

# CORE TEEN CURRICULUM

**SESSION**

**5**

**UNDERSTANDING AND MANAGING YOUTH'S CHALLENGING  
BEHAVIORS, PART 1**



# SESSION 5

# PRETEST



Name: \_\_\_\_\_ Session Date: \_\_\_\_\_ Location: \_\_\_\_\_

## SESSION 5 PRETEST

1. Identifying feelings and understanding the reasons for feeling them is
  - a. Not necessary to regulate emotions and responses
  - b. The first step to being able to regulate emotions and reactions
  - c. Important for teens to understand but not necessary for parents
  - d. Important for parents to understand but not important for teens
  
2. Techniques parents can use to prevent emotional responses to teen behavior include all of the following, **EXCEPT**
  - a. Taking a deep breath
  - b. Taking a break to collect thoughts
  - c. Identifying feelings and reflecting on why you feel this way
  - d. Venting to another adult in front of the teen about the situation
  
3. When a person is processing their experience in the lower level of the brain their reaction reflects
  - a. An instinctual response
  - b. A thought-out response
  - c. An understanding of consequences
  - d. An ability to reason
  
4. A technique to de-escalate a teen who is being emotionally reactive is to reason with them. (circle one) True  
False
  
5. An effective technique to help deescalate a teen is to
  - a. Explain why the parent is right
  - b. Explain that the parent is in charge
  - c. Keep your own emotions under control
  - d. Ask the teen to calm down
  
6. A key component to behavior management is
  - a. Creating strict guidelines
  - b. Building relationship
  - c. Taking away positive experiences as a consequence to inappropriate behavior
  - d. Avoiding all positive interactions to encourage the teen to change behavior

## SESSION 5 PRETEST

7. Taylor, who is 15 years old, got suspended from school for swearing at the teacher. The parent is called in to the school to pick up Taylor and meet with the principal. The parent's first response to the teen should be
  - a. Tell Taylor she should know better than to swear at teachers
  - b. Tell Taylor her behavior was not appropriate, and she will have a consequence at home as well
  - c. Ask Taylor what happened and check to make sure she is okay
  - d. Tell Taylor that the parent is embarrassed and ashamed of the behavior
  
8. Jesse, a 14-year-old, was confronted after his parent found out he was smoking marijuana. Jesse shouted at his parent and broke a glass vase when he knocked over a small table. After Jesse is calm, it is important for the parent to do all of the following, **EXCEPT**
  - a. Encourage an open and non-judgmental conversation with Jesse about what he felt and why
  - b. Ask Jesse "What could you have done differently?"
  - c. Tell Jesse how the parent felt in that situation
  - d. Ask Jesse "Why did you do this?"
  
9. Encouraging a child to recognize what they are feeling in moments of stress will
  - a. Cause them to relive the stressful event
  - b. Help them develop an understanding of how their body is responding so they can better respond to stressful situations
  - c. Overwhelm them
  - d. Help them ignore their body's responses to stress
  
10. When designing a reward system, parents should consider
  - a. What the parent is willing to let the teen have; input from the teen is not needed
  - b. Only long-term reward possibilities
  - c. Using rewards that are difficult to obtain
  - d. What motivates the teen
  
11. When a parent is developing behavior standards for their teen, they need to include which of the following?
  - a. Expectations that are challenging for the teen to achieve
  - b. Expectations that are age and ability appropriate
  - c. The same expectations as other children in the family
  - d. Clear and strict rules that assure the parent has control

## SESSION 5 PRETEST

12. Alex's kinship caregiver says that Alex lies, talks back, and harasses her siblings. What should the caregiver do if she wants these behaviors to change?
  - a. Tell Alex if she doesn't lie, talk back, or harass her siblings for 3 weeks, she will get an expensive item she wants
  - b. Pick one behavior to focus on at first, then when that behavior significantly improves address another
  - c. Expect all three behaviors to stop at the same time
  - d. Create a reward chart with special rewards and consequences for each behavior
  
13. Tonya is a 17-year-old who has difficulty expressing feelings. Which of the following is not helpful for the parent to do?
  - a. The parent can verbally express their own feelings and demonstrate good listening skills such as summarizing what the teen says
  - b. Have the teen state their feelings and why they are feeling this way anytime the parent notices an emotional reaction
  - c. Provide the teen with a list of feeling words they can go over on their own
  - d. Name the emotions the teen might feel in the same situation
  
14. Signs that the parenting/teen relationship is under stress include all the following, **EXCEPT**
  - a. Parent has less interest in the teen's life
  - b. Parent is judgmental of the teen
  - c. Parent is frustrated and angry all the time
  - d. Parent shows no need to control the youth
  
15. Activities that build parent-teen relationships include
  - a. Giving the teen freedom from rules, giving the teen material things they desire
  - b. Giving the teen praise and recognition, engaging in activities together
  - c. Giving the teen freedom from rules, engaging in conversation with teen
  - d. Giving the teen material things they desire, giving the teen freedom from rules
  
16. Active engagement with a teen's mental health treatment provider includes all of the following, **EXCEPT**
  - a. Providing information on the nature and scope of the teen's emotional and behavioral problems
  - b. Sharing family experiences, including what has worked best at home
  - c. Withholding information about the family to protect confidentiality of the teen
  - d. Learning new parenting skills and strategies from the therapist





# SESSION 5

# POWERPOINT



## Session #5. Understanding and Managing Youth's Challenging Behaviors, Part 1

*Welcome Back!*



### Homework: How did you do?

For Current Parents: Have a conversation with your youth about microaggressions and bullying and gather information about what they experience on social media, on TV, and in school.

