

**Foster** 

**VC Kids**

**21<sup>st</sup> Century Caregiving :**

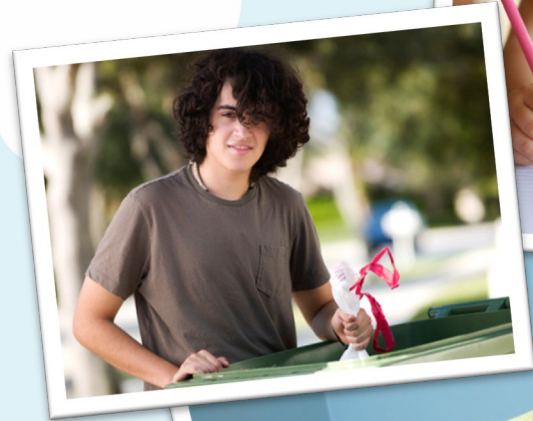
**Foster VC Kids Resource Family Training  
Session 5**

# Day Five Learning Objectives

- ▶ Identify the **factors that impact a child's behavior** and describe the **underlying reasons behind a child's behavior**.
- ▶ Revisit **how childhood trauma impacts behavior** and **how emotional regulatory healing can guide effective behavior management** and growth for children and families.
- ▶ Identify the **goals of effective behavior management**.
- ▶ Articulate the **behavior management expectations of Foster VC Kids** and explain how the behavior management expectations affect your role as a resource family .
- ▶ Identify effective techniques and resources for **managing behaviors** while providing support for the child in **healing and recovery**.



# Ice Breaker



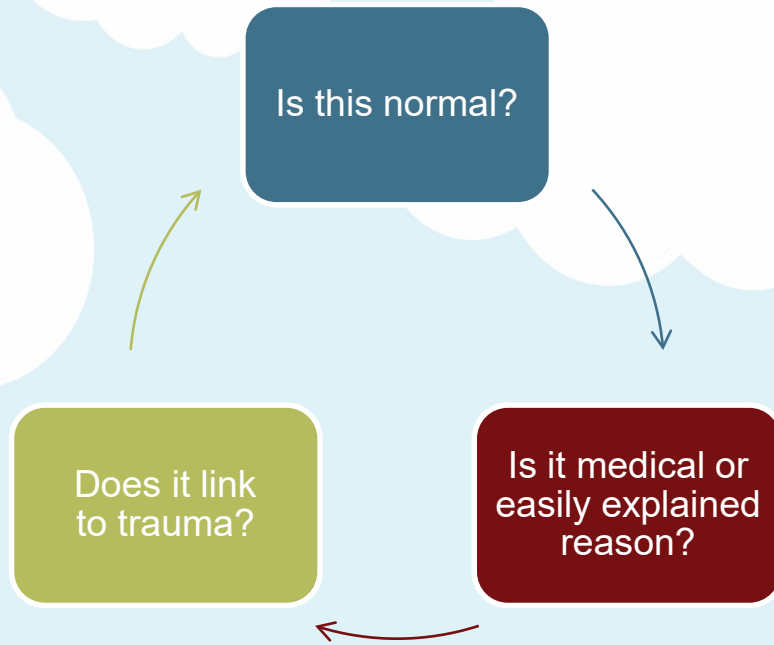
**Family Rules &  
Customs**

# Understanding the Meaning of Child Behavior: Normal Behavior

- ▶ **Normal behavior in children depends on:**
  - Age
  - Personality
  - Physical Development
  - Emotional Development



# Understanding the Meaning of Child Behavior: The Questioning Process



# Understanding the Meaning of Child Behavior: Questions to Ask Yourself

- ▶ **When your child's behavior is troubling, ask yourself:**
  - Is this a growth or developmental stage?
  - Is this an individual or temperament difference?
  - Is the environment causing the behavior?
  - Does the child know what is expected?
  - Is the child expressing unmet emotional needs?



