

CORE TEEN CURRICULUM

SESSION



UNDERSTANDING AND MANAGING YOUTH'S CHALLENGING BEHAVIORS, PART 2

SESSION 6

PRETEST

Name: _____ Session Date: _____ Location: _____

SESSION 6 PRETEST

1. Prenatal alcohol exposure affects all of the following, **EXCEPT**
 - a. Executive functioning
 - b. Ability to read social cues
 - c. Ability to understand cause and effect
 - d. Attitude

2. A parenting technique that will help teens, especially those with Fetal Alcohol Spectrum Disorder (FASD), complete tasks is
 - a. Giving specific and concrete step by step instructions of what needs to be done
 - b. Telling the teen what the end goal is
 - c. Providing general instructions so as not to overwhelm them
 - d. Encouraging them to figure out on their own what it is that needs to be completed

3. When a teen with intellectual and developmental disabilities does not follow the instructions, the parent should
 - a. Reteach what needs to be done and let them know that they should be able to remember these steps
 - b. Provide a consequence that helps them understand the importance of listening
 - c. Reteach what needs to be done, repeat the steps, and stay relaxed
 - d. Repeat the instructions and let them know next time you are not going to repeat yourself

4. Teens who have intellectual and developmental disabilities, or experienced trauma require what two things in the home and school environment?
 - a. Predictability and routines
 - b. Technology and routines
 - c. Engagement and socialization
 - d. Isolation and quiet

5. To help a teen with significant needs stay safe, the parent should do all of the following, **EXCEPT**
 - a. Finding groups with adult supervision for the teen to join
 - b. Making the home welcoming for your teen to have their friends over
 - c. Offering social skills training to increase awareness of dangers in the environment
 - d. Keeping tight control of the teen's activities outside the home

SESSION 6 PRETEST

6. When a teen says their behavior isn't risky and they can take care of themselves, how should the parent respond?
 - a. "You are too young to understand all the dangers. I know what is best."
 - b. "I know you don't think the behavior is risky, but I do, and my job is to help you see what could happen and how to handle it."
 - c. "Let me tell you why this behavior is risky and why you need to stop."
 - d. "I need to keep you safe, so I need to control what you do and where you go."

7. All of the following are protective factors for teens, **EXCEPT**
 - a. Parental warmth
 - b. Acceptance
 - c. One-way communication
 - d. Predictable structure

8. To help teens have safe sexual behavior, parents should model appropriate affection, respect privacy and boundaries, and help the teen feel heard and validated. (circle one) True False

9. Tim is a 14-year-old who compulsively masturbates and engages in sexually explicit conversations with others. It is important for the parent to
 - a. Give Tim his privacy, teens are sexual
 - b. Seek out professional help for Tim while remaining calm
 - c. Try to ignore the behavior, it will most likely resolve on its own
 - d. Remove any privacy so Tim is not able to engage in masturbation as frequently

10. Jessica is a 13-year-old who loves Instagram. She is constantly posting photos of her day. Her classmates online are requesting Jessica post a sexually suggestive picture of herself in a bikini. Jessica does not see any problem with posting this picture. What question could Jessica's parent ask that might help her think about the consequences?
 - a. Would you be ok with your school principal, teachers, or grandparent seeing this photo?
 - b. Do you think you look good in this photo?
 - c. Do you know the person that is asking you for the photo?
 - d. Why would you want to put this photo on Instagram?

SESSION 6 PRETEST

11. You notice Jace, your 16-year-old, is quieter than usual. Jace is not talking about his friends at school and spends most of his time in his room online. He has missed school several times complaining of stomach aches or headaches. You discover that Jace is being bullied at school as well as online. To protect Jace you would do which of the following?
 - a. Take away the Internet so his peers do not have access to him at home
 - b. Move his computer into the main area of the house and talk with Jace about his experiences
 - c. Review his internet history and read every message from the bullies so you know what he has heard
 - d. Tell him “Sticks and stones will break your bones, but words will never hurt you.”

12. A teen who engages in cutting is always suicidal. (circle one) True False

13. Controlling food intake by either not eating or binge eating is a way to
 - a. Feel in control and/or deal with painful emotions
 - b. Not be hungry and maintain a healthy weight
 - c. Be healthy and feel in control
 - d. Deal with painful emotions and maintain a healthy weight

14. When a teen is confronted by a concerned parent about eating problems, they may be angry, defensive, and deny there is a problem. (circle one) True False

15. To de-escalate a situation with your teen, the parent should
 - a. Remain calm, keep a respectful distance from your teen, and be empathetic
 - b. Remain calm, tell the teen to calm down, talk to the teen about what is bothering them
 - c. Remain calm, speak louder so the teen can hear you, and remain close to the teen
 - d. Remain calm, tell them to calm down, ask the teen why they are upset