For Parents To Be: Be aware and make a list of microaggressions around you for a racial, cultural, or disability group other than your own, and identify some that might be offensive to youth you might parent.



Any questions about Session #4?



## Learning Objectives

- Demonstrate two coping skills parents use to manage their own emotions in the face of their youth's challenging behaviors.
- Demonstrate two ways that parents can effectively respond to their youth's rejecting, testing, and challenging behaviors.
- Describe at least two signs that their relationship with the youth is under stress.



## Coping with and Managing Emotions in the Face of Youth's Challenging Behaviors

- *This Session:* "Challenging" behaviors such as those that involve rejection, testing, disrespect, anger, withdrawal, truancy, lying, stealing, and substance misuse.
- *Next Session:* High-risk behaviors and the vulnerabilities of youth with special conditions
- Parenting skills you have used in the past
- Rethinking parenting instincts
- Learning new skills to add to your suitcase and support your existing skills and strategies



## Coping with and Managing Emotions in the Face of Youth's Challenging Behaviors

- Regulating ourselves and understanding how our own past trauma—or our *lack* of past trauma—affects the way we parent

**ACTIVITY:** Naming Our Emotions

**Handout #5.1 Teens' Challenging Behaviors: What Would Be Your Emotional Response?**

- How did you respond to each case?
- How easily were you able to name your emotions?



## Coping with and Managing Emotions in the Face of Youth's Challenging Behaviors

**1. The first step is awareness.**

**2. Discover the “why” of your emotions.**

*“What is wrong? What is causing me to feel this way?”*

**ACTIVITY:** Return to Handout #5.1 and your small group. Talk about why you felt the way you did.



## Coping with and Managing Emotions in the Face of Youth's Challenging Behaviors

**3. Don't react right away.**

- Problems in reacting immediately to emotional triggers
- Reacting emotionally in the moment to triggers may be our default
- Step back and pause—maybe take a deep breath, try to separate from the situation and strive to stabilize your overwhelming impulses
  - Affirm to yourself that this is only temporary
  - Affirm to yourself that the youth's behavior is not personal to you and is meeting their needs

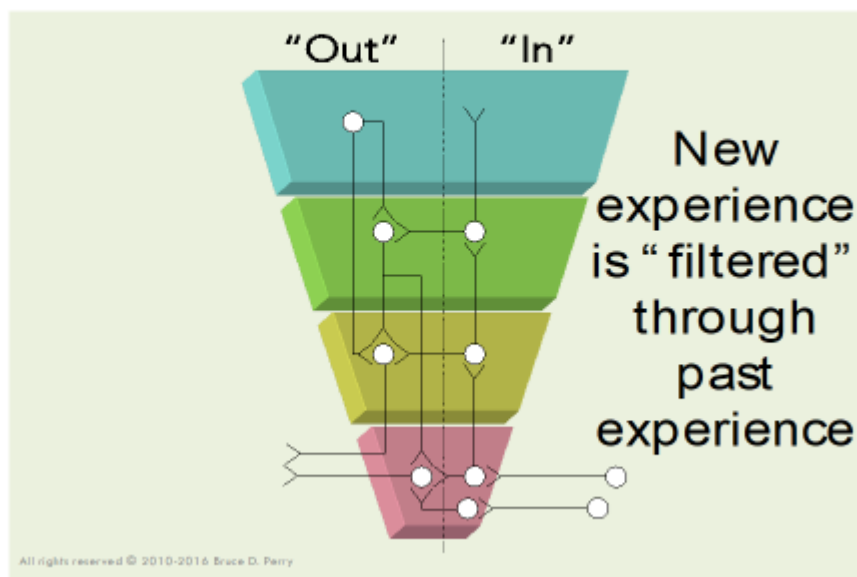


## Regulation: Recap from Dr. Perry

- Every experience or interaction is “processed” by our brains in an orderly way—starting with the lowest areas of the brain. At the lower level there is **no intention of behavior**.
- We feel and act before we “think”
- Most human behavior is influenced by these fast-thinking networks.
- Slow thinking—when we use our higher brain to reflect, plan, and then send signals down to act—is harder to do.



## Sequential Processing



## Regulation: Recap from Dr. Perry

- Need to get through the lower, more “primitive” or instinctual parts of the brain
- Trying to reason with a dysregulated person is folly and often simply escalates them.
- Stop reacting in the moment and begin to anticipate how our teens may respond—expecting their stress response
  - (1) stay regulated ourselves
  - (2) help our teen become regulated before we can begin to reason and talk through the behavior itself.
- Once triggered, your teen cannot respond thoughtfully until he or she is calm again
- Ten Tips Series: Understanding Hyperarousal handout: Session #2.



## Responding to Youth’s Rejecting, Testing, and Challenging Behaviors

“I talk to my son all the time. I even try to compliment him when I can, but he is out of control, and there’s nothing I can do to control him. I’m at my wit’s end!”





## Responding to Youth's Rejecting, Testing, and Challenging Behaviors

- Understand that a child is not acting out of willful disobedience
- For children who have experienced trauma
  - Mind is altered
  - Behaviors are often desperate means
    - Taking back control of their lives and bodies
    - An attempt to isolate oneself to prevent future hurt
    - Result of being unable to access executive functioning and problem-solving skills



## Impact of Trauma



## Resiliency Factors and Healing Strategies



## Sensory Activities for Supporting Positive Development and Behaviors

- Proprioception: the body's ability to sense itself
- Vestibular: movement and balance; centered in inner ear
- Tactile: sense of touch
- Auditory: sense of hearing
- Visual: sense of sight
- Olfactory: sense of smell



## Responding to Youth's Rejecting, Testing, and Challenging Behaviors

- Relationship building is essential to responding to behaviors
  - Opportunities for you and your teen to have positive, playful time together to build relationship even in the midst of challenging behaviors
  - Counter any intuitive response to curtail the positive things you do together as a family in response to negative and challenging behaviors



## Responding to Youth's Rejecting, Testing, and Challenging Behaviors

***From an adoptive parent:*** "In terms of discipline, we always made grounding a bit different. If our teenage kids were grounded, that meant that they couldn't go to a friend's house or have a friend over, BUT they could do things with us like going to dinner, the movies, on a hike—whatever we parents felt like doing. This allowed us to have quality time together during a stage in their lives when they might not otherwise be around us often. Over time, our teens began telling friends they were grounded in order to save face or avoid bad situations, knowing they could still enjoy time with us."



