1.2: The Three E's**



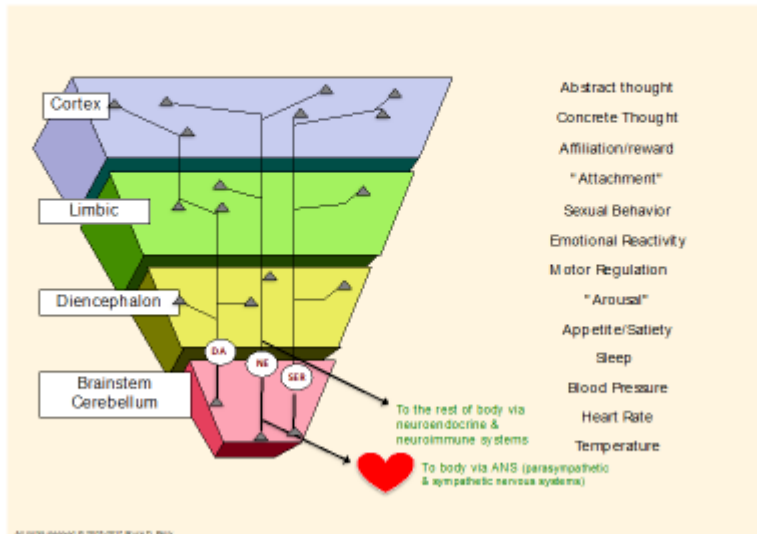
Understanding the Brain



VIDEO: Understanding Trauma: Brain Basics



Understanding the Brain



Understanding the Brain

- Neurons (or nerve cells) transmit information to and from the brain
- Different parts of the brain communicate with each other and with our body.
- Regulate(or control) all of our brain and bodily functions.



Understanding the Brain



VIDEO: Regulatory Networks



Understanding the Brain



VIDEO: Developmental Disruptions



Understanding the Brain: Applying What We Have Learned

Handout #1.3 – Worksheet #1

Think about the developmental history of their youth or the youth in the selected vignette

Indicate (by marking with an “X”) possible, probable or certain developmental disruptions (known to alter the functioning of the key regulatory networks discussed in the video clip)

Disrupting the development of functioning of these networks (which are involved in the stress response) can, in turn, have a host of emotional, social, physical and behavioral effects.



Understanding the Brain: Applying What We Have Learned

Handout #1.3: Worksheet #2



Sequential Processing



VIDEO: Making Sense of the World



Small Group Work: Fast Thinking and Triggers

- Think about examples from your life where a song, smell or image evoked a feeling or a memory of a previous experience. Write it down and share it with your small group.

Example:

My brain made a connection between:

The smell of pumpkin pie and being with family for a holiday gathering.

- If holidays with family were joyful and relaxed, the smell of pumpkin pie brings up these feelings: warmth, love, connection, belonging.
- If holidays with family were stressful and chaotic, the smell of pumpkin pie could bring up these feelings: fear, hurt, loneliness



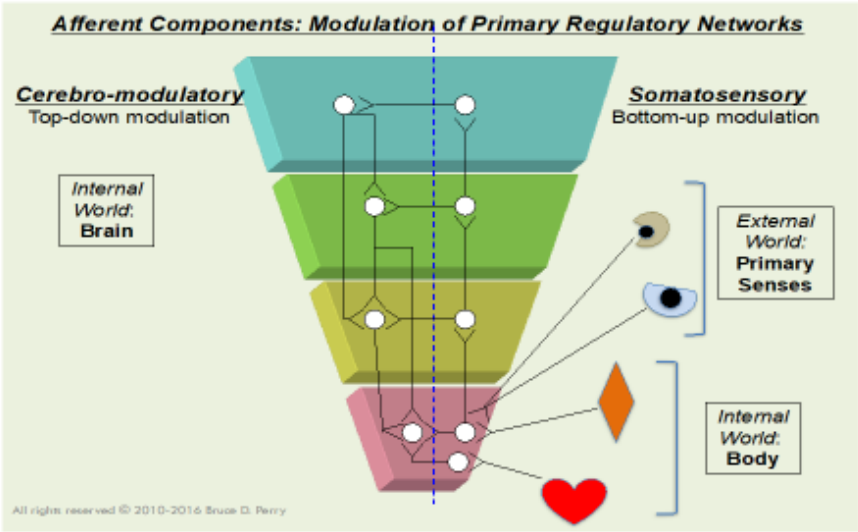
Sequential Processing



VIDEO: Sequential Engagement



Sequential Processing

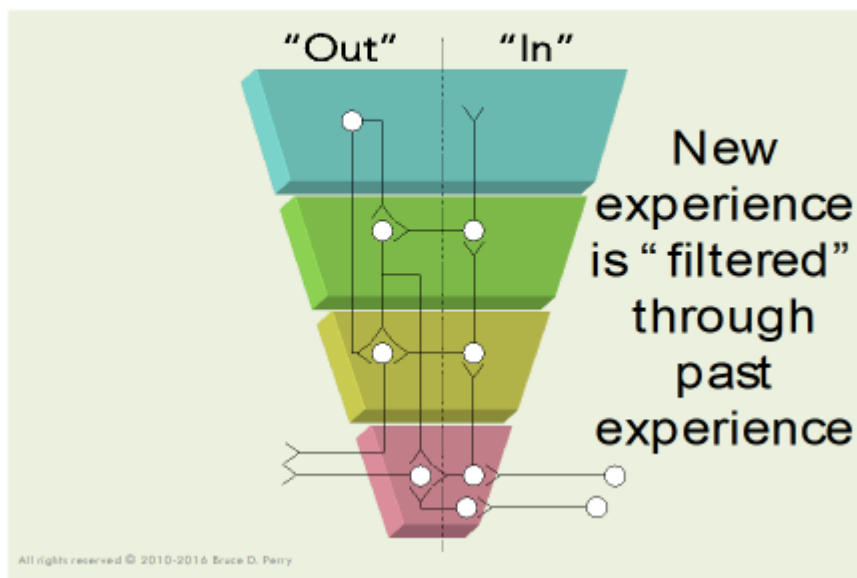


So, what does this information have to do with the youth you are parenting or will parent in the future?

- The brain will make connections between patterns of neural activity that co-occur (smell pumpkin pie and feel the remembered feelings)
- Trauma can influence brain development in ways that increase fast thinking (reactive, thoughtless behavior) and inhibit slow thinking (rational, future-oriented, thoughtful behavior)
- Most human behavior is influenced by these fast thinking networks.
- Youth who have been traumatized will often **act** before they **think**
- To connect and reason with another person, they must be at some minimal level of regulation



Sequential Processing



Putting it Together

Handout #1.5 Wilt



Parenting Your Youth



VIDEO: Debbie Schugg: Parenting to the Need Behind the Behavior

- Can you think of a time when you reacted to a behavior of a youth or child when you might have asked questions to determine what underlying need the behavior served?
- Does anyone want to share an experience?
- How might you have responded differently?



Understanding Underlying Causes

- What is a behavior that you have been struggling with?
- What questions could you ask the youth to help determine what the underlying need is?
- What do you think is the underlying need that behavior is communicating?
- After listening to Debbie, what new strategies are you thinking of trying?
- Are there other strategies that people think would address the underlying need?



Parenting Your Youth



VIDEO: Debbie Schugg: Lying and Stealing

- What are your thoughts about how Debbie handled each situation?
- What are some of the ways Debbie used Regulate, Relate and Reason?
- What are some ways you have used to deal with lying and stealing with the youth you are parenting? Have they been effective?

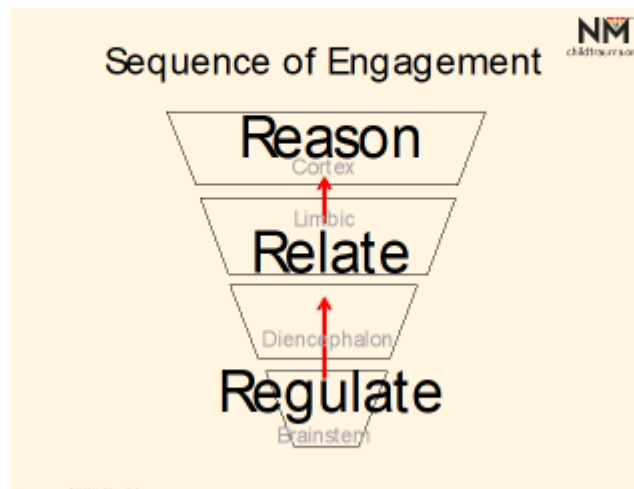


Confabulation: When Lying Isn't Lying

- “a memory disturbance, defined as the production of made up, distorted or misinterpreted memories about oneself or the world, without the conscious intention to deceive”
- We need to look at the “lying” or “confabulation” while we acknowledge the anxiety, whether visible or hidden, that is going on within the child.
- When under pressure, it is almost a given the correct story will not come out.
- Filling in the “holes” in the working memory. Would rather look “bad” than “stupid.”



Sequential Processing



Ways to Have Difficult Conversations about Behavior: Regulate

- Doing side-by-side (instead of face-to-face) activities such as going for a walk or riding in the car— they will be much more likely to talk
- Setting aside your own feelings about the youth's behavior
- Not engaging in an argument the youth tries to start; acknowledge his or her anger, remain calm, and respond with confidence.
- Not addressing everything at once



Ways to Have Difficult Conversations about Behavior: Relate

- Remaining focused on the relationship, and not just the behavior (you do not need to address every behavior if it will harm your relationship)
- Using the element of surprise; doing something positive and supportive, rather than punitive
- Reframe the behavior as a strength of the youth (survival skill, resilience, stick-to-it attitude, etc.)



Ways to Have Difficult Conversations about Behavior: Reason

- Getting to the “why” of the behavior — what purpose does it serve
- Finding other ways to meet the youth’s needs or provide safety if the behavior is risky
- Waiting to talk more about next steps



Review and Closing

- Traumatized youth will often act before they think.
- The sequential organization of the brain means that the lower, more reactive parts of the brain get to encounter and act on incoming information before it can even get to the rational, thinking part of the brain.
- It is important to understand the impact of trauma on brain development and child and adolescent development because of the emotions and behaviors that youth with trauma histories may present.
- Even if we have been a successful parent to children born to us, parenting the child or youth who has experienced trauma requires that we modify our parenting to take into account the needs of each youth and their trauma history.



Key Points

- We need to be able to look beyond behavior to the underlying cause of the behavior and not react to the behavior alone.
- Understanding the message — or decoding the behavior — is how we will be able to help the youth change the behavior to get their needs met in a more acceptable way.
- Being attuned to the youth and not taking behaviors personally, but instead being curious about them and adding some lightness to the situation, will allow the youth to be more honest about what their needs are.



Key Points

- Connectedness and attachment are the basis for relationships, and our goal is to form a relationship with the youth that will help them begin to heal and cope with very big emotions.
- Remember that this is difficult work. We also need to take care of ourselves so that we have the energy and compassion to support the youth and create a nurturing environment that is so essential to this work.



Closing Activity



Homework

1. Complete **Handout #1.6**

This work will help you begin to develop an important parenting skill: focusing on understanding the cause of a youth's behavior rather than reacting to the behavior. Try to find at least three opportunities. If you are not parenting a youth at this time, apply this skill to the behavior of your spouse, co-worker or another adult in your life.

2. Complete **Handout #1.7**

Jot down three ways that you took care of yourself between our sessions.

3. Read **Handout #1.8**

Jot down three key points in this article that impressed you and think about how you would apply them in your parenting. Be prepared to share your points and how you will apply them when we meet for our next session.



Thank You!



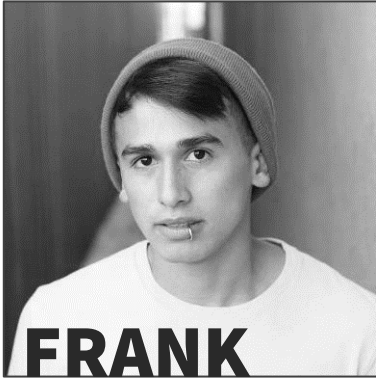
SESSION 1

HANDOUTS

SESSION 1 HANDOUTS



HANDOUT #1.1: 5 VIGNETTES



FRANK, A 16-YEAR-OLD WHITE MALE: Life has been really hard for me. My dad was mean and liked to hurt me. When I was just a school kid, he would punch me with his fists. I would go to school with bruises and I knew that I had to lie and say that I fell or bumped into something. My mom did nothing. I think she was afraid of him – he hit her too. Things got worse as I got older. When I was 14, he really got mad at me. I told my mom that I knew I was gay. She told my dad.

He wouldn't stop hitting me with his fists. He broke bones in my arms and legs and my mom took me to the hospital. The child protection people got involved then. They ended up putting me in foster care. I had mixed feelings – I was really happy to be away from my dad, but I didn't like living with people I didn't know and who didn't seem to like me very much.

I got moved around in foster care for a few years and ended up in five different foster homes. I just got tired of trying to make things work and I started to get pretty angry at the people who were supposed to be taking care of me. I let them know that I didn't like them. They had no idea what they were doing or even who I was. I would sometimes just skip school and stay out all night to let them know that I didn't care about them. Funny thing is, I really liked school and especially science. I had friends who were smart and liked science too. I liked fiddling around with new inventions that would make us all famous.

Last year, I was in a church program that my then foster parents enrolled me in. They made me go. But I met Tony at the program – a cool guy who I liked talking to. He loves science too. After a while, we started talking about my future and what I wanted. We moved pretty slowly but with my caseworker, we eventually decided that it would be good for Tony to adopt me.

I am not so sure that Tony is right for me now that he is my dad. I think he is just like everyone else – he is a short termer. And then where will I be? That's right – back in foster care.

TONY (ADOPTIVE FATHER): I love this kid. He is funny, smart and can be single-minded when he wants something. He dreams of being a scientist and I am excited to help him on his journey. It all started out so good. But now, Frank is really angry. He gets mad about almost everything and ends up yelling at me almost every day. What really bugs me is that he is starting to skip school more and more and his grades are going down. He is too smart for this! I am not liking the people who are starting to drop by the house. I try to talk to him, but he just shrugs me off. I feel like he is turning against me.



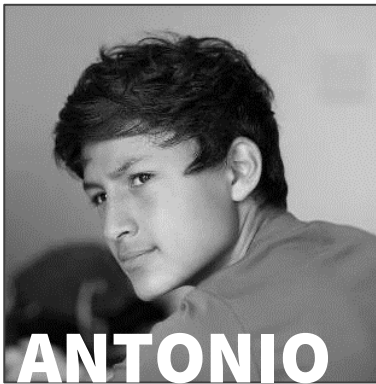
LISA, A 15-YEAR-OLD AFRICAN AMERICAN FEMALE: I live with my adoptive moms. I was happy with my real mom until I was about 3 years old. No one has ever explained why it happened, but I moved in with my grandmother about that time. My mom just disappeared, and my grandma would say that she had problems she needed to work out by herself. She never came back for me. My grandma died when I was 11 years old and this time, I was sent to live with my aunt and uncle. It was okay at first but then my uncle started to put his hands all over me. I didn't know what to do.

I stayed quiet for a while but then he began to take off his clothes and make me do things I didn't want to do. When that happened, I didn't know what to do. I felt frozen. I was afraid but couldn't move or say anything. When I finally told my aunt, she went crazy. She accused me of lying and told me to never say anything like that again. I ran away, not knowing where to go. The police caught me and brought me back to my aunt and uncle. The sexual stuff continued, and I kept running away, only to be dragged back to them. Finally, when I was 12, he had sex with me. I told my teacher at school. Child protection came in and I went into foster care. It was rough. The only time I felt safe was when I was writing my rhymes and drawing or reading. I went through four foster homes and ran away from every one of them.

After two years, I met Mandy and Evelyn who wanted to adopt me. I couldn't understand why but they were really interested in me. They gave me lots of time and space but were always there to talk to when I felt like it. They saw me as a strong person who had gone through a lot and they showed me real respect. I liked them, and I liked having two strong African American women in my life. I liked that they liked me. They adopted me last year.

Things are not going so well with them now. They have changed. It's like they want to control everything in my life. They make a big deal out of the way I dress and how I talk with guys. They are pushing me to the edge. Last week, they were after me for my outfit and began criticizing me for being friendly with a man who lives in an apartment on our floor. I had had it! I broke some of the dishes that they make a big deal about and then slammed my bedroom door and refused to talk with them. I hate it when they are trying to have a "serious" talk with me. I just stand there, and they talk and talk. I just zone out.

MANDY (ADOPTIVE MOTHER): Lisa is a strong and focused young woman. What she has been through is too terrible. Evelyn and I want so much to support her in having a good life and a wonderful future. We want her to have self-esteem, particularly because, as we know so well, there is lots of discrimination out there. We want to protect her after everything she has been through. It scares us that she dresses in a way that will just invite guys' attention to her sexually. She is too friendly with males – teens and adults alike. We have to stop this even if she doesn't like it! We want to talk with her but she either gets really nasty or sits there and just nods at everything we say; and then she does something that is exactly what she has agreed not to do. It is just so disrespectful and plain irritating. I just hate it when she starts to mimic my voice and my words when I am talking to her. It gets me going. Evelyn was really upset when Lisa marched herself into the kitchen and deliberately broke three dishes that Evelyn loves. I hate that kind of thing too. We want to help Lisa, but she is really pushing us away.



ANTONIO, A 17-YEAR-OLD LATINO MALE: I am from Guatemala and was in an orphanage there starting when I was 4 years old. My three brothers and sisters were with me. My mom just couldn't get it together. She would go out drinking and drugging and leave us alone. Finally, our neighbor took us to the police when mom didn't come home, and we were placed in the orphanage together.

When I was 8, me and my brother Juan were adopted by an American couple. No one knew that our adoptive mom was hitting us with a belt when she got mad at us. Finally, our teachers figured it out. Our dad said at first that he would keep us because he was divorcing mom but that didn't last long. He pretty quickly decided he was not up to it. He talked with some friends who said that they would take me in as a foster child. They didn't want Juan. The state sent him to an aunt of ours who I don't know and who lives a couple of hundred miles away. I don't know where my sisters are. As for my mom, I haven't heard from her in years.

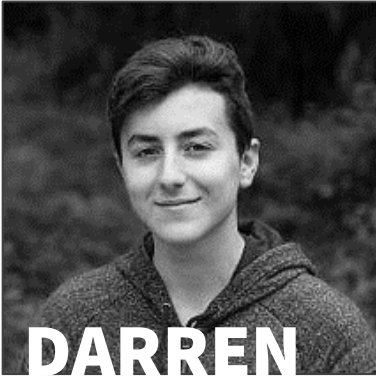
When I was 15, I went to an adoption party and I met Patty and Hank. They had two little boys – Evan was 2 and Terry was 8. I liked them well enough and went along with moving in with them and later went along with the plan for them to adopt me. I just wanted to get out of the foster home I was in.

I am not a problem at home. I just mind my own business and don't get involved with Patty or Hank and don't have much to do with Terry, who is a pain. I like Evan – he likes being outside like I do. We go fishing together and he likes to watch me working with wood. Sometimes, I just take a break from "the parents" for a week or so. I stay in my room and when I have to come out for meals, I just sit there and eat.

I am turning 18 in less than a year. I have already enlisted in the Navy and I can't wait. I am a hard worker – I worked after school since I was 14 and I have lots of skills that will be good for the Navy. I know that I have a great future – away from foster care and adoption.

PATTY (ADOPTIVE MOTHER): We love Antonio. We are really sad that he has been so unhappy in our family. The bright spot is that he has connected with Evan and they love spending time together. He is a smart kid and is determined to succeed – he pre-enlisted in the Navy and is determined to be a successful Navy man.

Antonio is hard to understand. He sometimes goes a week or more without speaking to us. He is doing things that upset us a lot and we are having lots of problems handling these situations. We have seen him push and hit Terry, who is now 10, when he gets irritated. A month ago, he hit me when I was angry with him for hitting Terry. Last week, Hank found Antonio in bed with his girlfriend when they both should have been in school. Hank demanded that they get up, get dressed and go to school. They complied but with stony looks. When I got home from work later that day, I saw that Antonio had set on fire a table that he had made for the family. He left the charred remains on the front porch.



DARREN, A 17-YEAR-OLD WHITE MALE: I've been in foster care since I was 10. My dad disappeared when I was a baby. My mom did the best she could but there were always problems. She went to a counselor and she told me that he said she had mental health issues, but I never understood exactly what was wrong. She did lots of drugs. We lived with a bunch of different guys – some were okay, but some hit my mom a lot. The last one was really violent, and we left and lived in my mom's car for a while. I didn't go to school because we were always on the move. I guess someone saw us and called the state. That was when I came into foster care. My mom has faded away. She came to visit me at first, but I haven't seen her in more than a year now.

I don't like being in foster care but at least I have a place to stay – for a while. I am on my sixth foster family now. I have been here about 8 months and I guess these people are okay. Maybe this one will be better. I just try to keep my head down; I want to stay under the radar. I am going to school and I am doing okay. But it is hard. I am trying to keep up and I feel really alone at school. My only friends are the ones I play online games with. I really want to be a part of what is going on at school but that never works out for me. I am not sure what will happen to me when I turn 18. I feel really scared about it. I want to have a future with a girlfriend and a good job. But I don't know how to make this happen.

EVAN (FOSTER FATHER): Joan and I have been foster parents for 12 years and have had lots of teenagers in our home. Darren is an especially quiet boy and we are working hard to get to know him. We know he is bright and he has a good sense of humor, which we have seen only a few times, but we know it is there. He seems to want to keep to himself all the time; he would play video games all day if he could. He stays in his room as much as he can and has little to say. We try to coax him out of his room and sometimes we succeed – if only for a half an hour or so. We are struggling to figure out how to engage with him – he is such a loner. We would love to get him into sports or afterschool activities, but he just shrugs his shoulders when we talk about these with him. We want Darren to succeed but are not sure how to approach him and help him get on a good track.



APRIL, A 12-YEAR-OLD NATIVE AMERICAN FEMALE: I am a member of the Navajo Tribe. I was told that I was very tiny when I was born, and I still have problems breathing. I use an inhaler and it helps. My mom, whose name is Spring, thought it would be cute to name me April because it was a spring day when I was born. My mother is Native American, and my dad, who left us when I was 8 years old, was not certain about his background but was sure that he was not Native American. When he left us, he said, “I wanted a strong boy, not a sickly little girl.” We never saw him again.

My mother took care of me the best she could, but she had lots of problems. We didn’t have much money, she was sad a lot of the time, and she would go out drinking. She sometimes stayed away for a long time. One night, she ordered a pizza for me and told me to stay home, keep the doors locked, and not to open the door for anyone. When she didn’t come home, I began crying, and our neighbor heard me and called the police. They arrived with a woman who told me that they were there to take care of me. I was scared of what they were going to do. I ended up in foster care.

Mom tried to get me back, but she kept going out drinking and partying. I’m not sure how hard she was trying. My Aunt Linda, Mom’s sister, started visiting with me. She lived nearby, but I didn’t really know her because my mom hadn’t talked with her in years. We got to know one another, and we started talking about my moving in with her. I have been living with her for six months and she is okay. She helps me with schoolwork and finds stuff for me to do in the neighborhood. The problem is that she has no patience with my mom and wants her to stay out of our lives. She doesn’t understand how much I love my mom and still want her to be around. Last week, we had a big argument about my mom, and I left the house and took the bus to my mom’s. She didn’t live there anymore! So now it looks like I have lost my mom too – first, my dad and now, my mom. It is all my aunt’s fault.

LINDA (RELATIVE CAREGIVER): I am so happy that the tribe placed April with me as her guardian. My sister is a mess. A few years ago, she stole money from me and wrecked my car. I was furious, and we have not spoken since. I want April to have a good life with good influences around her. She is smart and is doing well in school and is a great kid. I want her to be healthy and happy – and that is just not going to be possible with Spring hanging around. Spring drinks and probably uses drugs too. I want to protect April and she just gets mad at me. Now, she is barely speaking to me. She blames me that she cannot find her mom. Who knows where Spring is now?



HANDOUT #1.2: THE THREE E'S

1. Name of Youth #1:



Frank



Lisa



Antonio



Darren



April

2. What are some of the possible “traumatic” events that the youth has experienced?

a. _____

b. _____

c. _____

3. How do you think the youth experienced these events? What feelings? Thoughts?

a. _____

b. _____

c. _____

4. What do you think some of the long-term effects of this have been? Do you see any evidence of these effects in the youth’s current behavior?

a. _____

b. _____

c. _____

SESSION 1 HANDOUTS

1. Name of Youth #2:



Frank



Lisa



Antonio



Darren



April

2. What are some of the possible “traumatic” events that the youth has experienced?

- a. _____
- b. _____
- c. _____

3. How do you think the youth experienced these events? What feelings? Thoughts?

- a. _____
- b. _____
- c. _____

4. What do you think some of the long-term effects of this have been? Do you see any evidence of these effects in the youth’s current behavior?

- a. _____
- b. _____
- c. _____



HANDOUT #1.3 - WORKSHEET 1: DEVELOPMENTAL DISRUPTIONS

Developmental Disruptions	Possible	Probable	Certain
Intrauterine			
Distress/trauma to mother			
Domestic violence			
Alcohol/Drug use			
Malnutrition			
Other			
Bonding & Attachment			
Chaos, poverty			
Domestic violence			
Alcohol/Drug use			
Depression			
Other			
Traumatic Events			
Domestic violence			
Physical abuse			
Sexual abuse			
Neglect			
Other			



HANDOUT #1.3 - WORKSHEET 2: ISSUES AND CHALLENGES

Area of the Brain	Issues and Challenges	Never	Sometimes	Frequently
Cortex, “Thinking Brain”	Trouble with planning			
	Trouble with math			
	Difficulty delaying gratification			
	Reading difficulties			
	Trouble with “right vs wrong”			
	Irrational or odd thinking			
	Speech and language difficulties			
	Aggressive or impulsive			
Middle brain, including Limbic System, “Emotional Brain”	Poor social skills in groups			
	Inappropriate sexualized behaviors			
	Challenges in one-one relationships; few friends			
	Moody, sad, depressed			
	Misreads other people			
	Daydreams, is scatterbrained			
	Sleep problems			
	Anxious or hyperactive			
	Poor coordination, clumsy			
Primitive, “Survival Brain”	Inattentive, distractible			
	Fine motor problems, such as poor handwriting			
	Sensory integration issues; touch defensive			
	Eating or swallowing issues			
	Difficulty with temperature regulation			



HANDOUT #1.4: FAST THINKING AND TRIGGERS

PART 1

EXAMPLE:

My brain made a connection between:

The sight, sound, **smell**, touch, or taste of pumpkin pie
and being with family for the holidays.

If holidays were joyful and relaxed:

When I see, hear, **smell**, touch, or taste pumpkin pie,
it brings up these feelings: warmth, love, connection, and belonging.

If holidays with family were stressful and chaotic,

When I see, hear, **smell**, touch, or taste pumpkin pie,
it brings up these feelings: fear, hurt, loneliness.

1. My brain made a connection between:

the sight, sound, smell, touch, or taste of _____
(circle one)

and _____.

When I see, hear, smell, touch, or taste _____,
(circle one)

it brings up these feelings: _____.

2. My brain made a connection between:

the sight, sound, smell, touch, or taste of _____
(circle one)

and _____.

When I see, hear, smell, touch, or taste _____,
(circle one)

it brings up these feelings: _____.

PART 2

My hot button issues (triggers)	Possible source from my past
<i>When someone criticizes me</i>	<i>My father used to always tell me what I did wrong</i>
1.	1.
2.	2.
3.	3.

PART 3

My youth's hot button issues (triggers)	Possible source from their past
1.	1.
2.	2.
3.	3.



HANDOUT #1.5: WILT

PART 1

Wilt is a 16-year-old who was adopted from foster care five months ago by Tom, a single parent.

Prior to foster care, Wilt was raised by his dad after his mother left the family when Wilt was 8 years old.

Wilt's dad drank heavily and was physically abusive to Wilt. Wilt's father would often strike Wilt with his fists when he was drunk.

At the age of 13, Wilt could take it no more and fought back. His father hit his head on a piece of furniture when Wilt hit him and was hospitalized. Wilt was cared for by his aunt and uncle during this time.

Child Protective Services investigated and learned about Wilt's repeated physical abuse when they talked with Wilt and with members of the family.

When Wilt's father was discharged from the hospital, Wilt was taken into foster care as the aunt and uncle were not able to continue to care for him.

He lived in six different foster homes, frequently running away whenever he perceived that he was not being treated fairly. He would sometimes live on the streets for a few days at a time.

PART 2

Tom was Wilt's mentor and got to know him well. After much discussion, Tom and Wilt agreed on adoption and the agency and the court also agreed.

Over the past five months living with Tom, Wilt changed from being a happy kid to being sullen and using disrespectful language to Tom.

He stays out after the established curfew and makes lame excuses. He fails to do his homework and Tom is beginning to get calls from the school about Wilt's attitude.

When Tom presses for explanations, Wilt talks aggressively – using foul language – and recently threatened to take Tom on physically.



**HANDOUT #1.6: UNDERLYING CAUSES OF BEHAVIOR
WORKSHEET**

Date	Behavior of Concern	How I Tried to Understand the Cause of the Behavior	What I Learned



HANDOUT #1.7: THE IMPORTANCE OF SELF CARE

Three Ways I Took Care of Myself since Last Session:

- 1. _____
- 2. _____
- 3. _____

How I Made Time for My Own Rest and Renewal:



HANDOUT #1.8: CHILDREN DON'T MISBEHAVE

By Thomas Gordon, Ph.D. (author of P.E.T., founder of Gordon Training International)

If parents only knew how much trouble this word “misbehavior” causes in families! Thinking in terms of children misbehaving not only spells trouble for the kids, obviously, but it brings on unnecessary problems for their parents.

Why is this so? What is wrong with thinking and saying that your child misbehaved? Every parent does. Yes, and their parents before them did. In fact, the origin of the concept of child misbehavior goes back so far in history it is doubtful if anyone actually knows when it started or why. It's so common nobody thinks to question it.

Strangely enough, the term misbehavior is almost exclusively applied to children – seldom to adults, friends, and spouses. Have you ever overheard someone say, “My husband misbehaved yesterday,” “I took my friend to lunch and got so angry at her misbehavior,” “My team members have been misbehaving,” or “Our guests misbehaved at our party last night”? Apparently, then, only children are seen as misbehaving – no one else misbehaves.

Misbehavior, then, is “parent language”, tied up somehow with the way parents traditionally have viewed their offspring. Parents say children misbehave whenever their actions (or their behaviors) are contrary to how parents think their children ought to act or behave. More accurately, misbehavior is behavior that produces some sort of bad consequences for the parent.

Misbehaving = Child is doing something that is bad for the parent.

On the other hand, when a child engages in behavior that does not bring bad consequences for the parent, that child is described as “behaving.”

“Jack was well-behaved at the store”; “We try to teach our children to behave”; “Behave yourself!”

Now we have:

Behaving = Child is doing something that is acceptable to the parent.

All Behaviors are Solutions to Human Needs

Family life would be infinitely less exasperating for parents and more enjoyable for children as well if

Principle 1: Like adults, children have basic needs that are important to them, and they continually strive to meet their needs by doing something.

Principle 2: Children don't misbehave. Their behaviors are simply actions they have chosen to meet these important needs.

These principles suggest that all children's actions are behaviors. Viewed in this way, all day long a child is behaving, and for the very same reason all other creatures engage in behaviors – they are trying to get their needs met.

SESSION 1 HANDOUTS

This does not mean, however, that parents will like all the behaviors their children engage in. Nor should they be expected to, for the children are bound to do things that sometimes produce unacceptable consequences for their parents. Kids can be loud and destructive, delay you when you're in a hurry, pester you when you need quiet, cause you extra work, clutter up the home, interrupt your conversation, and break your valuables.

Think about such behaviors this way: they are behaviors children are engaging in to meet their needs. If at the same time they happen to interfere with your pursuit of pleasure, that doesn't mean children are misbehaving. Rather, their particular way of behaving is unacceptable to you. Don't interpret that children are trying to do something to you – they are only trying to do something for themselves. And this does not make them bad children or misbehaving children. But it may cause you a problem.

An infant cries because she is hungry or cold, or in pain. Something is wrong; her organism needs something. Crying behavior is the baby's way of saying, "Help." Such behavior, in fact, should be viewed as quite appropriate ("good"), for the crying is apt to bring the child the help that is needed. When you view the child as a creature that is doing something appropriate to get its needs met, you can't really call it misbehaving.

If parents would strike the word "misbehaving" from their vocabulary, they would rarely feel judgmental and angry. Consequently, then they would not feel like retaliating with punishment. However, all parents do need to learn some effective methods of modifying behaviors that interfere with their needs and causes them a problem but labeling the child as misbehaving is not one of them. (Excerpted from the P.E.T. Participant Workbook. Copyright 2006, Gordon Training International).