16. Juan has been talking about “not being around” and has lost interest in school. Juan just gave away all of his possessions to his friends. Juan is exhibiting warning signs of what?
 - a. Suicidal Ideation
 - b. Anxiety
 - c. Hyperactivity
 - d. Generosity

17. If you suspect your teen may be suicidal, you need to seek out professional help immediately. (circle one)
True False

SESSION 6

POWERPOINT

Session #6. Understanding and Managing Youth's Challenging Behaviors, Part 2



Homework

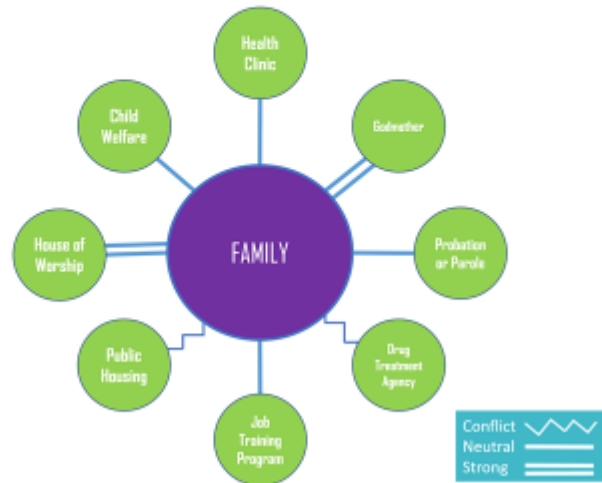
Practicing two parenting skills:

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



Homework

An ecomap of your support system



Any questions or comments from Session #5?



Learning Objectives

- Demonstrate at least two skills in addressing crises/severe behavior challenges.
- Demonstrate two skills in teaching their youth how to remain safe.
- Recognize vulnerabilities of youth with challenging behaviors who have experienced trauma.
- Describe how to access and be actively involved in professional supports that your youth may need to access.



Challenging Behaviors: Reasons Recap

Reasons for youth's challenging behaviors

- Survival and self-protection in the past
- Need for emotional distance
- Responsive to pain or numbness
- Declarations of independence
- Culturally appropriate to reference group



Impact of Intellectual and Developmental Disabilities

- Intellectual disability
 - Disorders characterized by a limited mental capacity and difficulty with adaptive behaviors such as managing money, schedules and routines, or social interactions.
- Developmental disability
 - Encompasses intellectual disability but also includes physical disabilities. Some developmental disabilities may be solely physical, such as blindness from birth. Others involve both physical and intellectual disabilities stemming from genetic or other causes, such as Down syndrome and fetal alcohol syndrome.



Characteristics of Intellectual and Developmental Disabilities

- Prenatal alcohol exposure affects
- Poor peer judgment
- Easily overstimulated and/or overwhelmed
- Difficulty retaining basic information
- Sequencing problems
- Anger management issues
- Depend on others for safety and well-being
- Learning problems
- Have inappropriate sexual behavior, putting them at risk of unplanned pregnancy and sexually transmitted diseases
- Poor sense of cause and effect
- Lack social skills and the ability to maintain appropriate boundaries



What it's like in school...

Last serny, Fingledobe and Pribin were in the nerd-link treppering gloopy caples and cleaming burly greps.

Suddently a ditty strezzle boofed into Fingledobe's tresk.
Pribin glaped and glaped.

"Oh Fingledobe!" He chifed, "That ditty strezzle is tunnning in your grep!"



Can you answer?

Last serny, Fingledobe and Pribin were in the nerd-link treppering gloopy caples and cleaming burly greps.

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1. When did the story occur?
2. Who were the main characters?
3. What happened to Fingledobe's tresk?
4. What did Pribin do?



Challenging Behaviors: Developmental Disabilities



Video: **Helping Your Teen with FASD**



Parenting Strategies for Youth with Intellectual or Developmental Disabilities

- Require immediate feedback
- Routines and predictability
- Finding groups that provide needed socialization
- Social skills training
- Making sure that the teen is being supervised by trusted adults at all times
- Having the teen keep a GPS-equipped cell phone with them at all times so they can be tracked if they get lost



Practice: Giving Instructions with Specificity

Exercise

- Think about asking a teen to pick up their bedroom
- Make a list of the directions for cleaning the room



Understanding Challenging Behaviors

- Ask for help you need from professionals and other supports
- You cannot do this alone:
 - Connection to professionals
 - A support system
 - A network of other parents and community connections



When Teens Display High Risk Behaviors

High-risk behavior: Behaviors that are so intense, frequent, or long-lasting that they threaten the quality of life and/or the physical safety of the teen or others

- Risky sexual behaviors
- Aggressive behaviors toward others
- Using the Internet and social media inappropriately
- Self-injurious behaviors and suicidal ideation



- *Remember!* Responses that are isolating or punishing are not effective.