## Responding to Youth's Rejecting, Testing, and Challenging Behaviors

- **It is important to choose when you respond** and not respond to every challenging behavior that comes up.
- **It is important to understand the meaning of your teen's behaviors** so you can respond to the causes, needs, and motivations behind the behavior.

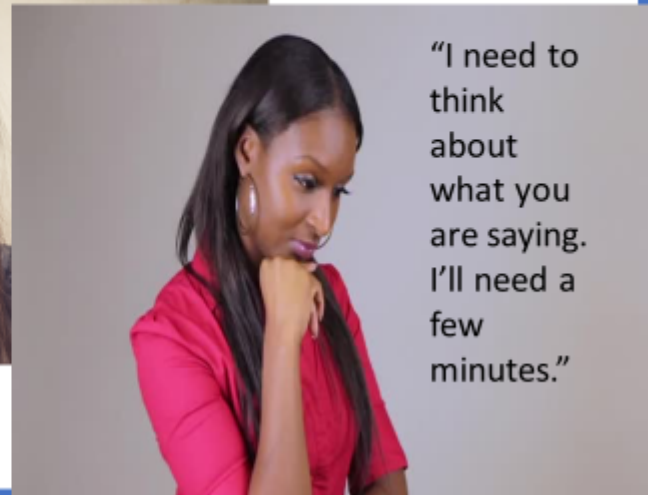


## Texting as a Strategy

- Comfortable, familiar and routine to youth
- Natural tendency to respond
- Easier to take strong, negative emotions out of the message
- It provides an opportunity to read and edit



## Texting as a Strategy



Mom:

- "What you said hurt my feelings, but I thought your feelings must be pretty hurt too. Can we talk about them this way?" *(by text)*
- "Thanks, I appreciate that."
- "Wow. That has to feel terrible. What can we do to fix it or help you? We didn't even know you were feeling that way. I am so sorry."

## Regulate, Relate, Reason

Daughter:

- "I guess so. I have to think about it."
- "I just don't feel like I'm part of the family. I don't think anyone likes me."



## Parenting Your Youth



**VIDEO:** Debbie Schugg: Parenting to the Need Behind the Behavior



## Responding to Youth's Rejecting, Testing, and Challenging Behaviors

Behavior management is about teaching, not punishing or controlling.

Collaborative Problem Solving

- View that youth's behavioral challenges are:
  - Best understood as the result of a gap in thinking skills, rather than as attention-seeking or manipulative behaviors.
  - Best addressed by teaching youth the skills they lack rather than through reward and punishment or insistence on obedience.

<http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/>



## Responding to Youth’s Rejecting, Testing, and Challenging Behaviors

- **Help teens understand their behavior.**
- Be able to access *your* emotional intelligence and executive functioning

Do	Don't
Ask “What do you think you could have done instead?”	Ask “Why did you do this?”
Share how you might have felt in the situation	Label or try to get the teen to label their feelings



## Responding to Youth’s Rejecting, Testing, and Challenging Behaviors

Encourage the teen to recognize what they are feeling in these moments of stress: How their body is working to help them respond to difficult situations

“What did you feel in your stomach when this situation happened? What did you hear? What did you see?”

Not every incident can lead to this productive conversation

**Handout #5.2:** Positive Behavior Management Strategies



## Responding to Youth's Rejecting, Testing, and Challenging Behaviors

What is NOT in Handout #5.2

- Punishing
  - Pain or discomfort (physical striking or emotional from verbal abuse and yelling)
  - Work (extra chores, excessive physical exercise)
  - Public humiliation, excessive isolation, or excessive physical restraint
- Time-out: Isolating and separating the teen from the rest of the family



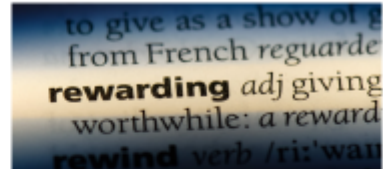
## Rewarding

### Identify the Basic Reward

Messages:

- 1) Your *needs* are important to me, and I am paying attention to them
- 2) Your behavior is important to me and doing the best you can will help you get your *wants* met.

- Teen verbalization or through observation
- Tangible and immediate
- Be careful about using food as a reward
- Give teen options about rewards that get their *wants* met





## Rewarding

- Be aware of their teen's abilities so as not to mislabel "can't" behavior as "won't" behavior and risk setting teens up for failure
- Avoid rewarding the undesirable behaviors
- Reward the **absence** or **decline** of problem behaviors: "Catch" your teen doing something positive and provide opportunities to praise and reward



## Rewarding a decline in problem behavior

Every time her sister irritates her, Melissa (14) hits her. One time, after being irritated, Melissa yelled at her instead. Her mother said, "I'm proud of you for not hitting your sister" and sat down to watch a video with her.



How would it feel to "reward" the decline of problem behavior when the behavior is not 100 percent of what you want?



