

Creating a Healing Home:

Risking

Connection®

for

Foster Parents



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Module One

The Impact of Trauma and Trauma-Informed Care

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- Welcome
- Introductions
 - Name
 - One thing you need from this training
- Heads up! We're talking about trauma.
- Agenda



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Agreements



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Your Turn!



Exercise: Listening Pairs

1. How did you decide to be a foster parent?
2. What is an especially rewarding moment being a foster parent?

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Video

Star Trek: The Next Generation



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What is psychological trauma?

Trauma is the unique individual experience of an event or enduring conditions in which:

The individual's ability to integrate his or her emotional experience is overwhelmed and

The individual experiences it as physically or emotionally harmful and/or life threatening.

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What is Adversity?

Difficult life circumstances or events that may be extremely stressful and can have negative health outcomes.

“Childhood adversity” – When they happen in childhood, they can be especially harmful.

These circumstances or events may or may not be traumatic.

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Lifelong Impact of Adversity and Trauma

Adverse Childhood Experiences (ACE) Study

“The most important study you never heard of.”

Jane Stevens, Acesconnection.com

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Story of the ACE Study

Very large sample -- 17,000 patients at Kaiser
 Permanente health maintenance organization
 (HMO)
 Average age: 57
 High-functioning
 All insured
 Middle and upper middle class
 74% attended college

Anda et al., 2006

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ACE Categories

ABUSE AND NEGLECT

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect

HOUSEHOLD DYSFUNCTION

6. Mother Treated Violently
7. Household Substance Abuse
8. Household Mental Illness
9. Parental Separation or Divorce
10. Incarcerated Household Member

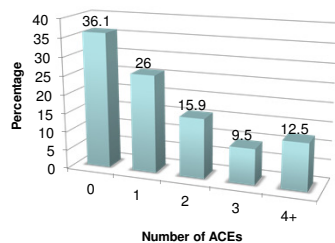
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Findings: High Prevalence

- 64% at least 1 ACE
- 12% 4+ ACEs
- 25% households with substance abuse
- 25% physical abuse

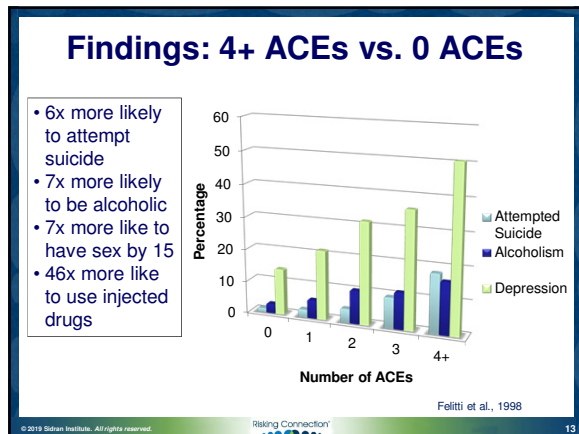


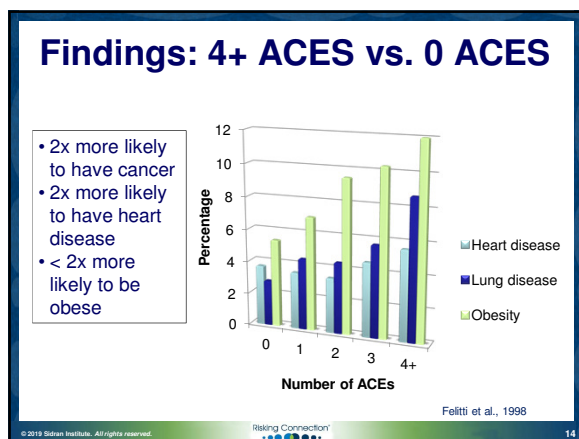
Anda et al., 2006

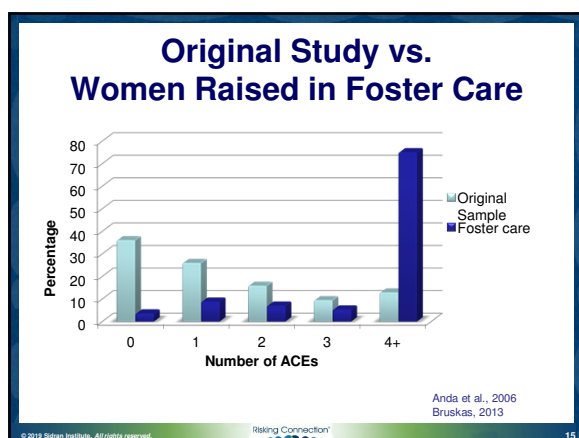
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Newest Thinking on ACEs

ABUSE AND NEGLECT

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect

HOUSEHOLD DYSFUNCTION

6. Mother Treated Violently
7. Household Substance Abuse
8. Household Mental Illness
9. Parental Separation or Divorce
10. Incarcerated Household Member

ACES PLUS 5

1. Experiencing racism
2. Witnessing violence
3. Living in an unsafe neighborhood
4. Living in foster care
5. Experiencing bullying

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Social Inequities and Adversity/Trauma

The adversity and trauma inherent in racism, homophobia, sexism, poverty, etc. cannot be underestimated

People with "white sounding" names are 50% more likely to be called back for job interviews than those with "black sounding" names even when all credentials are equal. (Wise, 2008)

Though African-Americans and Hispanics make up approximately 32% of the US population, they comprise 56% of all incarcerated people. (NAACP, 2015)

Video: Weathering: The Impact of Racism on Pregnant Mothers
<https://www.youtube.com/watch?v=NhtpU-aSGwI>

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Resilience Trumps ACEs

Resiliency Factors

- A stable and committed relationship with a supportive parent, caregiver, or other adult
- Feeling of efficacy and control
- Opportunities to strengthen self-regulation skills
- Access to sources of faith, hope, and cultural traditions



Harvard Center of the Developing Child

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Video

Resilience




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If child abuse ended today...

If child abuse ended today, in 10 years the jails would be empty and the DSM would be a pamphlet.

— adapted from John Briere, Ph.D.

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Why So Important?

Trauma is a public health epidemic
 Roots of poor health in childhood trauma are unrecognized
 Physiological impact of chronic stress/trauma
 Addressing trauma and promoting resiliency prevents health problems throughout life span
TRAUMA-INFORMED CARE!!!!

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What Is Trauma-Informed Care?

An approach where all of those providing care:

- REALIZE** the pervasive impact of ACEs and trauma
- RECOGNIZE** the signs of trauma in clients
- RESPOND** by applying the principles of TIC to all areas of the system
- RESIST RE-TRAUMATIZATION** - provide care that heals rather than makes things worse

(SAMHSA, 2014)

An approach where all providing care:

STRENGTHENS RESILIENCY FACTORS

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Trauma-Informed Care: A Paradigm Shift

Traditional Model



Trauma-Informed Model



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Underlying Assumptions

Traditional Model

What's wrong with you?



Trauma-Informed Model

What happened to you?



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Underlying Assumptions

<u>Traditional Model</u> Priority on Control. 	<u>Trauma-Informed Model</u> Priority on collaboration. Balancing safety and collaboration. 
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Underlying Assumptions (cont'd)

<u>Traditional Model</u> Negative behavior viewed as needing to be changed. 	<u>Trauma-Informed Model</u> Negative behavior viewed as adaptive. Exists for a reason, which we need to figure out.
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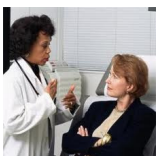
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Underlying Assumptions (cont'd)

<u>Traditional Model</u> Primary agent of change is punishment and reward. 	<u>Trauma-Informed Model</u> Primary agent of change is relationships. 
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Underlying Assumptions (cont'd)

<u>Traditional Model</u> Treater as authority and expert. 	<u>Trauma-informed Model</u> Treater as collaborator. 
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Underlying Assumptions (cont'd)

<u>Traditional Model</u>  Treater expected to be invulnerable. Strong feelings about the work viewed as unprofessional and weak.	<u>Trauma-Informed Model</u> Treater expected to be impacted by the work. Strong feelings inevitable. 
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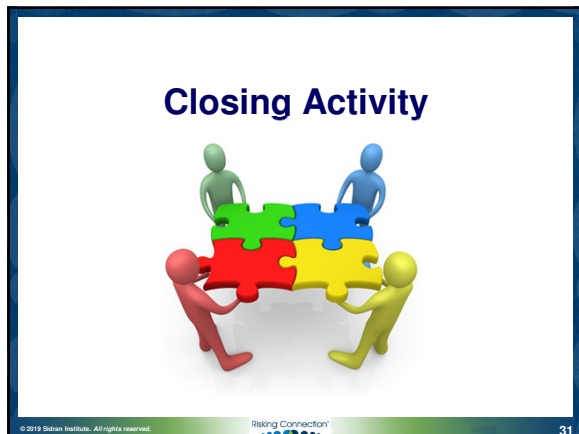
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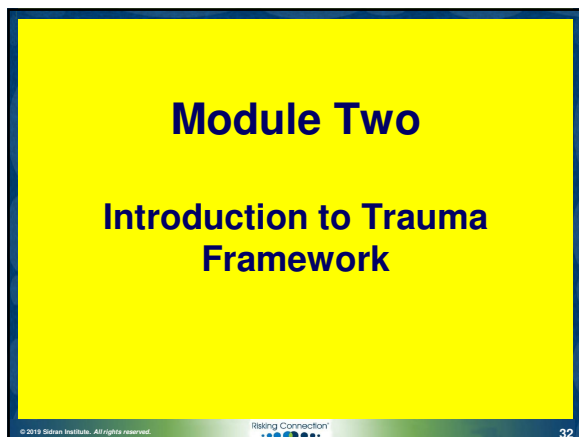
Your Turn!