When Teens Display High Risk Behaviors

- Developmental task of teens: Develop a secure sense of identity and achieve more autonomy
- For teens who have recently joined a family: Normal developmental task complicated by the need to become part of a family and establish relationships at the same time that they are working on becoming independent



When Teens Display High Risk Behaviors

- Parenting styles influence on participation in risky behaviors
- Parent-child relationships most likely to provide protective factors for teens:
 - Parental warmth, acceptance
 - Predictable structure
 - Involvement, consistency, connection, and open communication
- Parental interest in, acceptance of, and conversations about the teen's school life, activities, friends, and interests
- Importance of communication and connectedness
- Emphasis on establishing the relationship before addressing the behavior
- Looking for the underlying cause of the behavior



When Teens Display High Risk Behaviors

Teen denial of riskiness of behavior

"Adolescence and Risk-Taking" by Dr. Carl Pinkhardt:

"I know you don't see any cause for concern or anxiety, but I do. And as your parent part of my job is to help you consider the possibilities to be on the lookout for and have plans for coping, just in case. I am not distrusting you, but I am distrusting all that can harmfully happen in an unpredictable world. Therefore, safety and normal precautions and thinking ahead will be part of our regular conversations from here on out as new and different opportunities for you arise."



When Teens Display High Risk Behaviors



While underlying causes and the teen's history play a big part in how they act, what are some other factors that can lead to risky behavior on the part of teens?



Do you remember how you responded to parental advice when you were a teen?



What can you share from your own past or the teens you've been around?



Sorting Out Sex, Abuse, Love, Caring and Intimacy

What many of the teens are thinking:

- "I'm worthless, it doesn't matter what people do to me."
- "I don't care what it takes, I just want someone to love me."
- "No one could care for me without a sexual relationship."
- "Why do you care if I'm sexual, I'm damaged goods anyway."
- "I hate my body."



Sorting Out Sex, Abuse, Love, Caring and Intimacy



What needs are met through sex?



Intervening in Sexual Behaviors: Relate



What can you do to help your teen build a positive sense of self and healthy relationships?



Intervening in Sexual Behaviors

You can find more information in the following articles:

Resource: Relationships and Sexuality: How to Support Youth in Foster Care and Adoption (NACAC)

Resource: 10 Tips for Foster Parents to Help Their Foster Youth Avoid Teen Pregnancy



Sexualized Behaviors that are Excessive or Harmful to Others

- Sex or sexualized behaviors that could be harmful to the teens or others
- Histories of sexual abuse
- Protection of other children in the home
- Behaviors
 - Watching pornography, especially sexually aggressive porn or porn involving children
 - Exposing oneself or peeping
 - Compulsive masturbation
 - Sexually explicit conversation with others
 - Grabbing, groping, and explicit sexual threats



Sexual Perpetration

- Consider protection of other children
- Engage professionals to help discover the underlying cause of the behavior and provide therapeutic intervention to change the behavior
- Programs specifically designed to address sexualized behaviors that victimize others
- Support of the family
- Peer support



Sexual Perpetration

- Remain calm and seek out help to determine the risk for the teen, the family, and those in the community
- Reach out to placement agency or other community resources for support and assistance
- Safety plans
- **Resource:** Parenting Children or Youth Who Are Sexually Reactive



Safety Plans



- Purpose: Recognize the risks in a crisis and collaborate on the action that needs to be taken to keep everyone safe
- Opportunity for teen to:
 - Think through and develop the skills to keep them safe
 - Recognize their own distress
 - Acknowledge that some situations can cause harm to themselves or others.
- Often developed with the help of a mental health professional, but can be developed by the parent and teen
- Can be a safety plan for the family and a specific safety plan for the teen to monitor their own behavior



Safety Plans: Sexualized Behaviors

- Identification of times and situations when the youth is most likely to have problems in all environments that the youth comes in contact with (i.e. home, school, community)
- Clear guidelines for personal privacy and behavior
- Available supports, what their role is, and when to supports should be accessed



Addressing Aggressive Behaviors

- Anger
- Aggressive behavior
- Youth violence towards peers, parents, and animals



Parents:

- Remain calm and regulated
- Model how to respond
- Give ten physical and emotional space
- “I can see you’re really upset. Why don’t you...go outside and shoot hoops, take the dog for a walk, go for a run, draw or doodle, listen to music.”