Three key points that impressed me:

1. _____
2. _____
3. _____

How I will apply these in my parenting:

SESSION 1

POSTTEST

Name: _____ Session Date: _____ Location: _____

SESSION 1 POSTTEST

1. Angel is a 15-year-old girl who was in her home during a drive-by shooting. Her brother was playing with his toy trucks in the living room when the shooting occurred. No one was injured in the home. Angel looked out the window and saw a young person lying in the street. Angel's parent went into cardiac arrest shortly after the events and was rushed to the hospital.

Which of the following would **NOT** be considered a traumatic event?

- a. The drive-by shooting
 - b. Parent being rushed to the hospital
 - c. Seeing the young person in the street
 - d. Angel's brother was in the home playing with his toy trucks
2. What determines if an event is traumatic to the teen is how the teen perceives the event and the long-term effects. (circle one) True False
3. Past traumatic events can affect a teen's ability to build relationships, regulate emotions, and communicate effectively. (circle one) True False
4. Shishona was prenatally exposed to drugs because of her mother's opioid use during pregnancy. Her mother was 18 when Shishona was born. When Shishona was five years old, her mother died. She went to live with her grandmother, who was a member of her tribe. Which of the following could have disrupted the regulatory networks in Shishona's brain?
- a. Prenatal drug exposure
 - b. Being of Native American heritage
 - c. The death of her mother
 - d. The age of her mother at the time of her birth
5. The effects of maltreatment
- a. Continue to influence brain development and activity into adolescence and adulthood
 - b. End once the child/adolescent is no longer experiencing maltreatment
 - c. Can never be treated
 - d. Have no impact on adolescent development

SESSION 1 POSTTEST

6. For teens to think critically, they must first
 - a. Regulate their emotions
 - b. Use problem-solving skills
 - c. Access the fight/flight response
 - d. Be perceptive
7. As a parent, what are some ways you can build attachment with your teen?
 - a. Discontinue past relationships
 - b. Be consistent and reliable
 - c. Stick with your rules no matter what
 - d. Focus only on positive past experiences
8. Teens who have experienced trauma may react without thinking because the part of the brain responsible for problem-solving and judgment is not fully developed. (circle one) True False
9. As a parent, I do not need to consider my teen's trauma history when setting expectations. (circle one) True False
10. Teens may experience trauma as a direct result of their foster care or adoption experience. (circle one) True False
11. Songs, smells, or images can trigger a traumatic response that may prompt challenging behaviors from the teen. (circle one) True False
12. An adolescent's physical reactions to stress may include heart pounding, shutting down, headaches, and/or stomachaches. (circle one) True False
13. To parent effectively, adults must
 - a. Discipline teens when they make mistakes
 - b. Regulate their own emotions and reactions
 - c. Show teens that the parent is always in charge
 - d. None of the above
14. Trauma is defined by the nature and timing of the event, the experience of the teen, and
 - a. Fear felt by the teen
 - b. Anger the teen feels after the event
 - c. The long-term effects on the teen
 - d. Mental health of the teen before the event

SESSION 1 POSTTEST

15. Check all that apply: The training was

- Organized and easy to follow
- Relevant and helpful
- Boring
- Engaging
- Confusing
- Consistent with the objectives
- Unhelpful
- The right amount of time to cover the content

16. Check all that apply: The group activities during the trainings were

- Organized and easy to follow
- Relevant and helpful
- Engaging
- Not helpful in understanding the material
- Consistent with the learning objectives
- Helpful in providing opportunities to practice the concepts being taught
- Not engaging
- Enough time to do the activities.
- Boring

17. Check all that apply: The trainer

- Was helpful in answering my questions
- Was disorganized
- Encouraged participation
- Encouraged group members to interact with one another
- Was culturally respectful
- Did not have a good understanding of the material
- Was knowledgeable
- Was well prepared
- Stayed on topic

18. What aspects of the training could be improved? How?

CORE TEEN CURRICULUM

SESSION



PARENTING YOUTH WHO HAVE EXPERIENCED TRAUMA

SESSION 2

PRETEST

Name: _____ Session Date: _____ Location: _____

SESSION 2 PRETEST

1. Hyperarousal and dissociation are two common ways teens respond to feeling threatened. (circle one) True
False
2. During a 'flight' response a teen is typically more alert. (circle one) True False
3. If the teen is in a fear state, the parent can de-escalate the situation by having a quiet calm presence and reducing sensory input. (circle one) True False
4. When a teen is demonstrating a 'flight' response, what should the parent **NOT** do?
 - a. Remain calm
 - b. Provide individual attention
 - c. Physically restrain the teen
 - d. Disengage but remain present
5. A teen who has experienced trauma may feel and act as if they are under continuous threat. (circle one) True
False
6. It is important for parents to try to predict how a teen may respond so they can plan how to best approach the situation. (circle one) True False
7. Robbie refuses to abide by curfew, always arriving at least 15 minutes late and when confronted, he makes his hands into a fist and clenches his jaw. What response is Robbie using?
 - a. Reflect
 - b. Flock
 - c. Flight
 - d. Fight
8. When a teen is in the freeze response, parents can use a comforting voice and reflective listening to help the teen de-escalate behaviors. (circle one) True False

SESSION 2 PRETEST

9. When teens are stressed or threatened, the parents may use the three R's. What are the three R's?
 - a. Relate, remind, reassure
 - b. Regulate, reason, recreation
 - c. Reassure, relate, reward
 - d. Regulate, relate, reason

10. As the teen moves from being calm to more fearful, they become better at solving problems. (circle one) True
False

11. Which of the following is **NOT** a good reason for you, as a parent, to be aware of your own history?
 - a. You would understand how the teen's trauma may bring up your own trauma history
 - b. You would know your own triggers, allowing you to regulate yourself
 - c. You would be better able to predict your teen's response to various situations
 - d. You will understand your comfort level in responding to different behaviors

12. Trauma-informed parenting requires that parents **NEVER** talk with the teen about their past trauma. (circle one) True False

13. Suzanne received a letter from her daughter Maria's teacher. The teacher stated that Maria was disrespectful to her, saying, "You are so irritating, you talk too much, and I don't understand what you are saying. You need to find a new job 'cause you don't know how to teach." Suzanne explained to Maria that she was glad she was able to communicate her frustration and acknowledge a lack of understanding of the school work. Suzanne then worked with Maria to find better words to articulate her needs. This is an example of a
 - a. Positive reframe
 - b. Recognizing emotional age of the teen
 - c. Knowing the teen's trauma history
 - d. Self-regulation

14. As a trauma-informed parent, it is helpful to connect the teen's current behavior with their past experience. (circle one) True False

SESSION 2

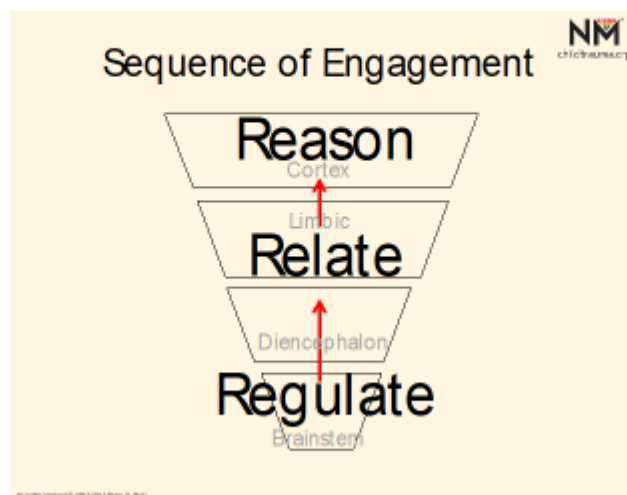
POWERPOINT

Session #2: Parenting Youth Who Have Experienced Trauma

Welcome Back!



Parenting to the Need Behind the Behavior



Parenting to the Need Behind the Behavior

- Use Regulate, Relate, and Reason
- Youth's response can be unpredictable
- Not all concerns need to be addressed at once



Are there any questions/comments about Session 1?



Learning Objectives

- Adaptive responses are those behaviors that a child or youth might develop in order to protect themselves when they feel unsafe.
 - Describe the two major adaptive responses to threats.
- Describe how fear changes the way youth think, feel, and act.
- Describe three trauma-informed techniques to effectively parent youth, based on their emotional age and developmental stage.



Building Parental Self-Awareness

- Each of us reacts to different challenging behaviors in different ways.
- Youth with histories of trauma may engage in a range of behaviors, some of which can be provocative.
- Later in the session, you will hear Dr. Bruce Perry explain that some behaviors can be better understood as state-dependent, “reactive behavior” of the arousal, or dissociative stress responses. This is not “bad” behavior.



Building Parental Self-Awareness

Handout #2.1

My Level of Confidence in Responding to Youth Behaviors



Stress Responses and State-Dependent Functioning

Most common responses to stress:

- Hyperarousal- flock, freeze, flight, and fight
- Dissociative- disengage, avoid, comply, dissociate, and shut down

Sensitized responses in youth: *over-active and overly reactive*



Stress Responses and State-Dependent Functioning



VIDEOS:
The Arousal Continuum



Stress Responses and State-Dependent Functioning



VIDEOS:
The Dissociative Continuum
Dr. Bruce Perry



Stress Responses and State-Dependent Functioning

- State-dependent: Cognition and emotional, social, and motor functioning shift with the individual's internal state.
- Youth with a history of trauma and maltreatment may actually function as if he or she is continuously under threat
- Stress responses will depend on:
 - The nature and timing of the youth's traumatic experiences
 - The presence of protective factors (primarily healthy relationships) during and after the traumatic experiences



Stress Responses and State-Dependent Functioning



VIDEO: State-dependent Functioning

Dr. Bruce Perry



Stress Responses and State-Dependent Functioning

- Youth can show both overly reactive dissociative and hyperarousal responses at the same time
- Different events or sensations (which can be a sight, sound, touch, smell, taste) can bring about different responses
 - A youth may display outward behaviors in response to a male teacher and inward behaviors in response to a female teacher
- Additional Resources:
 - NMC Ten Tip Series: Understanding Hyperarousal: The “Flock, Freeze, Flight and Fight” Continuum
 - NMC Ten Tip Series: Understanding Dissociation



Stress Responses and State-Dependent Functioning

NM
childtrauma.org

<i>Adaptive Response</i>	REFLECT	FLOCK	FREEZE	FLIGHT	FIGHT
Predictable De-escalating Behaviors (behaviors of the teacher or caregiver when a child is in various states of arousal)	Presence Quiet Rocking	Quiet voice Eye contact Confidence Clear simple directives	Slow sure physical touch “Invited” touch Quiet melodic words Singing, humming music	Presence Quiet Confidence Disengage	Appropriate physical restraint Withdraw from class TIME!
Predictable Escalating Behaviors (behaviors of the teacher or caregiver when a child is in various states of arousal)	Talking Poking Noise Television	Frustration, anxiety Communicate from distance without eye contact Complex, compound directives Ultimatums	Raised voice Raised hand Shaking finger Tone of voice, yelling, threats Chaotic milieu	Increased or continued frustration More yelling Chaos Sense of fear	Inappropriate physical restraint Grabbing Shaking Screaming
Regulating Brain Region	NEOCORTEX Cortex	CORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
Cognition	ABSTRACT	CONCRETE	EMOTIONAL	REACTIVE	REFLEXIVE
STATE	CALM	ALERT	ALARM	FEAR	TERROR

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Approaches and Styles for Parenting Teens

- The Rewards/Consequences Approach
- The Tough Love Approach
- Authoritarian Parenting
- Permissive Parenting
- Authoritative Parenting
- Some tribal cultures: Sit with a healer, a medicine person, or an Elder; not be able to go to a tribal activity such as a powwow.



Parenting Skills for Our Suitcases

- Trauma-informed parenting : You as the parent are taking into account the early trauma that the youth has experienced, and you are modifying your parenting to meet the youth's individual needs.
- Sometimes also called Therapeutic Parenting
- Combines structure with nurturing to create a safe and supportive environment for the youth, creating the opportunity for trust-building and connectedness



Parenting Skills for Our Suitcases

Regulating yourself before you engage your child.

The skill to develop is catching yourself before YOU act.

Think about a recent experience with a youth or another person when you had a quick, negative, or even angry reaction that didn't help the situation. It might have been a reaction to a behavior, a difference of opinion, a traffic incident, an insult, or something you heard on TV. Close your eyes and try to recreate the emotions you had at that time. Now take three slow, deep breaths. Did the deep breathing help calm you down? Do you think your response might have been different if you had paused before reacting? If yes, how? If no, consider why.



Parenting Skills for Our Suitcases

Full understanding of the young person's trauma history



- **VIDEO:** Kim Stevens: How to sensitively talk with youth about their trauma history.
- A Life Book or Loss or Memory Box
- Review of Life Book and adding new photos and experiences
- For some youth: Searching for information or visiting important places in their past



Parenting Skills for Our Suitcases

Attention to the child's emotional age and developmental status

- Youth's chronological (actual) age may not always line up with the youth's emotional age or ability to self-regulate
- Behavior as a clue about the youth's emotional, cognitive, or social age in a particular circumstance and in response to different evocative cues
- Not helpful to tell the youth to "act your age"
- Be attuned to the message underneath the behavior and respond with compassion, structure, and nurturance



Parenting Skills for Our Suitcases

Handout #2.2 Leanne

What do you think of Joan's parenting?
Can you think of other activities Joan could try?



Parenting Skills for Our Suitcases

Reframing behavioral challenges as survival skills

- Finding the positive, strengths-based aspects of behavior, which would normally be seen as negative

Handout #2.3 Role Play: Jason and Sandra

- How would you have handled this situation?
- Can you think of other ways to reframe Jason's behavior to give him positive feedback and still suggest a change in the negative behavior?



Parenting Skills for Our Suitcases

Handout #2.4 In Other Words, Positive Reframes



Parenting Skills for Our Suitcases

Helping the youth understand the connections between their past experience and current behaviors

- How would you help Jason understand that his reaction in protecting Leila was connected to their earlier experiences when he was her protector, that he was parentified (acting as her parent), and that adults can now help to protect her also?



Parenting Skills for Our Suitcases

Adjusting routines, expectations, and interpretations

Handout #2.5 Kaylene

- What expectations do you have that would be challenged by Kaylene?
- What does Kaylene's behavior tell you about her past? What might be the reasons behind her behavior?
- What behaviors would you be most likely to address first and how would you address them?



Parenting Skills for Our Suitcases

Flexibility: Balancing limit setting with the unique needs of youth

Looking at Kaylene's situation, how might you encourage her and set limits at the same time?

- Food hoarding
- Dirty clothes
- Re-wearing clothes
- Locked door
- Remember that you do not have to address all the concerns at once.



Self-Care

- List three ways you take care of yourself when your life is stressful.
- List three people who support you when you need help. Will they be or are they supportive when you are experiencing parenting challenges?



Self-Care



- Make a plan for how you will manage a stressful situation that you have experienced and that might occur again.
- Know who you can call for help.
- If you are connected to a faith community, rely on that community for support. If not connected to a faith community or that is not part of your family culture, find other communities or groups to connect with.
- Consider meditation, yoga, exercise, or other strategies for self-regulation and relaxation.
- Join a support group of other parents where you can share experiences, get ideas, and establish a network of others who understand.



Self-Care



- Arrange opportunities for respite for yourself when your youth is in school, at an activity that does not require your attendance, or visiting a friend.
- If you have a partner, make time to be alone with just the two of you, as well as trading off time with your kids so you each have time for yourselves.
- Know when to ask for help from professionals and other community resources.
- Make sure you are taking care of yourself so that you can take care of others.



Self-Care



Resource

Taking Care of Yourself: Tips for Foster and Resource Parents, from the Center for the Study of Social Policy's Strengthening Families



Review of Learning Objectives

- Describe the two major adaptive responses to threats.
- Describe how fear changes the way youth think, feel, and act.
- Describe three trauma-informed techniques to effectively parent youth, based on their emotional age and developmental stage.



Homework

For Current Parents: Practice at home with your youth one or more of the trauma-informed parenting techniques that we discussed today:

- Reframing behavioral challenges as survival skills
- Helping the youth understand the connections between their past experiences and current behaviors
- Regulating your response to stressful situations by stepping back
- Adjustment of routines, expectations, and interpretations
- Flexibility: Balancing limit setting with the unique needs of youth
- Awareness of your triggers, what sets you off, and when you need to take a few breaths before responding



Homework

For Parents To Be:

- Think about the seven trauma-informed parenting techniques that we discussed. Which of these do you believe will come naturally to you? Which of these may be a challenge for you? Why?
- Make a list of challenging behaviors and what some positive reframing might be.
- Practice responding to stressful situations by taking deep breaths before reacting.



THANK
YOU!



SESSION 2

HANDOUTS

SESSION 2 HANDOUTS



HANDOUT #2.1: MY LEVEL OF CONFIDENCE IN RESPONDING TO YOUTH BEHAVIORS

How comfortable and confident do you feel about responding to the following behaviors?

Youth Behavior	Level of Confidence		
	Not Confident	Somewhat Confident	Very Confident
1. Youth joined a gang			
2. Youth was arrested for defacing public property			
3. Youth masturbates in front of you			
4. Youth cuts herself			
5. Youth binge eats and vomits			
6. Youth is cyberbullying other students from school			
7. Youth is shoplifting			
8. Youth hides drugs in their room that you find			
9. Youth hit a teacher at school			
10. Youth returns home drunk at 4:00 AM			

I am **most** comfortable responding to the following behaviors:

I am **least** comfortable responding to the following behaviors:



HANDOUT #2.2: LEANNE VIGNETTE

Leanne was neglected when she was a baby, left alone in her crib and rarely held and rocked by her birth parents. She remained with her parents until she was four, and then was removed and placed in foster care. She was in six homes before she was 13 when she was placed in her current foster home. Leanne did not like being touched and was difficult to console when she was upset or angry, and each of her foster parents felt rejected as a result of her behavior.

Leanne's behavior is reflective of the neglect she experienced as an infant, when she was not attended to, not held or rocked, and her needs were not being met. Emotionally, she is still stuck in an early developmental stage. In her current family, her foster parents are working with a therapist to create opportunities for non-threatening touch experiences in order to work up to being able to give Leanne a hug without her pulling away. They are also working on activities to build Leanne's trust that her needs will be met.

With the guidance of the therapist, Joan, Leanne's foster mother, is brushing Leanne's hair and helping her with fun, new hairstyles. They are playing with makeup together, putting it on each other, and Joan is able to put nail polish on Leanne's toenails and fingernails. Joan is using a feather to lightly touch Leanne's arms and face, and letting Leanne do the same to her, to help Leanne experience light, friendly touch. Leanne is participating in team sports in school where there is acceptable contact with teammates. Leanne really wanted to be able to swim, so she and Joan go to the sports center where Joan holds Leanne as she learns to float. Slowly, Leanne is becoming more accepting of touch, and Joan can now put an arm around Leanne to show her support when Leanne does something praiseworthy. Leanne is also beginning to trust that Joan will keep her safe, as she supports her in the pool. Joan looks for every opportunity to praise Leanne!



HANDOUT #2.3: ROLE PLAY - JASON AND SANDRA

Jason has been sent to the principal's office for fighting with Peter on the playground. Jason's foster mother, Sandra, has been called to the school to take him home since he was suspended for two days. Jason and his sister, Leila, were abused in their birth family and he was always her protector; he is quick to lash out, especially when he feels he needs to protect Leila.

Sandra: Jason, tell me what happened on the playground.

Jason: Peter was bullying Leila, and I told him to stop. He wouldn't stop, so I hit him to get him away from her. He hit me back and we got into a fight.

Sandra: I understand that you were protecting Leila, which is a very good thing to do. You are a good brother. Could you have found another way to do that?

Jason: I didn't see any teachers around who could stop Peter, and he is a bully anyway. Other kids were standing around, but they didn't do anything. Leila needs to be protected and it is my job as her brother.

Sandra: It was brave of you to step in and stop Peter. It sounds like maybe other kids are afraid of him. Is that true?

Jason: Yeah, other kids don't stand up to him.

Sandra: It is a good thing to stand up for your sister. However, getting into a fight might not be the best way to do that. What else might you have done?

Jason: Jason thinks. Then he says: I could have asked other kids to surround Leila so Peter couldn't talk to her. And then I could have gone to find a teacher on the playground and reported Peter.

Sandra: That is good thinking, Jason. I am glad you are protective of your sister, and that you are willing to stand up to a bully. Next time, maybe you can think of another way to solve the problem besides fighting.



HANDOUT #2.4: IN OTHER WORDS... POSITIVE REFRAMES

Current Frame	Positive Reframes
Argumentative	knows what they want, knows what they believe, persuasive, passionate, determined, persistent, confident, daring, decisive, bold, strong-willed, strong
Attention-seeking; wants attention	likes being with you, wants to be seen/heard, wants to feel important and valued, affectionate, determined, passionate, persistent, captivating
Bossy	straightforward, passionate, bold, confident, natural leader, daring, confident, strong-willed, decisive, determined, frank, independent, goal directed
Clingy	affectionate, protective, passionate, faithful, loving, loyal, compassionate
Compulsive	detail-oriented, thorough, persistent, passionate, efficient, ambitious, determined, precise, decisive, diligent, focused, meticulous, organized, prudent
Conceited	confident, bold, decisive, values self, optimistic, passionate, straightforward
Dawdles, wastes time	easy going, non-authoritarian, mindful
Defiant	determined, tough, passionate, strong-willed, decisive, fearless, strong, holds strong beliefs, courageous, brave, independent
Demanding	bold, frank, tough, determined, assertive, expressive, persistent, steadfast, captivating, strong, confident, daring, decisive, passionate
Dependent	loyal, faithful, connected, caring, compassionate
Dramatic	imaginative, creative, emotionally aware, expressive, innovative, witty, amusing, spontaneous, captivating, enthusiastic, passionate
Fearful	perceptive, diligent, thoughtful, careful, cautious
Foolish	non-authoritarian, fun loving, playful, amusing, sociable, likes to make others smile, charming, friendly, imaginative, humorous, passionate
Fussy	expressive, has discerning tastes and needs, communicates needs, determined, passionate, persistent
Goofy/Silly	joyful, entertaining, good sense of humor, carefree, likes to make others smile, innovative, sociable, optimistic, personable, amusing, funny, passionate, captivating, charming, friendly, witty, energetic, enthusiastic, imaginative, humorous, gregarious
Impulsive	spontaneous, adventurous, passionate, ambitious, trusting, confident, daring, optimistic, free-spirited, energetic, enthusiastic, independent
Lazy	relaxed, independent, carefree, easy going, needs encouragement
Loud	exuberant, confident, enthusiastic, gregarious, passionate, optimistic, captivating, daring, energetic, expressive
Manipulative	resourceful, imaginative, gets needs met, understands people, innovative, steadfast, perceptive, intuitive, confident, skillful
Mean	expressive, bold, seeking validation/control, decisive, straightforward
Messy	creative, practicing/learning skills, passionate, carefree, easy going, imaginative, spontaneous, non-authoritarian

SESSION 2 HANDOUTS

Current Frame	Positive Reframes
Mouthy	expressive, passionate, brave, bold, daring, quick-witted, confident, determined, independent
Naughty	daring, needing guidance, independent, explores boundaries, strong-willed
Nosey	curious, perceptive, straightforward, caring, inquisitive, explores boundaries, compassionate, intuitive
Quiet	uncomplaining, discreet, reserved, thoughtful, reflective, insightful, humble, intuitive, peaceful, prudent
Rigid	decisive, high sense of order, stable, rational, diligent, logical, frank, sensible, organized
Sensitive	caring, empathetic, sympathetic, thoughtful, compassionate, intuitive, aware of feelings, understanding, insightful, perceptive
Shy	uncomplaining, discreet, insightful, reserved, inner directed, values trust, intuitive, thoughtful, peaceful, humble, prudent
Sneaky	inventive, creative, confident, determined, ambitious, innovative, daring, resourceful
Stubborn	strong, strong-willed, diligent, determined, persistent, tough, independent, decisive, passionate, confident
Talkative	gregarious, good communicator, wants to be heard, expressive, personable, sociable, passionate, spontaneous, confident, energetic, enthusiastic
Talks back	daring, bold, brave, courageous, determined, passionate, confident, strong-willed
Timid	tolerant, uncomplaining, careful, cautious, adaptable, reserved, agreeable, discreet, gentle, intuitive, insightful, prudent, patient
Unfocused	creative, relaxed, spontaneous, independent, abstract thinker, processing information, easy going, imaginative, innovative, non- authoritarian
Whiny	expressive, needs assurance, passionate



HANDOUT #2.5: KAYLENE

Kaylene is 16 years old and has only been in her foster home for three weeks. She doesn't eat much at mealtimes but gets up in the middle of the night and takes food from the kitchen, eats some of it, and hides the rest in her room. She is adamant about not having anyone coming into her room and has asked for a lock on her door. She leaves her clothes on the floor after she takes them off at night. She has to be reminded to put her dirty clothes in the hamper to be washed, and sometimes she wears the same clothes for two or three days in a row, even though she has lots of new clothes to choose from.



HANDOUT #2.6: TRAUMA-INFORMED PARENTING TECHNIQUES

For Current Parents

Trauma-Informed Technique Practiced	Notes about How It Went

For Parents to Be

Trauma-Informed Techniques Natural to Me	Challenging Trauma-Informed Techniques

Challenging Behavior	Positive Reframe

SESSION 2

POSTTEST

Name: _____ Session Date: _____ Location: _____

SESSION 2 POSTTEST

1. Hyperarousal and dissociation are two common ways teens respond to feeling threatened. (circle one) True
False
2. During a 'flight' response a teen is typically more alert. (circle one) True False
3. If the teen is in a fear state, the parent can de-escalate the situation by having a quiet calm presence and reducing sensory input. (circle one) True False
4. When a teen is demonstrating a 'flight' response, what should the parent **NOT** do?
 - a. Remain calm
 - b. Provide individual attention
 - c. Physically restrain the teen
 - d. Disengage but remain present
5. A teen who has experienced trauma may feel and act as if they are under continuous threat. (circle one) True
False
6. It is important for parents to try to predict how a teen may respond so they can plan how to best approach the situation. (circle one) True False
7. Robbie refuses to abide by curfew, always arriving at least 15 minutes late and when confronted, he makes his hands into a fist and clenches his jaw. What response is Robbie using?
 - a. Reflect
 - b. Flock
 - c. Flight
 - d. Fight
8. When a teen is in the freeze response, parents can use a comforting voice and reflective listening to help the teen de-escalate behaviors. (circle one) True False

SESSION 2 POSTTEST

9. When teens are stressed or threatened, the parents may use the three R's. What are the three R's?
 - a. Relate, remind, reassure
 - b. Regulate, reason, recreation
 - c. Reassure, relate, reward
 - d. Regulate, relate, reason

10. As the teen moves from being calm to more fearful, they become better at solving problems. (circle one) True
False

11. Which of the following is **NOT** a good reason for you, as a parent, to be aware of your own history?
 - a. You would understand how the teen's trauma may bring up your own trauma history
 - b. You would know your own triggers, allowing you to regulate yourself
 - c. You would be better able to predict your teen's response to various situations
 - d. You will understand your comfort level in responding to different behaviors

12. Trauma-informed parenting requires that parents **NEVER** talk with the teen about their past trauma. (circle one) True False

13. Suzanne received a letter from her daughter Maria's teacher. The teacher stated that Maria was disrespectful to her, saying, "You are so irritating, you talk too much, and I don't understand what you are saying. You need to find a new job 'cause you don't know how to teach." Suzanne explained to Maria that she was glad she was able to communicate her frustration and acknowledge a lack of understanding of the school work. Suzanne then worked with Maria to find better words to articulate her needs. This is an example of a
 - a. Positive reframe
 - b. Recognizing emotional age of the teen
 - c. Knowing the teen's trauma history
 - d. Self-regulation

14. As a trauma-informed parent, it is helpful to connect the teen's current behavior with their past experience. (circle one) True False

15. Check all that apply: The training was

- Organized and easy to follow
- Relevant and helpful
- Boring
- Engaging
- Confusing
- Consistent with the objectives
- Unhelpful
- The right amount of time to cover the content

16. Check all that apply: The group activities during the trainings were

- Organized and easy to follow
- Relevant and helpful
- Engaging
- Not helpful in understanding the material
- Consistent with the learning objectives
- Helpful in providing opportunities to practice the concepts being taught
- Not engaging
- Enough time to do the activities.
- Boring

17. Check all that apply: The trainer

- Was helpful in answering my questions
- Was disorganized
- Encouraged participation
- Encouraged group members to interact with one another
- Was culturally respectful
- Did not have a good understanding of the material
- Was knowledgeable
- Was well prepared
- Stayed on topic

18. What aspects of the training could be improved? How?

CORE TEEN CURRICULUM

SESSION



DEVELOPING AND SUSTAINING A HEALTHY AND SUPPORTIVE
RELATIONSHIP WITH YOUR YOUTH

SESSION 3

PRETEST

Name: _____ Session Date: _____ Location: _____

SESSION 3 PRETEST

1. What can a parent do to help the teen process grief and loss?
 - a. Help them understand it's normal to have these emotions and feelings of grief and loss
 - b. Avoid talking about the loss
 - c. Normalize the teen's aggressive behavior
 - d. Focus on the good things in the teen's life

2. Teens who experience loss may display anger and aggression. (circle one) True False

3. De'Anthony's mother stopped visiting him in foster care six months ago. He continues to talk about her. Valerie's father often comes over to her grandmother's house, where she lives, but is addicted to heroin and is unable to parent her. Which teen might experience ambiguous loss?
 - a. De'Anthony
 - b. Valerie
 - c. Both De'Anthony and Valerie
 - d. Neither De'Anthony nor Valerie

4. Attunement requires the parent to
 - a. Only meet the teen's basic needs
 - b. Be aware of and responsive to the teen
 - c. Only focus on emotional needs
 - d. Meet teens' basic needs and tell them how they feel

5. Which of the following parent actions does not promote attunement?
 - a. Meet the teen's basic needs
 - b. Listen to the teen and be genuine
 - c. Tell the teen how they should feel about their experiences
 - d. Understand their point of view and accept them unconditionally

6. The type of attachment the teen has experienced in the past will have no impact on the relationship he/she builds with you. (circle one) True False

SESSION 3 PRETEST

7. You are working with Isabella to help her develop a new set of associations related to attachment. Which of the following is true about successful parenting with her?
 - a. It will take a few weeks to develop trust with her
 - b. You will need to—over a period of time and repeatedly—show her that you care about her and can be trusted
 - c. Leave her alone and let her work through the issues on her own
 - d. You will not be able to change her associations about attachment

8. Teens may use emotional distance to
 - a. Protect themselves from the pain of rejection and separation
 - b. Disregard rules and avoid responsibility
 - c. Show intense emotions
 - d. Meet their attention needs

9. The prefrontal cortex or higher areas of the brain experience gradual changes during teens' development and are responsible for
 - a. Basic functions such as heart rate and respiratory rate
 - b. Language and communications
 - c. Reasoning and impulse control
 - d. Emotions and feeling recognition

10. You are parenting a teen who has experienced trauma. Which of the following is something that you should **NOT** do?
 - a. Never talk to the teen about the trauma
 - b. Be predictable
 - c. Let the teen express himself/herself without judgement
 - d. Seek professional help, if needed

11. Devin walks into the house smelling like marijuana. You are angry and concerned that he might be doing drugs or at the very least hanging around with others who are using. The first thing you need to do as a parent is
 - a. Take away all his methods of communication since he is hanging out with a bad crowd
 - b. Tell him all the reasons why he shouldn't be doing this and that you are very disappointed in him
 - c. Check your own emotions, take a deep breath, and think about how and when you want to begin this conversation
 - d. Pretend you don't smell it and never address it

SESSION 3 PRETEST

12. Parents can help their teens with identity formation by doing all of the following, **EXCEPT**
 - a. Talking to the teen about their birth parents
 - b. Encouraging the teen to identify with the foster or adoptive parent's cultural heritage and practices
 - c. Supporting the teen in building a deeper understanding of their own heritage and cultural background
 - d. Talking openly about sexuality and support/affirm LGBTQ2S teens

13. Parents can strengthen their attachment with their teen by doing all of the following **EXCEPT**
 - a. Being aware of their proximity to the teen
 - b. Being present and positioning themselves by side by side with their teen
 - c. Being patient
 - d. Being in control of when conversations take place

14. You have just told Javier that he will not be able to have friends over after school since he didn't do his homework. He gets angry, calls you names and starts yelling about how unfair you are. In this state of dysregulation, Javier does not have the ability to think clearly. (circle one) True False

SESSION 3

POWERPOINT

Session #3: Developing and Sustaining a Healthy and Supportive Relationship with Your Youth



Your Homework from Session #2

For Current Parents: Practice at home with your youth one or more of the trauma-informed parenting techniques that were discussed:

- Reframing behavioral challenges as survival skills
- Helping the youth understand the connections between their past experience and current behaviors
- Regulating your response to stressful situations by stepping back
- Adjustment of routines, expectations and interpretations
- Flexibility: Balancing limit setting with unique needs of youth

For Parents To-Be: Think about the seven trauma-informed parenting techniques that we discussed. Which of these do you believe will come very naturally to you? Which of these may be a challenge for you? Why?