# Understanding the Meaning of Child Behavior: Typical Behaviors at Initial Placement

- ▶ Children will usually display one of two behaviors at placement:

Start with  
Problematic  
Behavior



Decline in  
Frequency  
or Severity

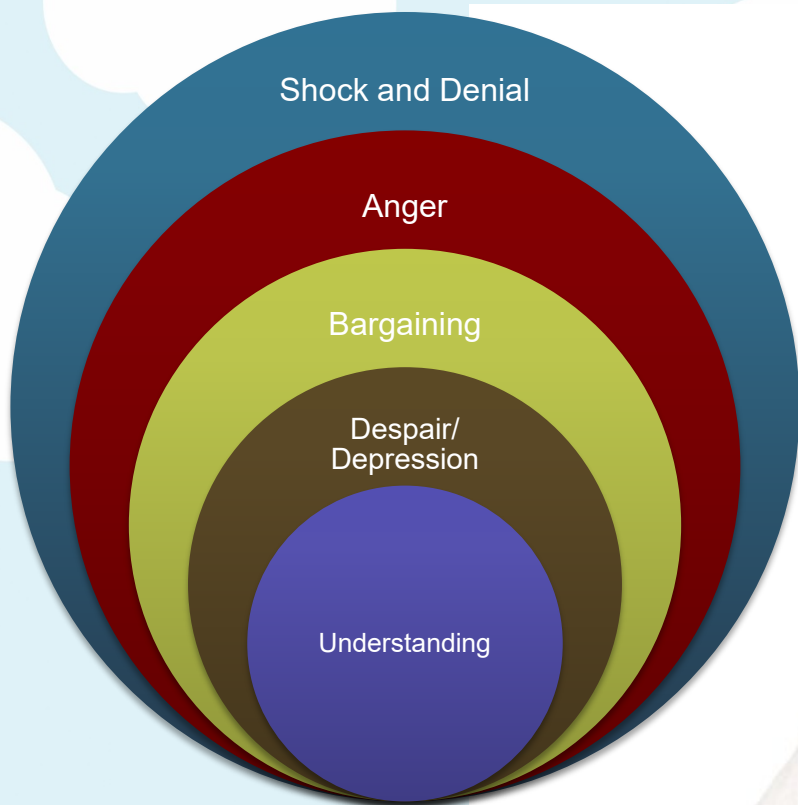
Start  
Withdrawn,  
Quiet, Well-  
Behaved



Begin  
Acting Out



# Understanding the Meaning of Child Behavior: Stages of Grief





# Understanding the Meaning of Child Behavior:

Linked to Trauma

Emotional Dysregulation and the "Hijacked" Mode

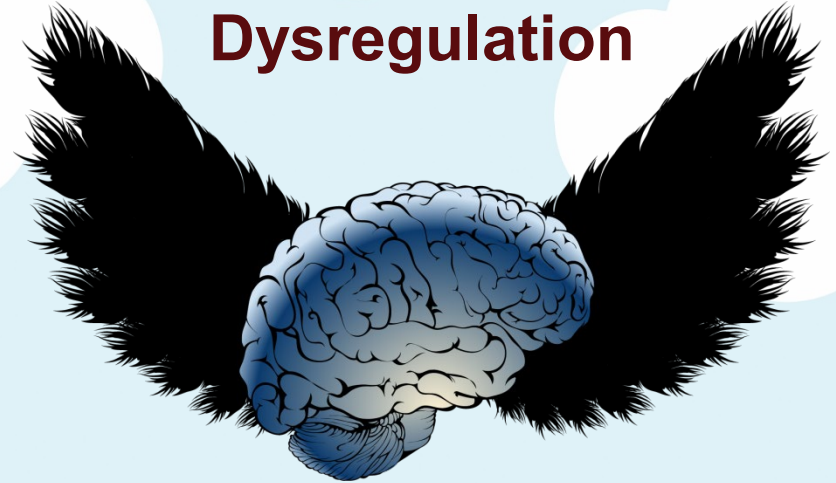
## Is it Junk Behavior?



Testing boundaries & seeing if they can trust you

Trauma-Sensitive Approach

## Emotional Dysregulation



Triggered to have anxiety, fear, or strong emotions, their brains go into a different and 'hijacked' mode



# Understanding the Meaning of Child Behavior:

Linked to Trauma

Expanding Our Thinking Beyond Cause and Effect

## Cause and Effect



Trauma-Sensitive Approach

## Gain Regulation First



Cause and effect and teaching works best when people are operating with both emotional and intellectual perspectives.