De-escalation of Aggression: Regulation

First Concern: De-escalating the crisis and avoiding harm to anyone

- If harm not imminent, use patience in de-escalating
- Remain calm
- Do not engage in the confrontation
- Keep a respectful distance from the teen
- Be empathetic and stay present but quiet
- Use nonverbal messages that convey calm



Addressing Aggression: Relate and Reason

Regulate, Relate, Reason

When teen is calm:

- Sit with them
- Consider asking teen to take a walk, or sit on the porch swing, glider, or rocking chair if you have one
- Talk about what happened
- Try to help the teen figure out what the trigger was and how they might handle their reaction differently next time
- Be clear about what your expectations for behavior are
- Allow space for your teen to come up with thoughts about their behavior
- Choose carefully what you insist on and be as flexible as you can



Addressing Aggression

When De-escalation Doesn't Work

- A safety plan
 - Warning Signs
 - Strategies to Respond
- A supportive team
- Therapeutic support



Social Media Usage that Poses a Danger to Teens

- Communication with friends at the expense of in-person interaction
- Cyberbullying
- Contagion
- Risks and dangerous situations



VIDEO: **INTERNET SAFETY -- Julie, 13, Tells Her Story**



Social Media Usage that Poses a Danger to Teens

When your teen feels lonely and disconnected from you
what is your role as a parent? What can you do to assist them?



Intervening in Internet and Social Media Usage that Poses a Danger to Teens

Help teens understand the consequences of posting photographs of themselves in compromising or unflattering situations:

- Would you be okay with your coach or your school principal seeing the photo?
- Would you be okay with your parent or grandparent seeing the photo?
- Do you think the photo could affect your ability to get into college or get a job in the future if someone making those decisions saw it?
- Could someone who doesn't like you use the photo against you?

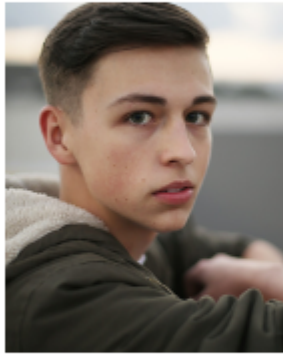


Intervening in Internet and Social Media Usage that Poses a Danger to Teens

- Use of the Internet is to search for birth family or other connections
- Have a conversation about establishing a connection with family or other important connections
- Join with the teen in the search



Self-Harming Behavior: Eating Disorders



Eating Disorders

Anorexia
Bulimia
Binge eating disorder



Self-Harming Behavior: Eating Disorders



Less about the food and more about need for control

- Distorted self-image issues concerning weight and body image
- Another way to deal with painful emotions
- Way to feel in control



Eating Disorders: Regulate

- You may feel helpless, guilty, and out of control.
- Don't take it personally.
- Seek support for yourself.
- Remember to wait until you are both calm before you raise the issue.



Eating Disorders: Relate

- Express your concerns about their health in a supportive way, and let them know that you care about them and want to help.
- Use "I" statements – "I'm worried because you haven't eaten dinner any day this week."
- Listen for cues in their responses as to why they may be controlling their eating. Is there something that has happened to change things for them?
- Don't comment on their weight or appearance, or tell them they are thin enough.
- Avoid shaming or blaming statements like, "You need to eat," "You are fat," or "You are hurting yourself with this behavior".
- Be prepared for denial and resistance. Most likely your teen will be angry and defensive, and deny that they have a problem.
- Do not give your teen an ultimatum. This will only add pressure and cause more secrecy and denial.
- Be patient and supportive.



Eating Disorders: Reason

- Explain the reasons you're concerned, noting what you observed in their behavior.
- Don't be afraid to share the consequences of the eating disorder with your teen.
- Don't give up and keep the lines of communication open, even if they shut you out at first.
- Help the youth identify resources and sources of support.



Food Hoarding

- Common in children who have been deprived of access to adequate food early in life
- Can also signal difficulties with control and trust
- Ellyn Satter, MS, RD, LCSW, BCD: "Division of Responsibility"
 - Parents decide *what* to eat, *where* to eat, and *when* to eat
 - Children decide *if* they want to eat and *how much* to eat.
- Some additional suggestions include:
 - Predictable routine for meals and snacks
 - Don't yell, threaten, punish, withhold, or reward with food
 - Don't try to shame a child for the hoarding behavior
 - Don't put locks on the kitchen cabinets
 - Give youth their own accessible food cabinet
 - Keep fruit out on the table during the day so your child knows food is always available
 - Don't eat off your child's plate, even if he appears to be finished
 - Remain calm and offer reassurances such as "there will always be enough"



Non-Suicidal Self-Injurious Behavior

- Also referred to as self-mutilation
- Relatively frequent behavior in adolescents and young adults.
 - Examples include: cutting, burning or hitting oneself, scratching oneself to the point of bleeding and interfering with healing
- Can become chronic and evolve toward other forms of self-injurious behavior and suicide attempts



Self-injurious Behavior: Cutting

*"I used to cut. It was my only way of getting away. It was the one pain I could control. But one time I did go too far. I cut too deep. When my mom found out, it was really bad. **When it got to the point to where I was lying all the time and hurting my friends, I knew I had to stop.** I now deal with my scars every day, and if I could go back in time, I would have never made them. I have people that care about me and it took me almost 2 years to figure that out. At this point I am cutting free. And I don't plan to start again."*



Self-injurious Behavior

As a parent, how might you feel when you learn your teen is engaging in self-injurious behavior?