Any questions from Session #2?



Learning Objectives

1. Describe the impact of loss and grief on teens.
2. Describe two actions that parents can take to increase attachment and strengthen their relationship with youth.
3. Describe two ways that parents can deepen attunement with their youth or a youth they will parent.



Understanding Grief

Think about the losses experienced by youth in foster care.
What types of losses have these youth experienced?



Understanding Grief



Think about the most significant losses in your life. As you feel comfortable, share your feelings about these losses.

How do your experiences with loss help you understand youth's experiences of loss?



Understanding Loss and Grief



Ambiguous Loss



VIDEOS: Debbie Riley, LMFT – How Loss and Grief are Different for Youth in Foster Care and Adoption or Guardianship

What did you learn about youth's experience of loss and grief?

What do you think about her guidance on the parent's role in supporting youth to grieve?



Understanding Grief: Ambiguous Loss

Brandon, age 15, and Angel, age 12, are Latino young people who came into foster care after Brandon called the police because their father was physically abusing Angel. Their mother had left home a week before and no one knew where she was. The police assessed the situation and called in child protective services. Brandon and Angel do not want to leave their home, but they were nevertheless taken into foster care. Their father was arrested and is in jail until he can make bond.



Understanding Grief: Ambiguous Loss

How might Brandon and Angel feel about this situation? What do they know/do not know about their current situation and what the future might be like?

What do you think Brandon and Angel might believe about the possibility of their mother being found and coming for them? What might they believe about being returned to their dad? How might they express those beliefs?



Understanding Loss and Grief



Disenfranchised Grief



Understanding Grief: Disenfranchised Grief

Sarah, who is white, entered foster care at age 5, and experienced 8 different placements before joining her adoptive family at age 12. She is now 15. All of her foster placements were with her younger brother who had serious emotional and mental health problems. Each time she was moved, her foster parents cited his disruptive behavior as a problem. When Sarah was placed with her adoptive parents, her brother was placed in a residential setting where his needs could better be met. Her birth mother, who experienced significant mental health issues, continued to make promises about trying to get her back when they had visits. Sarah carries grief over the loss of her brother, confusion about her mother's inability to parent her and the broken promises she keeps making, and the trauma of multiple placements, many of which were traumatic in themselves.



Understanding Grief: Disenfranchised Grief

What do you understand about Sarah's grief given what you know now about disenfranchised grief?

Resources:

- **Ambiguous Loss**
- **Understanding Ambiguous Loss**
- **The Grief of Adopted Children**



Attachment and Attunement



Dr. Bruce Perry
VIDEO: Attachment



Attachment and Attunement



Is Mom Attuned?
Parent – Child Communication vignettes



Attachment and Attunement

The type of attachments that youth formed in past relationships will impact:

- The way a youth reacts in a distressing situation
- How a youth reacts to a new caregiver's attempts to offer care and concern
- The amount of energy the youth has available to explore something new



Attachment and Attunement: Some Key Points

- Attachment experiences stored as “associations”
- Secure attachments: Associations help develop a secure self, caring parents and a kind world
- Insecure or disorganized attachments: See caregivers and world as dangerous and unpredictable and themselves as bad or unworthy of love and care
- Shape the way a youth approaches new relationships
- Youth in foster care or adopted: Multiple associations, both positive and negative, of attachment figures



Attachment and Attunement

George, who is 14, came into care when he was 6, after the death of his grandmother, who helped his developmentally disabled parents care for him since birth. George has very few boundaries when it comes to intimacy. He easily attaches himself to others, regardless of their age or gender. When being introduced to friends of the family, George typically hugs who he is meeting, causing both physical and emotional discomfort in others. He also "falls in love" with every girl in school, which leads to many heartbreaks and emotional outbursts when the foster parents attempt to comfort him and educate him on the boundaries of friendships. The foster parents are very fearful of George's need for nurturance and believe he could easily be the victim of cruel intentions.



Attachment and Attunement

Darren, a 17-year-old male, has been in foster care since he was 10. His mother had mental health issues and struggled with addiction. Darren is an especially quiet boy who seems to want to keep to himself all the time. He would play video games all day if he could. He stays in his room as much as he can and has little to say. His foster parents try to coax him out of his room and struggle to figure out how to engage with him. They have tried to get him into sports or afterschool activities, but he just shrugs his shoulders when they talk about these with him. Darren does not seem to have many friends.



Attachment and Attunement



- Keep feelings under wraps, closed and cautious
- Seek safety in activities, be overly cooperative
- Stiffen when held, reluctant to seek comfort.
- May put on an act of attaching while not truly connecting
- Seem starved of attention; easy to please
- Show intense emotions
- Exaggerate expression of emotions to gain attention from caregivers
- Overly affectionate or overly friendly (even strangers)



Attachment and Attunement

How as parents can we successfully parent a youth
and build attachment?

From Abbie Smith, LCSW, Clinical Director at Holt International
Handout # 3.1 Adolescent Attachment



Attachment and Attunement

Tolerate our own ambivalent (uncertain) or negative feelings



Attachment and Attunement

See the fear that the teen is struggling with



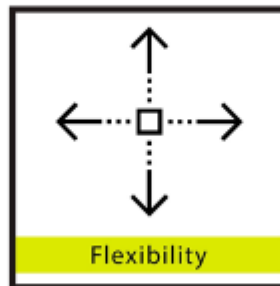
Attachment and Attunement

As challenging as it may be, see the cup as half full!



Attachment and Attunement

Be flexible



Attachment and Attunement



Dr. Bruce Perry

VIDEO: The Intimacy Barrier



Attachment and Attunement

Key elements to understanding youth's fear-related behaviors in their relationships with you:

- Sensitivity to being physically close
- Lack of control
- Fear of abandonment

Practical Tips: The Four P's

- Proximity
- Presence
- Parallel
- Patience



- **Resource:** Dr. Bruce Perry, **Bonding and Attachment in Maltreated Children: Consequences of Emotional Neglect in Childhood**



Attachment and Attunement

Case Study - Handout #3.2

How would you support a healthy attachment with the youth in the case example and promote attunement with him/her?



Parenting to Promote Attachment to Youth

Let's continue repacking our suitcases!



Parenting to Promote Attachment to Youth

"In helping families of children with severe acting out behaviors, the focus of the intervention needs to be the relationship, not the behaviors. Emphasis should be placed on creating a secure base for the child within the relationship with the parents."

Heather Forbes



Parenting to Promote Attachment to Youth

For Discussion:

- Traditional parenting techniques don't work: Feelings of rejection and helplessness can be difficult to manage
- Stress builds
- Parents disconnect as their survival strategy
- Entire family can find themselves living in survival mode
- Parents may find themselves asking how they went from a state of love to a state of fear



Parenting to Promote Attachment to Youth

Tools for Our Suitcases

- Focusing on felt safety
- Providing structure and nurturing



Parenting to Promote Attachment to Youth: Felt Safety

- When youth feel safe, they are better able to attach to their parents.
- Felt safety: A young person feels and experiences safety for themselves; youth knows and believes that he or she:
 - will not be harmed
 - will have enough food
 - will be comforted when cared for
 - will not be rejected because of his/her behavior, race/culture or gender identity/sexual orientation
 - is valued and his or her desires are important



Parenting to Promote Attachment to Youth: Felt Safety

- **Handout #3.3 What Happens When a Youth Does Not Feel Safe.**
- Parents arrange the environment and adjust their behavior so youth can feel in a deep and basic way that they are truly safe in their home and with their parents.
- Until a youth experiences safety for himself or herself, trust cannot develop, and healing and learning cannot progress. We offer felt safety so healing and attachment may begin.



Parenting to Promote Attachment to Youth: Felt Safety

Key TBRI (Trust-based Relational Intervention) Principles

- Ensure that the youth feels seen, heard and valued
- Say “Yes” a lot
- Set the bar low: Having realistic and flexible expectations
- Repeatedly praise success



Parenting to Promote Attachment to Youth: Felt Safety

Handout #3.4 Promoting Felt Safety.

Talk about how you would promote a sense of felt safety for the youth in the assigned vignette, using the TRBI principles.



Parenting to Promote Attachment to Youth: Psychological Safety

- Three parts of psychological safety: We feel safe, capable, and lovable.
- How can we as parents send these messages?
- **Handout #3.5 Psychological Safety for Youth**
- **Resource: Trauma Concept: Being Safe vs. Feeling Safe**



Image obtained from: <https://www.nctsn.org/>

Parenting to Promote Attachment to Youth: Structure and Nurture

- Youth's fear-based world view, fear of trusting a parent and intense need for safety
- A safe, caring and nurturing environment that is structured helps youth let down defenses
- Providing both nurture and structure for youth who have attachment issues and histories of trauma.



Parenting to Promote Attachment to Youth: Structure

Why Structure?

- Structure makes people feel safe
- Consistent boundaries and routines held in place by loving, yet firm parents are something the youth can depend on
- Limiting a youth's choices, their activities or their access to stimulating experiences
- Providing structure in a calm, caring, self-regulated manner: parent remaining calm, using body language that shows love and self-confidence.
- Done with an attitude of love and respect for the youth
- Youth hears message: "This parent cares about me, about what I do, about how I behave"
- The parent's calm, loving structure also conveys the message of strength



Parenting to Promote Attachment to Youth: Nurture

- Expectation that youth will have a give and take relationship with them
- Parents may be surprised (and unhappy) to learn that their youth do not (really they cannot) respond in that way.
- It is important to underscore the difference between “cannot” and “will not.”
- Often the more the parent tries to nurture and shower the youth with loving interactions, the more the youth’s behavior “pushes away.”
- An important reason that these youth are often suspicious of nurturing and praise is because it does not match with their own self-image.



Parenting to Promote Attachment to Youth: Nurture

Talia, a 16-year-old, was sexually abused by her father for three years beginning when she was 12. She entered foster care at age 15 when the abuse was discovered, and it was learned that her mother had known of the abuse and was unable to protect her. Talia was placed in a group home where she developed a romantic relationship with a female counselor. When this relationship was discovered, she was quickly removed from the group home and placed with foster parents, Dan and Myra, who are already fostering 15-year-old Tammy. Talia has been in the home for 6 weeks and has been unresponsive to Dan, Myra and Tammy. She physically withdraws whenever she can and rarely speaks. She wears sweatpants and a sweatshirt almost all of the time. Myra and Tammy have tried to draw Talia into conversation and activities, but she refuses. She flinches when either of them reaches out to touch her. Dan has maintained a polite and respectful distance.



Parenting to Promote Attachment to Youth: Structure and Nurture

- Challenge to optimize both high structure and high nurture is very difficult
- Two goals:
 - recognize the need for both and to practice
 - think about which one is easier for you so that you can think about ways to improve the other
- **Handout #3.6 How can a parent help a youth recover and heal?**



Parenting to Promote Attachment to Youth: Attachment-focused Parenting



Resource by Dr. Dan Hughes:

27 “S”s – S’s to increase and S’s to decrease



Summary

- The impact of loss and grief on teens
- The importance of attachment and attunement
- Actions that parents can take to enhance attachment and strengthen the relationship with youth
- Ways that parents can deepen attunement with their youth or a youth they will parent



Homework

- Homework #1: **Handout #3.7, Part 1: Nurturing the Relationships and Strengthening Attachment**
- Homework #2: **Handout #3.7, Part 2: Taking Care of Myself:** Write down 5 ways that you took care of yourself between this and the next session.
- Homework #3: **Handout #3.7, Part 3:** Review your self-assessment on attunement. Think about your strengths and challenges in this area.





SESSION 3 POWERPOINT

SESSION 3

HANDOUTS

SESSION 3 HANDOUTS

HANDOUT #3.1: ADOLESCENT ATTACHMENT

Website: <https://www.holtinternational.org/pas/newsletter/2013/11/30/adolescent-attachment/>

ADOLESCENT ATTACHMENT



Posted on November 30, 2013 by Abbie Smith, LCSW

On November 6, 2013, Holt presented the first of two webinars on Adolescent Attachment. This article will highlight some of the great information in that broadcast. First, typical teen developmental will be covered. Second, the impact of past trauma on current behavior, a comparison of infant attachment cycle to

teen attachment cycle, and characteristics of families who successfully adopt teens will be presented.

Typical teen development is very interesting. It is getting to be common knowledge that the first three years of a child's life are the formative years for brain development. Kids at this age are like sponges absorbing everything around them, learning how to relate to others by what they observe in their familial relationships. What is just beginning to be known is that teens go through a second huge brain developmental period. A very simplified explanation of the unique brain changes during adolescence is that up to this point the brain has been actively making neuron to neuron connections, trying to hook up with each other as much as possible. Quite a few neurons never get a chance to hook up with other neurons and sit dormant or only have one connection. During adolescence, the brain says, 'whoa, let's get organized here,' and begins to spend a few years pruning neurons that have not been used very much or at all. This remodeling process can make parts of the brain less functional than they were at say 10 or 12 years old. It has been described as the brain going offline. I bet a lot of you can relate, sometimes asking yourself, 'What were they thinking?' Well they were not able to think clearly. They have reduced capabilities in reflection, planning, organization and increased behaviors of risk-taking, conflict seeking, and distractibility.

Another part of the typical developmental process for teens is that hormones change. Boys have a 1000% increase in testosterone! The amygdala, a part of the emotional brain, gets repeatedly flooded with testosterone, which increases angry and aggressive behavior, reduces their impulse control and ability to regulate their emotions and, of course, increases their sex drive. Their right brain (emotional side) overrides their left brain (the thinking side) and they can become withdrawn, sullen, and asocial. Girls also have increased testosterone but, along with it, their oxytocin increases. Oxytocin is referred to as the cuddle hormone and results in wanting physical closeness and relational orientation. They also can manifest increased anger, but is it usually associated with verbal aggression, moodiness, and Drama!!! Their left brain over-rides their right brain, increasing their proclivity to argue, be talkative, and talk about their feelings.

SESSION 3 HANDOUTS

Things behind the scenes are a mess for teens. Their brain is undergoing a major overhaul and they are saturated with hormones. Makes me shiver thinking about it. For our adopted teens, we add to this: a foundation of loss experiences, identity formation process, layered with complicated differences, reemergence of “I am not supposed to be here” feelings, and heightened sense of loss of control and loss of trust in adults, which can intensify typical teen annoyance or rebellion. All of this creates six major hurdles for adopted adolescents (from “Beneath the Mask” by Debbie Riley): wondering again why they were adopted, seeking out details of missing or difficult birth family information, wanting desperately to fit in but looking so different, and uncertainty about their adoptive parents’ level of commitment to them. All of this can result in testing with huge stakes, identity confusion, and, lastly, loyalty issues

Another layer for adopted teens is complex developmental trauma. This adds to their feelings of powerlessness and hypervigilance, which adds to their emotional reactivity. Many of these teens never had a caring relationship with an adult that would have helped them develop emotional regulation, so they have an additional layer of reactivity with minimal ability to calm themselves down. Their prominent feelings are fear, terror, and shame without an internalized sense of felt safety. They often only have fight, fright, or freeze responses at their disposal when they perceive danger. Some will cope by developing over-controlling or perfectionist strategies that help minimize their uncomfortable feelings. Some may even seek out substance abuse, sensation seeking, or sexual encounters to numb their feelings.

Most of you have heard of the infant attachment cycle: baby has a need, baby cries, parent comes and meets the need, and baby develops trust in the world that she will be taken care of. The traumatized adopted teen attachment cycle has a different twist to it. Here is how it goes: teen screws up, teen blames parent and acts out, teen apologizes (on a good day), parents forgive, and trust develops. I want to elaborate on this. Research shows that when an older child screws up and expects their parents to be really angry with them, but instead finds their parents so relieved that their child is OK, responding from a love and support perspective, that attachment is greatly deepened. This is true for all kids, not just adopted ones. Many years ago I had a friend who was fostering a teen. It was not long after she moved in that she took the family van without permission and wrecked it. She was expecting to be moved to yet another foster home, which would be a pretty predicable outcome. However her parents forgave her and went on to adopt her. In retrospect they saw that event as a turning point in their relationship with their daughter, and she was able to trust that she was an accepted and loved member of the family.



How can a family tell if they have what it takes to successfully bring a teen into their family? Some shared attributes are that the parents have the ability to tolerate their own ambivalent feelings and/or strong negative feelings. This ability to tolerate uncomfortable feelings will help get them through the hard stuff. An ability to see the invariable rejection by their teen as an expression of the immense fear their teen is struggling with. Fear of being rejected yet again. This predictable aspect of teen attachment requires that parents have an ability to delay their own need for parental gratification. It will be a long time before the

SESSION 3 HANDOUTS

teen will be able to appreciate the positive aspects of having had their life turned inside out. Being able to see the cup as half full is also important for parents. This perspective lets the parent notice the small incremental signs of an emerging attachment relationship. All parents are more successful the more flexible they can be, and when you adopt a teen you need to be able to stretch and bend in all directions. Parents need to claim their teen as their child and feel a strong sense of entitlement to be that teen's parent. If you don't firmly claim them as yours, any child will sense this and maintain an emotional distance as a self-protective response. Remember that teens only have part of their brain available to them; adopted teens could also be handicapped by complex developmental trauma, and may not even be able to use your language very well. All of this comes together to create extreme intrusiveness, coupled with controlling behavior. Parents need the ability to NOT take this personally! It is not personal, no matter who their adopted parents were, adopted teens would act in similar fashion. Lastly, as with all things in life, liberal doses of humor and self-care will keep you ready for whatever comes next.

My next article will be a review of Part 2 on Adolescent Attachment: Smooth Moves for Parents.

The holidays are upon us. Please refer to back issues for Holiday Behavior Management tips.

Happy Holidays,

Abbie Smith, LCSW



HANDOUT #3.2: CASE STUDY



LISA, A 15-YEAR-OLD AFRICAN AMERICAN FEMALE: I live with my adoptive moms. I was happy with my real mom until I was about 3 years old. No one has ever explained why it happened, but I moved in with my grandmother about that time. My mom just disappeared, and my grandma would say that she had problems she needed to work out by herself. She never came back for me. My grandma died when I was 11 years old and this time, I was sent to live with my aunt and uncle. It was okay at first but then my uncle started to put his hands all over me. I didn't know what to do.

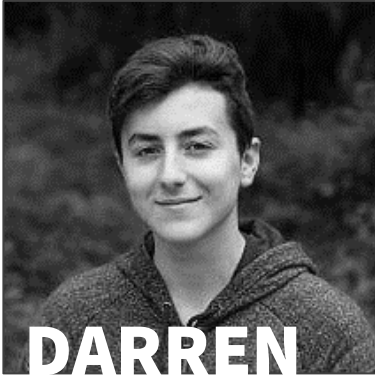
I stayed quiet for a while but then he began to take off his clothes and make me do things I didn't want to do. When that happened, I didn't know what to do. I felt frozen. I was afraid but couldn't move or say anything. When I finally told my aunt, she went crazy. She accused me of lying and told me to never say anything like that again. I ran away, not knowing where to go. The police caught me and brought me back to my aunt and uncle. The sexual stuff continued, and I kept running away, only to be dragged back to them. Finally, when I was 12, he had sex with me. I told my teacher at school. Child protection came in and I went into foster care. It was rough. The only time I felt safe was when I was writing my rhymes and drawing or reading. I went through four foster homes and ran away from every one of them.

After two years, I met Mandy and Evelyn who wanted to adopt me. I couldn't understand why but they were really interested in me. They gave me lots of time and space but were always there to talk to when I felt like it. They saw me as a strong person who had gone through a lot and they showed me real respect. I liked them, and I liked having two strong African American women in my life. I liked that they liked me. They adopted me last year.

Things are not going so well with them now. They have changed. It's like they want to control everything in my life. They make a big deal out of the way I dress and how I talk with guys. They are pushing me to the edge. Last week, they were after me for my outfit and began criticizing me for being friendly with a man who lives in an apartment on our floor. I had had it! I broke some of the dishes that they make a big deal about and then slammed my bedroom door and refused to talk with them. I hate it when they are trying to have a "serious" talk with me. I just stand there, and they talk and talk. I just zone out.

SESSION 3 HANDOUTS

MANDY (ADOPTIVE MOTHER): Lisa is a strong and focused young woman. What she has been through is too terrible. Evelyn and I want so much to support her in having a good life and a wonderful future. We want her to have self-esteem, particularly because, as we know so well, there is lots of discrimination out there. We want to protect her after everything she has been through. It scares us that she dresses in a way that will just invite guys' attention to her sexually. She is too friendly with males – teens and adults alike. We have to stop this even if she doesn't like it! We want to talk with her but she either gets really nasty or sits there and just nods at everything we say; and then she does something that is exactly what she has agreed not to do. It is just so disrespectful and plain irritating. I just hate it when she starts to mimic my voice and my words when I am talking to her. It gets me going. Evelyn was really upset when Lisa marched herself into the kitchen and deliberately broke three dishes that Evelyn loves. I hate that kind of thing too. We want to help Lisa, but she is really pushing us away.



DARREN, A 17-YEAR-OLD WHITE MALE: I've been in foster care since I was 10. My dad disappeared when I was a baby. My mom did the best she could but there were always problems. She went to a counselor and she told me that he said she had mental health issues, but I never understood exactly what was wrong. She did lots of drugs. We lived with a bunch of different guys – some were okay, but some hit my mom a lot. The last one was really violent, and we left and lived in my mom's car for a while. I didn't go to school because we were always on the move. I guess someone saw us and called the state. That was when I came into foster care. My mom has faded away. She came to visit me at first, but I haven't seen her in more than a year now.

I don't like being in foster care but at least I have a place to stay – for a while. I am on my sixth foster family now. I have been here about 8 months and I guess these people are okay. Maybe this one will be better. I just try to keep my head down; I want to stay under the radar. I am going to school and I am doing okay. But it is hard. I am trying to keep up and I feel really alone at school. My only friends are the ones I play online games with. I really want to be a part of what is going on at school but that never works out for me. I am not sure what will happen to me when I turn 18. I feel really scared about it. I want to have a future with a girlfriend and a good job. But I don't know how to make this happen.

EVAN (FOSTER FATHER): Joan and I have been foster parents for 12 years and have had lots of teenagers in our home. Darren is an especially quiet boy and we are working hard to get to know him. We know he is bright and he has a good sense of humor, which we have seen only a few times, but we know it is there. He seems to want to keep to himself all the time; he would play video games all day if he could. He stays in his room as much as he can and has little to say. We try to coax him out of his room and sometimes we succeed – if only for a half an hour or so. We are struggling to figure out how to engage with him – he is such a loner. We would love to get him into sports or afterschool activities, but he just shrugs his shoulders when we talk about these with him. We want Darren to succeed but are not sure how to approach him and help him get on a good track.



HANDOUT #3.3: WHAT HAPPENS WHEN A YOUTH DOES NOT FEEL SAFE?

When Fear Is in Control: A fearful youth focuses strictly on survival issues such as:

- ▶ safety
- ▶ hunger and thirst
- ▶ fatigue
- ▶ escaping scary situations
- ▶ making hurts stop and go away

When Fear Is in Control: A scared youth cannot grasp:

- ▶ discussions, sermons or lecture
- ▶ complex reasoning, logic or stories
- ▶ philosophical discussions or abstract concepts
- ▶ solving puzzles or mathematics

When Fear Is in Control: The primitive brain's fight, flight or freeze response can make a youth:

- ▶ run away and hide
- ▶ lash out physically or verbally
- ▶ get angry or cry
- ▶ stonewall and become unresponsive
- ▶ try to control the situation



HANDOUT #3.4: PROMOTING FELT SAFETY

#1. Davis, an African American boy who is 16-years-old, was physically abused by his stepfather. He ran away a number of times, and when on the street, he was sexually assaulted at least twice. He entered foster care at age 13 and was in four foster homes before you adopted him three months ago at age 16. Davis is withdrawn and rarely speaks. His only real interest is music. He spends lots of time with his headphones on, listening to music. You have no idea what music he listens to. You want him to know that he is important to you.

#2. Jessica is a 15-year-old who was adopted from a Russian orphanage when she was 5 years old. As a single parent, you have always struggled with her expressions of affection with people whom she barely knows. She is now showing troubling levels of affection with boys in her class to the point that her teachers have brought you into to speak with them about what they see as a growing problem. You have attempted to talk with Jessica about this, but she becomes angry and tearful at the mere mention of her behavior. You are fearful of what might happen next. You want her to trust you to help her.

#3. Mateo, a 16-year-old Latino boy, came into foster care at age 15 when his father, with whom he had lived for 6 years in the United States, was deported to Mexico. You are his cousin and are trying to help him through this situation. Mateo is dealing with lots of anger about what happened to his dad. He reacts to virtually any frustration by lashing out verbally or, in some cases, physically by breaking or punching things (not people). As his parent, you know that Mateo is grieving the loss of his father with whom he was close. You want to help him feel that he is safe with you.

#4. Autumn is 14, her mother died of breast cancer, and her father abandoned her by stating he no longer want to be a parent. She has lived on the reservation for two years with her grandmother who is now diagnosed with terminal cancer. She was placed in your home an hour away from the reservation. She is mostly quiet but states she doesn't like school and misses her friends and extended family on the reservation. She has begun to cut herself. As a foster parent, you have tried to address the cutting by asking her about the cuts on her arm. She responds, "Oh that, I was just trying to make it look like a tattoo." You are concerned she may accidentally or on purpose cut herself as a suicide attempt.



HANDOUT #3.5: PSYCHOLOGICAL SAFETY FOR YOUTH

1. You Are Safe

- ▶ Reassure youth that life has changed and that everyone is working to keep them safe.
- ▶ Back up statements of reassurance with action, again and again.
- ▶ Be aware of trauma reminders; remove them when possible.
- ▶ Maintain youth's contact with loved ones, friends, and siblings to reassure them that the people who matter to them are still in their lives.
- ▶ Use compassion and understanding when addressing challenging behaviors.

2. You Are Capable

- ▶ Taking into account their developmental level, give youth control over as many aspects of their lives as possible.
- ▶ Help youth learn skills to manage overwhelming emotions.
- ▶ Make it clear that as their foster/adoptive/guardianship parent, you are sure they will succeed in managing their emotions and behaviors.
- ▶ Build on youth's existing skills and strengths.

3. You Are Lovable

- ▶ Show unconditional positive regard for the youth as frequently as possible.
- ▶ Separate what youth do from who they are—make it clear that they can make bad choices and still be a good person.
- ▶ Be excited to see them when they come home from school or have been separated from you.
- ▶ Express interest in what they think, feel, and are interested in; talk to them and ask their opinions about what is happening in their lives and the world around them.
- ▶ Create opportunities to laugh and have fun with your youth.



HANDOUT #3.6: HOW CAN A PARENT HELP A YOUTH RECOVER AND HEAL?

Experienced foster and adoptive parents have shared the following tips with us about supporting a youth who has experienced trauma and has attachment issues:

1. Be patient and consistent and do not take youth's behavior personally.
2. Do not expect to learn upfront about all the trauma the youth has experienced. Some of the trauma's effects may not become apparent for months or even years.
3. Be prepared to have patience and talk things through—a lot!
4. Be open to solving problems in new ways.
5. Never be afraid to reach out for help and advice from others. Parent support groups can be a great source of information.
6. Work hard to understand the trauma and how the trauma affects your youth. Not all cases are textbook, but research can help.
7. Utilize and seek out community resources. Training may be available through hospitals, school programs, therapeutic, and private agencies.
8. Participate in cultural and community activities that honor the youth's race, ethnicity and/or culture.
9. Ask your youth's doctor for additional services and resources.
10. Take the long view. The trauma did not happen overnight, and the healing will not either.
11. Finally, as one mother said: "The thing I've learned most from parenting traumatized children is that they are amazing, resilient, and strong."



HANDOUT #3.7: HOMEWORK, PART 1

Parents: Chart how you nurtured your relationship and strengthened your attachment with your youth each day. For non-parenting participants, complete the same task with respect to people in your lives.