## Rewarding

### Identify Desirable Behaviors

- Teens don't automatically know what to do; constantly test their environment and their parents
- Parents: Develop behavior standards for youth that are reasonable: Setting expectations based on reasonable values and an understanding of the teen's developmental age, and then encouraging teens to follow them.



## Rewarding



Begin with one behavior, and once that improves significantly, focus on another.



## Rewarding: Deliver the Reward

- When the desired behaviors occur, provide the reward to reinforce the positive behaviors and increase the chances that they will repeat it.
- Reward your teen every time he or she displays a desired behavior, as soon as possible after the behavior is completed.
- Include an explanation for the reward

The sooner a reward follows a behavior, the greater its influence.



## Rewarding Example

- Randy, age 15, has been in foster care with your family for five months. He walks to school, which is eight blocks from your home, and is expected to arrive at 8AM. The school has let you know that Randy has been more than an hour late for school for the past two days. You have previously identified the rewards that Randy would like.

How might you discuss the use of rewards with Randy in this situation?



## Environmental Control

Making changes in the physical environment to influence behavioral changes

- Track the youth's behavior
- Write down what happens leading up to the challenging behavior
- Note the behavior itself with the exact words and actions
- Write down how you or others respond to the behavior
- Think about whether there is a pattern that may be contributing to a perfect storm for your teen



## Environmental Control: Examples

- Modifying schedules
- Structuring activities
- Introducing people into the child's space
- Changing the parent's behavior
- Removing the teen from a stimulating environment to help them calm down
- Provide cues to help them know a transition is coming
- Be cautious when it comes to using this technique—you don't want the teen to feel even more powerless.



# Environmental Control

## Handout #5.3 Environmental Control Techniques



## MODELING: Teaching by example

- Youth constantly look for behavioral models
- Parents are teaching their children by example whether they mean to or not.
- Positive modeling improves odds that a teen will follow the demonstrated behavior



## Proactive Modeling Methods

- Decide how you want your youth to act and plan precisely what behaviors you will demonstrate to him or her
- Demonstrate behaviors that could be potentially difficult for a teen to learn.
- Practice self-improvement
- Ask for feedback from friends, other parents, and/or professionals
- Reflect on your self-assessment and the questions that relate to trauma-informed parenting.



## Modeling



**VIDEO:** Heather Forbes, adoptive mother and author of *Beyond Consequences*, talks about modeling



## Engage Teens in Modeling

- Engage your teen in a round of role-playing by taking turns acting out a distressing behavior
  - Have the other person practice/model expressing their feelings then have a conversation about it.
- Talk about the different responses people can have to upsetting situations—from crying, to getting mad, to running away, to having a conversation.
- Provide teens with opportunities for “do-overs” so they can have a second chance of responding to a situation in a more productive way.



## Modeling Roleplay

- Pair up and practice role-playing a scenario where one models desired behaviors to the other
- Come up with your own scenario or use one of these suggestions:
  - Your teen is in line at the school cafeteria and another teen pushes in front
  - Asking a teacher for help with schoolwork
  - Accepting a compliment
  - Receiving feedback
  - Asking someone out on a date
  - Being turned down for a date



## INSTRUCTING

**INSTRUCTING:** Teaching a youth how to do something or telling a youth to carry out a behavior already mastered

- Assess a teen’s developmental needs
- If a teen struggles to understand instruction, limit instructions to one step at a time
- Provide visual examples of instructions when it comes to daily routines
- Have a plan in place to address inevitable noncompliance
- Explain rationale for a request or instruction or respond, “Because it is important to me that you do this.”
- Instruction: Explanations, prompts, and corrections to help a teen master a task



## Instructing

### Handout #5.4

#### How to Improve the Frequency and Accuracy of Your Youth’s Response to Instruction

Be prepared that any of these will not result in immediate change.  
The process takes time, patience, and repetition.





## IGNORING

**IGNORING:** Removing attention given to a behavior to decrease or eliminate it.

Assumption: A youth is acting a certain way to influence a parent, but the behavior does not necessarily demand a response

When ignoring a behavior:

**Do not:** Leave the room or totally shut your youth out.

**Do:** Remove enough attention so that you are not engaging them or reinforcing their behavior.

Ignoring is most powerful when a parent can maintain a neutral emotional expression.



## Ignoring: Roleplay

Practice Ignoring:

Pair up; one person is the parent trying to maintain a neutral expression while the other person, playing the teen, makes hurtful or annoying statements



## Ignoring should only be used under the following conditions:

- A teen uses words or behaviors for the purpose of getting his/her way.
- A teen uses words or behaviors to test a parent's reaction or to provoke them.
- The language or behavior is undesirable, but is not dangerous.
- You can endure the behavior until it stops.



## Ignoring

### **Common Misuses of Ignoring**

- Ignoring a teenager's attempts for attention
- Ignoring aggression
- Partial ignoring
- Unsuccessful ignoring



# Ignoring

## Handout #5.5

**Would you use ignoring as a tool in the following situations?**



# LOGICAL CONSEQUENCES

- As logical and natural as possible
- Short-term
- Have your teen help you come up with the consequence of a poor choice to help them better remember and understand; as well as to increase a sense of control
- Expect teens to test limits several times
- Offer the opportunity for them to try the plan again a few times if needed
- Remain calm in your tone and body language and stay consistent.
- For youth who feel they have lost everything of value to them already, the loss of things may be meaningless
- Stacking consequences on top of each other for each issue is not effective



## NATURAL CONSEQUENCES

**NATURAL CONSEQUENCES:** Allowing a teen to experience consequences that normally occur following a behavior.

- Teaches the limits of behavior
- Allows youth to learn from their mistakes
- Must continually educate youth about potential consequences of their behavior

Do you have any examples of times you have used natural consequences? What were the results?



