

**Welcome!**  
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ALASKA Center for RESOURCE FAMILIES

**Webi-conferences**  
Sponsored by the Alaska Center for Resource Families

**STAY INSIDE THE LINES**

**Parenting Within the Lines**

Thursday  
January 14, 2021  
9 a.m. to Noon

**Part 3:  
You Can Trust Me**

Instructors:  
Brenda UrseI, Jodi von Brandt & Rachel Hanft

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**Overview of Session:  
You Can Trust Me**

Plan for today:

- 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
- Looking at giving voice to needs and building trust to reduce violence and aggression

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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:

- Placed in a locked room.

**Examples:**

- Turning the lock around.
- Putting a screw in the window to prevent it from opening all the way.
- Using a device to prevent the child from opening the door (doorknob roller, hook and eye, etc).
- Barricading the door

**Behavior Guidance Regulations**



**Intent behind the regulation:** This regulation seeks to create an environment that feels safe and secure for a child, with the understanding that they are able to live in their entire home and not be restricted to their room. It also sets the stage for foster parents that they must find alternative ways to help children engage in healthy behaviors and you cannot lock children in rooms as a form of discipline.

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

- Physically restrained, except when necessary to protect a young child or person from injury, or to protect property from serious damage; and then only passive physical restraint may be used.

**Examples:**

- Placing a child in a dog crate
- Handcuffing to a bed or desk
- Tying the child up or to something.
- Using a car seat as a place to hold a child whose behaviors you don't want to deal with any longer.

**Behavior Guidance Regulations**



**Intent behind the regulation:** This regulation seeks to set a standard that physical restraint should only be implemented in situations of safety and should never be your go to response to help a child regulate.

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

- mechanically restrained; except for a protective device such as a seatbelt.

**Examples:**

- Placing a child in a dog crate
- Handcuffing to a bed or desk
- Tying the child up or to something.
- Using a car seat as a place to hold a child whose behaviors you don't want to deal with any longer.

**Behavior Guidance Regulations**



**Intent behind the regulation:** This regulation seeks to ensure resource parents understand they may not confine or restrain a child as a behavior modification technique.

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**Slide 5**

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**AM1** Aileen McInnis, 12/8/2020

**The Don'ts!**

A child in care may not be:

- chemically restrained.

Chemical restraint means the use of a medication or drug that is given to manage a child's behavior that has the temporary effect of restricting a child's freedom of movement, and that is not a standard treatment for the child's medical or psychiatric condition.

**Behavior Guidance Regulations**



**Intent behind the regulation:** This regulation seeks to set very clear boundaries that under no circumstances should a resource parent use a medication or a drug to control a child's behavior outside of monitoring that happens with prescribed medications.

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**Breakout Brainstorms!**

- What would lead a parent to these type of responses?
- Thinking? Feeling? Behaviors?

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➤ **“Self-regulation is the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation.”**

**Parent Regulation**

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**GROWTH MINDSET & SELF-REGULATION**

<p><b>INSTEAD OF THINKING...</b> <small>(FIXED MINDSET)</small></p>	<p><b>TRY THINKING...</b> <small>(GROWTH MINDSET)</small></p>
<ul style="list-style-type: none"> <li>● SHE KEEPS GIVING ME A HARD TIME.</li> </ul>	<ul style="list-style-type: none"> <li>● SHE IS HAVING A HARD TIME. HOW CAN I HELP?</li> </ul>
<ul style="list-style-type: none"> <li>● SHE JUST NEEDS TO CALM DOWN.</li> </ul>	<ul style="list-style-type: none"> <li>● DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?</li> </ul>

GROWTH MINDSET AND SELF-REGULATION  
DECREASE JUDGEMENT AND INCREASE CURIOSITY

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So where does that leave you?

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**Avoid Fear Based Compliance!**

- Temporary: It only lasts as long as the threat.
- Fear destroys trust and attachment.
- Does not teach desired behavior
- Ignites fight, flight or freeze
- A scared child can't learn
- Escalates a power struggle.
- Reinforces survival behavior.

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### Changes in Belief Systems and Trust Youth's Operating System



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

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### Anatomy of Trust with Brené Brown



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- B** Boundaries
- R** Reliability
- A** Accountability
- V** Vault
- I** Integrity
- N** Non-Judgement
- G** Generosity



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### Aggression— *Prevention Principles*



1. Create a safe space for youth to retreat
2. Teach and practice life scripts
3. Teach calming & self regulation activities. (handout)
4. Get specialized training in de-escalation and in safe restraint techniques.
5. Prepare ahead for hard conversations
6. Remember Stay C.A.L.M, Think F.A.S.T

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### Aggression— *Responsive Principles*



1. Remember the Connecting Principles
2. Avoid putting your hands on a child
3. Avoid backing the child into a corner
4. Give simple directives and use the youth's names
5. Direct others out of the room
6. Have a plan if youth runs away

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### Let's Apply What You've Learned!

*For each case study,*

What **Connecting** Principles Might Apply?

What **Empowering** Principles Might Apply?

What **Correcting** Principles Might Apply?

What **Licensing Regulations** Might You Need To Keep In Mind?

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Case Study Break Out Rooms

- Toddler-- Brenda
- Adolescence-- Jodi
- Grade School-- Rachel

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FINAL REVIEW OF THE CONFERENCE

- *Licensing Regulations*
- *Connecting Principles*
- *Empowering Principles*
- *Correcting Principles*

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New strategies don't come easy



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