Nurturing the Relationships and Strengthening Attachment		
Date	Interaction	How the interaction nurtured the relationship and strengthened attachment



HANDOUT #3.7: HOMEWORK, PART 2

Five Ways I Took Care of Myself	
What I Did	How it Felt



HANDOUT #3.7: HOMEWORK, PART 3 (OPTIONAL)

Attunement Self-Assessment	
Strengths	Challenges

SESSION 3

POSTTEST

Name: _____ Session Date: _____ Location: _____

SESSION 3 POSTTEST

1. What can a parent do to help the teen process grief and loss?
 - a. Help them understand it's normal to have these emotions and feelings of grief and loss
 - b. Avoid talking about the loss
 - c. Normalize the teen's aggressive behavior
 - d. Focus on the good things in the teen's life

2. Teens who experience loss may display anger and aggression. (circle one) True False

3. De'Anthony's mother stopped visiting him in foster care six months ago. He continues to talk about her. Valerie's father often comes over to her grandmother's house, where she lives, but is addicted to heroin and is unable to parent her. Which teen might experience ambiguous loss?
 - a. De'Anthony
 - b. Valerie
 - c. Both De'Anthony and Valerie
 - d. Neither De'Anthony nor Valerie

4. Attunement requires the parent to
 - a. Only meet the teen's basic needs
 - b. Be aware of and responsive to the teen
 - c. Only focus on emotional needs
 - d. Meet teens' basic needs and tell them how they feel

5. Which of the following parent actions does not promote attunement?
 - a. Meet the teen's basic needs
 - b. Listen to the teen and be genuine
 - c. Tell the teen how they should feel about their experiences
 - d. Understand their point of view and accept them unconditionally

6. The type of attachment the teen has experienced in the past will have no impact on the relationship he/she builds with you. (circle one) True False

SESSION 3 POSTTEST

7. You are working with Isabella to help her develop a new set of associations related to attachment. Which of the following is true about successful parenting with her?
 - a. It will take a few weeks to develop trust with her
 - b. You will need to—over a period of time and repeatedly—show her that you care about her and can be trusted
 - c. Leave her alone and let her work through the issues on her own
 - d. You will not be able to change her associations about attachment

8. Teens may use emotional distance to
 - a. Protect themselves from the pain of rejection and separation
 - b. Disregard rules and avoid responsibility
 - c. Show intense emotions
 - d. Meet their attention needs

9. The prefrontal cortex or higher areas of the brain experience gradual changes during teens' development and are responsible for
 - a. Basic functions such as heart rate and respiratory rate
 - b. Language and communications
 - c. Reasoning and impulse control
 - d. Emotions and feeling recognition

10. You are parenting a teen who has experienced trauma. Which of the following is something that you should **NOT** do?
 - a. Never talk to the teen about the trauma
 - b. Be predictable
 - c. Let the teen express himself/herself without judgement
 - d. Seek professional help, if needed

11. Devin walks into the house smelling like marijuana. You are angry and concerned that he might be doing drugs or at the very least hanging around with others who are using. The first thing you need to do as a parent is
 - a. Take away all his methods of communication since he is hanging out with a bad crowd
 - b. Tell him all the reasons why he shouldn't be doing this and that you are very disappointed in him
 - c. Check your own emotions, take a deep breath, and think about how and when you want to begin this conversation
 - d. Pretend you don't smell it and never address it

SESSION 3 POSTTEST

12. Parents can help their teens with identity formation by doing all of the following, **EXCEPT**
- Talking to the teen about their birth parents
 - Encouraging the teen to identify with the foster or adoptive parent's cultural heritage and practices
 - Supporting the teen in building a deeper understanding of their own heritage and cultural background
 - Talking openly about sexuality and support/affirm LGBTQ2S teens
13. Parents can strengthen their attachment with their teen by doing all of the following **EXCEPT**
- Being aware of their proximity to the teen
 - Being present and positioning themselves by side by side with their teen
 - Being patient
 - Being in control of when conversations take place
14. You have just told Javier that he will not be able to have friends over after school since he didn't do his homework. He gets angry, calls you names and starts yelling about how unfair you are. In this state of dysregulation, Javier does not have the ability to think clearly. (circle one) True False
15. Check all that apply: The training was
- Organized and easy to follow
 - Relevant and helpful
 - Boring
 - Engaging
 - Confusing
 - Consistent with the objectives
 - Unhelpful
 - The right amount of time to cover the content
16. Check all that apply: The group activities during the trainings were
- Organized and easy to follow
 - Relevant and helpful
 - Engaging
 - Not helpful in understanding the material
 - Consistent with the learning objectives
 - Helpful in providing opportunities to practice the concepts being taught
 - Not engaging
 - Enough time to do the activities.
 - Boring

SESSION 3 POSTTEST

17. Check all that apply: The trainer

- Was helpful in answering my questions
- Was disorganized
- Encouraged participation
- Encouraged group members to interact with one another
- Was culturally respectful
- Did not have a good understanding of the material
- Was knowledgeable
- Was well prepared
- Stayed on topic

18. What aspects of the training could be improved? How?

CORE TEEN CURRICULUM

SESSION

4

NURTURING YOUTH'S CULTURAL/RACIAL/ETHNICITY AND
SEXUAL ORIENTATION/GENDER IDENTITY AND EXPRESSION

SESSION 4

PRETEST

Name: _____ Session Date: _____ Location: _____

SESSION 4 PRETEST

1. The formation of identity is determined by race, culture, heritage, and experiences. (circle one) True False
2. Parents who are “colorblind” are able to prepare their teen to handle discrimination. (circle one) True False
3. Dion, is a 17-year-old teen who is of a different race than his adoptive parents. The family lives in a diverse community but only interacts with community members of the parents’ race. This behavior does which of the following?
 - a. Helps the teen integrate into the family
 - b. Helps the teen feel a sense of pride in his race
 - c. Provides the teen with an opportunity for racial socialization
 - d. Makes it difficult for Dion to feel he belongs in the family
4. Which of the following is an example of parental behaviors that would enhance their relationship with a teen of a different race or culture?
 - a. Being colorblind
 - b. Having open and honest conversations about race/culture and identity
 - c. Not bringing attention to the racial/cultural differences
 - d. Discouraging the teen’s participation in activities with other teens of their race/culture
5. When Lawanda, an African American teen, has a strong sense of cultural membership, she is able to
 - a. More fully work on her identity
 - b. Appreciate other cultures more fully
 - c. Make friends with teens of other races
 - d. Have a colorblind view of life
6. It is my job as a parent to provide my teens the tools to cope with microaggressions and discrimination. (circle one) True False

SESSION 4 PRETEST

7. Monica, 15 years old, is Mexican. Her biological family would celebrate “Día de Muertos” or “Day of the Dead” every year. Monica is placed with a Muslim family. What can the family do to honor Monica’s culture and build family identity?
 - a. Explain why they don’t celebrate “Day of the Dead” in the home
 - b. Invite Monica to teach the family about her traditions and find ways to incorporate those traditions into the family
 - c. Let Monica know that the family will keep their own traditions and she can celebrate her culture on her own
 - d. Explain that Monica is a part of their family now and encourage her to follow their traditions
8. A teen does not have to experience trauma first-hand to be impacted by historical trauma such as housing discrimination for African-Americans or involuntary placement of native children in boarding schools. (circle one) True False
9. Believing children shouldn’t be placed with kin because ‘the apple doesn’t fall far from the tree,’ impacts how we perceive others and behave even if we don’t realize it is an example of implicit bias. (circle one) True False
10. It is important for parents to know that LGBTQ2S teens are at an increased risk of all of the following, **EXCEPT**
 - a. Victimization by predators
 - b. Bullying or violence from peers
 - c. Being subjected to shaming
 - d. Becoming violent offenders
11. Michael, 15 years old, is gender neutral. What can Michael’s parents do to honor Michael’s gender expression?
 - a. Use the pronouns that Michael chooses (“he,” “she,” “they,” or “ze”)
 - b. Use the pronoun “he” so others won’t be confused
 - c. Tell others that Michael is gender neutral
 - d. Tell others that Michael is struggling with his identity
12. Which of the following statements is true about microaggressions?
 - a. Microaggressions are not as harmful as explicit bias
 - b. Microaggressions are not meant to cause harm
 - c. Microaggressions can affect physical and mental health
 - d. Microaggressions are clear and easily recognized

SESSION 4

POWERPOINT

Session #4.
Nurturing Youth's Cultural/Racial/Ethnic
Needs and Sexual Orientation/Gender
Identity and Expression



Your Homework

(1) Nurturing Interactions

(2) Identifying Ways to Take Care of Yourself



Questions from last session



Learning Objectives

1. Identify ways to incorporate the youth's race, culture, and ethnicity into family life.
2. Demonstrate two skills in communicating acceptance and support for youth who are questioning their sexuality or gender identity and/or identify as LGBTQ2S (Lesbian, Gay, Bisexual, Transgender, Questioning or Queer, 2 Spirit).



Activity: Developing Your Identity

- Identify your own cultural and family beliefs and values, thinking about your experiences growing up in your family.
- Define your own personal culture/identity: ethnicity, age, experience, education, socio-economic status, gender, sexual orientation, and faith or spiritual beliefs.
- Are you aware of your personal biases and assumptions about people with different values or backgrounds than yours?
- Challenge yourself in identifying your own values as the “norm.”



Fostering Youth’s Racial, Cultural and Ethnic Identity

- Cultural values
- Traditions
- Beliefs
- Customs
- Rules of behavior
- Food preferences
- Language
- Rituals
- Art and music
- Preferred styles of dress
- Religious beliefs, and spirituality
- Experiences with racism and discrimination



Fostering Youth's Racial, Cultural and Ethnic Identity



VIDEO: "Because I'm Latino, I can't have money?" Kids on Race



Fostering Youth's Racial, Cultural and Ethnic Identity

- What reaction do you have to these young people talking about their experiences?
- If you are parenting a youth, have you asked them if they have experienced discrimination based on their appearance or cultural practices?
- If so, have they expressed similar feelings as the youth in the video about their experiences?
- If you have not talked with them about their experiences with discrimination, is there something that has prevented you from asking about it?



Fostering Youth's Racial, Cultural and Ethnic Identity

- Your family's culture: Family traditions, rules, and customs; habits or beliefs that will not align with yours.
- Differences of religion and the right of teen to worship as they choose or not at all
- Differences in class, such as moving from poverty to plenty
- Responding to behaviors not within the normal family routine with curiosity and respect
- Explaining why a behavior is not acceptable



Fostering Youth's Racial, Cultural and Ethnic Identity

Racial Identity

- No biological basis for race
- Division of people, often by skin color, that is created and accepted by society
- Self-identity; as identified by others
- For youth: Racial identity may be simple or complex
- Transracial/transcultural families: Racial identity may be very challenging



Fostering Youth's Racial, Cultural and Ethnic Identity

- **Racial Socialization:** "the developmental processes by which children acquire the behaviors, perceptions, values, and attitudes of an ethnic group, and come to see themselves and others as members of the group."
- Among black parents, racial socialization is a protective factor against institutional racism in America
- Same socialization occurs in other cultures, such as immigrant families who teach their children about assimilation, and other parents teach their children about how to live in a society that may target them for discrimination or deny them privileges that others have
- **Resource:** Talking to Teens about Race Momentous Institute



Fostering Youth's Racial, Cultural and Ethnic Identity

- Support and skills so youth are prepared to succeed in a society in which they will experience discrimination
- Open conversations about race that are supportive and realistic
- Youth need to be prepared to handle discrimination
- Color blindness discounts the value of the youth's identity



Fostering Youth's Racial, Cultural and Ethnic Identity

What are some attitudes, beliefs, or life choices by parents that could make it more challenging for a youth of a different culture or race to become a part of a transracial/transcultural family?



Fostering Youth's Racial, Cultural and Ethnic Identity

How can you as a parent enhance your relationship with a youth of color or of a different race/culture in your family?

What are some parental behaviors that would reinforce positive interaction and support of the youth of color or of a race, culture, or tribe different from their own in their family?



Fostering Youth's Racial, Cultural and Ethnic Identity

Opportunity to be surrounded by people of their own race, culture, or tribe to help them feel connected to and proud of their identity



Fostering Youth's Racial, Cultural and Ethnic Identity - Resources

Transracial Adoption: Love is Just the Beginning
Deb Reisner



Seven Tasks for Parents: Developing Positive Racial Identity
Dr. Joseph Crumbley



Fostering Youth's Sense of Connectedness and Belonging to Their Family and Culture of Origin

“Culture is the sum total of the ways of living, including values, beliefs, aesthetic standards, linguistic expression, patterns of thinking, behavioral norms and styles of communication which a group of people have developed to assure its survival in a particular physical and human environment.”



Fostering Youth's Sense of Connectedness and Belonging to Their Family and Culture of Origin

Write down four practices that are part of your culture that you would miss if they were not a part of your life.



Fostering Youth's Sense of Connectedness and Belonging to Their Family and Culture of Origin

Understand and respect the culture and ethnicity of the youth who enters your home

Ask them about what is important to them so that you can incorporate some of their culture into your family

What is normal to them may seem odd or disrespectful to you

What is normal to you may seem odd or disrespectful to them



Fostering Youth's Sense of Connectedness and Belonging to Their Family and Culture of Origin



VIDEO: What is Historical Trauma?

University of Minnesota Extension Children, Youth and Family Consortium

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Fostering Youth's Sense of Connectedness and Belonging to Their Family and Culture of Origin

Historical Trauma

Collective emotional and psychological wounding across generations, resulting from significant events, and can grow over time

Groups experiencing historical trauma: American Indians, African Americans, Holocaust survivors, Japanese Americans, and Armenians

Carried forward over generations with psychological and cultural impacts today.

Compounded by racism, discrimination, and assaults on identity



Fostering Youth's Sense of Connectedness and Belonging to Their Family and Culture of Origin

American Indians' experience:

- Colonization
- Relocation to reservations from their native lands
- Genocide
- Institutional racism
- Children taken from their families and sent to Indian boarding schools
- Children taken from their families and placed in white foster and adoptive families

The story-telling tradition of American Indians: Elders have retold the experiences of their people



Fostering Youth's Sense of Connectedness and Belonging to Their Family and Culture of Origin



- **VIDEO: Terry Cross, Founder and Senior Advisor for the National Indian Child Welfare Association (NICWA)**



Fostering Youth's Sense of Connectedness and Belonging to Their Family and Culture of Origin

African Americans' Experience:

- Slavery
- Capture from their native lands
- Loss of their native languages and destruction of their cultures
- Separation of families
- Bans against reading or learning
- The Jim Crow era
- Institutional racism
- Distrust of the child welfare system



Fostering Youth's Sense of Connectedness and Belonging to Their Family and Culture of Origin

- Intergenerational Trauma: Effects of the experiences of a group are present in future generations
- Cultural trauma history, the implications of that history, and the effects of the collective trauma on the culture



Understanding Implicit and Explicit Bias

- Implicit bias: Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.



- **VIDEO:** Dushaw Hockett: Implicit Bias TEDxMidAtlanticSalon



Image obtained from: <https://www.youtube.com/watch?v=kKHSjHkPcLY>



Understanding Implicit and Explicit Bias: Resource



Project Implicit®

Project Implicit

<https://implicit.harvard.edu/implicit/>



Logo obtained from: <https://implicit.harvard.edu/implicit/> for educational purposes of this presentation

Promoting Racial and Ethnic Pride

- Ethnic and racial pride: Feelings of being a member of one or more ethnic and/or racial groups and an appreciation for one's culture and history.
- Task of the teen years: Identity formation; identification with a particular peer group
- Youth trying on different identities



Promoting Racial and Ethnic Pride

Handout #4.3 Case History – Keisha

What are some of the issues you would expect that Keisha needs to address in order to help her reconcile her established identity with the information she gathered about her heritage?



Promoting Racial and Ethnic Pride

- A positive sense of identity and ethnic/racial pride:
 - Fosters positive self-esteem, a sense of well-being, positive academic adjustment
 - Lowers anxiety
 - Reduces risk of substance abuse and other risky behaviors
- Steps to take:
 - Incorporate the youth's culture into your family
 - Clarify information about their history
 - Discuss differing information with the youth
 - Watch movies/videos with positive messages about their culture, race, or ethnic group



Nurturing Youth's Sexual Orientation/Gender Identity

- LGBTQ2S youth enter the foster care system for many of the same reasons as heterosexual youth in care
- They also carry the added trauma of being rejected and/or mistreated because of their sexual orientation, gender identity or gender expression, and this rejection often comes from their own families
- They are often subjected to additional bias and discrimination because of their race, disability, culture, or class.
- Adolescence is a time when many young people either realize or acknowledge their sexual orientation or gender identity or explore gender expression



Nurturing Youth's Sexual Orientation/Gender Identity

Sexual orientation: A person's inherent and enduring emotional, romantic, or sexual attraction to other people. Examples of sexual orientations include heterosexual/straight, gay, lesbian, bisexual, and asexual.



Nurturing Youth's Sexual Orientation/Gender Identity

Gender identity: A person's innate, deeply known identification as a man, woman, or some other gender. Examples of gender identities include male, female, genderqueer, genderfluid, and bigender.



Nurturing Youth's Sexual Orientation/Gender Identity

Gender expression: The external display of a person's gender identity, which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine. Examples of words that describe someone's gender expression include masculine, feminine, androgynous, butch, and femme.



Nurturing Youth's Sexual Orientation/Gender Identity

Transgender: An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. (Please note that it's not acceptable to call someone transgendered.)



Nurturing Youth's Sexual Orientation/Gender Identity

Two spirit: A term used in the Native American community for a person who has both a masculine and a feminine spirit, and is used by some people to describe their sexual, gender, or spiritual identity.



Nurturing Youth's Sexual Orientation/Gender Identity



VIDEO: LGBTQ Youth: Voices of Trauma, Lives of Promise



What are some of the issues these young adults mentioned about their struggle as youth?



Image obtained from: <https://www.nctsn.org/resources/lgbtq-youth-voices-trauma-lives-promise>

Nurturing Youth's Sexual Orientation/Gender Identity

Developmental Challenges for LGBTQ2S Youth

- Same developmental challenges as any other teen
- Additional challenge of becoming comfortable with their sexual orientation or gender identity and expression in a social environment that may not be sympathetic to or accepting of who they are
- If no support from family, peers, and other adults such as coaches, teachers, and spiritual leaders: risks become much greater

Can you think of additional risks that LGBTQ2S youth might have experienced?



Nurturing Youth's Sexual Orientation/Gender Identity

Handout #4.4: Tips for Creating Safety for Youth who are LGBTQ2S



Nurturing Youth's Sexual Orientation/Gender Identity

- Can you think of anything else we might add to the list?
- Take a look at your answers and see how many 1's you marked, how many 2's, and how many 3's.
- Does anyone want to share any insights they gained from this activity?



Nurturing Youth's Sexual Orientation/Gender Identity

- Be open and committed to listening and learning
- Have supportive conversations with the youth
- Advocate when necessary
- Fully and lovingly accept a LGBTQ2S youth
- Reach out to community groups that affirm LGBTQ2S youth
 - PFLAG
 - Community groups
 - Role models in the LGBTQ community
 - Help the youth start a gay/straight alliance at school if one doesn't exist



Image obtained from: <https://www.pflag.org/>

Nurturing Youth's Sexual Orientation/Gender Identity

Resource:

Supporting Your LGBTQ Youth: A Guide for Foster Parents



Ensuring Safety, Permanency, and Well-Being for Transgender



Image obtained from: <https://www.childwelfare.gov/>

Summary: Learning Objectives

- Identify ways to incorporate the youth's race, culture, and ethnicity into family life.
- Demonstrate two skills in communicating acceptance and support for youth who are questioning their sexuality or gender identity and/or identify as LGBTQ2S (Lesbian, Gay, Bisexual, Transgender, Questioning or Queer, 2 Spirit).



Homework

For Current Parents: Have a conversation with your youth about microaggressions and bullying and gather information about what they experience on social media, on TV, and in school.

- Explain what microaggressions are and give some examples from this lesson.
- Ask them if they observe or experience microaggressions or discrimination in their school and have an honest conversation about how they feel about it and what they would like to do about it.

For Parents To Be: Be aware and make a list of microaggressions around you for a racial, cultural, or disability group other than your own, and identify some that might be offensive to youth you might parent. Include those that pertain to race, culture, religion (or lack of religion), sexual orientation, and gender identity or expression.



**THANK
YOU!**



SESSION 4 POWERPOINT

SESSION 4

HANDOUTS

SESSION 4 HANDOUTS



HANDOUT #4.1: DEVELOPING YOUR IDENTITY

1. Identify your own cultural and family beliefs and values, thinking about your experiences growing up in your family.
 - ▶ What did you learn about your identity from your father?
 - ▶ From your mother?
 - ▶ What are some of the key lessons you learned growing up that you would like to pass on to your children?
 - ▶ Others that you would want to (or did) change or eliminate?
2. Define your own personal culture/identity: ethnicity, age, experience, education, socio-economic status, gender, sexual orientation, and faith or spiritual beliefs.
 - ▶ How have you integrated your early experiences into who you are today?
 - ▶ To what extent have your beliefs and values changed as you have grown up?
3. Are you aware of your personal biases and assumptions about people with different values or backgrounds than yours?
 - ▶ In what situations do you find it hard to relate to others?
4. Challenge yourself in identifying your own values as the “norm.”
 - ▶ For instance, think about and describe a time when you were aware of being different from other people. How did that feel? What did you do to find comfort?



HANDOUT #4.3: CASE HISTORY – KEISHA

Keisha came into foster care at age four. She was in three homes before she joined her adoptive family at age 11. Keisha's heritage was recorded as African American and Italian.

Keisha was adopted by a Caucasian couple who had three children by birth, and who had adopted three other children, all of whom were of mixed racial heritage. Keisha identified as African American; she had friends of different ethnicities, and she dated only African American boys in high school. Her parents honored her heritage, and since their family was multi-racial they held many different cultural celebrations in their home and attended different cultural events in their community.

When Keisha was 17, she decided to do a search for her birth family, with the support of her adoptive parents. With the help of the Internet she made contact with her birth sisters. She was shocked to find that there was no African American heritage in her background. Instead, her birth family on her mother's side was Mexican. She had sisters who looked like her and with whom she found many commonalities. Her birth mother refused to meet her, but one of her aunts told her that she remembered her birth father, who was Caucasian, not African American. It is possible he was Italian, but she could not confirm that information.

Keisha was completely thrown by this information, and struggled to think again about her identity, as she had always identified as African American. Her search had revealed unexpected information that turned her life upside down for a period of time. Her behaviors reflected her confusion: she became angry and oppositional, began skipping school and her schoolwork suffered. Her parents sought professional help for her and participated in her therapy so that they could support her in sorting through this crisis. It was clear that the change in her behavior was connected to the struggle that Keisha was experiencing with this new information.



HANDOUT #4.4: TIPS FOR CREATING SAFETY FOR YOUTH WHO ARE LGBTQ2S

From the list of tips below, consider how comfortable you would be in carrying it out by using the following ratings:

1 – Not comfortable

2 - Willing to learn

3 – Completely comfortable

Tips for Creating Safety for Youth who are LGBTQ2S	Rating
1. See the youth as a whole person, not only in terms of their sexual orientation or gender identity.	
2. Call the youth by their chosen name and pronoun (him, her, they, ze, hir, etc.).	
3. Maintain confidentiality about the youth’s sexual orientation. Understand it is up to the youth to decide when and who to disclose to.	
4. Ensure the youth’s privacy and assign bedrooms appropriately. Ask the youth what they would be comfortable with.	
5. Become confident and competent in talking with youth about their sexual orientation, gender identity or expression, social challenges, and feelings.	
6. Support the youth’s choice of clothing and grooming that reflect their self-image.	
7. Keep your language positive and accepting, even if you are adjusting to new information. Help your family do the same.	
8. Call out others when they don’t use affirming language.	
9. Be accepting of the youth’s mannerisms, friends, and lifestyle in the home as well as in the community.	
10. Advocate in the community to protect the youth from discrimination.	
11. Help ensure that youth have contact with other LGBTQ2S youth and mentors by finding resources in the community that offer LGBTQ2S youth groups and activities for both the youth and your family to participate in.	
12. Make sure that the school the youth attends is respectful of LGBTQ2S youth, and there is a policy to deal with harassment and bullying that is enforced. LGBTQ2S youth are at great risk of being targeted and we will be discussing bullying in more detail later.	
13. Find health professionals who are comfortable talking with the youth about sexuality, gender identity, and any other concerns they may have.	
14. If the youth is in therapy, make sure the therapist is LGBTQ2S affirming and that the parent participates when possible so they can support the youth’s progress. Most progress in therapy happens between therapeutic sessions, and parents are the youth’s 24/7 support.	



HANDOUT #4.5: MICROAGGRESSIONS AND BULLYING

Children in the child welfare system are often victims of bullying, and most youth of minority groups, LGBTQ2S youth, or members of other marginalized groups are exposed to microaggressions.

MICROAGGRESSIONS

What is microaggression? The Merriam-Webster Dictionary defines microaggression as follows: “A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group”.

Microaggressions can be aimed at race, ethnicity, religion, culture, nationality, gender, gender identity, or a variety of other groups. Sometimes the danger of microaggression lies in its invisibility to the wrongdoer, who believes he or she is not biased.

The following comments and behaviors are examples of microaggressions:

- ▶ Saying, “You’re articulate for a black person,” which implies that African Americans are not smart
- ▶ Saying, “If you’re Asian, you must be smart,” assuming all Asians are good students
- ▶ Asking someone who looks Hispanic or Asian where they’re from (assuming they’re not American)
- ▶ Crossing the street when you see a black teenager walking toward you (assuming that all black teenagers are dangerous)
- ▶ Making racial/ethnic/religious jokes or slurs
- ▶ Displaying the Confederate flag or swastika
- ▶ Appropriation of symbols, cultural items or rituals by people not of the culture (i.e., use of “Redskins” as a team mascot; dressing as a Native American)
- ▶ Referring to an assertive woman as a “bitch” but an assertive man as a strong leader (having different standards for men and women)
- ▶ Referring to a movie as “gay” when you don’t like it (implying that being gay is bad)
- ▶ Referring to negotiating the price at a yard sale as “jeweling them down” (implying that Jews are cheap)
- ▶ Having black youth followed in a store to make sure they don’t shoplift or require them to provide multiple forms of ID to pay with checks or credit cards

BULLYING

What is bullying? Dan Olweus, creator of the *Olweus Bullying Prevention Program*, defines bullying in his book, *Bullying at School: What We Know and What We Can Do* in the following way:

- ▶ “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.”

This definition includes three important components, according to Olweus:

- ▶ Bullying is aggressive behavior that involves unwanted, negative actions.
- ▶ Bullying involves a pattern of behavior repeated over time.
- ▶ Bullying involves an imbalance of power or strength.

Cyberbullying is especially dangerous since it is usually anonymous and youth today are so tied into social media.

Racially or culturally-based bullying often takes the form of name calling, threats of physical harm, acts of intimidation that are attached to the child’s identity, or attacks of the child’s birth family with insulting labels or stereotypes.

- ▶ For example, American Indian boys with long hair are often called “girl”; some are threatened or actually have their hair cut off. This is of particular concern in tribes where hair has spiritual meaning.
- ▶ Some children have items of cultural or spiritual significance spit on or stolen by the bully.

IMPACT OF MICROAGGRESSIONS AND BULLYING

Experiencing repeated microaggressions or bullying can have a profound effect on both physical and mental health in the form of chronic stress, depression, isolating behaviors, poor self-esteem, and chronic physical illness.

Sometimes microaggressions and bullying are hard for others to see and sometimes they are obvious, but they are always hurtful and can cause confusion.

Youth may not want to tell you about the bullying without prompting, since bullying can increase their sense of shame.

It is important to ask a teen if he or she is being bullied at school or elsewhere, particularly if the youth is showing new signs of depression, sadness, suicidal thoughts, isolation, poor concentration, sleeping or eating problems, or declining school performance and attendance.

SESSION 4 HANDOUTS

RESPONDING TO MICROAGGRESSIONS AND BULLYING

Be aware of the kind of microaggressions that youth might be subjected to based on their race, ethnicity, cultural heritage, family diversity, disability, class, sexual orientation or gender identity/expression, and be alert to those you observe and can prevent.

Have conversations with the youth about what might affect them, and encourage them to express their feelings.

Paying attention to news events, what is trending on social media, and television programs can give you opportunities to have these important conversations.

Bullying is never okay, and any suspicion of bullying should be reported to the school or other authority.

Supporting a young person related to bullying is important, but we should never suggest that they hide who they are. For example, suggesting to an LGBTQ2S youth that they should “act less gay” or “dress like a girl at school” is victim blaming and hurtful. When we say this to LGBTQ2S young people, we are telling them to keep a secret, and that their true self should be a secret. This is detrimental to their sense of self and their parent’s relationship with them.

All youth need to feel supported by their caregivers. It is fine if a youth decides on their own to change the way they act or dress, or associate with a different peer group as a way to keep themselves safe, but it has to be their choice.

Raising the issue for discussion in PTOs/PTAs or other parent groups is a good way to advocate for your teen in school and in the community.



HANDOUT #4.6: MICROAGGRESSIONS HOMEWORK

For Current Parents:

Microaggressions that my youth as experienced or have observed in their school:

Microaggressions I noticed on TV or in my interactions with others:

For Parents to Be:

List microaggressions around me that pertain to race, culture, religion (or lack of religion), disability, sexual orientation, and gender identity or expression.

How could these microaggressions impact a youth I will be parenting and how do I address this?

SESSION 4

POSTTEST

Name: _____ Session Date: _____ Location: _____

SESSION 4 POSTTEST

1. The formation of identity is determined by race, culture, heritage, and experiences. (circle one) True False
2. Parents who are “colorblind” are able to prepare their teen to handle discrimination. (circle one) True False
3. Dion, is a 17-year-old teen who is of a different race than his adoptive parents. The family lives in a diverse community but only interacts with community members of the parents’ race. This behavior does which of the following?
 - a. Helps the teen integrate into the family
 - b. Helps the teen feel a sense of pride in his race
 - c. Provides the teen with an opportunity for racial socialization
 - d. Makes it difficult for Dion to feel he belongs in the family
4. Which of the following is an example of parental behaviors that would enhance their relationship with a teen of a different race or culture?
 - a. Being colorblind
 - b. Having open and honest conversations about race/culture and identity
 - c. Not bringing attention to the racial/cultural differences
 - d. Discouraging the teen’s participation in activities with other teens of their race/culture
5. When Lawanda, an African American teen, has a strong sense of cultural membership, she is able to
 - a. More fully work on her identity
 - b. Appreciate other cultures more fully
 - c. Make friends with teens of other races
 - d. Have a colorblind view of life
6. It is my job as a parent to provide my teens the tools to cope with microaggressions and discrimination. (circle one) True False

SESSION 4 POSTTEST

7. Monica, 15 years old, is Mexican. Her biological family would celebrate “Día de Muertos” or “Day of the Dead” every year. Monica is placed with a Muslim family. What can the family do to honor Monica’s culture and build family identity?
 - a. Explain why they don’t celebrate “Day of the Dead” in the home
 - b. Invite Monica to teach the family about her traditions and find ways to incorporate those traditions into the family
 - c. Let Monica know that the family will keep their own traditions and she can celebrate her culture on her own
 - d. Explain that Monica is a part of their family now and encourage her to follow their traditions
8. A teen does not have to experience trauma first-hand to be impacted by historical trauma such as housing discrimination for African-Americans or involuntary placement of native children in boarding schools. (circle one) True False
9. Believing children shouldn’t be placed with kin because ‘the apple doesn’t fall far from the tree,’ impacts how we perceive others and behave even if we don’t realize it is an example of implicit bias. (circle one) True False
10. It is important for parents to know that LGBTQ2S teens are at an increased risk of all of the following, **EXCEPT**
 - a. Victimization by predators
 - b. Bullying or violence from peers
 - c. Being subjected to shaming
 - d. Becoming violent offenders
11. Michael, 15 years old, is gender neutral. What can Michael’s parents do to honor Michael’s gender expression?
 - a. Use the pronouns that Michael chooses (“he,” “she,” “they,” or “ze”)
 - b. Use the pronoun “he” so others won’t be confused
 - c. Tell others that Michael is gender neutral
 - d. Tell others that Michael is struggling with his identity

Which of the following statements is true about microaggressions?

- a. Microaggressions are not as harmful as explicit bias
- b. Microaggressions are not meant to cause harm
- c. Microaggressions can affect physical and mental health
- d. Microaggressions are clear and easily recognized

SESSION 4 POSTTEST

12. Check all that apply: The training was

- Organized and easy to follow
- Relevant and helpful
- Boring
- Engaging
- Confusing
- Consistent with the objectives
- Unhelpful
- The right amount of time to cover the content

13. Check all that apply: The group activities during the trainings were

- Organized and easy to follow
- Relevant and helpful
- Engaging
- Not helpful in understanding the material
- Consistent with the learning objectives
- Helpful in providing opportunities to practice the concepts being taught
- Not engaging
- Enough time to do the activities.
- Boring

14. Check all that apply: The trainer

- Was helpful in answering my questions
- Was disorganized
- Encouraged participation
- Encouraged group members to interact with one another
- Was culturally respectful
- Did not have a good understanding of the material
- Was knowledgeable
- Was well prepared
- Stayed on topic

15. What aspects of the training could be improved? How?

CORE TEEN CURRICULUM

SESSION

5

UNDERSTANDING AND MANAGING YOUTH'S CHALLENGING BEHAVIORS, PART 1

SESSION 5

PRETEST

Name: _____ Session Date: _____ Location: _____

SESSION 5 PRETEST

1. Identifying feelings and understanding the reasons for feeling them is
 - a. Not necessary to regulate emotions and responses
 - b. The first step to being able to regulate emotions and reactions
 - c. Important for teens to understand but not necessary for parents
 - d. Important for parents to understand but not important for teens

2. Techniques parents can use to prevent emotional responses to teen behavior include all of the following, **EXCEPT**
 - a. Taking a deep breath
 - b. Taking a break to collect thoughts
 - c. Identifying feelings and reflecting on why you feel this way
 - d. Venting to another adult in front of the teen about the situation

3. When a person is processing their experience in the lower level of the brain their reaction reflects
 - a. An instinctual response
 - b. A thought-out response
 - c. An understanding of consequences
 - d. An ability to reason

4. A technique to de-escalate a teen who is being emotionally reactive is to reason with them. (circle one) True
False

5. An effective technique to help deescalate a teen is to
 - a. Explain why the parent is right
 - b. Explain that the parent is in charge
 - c. Keep your own emotions under control
 - d. Ask the teen to calm down

6. A key component to behavior management is
 - a. Creating strict guidelines
 - b. Building relationship
 - c. Taking away positive experiences as a consequence to inappropriate behavior
 - d. Avoiding all positive interactions to encourage the teen to change behavior

SESSION 5 PRETEST

7. Taylor, who is 15 years old, got suspended from school for swearing at the teacher. The parent is called in to the school to pick up Taylor and meet with the principal. The parent's first response to the teen should be
 - a. Tell Taylor she should know better than to swear at teachers
 - b. Tell Taylor her behavior was not appropriate, and she will have a consequence at home as well
 - c. Ask Taylor what happened and check to make sure she is okay
 - d. Tell Taylor that the parent is embarrassed and ashamed of the behavior

8. Jesse, a 14-year-old, was confronted after his parent found out he was smoking marijuana. Jesse shouted at his parent and broke a glass vase when he knocked over a small table. After Jesse is calm, it is important for the parent to do all of the following, **EXCEPT**
 - a. Encourage an open and non-judgmental conversation with Jesse about what he felt and why
 - b. Ask Jesse "What could you have done differently?"
 - c. Tell Jesse how the parent felt in that situation
 - d. Ask Jesse "Why did you do this?"

