

Fostering Footnotes

E-Newsletter

Training Opportunities

TBRI – Trust Based Relationships training

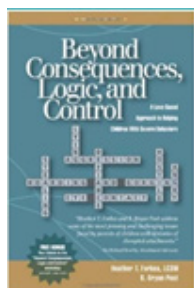
Karyn Purvis, the author of *The Connected Child* is offering a training for **free until August 31, 2020**.

Topics include self-regulation for children, techniques to use to calm children and many more! To take advantage of this training opportunity please visit

<https://child.tcu.edu/free-tbri-101/#sthash.927UbeYO.dpbs>

Love and Control training

You're invited to participate in 6 weeks of support and coaching based on the book, ***Beyond Consequences, Logic and Control***. Join other adoptive parents in practicing this approach to parenting children with severe behaviors. This is the perfect follow up to our Beyond Consequences Conference, but no experience with this method is necessary.



The group will meet over **Zoom, beginning Monday, July 13 from 6:30-7:30 pm**. Each participant will receive a copy of the book, "Beyond Consequences, Logic and Control."

As we go through the book and the additional material provided by the facilitator, you will be able to practice using this trauma-informed approach with your children and receive ongoing coaching and support. Individual support will also be available by phone or Zoom throughout the 6 weeks.

Connect with other parents with similar challenges, grow as a parent and gain confidence in your ability to parent your child with a history of trauma.

To register and have your book delivered to you, please email Jane Argiero at

jane_argiero@judsoncenter.org

Coloring Contest

Thank you to everyone who participated in our spring coloring contest! Here are a couple pictures to enjoy!





Discipline – A Different Approach for Children in Care

Adapted from: “How to Help the Angry and Defiant Child” – Dr. Bryan Post

Working with traumatized children, which includes all children who come into care, requires a unique approach to parenting. Traditional methods of discipline simply don’t work very well with children who are in “survival mode.” Their fear and anxiety causes them to overreact constantly – which in turn causes the parents to over-respond. This only results in escalating situations that further distress both the parent and the child. It is important for the adult to stand back and remain calm, in order to be an effective parent. Instead of focusing on controlling behavior, parents need to focus on the child’s emotional needs that are the root cause of the behavior.

Remember:

Traumatized children are likely to overreact to any perceived threat by exhibiting some of the following behaviors:

- persistent fear state, hypervigilance, heightened startle response
- withdrawing from others, “numbing”, tuning out, in a daze
- disordered memory (can’t connect the “dots”, overwhelmed)
- disorganized, forgetful, clumsy, careless, destructive
- clinging, incessant talking, impulsive, depressed, avoiding intimacy
- anger, defiance, jealousy, aggressiveness, lying, stealing

DISCIPLINE OFTEN NOT EFFECTIVE WITH THESE CHILDREN:

Traumatized children are likely to overreact to any perceived threat by exhibiting some of the following behaviors:

- traditional (e.g. spanking, grounding, losing privileges, etc.) – based on connection with parents (foundation from infancy), usually only effective if child is conforming, not if child is struggling with control issues due to trauma and anxiety
- talking, consequences, choices, rewards, time-outs, etc. – these methods assume child is conscious of his/her motivation and has the ability to regulate his/her actions (might work with some children for some behaviors but generally causes more frustration)
- yelling, scolding, or nagging are ineffective as discipline methods
- boot camp tactics (excessive chores, punitive exercise, isolation) – often suggested by “attachment” therapists. Based on idea that RAD children are manipulative and afraid of attaching, therefore parents need to be in total control (e.g. “holding”) – might achieve temporary compliance but further traumatizes the child.

Remember:

Children are not consciously manipulating, they are simply in a survival mode (automatically reacting to triggers – PTSD). They also haven’t learned to “regulate” their emotions and behavior so parents should focus on teaching them coping skills

EFFECTIVE DISCIPLINE

#1: Help the child to feel safe

- a) physically – keep close, provide structure, routine, predictable (no surprises)
- b) emotionally – love, acceptance, realistic expectations, patience, empathy

#2: Create a therapeutic environment

- a) reduce stimuli (TV, computers, rough-housing, going to public places, etc.)
- b) listen to the child, encourage open communication, show lots of affection
- c) use rhythmic movements (dancing, drumming, etc.), soft music, massages

#3: Use prevention whenever possible (be proactive)

- a) containment – keep in same room, hold hands in public if necessary
- b) use redirection like you would if younger (often the child's emotional age)
- c) when child appears to be on the verge of losing control, keep close to you
- d) separate children before they fight, have zero tolerance for teasing, hitting
- e) reduce stress, don't overload, watch out for stress reactions
- f) remember lying, stealing, masturbating occur at times of high stress
- g) help child identify why he is acting out (stress, fear, frustration, etc.)
- h) explain trauma reactions to child, teach relaxation techniques

#4: Use intervention when necessary

- a) remember that discipline means "to teach", punishment only teaches fear
- b) while under stress, consequences can't teach a child (they are "numb" to it)
- c) they don't know how to regulate themselves so they need repeated reminders
- d) fear results in need to soothe=stealing, masturbating (identify feelings and give them a substitute – e.g., rocking them, massage, music, dancing)
- e) fear leads to lying – ignore the lie but not the liar (talk to the child afterwards)
- f) Reflect, Relate and Regulate. Stop yourself. Deep breathe (or count). Ask yourself "how am I feeling" (upset, angry, sad, frightened)? Express your feelings to the child. Ask child how he might be feeling. "Tell me more." Communicating feelings will help everyone to control their behavior.