## Responding to Youth's Rejecting, Testing, and Challenging Behaviors

Six parenting skills that we can pack into our suitcases:

- Rewarding
- Environmental Control
- Modeling
- Instruction
- Ignoring
- Logical and Natural Consequences



## Responding to Youth's Rejecting, Testing, and Challenging Behaviors

**Resource: Positive Parenting Strategies for the Teenage Years**



## Relationships Under Stress

What are some signs that our relationships with our youth are breaking down?

- Parent has less interest in what is happening in the youth's life
- Youth gives parent the silent treatment or withdraws
- Most communication with youth is around discipline and what to do differently
- Parent is judgmental of the youth
- The youth is more often saying "You are not my family"
- Parent feels the need to control the youth
- Parent is frustrated and angry all the time
- There is constant negativity between parent and youth
- The youth consistently plays one parent against another
- The parent is considering a placement change
- Parents and teens no longer share humor, fun, play
- Parents and teens both find reasons NOT to spend time together



## Secondary Traumatic Stress

- *Recently, I've been sleeping on the couch. Truthfully, "sleeping" is not really an accurate description of what's happening. I've been lying awake staring at my outdated popcorn ceiling every night for a week. I lay there, eyes dry and bloodshot, wondering how in the world I'm going to get through the night. I've positioned the couch right outside my teenage son's door. We discovered a week ago that he's been sneaking out the window at night and going to a friend's house. My son experienced trauma before he was born. He was exposed to drugs, alcohol, violence and malnutrition. He doesn't understand the danger of sneaking out. He doesn't connect actions with consequences. He knows he is disobeying but lacks the impulse control to make a better choice.*



<https://confessionsofanadoptiveparent.com/secondary-trauma-how-your-childs-special-needs-may-be-affecting-you/>

## Secondary Traumatic Stress

The symptoms of primary or secondary trauma  
can be exactly the same!

*"The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet."*

Rachel Remen, *Kitchen Table Wisdom*



## Secondary Traumatic Stress

### Parents' Risk of Secondary Trauma

- Compassion
- Insufficient Recovery Time
- Unresolved Personal Trauma

What are your thoughts about secondary trauma and parents' risks of developing secondary traumatic stress?



## Secondary Traumatic Stress

- Are there specific images or situations that keep coming into my head again and again?
- Are there situations with the youth that spark anxiety I am trying to avoid?
- Are there situations or people that remind me of a particularly distressing personal experience?



## Secondary Traumatic Stress

### Indicators of Secondary Trauma

Emotional Indicators	Physical Indicators	Personal Indicators



Secondary Trauma and Foster Parents: Understanding Its Impact and Taking Steps to Protect Them.  
<https://muskie.usm.maine.edu/helpkids/rcpdfs/Sec.Trauma-foster.pdf>

## Secondary Traumatic Stress

### Handout #7.4 Strategies for Combatting Secondary Trauma





## Relationships Under Stress

First rule of thumb: "Relationship time" to build trust and safety

Second rule of thumb: How the time is to be used and what is to be accomplished as a result

Three types of activities that help in building the parent-youth relationship:

- Conversation
- Participation in shared activities outside the home
- Verbal praise and recognition



## Relationships Under Stress

### Conversation Goals

- Promote expression of feelings
- Facilitate self-exploration and identity-building
- Identify problems and solve conflicts
- Communicate interest, understanding, and empathy



## Relationships Under Stress

**Participation in activities outside the home:** Extend the parent-youth relationship into the community



## Relationships Under Stress

### Verbal praise and recognition

- Youth may not acknowledge you are giving them praise or they may even challenge why you are doing it
- Turn praise into an action
- Youth want to be recognized so if you are not recognizing the good, they will make sure you recognize the negative or the bad
- Giving praise can improve your overall communication
- Despite your teen's oppositional behaviors—yelling, swearing, breaking rules, failing grades, or other challenging behaviors—it is critical that you also *“catch them being good”*



Resource: *Caring for Kids - How to Talk with Your Teen*



## Using Supports as a Strength

- A robust support system is needed to provide support and guidance
- Call on family and friends who can offer different supports
- Support groups with other parents who are parenting teens



## Using Supports as a Strength

- This is difficult work!
- Be realistic about what you can manage and when you need help
- Establish a relationship with the teen
- Continued commitment to the teen



## Summary: Learning Objectives

1. Demonstrate two skills parents use in coping and managing their own emotions in the face of their youth's challenging behaviors.
2. Demonstrate two ways parents can effectively respond to their youth's rejecting, testing, and challenging behaviors.
3. Describe at least two signs that their relationship with the youth is under stress.



## Summary: Homework

*Homework Assignment #1:* Choose two of the parenting skills that we discussed in this session and practice them with your youth or another person in your life. Use the chart in **Handout #5.7 Using the Parenting Skills in Our Suitcases** to describe your experiences.