9. Encouraging a child to recognize what they are feeling in moments of stress will
 - a. Cause them to relive the stressful event
 - b. Help them develop an understanding of how their body is responding so they can better respond to stressful situations
 - c. Overwhelm them
 - d. Help them ignore their body's responses to stress

10. When designing a reward system, parents should consider
 - a. What the parent is willing to let the teen have; input from the teen is not needed
 - b. Only long-term reward possibilities
 - c. Using rewards that are difficult to obtain
 - d. What motivates the teen

11. When a parent is developing behavior standards for their teen, they need to include which of the following?
 - a. Expectations that are challenging for the teen to achieve
 - b. Expectations that are age and ability appropriate
 - c. The same expectations as other children in the family
 - d. Clear and strict rules that assure the parent has control

SESSION 5 PRETEST

12. Alex's kinship caregiver says that Alex lies, talks back, and harasses her siblings. What should the caregiver do if she wants these behaviors to change?
 - a. Tell Alex if she doesn't lie, talk back, or harass her siblings for 3 weeks, she will get an expensive item she wants
 - b. Pick one behavior to focus on at first, then when that behavior significantly improves address another
 - c. Expect all three behaviors to stop at the same time
 - d. Create a reward chart with special rewards and consequences for each behavior

13. Tonya is a 17-year-old who has difficulty expressing feelings. Which of the following is not helpful for the parent to do?
 - a. The parent can verbally express their own feelings and demonstrate good listening skills such as summarizing what the teen says
 - b. Have the teen state their feelings and why they are feeling this way anytime the parent notices an emotional reaction
 - c. Provide the teen with a list of feeling words they can go over on their own
 - d. Name the emotions the teen might feel in the same situation

14. Signs that the parenting/teen relationship is under stress include all the following, **EXCEPT**
 - a. Parent has less interest in the teen's life
 - b. Parent is judgmental of the teen
 - c. Parent is frustrated and angry all the time
 - d. Parent shows no need to control the youth

15. Activities that build parent-teen relationships include
 - a. Giving the teen freedom from rules, giving the teen material things they desire
 - b. Giving the teen praise and recognition, engaging in activities together
 - c. Giving the teen freedom from rules, engaging in conversation with teen
 - d. Giving the teen material things they desire, giving the teen freedom from rules

16. Active engagement with a teen's mental health treatment provider includes all of the following, **EXCEPT**
 - a. Providing information on the nature and scope of the teen's emotional and behavioral problems
 - b. Sharing family experiences, including what has worked best at home
 - c. Withholding information about the family to protect confidentiality of the teen
 - d. Learning new parenting skills and strategies from the therapist

SESSION 5

POWERPOINT

Session #5. Understanding and Managing Youth's Challenging Behaviors, Part 1

Welcome Back!



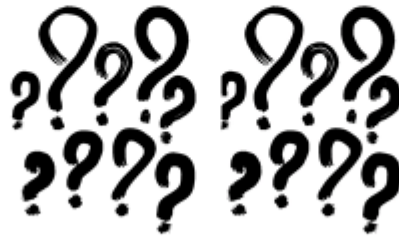
Homework: How did you do?

For Current Parents: Have a conversation with your youth about microaggressions and bullying and gather information about what they experience on social media, on TV, and in school.

For Parents To Be: Be aware and make a list of microaggressions around you for a racial, cultural, or disability group other than your own, and identify some that might be offensive to youth you might parent.



Any questions about Session #4?



Learning Objectives

- Demonstrate two coping skills parents use to manage their own emotions in the face of their youth's challenging behaviors.
- Demonstrate two ways that parents can effectively respond to their youth's rejecting, testing, and challenging behaviors.
- Describe at least two signs that their relationship with the youth is under stress.



Coping with and Managing Emotions in the Face of Youth’s Challenging Behaviors

- *This Session:* “Challenging” behaviors such as those that involve rejection, testing, disrespect, anger, withdrawal, truancy, lying, stealing, and substance misuse.
- *Next Session:* High-risk behaviors and the vulnerabilities of youth with special conditions
- Parenting skills you have used in the past
- Rethinking parenting instincts
- Learning new skills to add to your suitcase and support your existing skills and strategies



Coping with and Managing Emotions in the Face of Youth’s Challenging Behaviors

- Regulating ourselves and understanding how our own past trauma—or our *lack* of past trauma—affects the way we parent

ACTIVITY: Naming Our Emotions

Handout #5.1 Teens’ Challenging Behaviors: What Would Be Your Emotional Response?

- How did you respond to each case?
- How easily were you able to name your emotions?



Coping with and Managing Emotions in the Face of Youth's Challenging Behaviors

1. The first step is awareness.

2. Discover the "why" of your emotions.

"What is wrong? What is causing me to feel this way?"

ACTIVITY: Return to Handout #5.1 and your small group. Talk about why you felt the way you did.



Coping with and Managing Emotions in the Face of Youth's Challenging Behaviors

3. Don't react right away.

- Problems in reacting immediately to emotional triggers
- Reacting emotionally in the moment to triggers may be our default
- Step back and pause—maybe take a deep breath, try to separate from the situation and strive to stabilize your overwhelming impulses
 - Affirm to yourself that this is only temporary
 - Affirm to yourself that the youth's behavior is not personal to you and is meeting their needs

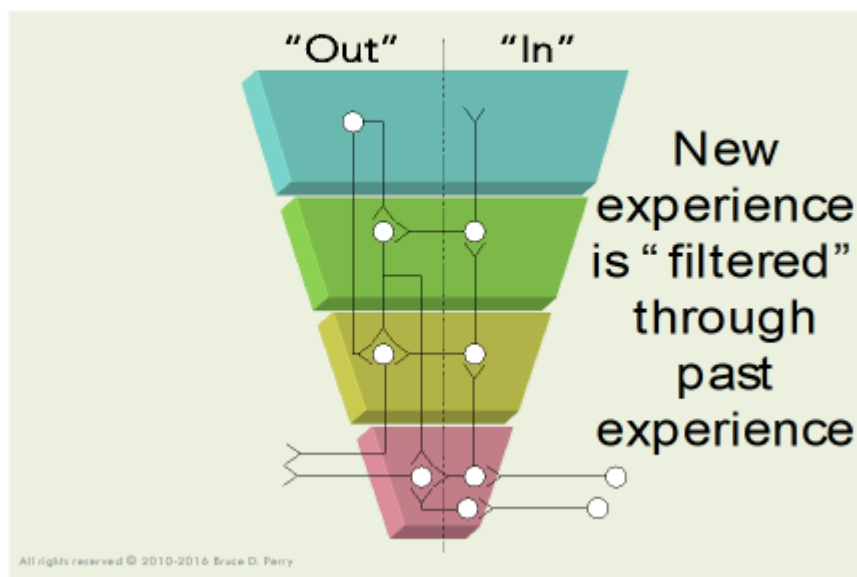


Regulation: Recap from Dr. Perry

- Every experience or interaction is “processed” by our brains in an orderly way—starting with the lowest areas of the brain. At the lower level there is **no intention of behavior**.
- We feel and act before we “think”
- Most human behavior is influenced by these fast-thinking networks.
- Slow thinking—when we use our higher brain to reflect, plan, and then send signals down to act—is harder to do.



Sequential Processing



Regulation: Recap from Dr. Perry

- Need to get through the lower, more “primitive” or instinctual parts of the brain
- Trying to reason with a dysregulated person is folly and often simply escalates them.
- Stop reacting in the moment and begin to anticipate how our teens may respond—expecting their stress response
 - (1) stay regulated ourselves
 - (2) help our teen become regulated before we can begin to reason and talk through the behavior itself.
- Once triggered, your teen cannot respond thoughtfully until he or she is calm again
- Ten Tips Series: Understanding Hyperarousal handout: Session #2.



Responding to Youth’s Rejecting, Testing, and Challenging Behaviors

“I talk to my son all the time. I even try to compliment him when I can, but he is out of control, and there’s nothing I can do to control him. I’m at my wit’s end!”



Responding to Youth's Rejecting, Testing, and Challenging Behaviors

- Understand that a child is not acting out of willful disobedience
- For children who have experienced trauma
 - Mind is altered
 - Behaviors are often desperate means
 - Taking back control of their lives and bodies
 - An attempt to isolate oneself to prevent future hurt
 - Result of being unable to access executive functioning and problem-solving skills



Impact of Trauma



Resiliency Factors and Healing Strategies



Sensory Activities for Supporting Positive Development and Behaviors

- Proprioception: the body's ability to sense itself
- Vestibular: movement and balance; centered in inner ear
- Tactile: sense of touch
- Auditory: sense of hearing
- Visual: sense of sight
- Olfactory: sense of smell



Responding to Youth's Rejecting, Testing, and Challenging Behaviors

- Relationship building is essential to responding to behaviors
 - Opportunities for you and your teen to have positive, playful time together to build relationship even in the midst of challenging behaviors
 - Counter any intuitive response to curtail the positive things you do together as a family in response to negative and challenging behaviors



Responding to Youth's Rejecting, Testing, and Challenging Behaviors

From an adoptive parent: "In terms of discipline, we always made grounding a bit different. If our teenage kids were grounded, that meant that they couldn't go to a friend's house or have a friend over, BUT they could do things with us like going to dinner, the movies, on a hike—whatever we parents felt like doing. This allowed us to have quality time together during a stage in their lives when they might not otherwise be around us often. Over time, our teens began telling friends they were grounded in order to save face or avoid bad situations, knowing they could still enjoy time with us."



Responding to Youth's Rejecting, Testing, and Challenging Behaviors

- **It is important to choose when you respond** and not respond to every challenging behavior that comes up.
- **It is important to understand the meaning of your teen's behaviors** so you can respond to the causes, needs, and motivations behind the behavior.



Texting as a Strategy

- Comfortable, familiar and routine to youth
- Natural tendency to respond
- Easier to take strong, negative emotions out of the message
- It provides an opportunity to read and edit



Texting as a Strategy



Mom:

- "What you said hurt my feelings, but I thought your feelings must be pretty hurt too. Can we talk about them this way?" *(by text)*
- "Thanks, I appreciate that."
- "Wow. That has to feel terrible. What can we do to fix it or help you? We didn't even know you were feeling that way. I am so sorry."

Regulate, Relate, Reason

Daughter:

- "I guess so. I have to think about it."
- "I just don't feel like I'm part of the family. I don't think anyone likes me."



Parenting Your Youth



VIDEO: Debbie Schugg: Parenting to the Need Behind the Behavior



Responding to Youth's Rejecting, Testing, and Challenging Behaviors

Behavior management is about teaching, not punishing or controlling.

Collaborative Problem Solving

- View that youth's behavioral challenges are:
 - Best understood as the result of a gap in thinking skills, rather than as attention-seeking or manipulative behaviors.
 - Best addressed by teaching youth the skills they lack rather than through reward and punishment or insistence on obedience.

<http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/>



Responding to Youth’s Rejecting, Testing, and Challenging Behaviors

- **Help teens understand their behavior.**
- Be able to access *your* emotional intelligence and executive functioning

Do	Don't
Ask “What do you think you could have done instead?”	Ask “Why did you do this?”
Share how you might have felt in the situation	Label or try to get the teen to label their feelings



Responding to Youth’s Rejecting, Testing, and Challenging Behaviors

Encourage the teen to recognize what they are feeling in these moments of stress: How their body is working to help them respond to difficult situations

“What did you feel in your stomach when this situation happened? What did you hear? What did you see?”

Not every incident can lead to this productive conversation

Handout #5.2: Positive Behavior Management Strategies



Responding to Youth's Rejecting, Testing, and Challenging Behaviors

What is NOT in Handout #5.2

- Punishing
 - Pain or discomfort (physical striking or emotional from verbal abuse and yelling)
 - Work (extra chores, excessive physical exercise)
 - Public humiliation, excessive isolation, or excessive physical restraint
- Time-out: Isolating and separating the teen from the rest of the family



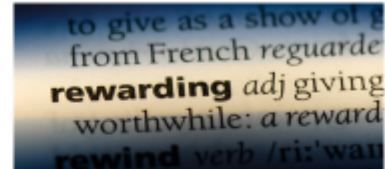
Rewarding

Identify the Basic Reward

Messages:

- 1) Your *needs* are important to me, and I am paying attention to them
- 2) Your behavior is important to me and doing the best you can will help you get your *wants* met.

- Teen verbalization or through observation
- Tangible and immediate
- Be careful about using food as a reward
- Give teen options about rewards that get their *wants* met



Rewarding

- Be aware of their teen's abilities so as not to mislabel "can't" behavior as "won't" behavior and risk setting teens up for failure
- Avoid rewarding the undesirable behaviors
- Reward the **absence** or **decline** of problem behaviors: "Catch" your teen doing something positive and provide opportunities to praise and reward



Rewarding a decline in problem behavior

Every time her sister irritates her, Melissa (14) hits her. One time, after being irritated, Melissa yelled at her instead. Her mother said, "I'm proud of you for not hitting your sister" and sat down to watch a video with her.



How would it feel to "reward" the decline of problem behavior when the behavior is not 100 percent of what you want?



Rewarding

Identify Desirable Behaviors

- Teens don't automatically know what to do; constantly test their environment and their parents
- Parents: Develop behavior standards for youth that are reasonable: Setting expectations based on reasonable values and an understanding of the teen's developmental age, and then encouraging teens to follow them.



Rewarding



Begin with one behavior, and once that improves significantly, focus on another.



Rewarding: Deliver the Reward

- When the desired behaviors occur, provide the reward to reinforce the positive behaviors and increase the chances that they will repeat it.
- Reward your teen every time he or she displays a desired behavior, as soon as possible after the behavior is completed.
- Include an explanation for the reward

The sooner a reward follows a behavior, the greater its influence.



Rewarding Example

- Randy, age 15, has been in foster care with your family for five months. He walks to school, which is eight blocks from your home, and is expected to arrive at 8AM. The school has let you know that Randy has been more than an hour late for school for the past two days. You have previously identified the rewards that Randy would like.

How might you discuss the use of rewards with Randy in this situation?



Environmental Control

Making changes in the physical environment to influence behavioral changes

- Track the youth's behavior
- Write down what happens leading up to the challenging behavior
- Note the behavior itself with the exact words and actions
- Write down how you or others respond to the behavior
- Think about whether there is a pattern that may be contributing to a perfect storm for your teen



Environmental Control: Examples

- Modifying schedules
- Structuring activities
- Introducing people into the child's space
- Changing the parent's behavior
- Removing the teen from a stimulating environment to help them calm down
- Provide cues to help them know a transition is coming
- Be cautious when it comes to using this technique—you don't want the teen to feel even more powerless.



Environmental Control

Handout #5.3 Environmental Control Techniques



MODELING: Teaching by example

- Youth constantly look for behavioral models
- Parents are teaching their children by example whether they mean to or not.
- Positive modeling improves odds that a teen will follow the demonstrated behavior



Proactive Modeling Methods

- Decide how you want your youth to act and plan precisely what behaviors you will demonstrate to him or her
- Demonstrate behaviors that could be potentially difficult for a teen to learn.
- Practice self-improvement
- Ask for feedback from friends, other parents, and/or professionals
- Reflect on your self-assessment and the questions that relate to trauma-informed parenting.



Modeling



VIDEO: Heather Forbes, adoptive mother and author of *Beyond Consequences*, talks about modeling



Engage Teens in Modeling

- Engage your teen in a round of role-playing by taking turns acting out a distressing behavior
 - Have the other person practice/model expressing their feelings then have a conversation about it.
- Talk about the different responses people can have to upsetting situations—from crying, to getting mad, to running away, to having a conversation.
- Provide teens with opportunities for “do-overs” so they can have a second chance of responding to a situation in a more productive way.



Modeling Roleplay

- Pair up and practice role-playing a scenario where one models desired behaviors to the other
- Come up with your own scenario or use one of these suggestions:
 - Your teen is in line at the school cafeteria and another teen pushes in front
 - Asking a teacher for help with schoolwork
 - Accepting a compliment
 - Receiving feedback
 - Asking someone out on a date
 - Being turned down for a date



INSTRUCTING

INSTRUCTING: Teaching a youth how to do something or telling a youth to carry out a behavior already mastered

- Assess a teen’s developmental needs
- If a teen struggles to understand instruction, limit instructions to one step at a time
- Provide visual examples of instructions when it comes to daily routines
- Have a plan in place to address inevitable noncompliance
- Explain rationale for a request or instruction or respond, “Because it is important to me that you do this.”
- Instruction: Explanations, prompts, and corrections to help a teen master a task



Instructing

Handout #5.4

How to Improve the Frequency and Accuracy of Your Youth’s Response to Instruction

Be prepared that any of these will not result in immediate change.
The process takes time, patience, and repetition.



IGNORING

IGNORING: Removing attention given to a behavior to decrease or eliminate it.

Assumption: A youth is acting a certain way to influence a parent, but the behavior does not necessarily demand a response

When ignoring a behavior:

Do not: Leave the room or totally shut your youth out.

Do: Remove enough attention so that you are not engaging them or reinforcing their behavior.

Ignoring is most powerful when a parent can maintain a neutral emotional expression.



Ignoring: Roleplay

Practice Ignoring:

Pair up; one person is the parent trying to maintain a neutral expression while the other person, playing the teen, makes hurtful or annoying statements



Ignoring should only be used under the following conditions:

- A teen uses words or behaviors for the purpose of getting his/her way.
- A teen uses words or behaviors to test a parent's reaction or to provoke them.
- The language or behavior is undesirable, but is not dangerous.
- You can endure the behavior until it stops.



Ignoring

Common Misuses of Ignoring

- Ignoring a teenager's attempts for attention
- Ignoring aggression
- Partial ignoring
- Unsuccessful ignoring



Ignoring

Handout #5.5

Would you use ignoring as a tool in the following situations?



LOGICAL CONSEQUENCES

- As logical and natural as possible
- Short-term
- Have your teen help you come up with the consequence of a poor choice to help them better remember and understand; as well as to increase a sense of control
- Expect teens to test limits several times
- Offer the opportunity for them to try the plan again a few times if needed
- Remain calm in your tone and body language and stay consistent.
- For youth who feel they have lost everything of value to them already, the loss of things may be meaningless
- Stacking consequences on top of each other for each issue is not effective



NATURAL CONSEQUENCES

NATURAL CONSEQUENCES: Allowing a teen to experience consequences that normally occur following a behavior.

- Teaches the limits of behavior
- Allows youth to learn from their mistakes
- Must continually educate youth about potential consequences of their behavior

Do you have any examples of times you have used natural consequences? What were the results?



Responding to Youth's Rejecting, Testing, and Challenging Behaviors

Six parenting skills that we can pack into our suitcases:

- Rewarding
- Environmental Control
- Modeling
- Instruction
- Ignoring
- Logical and Natural Consequences



Responding to Youth's Rejecting, Testing, and Challenging Behaviors

Resource: Positive Parenting Strategies for the Teenage Years



Relationships Under Stress

What are some signs that our relationships with our youth are breaking down?

- Parent has less interest in what is happening in the youth's life
- Youth gives parent the silent treatment or withdraws
- Most communication with youth is around discipline and what to do differently
- Parent is judgmental of the youth
- The youth is more often saying "You are not my family"
- Parent feels the need to control the youth
- Parent is frustrated and angry all the time
- There is constant negativity between parent and youth
- The youth consistently plays one parent against another
- The parent is considering a placement change
- Parents and teens no longer share humor, fun, play
- Parents and teens both find reasons NOT to spend time together



Relationships Under Stress

First rule of thumb: "Relationship time" to build trust and safety

Second rule of thumb: How the time is to be used and what is to be accomplished as a result

Three types of activities that help in building the parent-youth relationship:

- Conversation
- Participation in shared activities outside the home
- Verbal praise and recognition



Relationships Under Stress

Conversation Goals

- Promote expression of feelings
- Facilitate self-exploration and identity-building
- Identify problems and solve conflicts
- Communicate interest, understanding, and empathy



Relationships Under Stress

Participation in activities outside the home: Extend the parent-youth relationship into the community



Relationships Under Stress

Verbal praise and recognition

- Youth may not acknowledge you are giving them praise or they may even challenge why you are doing it
- Turn praise into an action
- Youth want to be recognized so if you are not recognizing the good, they will make sure you recognize the negative or the bad
- Giving praise can improve your overall communication
- Despite your teen's oppositional behaviors—yelling, swearing, breaking rules, failing grades, or other challenging behaviors—it is critical that you also *“catch them being good”*



Resource: *Caring for Kids - How to Talk with Your Teen*



Using Supports as a Strength

- A robust support system is needed to provide support and guidance
- Call on family and friends who can offer different supports
- Support groups with other parents who are parenting teens



Using Supports as a Strength

- This is difficult work!
- Be realistic about what you can manage and when you need help
- Establish a relationship with the teen
- Continued commitment to the teen



Summary: Learning Objectives

1. Demonstrate two skills parents use in coping and managing their own emotions in the face of their youth's challenging behaviors.
2. Demonstrate two ways parents can effectively respond to their youth's rejecting, testing, and challenging behaviors.
3. Describe at least two signs that their relationship with the youth is under stress.



Summary: Homework

Homework Assignment #1: Choose two of the parenting skills that we discussed in this session and practice them with your youth or another person in your life. Use the chart in **Handout #5.7 Using the Parenting Skills in Our Suitcases** to describe your experiences.

- Rewarding
- Ignoring
- Environment Control
- Modeling
- Instruction
- Natural Consequences
- Logical Consequences



Summary: Homework

Handout #5.8

Homework Assignment #2:
Put together a diagram—
called an ecomap—of your
support network; include
services and all the people
who are available to support
you



THANK YOU!



SESSION 5

HANDOUTS

SESSION 5 HANDOUTS



HANDOUT #5.1: TEENS' CHALLENGING BEHAVIORS: WHAT IS YOUR EMOTIONAL RESPONSE?

1. Maria, who is 16 years old, has been in foster care with you for the last eight months, and has been told that her curfew is 10PM. She doesn't come home until 11:30PM and you have been waiting up for her. When you ask where she has been, she says, "Wouldn't you like to know?" and stomps off to her room.
2. A store manager who you know calls to tell you that Tamara, your 17-year-old adopted daughter, was caught shoplifting snacks. She does not want to call the police but wants you to pick up your daughter. When you arrive, your daughter smirks and says that the manager is "an idiot" and planted the snacks on her. She rolls her eyes when you ask her if she took the snacks and says, "What difference does it make? They didn't belong to the manager."
3. Eric is 16-years-old, and has been in foster care for four years. He has lived with you for more than a year and wants to go to a party with friends. He knows which kids you approve of and which ones you don't want him hanging out with. You ask him who will be at the party and he responds, "John, Omar, Sarah and some other kids. We're playing cards." You later learn that the "other kids" included the ones you disapprove of. You also learn that they were drinking and one of them drove him home under the influence of alcohol.
4. Your 13-year-old adoptive daughter Kendra has been sexting naked photos of herself to boys she doesn't know. When confronted, she said, "It's not your body; it's mine and I can do whatever I want."
5. Your 17-year-old grandson, José, has been living with you since his parents have been in treatment on and off for their drug use. You recently found several hunting and switchblade knives when you were cleaning his room. You also found a bong and other drug-related objects.



HANDOUT #5.2: POSITIVE BEHAVIOR MANAGEMENT STRATEGIES

Giving Something	Changing the Environment	Teaching	Doing Nothing
<p>REWARDING</p> <p>Giving something meaningful to a youth following a behavior (by intention or by chance), resulting in the promotion of that behavior.</p>	<p>REDUCING STIMULUS</p> <p>Being aware of the volume on devices like TVs and radios, limiting excessive activity in the home, moving people in or out of a room.</p>	<p>INSTRUCTION</p> <p>Using explanations, cues, and corrections rather than commands to promote a behavior.</p>	<p>IGNORING</p> <p>Decreasing attention to a negative behavior (or providing a neutral emotional expression) and focusing on building the relationship first.</p>
<p>LOGICAL CONSEQUENCES</p> <p>Providing a consequence that would not naturally follow (but is connected to the behavior) in order to discourage it in the future.</p>	<p>ROUTINES AND STRUCTURE</p> <p>Creating and utilizing routines and providing higher levels of structure to create predictability in the environment.</p>	<p>MODELING</p> <p>“Teaching by example,” or demonstrating a behavior, (consciously or not), to promote a behavior.</p>	<p>NATURAL CONSEQUENCES</p> <p>Not interfering with the consequences that normally follow a behavior, (as long as they are safe) to discourage a behavior.</p>



HANDOUT #5.3: ENVIRONMENTAL CONTROL TECHNIQUES

Situation	Environmental Control Technique	How This Provides Behavior Management
<p>Don, age 16, is hanging out after school with kids who smoke and drink on the street. Two neighbors have called you to complain about his behavior.</p>	<p><i>You talk with Don about his interests and based on what he tells you, you enroll him in a karate class after school.</i></p>	<p><i>The new activity removes one opportunity to hang out with the kids who smoke and drink.</i></p>
<p>Rudy, age 17, has been raiding the family liquor cabinet when you are away from home.</p>		
<p>Almost every day, Charlene, age 15, comes home angry from school, complaining about how awful her teachers are. She then argues with everyone and ends up slamming the door to her bedroom.</p>		



HANDOUT #5.4: HOW TO IMPROVE THE FREQUENCY AND ACCURACY OF YOUR YOUTH'S RESPONSE TO INSTRUCTION

1. Make sure you have your teenager's full attention before giving an instruction.
2. Avoid commanding language; generally, teens do not want to be told what to do. If a parent sends the message, "Here is what you do" rather than "Do this, do that," the teen will likely respond with more willingness and effort.
3. Tell the teen what you want them to do, not what you don't want them to do. Instead of saying, "Get your feet off of the table," say, "Please put your feet on the floor."
4. Give tips to help your teen perform the behavior correctly as they are completing it, rather than waiting for them to make a mistake and having to correct it.
5. Praise compliance, cooperation, effort, and attempts that come close to the desired response. Encourage your teen to keep trying until she gets it right and promote the idea of trial and error to improve future efforts.



HANDOUT #5.5 WOULD YOU USE IGNORING AS A TOOL IN THE FOLLOWING SITUATIONS?

Would you use ignoring as a tool in the following situations?

1. Sandra, your 17-year-old adopted daughter, knows that her curfew is 11PM on Saturday nights. She begins begging you on Saturday morning to extend her curfew to 1AM because of plans that she has. When asked to describe her plans, she is evasive.
2. Joel, your 16-year-old in foster care, is furious that you and the family are going to a family reunion and he is expected to attend. He calls you “stupid” and your family “disgusting” and insists that he will not go. He slams his bedroom door multiple times.
3. Jamie, your 16-year-old niece who is in your guardianship, constantly seeks attention from boys. She only talks about boys in her class and seems to only want to spend time with boys.



HANDOUT #5.6 LOGICAL AND NATURAL CONSEQUENCES

Situation	Would you use logical or natural consequences?
Veronica, age 16, arrives home drunk, after driving.	
Ricky, age 15, cheated on a test at school. He has been suspended for a week. He wants to go to school to be with his friends and asks you to intervene and tell the principal that he has emotional problems, it was all a mistake, and it will not happen again.	
Donita, age 17, in a rage, tore up a new blouse that her mother bought for her. She wants her mother to buy her another one.	
Jaxon, age 13, took a bike from the neighbor's house. He damaged it attempting jumps off a bike ramp.	

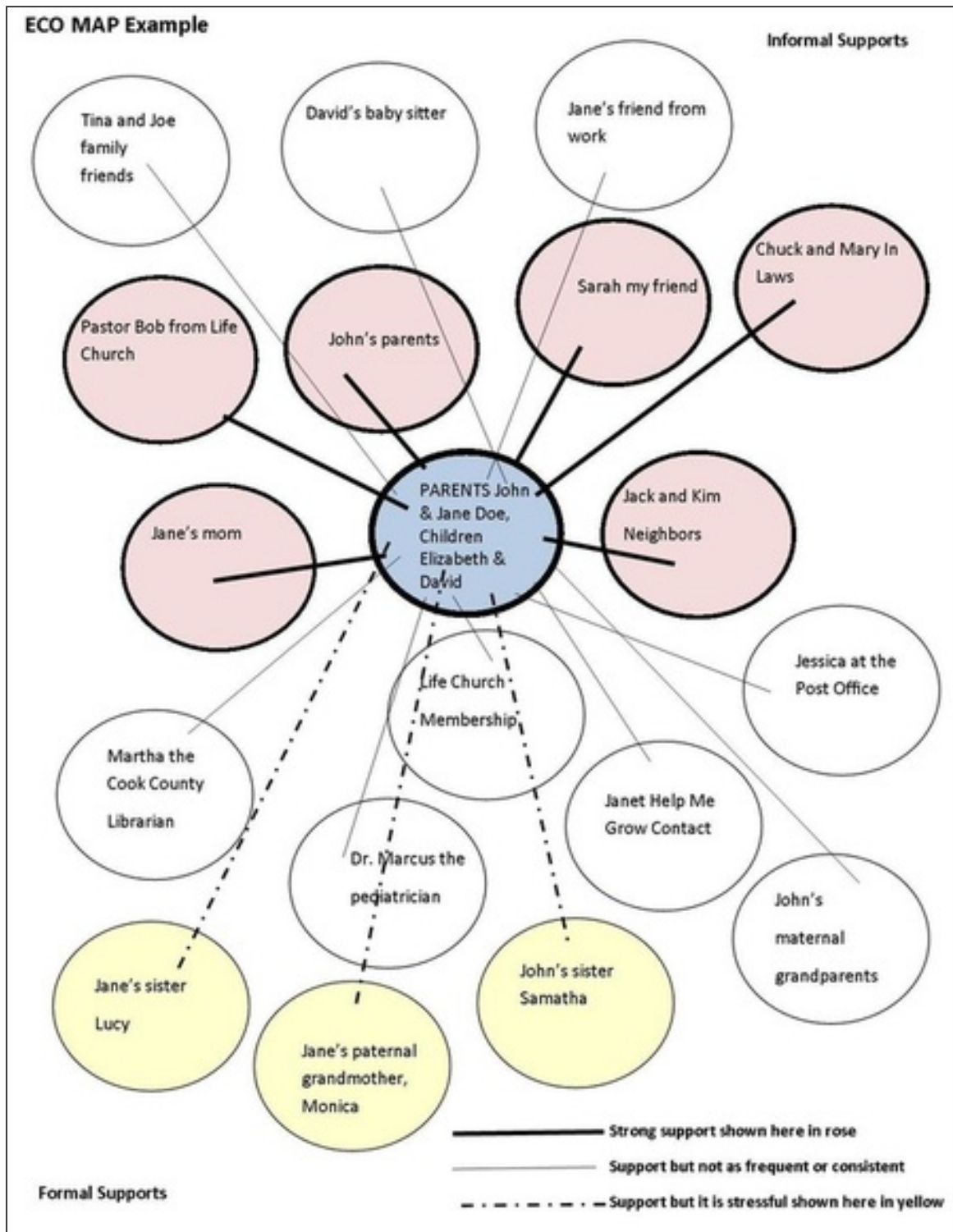


HANDOUT #5.7 USING THE PARENTING SKILLS IN OUR SUITCASES

Using the Parenting Skills in Our Suitcases			
Parenting Skills Selected: 1. 2.			
Date	Parenting Skill Used	Description of how used	Result



HANDOUT #5.8: ECO MAP EXAMPLE



SESSION 5

POSTTEST

Name: _____ Session Date: _____ Location: _____

SESSION 5 POSTTEST

1. Identifying feelings and understanding the reasons for feeling them is
 - a. Not necessary to regulate emotions and responses
 - b. The first step to being able to regulate emotions and reactions
 - c. Important for teens to understand but not necessary for parents
 - d. Important for parents to understand but not important for teens

2. Techniques parents can use to prevent emotional responses to teen behavior include all of the following, **EXCEPT**
 - a. Taking a deep breath
 - b. Taking a break to collect thoughts
 - c. Identifying feelings and reflecting on why you feel this way
 - d. Venting to another adult in front of the teen about the situation

3. When a person is processing their experience in the lower level of the brain their reaction reflects
 - a. An instinctual response
 - b. A thought-out response
 - c. An understanding of consequences
 - d. An ability to reason

4. A technique to de-escalate a teen who is being emotionally reactive is to reason with them. (circle one) True
False

5. An effective technique to help deescalate a teen is to
 - a. Explain why the parent is right
 - b. Explain that the parent is in charge
 - c. Keep your own emotions under control
 - d. Ask the teen to calm down

6. A key component to behavior management is
 - a. Creating strict guidelines
 - b. Building relationship
 - c. Taking away positive experiences as a consequence to inappropriate behavior
 - d. Avoiding all positive interactions to encourage the teen to change behavior

SESSION 5 POSTTEST

7. Taylor, who is 15 years old, got suspended from school for swearing at the teacher. The parent is called in to the school to pick up Taylor and meet with the principal. The parent's first response to the teen should be
 - a. Tell Taylor she should know better than to swear at teachers
 - b. Tell Taylor her behavior was not appropriate, and she will have a consequence at home as well
 - c. Ask Taylor what happened and check to make sure she is okay
 - d. Tell Taylor that the parent is embarrassed and ashamed of the behavior

8. Jesse, a 14-year-old, was confronted after his parent found out he was smoking marijuana. Jesse shouted at his parent and broke a glass vase when he knocked over a small table. After Jesse is calm, it is important for the parent to do all of the following, **EXCEPT**
 - a. Encourage an open and non-judgmental conversation with Jesse about what he felt and why
 - b. Ask Jesse "What could you have done differently?"
 - c. Tell Jesse how the parent felt in that situation
 - d. Ask Jesse "Why did you do this?"