- Anger and frustration
- Shock and denial
- Guilt
- Sadness
- Disgust



Do you think you might have any or all of these feelings?
What feeling might be the strongest for you?



Self-injurious Behavior: Relate

- Ask them about it. Even if they deny it at first, it might be a relief for them to admit and talk about it.
- Be mindful not to force the conversation, or to shame them, which could make things worse.
- Remember that a trusting, safe relationship is the foundation for healing and you want to let them know that you care and are open to talking.



Suicidal Ideation

- Suicide: Third leading cause of death of 15- to 24-year-olds
- Take expressions of suicidal ideation seriously
- Professional assessment
- Factors that make teen vulnerable:

- Experience of trauma and loss
- Being bullied
- Identify LGBTQ2S
- Have a history of suicide in their family
- Drug and alcohol use

- Mental health issue , especially depression or bipolar disorder
- Feelings of hopelessness and worthlessness
- Isolation, lack of peer support
- Emotional, physical, or sexual abuse



Suicidal Ideation

What are warning signs that a teen may be having suicidal thoughts?



Suicidal Ideation

Teens who are thinking about suicide might:

- talk about suicide or death in general
- give hints that they might not be around anymore
- talk about feeling hopeless or feeling guilty
- pull away from friends or family
- write songs, poems, or letters about death, separation, and loss
- lose interest in school or sports
- start giving away treasured possessions to siblings or friends
- lose the desire to take part in favorite things or activities
- have trouble concentrating or thinking clearly
- experience changes in eating or sleeping habits
- engage in risk-taking behaviors



Suicidal Ideation: Regulate, Relate, Reason

- Show the love
- Express empathy
- Prioritize the positive
- Talk openly



Safety Plans: Self-Harming Thoughts

The Teen's Safety Plan

- Recognize your warning signs:
 - What sorts of thoughts, images, moods, situations, and behaviors indicate to me that I'm feeling out of control or a crisis may be developing? Write these down in your own words.
- Coping Strategies:
 - What are some things that I can do to help me not act on thoughts/urges to harm myself? Make a list of the things that help to distract you from self-harming thoughts.
 - Who can I call or what can I do to take my mind off these self-harming thoughts?
 - List friends or social activities that can help take my mind off these feelings and thoughts.
 - Which family members can I call on for support?



ROLEPLAY

- Often, family and friends are the first to recognize the warning signs of suicide.
- Bringing up the subject of suicide and discussing it openly is one of the most helpful things you can do.

Time to practice!



Self-Injurious and Suicidal Behavior: Getting Help

- Recovery from self-harming behaviors often requires professional help.
- Follow-through is critical.
- Don't accept your teen's excuses to avoid treatment.



When Challenging Behaviors Become a Crisis



Staying Regulated, Learning To Relate, and Finding Ways To Reason

ROLEPLAY



De-Brief of Role Play



- Were you able to stay calm, respectful, keep your distance, and be empathetic?
- What strategies did you use to relate to your youth in the vignette?
- How were you able to reason with your youth while ensuring that you and the youth stayed regulated while also protecting your relationship with the youth?
- Thinking about a “traditional” parenting response as compared to using the newest items in your parenting suitcase, what is different about your response?



Safety Plans

The **family safety plan** should ask:

- What warning signs can you spot that your teen may not be in control of their emotions?
- What have you done in the past to de-escalate and manage a similar situation?
- What can you do to remain calm and show your support?
- Who has agreed to provide support in a crisis?
 - Professional – Name and phone number
 - Family members – Names and phone numbers
 - Friends or neighbors – Names and phone numbers



Safety Plans

A family safety plan should ask:

- Is there a safe place your teen can go if they need to be away from the family?
- Are there help lines you or your teen can call for support?
 - Suicide Prevention Hotline
 - Mental Health Hotline
 - Other
- Consult with your public social services agency or private adoption agency to find out what resources are available in your community



Seeking and Obtaining Help

- The importance of obtaining quality behavioral/mental health care for youth
- Care by qualified, competent mental health professionals who have the knowledge and skills to help youth with histories of trauma and their families
- Therapists trained in evidence-based treatment models
- Be open to ways that families in other cultures may address their needs outside the clinical model of service delivery
- Quality behavioral/mental health services: Culturally appropriate and in the language with which the child and family are most comfortable
- Obtain before challenging behaviors escalate into a crisis
- Parents and other family members as active participants in the teen's behavioral/mental health treatment



Seeking and Obtaining Help

What does it take to be an active participant in your teen's behavioral/mental health treatment?