- Rewarding
- Ignoring
- Environment Control
- Modeling
- Instruction
- Natural Consequences
- Logical Consequences



# Summary: Homework

## Handout #5.8

Homework Assignment #2:  
Put together a diagram—  
called an ecomap—of your  
support network; include  
services and all the people  
who are available to support  
you



# THANK YOU!



# SESSION 5

# HANDOUTS



## SESSION 5 HANDOUTS



### HANDOUT #5.1: TEENS' CHALLENGING BEHAVIORS: WHAT IS YOUR EMOTIONAL RESPONSE?

1. Maria, who is 16 years old, has been in foster care with you for the last eight months, and has been told that her curfew is 10PM. She doesn't come home until 11:30PM and you have been waiting up for her. When you ask where she has been, she says, "Wouldn't you like to know?" and stomps off to her room.
2. A store manager who you know calls to tell you that Tamara, your 17-year-old adopted daughter, was caught shoplifting snacks. She does not want to call the police but wants you to pick up your daughter. When you arrive, your daughter smirks and says that the manager is "an idiot" and planted the snacks on her. She rolls her eyes when you ask her if she took the snacks and says, "What difference does it make? They didn't belong to the manager."
3. Eric is 16-years-old, and has been in foster care for four years. He has lived with you for more than a year and wants to go to a party with friends. He knows which kids you approve of and which ones you don't want him hanging out with. You ask him who will be at the party and he responds, "John, Omar, Sarah and some other kids. We're playing cards." You later learn that the "other kids" included the ones you disapprove of. You also learn that they were drinking and one of them drove him home under the influence of alcohol.
4. Your 13-year-old adoptive daughter Kendra has been sexting naked photos of herself to boys she doesn't know. When confronted, she said, "It's not your body; it's mine and I can do whatever I want."
5. Your 17-year-old grandson, José, has been living with you since his parents have been in treatment on and off for their drug use. You recently found several hunting and switchblade knives when you were cleaning his room. You also found a bong and other drug-related objects.







**HANDOUT #5.2: POSITIVE BEHAVIOR MANAGEMENT STRATEGIES**

Giving Something	Changing the Environment	Teaching	Doing Nothing
<p><b>REWARDING</b></p> <p>Giving something meaningful to a youth following a behavior (by intention or by chance), resulting in the promotion of that behavior.</p>	<p><b>REDUCING STIMULUS</b></p> <p>Being aware of the volume on devices like TVs and radios, limiting excessive activity in the home, moving people in or out of a room.</p>	<p><b>INSTRUCTION</b></p> <p>Using explanations, cues, and corrections rather than commands to promote a behavior.</p>	<p><b>IGNORING</b></p> <p>Decreasing attention to a negative behavior (or providing a neutral emotional expression) and focusing on building the relationship first.</p>
<p><b>LOGICAL CONSEQUENCES</b></p> <p>Providing a consequence that would not naturally follow (but is connected to the behavior) in order to discourage it in the future.</p>	<p><b>ROUTINES AND STRUCTURE</b></p> <p>Creating and utilizing routines and providing higher levels of structure to create predictability in the environment.</p>	<p><b>MODELING</b></p> <p>“Teaching by example,” or demonstrating a behavior, (consciously or not), to promote a behavior.</p>	<p><b>NATURAL CONSEQUENCES</b></p> <p>Not interfering with the consequences that normally follow a behavior, (as long as they are safe) to discourage a behavior.</p>





**HANDOUT #5.3: ENVIRONMENTAL CONTROL TECHNIQUES**

Situation	Environmental Control Technique	How This Provides Behavior Management
<p>Don, age 16, is hanging out after school with kids who smoke and drink on the street. Two neighbors have called you to complain about his behavior.</p>	<p><i>You talk with Don about his interests and based on what he tells you, you enroll him in a karate class after school.</i></p>	<p><i>The new activity removes one opportunity to hang out with the kids who smoke and drink.</i></p>
<p>Rudy, age 17, has been raiding the family liquor cabinet when you are away from home.</p>		
<p>Almost every day, Charlene, age 15, comes home angry from school, complaining about how awful her teachers are. She then argues with everyone and ends up slamming the door to her bedroom.</p>		





### HANDOUT #5.4: HOW TO IMPROVE THE FREQUENCY AND ACCURACY OF YOUR YOUTH'S RESPONSE TO INSTRUCTION

1. Make sure you have your teenager's full attention before giving an instruction.
2. Avoid commanding language; generally, teens do not want to be told what to do. If a parent sends the message, "Here is what you do" rather than "Do this, do that," the teen will likely respond with more willingness and effort.
3. Tell the teen what you want them to do, not what you don't want them to do. Instead of saying, "Get your feet off of the table," say, "Please put your feet on the floor."
4. Give tips to help your teen perform the behavior correctly as they are completing it, rather than waiting for them to make a mistake and having to correct it.
5. Praise compliance, cooperation, effort, and attempts that come close to the desired response. Encourage your teen to keep trying until she gets it right and promote the idea of trial and error to improve future efforts.





## HANDOUT #5.5 WOULD YOU USE IGNORING AS A TOOL IN THE FOLLOWING SITUATIONS?

Would you use ignoring as a tool in the following situations?

1. Sandra, your 17-year-old adopted daughter, knows that her curfew is 11PM on Saturday nights. She begins begging you on Saturday morning to extend her curfew to 1AM because of plans that she has. When asked to describe her plans, she is evasive.
2. Joel, your 16-year-old in foster care, is furious that you and the family are going to a family reunion and he is expected to attend. He calls you “stupid” and your family “disgusting” and insists that he will not go. He slams his bedroom door multiple times.
3. Jamie, your 16-year-old niece who is in your guardianship, constantly seeks attention from boys. She only talks about boys in her class and seems to only want to spend time with boys.







## HANDOUT #5.6 LOGICAL AND NATURAL CONSEQUENCES

Situation	Would you use logical or natural consequences?
Veronica, age 16, arrives home drunk, after driving.	
Ricky, age 15, cheated on a test at school. He has been suspended for a week. He wants to go to school to be with his friends and asks you to intervene and tell the principal that he has emotional problems, it was all a mistake, and it will not happen again.	
Donita, age 17, in a rage, tore up a new blouse that her mother bought for her. She wants her mother to buy her another one.	
Jaxon, age 13, took a bike from the neighbor's house. He damaged it attempting jumps off a bike ramp.	