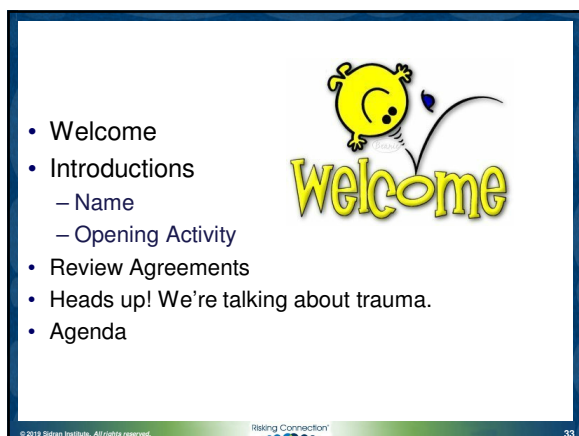


Exercise: Paradigm Shift Role Play

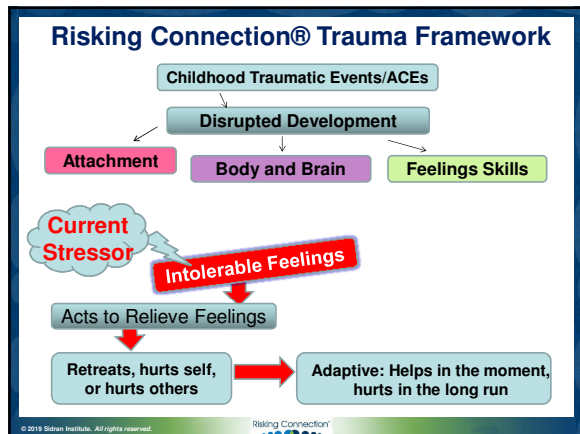
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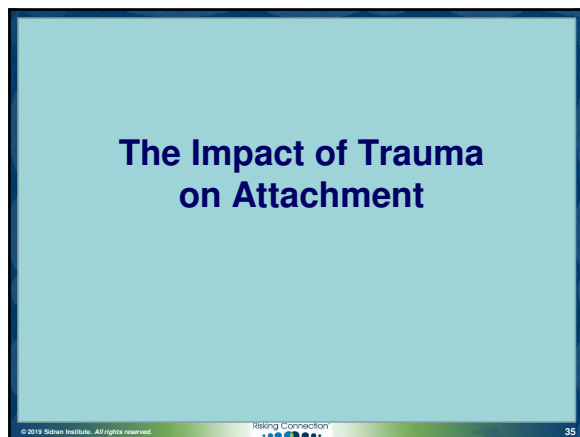


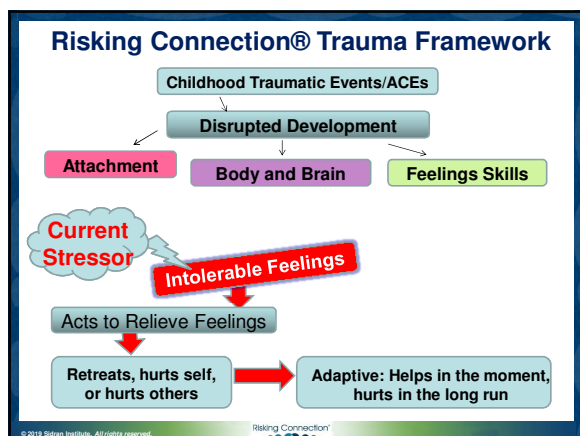




- Welcome
- Introductions
 - Name
 - Opening Activity
- Review Agreements
- Heads up! We're talking about trauma.
- Agenda







Attachment Under Normative Conditions

Attachment is an essential part of being human.
Attachment is the foundation for regulation and management of stress.

From early relationships, children develop expectations (templates) about the nature of relationships.



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Attachment under Ordinary Conditions

Attachment is an innate biological response to stress.

Danger/vulnerability
Physiological arousal
Heightens attachment needs
Child sends distress signal
Draws attention of caregiver who re-establishes closeness and protection
Reunion reduces physiological arousal and emotional distress
Return to regulated calm state



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Attachment under Ordinary Conditions

This process happens thousands and thousands of times during normal development.

Children, over time, begin to learn to regulate their own distress.

Adult distress regulation rooted in childhood.

Inevitable "Rupture and Repair" of Relationship Is Critical to Secure Attachment

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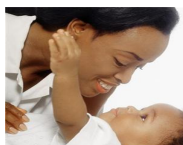
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Attachment and Attunement

Babies grow and develop connections in their brains through attunement
 Necessary at all stages of life
 Sense of being seen and known
 Matching of affect, tone, pace, distance
 Promotes calming and soothing
 Develops ability to know self and to self-regulate



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Your Turn!



Exercise: Attunement



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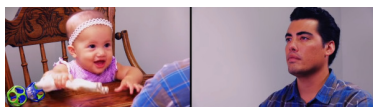
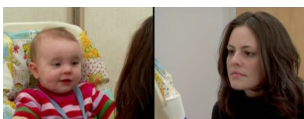
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Video

"Still Face Experiment"

Dr. Edward Tronick, Harvard University



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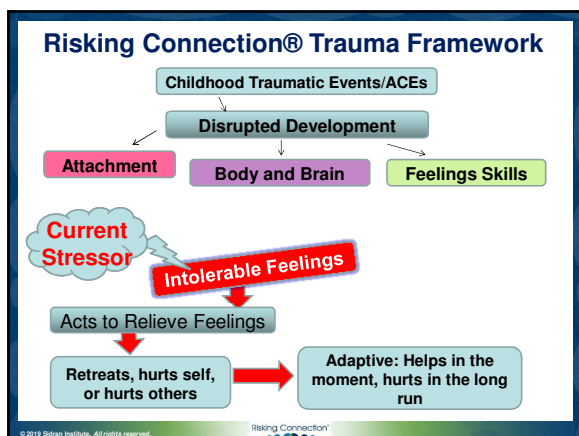
Healing Attachment

- Moment-to-moment attuned interactions
- Hanging in there when the going gets rough
- Being thoughtful and planful about separations
- Interactions that are BOTH firm and kind/compassionate
- Willingness to individualize

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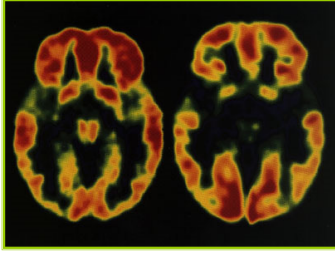
The Impact of Trauma on the Body and the Brain

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Bad News: Trauma Harms the Brain

Images of Brain Activity



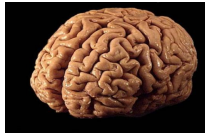
Non-institutionalized Child Institutionalized Orphan

<http://web.sfn.org/content/Publications/BrainBriefings/work.outs.html>

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Good News: The Brain Can Adapt and Heal

Experiencing caring, attuned relationships causes the brain to change and recover.



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Normal Response To a Threat

Hyper-arousal (Fear, Anxiety, Rage, Panic)
INTOLERABLE

Window of Tolerance

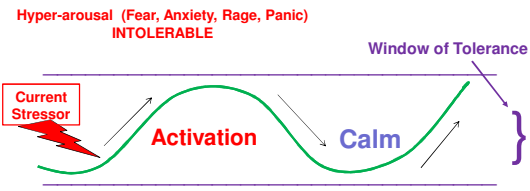
Current Stressor

Activation

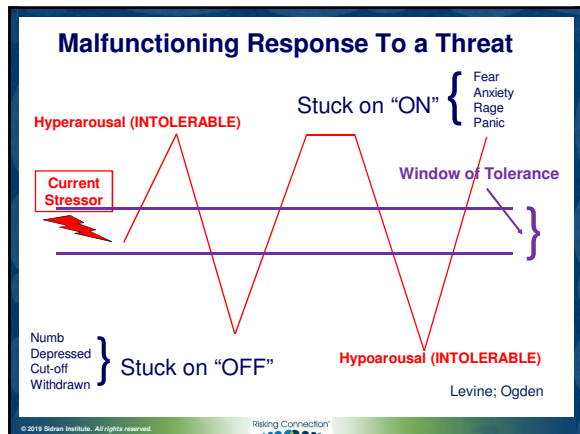
Calm

Hypo-arousal (Numb, Depressed, Cut-off, Withdrawn)
INTOLERABLE

Levine; Ogden



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Survival (Protective) Fight, Flight, Freeze Responses

FIGHT • Anger and rage • Aggression toward self or other • Need to blame or judge	OR	FLIGHT • Panic and anxiety • Emotional withdrawal • Avoidance • Running away
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If you can't fight or flee, you...

