




Welcome!

Please sign into the class by putting your name and community into the chat box.

STAY INSIDE THE LINES



Parenting Within the Lines

Part 2:
Understanding the Fear Factor

Wednesday
January 13, 2021
9 a.m. to Noon

Instructors:
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Class Guidelines

- For technical issues, contact Aileen at (907) 279-1805
- Find the handouts and slides at www.acrf.org
- Participate in activities
- Step Forward, Step Back
- Respect each other during discussions
- Respect confidentiality – message us directly if needed
- Take care of your needs
- Find the handouts and slides at www.acrf.org
- Ask questions and have fun!

Netiquette

- Speak clearly, and aim your voice to your mic
- Step away quietly if you need to
- Keep yourself muted unless speaking
- Make sure your camera is set to show your face so others can see your expressions
- Use the chat box to ask questions, or message one of the hosts for support
- If you are on the phone, you will be encourage to respond by unmuting.

Overview of Session: Understanding the Fear Factor

- Review and solidify an understanding of the messaging that fear sends to the brain
- Further discussion of behavior guidance regulations; looking at more of the "Don'ts"
- Engage and discuss some of the harder behaviors foster parents are challenged by.
- Making a shift from punitive to correcting



Don't do it!

Don't do it because it is hurtful to the child and not trauma informed!

It is against foster care regulations and can lead to an investigation of your home– and that's not pleasant!

The Don'ts!

A child in care may not be:

- Disciplined in a manner that is cruel, humiliating, or otherwise damaging to the child.

Examples:

- Sarcasm
- Placed under a cold water shower.
- Forced to eat or have hot sauce, soap, or other ill-tasting substances placed in the child's mouth.
- Assigned strenuous exercise or work as a form of punishment.

Behavior Guidance Regulations




Intent behind the regulation: This regulation seeks to encourage families to look at the unique situations each child is handed and to adjust their parenting to meet the needs of that child's age and development, while taking into consideration their past traumas.

The Don'ts!
 A child in care may not be:

- Spanked with a hand or object,
- or be subjected to any form of corporal or physical punishment including
 - biting, jerking, kicking, hitting, pulling the child's hair, or shaking or throwing the child.

Behavior Guidance Regulations



Intent behind the regulation: This regulation seeks to create an environment where the child can confidently know that behaviors will not lead to physical abuse.


Trauma Changes Everything – so does fear.

The 5 B's

- Behavior
- Brain
- Body
- Biology
- Beliefs



So where does that leave you?



“It is critical that parents of children from hard places approach fear and fear-driven behaviors *with compassion, insight and wisdom.*”

The Impact of Fear



I am loved
I am precious
I am valuable
My voice matters



I don't like you
You don't exist
Your needs don't matter
Don't trust adults
You are on your own
You are unlovable
You are defective

What are your actions saying?

A Challenge to make a shift

- From tradition to trauma informed
- Punishment to Correcting
- Warden to Coach
- Time out to time in
- From fear to relationship
- From reactive to responsive

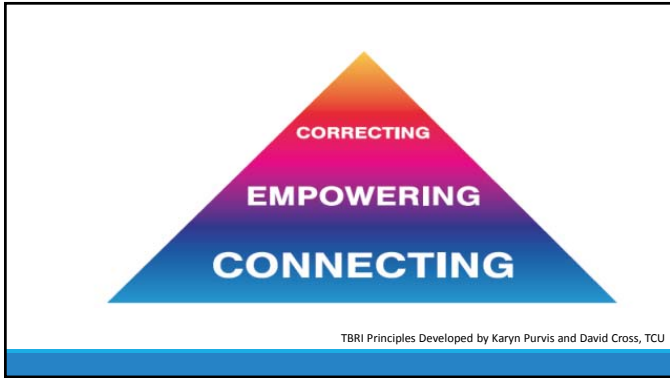


VS




It Starts with Us!
Get into your right brain


BREAK



Proactive Parenting Coaching New Behaviors




Response to a command Response to a demand with 'you decide'



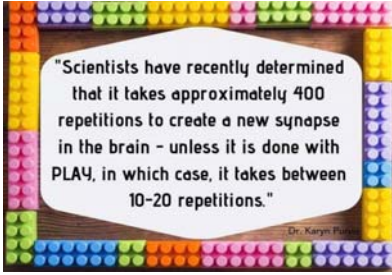
Whoa nelly! Try again with respect!

- K.I.S.S. Keep it short, use scripts!
- Teach and practice the desired behavior
- Share power with choices and compromises
- Teach regulations skills through play
- Collaborative problem solving



Are you asking or telling?
Use your words- Tell me what you need.

Be Proactive:



"Scientists have recently determined that it takes approximately 400 repetitions to create a new synapse in the brain - unless it is done with PLAY, in which case, it takes between 10-20 repetitions."

Dr. Karyn Purvis

BREAK OUT ROOM ACTIVITY

Instead of:

- Stealing
- Hitting
- Talking Back



1. What do you want to see instead?
2. How are you going to coach that behavior?

For Each of the listed behaviors- What do you want the child to do besides STOP IT!

INSTEAD OF:

- Stealing
- Hitting
- Talking Back

WHAT DO YOU WANT TO SEE INSTEAD:

- Asking for what they need/want
- No hits, no hurts. Use your words.
- Speak with respect. Try that again with respect. Kind word.

LIAR LIAR!




STAY CALM and Breathe


Remember:

- All children explore the parameters of the truth.
- Primary process lying is a developmental stage.
- Trauma can delay or prolong this stage.
- It is not personal. It is not about you.
- It is not always necessary for the child to admit the truth
- You can love someone who lies
- You can love someone you don't trust.






I didn't eat a brownie!



I didn't eat a brownie!

Lying- Get a Plan

- Take a minute and try again
- Sounds like a story.
- Truth please.
- Not sure about that one.
- Lets check on that together.



Take Home Tools

- TBRI Tips
- Julie Cook Books
- Scripts
- Engine Plates
- Kosmic Kids
- Books that encourage executive functioning-
“What would Danny Do?”



New strategies don't come easy



Homework Example: Cursing



Behavior Worksheet: Homework
 Age of Child: 12 Target Behavior: Cursing
 Desired behavior: Telling the truth
 Behind the behavior: Trust, fear, survival, avoidance, doesn't know how to express anger/hurt, modeling.

1. How will communicate connection and safety? Connecting
2. What are some strategies you could use to teach the desired behavior? Be specific - Correcting
3. What scripts could you use? From our handout or you can create your own.
4. Are any of the F.A.S.T Principles coming into play? Empowering
5. How could you set things up for success? Correcting.

Questions or Comments?