Seeking and Obtaining Help

- A belief that the solution involves all family members
- Time/commitment
- Willingness to participate actively
- Willingness to advocate for your teen
- Willingness to learn about the role and effects of psychotropic medications



Seeking and Obtaining Help: Resources

Seeking Meaningful Therapy: Thoughts from an Adoptive Mom (Kinship Center)

Selecting and Working with a Therapist Skilled in Adoption (Child Welfare Information Gateway)

Helping Families Access Services and Information for Children (NACAC)



Learning Objectives

- Demonstrate at least two skills in addressing crises/severe behavior challenges.
- Demonstrate two skills in teaching their youth how to remain safe.
- Recognize vulnerabilities of youth with challenging behaviors who have experienced trauma.
- Describe ways to be actively involved in the youth's behavioral/mental health treatment.



Homework

Choose 3 videos or articles on the resource list **Handout #6.3** or from the articles in the Resources Section on topics that most concern or interest you and be prepared to report on 2-3 strategies you learned from each to share with other participants.





SESSION 6

HANDOUTS

SESSION 6 HANDOUTS



HANDOUT #6.1: EXPLICIT DIRECTIONS

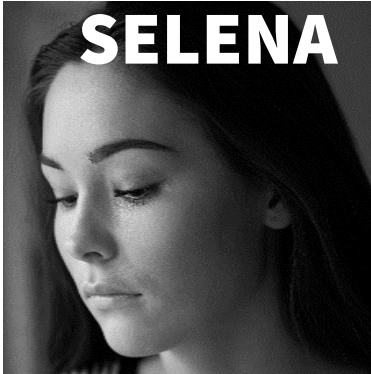
1. Go to the laundry room and get the broom and dustpan
2. Go to your bedroom
3. Use the broom to sweep all items out from underneath your bed
4. Sweep them into the dustpan
5. Take the contents of the dustpan to the trashcan and dump them
6. Put the broom and dustpan aside for use a little later
7. Find a laundry basket
8. Put dirty clothing in the laundry basket
9. If you can't tell if the clothing on the floor is clean or dirty, try to smell it and look for signs of dirt
10. If the laundry smells like body odor, put it in the dirty laundry basket. If it has spots or spills on it, it goes in the dirty laundry basket. If it smells good and looks clean, put it with your clean clothes.
11. Get clean clothes from the other laundry basket
12. Fold the clean clothing
13. Put the clean clothing in the drawers
14. If you open a drawer and it is full, close it and open a different one. Do this until you find a drawer with space
15. If you cannot find space in the drawers, please ask a parent/caregiver for help
16. Close the drawers
17. If you have borrowed any clothing, return it to your sibling's or parent's rooms
18. Remove any stray items from the bed
19. Spread sheets and blankets out smoothly on the bed
20. Tuck sheets and blankets into the foot area of the bed
21. Spread the comforter/bedspread out on top of the blankets
22. Put pillows at the top of the bed where your head lies

SESSION 6 HANDOUTS

23. Return dishes/cups/silverware and any food waste to the kitchen
24. Put dishes/cups/silverware in the dishwasher
25. Throw away food waste
26. While in the kitchen, get a grocery bag from the cabinet under the sink
27. Close the cabinet door
28. Return to your bedroom
29. Put any paper, cans, or recyclable items in the grocery bag
30. Take them to the kitchen
31. Return to your bedroom
32. Pick up garbage from the floor, dressers and other places and put in the trash basket
33. Sweep the floor
34. Sweep dust and trash into a pile and onto the dustpan
35. Empty the dustpan into the trash basket
36. Return the broom and dustpan to the laundry room
37. Put the broom and dustpan in the closet in the laundry room
38. Close the closet door in the laundry room
39. Take the trash bag out of the trashcan
40. Tie the trash bag closed
41. Bring the trash bag outside to the trashcan
42. Replace the trash bag in the trashcan
43. Put these items in the proper place
44. Bring the dirty laundry basket to the laundry room



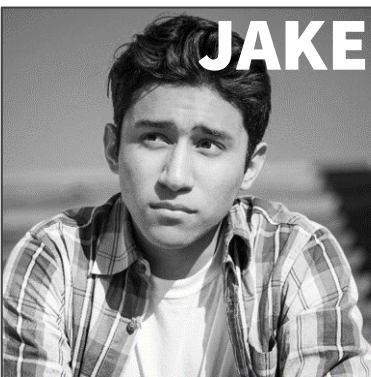
HANDOUT #6.2: BEHAVIOR VIGNETTES



Vignette #1 – Selena is 15 years old. She left at 6:30 PM to go to her friend’s house to study and came home drunk at 2 AM. She lied about where she was and won’t tell you who she was with or how she got home. When you approach her again about the house rules, she explodes into a tantrum and accuses you of treating her differently than the other kids in the house and you never wanted her. She says she hates you and wants to go home.