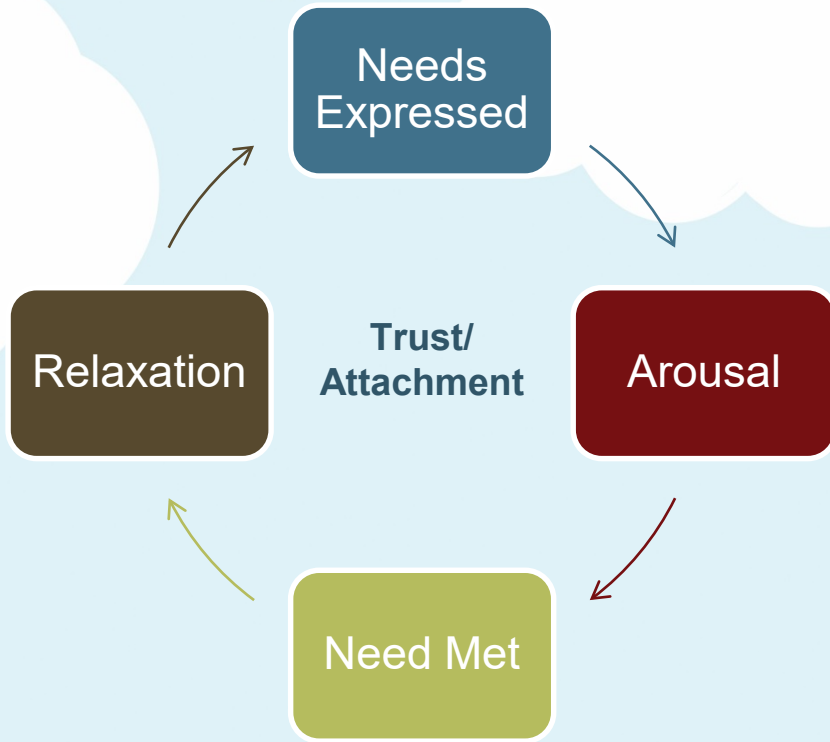
Gain mastery and regulation over themselves simply to stay present, first, so they can then apply rational thought and awareness of emotions for optimal functioning.



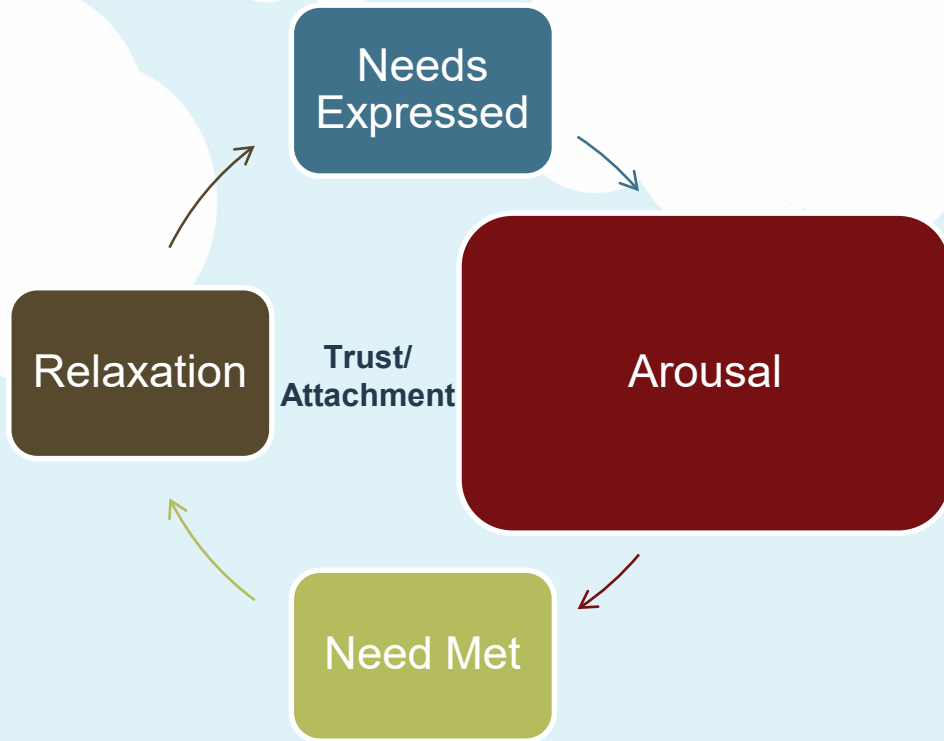


**We need to remember that our first assumption should be that the child means well and is struggling to cope and manage unmanageable experiences.**