9. Encouraging a child to recognize what they are feeling in moments of stress will
 - a. Cause them to relive the stressful event
 - b. Help them develop an understanding of how their body is responding so they can better respond to stressful situations
 - c. Overwhelm them
 - d. Help them ignore their body's responses to stress

10. When designing a reward system, parents should consider
 - a. What the parent is willing to let the teen have; input from the teen is not needed
 - b. Only long-term reward possibilities
 - c. Using rewards that are difficult to obtain
 - d. What motivates the teen

11. When a parent is developing behavior standards for their teen, they need to include which of the following?
 - a. Expectations that are challenging for the teen to achieve
 - b. Expectations that are age and ability appropriate
 - c. The same expectations as other children in the family
 - d. Clear and strict rules that assure the parent has control

SESSION 5 POSTTEST

12. Alex's kinship caregiver says that Alex lies, talks back, and harasses her siblings. What should the caregiver do if she wants these behaviors to change?
 - a. Tell Alex if she doesn't lie, talk back, or harass her siblings for 3 weeks, she will get an expensive item she wants
 - b. Pick one behavior to focus on at first, then when that behavior significantly improves address another
 - c. Expect all three behaviors to stop at the same time
 - d. Create a reward chart with special rewards and consequences for each behavior

13. Tonya is a 17-year-old who has difficulty expressing feelings. Which of the following is not helpful for the parent to do?
 - a. The parent can verbally express their own feelings and demonstrate good listening skills such as summarizing what the teen says
 - b. Have the teen state their feelings and why they are feeling this way anytime the parent notices an emotional reaction
 - c. Provide the teen with a list of feeling words they can go over on their own
 - d. Name the emotions the teen might feel in the same situation

14. Signs that the parenting/teen relationship is under stress include all the following, **EXCEPT**
 - a. Parent has less interest in the teen's life
 - b. Parent is judgmental of the teen
 - c. Parent is frustrated and angry all the time
 - d. Parent shows no need to control the youth

15. Activities that build parent-teen relationships include
 - a. Giving the teen freedom from rules, giving the teen material things they desire
 - b. Giving the teen praise and recognition, engaging in activities together
 - c. Giving the teen freedom from rules, engaging in conversation with teen
 - d. Giving the teen material things they desire, giving the teen freedom from rules

16. Active engagement with a teen's mental health treatment provider includes all of the following, **EXCEPT**
 - a. Providing information on the nature and scope of the teen's emotional and behavioral problems
 - b. Sharing family experiences, including what has worked best at home
 - c. Withholding information about the family to protect confidentiality of the teen
 - d. Learning new parenting skills and strategies from the therapist

SESSION 5 POSTTEST

17. Check all that apply: The training was

- Organized and easy to follow
- Relevant and helpful
- Boring
- Engaging
- Confusing
- Consistent with the objectives
- Unhelpful
- The right amount of time to cover the content

18. Check all that apply: The group activities during the trainings were

- Organized and easy to follow
- Relevant and helpful
- Engaging
- Not helpful in understanding the material
- Consistent with the learning objectives
- Helpful in providing opportunities to practice the concepts being taught
- Not engaging
- Enough time to do the activities.
- Boring

19. Check all that apply: The trainer

- Was helpful in answering my questions
- Was disorganized
- Encouraged participation
- Encouraged group members to interact with one another
- Was culturally respectful
- Did not have a good understanding of the material
- Was knowledgeable
- Was well prepared
- Stayed on topic

20. What aspects of the training could be improved? How?

CORE TEEN CURRICULUM

SESSION



UNDERSTANDING AND MANAGING YOUTH'S CHALLENGING BEHAVIORS, PART 2

SESSION 6

PRETEST

Name: _____ Session Date: _____ Location: _____

SESSION 6 PRETEST

1. Prenatal alcohol exposure affects all of the following, **EXCEPT**
 - a. Executive functioning
 - b. Ability to read social cues
 - c. Ability to understand cause and effect
 - d. Attitude

2. A parenting technique that will help teens, especially those with Fetal Alcohol Spectrum Disorder (FASD), complete tasks is
 - a. Giving specific and concrete step by step instructions of what needs to be done
 - b. Telling the teen what the end goal is
 - c. Providing general instructions so as not to overwhelm them
 - d. Encouraging them to figure out on their own what it is that needs to be completed

3. When a teen with intellectual and developmental disabilities does not follow the instructions, the parent should
 - a. Reteach what needs to be done and let them know that they should be able to remember these steps
 - b. Provide a consequence that helps them understand the importance of listening
 - c. Reteach what needs to be done, repeat the steps, and stay relaxed
 - d. Repeat the instructions and let them know next time you are not going to repeat yourself

4. Teens who have intellectual and developmental disabilities, or experienced trauma require what two things in the home and school environment?
 - a. Predictability and routines
 - b. Technology and routines
 - c. Engagement and socialization
 - d. Isolation and quiet

5. To help a teen with significant needs stay safe, the parent should do all of the following, **EXCEPT**
 - a. Finding groups with adult supervision for the teen to join
 - b. Making the home welcoming for your teen to have their friends over
 - c. Offering social skills training to increase awareness of dangers in the environment
 - d. Keeping tight control of the teen's activities outside the home

SESSION 6 PRETEST

6. When a teen says their behavior isn't risky and they can take care of themselves, how should the parent respond?
 - a. "You are too young to understand all the dangers. I know what is best."
 - b. "I know you don't think the behavior is risky, but I do, and my job is to help you see what could happen and how to handle it."
 - c. "Let me tell you why this behavior is risky and why you need to stop."
 - d. "I need to keep you safe, so I need to control what you do and where you go."

7. All of the following are protective factors for teens, **EXCEPT**
 - a. Parental warmth
 - b. Acceptance
 - c. One-way communication
 - d. Predictable structure

8. To help teens have safe sexual behavior, parents should model appropriate affection, respect privacy and boundaries, and help the teen feel heard and validated. (circle one) True False

9. Tim is a 14-year-old who compulsively masturbates and engages in sexually explicit conversations with others. It is important for the parent to
 - a. Give Tim his privacy, teens are sexual
 - b. Seek out professional help for Tim while remaining calm
 - c. Try to ignore the behavior, it will most likely resolve on its own
 - d. Remove any privacy so Tim is not able to engage in masturbation as frequently

10. Jessica is a 13-year-old who loves Instagram. She is constantly posting photos of her day. Her classmates online are requesting Jessica post a sexually suggestive picture of herself in a bikini. Jessica does not see any problem with posting this picture. What question could Jessica's parent ask that might help her think about the consequences?
 - a. Would you be ok with your school principal, teachers, or grandparent seeing this photo?
 - b. Do you think you look good in this photo?
 - c. Do you know the person that is asking you for the photo?
 - d. Why would you want to put this photo on Instagram?

SESSION 6 PRETEST

11. You notice Jace, your 16-year-old, is quieter than usual. Jace is not talking about his friends at school and spends most of his time in his room online. He has missed school several times complaining of stomach aches or headaches. You discover that Jace is being bullied at school as well as online. To protect Jace you would do which of the following?
 - a. Take away the Internet so his peers do not have access to him at home
 - b. Move his computer into the main area of the house and talk with Jace about his experiences
 - c. Review his internet history and read every message from the bullies so you know what he has heard
 - d. Tell him “Sticks and stones will break your bones, but words will never hurt you.”

12. A teen who engages in cutting is always suicidal. (circle one) True False

13. Controlling food intake by either not eating or binge eating is a way to
 - a. Feel in control and/or deal with painful emotions
 - b. Not be hungry and maintain a healthy weight
 - c. Be healthy and feel in control
 - d. Deal with painful emotions and maintain a healthy weight

14. When a teen is confronted by a concerned parent about eating problems, they may be angry, defensive, and deny there is a problem. (circle one) True False

15. To de-escalate a situation with your teen, the parent should
 - a. Remain calm, keep a respectful distance from your teen, and be empathetic
 - b. Remain calm, tell the teen to calm down, talk to the teen about what is bothering them
 - c. Remain calm, speak louder so the teen can hear you, and remain close to the teen
 - d. Remain calm, tell them to calm down, ask the teen why they are upset

16. Juan has been talking about “not being around” and has lost interest in school. Juan just gave away all of his possessions to his friends. Juan is exhibiting warning signs of what?
 - a. Suicidal Ideation
 - b. Anxiety
 - c. Hyperactivity
 - d. Generosity

17. If you suspect your teen may be suicidal, you need to seek out professional help immediately. (circle one)
True False

SESSION 6

POWERPOINT

Session #6. Understanding and Managing Youth's Challenging Behaviors, Part 2



Homework

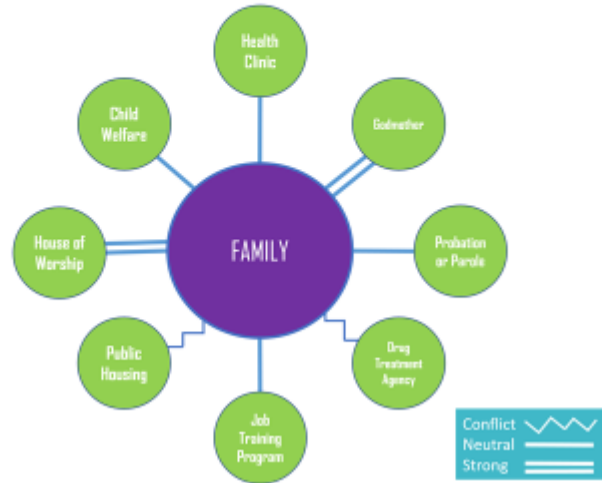
Practicing two parenting skills:

- Rewarding
- Ignoring
- Environment Control
- Modeling
- Instruction
- Natural Consequences
- Logical Consequences



Homework

An ecomap of your support system



Any questions or comments from Session #5?



Learning Objectives

- Demonstrate at least two skills in addressing crises/severe behavior challenges.
- Demonstrate two skills in teaching their youth how to remain safe.
- Recognize vulnerabilities of youth with challenging behaviors who have experienced trauma.
- Describe how to access and be actively involved in professional supports that your youth may need to access.



Challenging Behaviors: Reasons Recap

Reasons for youth's challenging behaviors

- Survival and self-protection in the past
- Need for emotional distance
- Responsive to pain or numbness
- Declarations of independence
- Culturally appropriate to reference group



Impact of Intellectual and Developmental Disabilities

- Intellectual disability
 - Disorders characterized by a limited mental capacity and difficulty with adaptive behaviors such as managing money, schedules and routines, or social interactions.
- Developmental disability
 - Encompasses intellectual disability but also includes physical disabilities. Some developmental disabilities may be solely physical, such as blindness from birth. Others involve both physical and intellectual disabilities stemming from genetic or other causes, such as Down syndrome and fetal alcohol syndrome.



Characteristics of Intellectual and Developmental Disabilities

- Prenatal alcohol exposure affects
- Poor peer judgment
- Easily overstimulated and/or overwhelmed
- Difficulty retaining basic information
- Sequencing problems
- Anger management issues
- Depend on others for safety and well-being
- Learning problems
- Have inappropriate sexual behavior, putting them at risk of unplanned pregnancy and sexually transmitted diseases
- Poor sense of cause and effect
- Lack social skills and the ability to maintain appropriate boundaries



What it's like in school...

Last serny, Fingledobe and Pribin were in the nerd-link treppering gloopy caples and cleaming burly greps.

Suddently a ditty strezzle boofed into Fingledobe's tresk. Pribin glaped and glaped.

"Oh Fingledobe!" He chifed, "That ditty strezzle is tunnning in your grep!"



Can you answer?

Last serny, Fingledobe and Pribin were in the nerd-link treppering gloopy caples and cleaming burly greps.

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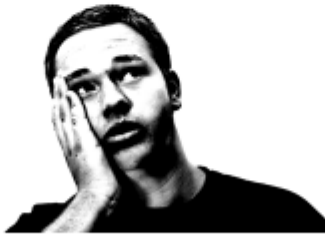
1. When did the story occur?
2. Who were the main characters?
3. What happened to Fingledobe's tresk?
4. What did Pribin do?



Challenging Behaviors: Developmental Disabilities



Video: **Helping Your Teen with FASD**



Parenting Strategies for Youth with Intellectual or Developmental Disabilities

- Require immediate feedback
- Routines and predictability
- Finding groups that provide needed socialization
- Social skills training
- Making sure that the teen is being supervised by trusted adults at all times
- Having the teen keep a GPS-equipped cell phone with them at all times so they can be tracked if they get lost



Practice: Giving Instructions with Specificity

Exercise

- Think about asking a teen to pick up their bedroom
- Make a list of the directions for cleaning the room



Understanding Challenging Behaviors

- Ask for help you need from professionals and other supports
- You cannot do this alone:
 - Connection to professionals
 - A support system
 - A network of other parents and community connections



When Teens Display High Risk Behaviors

High-risk behavior: Behaviors that are so intense, frequent, or long-lasting that they threaten the quality of life and/or the physical safety of the teen or others

- Risky sexual behaviors
- Aggressive behaviors toward others
- Using the Internet and social media inappropriately
- Self-injurious behaviors and suicidal ideation



- *Remember!* Responses that are isolating or punishing are not effective.



When Teens Display High Risk Behaviors

- Developmental task of teens: Develop a secure sense of identity and achieve more autonomy
- For teens who have recently joined a family: Normal developmental task complicated by the need to become part of a family and establish relationships at the same time that they are working on becoming independent



When Teens Display High Risk Behaviors

- Parenting styles influence on participation in risky behaviors
- Parent-child relationships most likely to provide protective factors for teens:
 - Parental warmth, acceptance
 - Predictable structure
 - Involvement, consistency, connection, and open communication
- Parental interest in, acceptance of, and conversations about the teen's school life, activities, friends, and interests
- Importance of communication and connectedness
- Emphasis on establishing the relationship before addressing the behavior
- Looking for the underlying cause of the behavior



When Teens Display High Risk Behaviors

Teen denial of riskiness of behavior

“Adolescence and Risk-Taking” by Dr. Carl Pinkhardt:

“I know you don’t see any cause for concern or anxiety, but I do. And as your parent part of my job is to help you consider the possibilities to be on the lookout for and have plans for coping, just in case. I am not distrusting you, but I am distrusting all that can harmfully happen in an unpredictable world. Therefore, safety and normal precautions and thinking ahead will be part of our regular conversations from here on out as new and different opportunities for you arise.”



When Teens Display High Risk Behaviors



While underlying causes and the teen's history play a big part in how they act, what are some other factors that can lead to risky behavior on the part of teens?



Do you remember how you responded to parental advice when you were a teen?



What can you share from your own past or the teens you've been around?



Sorting Out Sex, Abuse, Love, Caring and Intimacy

What many of the teens are thinking:

- "I'm worthless, it doesn't matter what people do to me."
- "I don't care what it takes, I just want someone to love me."
- "No one could care for me without a sexual relationship."
- "Why do you care if I'm sexual, I'm damaged goods anyway."
- "I hate my body."



Sorting Out Sex, Abuse, Love, Caring and Intimacy



What needs are met through sex?



Intervening in Sexual Behaviors: Relate



What can you do to help your teen build a positive sense of self and healthy relationships?



Intervening in Sexual Behaviors

You can find more information in the following articles:

Resource: Relationships and Sexuality: How to Support Youth in Foster Care and Adoption (NACAC)

Resource: 10 Tips for Foster Parents to Help Their Foster Youth Avoid Teen Pregnancy



Sexualized Behaviors that are Excessive or Harmful to Others

- Sex or sexualized behaviors that could be harmful to the teens or others
- Histories of sexual abuse
- Protection of other children in the home
- Behaviors
 - Watching pornography, especially sexually aggressive porn or porn involving children
 - Exposing oneself or peeping
 - Compulsive masturbation
 - Sexually explicit conversation with others
 - Grabbing, groping, and explicit sexual threats



Sexual Perpetration

- Consider protection of other children
- Engage professionals to help discover the underlying cause of the behavior and provide therapeutic intervention to change the behavior
- Programs specifically designed to address sexualized behaviors that victimize others
- Support of the family
- Peer support



Sexual Perpetration

- Remain calm and seek out help to determine the risk for the teen, the family, and those in the community
- Reach out to placement agency or other community resources for support and assistance
- Safety plans
- **Resource:** Parenting Children or Youth Who Are Sexually Reactive



Safety Plans



- Purpose: Recognize the risks in a crisis and collaborate on the action that needs to be taken to keep everyone safe
- Opportunity for teen to:
 - Think through and develop the skills to keep them safe
 - Recognize their own distress
 - Acknowledge that some situations can cause harm to themselves or others.
- Often developed with the help of a mental health professional, but can be developed by the parent and teen
- Can be a safety plan for the family and a specific safety plan for the teen to monitor their own behavior



Safety Plans: Sexualized Behaviors

- Identification of times and situations when the youth is most likely to have problems in all environments that the youth comes in contact with (i.e. home, school, community)
- Clear guidelines for personal privacy and behavior
- Available supports, what their role is, and when to supports should be accessed



Addressing Aggressive Behaviors

- Anger
- Aggressive behavior
- Youth violence towards peers, parents, and animals



Parents:

- Remain calm and regulated
- Model how to respond
- Give ten physical and emotional space
- “I can see you’re really upset. Why don’t you...go outside and shoot hoops, take the dog for a walk, go for a run, draw or doodle, listen to music.”



De-escalation of Aggression: Regulation

First Concern: De-escalating the crisis and avoiding harm to anyone

- If harm not imminent, use patience in de-escalating
- Remain calm
- Do not engage in the confrontation
- Keep a respectful distance from the teen
- Be empathetic and stay present but quiet
- Use nonverbal messages that convey calm



Addressing Aggression: Relate and Reason

Regulate, Relate, Reason

When teen is calm:

- Sit with them
- Consider asking teen to take a walk, or sit on the porch swing, glider, or rocking chair if you have one
- Talk about what happened
- Try to help the teen figure out what the trigger was and how they might handle their reaction differently next time
- Be clear about what your expectations for behavior are
- Allow space for your teen to come up with thoughts about their behavior
- Choose carefully what you insist on and be as flexible as you can



Addressing Aggression

When De-escalation Doesn't Work

- A safety plan
 - Warning Signs
 - Strategies to Respond
- A supportive team
- Therapeutic support



Social Media Usage that Poses a Danger to Teens

- Communication with friends at the expense of in-person interaction
- Cyberbullying
- Contagion
- Risks and dangerous situations



VIDEO: **INTERNET SAFETY -- Julie, 13, Tells Her Story**



Social Media Usage that Poses a Danger to Teens

When your teen feels lonely and disconnected from you
what is your role as a parent? What can you do to assist them?



Intervening in Internet and Social Media Usage that Poses a Danger to Teens

Help teens understand the consequences of posting photographs of themselves in compromising or unflattering situations:

- Would you be okay with your coach or your school principal seeing the photo?
- Would you be okay with your parent or grandparent seeing the photo?
- Do you think the photo could affect your ability to get into college or get a job in the future if someone making those decisions saw it?
- Could someone who doesn't like you use the photo against you?



Intervening in Internet and Social Media Usage that Poses a Danger to Teens

- Use of the Internet is to search for birth family or other connections
- Have a conversation about establishing a connection with family or other important connections
- Join with the teen in the search



Self-Harming Behavior: Eating Disorders



Eating Disorders

Anorexia
Bulimia
Binge eating disorder



Self-Harming Behavior: Eating Disorders



Less about the food and more about need for control

- Distorted self-image issues concerning weight and body image
- Another way to deal with painful emotions
- Way to feel in control



Eating Disorders: Regulate

- You may feel helpless, guilty, and out of control.
- Don't take it personally.
- Seek support for yourself.
- Remember to wait until you are both calm before you raise the issue.



Eating Disorders: Relate

- Express your concerns about their health in a supportive way, and let them know that you care about them and want to help.
- Use "I" statements – "I'm worried because you haven't eaten dinner any day this week."
- Listen for cues in their responses as to why they may be controlling their eating. Is there something that has happened to change things for them?
- Don't comment on their weight or appearance, or tell them they are thin enough.
- Avoid shaming or blaming statements like, "You need to eat," "You are fat," or "You are hurting yourself with this behavior".
- Be prepared for denial and resistance. Most likely your teen will be angry and defensive, and deny that they have a problem.
- Do not give your teen an ultimatum. This will only add pressure and cause more secrecy and denial.
- Be patient and supportive.



Eating Disorders: Reason

- Explain the reasons you're concerned, noting what you observed in their behavior.
- Don't be afraid to share the consequences of the eating disorder with your teen.
- Don't give up and keep the lines of communication open, even if they shut you out at first.
- Help the youth identify resources and sources of support.



Food Hoarding

- Common in children who have been deprived of access to adequate food early in life
- Can also signal difficulties with control and trust
- Ellyn Satter, MS, RD, LCSW, BCD: "Division of Responsibility"
 - Parents decide *what* to eat, *where* to eat, and *when* to eat
 - Children decide *if* they want to eat and *how much* to eat.
- Some additional suggestions include:
 - Predictable routine for meals and snacks
 - Don't yell, threaten, punish, withhold, or reward with food
 - Don't try to shame a child for the hoarding behavior
 - Don't put locks on the kitchen cabinets
 - Give youth their own accessible food cabinet
 - Keep fruit out on the table during the day so your child knows food is always available
 - Don't eat off your child's plate, even if he appears to be finished
 - Remain calm and offer reassurances such as "there will always be enough"



Non-Suicidal Self-Injurious Behavior

- Also referred to as self-mutilation
- Relatively frequent behavior in adolescents and young adults.
 - Examples include: cutting, burning or hitting oneself, scratching oneself to the point of bleeding and interfering with healing
- Can become chronic and evolve toward other forms of self-injurious behavior and suicide attempts



Self-injurious Behavior: Cutting

*"I used to cut. It was my only way of getting away. It was the one pain I could control. But one time I did go too far. I cut too deep. When my mom found out, it was really bad. **When it got to the point to where I was lying all the time and hurting my friends, I knew I had to stop.** I now deal with my scars every day, and if I could go back in time, I would have never made them. I have people that care about me and it took me almost 2 years to figure that out. At this point I am cutting free. And I don't plan to start again."*



Self-injurious Behavior

As a parent, how might you feel when you learn your teen is engaging in self-injurious behavior?

- Anger and frustration
- Shock and denial
- Guilt
- Sadness
- Disgust



Do you think you might have any or all of these feelings?
What feeling might be the strongest for you?



Self-injurious Behavior: Relate

- Ask them about it. Even if they deny it at first, it might be a relief for them to admit and talk about it.
- Be mindful not to force the conversation, or to shame them, which could make things worse.
- Remember that a trusting, safe relationship is the foundation for healing and you want to let them know that you care and are open to talking.



Suicidal Ideation

- Suicide: Third leading cause of death of 15- to 24-year-olds
- Take expressions of suicidal ideation seriously
- Professional assessment
- Factors that make teen vulnerable:

- Experience of trauma and loss
- Being bullied
- Identify LGBTQ2S
- Have a history of suicide in their family
- Drug and alcohol use

- Mental health issue , especially depression or bipolar disorder
- Feelings of hopelessness and worthlessness
- Isolation, lack of peer support
- Emotional, physical, or sexual abuse



Suicidal Ideation

What are warning signs that a teen may be having suicidal thoughts?



Suicidal Ideation

Teens who are thinking about suicide might:

- talk about suicide or death in general
- give hints that they might not be around anymore
- talk about feeling hopeless or feeling guilty
- pull away from friends or family
- write songs, poems, or letters about death, separation, and loss
- lose interest in school or sports
- start giving away treasured possessions to siblings or friends
- lose the desire to take part in favorite things or activities
- have trouble concentrating or thinking clearly
- experience changes in eating or sleeping habits
- engage in risk-taking behaviors



Suicidal Ideation: Regulate, Relate, Reason

- Show the love
- Express empathy
- Prioritize the positive
- Talk openly



Safety Plans: Self-Harming Thoughts

The Teen's Safety Plan

- Recognize your warning signs:
 - What sorts of thoughts, images, moods, situations, and behaviors indicate to me that I'm feeling out of control or a crisis may be developing? Write these down in your own words.
- Coping Strategies:
 - What are some things that I can do to help me not act on thoughts/urges to harm myself? Make a list of the things that help to distract you from self-harming thoughts.
 - Who can I call or what can I do to take my mind off these self-harming thoughts?
 - List friends or social activities that can help take my mind off these feelings and thoughts.
 - Which family members can I call on for support?



ROLEPLAY

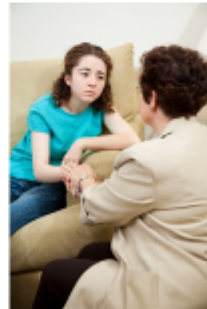
- Often, family and friends are the first to recognize the warning signs of suicide.
- Bringing up the subject of suicide and discussing it openly is one of the most helpful things you can do.

Time to practice!



Self-Injurious and Suicidal Behavior: Getting Help

- Recovery from self-harming behaviors often requires professional help.
- Follow-through is critical.
- Don't accept your teen's excuses to avoid treatment.



When Challenging Behaviors Become a Crisis



Staying Regulated, Learning To Relate, and Finding Ways To Reason

ROLEPLAY



De-Brief of Role Play



- Were you able to stay calm, respectful, keep your distance, and be empathetic?
- What strategies did you use to relate to your youth in the vignette?
- How were you able to reason with your youth while ensuring that you and the youth stayed regulated while also protecting your relationship with the youth?
- Thinking about a “traditional” parenting response as compared to using the newest items in your parenting suitcase, what is different about your response?



Safety Plans

The **family safety plan** should ask:

- What warning signs can you spot that your teen may not be in control of their emotions?
- What have you done in the past to de-escalate and manage a similar situation?
- What can you do to remain calm and show your support?
- Who has agreed to provide support in a crisis?
 - Professional – Name and phone number
 - Family members – Names and phone numbers
 - Friends or neighbors – Names and phone numbers



Safety Plans

A family safety plan should ask:

- Is there a safe place your teen can go if they need to be away from the family?
- Are there help lines you or your teen can call for support?
 - Suicide Prevention Hotline
 - Mental Health Hotline
 - Other
- Consult with your public social services agency or private adoption agency to find out what resources are available in your community



Seeking and Obtaining Help

- The importance of obtaining quality behavioral/mental health care for youth
- Care by qualified, competent mental health professionals who have the knowledge and skills to help youth with histories of trauma and their families
- Therapists trained in evidence-based treatment models
- Be open to ways that families in other cultures may address their needs outside the clinical model of service delivery
- Quality behavioral/mental health services: Culturally appropriate and in the language with which the child and family are most comfortable
- Obtain before challenging behaviors escalate into a crisis
- Parents and other family members as active participants in the teen's behavioral/mental health treatment



Seeking and Obtaining Help

What does it take to be an active participant in your teen's behavioral/mental health treatment?



Seeking and Obtaining Help

- A belief that the solution involves all family members
- Time/commitment
- Willingness to participate actively
- Willingness to advocate for your teen
- Willingness to learn about the role and effects of psychotropic medications



Seeking and Obtaining Help: Resources

Seeking Meaningful Therapy: Thoughts from an Adoptive Mom (Kinship Center)

Selecting and Working with a Therapist Skilled in Adoption (Child Welfare Information Gateway)

Helping Families Access Services and Information for Children (NACAC)



Learning Objectives

- Demonstrate at least two skills in addressing crises/severe behavior challenges.
- Demonstrate two skills in teaching their youth how to remain safe.
- Recognize vulnerabilities of youth with challenging behaviors who have experienced trauma.
- Describe ways to be actively involved in the youth's behavioral/mental health treatment.



Homework

Choose 3 videos or articles on the resource list **Handout #6.3** or from the articles in the Resources Section on topics that most concern or interest you and be prepared to report on 2-3 strategies you learned from each to share with other participants.





SESSION 6

HANDOUTS

SESSION 6 HANDOUTS



HANDOUT #6.1: EXPLICIT DIRECTIONS

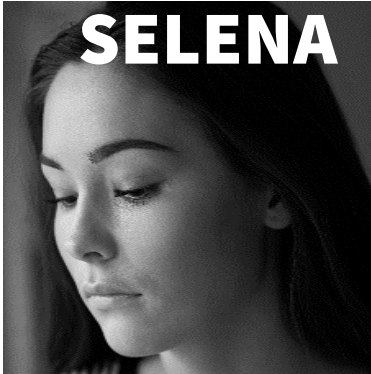
1. Go to the laundry room and get the broom and dustpan
2. Go to your bedroom
3. Use the broom to sweep all items out from underneath your bed
4. Sweep them into the dustpan
5. Take the contents of the dustpan to the trashcan and dump them
6. Put the broom and dustpan aside for use a little later
7. Find a laundry basket
8. Put dirty clothing in the laundry basket
9. If you can't tell if the clothing on the floor is clean or dirty, try to smell it and look for signs of dirt
10. If the laundry smells like body odor, put it in the dirty laundry basket. If it has spots or spills on it, it goes in the dirty laundry basket. If it smells good and looks clean, put it with your clean clothes.
11. Get clean clothes from the other laundry basket
12. Fold the clean clothing
13. Put the clean clothing in the drawers
14. If you open a drawer and it is full, close it and open a different one. Do this until you find a drawer with space
15. If you cannot find space in the drawers, please ask a parent/caregiver for help
16. Close the drawers
17. If you have borrowed any clothing, return it to your sibling's or parent's rooms
18. Remove any stray items from the bed
19. Spread sheets and blankets out smoothly on the bed
20. Tuck sheets and blankets into the foot area of the bed
21. Spread the comforter/bedspread out on top of the blankets
22. Put pillows at the top of the bed where your head lies

SESSION 6 HANDOUTS

23. Return dishes/cups/silverware and any food waste to the kitchen
24. Put dishes/cups/silverware in the dishwasher
25. Throw away food waste
26. While in the kitchen, get a grocery bag from the cabinet under the sink
27. Close the cabinet door
28. Return to your bedroom
29. Put any paper, cans, or recyclable items in the grocery bag
30. Take them to the kitchen
31. Return to your bedroom
32. Pick up garbage from the floor, dressers and other places and put in the trash basket
33. Sweep the floor
34. Sweep dust and trash into a pile and onto the dustpan
35. Empty the dustpan into the trash basket
36. Return the broom and dustpan to the laundry room
37. Put the broom and dustpan in the closet in the laundry room
38. Close the closet door in the laundry room
39. Take the trash bag out of the trashcan
40. Tie the trash bag closed
41. Bring the trash bag outside to the trashcan
42. Replace the trash bag in the trashcan
43. Put these items in the proper place
44. Bring the dirty laundry basket to the laundry room



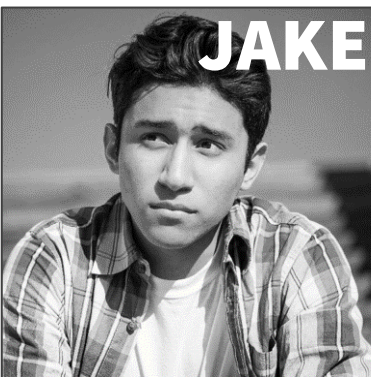
HANDOUT #6.2: BEHAVIOR VIGNETTES



Vignette #1 – Selena is 15 years old. She left at 6:30 PM to go to her friend’s house to study and came home drunk at 2 AM. She lied about where she was and won’t tell you who she was with or how she got home. When you approach her again about the house rules, she explodes into a tantrum and accuses you of treating her differently than the other kids in the house and you never wanted her. She says she hates you and wants to go home.



Vignette #2 – After everyone went to bed, you woke up at midnight and heard voices coming from Tiana’s room. Tiana is 17. You knocked on her door and when she didn’t answer you opened the door to find Tiana and her boyfriend naked in her bed. You calmly ask them to get dressed and ask the boyfriend to leave, but Tiana starts to cry hysterically and accused you of ruining her life and she starts to pack her bags to leave with the boyfriend.



Vignette #3 – Jake, your grandson, is 16 and was arrested for selling Adderall at school. He is supposed to be taking Adderall for his ADD, but you find out that he is not taking his meds and is selling his pills to kids at school. The school has suspended him and Jake is threatening to run away. He says you are too old to take care of him and don’t understand what he is going through at school.

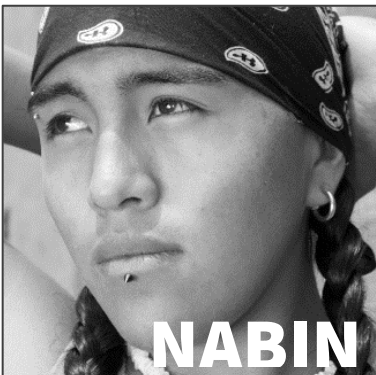
SESSION 6 HANDOUTS



Vignette #4 – You find drugs in Arnell’s room and you confront him. Arnell is 14. He tells you that some older boys are paying him to deliver these packages to different people, and the older boys are nice to him. You suspect this is a gang that is using Arnell, but Arnell doesn’t believe that they are gang members. He likes hanging out with them because they give him money and are nice to him. He is angry that you went into his room and found the drugs.