FREEZE

- Numb, shutdown
- Dissociated
- Terror
- Agitated yet flat

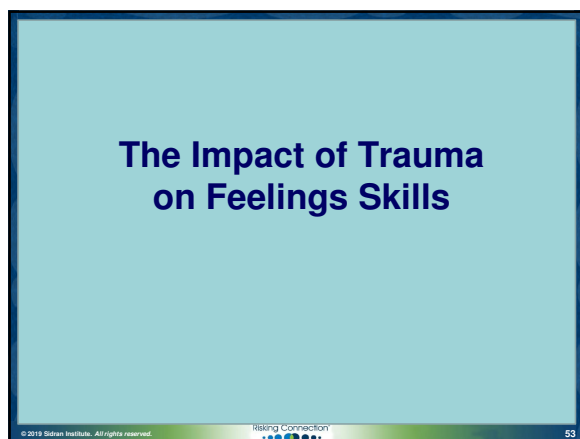
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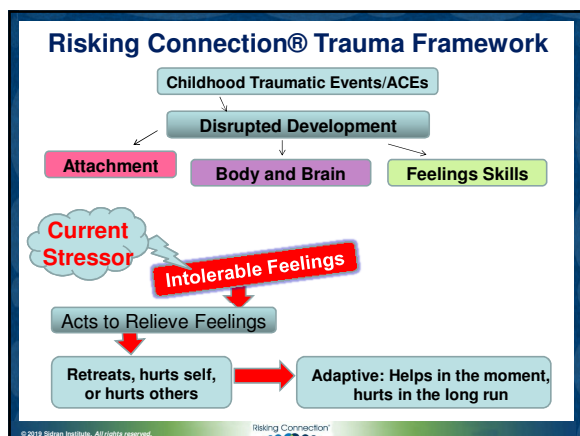
Healing Body and Brain

- Recognize that problem behavior is partly the result of an injured brain
- Understand that children can overreact to small triggers
- Many, many, repetitions of attuned, healing interactions rewire and calm the brain
- Mindfulness, meditation, yoga, breathing
- Exercise and good nutrition

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Feelings Skills

Definition: The ability to stay connected to and grounded in one's sense of self, even when one is experiencing strong feelings.

The fundamental building blocks of the self.

Three Kinds of Feelings Skills

1. Inner Connection
2. Managing Shame
3. Skills to Soothe Strong Feelings

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Feeling Skills – Inner Connection

The ability to hold onto a connection with a loving person and use it to calm strong feelings when the person is not present.



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Feelings Skills – Inner Connection

When Weak	When Strong
• Can't tolerate being alone • Avoid separations because painful and seen as forever • Must get and hold attention of others	• Can be alone without being lonely • When separated, can think of someone who cares and gain comfort • Don't need to hold attention because can hold onto other's love when not there

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Feelings Skills – Managing Shame

The ability to hold onto a sense of oneself as deserving and worthwhile.

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Feelings Skills – Managing Shame

GUILT - feeling that you are a worthwhile person who has done something wrong.

SHAME - feeling that you are, at your core, a worthless person, without redemption.

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Feelings Skills – Managing Shame

A Shame-based person...

- Acts to display or confirm the image of themselves.
- Invites rejection. Distrust affection ("If you knew the real me, you wouldn't like me").
- Is paralyzed when there are problems in relationships
- Attacks weakness wherever they see it

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Feelings Skills – Managing Shame

The antidote to shame is:

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Be aware of shame triggering situations and respond with empathy.



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Feelings Skills – Soothing Strong Feelings

- 1. Feelings Awareness...**
Awareness of the bodily signs and sensations of distress and calm
- 2. Feelings Identification...**
Learning the words associated with feelings
- 3. Feelings Modulation...**
Using strategies to move from high to low distress
- 4. Feelings Expression...**
Using skills to express feelings constructively

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Co-regulation

Specific feelings management skills are taught -- usually within relationships.

- Person becomes regulated in the presence of regulated others.
- Parents must keep themselves calm.
- Parents model feelings management.

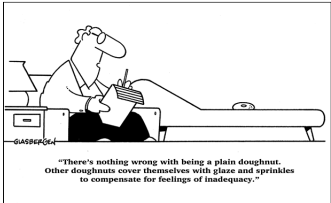


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Your Turn!



Exercise: If Feelings Skills Could Speak, What Would They Say?



"There's nothing wrong with being a plain doughnut. Other doughnuts cover themselves with glaze and sprinkles to compensate for feelings of inadequacy."

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Healing Feelings Skills

- Children learn to calm themselves when interacting with calm adults
- Avoid situations the child might find shaming
- Don't take the bait when children "invite" us to shame them
- Teach skills to manage feelings (seeking out trusted others, deep breathing, taking space, using words to express feelings, etc.)

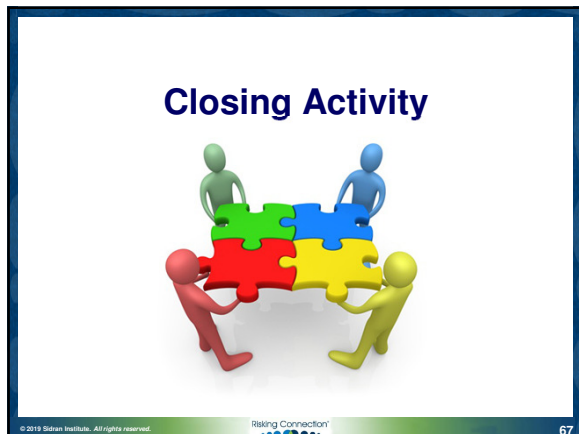
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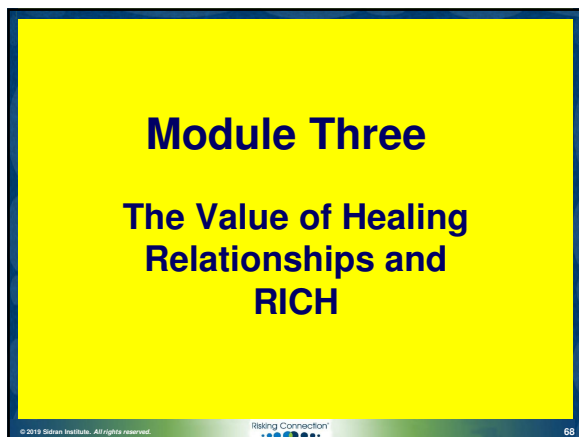
Your Turn!

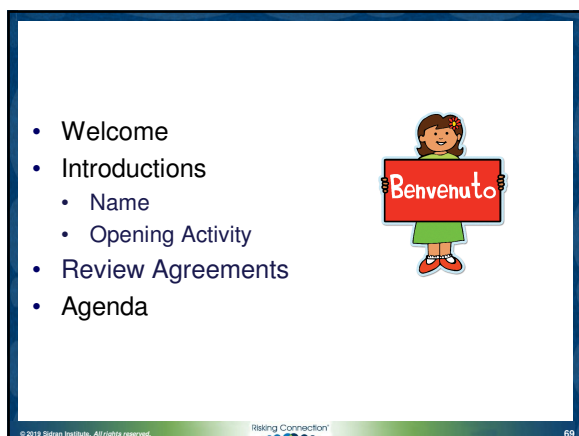


Exercise: Strengthening Feelings Skills

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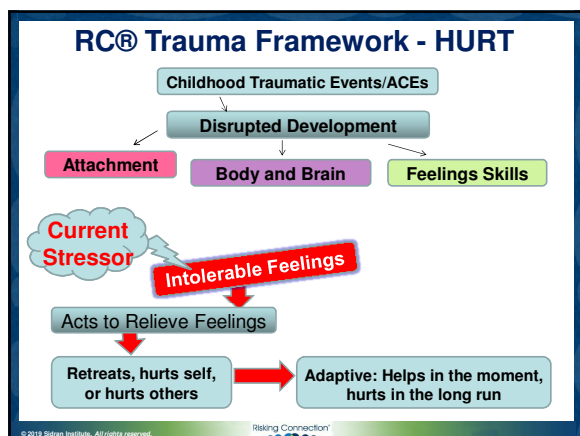


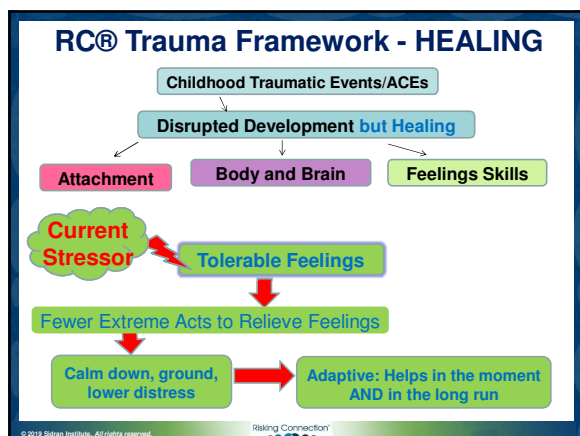
Your Turn!

