

**STAY INSIDE THE LINES**

**Parenting Within the Lines**

**Part 1:**  
*Trauma, Threats, & Traditional Parenting*

Tuesday  
January 12, 2021  
9 a.m. to Noon

Instructors:  
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Overview of Session:  
**Trauma, Threats & Traditional Parenting**

- Talk about how fear impacts a child's behavior and brain development
- Unpack a few behavior guidance regulations (the don'ts) and why we have them
- What behaviors might lead a parent to engage in the don'ts
- Make a plan for how we might do things differently

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**Normal Development**  
**Children from Hard Places and the Brain**

It is simply good child development, but here's the important thing to know.

A child with low-risk has a window of parenting that is wide and this child could have a pretty good outcome because they haven't been hurt.

But the more harm a child has had, the more narrow the window to parenting to success.

--Dr. Karyn Purvis

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## Trauma Changes Everything

### The 5 B's

- Behavior
- Brain
- Body
- Biology
- Beliefs




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### POLL:

What are some of the strategies / discipline/ punishment that can be used on birth children or what interventions did your parents use?

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### 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!*

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

- Threatened with physical harm.

Examples:

- Smacking a wooden spoon on your hand or counter to get the child's attention.
- "If you don't stop sticking your tongue out I'm going to pinch it!"
- Pretending to smack or hit the child when frustrated (stopping short of hitting).
- "You're going to get a whooping if you don't stop that."

**Behavior Guidance Regulations**



Intent behind the regulation:

This regulation seeks to create an environment that promotes respect, encourages self-regulation, and compliance through healthy relationships rather than fear and intimidation.

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

- Threatened to be expelled from the foster home or intimidated.

Examples:

- Using your body/physical stature to "control" a child.
- "Your behavior says you don't like it here so we'll just call your caseworker."
- Comments from your friends/family that may make a child feel unwelcome.
- Conditional statements like "The last youth who was in this room never kept it clean."

**Behavior Guidance Regulations**



Intent behind the regulation:

This regulation seeks to create an environment that foster youth feel is safe and stable and not dependent on them being perfect.

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

Subjected to verbal abuse and derogatory remarks about:

- The child
- The child's family characteristics
- Physical traits
- Culture
- Ethnicity
- Language
- Sexual orientation
- Or traditions of the child.

**Behavior Guidance Regulations**



Intent behind the regulation:

This regulation seeks to create an environment where the child can feel safe and comfortable being who they are and not internalize the poor choices their family members may have made.

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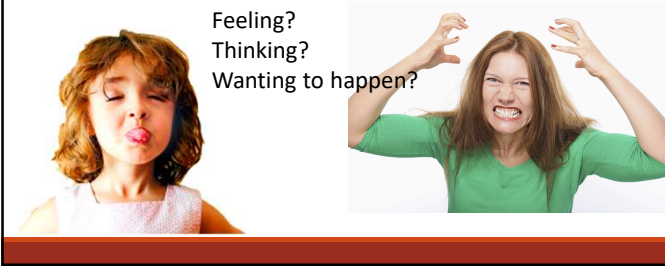
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What might a parent who uses those forms of discipline be:



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So where does that leave you?



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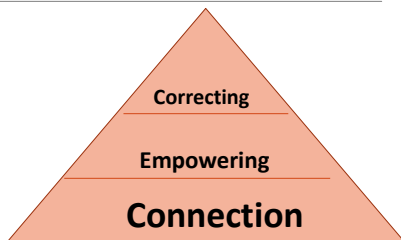
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OVERVIEW OF TBRI PRINCIPLES



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### A Challenge to make a shift

- From traditional to trauma informed
- From fear to relationship
- From reactive to responsive
- Punishment to correcting

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### 1. CONNECTING PRINCIPLES!

It Starts With Us!




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### Connecting: Communicating Safety

Communicate: You are precious, you matter, what you need matters through

- Gentle Eye Contact
- Calm Tone, Voice, cadence
- Proximity
- Coaching Posture
- Feather Touch
- Soft Facial Expression
- Full Attention
- Attunement




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Respond don't react

Felt Safety- Share  
your calm

Give Voice to the  
behavior

Model and help  
youth regulate

**ACTIVITY**



"When our  
**little** people are  
overwhelmed  
by **BIG** emotions  
it's our job to  
share our calm,  
not join  
their chaos."  
L.R. Knost

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**2. EMPOWERING PRINCIPLES**

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**Stay Calm- Think FAST**

- Food
- Activity
- Sensory
- Tired, thirsty, transition

These are common triggers for meltdowns

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**3. CORRECTING PRINCIPLES**

The Goal of any  
Intervention is the 3 C's

1. Behavior **Changed**
2. Parent and Child **Content**
3. Parent and Child **Connected**



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New strategies don't come easy...



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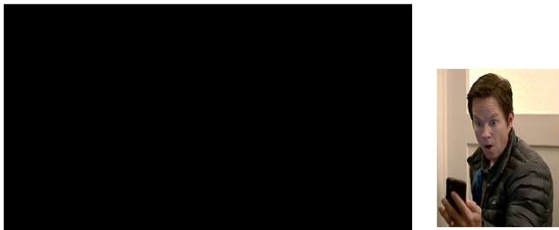
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ACTIVITY: How Would You React?



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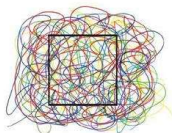
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What Might Be Your First Gut Reaction?



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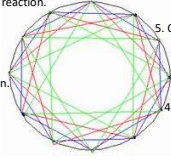
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### What does the trauma informed parent do?

1. Calm down and control your reaction.
2. Anticipate the need behind the reaction.
3. Invite the youth to problem solve.
4. Think of a mutually acceptable outcome.
5. Create Felt Safety, Share Your Calm.



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### Tonight's Homework



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