Welcome! Please sign into the class by putting your name and community into the chat box.	Pion I		
RESOURCE FAMILIES	Parenting Within the Lines		
Webi-conferences Sporozothy the Alaska Center for Resource Families	Thursday January 14, 2021 9 a.m. to Noon	Part 3: You Can Trust Me Instructors: Brenda Ursel, Jodi von Brandt & Rachel Hanft	

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



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!

- camples:
 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.

The Don'ts!

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.

All restraints need to be reported to the department (OCS).

Behavior Guidance Regulations



<u>Intent behind the regulation</u>: 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.

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



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

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 behavior that has the temporary effect of restricting, child's freedom of movement, and that is not a standard treatment for the child's medical or such particular to restrict the child's medical or such particular than the child's medical than the child's medical than the child's medical than the child's medical than the child

Behavior Guidance Regulations



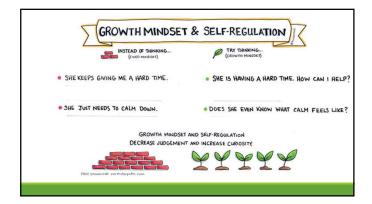
Intent behind the regulation: This regulation seeks to set very clear boundaries that under no circumstances should a resource parent use a medication or a drug to control a child's behavior outside of monitoring that happens with prescribed medications.

Breakout Brainstorms!

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

"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



So where does that leave you?



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.



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

Anatomy of Trust

with Brené Brown



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



It's okay to feel angry.

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



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

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 $\,\underline{\text{Licensing Regulations}}\,\text{Might You Need To Keep In Mind?}$

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

FINAL REVIEW OF THE CONFERENCE

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

New strategies don't come easy