Think:

1. ...about a difficult time in your life.
2. Who helped you through that time? Give us one word describing their role.
3. ...and now one word about how that time would have been without this person.
4. Think about all those words—how does this compare to what foster children experience?

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The Story of Christian the Lion Video



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Your Turn!



- How did this video make you feel and why?
- What does it say about the power and influence of caretakers?
- How do you understand how lions (or people) internalize and carry love in this way?
- How does what you learned from the video relate to being a foster parent?

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Why is a healthy relationship so important?

Healthy relationships:

- Model what we want for our own children
- Show another type of relationship
- Helps the child feel less alone in the world
- Helps heal wounds and develop strengths for future challenges



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Help Children Feel Safe

Can you form a relationship when you feel threatened or in danger?

- Do you think children can?
- What about being in foster care could make children feel unsafe?
- What makes your home safe?
- What in your home might feel dangerous?



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Be Attuned to What Your Child Needs

- Have fun together
- Acknowledge and respond to your child's feelings
- Know your child's likes, dislikes, what soothes them, what upsets them, bad/good dates of the year, hopes and fears
- Sharpen your antennae for signs of your child's physical or emotional safety



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Create Predictability

- Structure is different from control and power-over—it's about predictability and planning
- Predictability supports safety and builds trust
- Plan for success
- Identify and consider patterns
- Be willing to change



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The RICH® Relationships

Positive, connected, healthy relationships--whether they last five minutes or five years—are marked by:

- R**espect
- I**nformation
- C**onnection
- H**ope

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Video: RICH in Action



Teacher Barry White Jr. <https://www.youtube.com/watch?v=VctaUNipT6U>

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Your Turn!



Exercise: RICH Relationships

- R**espect
- I**nformation
- C**onnection
- H**ope

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Your Turn!



Exercise: Our Healing Home

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Relationship Challenges

- History of multiple care givers
- Understandable trust issues
- Unknown length of relationship
- Involvement of the child's biological family
- Other children in the home

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Temporary Relationships

- Neither child nor adult knows how long this relationship will last
- The child finds ways to cope with that uncertainty
- Give kids control where possible since so much is out of their control
- Makes identifying beginning and endings more important

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Relationship with the Support Team

- Foster children are supported by a variety of professionals
- Opinions may differ, personalities may clash
- How do you develop a RICH® relationship with all team members?



We can only treat the children as well as we treat each other.

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Why is it Hard to Own Mistakes?

Belief or fear that

- Only bad or inept people make mistakes
- We might appear unskilled, lose face
- Others may judge us badly if they know
- Information about the mistake might be used as ammunition

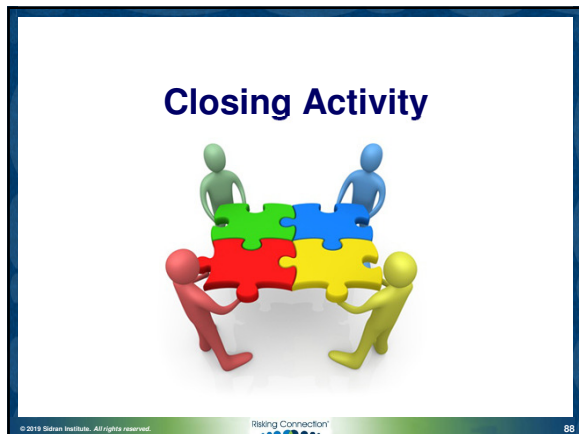
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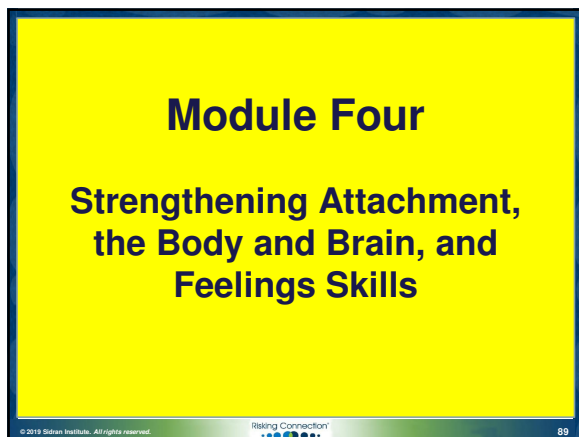
The Result of Owning Mistakes

Owning your mistakes creates
greater respect, safety, and trust, not less.

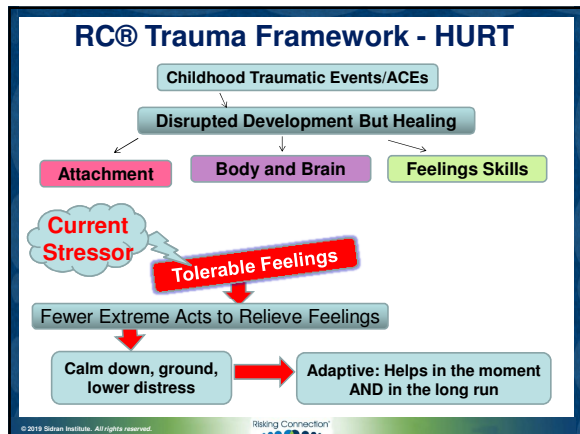


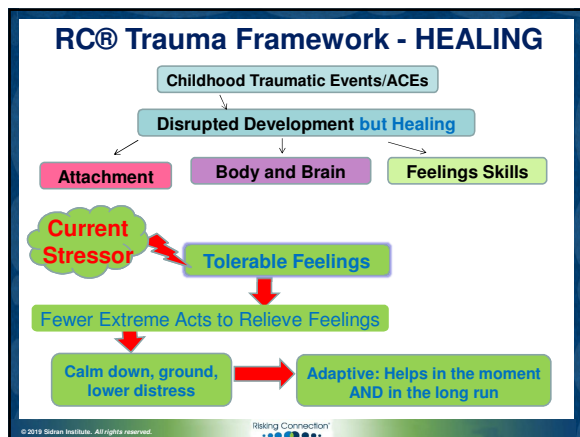
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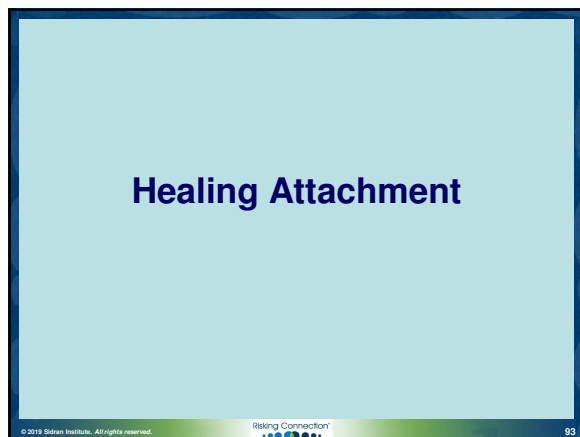


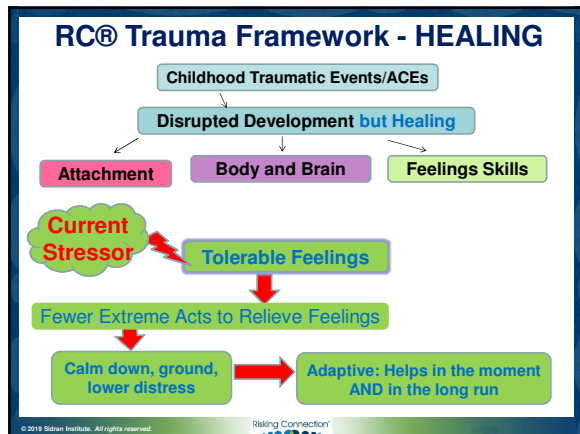












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- Show another type of relationship
- Helps the child feel less alone in the world
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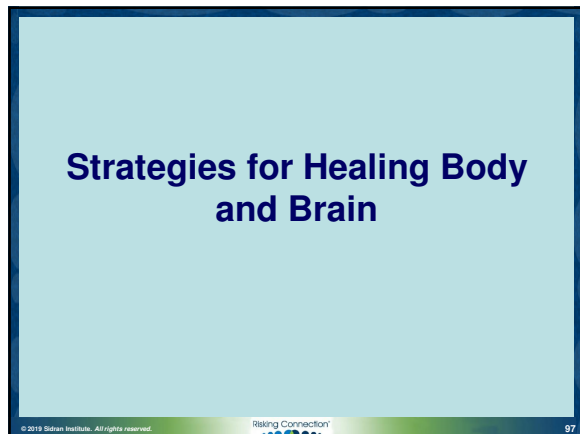
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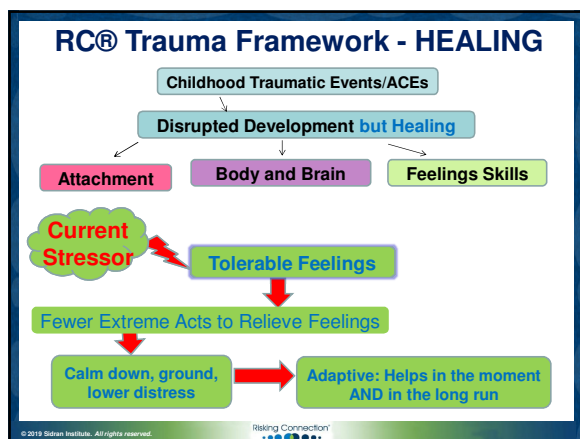
The RICH® Relationships