Vignette #2 – After everyone went to bed, you woke up at midnight and heard voices coming from Tiana’s room. Tiana is 17. You knocked on her door and when she didn’t answer you opened the door to find Tiana and her boyfriend naked in her bed. You calmly ask them to get dressed and ask the boyfriend to leave, but Tiana starts to cry hysterically and accused you of ruining her life and she starts to pack her bags to leave with the boyfriend.



Vignette #3 – Jake, your grandson, is 16 and was arrested for selling Adderall at school. He is supposed to be taking Adderall for his ADD, but you find out that he is not taking his meds and is selling his pills to kids at school. The school has suspended him and Jake is threatening to run away. He says you are too old to take care of him and don’t understand what he is going through at school.

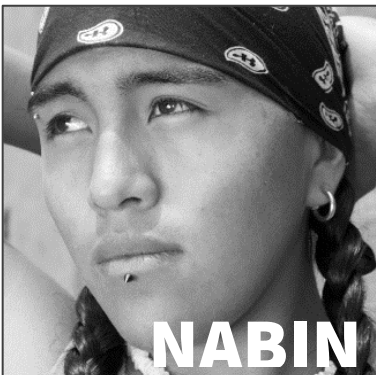
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Vignette #4 – You find drugs in Arnell’s room and you confront him. Arnell is 14. He tells you that some older boys are paying him to deliver these packages to different people, and the older boys are nice to him. You suspect this is a gang that is using Arnell, but Arnell doesn’t believe that they are gang members. He likes hanging out with them because they give him money and are nice to him. He is angry that you went into his room and found the drugs.



Vignette #5 – Jeremy, 15, does not have a driver’s license or a learner’s permit and has taken your car on a joyride. He is stopped by the police for speeding and you are called to come and get him at the police station. Your car is parked a few miles away from where he was arrested. Jeremy was drinking and you are aware alcoholism runs in the family. You fear he is becoming addicted.



Vignette #6 – Nabin is 16 years old and lives off the reservation, but “hangs” with his cousins on the reservation. He is a champion fancy dancer and is looking forward to traveling out-of-state to compete. Tonight, he came home at midnight and said he was at the ceremonies, but you know there were no ceremonies held on this day. He claimed his eyes were watery because he was sitting by the fire pit. He accuses you of being ignorant of his culture and screams at you, saying “I never should have come to live with you!”.



HANDOUT #6.3: RESOURCES FOR PARENTS

10 Tips for Foster Parents to Help Their Foster Youth Avoid Teen Pregnancy

<http://www.courts.ca.gov/documents/BTB24-2J-12.pdf>

About Teen Suicide; KidsHealth website

<https://kidshealth.org/en/parents/suicide.html>

Adolescence and Risk-Taking

<https://www.psychologytoday.com/us/blog/surviving-your-childs-adolescence/201407/adolescence-and-risk-taking>

Autism Speaks website (free resources for supporting youth with autism)

<https://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit>

Eating Disorders Toolkit

<https://www.nationaleatingdisorders.org/sites/default/files/Toolkits/ParentToolkit.pdf>

Helping Someone with an Eating Disorder

<https://www.helpguide.org/articles/eatingdisorders/helping-someone-with-an-eating-disorder.htm>

National Eating Disorders Association website

<https://www.nationaleatingdisorders.org/help-support>

Parenting Children or Youth Who Are Sexually Reactive: <https://www.nacac.org/resource/parentingchildren-or-youth-who-are-sexually-reactive>

<https://www.nacac.org/resource/relationships-and-sexuality/>

Resource on social media

<https://www.welcome2reality.us/parents-corner/>

Risk and Protective Factors for the Safety of Children with Autism

https://www.researchgate.net/publication/280559314_Risk_and_Protective_Factors_for_the_Safety_of_Children_with_Autism_A_Qualitative_Study_of_Caregivers%27_Perspectives

Self-Injury and Recovery Research and Resources website

<http://www.selfinjury.bctr.cornell.edu/resources.html>

Short videos on different subjects, including some on parenting children with challenging behaviors

<https://www.youtube.com/channel/UCQ6qtxeMCZ-vgC9tG7LokNw/videos>

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Teen Risk Behaviors; Centers for Disease Control and Prevention

https://www.cdc.gov/parents/teens/risk_behaviors.html

What I Wish Parents Knew About Eating Disorders

<https://thriving.childrenshospital.org/what-i-wishparents-knew-about-eating-disorders/>

Youth with FASD talking about making and keeping friends

<https://www.youtube.com/watch?v=xtH2eFGr7Eo>

Strategies I learned that I will share with other participants at the next session:

Strategy #1:

Strategy #2:

Strategy #3:

SESSION 6

POSTTEST

Name: _____ Session Date: _____ Location: _____

SESSION 6 POSTTEST

1. Prenatal alcohol exposure affects all of the following, **EXCEPT**
 - a. Executive functioning
 - b. Ability to read social cues
 - c. Ability to understand cause and effect
 - d. Attitude