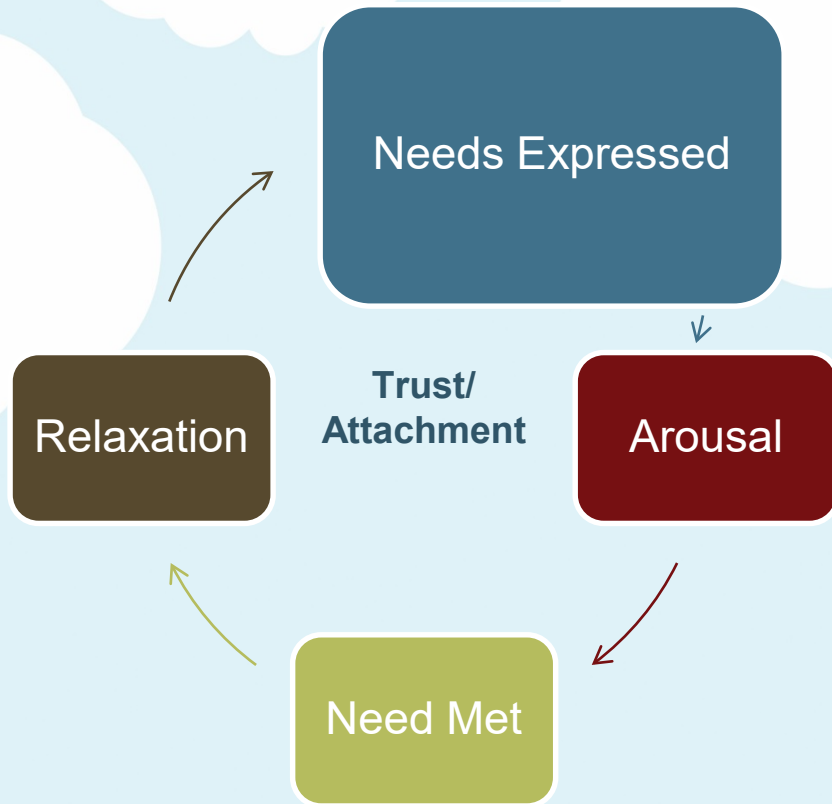
# Arousal-Relaxation Cycle



# Arousal-Relaxation Cycle: Pronounced Arousal Stage



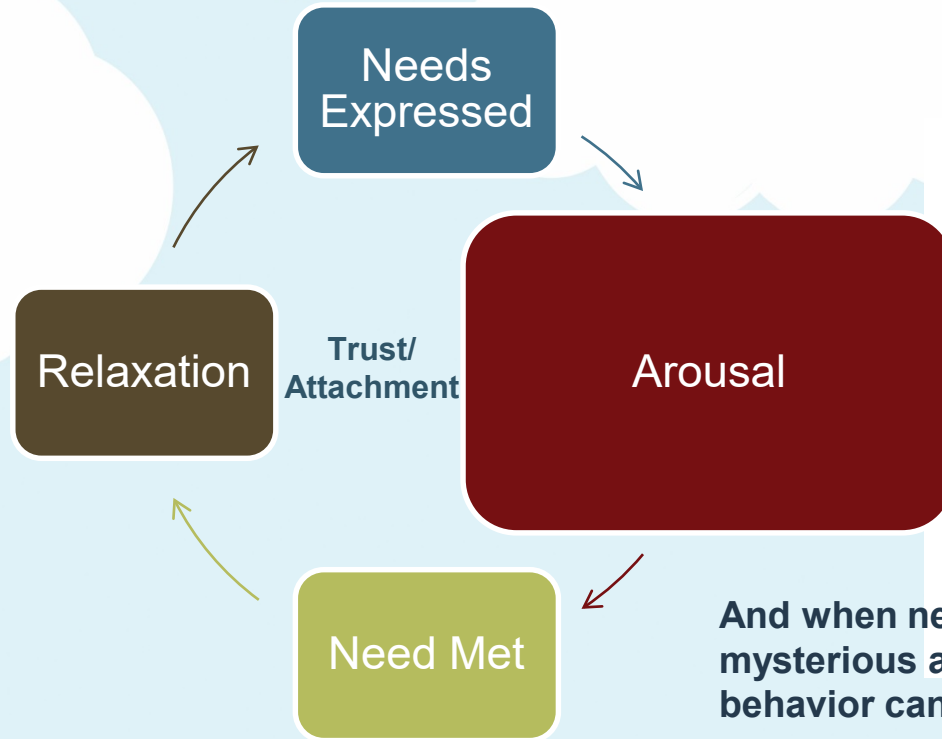
# Arousal-Relaxation Cycle: Learning How to Get Needs Met