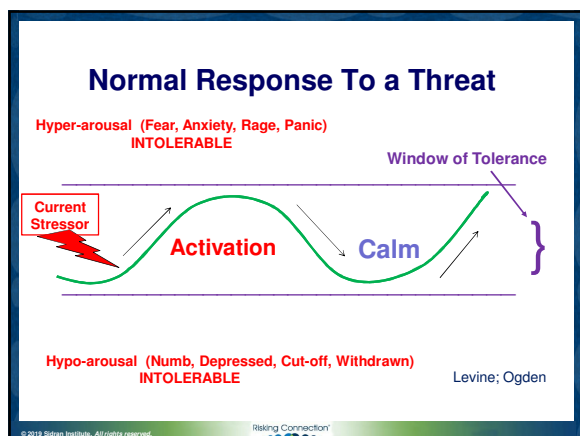
Positive, connected, healthy relationships--whether they last five minutes or five years—are marked by:

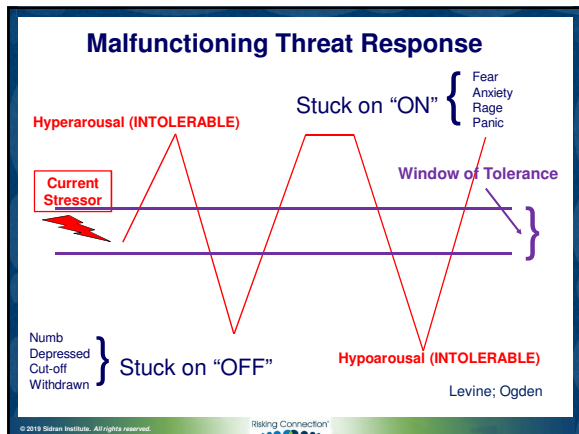
- R**espect
- I**nformation
- C**onnection
- H**ope

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Strategies to Heal Body and Brain

- Sensory Interventions
- Rhythmic activities that are rewarding and relational
- Mindfulness, meditation, yoga, breathing
- Exercise and nutrition

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Sensory Interventions to Prevent or Decrease Distress

TOUCH (TOUCHING) • Weighted blanket • Chewing ice • Using stress ball or fidget toy • Brushing skin	AUDITORY (LISTENING) • Sound of white noise, waves, rain • Music • Singing • Guided meditation
SIGHT (LOOKING) • Sunsets and sunrises • Picture books • Looking through colored sunglasses • Candle flame	SMELL (SMELLING) • Scented candles • Essential oils • Herbs/Spices • Herbal tea or coffee
MOVEMENT • Lifting weights • Rocking in rocker • Bouncing on exercise ball • Cleaning	TASTE (TASTING) • Sucking sour candy or mints • Eating lollipop • Chewing straw • Chewing gum

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Strategies to Heal the Body and Brain

Rhythmic Activities

EXAMPLES

- Patty cake
- Swings – one pushing or side-by-side
- Bouncing on exercise ball
- Hula hoop
- Playing two square
- Drumming together
- Jump rope



PARENT'S ROLE

- Structure activity for success
- Maximize pleasure and joy
- Keep the beat
- Stay interactive



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Your Turn

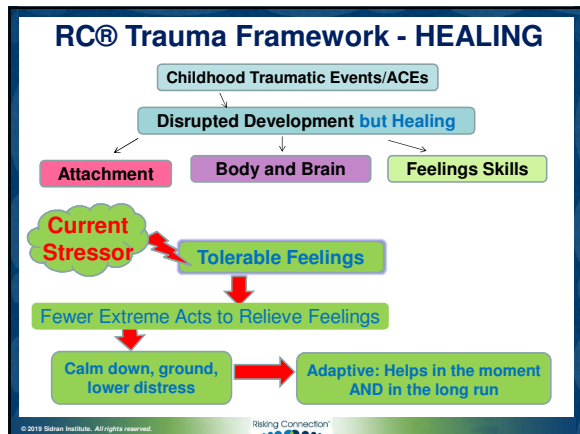


Compassion Meditation

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Strategies for Strengthening Feelings Skills

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Feelings Skills

The stronger they are

- ... the less people depend on extreme behaviors to cope and
- ...the more they will be able to manage life and relationships

Strength comes from practice



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Feeling Skills - Strengthening Inner Connection



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Feelings Skills - Strengthening Inner Connection

In response, our goals are to:

- Become an inner resource/secure base for the child through a safe relationship the child internalizes over time
- Help the child hold on to a feeling of connection with us even when we are away from them

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Your Turn!



Strategies for Building Inner Connection

1. How can you help the child internalize connections with positive others?
2. Come up with at least four different strategies
3. Be prepared to share

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Feelings Skills – Strengthening the Ability to Manage Shame



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Feelings Skills – Strengthening Ability to Manage Shame

Make opportunities for the child to participate in activities he enjoys and does well.



Catch her doing things well - even very small things.
Set goal of making 5 affirming comments for every limit-setting one.

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Feelings Skills – Strengthening Ability to Manage Shame

- Communicate in every way that she is worthy and lovable.
- Avoid situations the child finds shaming.
- Talk directly about things that happen between us.
- Encourage sharing what is shameful.
- Challenge and help the child challenge negative ideas about self.

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Your Turn!



Strategies that help to manage shame and build feelings of worthiness

1. How can you help the child feel worthy of living? What can you do?
2. Come up with at least four different strategies.
3. Be prepared to share.

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Feelings Skills: Strengthening Ability to Soothe Strong Feelings



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Feelings Skills: Strengthening Ability to Soothe Strong Feelings

- 1. Feelings Awareness...**
Awareness of the bodily signs and sensations of distress and calm
- 2. Feelings Identification...**
Learning the words associated with feelings
- 3. Feelings Modulation...**
Using strategies to move from high to low distress
- 4. Feelings Expression...**
Using skills to express feelings constructively

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Feelings Skills: Strengthening Ability to Soothe Strong Feelings

- 1. Feelings Awareness**
Teach children the language of body sensation

Help the child to identify the body sensations connected to being calm, getting upset, and very upset

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Feelings Skills: Strengthening Ability to Soothe Strong Feelings

1. Feelings Awareness

Language of Sensation

Solid, relaxed, warm, calm, grounded, alive, energized, open, free, unstruck, smooth, settled

Tight, dizzy, burning, fuzzy, hot, numb, dull, shaky, nothing, cold, sharp, clammy, sweaty, foggy, nauseous, goose bumpy, blocked, tense, butterflies, wobbly, tired, stuck, thick, itchy, fidgety, suffocated, frozen, breathless, blank, floaty, empty, hollow, deadened, absent, heart pumping

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Worksheet: Catch It Early!

What are 3 situations that set you off (trigger you)?

1. _____
2. _____
3. _____

	Situation 1	Situation 2	Situation 3
10	What do you feel in your body when you are more upset? At a 6/7?	What would parents see looking at you when you are more upset? At a 6/7?	What strategies help you when you are more upset? At a 6/7?
8	_____	_____	_____
6	_____	_____	_____
4	What do you feel in your body when you are first getting upset? At a 4/5?	What would parents see looking at you when you are first getting upset? At a 4/5?	What strategies help you when you are first getting upset? At a 4/5?
2	_____	_____	_____
0	What do you feel in your body when you are calm? At a 1/2?	What would parents see looking at you when you are calm? At a 1/2?	What strategies help you stay calm when you are calm? At a 1/2?
	_____	_____	_____

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Feelings Skills: Strengthening Ability to Soothe Strong Feelings

2. Feelings Identification



Help child to learn feelings words and connect them to sensations in her body.

Teach children that feelings are different from actions.

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Feelings Skills: Strengthening Ability to Soothe Strong Feelings

3. Feelings Modulation:

Use sensory objects related to: touch, hearing, seeing, smelling, tasting/chewing.

Continually work on strategies to make strong feelings more tolerable (draw feelings, distract oneself, use physical activity, etc.)

Designate a "Chill Room" or "Sensory Room."

Help client create a "Calm Down Kit" or "Sensory Kit"

Dialectical Behavior Therapy (DBT)

skills.

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Feelings Skills: Strengthening Ability to Soothe Strong Feelings

4. Feelings Expression

Help children to use words, not actions, to express their feelings

Teach child the difference between constructive and destructive expression of feelings

Help the child to use "I" statements

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Your Turn!

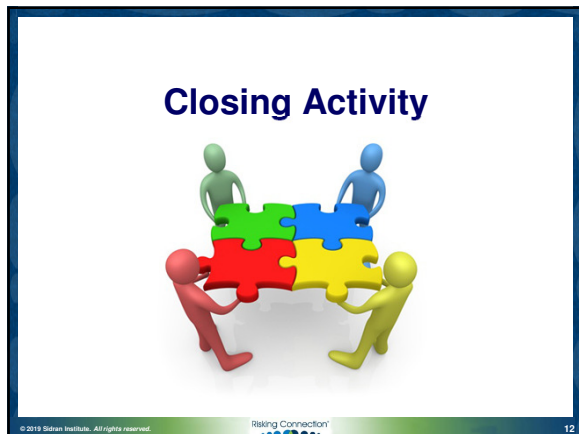


Exercise: Assessing and Strengthening Feelings Skills.