2. A parenting technique that will help teens, especially those with Fetal Alcohol Spectrum Disorder (FASD), complete tasks is
 - a. Giving specific and concrete step by step instructions of what needs to be done
 - b. Telling the teen what the end goal is
 - c. Providing general instructions so as not to overwhelm them
 - d. Encouraging them to figure out on their own what it is that needs to be completed

3. When a teen with intellectual and developmental disabilities does not follow the instructions, the parent should
 - a. Reteach what needs to be done and let them know that they should be able to remember these steps
 - b. Provide a consequence that helps them understand the importance of listening
 - c. Reteach what needs to be done, repeat the steps, and stay relaxed
 - d. Repeat the instructions and let them know next time you are not going to repeat yourself

4. Teens who have intellectual and developmental disabilities, or experienced trauma require what two things in the home and school environment?
 - a. Predictability and routines
 - b. Technology and routines
 - c. Engagement and socialization
 - d. Isolation and quiet

5. To help a teen with significant needs stay safe, the parent should do all of the following, **EXCEPT**
 - a. Finding groups with adult supervision for the teen to join
 - b. Making the home welcoming for your teen to have their friends over
 - c. Offering social skills training to increase awareness of dangers in the environment
 - d. Keeping tight control of the teen's activities outside the home

SESSION 6 POSTTEST

6. When a teen says their behavior isn't risky and they can take care of themselves, how should the parent respond?
 - a. "You are too young to understand all the dangers. I know what is best."
 - b. "I know you don't think the behavior is risky, but I do, and my job is to help you see what could happen and how to handle it."
 - c. "Let me tell you why this behavior is risky and why you need to stop."
 - d. "I need to keep you safe, so I need to control what you do and where you go."

7. All of the following are protective factors for teens, **EXCEPT**
 - a. Parental warmth
 - b. Acceptance
 - c. One-way communication
 - d. Predictable structure

8. To help teens have safe sexual behavior, parents should model appropriate affection, respect privacy and boundaries, and help the teen feel heard and validated. (circle one) True False

9. Tim is a 14-year-old who compulsively masturbates and engages in sexually explicit conversations with others. It is important for the parent to
 - a. Give Tim his privacy, teens are sexual
 - b. Seek out professional help for Tim while remaining calm
 - c. Try to ignore the behavior, it will most likely resolve on its own
 - d. Remove any privacy so Tim is not able to engage in masturbation as frequently

10. Jessica is a 13-year-old who loves Instagram. She is constantly posting photos of her day. Her classmates online are requesting Jessica post a sexually suggestive picture of herself in a bikini. Jessica does not see any problem with posting this picture. What question could Jessica's parent ask that might help her think about the consequences?
 - a. Would you be ok with your school principal, teachers, or grandparent seeing this photo?
 - b. Do you think you look good in this photo?
 - c. Do you know the person that is asking you for the photo?
 - d. Why would you want to put this photo on Instagram?
 - e.

SESSION 6 POSTTEST

11. You notice Jace, your 16-year-old, is quieter than usual. Jace is not talking about his friends at school and spends most of his time in his room online. He has missed school several times complaining of stomach aches or headaches. You discover that Jace is being bullied at school as well as online. To protect Jace you would do which of the following?
 - a. Take away the Internet so his peers do not have access to him at home
 - b. Move his computer into the main area of the house and talk with Jace about his experiences
 - c. Review his internet history and read every message from the bullies so you know what he has heard
 - d. Tell him “Sticks and stones will break your bones, but words will never hurt you.”

12. A teen who engages in cutting is always suicidal. (circle one) True False

13. Controlling food intake by either not eating or binge eating is a way to
 - a. Feel in control and/or deal with painful emotions
 - b. Not be hungry and maintain a healthy weight
 - c. Be healthy and feel in control
 - d. Deal with painful emotions and maintain a healthy weight

14. When a teen is confronted by a concerned parent about eating problems, they may be angry, defensive, and deny there is a problem. (circle one) True False

15. To de-escalate a situation with your teen, the parent should
 - a. Remain calm, keep a respectful distance from your teen, and be empathetic
 - b. Remain calm, tell the teen to calm down, talk to the teen about what is bothering them
 - c. Remain calm, speak louder so the teen can hear you, and remain close to the teen
 - d. Remain calm, tell them to calm down, ask the teen why they are upset

16. Juan has been talking about “not being around” and has lost interest in school. Juan just gave away all of his possessions to his friends. Juan is exhibiting warning signs of what?
 - a. Suicidal Ideation
 - b. Anxiety
 - c. Hyperactivity
 - d. Generosity

17. If you suspect your teen may be suicidal, you need to seek out professional help immediately. (circle one)
True False

SESSION 6 POSTTEST

18. 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

19. 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

20. 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

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