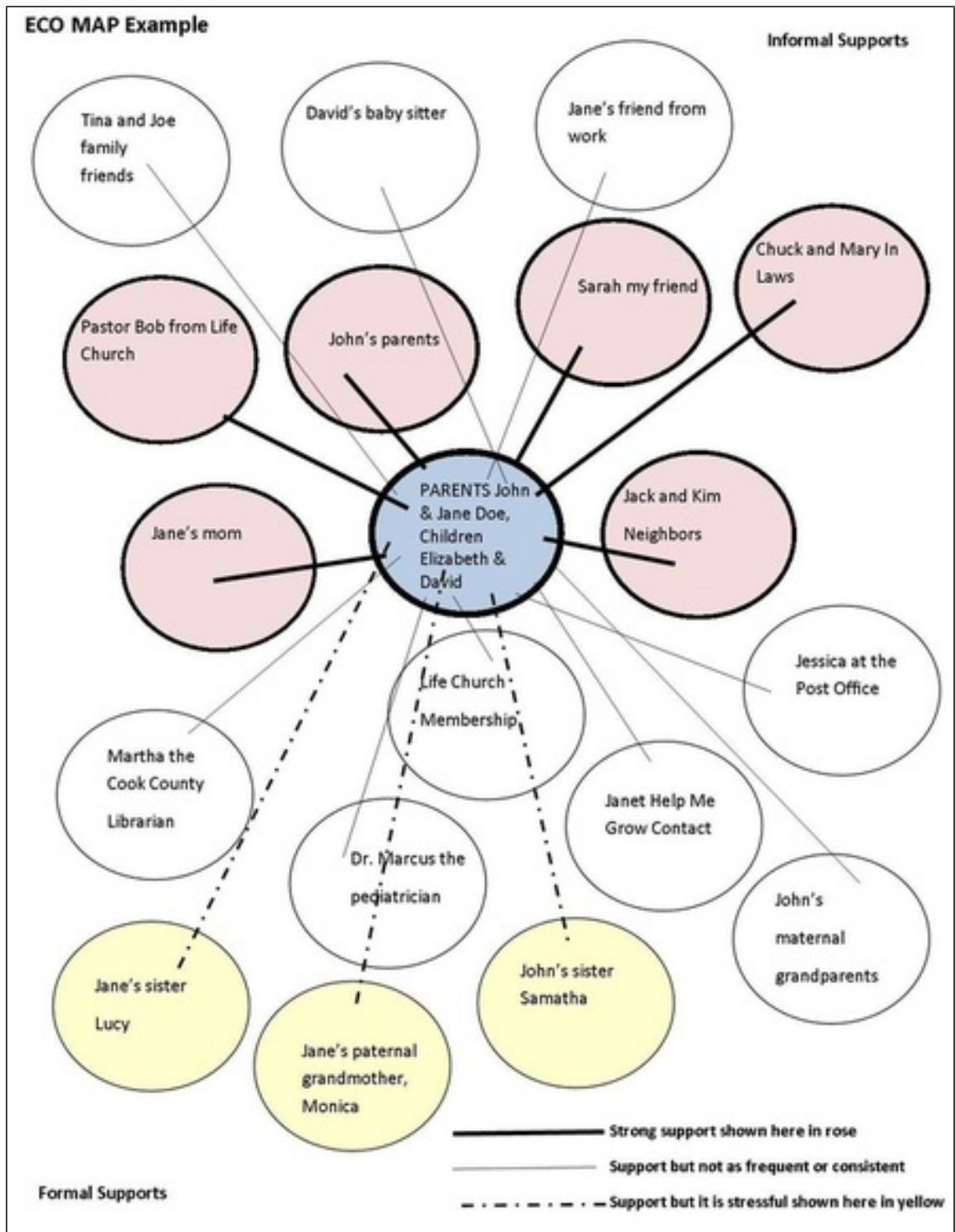
**HANDOUT #5.7 USING THE PARENTING SKILLS IN OUR SUITCASES**

Using the Parenting Skills in Our Suitcases			
<b>Parenting Skills Selected:</b>  1.  2.			
Date	Parenting Skill Used	Description of how used	Result





HANDOUT #5.8: ECO MAP EXAMPLE





## HANDOUT #7.4: STRATEGIES FOR COMBATTING SECONDARY TRAUMA

### Strategies for Combatting Secondary Trauma

**Understand and respond to your own needs.** Learn to recognize your body's signs of stress.

**Set limits.** You cannot be everything to everyone. Learn to say "no" to requests for your time or attention. Recognize the job of parenting children who have been traumatized requires a change in other priorities and other relationships.

**Create time for rest and leisure.** Small ways of taking care of yourself can include a morning cup of coffee, a special bubble bath, or a walk in the park. Focus on healthy ways to relax.

**Maintain a positive view of the world.** Bad things happen, but there is a lot of good in the world. Remember that you are part of the good that is happening in your child's life.

**Seek out help for your own feelings.** You are your child's lifeline. Taking care of you is taking care of your child. Find others who will listen without judgment—a friend, a sibling, a therapist, or a support group. (All of the above, if possible!)

**Choose your battles.** Ask yourself, "Does this really matter?" See what you can let go of. Realize that life will go on even if you are not perfect.

**Keep hope alive.** Focus on the glimmers of hope and change in your child and your relationship with your child.

Adapted from Children's Home Society of Missouri, n. d.





