

MODULE VIII: HELPING THE CHILD MANAGE EMOTIONS AND BEHAVIORS

Note Taking Guide

At the end of this session, you will be able to:

- Identify a child’s behavior as their primary communication tool
- Identify interventions that promote positive development (attachment, self-regulation, and initiative)
- Explain why physical punishment is not allowed to be used on foster children

Behavior as a Communication Tool

All behavior has meaning. Trauma-informed caregivers:

- View behavior as information
- Focus on connection, not control
- Constantly adjust their parenting strategies

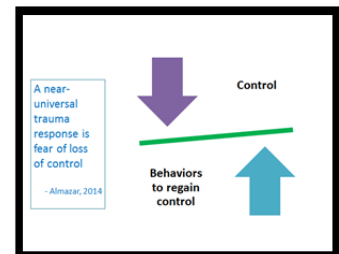
You might be a Healing Parent....

- + If you believe consequences are over-rated
- + If you think behavior charts are silly
- + If you avoid “time-outs”

-Anu Family Services Recruitment Flyer

Managing Your Emotions

- Be an *emotional container* (NCTSN, 2010) - manage your own emotions and behavior
- *Tinker and repair* (Hughes & Baylin, 2012) - mistakes will happen and children’s needs will change. Continually evaluate the effectiveness of your strategies.
- Ask yourself, “Given the totality of my relationship with the child, is it likely that she sees me as being on her side?” (Hodas, 2006)



Attachment-Focused Interventions

1. Use the safety script (Vicario & Hudgens-Mitchell, 2013):
 - This is a safe place and I won't let anyone _____ you, so I can't let you _____, because this is a safe place.

2. Try to *connect & correct* (Hughes & Baylin, 2012):
 - Make a statement that connects you with the child
 - State the rule
 - Suggest an alternative that allows the child to get what he wants while still following the rules

3. Use Win/Win strategies that allow everyone to share control and gain something



Self-Regulation and Initiative-Building Interventions

1. Give specific, clear feedback about exactly what the child is, or should be, doing.
2. Allow natural consequences to occur when possible.
3. If you must use consequences, make sure they are logically connected to the unwanted behavior and that you provide an opportunity for the child to perform the desired behavior.



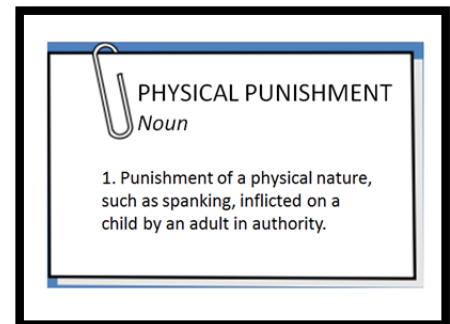
Physical Punishment and Restraint

There are three main reasons Ohio law does not allow foster caregivers to use any form of physical punishment:

1. Fear of re-traumatizing
2. Hurts the relationship between the caregiver and the child
3. Protection for caregivers

In addition, physical punishment is ineffective at modifying behavior.

1. Does not help a child learn to self-regulate
2. Does not help a child build competence
3. May reinforce undesired behaviors



Recommended Resources:

- *Essentials for Parenting Toddlers and Preschoolers* is a free, online resource developed by the Centers for Disease Control and Prevention (CDC). www.cdc.gov/parents/essentials/
- The PAX Good Behavior Game teaches students self-regulation, self-control, and self-management in context of collaborating with other. <http://goodbehaviorgame.org/>
- *Breathe, Think, Do with Sesame Street* is an application for the iPhone that helps young children learn to calm themselves and problem solve.
- *Books:*
 - *The Connected Child* by Dr. Karyn Purvis
 - *Beyond Consequences* by Heather Forbes
 - *Brain-Based Parenting: The Neuroscience of Caregiving for Healthy Attachment* by Daniel Hughes and Johnathan Baylin

List three ways you will use the information from this training:

- 1.
- 2.
- 3.

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Win/Win Negotiation

Read your assigned conflict; then identify a solution that allows both parties to win.

Conflict	Win/Lose Solution
Child refuses to call her adoptive parents "Mom and Dad," insisting they are not her "real" parents.	Refuse to answer her unless she calls you "Mom and Dad."
Child refuses to surrender a smelly security blanket (brought from his birth family's home) to be laundered.	Take the blanket away while the child is sleeping and wash it.
Child hoards food in his bedroom. The food spoils and is attracting ants.	Take food back to kitchen and punish child for taking food from kitchen. Establish rule that food can't leave kitchen.
Child has broken a number of items in the home, creating hard feelings with the owners of broken items.	"Ground" child for breaking items. Isolate child by not allowing him to go in certain rooms.

Your Win/Win Solution:

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Individual Reflection

Please take a few minutes to reflect on what you have learned in the Preservice training and how it applies to you. Give this sheet to the agency worker who is completing your homestudy.

1. Which of the following strategies do you think you will most likely use to build a relationship with the child and manage their emotions? Please explain your answer.
 - a. Safety script
 - b. Connect and correct
 - c. Win/win solutions
 - d. Specific, clear feedback
 - e. Natural consequences
 - f. Logical consequences

2. Make a list of your “triggers,” behaviors that will likely push your buttons (ex. eye rolling, back talk, threatening stance, etc.)

3. Identify three things you can do to keep yourself calm and thinking with your logical brain when you are triggered.



**Ohio Child Welfare Training Program
Preservice Module 8
Helping the Child Manage Emotions and Behaviors**

County where training was held: _____

Trainer: _____

Date: _____

Please complete the survey and provide comments to help us improve this training.

1. A child's primary communication tool is:
 - Behavior
 - Language
 - Social media

2. I can promote positive development by (check all that apply):
 - Connecting with the child, not trying to control him/her
 - Creating a sense of safety
 - Giving specific and clear feedback about what he/she should be doing

3. Physical punishment is:
 - Not traumatizing for youth
 - The recommended form of discipline
 - Ineffective in teaching self-regulation and initiative

4. The trainer could improve this training if they (check all that apply):
 - Shared additional relevant personal examples
 - Managed the group more effectively
 - Gave clearer instructions for activities
 - Helped me better understand how to apply the information to foster care or adoption
 - Other _____

5. Have you been completing the reflection sheets?
 - Yes
 - No
 - I have completed some of them.

6. If you have completed reflections sheets, have you shared them with your worker?
 - Yes, I have.
 - Not yet, but I plan to.
 - No, I do not plan to share them.

7. What other information would you like to share that will benefit future participants of this training (use the back of this sheet if needed)?

Thank you for your feedback!