▶ The process of consciously understanding and revising **the ways we meet needs** has to do with the abilities to:

- stay emotionally and intellectually present
- identify our needs
- select a behavioral expression and solution that best work for us

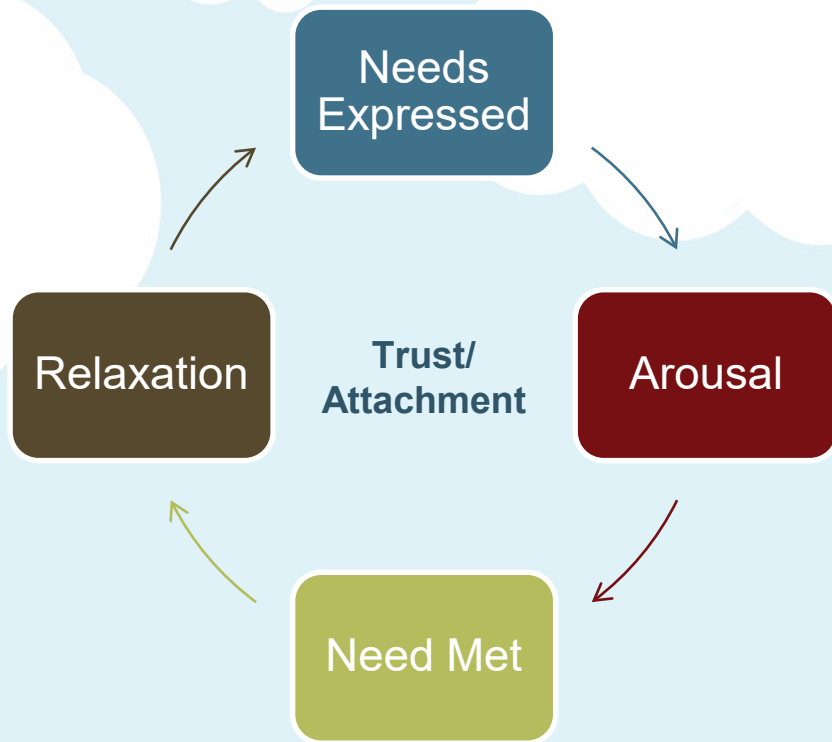
# Arousal-Relaxation Cycle: Needs Drive Behavior!



And when needs, understood and conscious, or mysterious and unconscious, show up, children's behavior can **ERUPT** in the **STATE OF AROUSAL**.

Behavior can be unpredictable. **Emotions become dysregulated**, and the cycle repeats until the needs are met, the arousal is soothed or the child is exhausted.

# Arousal-Relaxation Cycle: The Dance of Attachment



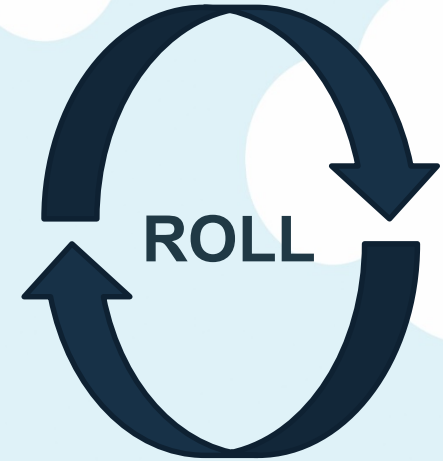
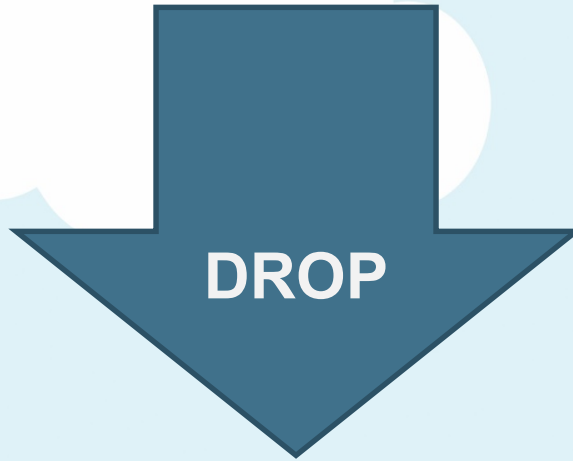
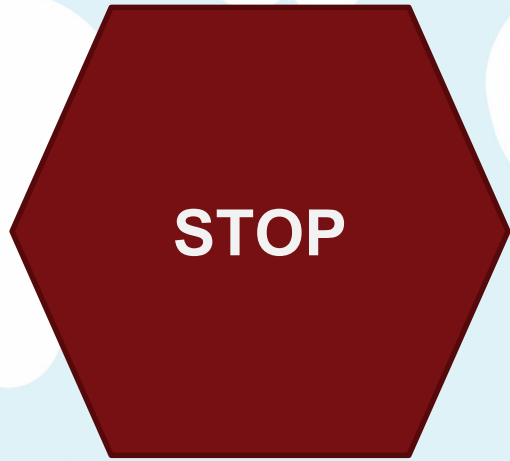
- ▶ **The primary needs for all children are to be **accepted, loved, and nurtured.****
  - **A non-traumatized** child's expression is to seek affection, to ask for a hug, try to gain approval, reach out for adults who matter.
  - **A traumatized child** may act this way as a well-learned behavior, but even the act of being in relation with adults may trigger child's brain's wiring into a hijacked state and the child may be "stuck" in the arousal state.