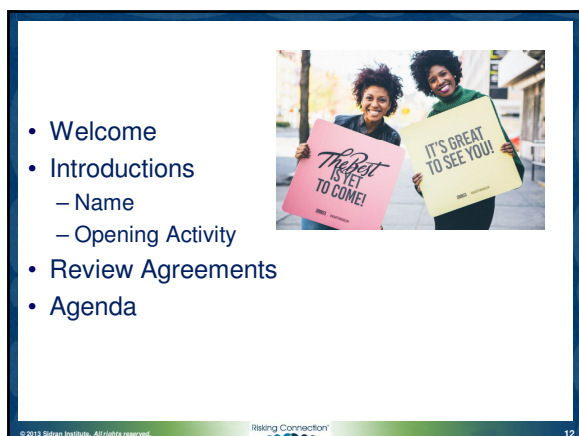
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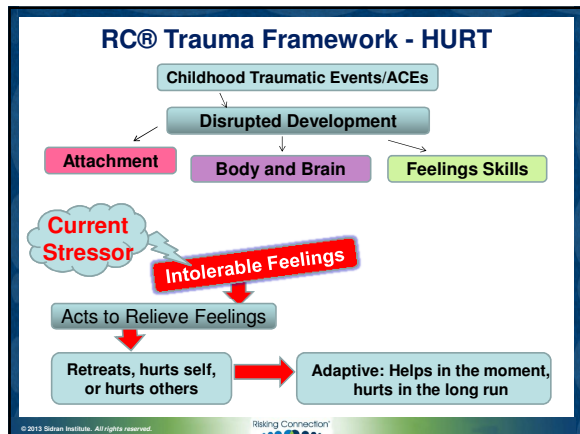
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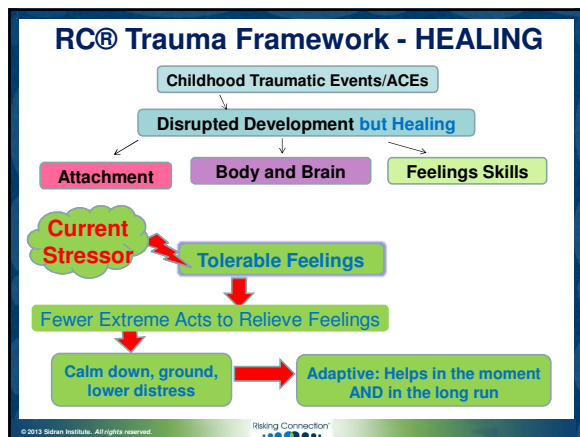
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Symptoms/Behaviors as Adaptations

Symptoms/behaviors are ways youth have learned to adapt to (survive) intolerable feelings and memories.



Symptoms/behaviors help the person in the moment -- despite long-term negative consequences.

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Behavior as Adaptation

Children respond to intolerable feelings, memories, and situations with behavior that does three things:

1. Helps them relieve the intolerable feelings
2. Gets their needs met
3. Provides short term relief often with longer-term negative consequences



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"Please, Doc—nothing too aggressive. I'm kind of attached to my symptoms."

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Why We View Symptoms as Adaptations

- Assumes child is doing the best they can
- Reduces risk of taking problem behaviors personally
- Connects you and child
- Reduces shame / blame
- Strength-based



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Your Turn!



Worksheet: Symptoms as Adaptations #1

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Video...

ReMoved



- **Intense content:** take care of yourself
- Activity for self-soothing
- Debrief

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Your Turn!



...Video Debrief

- What struck you that you had not thought of before?
- Were there kids that you had worked with that came to your mind?
- How do we understand Zoe's behavior as adaptive?
- What implications are there for what we do as foster parents?

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When Children's Behavior is Problematic

Ask yourself and your support team:

- What problem might this behavior solve?
- How does this behavior serve or help the child in the moment?
- How can I help this child solve problems like this one (or meet their needs) in a more positive way?



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Your Turn!



Worksheet: Symptoms as Adaptations #2

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Rethinking Manipulation

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Rethinking Manipulation

What distinguishes manipulative behavior from other behavior?

- Trying to get what you want...
- In an indirect, deceitful or dishonest way...
- Without regard for the needs or feelings of the other person.

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Rethinking Manipulation

How do we feel when we have been successfully manipulated- especially if it is public?

Angry! Stupid! Foolish!
Played! Never again!



Who else feels that way much of the time?

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Rethinking Manipulation

Why can it be difficult for youth to ask directly for what they want?

It hasn't worked in the past.
Our programs/systems often say "no" to reasonable, direct requests.
It feels vulnerable and weak.
You have to trust the other person.



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Rethinking Manipulation

What can we do when we feel manipulated?

Talk over our feelings with another adult.

What needs was the survivor trying to meet?

Use **RICH**® to talk with the client.



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Closing Activity



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Module Six

Collaborative Crisis Management

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- Welcome
- Introductions
 - Name
 - Opening Activity
- Review Agreements
- Agenda



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Crisis Management



Though the sea be deep and rough, the coral rock remains standing..

~Hawaiian Proverb

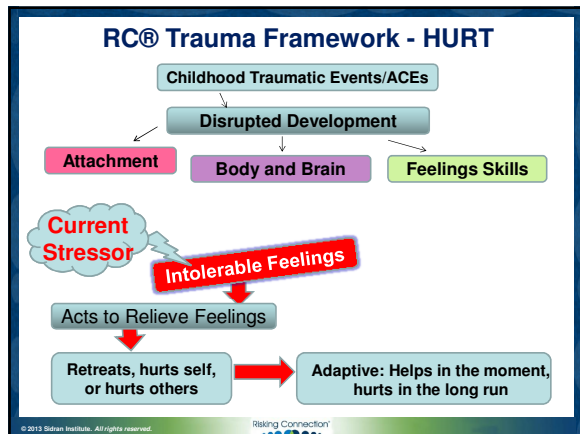
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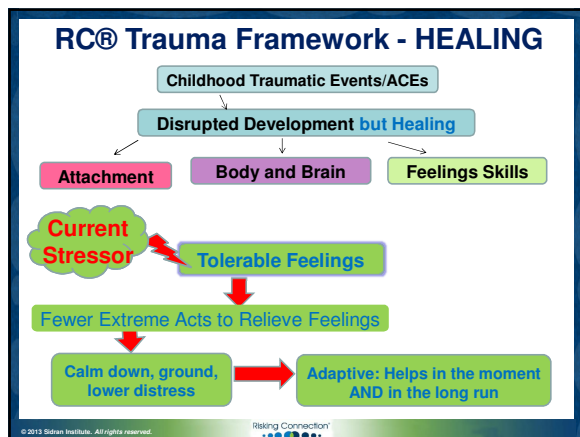
A Collaborative Model for Crisis Management

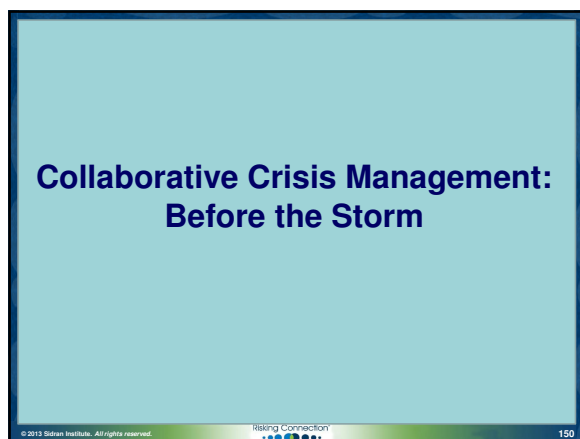
Many of the major failures in services with youth occur in our responses to crises.

The youth's participation in -- and anticipation of -- crisis is essential.

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Collaborative Crisis Management: Including the Child

- People respond best to what they help create
- Including the child demonstrates and supports feelings of worthiness
- Shows you believe the child wants to and can over time manage stronger feelings
- Begins to help child internalize adults as helpful and supportive

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Before the Crisis: Collaborative Crisis Prevention

Crisis Plans ask:

- What upsets you?
- What are the first signs that you are getting upset?
- What helps you when you're upset?
- What doesn't help?

Crisis Prevention Plans are living documents, continually reviewed and modified with the child.

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Before the Crisis: Collaborative Crisis Prevention

To reduce crises, build feelings skills when life is calm:

- Model and teach managing feelings
- Reinforce the child's strengths and positive contributions
- Identify and use tools to help the child remember positive connections even when separated from them



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Your Turn!