Remember:

Traumatized children are likely to overreact to any perceived threat by exhibiting some of the following behaviors:

- Anger and aggression arises from fear (both for the child and the adult)
- Avoid control battles (no-win situation), concentrate only on important issues
- Identify "triggers" that provoke child's acting out (try to neutralize them)
- Use discipline that encourages relationship building, mutual trust, increased self-esteem
- Positive Feedback Loop vs. Negative Feedback Loop (positive approach yields positive response from child, negative approach yields negative response, each one creates a reinforcing cycle)

Crisis Management

By: Mary Rossman

Before it has happened:

- Keep rules simple, review as necessary
- Target a few problem behaviors
- Keep journal of when it happens (time, situation, others involved)
- Identify potential triggers to the behavior
- Discuss behavior with child, explain your position, ask for input
- Brainstorm possible actions to resolve problems
- Give child choices, some sense of control
- Assess child's ability to cope with stress
- Give child advance warning of changes, ease transitions
- Establish routines that give child a sense of predictability, security
- Control environments to avoid over-stimulating the child
- Rehearse with child what to do in specific situations

While it is happening:

- Intervene early, before it escalates; redirect if possible
- Be consistent in your response to misbehavior
- Take opportunity to de-escalate – see 'Low and Slow' handout
- Stay calm, step back from the situation for a minute and think
- Don't over-react, yell, show anger, scold, threaten
- Be confident in your ability to parent the child
- Avoid blaming or shaming the child, making him feel bad

After it has happened:

- Remain calm and reassure child
- Assess child's level of anxiety/fear (often looks like anger/defiance)
- Might need to revisit topic later when child is less anxious
- Reconstruct what happened (child's state of mind, timing, etc.)
- Reserve your judgments, concentrate on problem solving
- Think about what you want to teach child
- Remember: children don't want to be in trouble
- Show affection- don't worry about "rewarding" misbehavior



Mastering the Art of Offering Controlled Choices



WHY
is it important
to give
children the
power to
make choices?



Choices allow
children to
partake in the
decision-
making
process.



Thus increasing
engagement
and
decreasing
problem
behavior.

Choice Types:



This OR
That?



How to
do it?



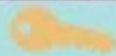
How
many?



Who will
help?



What
color?



The KEY is to
offer a limited
menu of
choices, all of
which you are
ok with.



Offering a
choice prevents
negotiation
and will
help avoid a
power struggle.



AVOID:



Giving choices that
are not available.

Giving an empty
threat like
canceling a major
holiday.

What does this sound like?



Would you
like to wear
your shoes
or boots
today?



Would you
like to walk
to the
car fast or
slow?



Would you
like 2 or 3
cookies for
dessert?



Would you
like mom or
dad to read
you a book?



Would you
like to wear
your red or
blue shirt
today?

Helpful Resources:

Are you in need of a behavior chart but don't know where to start? At www.freeprintablebehaviorcharts.com, there are a lot of different charts to help you and your child succeed! Some examples of the charts available are; school behavior management charts, rewards cards, chore charts, personal hygiene charts and daily routine charts. A good chart to use in the summer is a reading chart to encourage continued literacy growth while the child is out of school.

At www.envolveu.com/foster-care-edu/caregiver-training.html, you can find many free trainings to help achieve your training goals. Some topics include; helping your child cope with bullying, trauma training, whole brain parenting, attachment in children and Fetal Alcohol Spectrum disorders.

How to Help Your Child Adapt to Wearing a Mask

7 Quick Tips for Parents

Explain WHY

Use easy-to-understand language and positive phrasing.

For example, "Many people are sick right now. Wearing a mask will protect you from germs."

Take a Picture

Ask family members or friends to take pictures of themselves wearing masks.

You can even arrange a virtual get together so everyone can show off their masks.

Practice Makes Perfect

Shape the behavior by breaking it down into smaller steps. Then practice & reinforce each step.

1. Holding the mask.
2. Putting it against his or her face.
3. Securing the elastic.

Let's Pretend

Integrate masks into your favorite pretend play schemes.

Encourage your child to dress up as a doctor, nurse, or veterinarian.

Get Creative

Allow your child to decorate their mask using crayons or markers.

If you are planning to make a DIY cloth mask, allow him/her to pick the fabric color or pattern.

Stuffed Animals & Dolls Need Masks Too

Put a mask on your child's favorite stuffed animal or doll as a reminder that we are all in this together!

Start with Familiar Clothing

Choose clothing that your child already wears and turn it into a mask.

Some ideas include: a scarf, balaclava or bandana

FOR MORE INFORMATION VISIT BIASBEHAVIORAL.COM OR FOLLOW [@BIASBEHAVIORAL](https://twitter.com/BIASBEHAVIORAL) ON SOCIAL MEDIA

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KIDS WEARING MASKS CLIPART BY: BUNNY ON A CLOUD

Fun in the Kitchen



Antipasto Kabobs

Ingredients:

- 1 package (9 ounces) refrigerated cheese tortellini
- 40 pimiento-stuffed olives
- 40 large pitted ripe olives
- 3/4 cup Italian salad dressing
- 40 thin slices pepperoni
- 20 thin slices hard salami, halved

Directions:

1. Cook tortellini according to package directions; drain and rinse in cold water. In a large bowl, combine the tortellini, olives and salad dressing. Toss to coat; cover and refrigerate for 4 hours or overnight.
2. Drain mixture, discarding marinade. For each appetizer, thread a stuffed olive, a folded pepperoni slice, a tortellini, a folded salami piece and a ripe olive on a toothpick or short skewer.



Recipe from www.tasteofhome.com



Thank you for taking the time to read this edition of
Fostering Footnotes E-Newsletter

Please contact Krista Ploski

269-344-0202 ext. 4609 or kristap@fcsource.org

if you have comments, ideas or suggestions