Learning the dance of attachment requires **overriding the brain's wiring** and being able to **manage unmanageable emotion and dysregulation.**



# Traumatic Response to Arousal: How a Caregiver Can Help

For most children with a traumatic response to arousal, re-wiring oneself is too much, but as a caregiver, you can help.



# Understanding the Meaning of Child Behavior: Child's Triggers

- ▶ **Children's problem behavior can usually be linked to a trigger.**
  - What happened before the behavior began?
  - Watch for a pattern in the behavior.





**Behavior Management is a process with desired outcomes and goals.**

**It is intended to help a child develop self-control, self-respect, responsibility and orderliness**

**Children who learn to regulate their emotions and behaviors deal with themselves and others, and with society in a 'pro-social' and logical way.**

# Goals of Effective Behavior Management

**Protecting and nurturing children's physical and psychological well-being**

**Advancing children's development**

**Meeting children's needs**

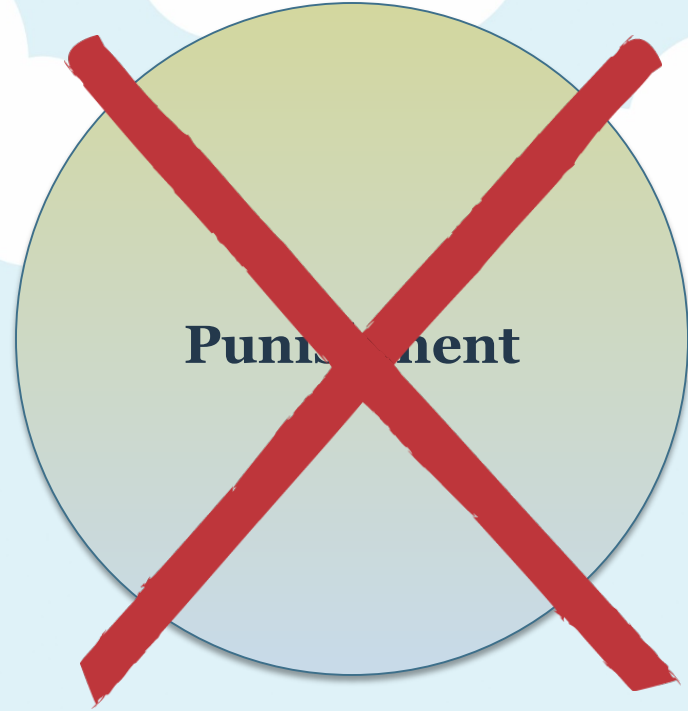
**Teaching ways to prevent and solve problems**

**Maintaining and building the parent/child relationship**

**Helping children develop self-control and responsibility**

**Producing the desired behavior**





***First Understand***

**Is the behavior an  
outgrowth of trauma?**



***Then help the  
child understand***

**How the behavior is a response to  
something from the past, and can  
be changed in the future.**

# Prohibited Methods of Behavior Management

**Using corporal punishment  
(spanking, slapping, pinching, shaking, etc.)**

**Delegating behavior management or permitting punishment of a foster child by another child or adult not known to the child**

**Withholding meals, clothing or shelter**

**Allowing children to be subjected to verbal abuse or derogatory remarks about themselves and family members**

**Using time outs in a constraining, locked, poorly lit or poorly ventilated room for an excessive period of time**



# Acceptable Methods of Behavior Management

Reinforcing acceptable behavior

Verbal disapproval of the child's behavior

Loss of privileges

Grounding (restricting the child to the house or yard) or sending the child out of the room and away from family activity.