Sample Crisis Management Plan

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Collaborative Crisis Management: During The Storm

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During the Crisis: Four Principles

1. Remember Symptoms are Adaptations
2. Stay **RICH**®
3. Stay Calm
4. Focus only on resolving the crisis

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During the Crisis: Principle 1

Remember Symptoms are Adaptations

- If you **don't** truly believe that problematic behaviors are adaptive, you're more likely to:
 - Personalize the child's behavior
 - Engage in an avoidable power struggle

Do whatever it takes to hold this belief during a crisis

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During the Crisis: Principle 2

Stay RICH®

- Demonstrate **Respect**:
 - Validate the child's feeling;
 - Watch your tone, inflection, posture, eye contact, etc.
- Seek and Offer **Information**:
 - Offer the child assurances that you are there
 - State your intentions
 - Offer choices and ideas for self-soothing
 - Seek information as the child calms

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During the Crisis: Principle 2

Stay RICH®, continued

- Be the Child's **Connection**:
 - Assume the child feels alone in her distress.
 - Offer yourself as a connection.
 - Bring in others who are connected to the child.
- Offer **Hope**:
 - Offer hope that together everyone can get through this.
 - Remind of problems successfully solved in the past.

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During the Crisis: Principle 3

Stay Calm

- Use calming techniques
- Watch your body language
- If you can't stay calm, fake it!
- If you can't fake it, get help
- Remember: Don't take the behavior personally



Children learn to calm by being in the presence of adults who can stay calm.

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During the Crisis: Principle 4

Focus Only On Resolving the Crisis

- Focus on helping the child calm and self-soothe
- Validate! Validate! Validate! (doesn't necessarily mean agreement)
- Discuss what happens as a result of the crisis
LATER – after the child is calmer and regulated

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During the Crisis: Principle 4

Focus Only On Resolving the Crisis

- Offer choices
- Be as flexible and patient as possible
- Help the child recall others with whom they have a positive connection

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During the Crisis Role Play

How well does the foster parent display these 4 principles?

1. Remember Symptoms are Adaptations
2. Stay **RICH**®
3. Stay Calm
4. Focus only on resolving the crisis

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Your Turn!



During the Crisis Role Play

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Collaborative Crisis Management: After The Storm

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After the Crisis: Self-Care

- Take a “time out”
- Have a cup of tea
- Rock, wrap up, compress
- Read through any documents that will help you remember the trauma which the child has experienced
- Write about the experience so you can discuss it during the next home visit
- Call your case manager
- Talk to your partner or confidante



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After the Crisis: Reunion

Repair the relationship:

- Talk about the effect of the event on relationships
- To avoid further damage to the relationship, continue to speak to the child, drop grudges and avoid excessive consequences
- Work together to fix any damage—this rebuilds the relationship



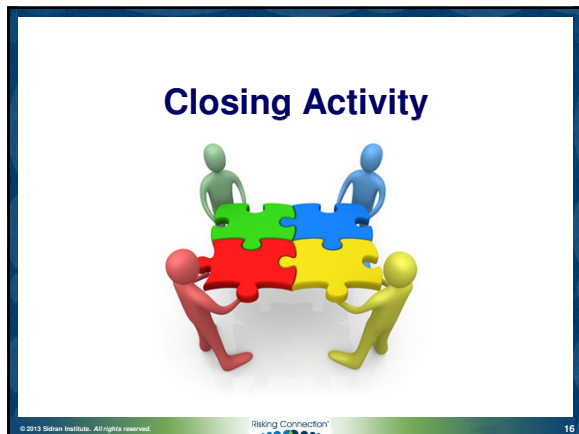
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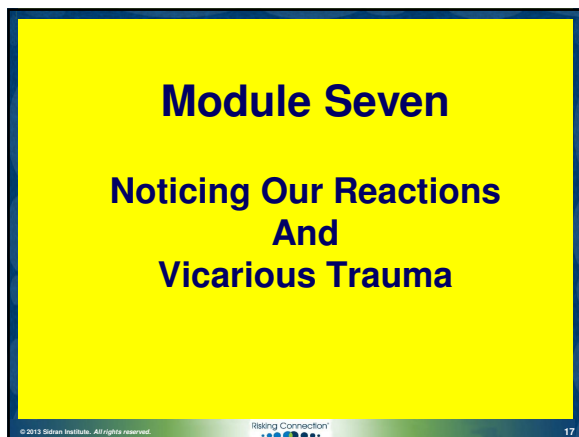
Your Turn!

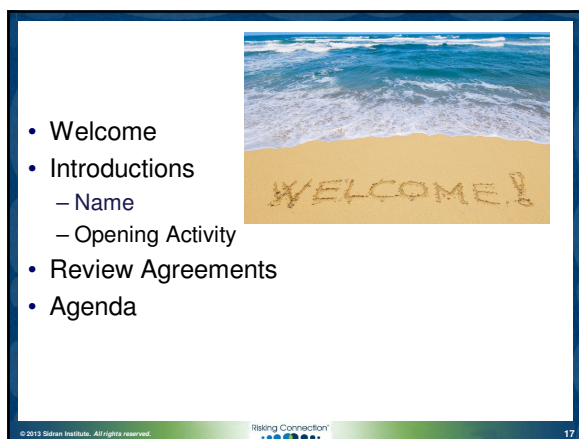


After the Crisis – Role Plays

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Noticing Your Reactions as a Foster Parent

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Notice Your Reactions

Reactions and feelings are a normal part of being a foster parent:

- Thoughts, feelings, body reactions to your child (positive and negative)
- Responses to the uncomfortable responses you have



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What Fuels Our Reactions?

Feelings about:

- The reality of childhood trauma, neglect and abuse
- Behaviors children develop in response to their circumstances
- How a child's history and behaviors interact with our own
- Experiences with the care system
- Responses from our community, family and friends
- Vicarious Trauma

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How Does Noticing Your Reactions Help Your Parenting?

- You can identify what is fueling your reaction
- You can recognize your needs when your reaction comes from your life experiences
- It reduces the risk of blaming the child
- Helps you see areas where you can support the child in a different way



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When Your Reactions Can Be a Problem

When they:

- Interfere with your ability to understand a child's behavior as a coping response
- Prevent you from responding in a way that is helpful to your child
- Overwhelm you so you can't stay connected to yourself and your role (feelings management)



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Examples

- **Over-Identification:** "I understand because you're just like me."
- **Blaming:** "He doesn't want to get better."
- **Distancing:** "She's hopeless, kids like that never change."
- **Denial:** "What she's saying couldn't be true."



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Three Steps for Reducing Problematic Reactions

1. Recognize your feelings.
2. Understand them.
3. Talk them over with someone
4. Use them to strengthen your relationship.



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Your Turn!



Worksheet: Using Your Reactions to Your Foster Child

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Introduction to Vicarious Trauma

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Vicarious Trauma

How this work will change you

VT refers to the negative changes in the helper as a result of caring about and feeling, or being, responsible for traumatized children.

It can include disrupted spirituality and loss of meaning and/or hope.

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Vicarious Trauma (VT)

- Inescapable effect of foster parenting
- Not the fault of the child
- Not a result of "weakness" of foster parent
- Damages hope and optimism required to foster effectively



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Role of Vicarious Trauma in Success of Foster Care

Most important factor in foster care:

- Attention paid to foster parent experience of fostering
- Responsiveness to foster parent needs resulting from the work

Addressing VT is critical.

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How VT Changes Us

VT can impact:

- Our core sense of meaning and hope
- Our identity and worldview
- Our core beliefs about safety, trust, esteem, control and intimacy
- Our own ability to manage feelings
- Our bodily feelings including our sexuality



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Your Turn!



Vicarious Trauma Exercise

- Write down 3 signs of vicarious traumatization that you experience.
- Write down 3 ways in which you are positively impacted by being a foster parent. What benefits do you experience?

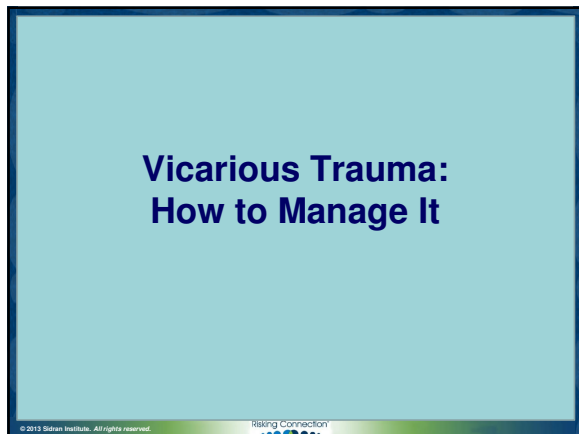
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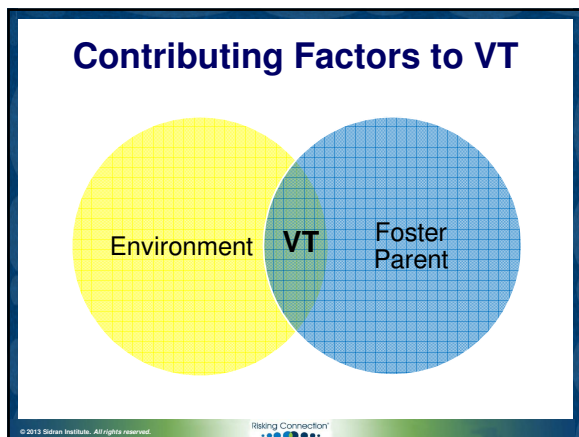
The Healing Relationship

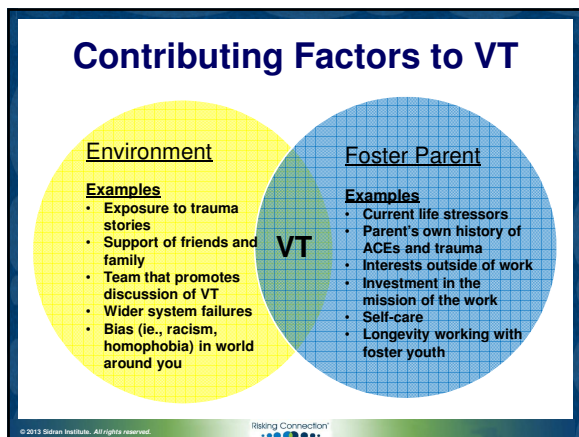
Grief wounds more deeply in solitude;
tears are less bitter when mingled with other tears.