Vignette #5 – Jeremy, 15, does not have a driver’s license or a learner’s permit and has taken your car on a joyride. He is stopped by the police for speeding and you are called to come and get him at the police station. Your car is parked a few miles away from where he was arrested. Jeremy was drinking and you are aware alcoholism runs in the family. You fear he is becoming addicted.



Vignette #6 – Nabin is 16 years old and lives off the reservation, but “hangs” with his cousins on the reservation. He is a champion fancy dancer and is looking forward to traveling out-of-state to compete. Tonight, he came home at midnight and said he was at the ceremonies, but you know there were no ceremonies held on this day. He claimed his eyes were watery because he was sitting by the fire pit. He accuses you of being ignorant of his culture and screams at you, saying “I never should have come to live with you!”.



HANDOUT #6.3: RESOURCES FOR PARENTS

10 Tips for Foster Parents to Help Their Foster Youth Avoid Teen Pregnancy

<http://www.courts.ca.gov/documents/BTB24-2J-12.pdf>

About Teen Suicide; KidsHealth website

<https://kidshealth.org/en/parents/suicide.html>

Adolescence and Risk-Taking

<https://www.psychologytoday.com/us/blog/surviving-your-childs-adolescence/201407/adolescence-and-risk-taking>

Autism Speaks website (free resources for supporting youth with autism)

<https://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit>

Eating Disorders Toolkit

<https://www.nationaleatingdisorders.org/sites/default/files/Toolkits/ParentToolkit.pdf>

Helping Someone with an Eating Disorder

<https://www.helpguide.org/articles/eatingdisorders/helping-someone-with-an-eating-disorder.htm>

National Eating Disorders Association website

<https://www.nationaleatingdisorders.org/help-support>

Parenting Children or Youth Who Are Sexually Reactive: <https://www.nacac.org/resource/parentingchildren-or-youth-who-are-sexually-reactive>

<https://www.nacac.org/resource/relationships-and-sexuality/>

Resource on social media

<https://www.welcome2reality.us/parents-corner/>

Risk and Protective Factors for the Safety of Children with Autism

https://www.researchgate.net/publication/280559314_Risk_and_Protective_Factors_for_the_Safety_of_Children_with_Autism_A_Qualitative_Study_of_Caregivers%27_Perspectives

Self-Injury and Recovery Research and Resources website

<http://www.selfinjury.bctr.cornell.edu/resources.html>

Short videos on different subjects, including some on parenting children with challenging behaviors

<https://www.youtube.com/channel/UCQ6qtxeMCZ-vgC9tG7LokNw/videos>

SESSION 6 HANDOUTS

Teen Risk Behaviors; Centers for Disease Control and Prevention

https://www.cdc.gov/parents/teens/risk_behaviors.html

What I Wish Parents Knew About Eating Disorders

<https://thriving.childrenshospital.org/what-i-wishparents-knew-about-eating-disorders/>

Youth with FASD talking about making and keeping friends

<https://www.youtube.com/watch?v=xtH2eFGr7Eo>

Strategies I learned that I will share with other participants at the next session:

Strategy #1:

Strategy #2:

Strategy #3:

SESSION 6

POSTTEST

Name: _____ Session Date: _____ Location: _____

SESSION 6 POSTTEST

1. Prenatal alcohol exposure affects all of the following, **EXCEPT**
 - a. Executive functioning
 - b. Ability to read social cues
 - c. Ability to understand cause and effect
 - d. Attitude

2. A parenting technique that will help teens, especially those with Fetal Alcohol Spectrum Disorder (FASD), complete tasks is
 - a. Giving specific and concrete step by step instructions of what needs to be done
 - b. Telling the teen what the end goal is
 - c. Providing general instructions so as not to overwhelm them
 - d. Encouraging them to figure out on their own what it is that needs to be completed

3. When a teen with intellectual and developmental disabilities does not follow the instructions, the parent should
 - a. Reteach what needs to be done and let them know that they should be able to remember these steps
 - b. Provide a consequence that helps them understand the importance of listening
 - c. Reteach what needs to be done, repeat the steps, and stay relaxed
 - d. Repeat the instructions and let them know next time you are not going to repeat yourself

4. Teens who have intellectual and developmental disabilities, or experienced trauma require what two things in the home and school environment?
 - a. Predictability and routines
 - b. Technology and routines
 - c. Engagement and socialization
 - d. Isolation and quiet

5. To help a teen with significant needs stay safe, the parent should do all of the following, **EXCEPT**
 - a. Finding groups with adult supervision for the teen to join
 - b. Making the home welcoming for your teen to have their friends over
 - c. Offering social skills training to increase awareness of dangers in the environment
 - d. Keeping tight control of the teen's activities outside the home

SESSION 6 POSTTEST

6. When a teen says their behavior isn't risky and they can take care of themselves, how should the parent respond?
 - a. "You are too young to understand all the dangers. I know what is best."
 - b. "I know you don't think the behavior is risky, but I do, and my job is to help you see what could happen and how to handle it."
 - c. "Let me tell you why this behavior is risky and why you need to stop."
 - d. "I need to keep you safe, so I need to control what you do and where you go."

7. All of the following are protective factors for teens, **EXCEPT**
 - a. Parental warmth
 - b. Acceptance
 - c. One-way communication
 - d. Predictable structure

8. To help teens have safe sexual behavior, parents should model appropriate affection, respect privacy and boundaries, and help the teen feel heard and validated. (circle one) True False

9. Tim is a 14-year-old who compulsively masturbates and engages in sexually explicit conversations with others. It is important for the parent to
 - a. Give Tim his privacy, teens are sexual
 - b. Seek out professional help for Tim while remaining calm
 - c. Try to ignore the behavior, it will most likely resolve on its own
 - d. Remove any privacy so Tim is not able to engage in masturbation as frequently

10. Jessica is a 13-year-old who loves Instagram. She is constantly posting photos of her day. Her classmates online are requesting Jessica post a sexually suggestive picture of herself in a bikini. Jessica does not see any problem with posting this picture. What question could Jessica's parent ask that might help her think about the consequences?
 - a. Would you be ok with your school principal, teachers, or grandparent seeing this photo?
 - b. Do you think you look good in this photo?
 - c. Do you know the person that is asking you for the photo?
 - d. Why would you want to put this photo on Instagram?
 - e.

SESSION 6 POSTTEST

11. You notice Jace, your 16-year-old, is quieter than usual. Jace is not talking about his friends at school and spends most of his time in his room online. He has missed school several times complaining of stomach aches or headaches. You discover that Jace is being bullied at school as well as online. To protect Jace you would do which of the following?
 - a. Take away the Internet so his peers do not have access to him at home
 - b. Move his computer into the main area of the house and talk with Jace about his experiences
 - c. Review his internet history and read every message from the bullies so you know what he has heard
 - d. Tell him “Sticks and stones will break your bones, but words will never hurt you.”

12. A teen who engages in cutting is always suicidal. (circle one) True False

13. Controlling food intake by either not eating or binge eating is a way to
 - a. Feel in control and/or deal with painful emotions
 - b. Not be hungry and maintain a healthy weight
 - c. Be healthy and feel in control
 - d. Deal with painful emotions and maintain a healthy weight

14. When a teen is confronted by a concerned parent about eating problems, they may be angry, defensive, and deny there is a problem. (circle one) True False

15. To de-escalate a situation with your teen, the parent should
 - a. Remain calm, keep a respectful distance from your teen, and be empathetic
 - b. Remain calm, tell the teen to calm down, talk to the teen about what is bothering them
 - c. Remain calm, speak louder so the teen can hear you, and remain close to the teen
 - d. Remain calm, tell them to calm down, ask the teen why they are upset

16. Juan has been talking about “not being around” and has lost interest in school. Juan just gave away all of his possessions to his friends. Juan is exhibiting warning signs of what?
 - a. Suicidal Ideation
 - b. Anxiety
 - c. Hyperactivity
 - d. Generosity

17. If you suspect your teen may be suicidal, you need to seek out professional help immediately. (circle one)
True False

SESSION 6 POSTTEST

18. Check all that apply: The training was

- Organized and easy to follow
- Relevant and helpful
- Boring
- Engaging
- Confusing
- Consistent with the objectives
- Unhelpful
- The right amount of time to cover the content

19. Check all that apply: The group activities during the trainings were

- Organized and easy to follow
- Relevant and helpful
- Engaging
- Not helpful in understanding the material
- Consistent with the learning objectives
- Helpful in providing opportunities to practice the concepts being taught
- Not engaging
- Enough time to do the activities.
- Boring

20. Check all that apply: The trainer

- Was helpful in answering my questions
- Was disorganized
- Encouraged participation
- Encouraged group members to interact with one another
- Was culturally respectful
- Did not have a good understanding of the material
- Was knowledgeable
- Was well prepared
- Stayed on topic

21. What aspects of the training could be improved? How?

CORE TEEN CURRICULUM

SESSION



A NEW SUITCASE OF PARENTING KNOWLEDGE AND SKILLS

SESSION 7

PRETEST

Name: _____ Session Date: _____ Location: _____

SESSION 7 PRETEST

1. Trauma-informed parenting combines structure with nurturing to create a safe and supportive environment for the youth. (circle one) True False
2. You find drugs in your teenager's room and you want to have a conversation about it. What are the 3 R's in trauma-informed parenting you would use to respond to your teenager?
 - a. Relate, Regulate, Reassess
 - b. Regulate, Relate, Reason
 - c. Relate, Respond, Rational
 - d. Rational, Response, Role model
3. Ana is a 14-year old who enjoys hanging out with her friends, likes art, and listens to music constantly. Her biological mother died when she was 6. Before that she lived with both her biological mother and her grandmother. Both caregivers struggled with substance abuse. All of the following may impact Ana's attachment with her foster/adoptive parent, **EXCEPT**
 - a. The experience of loss with the death of her biological mother
 - b. The experience of substance use and abuse in the home
 - c. Her mother's age when she died
 - d. Moving out of her biological family's home and into care
4. Rayshawn's father, Nick, provides him with verbal praise when he demonstrates desired behaviors. Nick will say things like "Rayshawn, I really appreciate you sharing with me how you feel" or "Rayshawn you showed a lot of strength walking away from your sibling to calm down." This is an example of what type of parenting strategy?
 - a. Environmental Control
 - b. Modeling
 - c. Instructing
 - d. Rewarding
5. Shawn has been hanging out with friends after school. Shawn and his friends were caught smoking marijuana and attempting to steal candy from a local store. What is an effective parenting strategy his mother, Vanessa might use?
 - a. Enroll Shawn in Karate after school
 - b. Ground Shawn for three weeks
 - c. Delete Shawn's friends' contacts from his phone
 - d. Scold Shawn in front of his friends so he won't see them again

SESSION 7 PRETEST

6. Derrick's teen is yelling and trying to engage in a fight with Derrick. Derrick remains calm and does not engage with the youth. Derrick says, "When you are ready to talk, come and sit in the living room – I will be there." Derrick moves to the living room, pulls out a book and begins to read while waiting for the teen to sit down indicating they are ready to talk. This is an example of what type of parenting strategy?
 - a. Environmental Control
 - b. Modeling
 - c. Ignoring
 - d. Instructing

7. Felicity is the adoptive parent of Ba'Shira, a 16- year old girl. They are shopping together and Felicity gets upset that the store doesn't have what she is looking for. She states, "I am feeling very frustrated that this store does not have what I need. I'm going to find another place to shop." This is an example of what type of parenting strategy?
 - a. Environmental Control
 - b. Modeling
 - c. Ignoring
 - d. Natural Consequences

8. Michael is a 13-year old who does not like doing homework. As his adoptive parent, you feel it is important that he does well in school. Michael has a project due in two days. You have helped him set up a timeline for when he needs to get tasks completed. The night before it is due, Michael is panicked and asks you to help him finish the project. What do you do in response?
 - a. Do the project for him
 - b. Offer to call the teacher in the morning to ask for more time
 - c. Let him get done what he can and turn it in
 - d. Tell him to stay home from school

9. Youth who identify as LGBTQ2S will grow out of it. (circle one) True False

10. Your teenager is upset that she can't attend a sleep-over with friends this weekend because there will be no adults in the home. Which of the following responses demonstrates attunement?
 - a. "You know the rule, there are no sleep-overs when adults are not in the home."
 - b. "I know you're upset that you won't be able to be with your friends. Next time we can plan for you to have them come here."
 - c. "Why are you making such a big deal about this? There will be other sleep-overs."
 - d. "I know you're unhappy, but you'll just have to deal with it."

SESSION 7 PRETEST

11. Practicing self-care as a parent is essential to supporting the recovery and healthy development of a teen who has experienced trauma. (circle one) True False

12. Tayon is a 13-year old who has experienced extreme trauma. His father, Damion, knows that Tayon needs a great deal of support. Damion wants to show Tayon he is committed and will be there for him all the time but also needs time for himself. Which of the following behaviors allows Damion to address his own need for self-care while ensuring Tayon is getting the support he needs?
 - a. Damion lets Tayon stay at home while he goes out to dinner with friends
 - b. Damion goes to dinner with a friend while Tayon is at football practice
 - c. Damion talks to Tayon about the stressors he is experiencing as a parent
 - d. Damion does nothing, he will address his self-care after Tayon gets what he needs

13. Teens who experience trauma may have difficulty letting their parents know they are doing a good job. How can parents get this positive feedback?
 - a. You don't really need positive feedback
 - b. Connect with friends and family who can provide support
 - c. If the teen doesn't want to give it, knowing what you're doing is good will have to be enough
 - d. Ask the teen to tell you at least one positive thing about your parenting every day

14. What can lead to 'Secondary Trauma'?
 - a. Experiencing the same trauma multiple times
 - b. Hearing about the traumatic events of others
 - c. Witnessing the trauma of someone you care about
 - d. Experiencing multiple different traumas

15. Youth who engage in self-harm through cutting are just trying to get attention. (circle one) True False

SESSION 7

POWERPOINT

SESSION 7 POWERPOINT

Session #7. A New Suitcase of Parenting Knowledge and Skills

Welcome Back!



Homework

- Which videos or articles did you choose?
- What strategies did you learn from those resources?



Any questions or comments about Session #6?



Learning Objectives

- Demonstrate two ways that parents can support youth's important connections and a sense of connectedness.
- Demonstrate the impact of secondary trauma on parenting.
- Identify the important elements to developing a self-care plan.



Relationships with Birth Family Members and Other Key Individuals

- Attachments to birth family members and other key individuals in their lives: Healthy relationships are essential in supporting the youth's current and future attachments.
- Almost every birth parent loves their child(ren) to the best of their ability and has provided some good parenting along the way.
- The youth *come from* their birth parents and from their birth cultures. If we reject or dislike them, we are, in effect, doing the same to youth.



Relationships with Birth Family Members and Other Key Individuals

- Youth's relationships with members their birth families may not seem positive or stable to you
- Respecting their healthy attachments and helping youth maintain them: help youth build a healthy sense of connection to their pasts as they move into the future
- Foster and adopted teens must have the opportunity to reflect on birth family members as they figure out who they look like and how they are different



Relationships with Birth Family Members and Other Key Individuals



Resource from Wendy Wiegmann



Relationships with Birth Family Members and Other Key Individuals

Supporting a youth's healthy relationships with birth family members and other key individuals.

Communicate to the youth that you support those healthy relationships and other important connections. These relationships and connections extend to birth parents and extended family members (both paternal and maternal) and siblings.



From Lori Ross



Relationships with Birth Family Members and Other Key Individuals

Support your youth's healthy birth family connections

- Help your youth develop a balanced view of his or her birth parents.
- Avoid agreeing or participating when your youth criticizes the birth parent.
- *If your youth is in foster care:* The goal is to find ways to co-parent or share parenting with birth parents, rather than keeping distance from them.
- *If your youth has an open adoption:* Build healthy relationships with your youth's birth family.
- *If your youth wants to find additional family members:* Talk about options for learning more.
- Be familiar with your youth's social media use.



Shared and Co-Parenting

- Keeping journals
- Taking pictures Saving notes, schoolwork, art projects
- Including birth family members in school activities such as conferences, parents' nights, and athletic events as well as in medical or dental appointments
- Allowing family interactions to take place in the resource family home



Relationships with Birth Family Members and Other Key Individuals

Support your youth's sibling connections

- Emotionally powerful and critically important relationships
- Longest lasting relationships
- Can provide the support and nurture that are not consistently provided by parents
- Provide protection
- When in foster care: can promote a sense of safety and well-being



Relationships with Birth Family Members and Other Key Individuals

Keeping youth's connections with their siblings when they are not physically together

- Arrange for regular visits.
- Arrange other forms of contact.
- Plan joint outings or camp experiences.
- Arrange for joint respite care.
- Help children and youth with emotions.

Handout #7.1 Sibling Issues in Foster Care and Adoption



Relationships with Birth Family Members and Other Key Individuals



VIDEO:

Brothers and Sisters in Foster Care:
Keeping Siblings in Foster Care Connected



Relationships with Birth Family Members and Other Key Individuals

Connections With Former Foster Parents/Caregivers

- Phone calls, texts, emails, or letters and cards
- Social media
- Skype or FaceTime
- Invitations to the youth's birthday party or graduation.
- Pictures and the open sharing of feelings



Resource: Relationships Between Past Foster Parents and Foster Children: Ideas for Reunited Birth



Review of the Impact of Trauma and Trauma-Informed Parenting Techniques

The Impact of Trauma on the Brain

- The brain as a layer cake
- Healthy development: Remarkable capacity to smoothly orchestrate emotions, behavior, and thinking.
- Disrupted development or functioning of the brain: Physical, emotional, social, behavioral, and cognitive problems; attachment disruptions and trauma.
- Brain functioning: “State-dependent”
- Regulate, Relate, Reason



Review of the Impact of Trauma and Trauma-Informed Parenting Techniques

Trauma Informed Parenting:

Trauma-informed parenting means that you, as the parent, are taking into account the early trauma that the youth has experienced, and you are adjusting your parenting to meet the youth's individual needs. Sometimes also called Therapeutic Parenting, it combines structure with nurturing to create a safe and supportive environment for the youth, creating the opportunity for trust-building and connectedness.



Review of Trauma-Informed Parenting Techniques

Handout #7.2

Trauma-Informed Parenting Strategies: A Brief Review



Review Trauma-Informed Parenting Techniques

Handout #7.3 Case Study: Makayla



Secondary Traumatic Stress

- *Recently, I've been sleeping on the couch. Truthfully, "sleeping" is not really an accurate description of what's happening. I've been lying awake staring at my outdated popcorn ceiling every night for a week. I lay there, eyes dry and bloodshot, wondering how in the world I'm going to get through the night. I've positioned the couch right outside my teenage son's door. We discovered a week ago that he's been sneaking out the window at night and going to a friend's house. My son experienced trauma before he was born. He was exposed to drugs, alcohol, violence and malnutrition. He doesn't understand the danger of sneaking out. He doesn't connect actions with consequences. He knows he is disobeying but lacks the impulse control to make a better choice.*



<https://confessionsofanadoptiveparent.com/secondary-trauma-how-your-childs-special-needs-may-be-affecting-you/>

Secondary Traumatic Stress

The symptoms of primary or secondary trauma
can be exactly the same!

"The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet."

Rachel Remen, *Kitchen Table Wisdom*



Secondary Traumatic Stress

Parents' Risk of Secondary Trauma

- Compassion
- Insufficient Recovery Time
- Unresolved Personal Trauma

What are your thoughts about secondary trauma and parents' risks of developing secondary traumatic stress?



Secondary Traumatic Stress

- Are there specific images or situations that keep coming into my head again and again?
- Are there situations with the youth that spark anxiety I am trying to avoid?
- Are there situations or people that remind me of a particularly distressing personal experience?



Secondary Traumatic Stress

Indicators of Secondary Trauma

Emotional Indicators	Physical Indicators	Personal Indicators



Secondary Trauma and Foster Parents: Understanding Its Impact and Taking Steps to Protect Them.
<https://muskie.usm.maine.edu/helpkids/rcpdfs/Sec.Trauma-foster.pdf>

Secondary Traumatic Stress

Handout #7.4 Strategies for Combatting Secondary Trauma



Self-Care

Deena McMahon



Self-care is crucial for foster and adoptive parents. The physical and emotional toll of caring for traumatized children can be overwhelming. Children can project hurt onto parents and, at the same time, blame parents for feelings of loss and despair. Parents must understand both the complexities of foster care and adoption, and their child's unique needs. With that knowledge and an ongoing commitment to self-care, parents can more easily remain effective and balanced.



Self-Care

- Parenting youth who have experienced trauma: Intense, stressful, frustrating, and extremely draining.
- Serious commitment to self-care
- Supporting youth requires us to care for self
- A win-win
- Self-care: Cornerstone of success for parenting
- Self-care is a skill



Self-Care



What are the key areas of self-care for all of us?
**Handout #7.5 Dimensions of Self-Care for Parents and
Self-Care Wheel**



Self-Care



Why is self-care so hard to do for so many of us?
Handout #7.6 Common Barriers to Self- Care
Check which of the common barriers you experience.



Self-Care

- Resilience and staying strong
- Social connections
- Concrete supports
- Self-care activities



Self-Care

Resilience: Be Strong Even When You Are Stressed

- Resilience: The process of managing stress and functioning well even when things are difficult
- Being resilient as a parent or caregiver:
 - Taking care of and feeling good about yourself
 - Asking for help when you need it
 - Being hopeful and preparing for the future
 - Planning for what you will do in situations that are challenging for you and/or the youth
 - Not allowing stress to get in the way of providing loving care for the youth
 - Taking time to really enjoy the youth and doing things you like to do together



Self-Care



Handout #7.7 Part 1. Thinking About Our Own Resilience

- The desire for positive feedback
- You are doing your best in a difficult situation
- Keep a copy of your completed handout where you can regularly see it to remind yourself of your own strengths and resilience.



Self-Care

Social Connections: Get and Give Support

- Positive relationships with family, friends, and neighbors
- Strengthen your support network by:
 - Focusing on relationships where you feel respected and appreciated
 - Accepting help from others and looking for opportunities to help them back—for many of us it's much harder to accept help so this may be something you need to practice
 - Building your skills and comfort in reaching out to others, communicating, resolving conflict, and doing all the other things that help to keep a friendship strong
 - Building your network so you have multiple friends and connections to turn to in different situations and needs



Self-Care



Handout #7.7 Part 2. Thinking About Our Social Supports



Self-Care

Concrete Support: Get Help When You Need It

- Know what help is available, where to find it, and how to get it
- Ask for help when you need it—such as financial help, a break from work or home responsibilities, or therapy for yourself, a child, or another family member
- Get what you need to keep your family healthy and safe
- Help others when possible – for many of us, helping others is a great way to reinforce our own abilities and can help to fill our own “cup.”



Self-Care

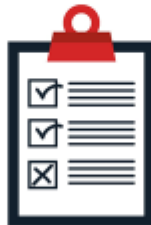


Handout #7.7 Part 3. Concrete Supports



Self-Care

Handout #7.8 My Checklist



Self-Care

Handout #7.9



- Have a goal of maintaining a balance between work and relaxation, and between your commitments to others and to yourself.
- Include activities you do purely for fun.
- Include a regular stress management approach
- List things you plan to do either daily or weekly/monthly.
- Include things that are reasonable and that are just for you.
- Start small
- Saying “no” is also a good way to care for yourself
- The best plan in the world will only work if you actually follow through with it.
- Deliberately place your self-care plan somewhere you can see it



Summary

- Importance of supporting youth’s important connections and a sense of connectedness.
- Review of the impact of trauma on the brain and review of trauma-informed parenting techniques to promote youth’s healing and well-being.
- Demonstrated the impact of secondary trauma on parenting and identified the important elements to developing your individualized self-care plan.



Time to Celebrate!



**THANK
YOU**

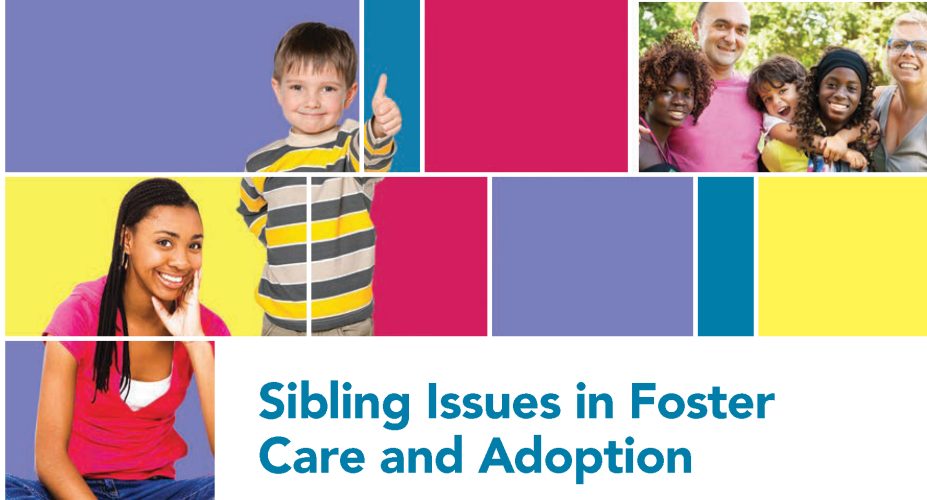


SESSION 7

HANDOUTS



HANDOUT #7.1: SIBLING ISSUES IN FOSTER CARE AND ADOPTION



BULLETIN FOR PROFESSIONALS
June 2019

Sibling Issues in Foster Care and Adoption

Sibling relationships can provide positive support and improved outcomes for children involved with child welfare as well as for those in the general population (Richardson & Yates, 2014). Connections with siblings can serve as a protective factor for children who have been removed from their birth homes, but for a variety of reasons, siblings may not be placed together or may not have regular contact. Child welfare professionals can support children’s well-being by attempting to preserve their connections to any brothers and sisters while in foster care or any subsequent permanent placements. This bulletin explores relevant research, strategies, and resources to assist child welfare professionals in preserving connections among siblings.

WHAT’S INSIDE

Importance of sibling relationships

Legal framework for protecting sibling connections

Defining a sibling relationship

Challenges to placing siblings together

Practices to maintain sibling connections

Conclusion

Additional resources

References

Importance of Sibling Relationships

Having a brother or sister provides children with a peer partner with whom they can explore their environments, navigate social and cognitive challenges, and learn skills (Richardson & Yates, 2014). Sibling relationships can provide a source of continuity throughout a child's lifetime and can be the longest relationships that people experience. Unfortunately, though, many siblings may be separated upon removal and not have frequent contact while in care (Wojciak, McWey, & Helfrich, 2013). However, for some siblings in care, their separation or infrequent visiting can cause those relationships to wither, sometimes to the point of permanent estrangement. The following sections describe the benefits sibling connections have on the well-being and permanency outcomes of children involved with foster care.

Well-Being Outcomes

Experiencing maltreatment and being removed from their homes are traumatic experiences for children. They can cause children to suffer from feelings of worry and confusion as well as loss of identity, self-esteem, and a sense of belonging, which can be exasperated by separation from a sibling (Wojciak, McWey, & Waid, 2018). Preserving ties with siblings, however, can help buffer children from the negative effects of maltreatment and removal from the home (Aguiniga & Madden, 2018).

The following are examples of positive well-being outcomes that can arise from supporting sibling relationships or copacements:

- Children who have positive relationships with their siblings are less likely to exhibit internalizing behaviors (i.e., behavior problems, such as anxiety or depression, that are directed inward or "kept inside") after experiencing a traumatic event (Gass, Jenkins, & Dunn, 2007; Wojciak, McWey, & Helfrich, 2013).
 - Being placed with siblings or maintaining sibling connections while in care serves as a protective factor for children's mental health (Jones, 2016; McBeath et al., 2014).
 - Being placed with all their siblings may improve children's school performance (Hegar & Rosenthal, 2011).
- When siblings who are all placed together were compared with those in "splintered" placements,¹ those placed together tend to show more closeness to their foster caregivers and like living in the foster home more than those not placed with a sibling (Hegar and Rosenthal, 2011).
 - Separating siblings can hinder adjustment and adaptation to the new home. This is in part due to children worrying about their siblings in other foster homes or those remaining with their birth families (Affronti, Rittner, & Semanchin Jones, 2015).

Siblings can also provide support to youth after they have emancipated or otherwise exited from foster care. Based on a small convening of youth formerly in foster care, FosterClub—which helps connect youth in foster care with tools, resources, and peer support—noted that siblings can help by providing emotional and spiritual support, guidance about college or other opportunities, assistance required due to physical and developmental disabilities, and information about health concerns or history (C. Teague, personal communication, April 22, 2019).

Permanency Outcomes

Joint sibling placements can increase the likelihood of achieving permanency and stability. Studies have found that placing siblings in the same foster home is associated with higher rates of reunification, adoption, and guardianship (Jones, 2016; Akin, 2011). Additionally, siblings placed together are more likely to exit to adoption and guardianship than if they are placed apart (Jones, 2016). Some studies find that children placed with their siblings also experience at least as much placement stability—if not more—than those who were separated from their siblings (Jones, 2016). A large study of placement disruptions in Texas found that placements of all siblings together led to a lower risk of disruptions due to incompatibility between the child and caregiver or child-initiated disruptions (e.g., the child ran away or refused to stay) compared with placements of siblings placed apart (Sattler, Font, & Gershoff, 2018).

¹ A "splintered" placement is one in which a child is placed with at least one sibling but is also not placed with at least one sibling.

Legal Framework for Protecting Sibling Connections

Even when professionals believe that maintaining sibling relationships is in children's best interests, laws and policies must be in place to support these connections, both in foster care and when permanency is achieved. At the Federal level, the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act) was the first Federal law to address the importance of keeping siblings together. The law mandates that, to receive Federal funding, States must make reasonable efforts to maintain sibling connections. This means that States must seek to place siblings in the same home or, if the children are not placed in the same home, provide for frequent visitation or ongoing contact, unless either of these actions would be contrary to the safety or well-being of any of the siblings.

As of January 2018, approximately 37 States, the District of Columbia, and Guam have statutes requiring child-placing agencies to make reasonable efforts to place siblings in the same home when they are in need of out-of-home care, except when there are documented reasons why a joint placement would not be in the best interests of any of the siblings. Additionally, approximately 35 States and Puerto Rico have statutes requiring that siblings who cannot be placed together be given opportunities for visits and/or other contact or communication (Child Welfare Information Gateway, 2018).² State statutes regarding siblings may vary. For more information, refer to Information Gateway's *Placement of Children With Relatives*, which provides State-specific legislative text, at <https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/placement/>.

As of August 2018, only 13 States specifically have statutes providing that visits between siblings who have been separated by adoption may be included in a contact agreement (Child Welfare Information Gateway, 2019).

² Although the Fostering Connections Act requires States to have policies and procedures in place to ensure reasonable efforts are being made to place siblings together or help them maintain contact, that does not—in most cases—necessarily require the State legislature to pass a law.

Adoptive parents have the right to decide, however, who may have contact with their adopted child, and they can allow any amount of contact with birth family members, which can be arranged without any formal agreement. State-by-State information on this topic can be found in Information Gateway's *Postadoption Contact Agreements Between Birth and Adoptive Families* at <https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/cooperative/>.

In addition to the Fostering Connections Act, other recent Federal legislation has included provisions recognizing the importance of sibling connections. The Preventing Sex Trafficking and Strengthening Families Act of 2014 amended title IV-E State plan provisions to require that the parents of siblings be included as persons to be notified when a child needs placement. The Family First Prevention Services Act of 2018 permits a State to allow the number of children in foster care who may be cared for in a home to exceed the numerical limitation specified in law in order to allow siblings to remain together.

Defining a Sibling Relationship

The identification of siblings can be challenging, especially when children have lived in more than one family. Additionally, children's definitions of their siblings may differ from laws and agency policies, which may have restrictive definitions of siblings that require children to have a biological parent in common. Children may have more expansive definitions of who their siblings are; they may include biological siblings, step siblings, foster siblings, or other close relatives or nonrelatives with whom they live or have lived. It is also possible they have siblings they have never met. Caseworkers should ask children about who they view as their siblings and strive to help them maintain connections even when some siblings may fall outside their jurisdiction's legal definition.

Challenges to Placing Siblings Together

Placing siblings in the same home should always be the priority. There may be situations, however, where placing siblings together is not advisable due to clinical considerations arising from the trauma the children have experienced. If there is concern about placing the siblings together, caseworkers should conduct an assessment of the sibling relationship and consult with the children's therapists and previous foster parents to determine if placing the siblings in separate homes is warranted. In the event that one of the siblings poses a risk to the other due to physical, sexual, and/or verbal abuse, the caseworker should determine if the risks can be managed if the siblings are placed in the same home. If so, the worker can put a plan in place to ensure the safety of the siblings. The entire child welfare team, including the foster parents, should be made aware of this plan.