Redirecting the child's activity



# Effective Behavior Management Techniques



**Promoting  
Positive Behavior**



**Promoting  
Self-Control**

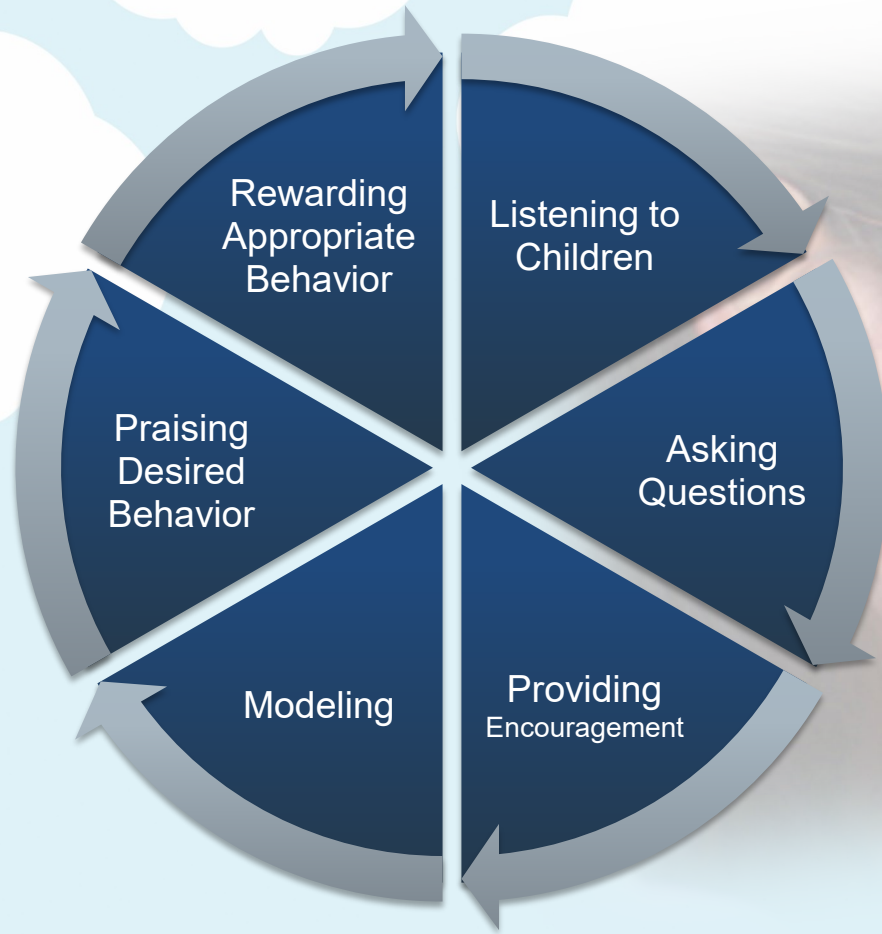


**Responding  
to a Lack of  
Self-Control**



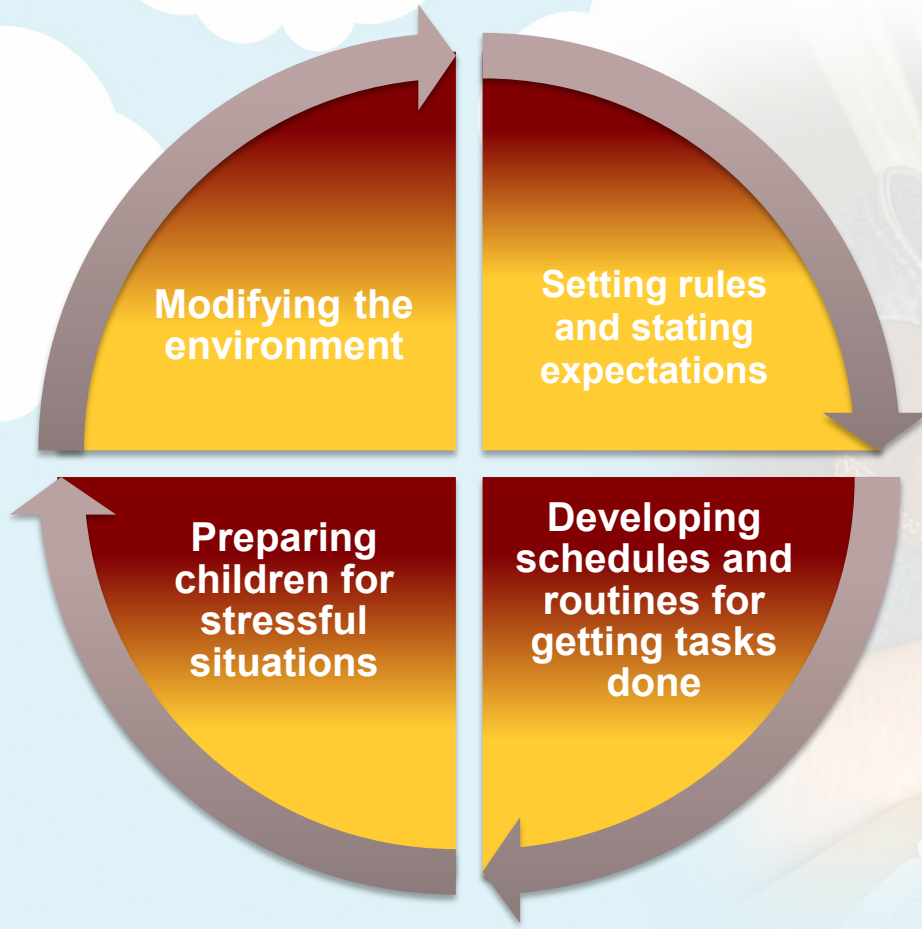


# Effective Behavior Management Techniques: Promoting Positive Behavior



- ▶ **You can accomplish this by:**
  - Practicing good communication, and
  - Building on a child's strengths.

# Effective Behavior Management Techniques: Self-Behavior Management



Use **planning** and **preparation** as a means to help organize family life and avoid situations where children act out-of-control.

# Effective Behavior Management Techniques: Responding to a Lack of Self-Control



# Behavior Management and Support

**Manage the Behavior  
You See**



Creating an environment that is already conducive to healing and to helping traumatized children 're-wire' themselves to be able to live with others in a safe and peaceful manner, where they will not be harmed, harm others, nor be exploited.



**Support the Child in  
Healing and Recovery  
from Traumatic  
Events or Disrupted  
Attachment**