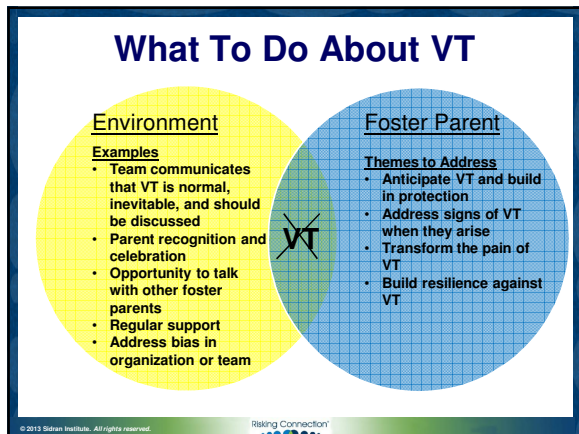
Agamemnon, by Seneca

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Anticipating VT and Build In Protection (The ABCs)

Awareness
 Be attuned to one's needs, limits, emotions, resources
 Heed all sources of information—thoughts, feelings, bodily signs, intuition
 Practice mindfulness and acceptance

Balance
 Among work, play, and rest

Connection
 To oneself, to others, and to something larger

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Transforming the Pain of VT

From **Vicarious Traumatization**

↓

To **Vicarious Transformation**

Vicarious transformation describes the positive growth and transformation of parents **as people**, as a result of their role.

Pearlman & Saakvitne, 2015

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Transforming the Pain of Vicarious Traumatization

- Participate in community
- Look for and create meaning
- Challenge negative beliefs and thoughts
- Focus on the present and look for strengths
- Nurture your hope



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Building Resilience Against VT

Resilience is successful adaptation in the face of biological challenges and stressful life events. (adapted from Werner, 1992)

- Ability to **bounce back** from a challenge
- Ability to **endure** during challenges
- Ability to **learn and make meaning** out of a challenge (post-traumatic growth)

(Devereux Center for Resilient Children, Devereux Foundation)

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Your Turn!

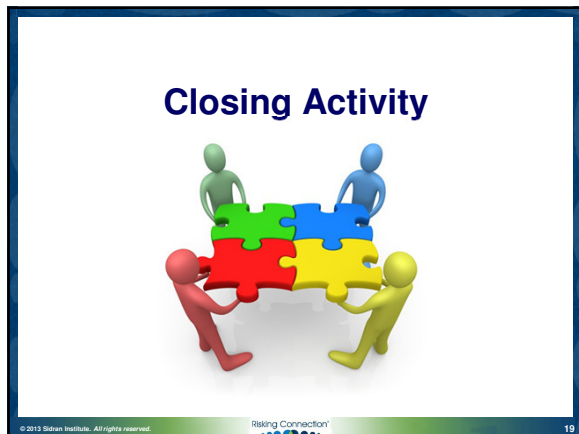


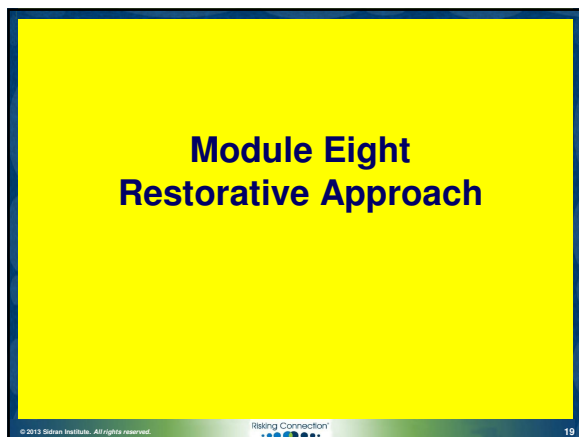
Worksheet: 10 Characteristics of a Resilient Person

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Your Turn!



My Teenager Exercise

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Definition and Assumptions

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What is the Restorative Approach?

- A blueprint for what to do to make your home more trauma-informed
- A method to increase the healing power of the daily moments in your home
- A system for responding when children hurt others (not minor behaviors)
- An alternative to traditional approaches to discipline focused mostly on behavior plans and punishment

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Assumptions Traditional vs. Trauma (RA)-Informed

Traditional Model

Consequences are essential to changing behavior.



Restorative Approach

Consequences may increase motivation. Healing relationships change behavior.

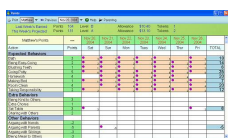


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Assumptions Traditional vs. Trauma (RA)-Informed

Traditional Model

Things children want must be earned through good behavior.



Restorative Approach

Provide fun and positive activities, soothing toys, and inclusion always -- not just when the child is being "good."



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Assumptions Traditional vs. Trauma (RA)-Informed

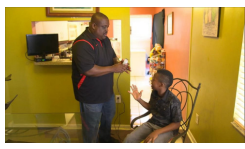
Traditional Model

If we acknowledge behavior is adaptive, we're saying it's ok and not holding them accountable.



Restorative Approach

Understanding how behavior is adaptive (not excusing it) helps parents figure out effective ways to change it.



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Assumptions

Traditional vs. Trauma (RA)-Informed

Traditional Model If children feel shame about bad behavior, it will motivate them to change 	Restorative Approach Children already feel great shame. Shame does not change behavior. It often makes behavior worse. 
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Your Turn: Dahlia and the Milk



It's a school day and Dahlia is sluggish and half awake. She scatters cereal all over the kitchen counter and leaves the milk out when she goes over to the table to eat. Mary, her foster mother, comes into the kitchen and sees the mess on the counter she just cleaned.

From a traditional model, what is Mary thinking and what does she say?

From a trauma (RA)-informed model, what is Mary thinking and what does she say?

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What Helps Kids Change?

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Kids Need Relationships



Relationships:

- Build brains
- Strengthen Feeling Skills
- Are practice grounds for new skills
- Offer place for “break and repair” cycle

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Kids Need to Be/Feel Safe

- Do foster children know what it means to feel / be safe?
- How do you help children new to your home feel safe?
- How do you help children with safety during their time in your home?



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Kids Need Skills

- Connection: remembering that you care even when you are not there
- Self worth: combating shame
- Feelings: regulation skills
- ...And the skill of knowing what to do when you mess up in a relationship.



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Executive Functioning

Executive function is responsible for a number of skills, including:

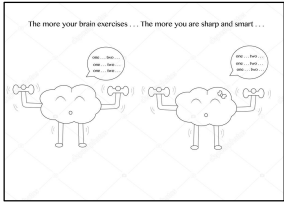
- Paying attention.
- Organizing, planning and prioritizing.
- Inhibiting impulses.
- Starting tasks and staying focused on them to completion.
- Regulating emotions.
- Self-monitoring (keeping track of what you're doing and understanding yourself).

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Your Turn!



Punitive Consequences and the Thinking Brain



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When Children Feel Better, They Act Better

- The Restorative Approach assumes that **when children feel better (as a result of kind interactions) they act better.**
- Traditional milieus assume that **when children feel worse (as a result of punishment) they will act better.**

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Responding After a Child Hurts Others

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When a Child Hurts Someone

How will your response help the child learn how to solve problems without hurting others?

Children need to:

- Recognize “small” feelings
- Respond before feelings become too big
- Discover feeling/response patterns
- Learn how behavior affects relationships
- Learn how to fix mistakes



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How Does Change Happen?

Think of a time in your life in which you successfully made a change (lost weight, stopped smoking, started exercising, did something else in a new way)

What made it hard?

What made it possible?



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Restorative Processes: Making Amends

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Use of Restorative Tasks



Restorative tasks:

- Make amends
- Based on understanding the child's behavior as a solution to some problem
- Offer healing
- Build skills

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Making Amends



1. Who was hurt by the child's behavior?
Whose life was made more difficult?
2. What can the child do about it to repair the harm or make the harmed person's life easier?
3. Who will be your champion to make sure your requests aren't punitive (instead of restorative)?

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Your Turn!



Exercise: Making Amends to Restore Relationships at Home

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The Challenge: What If...

..The child refuses to make amends?



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Your Turn!



Training Evaluation

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