There are sometimes logistical barriers that make it difficult to place siblings together. Although the following demographic and situational factors present challenges for agencies to place siblings together, they should not be used by caseworkers as reasons *why* siblings should be placed apart (Wojciak, McWey, & Waid, 2018; Wojciak & Hough, 2018):

- Large sibling group size
- Differences in the needs of siblings
- Entrance into foster care at different times
- Lack of foster homes that can accommodate a sibling group

Other difficulties that could arise include caseworkers not being able to determine sibling connections or find siblings if they have different last names, live in a different jurisdiction, or are otherwise unknown to the agency. Another potential obstacle in some jurisdictions is that a termination of parental rights could also end the legal relationship between siblings, which would make the Fostering Connections Act requirement to place siblings together when possible irrelevant in those cases (White & Jernstrom, 2014).

If siblings have to be placed in different homes, it is essential that a visitation plan be put in place to ensure consistent contact between the siblings. Potential barriers to sibling visits while in foster care including long distances; high caseloads, which can prevent caseworkers from having enough time to coordinate and supervise visits; foster parent resistance; youth resistance; adoption of one or more siblings; and other resource issues (e.g., lacking funds to reimburse foster parents for mileage, visitation rooms) (Church & Moe, 2015; Joyce, 2009).

It is essential that child welfare agencies plan for these obstacles in advance. They should routinely review their policies and practices to find ways to mitigate any barriers to placing siblings together and ensuring consistent contact between siblings who are separated. Agencies may be able to adjust their resource family recruitment and retention methods, as well as their data-collection efforts, to be better situated to have a set of families willing and able to accommodate sibling groups of various sizes and needs.

Practices to Maintain Sibling Connections

Given the importance of sibling relationships and the positive outcomes they can generate, it is crucial for child welfare professionals to place siblings together or, if that is not possible, seek ways for them to remain connected while they are in foster care, postpermanency, or after they have aged out of care. Beginning at intake and continuing throughout a case, workers should determine and assess sibling relationships from the perspective of each child (as age appropriate) to help create strategies to place siblings together. The assessment should also include information from collateral sources, such as relatives, caregivers, and teachers (Waid, 2018). During this process, caseworkers should seek information about who the child considers to be a sibling—including those who are not included in your jurisdiction's legal definition of siblings and those who may not currently be living with the child. They should also ask the child about the actual and desired frequency of contact with each sibling.

The following are practices that can help caseworkers and agencies achieve both of those goals:

- Providing training for caseworkers and caregivers on the importance of preserving sibling connections—including with those siblings who have achieved permanence, aged out of care, were informally placed with relatives, or were not removed from the home—and the impact of sibling loss on children
- Having a system in place to track the location and status of all siblings, including those currently in separate placements, have achieved permanence, aged out of care, were informally placed with relatives, or were not removed from the home
- Assigning all siblings to the same caseworker, regardless of when they enter care
- Discussing sibling issues at regular intervals with all relevant individuals (e.g., children, birth families, resource families) throughout cases and incorporating sibling connections into postpermanency plans
- Including children and youth, as well as caregivers, in discussions and case planning regarding siblings

Additionally, there are programs designed to enhance the relationships of siblings in foster care, both for siblings placed together and those placed apart. For example, Supporting Siblings in Foster Care (SIBS-FC) is a 12-session program that provides sibling pairs with opportunities to learn and practice social skills, emotional regulation, problem solving, and other skills. In a randomized clinical trial, siblings participating in SIBS-FC had significant improvements in relationship quality (Kothari et al., 2017). Caseworkers should determine if similar programs are available in their communities and if children in their caseload would benefit from them.

The remainder of this section addresses strategies for placing siblings together and helping them maintain a relationship when coplacement is not possible.

Strategies That Support Placing Siblings Together

Agency practices, along with the individual circumstances of each sibling group and the availability of suitable placements, will affect whether siblings are placed together. The following are practice strategies designed to recruit and support families who can care for sibling groups (National Resource Center for Diligent Recruitment, 2017; Silverstein & Smith, 2009):

- Help families assess their capacity to care for a sibling group so they can be better prepared.
- Provide opportunities for foster and adoptive families who have cared for sibling groups to speak with families considering caring for sibling groups, either as a group or individually as a peer partner.
- Recruit families specifically to care for sibling groups through community outreach, the media, special events, faith-based organizations, photolistings, and websites.
- Have contracts with private agencies to offer a specialized foster care program designed specifically for sibling groups. For an example of this type of program, you can read about Neighbor to Family, which has several locations throughout the United States, at <http://neighbortofamily.org/>.
- If efforts are being made to recruit an adoptive family for a sibling group, list them as a group with a picture of the entire sibling group.
- Ensure families who care for sibling groups receive information and access to sufficient resources (e.g., family support groups, sibling camps, individual and family therapeutic services, respite care).
- Designate certain foster home resources for large sibling groups and offer incentives to hold them open for these placements.
- If siblings must be separated in an emergency placement, review the case within the first week to plan for how they can be placed with the same family.

Sibling Placement Decision Scenarios

Despite supportive policies or a caseworker's best efforts, several situations may lead to siblings being placed separately. This initial separation can lead to permanent separation if an agency does not make ongoing, concerted efforts to place the children together. Both policy and practice should promote ongoing efforts to reunite separated siblings. Common dilemmas regarding separated siblings include the following:

- An infant may come into care and be placed in a foster home before workers have determined that the infant has siblings already in foster care or in adoptive homes. The foster parents of the infant may then argue against the removal of the infant from their home. To avoid this dilemma, agencies should establish whether any child coming into care has siblings already in placement or who have achieved permanency. If so, strong efforts should be made to place the infant with siblings.
- In some cases of separated siblings, foster parents may want to adopt only the sibling placed with them. Workers are put in an untenable position—allowing the child to be adopted without his or her siblings or keeping the child in foster care until a family can be found who will adopt all of the siblings. To reduce the likelihood of this situation, foster parents should always be told at the time of placement that reuniting siblings is a top priority of the agency. Whatever decision is made, there should be provisions for maintaining connections with both the foster parents and siblings.
- A sibling group placement could disrupt because the foster parents cannot handle one of the sibling's behavior, but they want to continue parenting the others. The worker must decide whether to remove just the one child or the entire sibling group. An alternative would be to have a temporary specialized placement for the sibling with behavior problems if the foster parents are willing to work toward reintegrating this child into their family.

Strategies for Preserving Ties When Siblings Are Separated

When siblings cannot be placed together, facilitating regular contact is critical to maintaining their relationships. Caregivers play a crucial gatekeeping role in regulating contact between siblings, particularly after adoption or guardianship, and it is important for caseworkers to address any caregiver concerns and promote the benefits of sibling contact. Sometimes supporting and sustaining sibling visits require clinical interventions, including both sibling therapy and clinically supervised visits, to address dysfunctional patterns that have developed in their relationships.

The following are examples of practices that can help maintain or strengthen relationships among separated siblings:

- **Place siblings with kinship caregivers who have an established personal relationship.** Even when siblings cannot be placed in the same home, they are more apt to keep in close contact if they are each placed with a relative.
- **Place them nearby.** Placing siblings in the same neighborhood or school district makes it easier for them to see each other regularly.
- **Ensure regular visits occur.** Frequent visits help to preserve sibling bonds. Children's Bureau guidance on the Fostering Connections Act (<http://www.acf.hhs.gov/programs/cb/resource/pi1011>) designates that these visits should occur at least monthly and allows agencies to set standards for more frequent contact. Some communities may have local organizations

that can support sibling visits. For example, Project Visitation in Hawaii helps arrange monthly visits and special events for separated siblings.

- **Arrange other forms of contact.** If regular in-person meetings may not be possible or are not sufficient to meet the needs or desires of the siblings, workers should assist them in maintaining frequent contact through letters, email, social media, cards, and phone calls. Caseworkers should ensure siblings have full contact information for each other and have access to the proper technology, if needed. Although these alternative forms of communication are beneficial and can provide additional contact between in-person visits, they should not serve as a replacement for regular in-person contact, which may need to be arranged by the caseworker or caregivers.
- **Involve families in planning.** Caseworkers should partner with the adults in the siblings' families (e.g., birth, foster, adoptive, guardianship) to develop a plan for ongoing contact. This discussion should include working through any barriers to visits and how the plan will be reviewed and revised as needed.
- **Plan joint outings or camp experiences.** Siblings may be able to spend time together in a joint activity or at summer or weekend camps, including camps specifically designed for siblings in foster care (e.g., Camp to Belong [<http://camptobelong.org/>]).
- **Arrange for joint respite care.** Families caring for separated siblings may be able to provide babysitting or respite care for each other, thus giving the siblings another opportunity to spend time together.
- **Help children with emotions.** Children may experience a wide range of emotions that are caused or affected by their separation from their siblings as well as the maltreatment they experienced and their removal from home. For example, children may feel guilty if they have been removed from an abusive home while other siblings were left behind or born later. Caseworkers and other adults in the children's lives can help them express and work through these feelings. If siblings are in therapy, it may be helpful for them to see the same therapist, with appointments perhaps scheduled jointly or back to back.

Postadoption Contact

Sibling relationships should still be facilitated and encouraged in cases when they are in separate homes due to adoption or guardianship. The earlier these relationships begin, the more children can use these opportunities to work through adoption identity and other issues that may arise and the sooner they can develop truly meaningful relationships with siblings. Caseworkers should ensure prospective and current adoptive parents understand the importance of sibling contact, encourage it to be included in any postadoption contact agreements, and seek ways the agency can support this contact.

Many States have adoption registries that can help adult siblings separated by foster care or adoption reestablish contact later in life. The caseworker should ensure that all pertinent information on each sibling is entered in the registry at the time of each child's adoption.

For more information, including State statutes on postadoption contact agreements, visit Information Gateway's Open Adoption and Contact With Birth Families in Adoption web section at <https://www.childwelfare.gov/topics/adoption/adoptive/before-adoption/openness/>.

Social Media and Child Welfare

Facebook and other social media make it much easier for siblings to both find and communicate with one another, regardless of the adults' feelings or concerns. Caseworkers can work with both children and their families to explore expectations regarding social media and ensure that children know how to safely use it. For more information about the use of social media in child welfare, including tip sheets for youth in foster care and caseworkers, visit Child Welfare Information Gateway at <https://www.childwelfare.gov/topics/management/workforce/tools/socialmedia/>.

Conclusion

Maintaining and strengthening sibling bonds is a key component to child well-being and permanency outcomes. It is also central to meeting the requirements of the Fostering Connections Act. Child welfare professionals can champion these efforts by developing their knowledge about the importance of sibling connections and relevant strategies to support them as well as encouraging birth, foster, and adoptive families to take steps to promote these connections.

Additional Resources

The following Child Welfare Information Gateway web sections offer additional resources about sibling connections in foster care and adoption:

- Considering Siblings in Permanency Planning <https://www.childwelfare.gov/topics/permanency/planning/siblings/>
- Sibling Groups <https://www.childwelfare.gov/topics/adoption/adoptive/who-are-the-children-waiting-for-families/sibling-groups/>

Other helpful resources for child welfare professionals include the following:

- *Working With Siblings in Foster Care: A Web-Based NCCWE Toolkit* (National Center for Child Welfare Excellence) <http://www.nccwe.org/toolkits/siblings/index.html>
- *Organizational Self Study on Parent-Child and Sibling Visits* (National Resource Center on Permanency and Family Connections) <http://centerforchildwelfare.org/kb/bpam/OrganizationalSelfStudyonVisiting2011.pdf>
- *Practice Principles for the Recruitment and Retention of Kinship, Foster, and Adoptive Families for Siblings* (National Resource Center for Diligent Recruitment) http://adoptuskids.org/_assets/files/NRCRRFAP/resources/practice-principles-and-seven-step-process-for-sibling-recruitment.pdf
- *Ten Myths and Realities of Sibling Adoption* (National Resource Center for Diligent Recruitment) https://www.adoptuskids.org/_assets/files/NRCRRFAP/resources/ten-myths-and-realities-of-sibling-adoptions.pdf
- "Positive Youth Development for Siblings in Foster Care" (webinar) (Center for Advanced Studies in Child Welfare) <https://cascw.umn.edu/portfolio-items/pyd/>
- "Siblings in Foster Care: Assessment Considerations for Child Welfare Professionals" (webinar) (Center for Advanced Studies in Child Welfare) <https://cascw.umn.edu/portfolio-items/siblings-in-foster-care-assessment-considerations-for-child-welfare-professionals-5-hr/>

Some States may have a sibling bill of rights that can guide your approach to sibling visitation and placement and that may be helpful to share with clients. The following are examples:

- Connecticut: <https://portal.ct.gov/-/media/DCF/YAB/pdf/SiblingBillofRightsFINALpdf.pdf?la=en>
- Minnesota: https://www.dhs.state.mn.us/main/groups/county_access/documents/pub/dhs-305844.pdf
- Oregon: <https://www.oregon.gov/DHS/ABOUTDHS/Documents/CF-0262-Posters.pdf>

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Administration on Children, Youth and Families
Children's Bureau





HANDOUT #7.2: TRAUMA-INFORMED PARENTING STRATEGIES: A BRIEF REVIEW

Sessions #1 and #2

- Regulate, Relate, Reason
- Being aware of our own level of comfort in responding to different types of youth behaviors
- Regulating ourselves before engaging with the youth
- Having a firm understanding of the impact of trauma, including historical trauma, on the youth's social and emotional development, behavior, health, and academic development
- Attending to the youth's emotional age developmental status
- Looking beyond the behavior to the underlying cause of the behavior
- Reframing challenging behaviors as survival skills

Session #3

- Building a strong relationship and attachment with the youth
- Being attuned to the youth and not taking the youth's behavior personally
- Having a full understanding of the impact of grief and loss on youth's ability to attach and trust
- Helping the youth understand the connections between their past experiences and current behaviors
- Adjusting routines, expectations, and interpretations
- Flexibility: Balancing limit setting with the unique needs of youth
- The Four P's
- Watch your proximity: Give about two feet more space to a youth than you would give to a youth who has not experienced trauma. American Indian children and youth may need even more space.
- Be present: Have a quiet presence around the youth
- Position yourself in parallel: Walk side-by-side, go for a ride in the car
- Be patient: Give your youth time and space; be willing to wait
- Promoting felt safety
- Supporting and promoting the youth's safe and healthy relationships with birth family members, especially siblings, and other important people in the youth's life

SESSION 7 HANDOUTS

Session #4

- Fostering a youth's racial, cultural, and ethnic identity
- Fostering a youth's sense of connectedness and belonging to their family and cultures of origin
- Understanding explicit and implicit bias
- Promoting racial and ethnic pride
- Nurturing a youth's sexual orientation/gender identity
- Responding to microaggressions and bullying

Session #5

- Collaborative Problem-Solving
- Behavioral management strategies: Rewarding, Environmental Control, Modeling, Instructing, Ignoring, Natural Consequences

Session #6

- Strategies to parent youth with intellectual and developmental disabilities
- Responding to sexually reactive behavior and excessive sexual behaviors
- Intervening in Internet and social media usage that pose a danger to teens
- Supporting a teen who is experiencing self-harming behavior
- Strategies to respond to aggressive behaviors
- Responding to suicidal ideation
- Developing Safety Plans to support various high risk behaviors

Session #7

- Supporting and promoting the youth's safe and healthy relationships with birth family members, especially siblings, and other important people in the youth's life



HANDOUT #7.3: CASE STUDY: MAKAYLA



Makayla, a 16-year-old African American girl, entered foster care at age 12. She witnessed the shooting death of her father outside their home. Her mother went into a deep depression after his death and began drinking heavily. Makayla, then age 11, and her two younger brothers, Wesley (age 8) and Royal (age 6), had to fend for themselves. The family was reported to the child welfare agency. The agency made the decision that the children needed to be removed from the home. An uncle came forward and offered to care for Wesley and Royal, which the child welfare agency approved. He did not wish to care for Makayla who entered foster care. Makayla was initially placed with a foster family, but the placement lasted only two months when the family moved out of state.

Makayla lived in an additional foster home and was living in a group home when you, a white single woman, met her at an event sponsored by the agency. She was 14 years old at the time and her mother's rights had been terminated. It was a slow process during which you and Makayla got to know one another. After spending time together and talking frequently over the course of 12 months, you and Makayla agreed that you would like the agency to approve an adoption. Eight months ago, Makayla moved in with you and the adoption was finalized two months ago.

Over the last several months, Makayla has been engaging in angry outbursts over minor matters (at least, they seem minor to you—such as you not having potato chips in the pantry when she wanted some). She is increasingly irritable with you and her new friends at school where she seems to be having trouble concentrating. She has become very secretive about her activities. She seems sad and has recently begun to talk about how afraid she is of dying. Over the last few weeks, she has had nightmares that wake her up screaming.



HANDOUT #7.4: STRATEGIES FOR COMBATting SECONDARY TRAUMA

Strategies for Combatting Secondary Trauma

Understand and respond to your own needs. Learn to recognize your body's signs of stress.

Set limits. You cannot be everything to everyone. Learn to say "no" to requests for your time or attention. Recognize the job of parenting children who have been traumatized requires a change in other priorities and other relationships.

Create time for rest and leisure. Small ways of taking care of yourself can include a morning cup of coffee, a special bubble bath, or a walk in the park. Focus on healthy ways to relax.

Maintain a positive view of the world. Bad things happen, but there is a lot of good in the world. Remember that you are part of the good that is happening in your child's life.

Seek out help for your own feelings. You are your child's lifeline. Taking care of you is taking care of your child. Find others who will listen without judgment—a friend, a sibling, a therapist, or a support group. (All of the above, if possible!)

Choose your battles. Ask yourself, "Does this really matter?" See what you can let go of. Realize that life will go on even if you are not perfect.






Keep hope alive. Focus on the glimmers of hope and change in your child and your relationship with your child.

Adapted from Children's Home Society of Missouri, n. d.

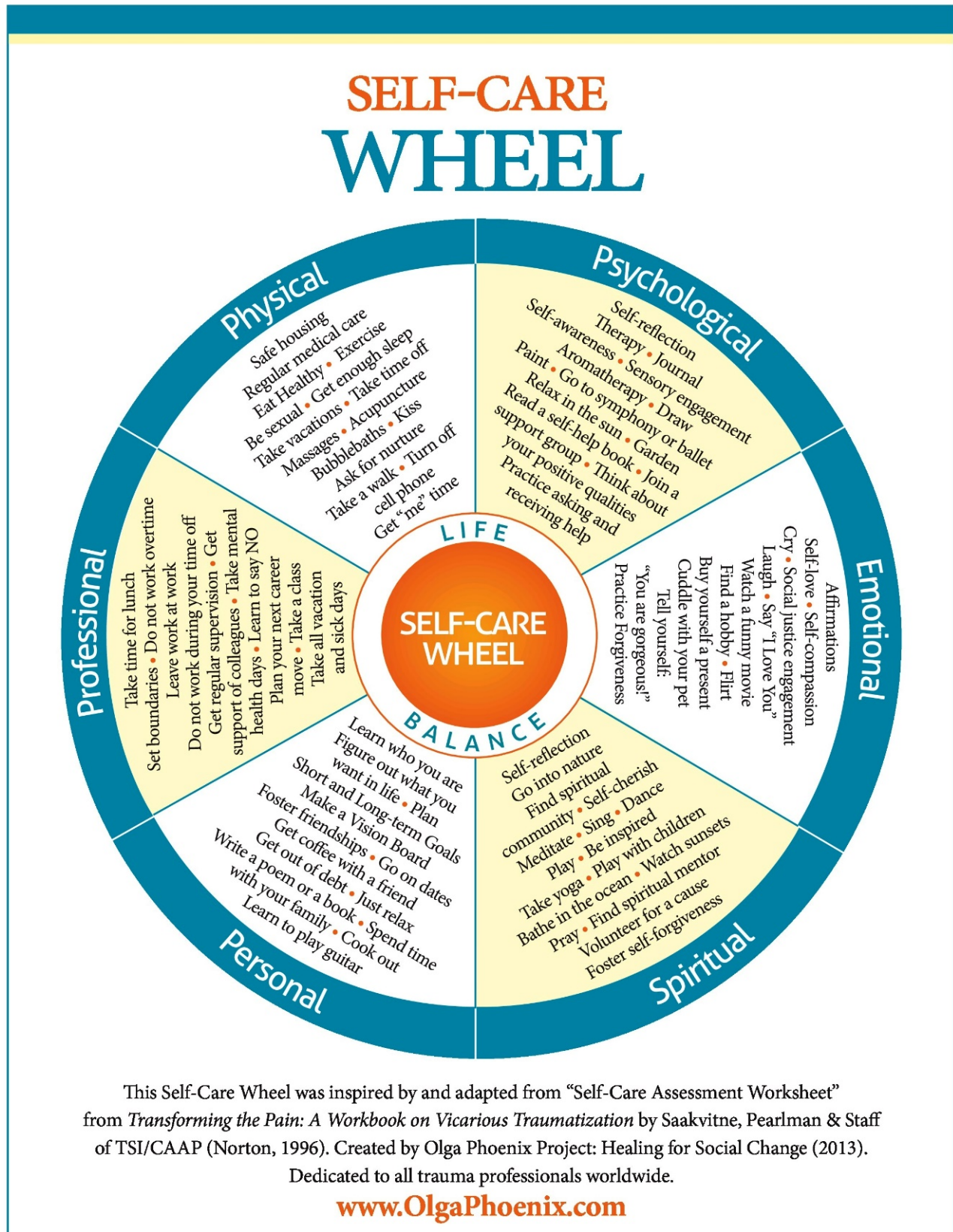


HANDOUT #7.5: DIMENSIONS OF SELF-CARE FOR PARENTS AND SELF-CARE WHEEL

Dimensions of Self-Care

Dimensions of Self-Care	How to Care for Myself in This Dimension
 <p>Physical Self-Care</p>	<p>Diet</p>
 <p>Psychological Self-Care</p>	<p>Reflection</p>
 <p>Emotional/Social Self-Care</p>	<p>Friends</p>
 <p>Spiritual Self-Care</p>	<p>Meditation</p>
 <p>Workplace Self-Care</p>	<p>Breaks</p>

Self-Care Wheel





HANDOUT #7.6: COMMON BARRIERS TO SELF-CARE: WHICH ARE BARRIERS FOR ME?

Check those that are barriers for you.

- _____ **1. Outward Focus.** Most days, foster and adoptive parents devote far more energy to others' needs than to their own well-being. In fact, many are uncomfortable being on the receiving end of other people's attention and assistance.
- _____ **2. Busyness.** Many caregivers really want to be there for others. They want to remember birthdays with a cake, they want to help out at church, or deliver a meal to a sick friend. So, they work harder and longer.
- _____ **3. Uncertainty.** Too many caregivers simply do not know what meaningful self-care looks like for them. They know something is missing but they can't quite put their finger on just what might make them feel better.
- _____ **4. Denial.** Too many caregivers believe they somehow don't or shouldn't need support.

- _____ **5. Minimizing/feelings of unworthiness.** Natural and man-made disasters and other terrible occurrences in the news remind us there are always other people who are worse off. We're taught as children to be happy with what we have, since other people have it much harder. As a result, we sometimes feel guilty because our stress and struggles pale in comparison.
- _____ **6. Inability to say no.** Caregivers, by nature or habit, are often the ones who volunteer in their communities, agree to take on duties no one else wants, and otherwise try to help out when they can. Although this is wonderful, it can also be taxing.



HANDOUT #7.7: PART 1 - THINKING ABOUT OUR OWN RESILIENCE

Adapted from Taking Care of Yourself: Tips for Foster and Resource Parents

<https://www.cssp.org/reform/strengtheningfamilies/practice/body/Self-Care-for-Foster-Parents.pdf>

The following questions help you think about your own resilience and how you can stay strong:

1. What helps you feel calm when things are stressful in your everyday life? Please list three small actions you can take to help you feel strong and calm. Can you make time to do these things on a regular basis?

2. What things really get under your skin as a parent? Make a plan for the things that you know have been stressful and might happen again. Think about the things this youth might do differently from your other children and how you will respond.

3. Think back to other parenting or child care experiences you have had. What were some of the things you really enjoyed? Ask the youth in your care about things they enjoy doing or would like to try. Developing routines together around activities that you both enjoy is an important part of building a positive, nurturing relationship.



HANDOUT #7.7: PART 2 - THINKING ABOUT OUR SOCIAL SUPPORTS

Adapted from Taking Care of Yourself: Tips for Foster and Resource Parents

<https://www.cssp.org/reform/strengtheningfamilies/practice/body/Self-Care-for-Foster-Parents.pdf>

Take a few moments to think about your social connections:

1. Who can you turn to for emotional support? Who makes you laugh or makes you feel better about yourself?

2. Is there anyone who can provide back-up if you need help with your youth?

3. Do you know other parents (including other foster and adoptive parents) with a youth around the same age as your youth? If yes, how might you best connect with them? If not, how might you go about connecting with these parents?

4. Who gives you the best advice? Whose parenting do you admire?



HANDOUT #7.7: PART 3 - CONCRETE SUPPORTS

Adapted from Taking Care of Yourself: Tips for Foster and Resource Parents

<https://www.cssp.org/reform/strengtheningfamilies/practice/body/Self-Care-for-Foster-Parents.pdf>

In terms of concrete supports:

1. Are there local support groups or social groups for adoptive or foster families? List any other foster or adoptive families you know. Are there places where adoptive or foster families gather?

2. Are there things that are already placing a financial stress or burden on your family? Do you know of resources or supports that may be available? If you need information, do you know who you can talk with to get that information?

3. Does your youth need specific types of supports or services? If so, what are they?

4. Are you nervous about asking for help or support? Think about what you can do to feel comfortable asking for support, and how you will ask for what you need.



HANDOUT #7.8: MY CHECKLIST

Place a checkmark in the column that best describes how well you are currently engaging in this important self-care activity.

Self-Care Activity	Never do this	Rarely do this	Sometimes do this	Regularly do this
Get enough sleep most nights, usually between 7 and 8 hours.				
Eat a healthy, balanced diet, including breakfast. Avoid eating on the run, behind your desk, or in your car.				
Get some form of regular exercise.				
Visit your doctors and follow their recommendations.				
Use alcohol in moderation, or not at all.				
Take regular breaks from stressful activities.				
Laugh every day.				
Express yourself. If you're feeling frustrated, sad, or angry, be honest about your emotions.				
Make time to engage in something you love.				
Nurture your relationships with your partner, family, and friends.				
Have a hobby or take a class, get a massage, or have a regular night out.				
Let someone else do something to take care of you.				
Connect with your spiritual and/or religious beliefs.				

Source: <http://fosteringperspectives.org/fpv19n2/FPv19n2.pdf>



HANDOUT #7.9: SELF-CARE PLAN

_____ 's Self-Care Plan!

MIND

BODY

SUPPORTIVE PEOPLE IN MY LIFE

I WANT TO ACCOMPLISH

SPIRIT



Self Care Plan by Social Work Tech | Ignacio Pacheco
This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.
Based on a work at socialworktech.com .
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SESSION 7

POSTTEST

Name: _____ Session Date: _____ Location: _____

SESSION 7 POSTTEST

1. Trauma-informed parenting combines structure with nurturing to create a safe and supportive environment for the youth. (circle one) True False

2. You find drugs in your teenager's room and you want to have a conversation about it. What are the 3 R's in trauma-informed parenting you would use to respond to your teenager?
 - a. Relate, Regulate, Reassess
 - b. Regulate, Relate, Reason
 - c. Relate, Respond, Rational
 - d. Rational, Response, Role model

3. Ana is a 14-year old who enjoys hanging out with her friends, likes art, and listens to music constantly. Her biological mother died when she was 6. Before that she lived with both her biological mother and her grandmother. Both caregivers struggled with substance abuse. All of the following may impact Ana's attachment with her foster/adoptive parent, **EXCEPT**
 - a. The experience of loss with the death of her biological mother
 - b. The experience of substance use and abuse in the home
 - c. Her mother's age when she died
 - d. Moving out of her biological family's home and into care

4. Rayshawn's father, Nick, provides him with verbal praise when he demonstrates desired behaviors. Nick will say things like "Rayshawn, I really appreciate you sharing with me how you feel" or "Rayshawn you showed a lot of strength walking away from your sibling to calm down." This is an example of what type of parenting strategy?
 - a. Environmental Control
 - b. Modeling
 - c. Instructing
 - d. Rewarding

5. Shawn has been hanging out with friends after school. Shawn and his friends were caught smoking marijuana and attempting to steal candy from a local store. What is an effective parenting strategy his mother, Vanessa might use?
 - a. Enroll Shawn in Karate after school
 - b. Ground Shawn for three weeks
 - c. Delete Shawn's friends' contacts from his phone
 - d. Scold Shawn in front of his friends so he won't see them again

SESSION 7 POSTTEST

6. Derrick's teen is yelling and trying to engage in a fight with Derrick. Derrick remains calm and does not engage with the youth. Derrick says, "When you are ready to talk, come and sit in the living room – I will be there." Derrick moves to the living room, pulls out a book and begins to read while waiting for the teen to sit down indicating they are ready to talk. This is an example of what type of parenting strategy?
 - a. Environmental Control
 - b. Modeling
 - c. Ignoring
 - d. Instructing

7. Felicity is the adoptive parent of Ba'Shira, a 16- year old girl. They are shopping together and Felicity gets upset that the store doesn't have what she is looking for. She states, "I am feeling very frustrated that this store does not have what I need. I'm going to find another place to shop." This is an example of what type of parenting strategy?
 - a. Environmental Control
 - b. Modeling
 - c. Ignoring
 - d. Natural Consequences

8. Michael is a 13-year old who does not like doing homework. As his adoptive parent, you feel it is important that he does well in school. Michael has a project due in two days. You have helped him set up a timeline for when he needs to get tasks completed. The night before it is due, Michael is panicked and asks you to help him finish the project. What do you do in response?
 - a. Do the project for him
 - b. Offer to call the teacher in the morning to ask for more time
 - c. Let him get done what he can and turn it in
 - d. Tell him to stay home from school

9. Youth who identify as LGBTQ2S will grow out of it. (circle one) True False

10. Your teenager is upset that she can't attend a sleep-over with friends this weekend because there will be no adults in the home. Which of the following responses demonstrates attunement?
 - a. "You know the rule, there are no sleep-overs when adults are not in the home."
 - b. "I know you're upset that you won't be able to be with your friends. Next time we can plan for you to have them come here."
 - c. "Why are you making such a big deal about this? There will be other sleep-overs."
 - d. "I know you're unhappy, but you'll just have to deal with it."

SESSION 7 POSTTEST

11. Practicing self-care as a parent is essential to supporting the recovery and healthy development of a teen who has experienced trauma. (circle one) True False

12. Tayon is a 13-year old who has experienced extreme trauma. His father, Damion, knows that Tayon needs a great deal of support. Damion wants to show Tayon he is committed and will be there for him all the time but also needs time for himself. Which of the following behaviors allows Damion to address his own need for self-care while ensuring Tayon is getting the support he needs?
 - a. Damion lets Tayon stay at home while he goes out to dinner with friends
 - b. Damion goes to dinner with a friend while Tayon is at football practice
 - c. Damion talks to Tayon about the stressors he is experiencing as a parent
 - d. Damion does nothing, he will address his self-care after Tayon gets what he needs

13. Teens who experience trauma may have difficulty letting their parents know they are doing a good job. How can parents get this positive feedback?
 - a. You don't really need positive feedback
 - b. Connect with friends and family who can provide support
 - c. If the teen doesn't want to give it, knowing what you're doing is good will have to be enough
 - d. Ask the teen to tell you at least one positive thing about your parenting every day.

14. What can lead to 'Secondary Trauma'?
 - a. Experiencing the same trauma multiple times
 - b. Hearing about the traumatic events of others
 - c. Witnessing the trauma of someone you care about
 - d. Experiencing multiple different traumas

15. Youth who engage in self-harm through cutting are just trying to get attention. (circle one) True False

16. Check all that apply: The training was
 - Organized and easy to follow
 - Relevant and helpful
 - Boring
 - Engaging
 - Confusing
 - Consistent with the objectives
 - Unhelpful
 - The right amount of time to cover the content

SESSION 7 POSTTEST

17. Check all that apply: The group activities during the trainings were

- Organized and easy to follow
- Relevant and helpful
- Engaging
- Not helpful in understanding the material
- Consistent with the learning objectives
- Helpful in providing opportunities to practice the concepts being taught
- Not engaging
- Enough time to do the activities.
- Boring

18. Check all that apply: The trainer

- Was helpful in answering my questions
- Was disorganized
- Encouraged participation
- Encouraged group members to interact with one another
- Was culturally respectful
- Did not have a good understanding of the material
- Was knowledgeable
- Was well prepared
- Stayed on topic

19. What aspects of the training could be improved? How?