# SESSION 5

# POSTTEST



Name: \_\_\_\_\_ Session Date: \_\_\_\_\_ Location: \_\_\_\_\_

## SESSION 5 POSTTEST

1. Identifying feelings and understanding the reasons for feeling them is
  - a. Not necessary to regulate emotions and responses
  - b. The first step to being able to regulate emotions and reactions
  - c. Important for teens to understand but not necessary for parents
  - d. Important for parents to understand but not important for teens
  
2. Techniques parents can use to prevent emotional responses to teen behavior include all of the following, **EXCEPT**
  - a. Taking a deep breath
  - b. Taking a break to collect thoughts
  - c. Identifying feelings and reflecting on why you feel this way
  - d. Venting to another adult in front of the teen about the situation
  
3. When a person is processing their experience in the lower level of the brain their reaction reflects
  - a. An instinctual response
  - b. A thought-out response
  - c. An understanding of consequences
  - d. An ability to reason
  
4. A technique to de-escalate a teen who is being emotionally reactive is to reason with them. (circle one) True  
False
  
5. An effective technique to help deescalate a teen is to
  - a. Explain why the parent is right
  - b. Explain that the parent is in charge
  - c. Keep your own emotions under control
  - d. Ask the teen to calm down
  
6. A key component to behavior management is
  - a. Creating strict guidelines
  - b. Building relationship
  - c. Taking away positive experiences as a consequence to inappropriate behavior
  - d. Avoiding all positive interactions to encourage the teen to change behavior

## SESSION 5 POSTTEST

7. Taylor, who is 15 years old, got suspended from school for swearing at the teacher. The parent is called in to the school to pick up Taylor and meet with the principal. The parent's first response to the teen should be
  - a. Tell Taylor she should know better than to swear at teachers
  - b. Tell Taylor her behavior was not appropriate, and she will have a consequence at home as well
  - c. Ask Taylor what happened and check to make sure she is okay
  - d. Tell Taylor that the parent is embarrassed and ashamed of the behavior
  
8. Jesse, a 14-year-old, was confronted after his parent found out he was smoking marijuana. Jesse shouted at his parent and broke a glass vase when he knocked over a small table. After Jesse is calm, it is important for the parent to do all of the following, **EXCEPT**
  - a. Encourage an open and non-judgmental conversation with Jesse about what he felt and why
  - b. Ask Jesse "What could you have done differently?"
  - c. Tell Jesse how the parent felt in that situation
  - d. Ask Jesse "Why did you do this?"
  
9. Encouraging a child to recognize what they are feeling in moments of stress will
  - a. Cause them to relive the stressful event
  - b. Help them develop an understanding of how their body is responding so they can better respond to stressful situations
  - c. Overwhelm them
  - d. Help them ignore their body's responses to stress
  
10. When designing a reward system, parents should consider
  - a. What the parent is willing to let the teen have; input from the teen is not needed
  - b. Only long-term reward possibilities
  - c. Using rewards that are difficult to obtain
  - d. What motivates the teen
  
11. When a parent is developing behavior standards for their teen, they need to include which of the following?
  - a. Expectations that are challenging for the teen to achieve
  - b. Expectations that are age and ability appropriate
  - c. The same expectations as other children in the family
  - d. Clear and strict rules that assure the parent has control

## SESSION 5 POSTTEST

12. Alex's kinship caregiver says that Alex lies, talks back, and harasses her siblings. What should the caregiver do if she wants these behaviors to change?
  - a. Tell Alex if she doesn't lie, talk back, or harass her siblings for 3 weeks, she will get an expensive item she wants
  - b. Pick one behavior to focus on at first, then when that behavior significantly improves address another
  - c. Expect all three behaviors to stop at the same time
  - d. Create a reward chart with special rewards and consequences for each behavior
  
13. Tonya is a 17-year-old who has difficulty expressing feelings. Which of the following is not helpful for the parent to do?
  - a. The parent can verbally express their own feelings and demonstrate good listening skills such as summarizing what the teen says
  - b. Have the teen state their feelings and why they are feeling this way anytime the parent notices an emotional reaction
  - c. Provide the teen with a list of feeling words they can go over on their own
  - d. Name the emotions the teen might feel in the same situation
  
14. Signs that the parenting/teen relationship is under stress include all the following, **EXCEPT**
  - a. Parent has less interest in the teen's life
  - b. Parent is judgmental of the teen
  - c. Parent is frustrated and angry all the time
  - d. Parent shows no need to control the youth
  
15. Activities that build parent-teen relationships include
  - a. Giving the teen freedom from rules, giving the teen material things they desire
  - b. Giving the teen praise and recognition, engaging in activities together
  - c. Giving the teen freedom from rules, engaging in conversation with teen
  - d. Giving the teen material things they desire, giving the teen freedom from rules
  
16. Active engagement with a teen's mental health treatment provider includes all of the following, **EXCEPT**
  - a. Providing information on the nature and scope of the teen's emotional and behavioral problems
  - b. Sharing family experiences, including what has worked best at home
  - c. Withholding information about the family to protect confidentiality of the teen
  - d. Learning new parenting skills and strategies from the therapist

## SESSION 5 POSTTEST

17. Check all that apply: The training was

- Organized and easy to follow
- Relevant and helpful
- Boring
- Engaging
- Confusing
- Consistent with the objectives
- Unhelpful
- The right amount of time to cover the content

18. Check all that apply: The group activities during the trainings were

- Organized and easy to follow
- Relevant and helpful
- Engaging
- Not helpful in understanding the material
- Consistent with the learning objectives
- Helpful in providing opportunities to practice the concepts being taught
- Not engaging
- Enough time to do the activities.
- Boring

19. Check all that apply: The trainer

- Was helpful in answering my questions
- Was disorganized
- Encouraged participation
- Encouraged group members to interact with one another
- Was culturally respectful
- Did not have a good understanding of the material
- Was knowledgeable
- Was well prepared
- Stayed on topic

20. What aspects of the training could be improved? How?

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