Helping the child work towards being able to self-calm and to build strong and durable attachments with you and with other caregivers and family members.

# When Positive Parenting is Not Enough

## Traditional and Positive Parenting



**You may want to try something else!**  
Focusing on setting limits and structure, may become such a trigger for children who have lived through trauma that things may get worse during your attempts to intervene rather than getting better.

## Emotional Regulatory Healing



Healing, especially related to emotional regulation, is **relationship dependent**. As specialists who address issues of attachment, your ability to take care of yourself will enable you to help others heal.



# Case Studies



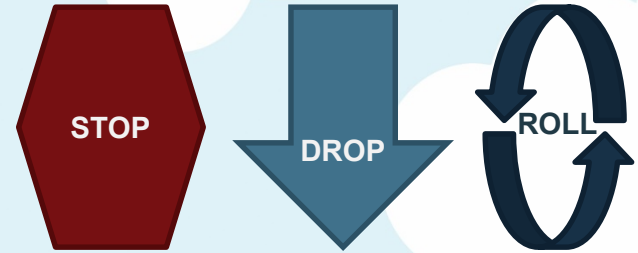
**Responding  
to Behavior**

# Modifying Your Own Response

Children who have been harmed either through abuse or neglect are sensitive to adult responses to them.

Caregivers will want to:

- ❖ Listen promptly and carefully to what children are saying and do not minimize the child's experience.
- ❖ Be objective, non-judgmental, concise, and clear.
- ❖ Try at all times to relieve the child's anxiety.
- ❖ Remember Stop, Drop, & Roll!



# End of Day Five



**Thank you  
for participating.**