

**NACAC**  
North American Council  
on Adoptable Children

**JOCKEY**  
BEING FAMILY

## PARENTING TOUGH BEHAVIORS

PRESENTED BY BARB CLARK & KIM STEVENS  
NORTH AMERICAN COUNCIL ON ADOPTABLE CHILDREN (NACAC)

---

---

---

---

---

---

---

---

### ABOUT THIS WEBINAR

- YOU WILL BE ABLE TO SEE THE WEBINAR SLIDES ON YOUR COMPUTER. TO HEAR THE PRESENTATION, EITHER LISTEN THROUGH YOUR COMPUTER SPEAKERS OR USE THE AUDIO PORTION OF THE GOTOWEBINAR CONTROL PANEL AND SWITCH TO USE TELEPHONE. YOU'LL THEN CALL THE NUMBER LISTED IN THE CONTROL PANEL.
- ALL PARTICIPANTS ARE MUTED THROUGHOUT THE PRESENTATION.
- IF YOU HAVE QUESTIONS, PLEASE TYPE THEM IN THE QUESTIONS BOX AT THE BOTTOM OF THE GOTOWEBINAR CONTROL PANEL AND CLICK SEND. WE'LL ANSWER SOME QUESTIONS IN WRITING AS WE GO, BUT WILL ALSO TAKE BREAKS PERIODICALLY TO ASK QUESTIONS OUT LOUD. IF YOUR QUESTION IS VERY SPECIFIC OR WE RUN OUT OF TIME, WE WILL RESPOND AFTER THE WEBINAR.

---

---

---

---

---

---

---

---

### TOUGH BEHAVIORS

- LYING
- STEALING
- RAGING
- CURSING
- RUNNING
- HOARDING
- CUTTING
- SEXTING
- SUBSTANCE USE
- HITTING
- EATING DISORDERS
- PROMISCUITY
- DESTROYING PROPERTY

---

---

---

---

---

---

---

---

### ADOPTION & TOUGH BEHAVIORS

- CHILDREN WHO HAVE GONE THROUGH THE FOSTER CARE SYSTEM, ALMOST ALWAYS HAVE A HISTORY OF TRAUMA WHICH HAS A NEUROLOGICAL IMPACT ON BEHAVIORS AND LEARNING
- CHILDREN WHO HAVE BEEN INTERNATIONALLY ADOPTED ALMOST ALWAYS HAVE A HISTORY OF TRAUMA AND NEGLECT ON TOP OF INSTITUTIONAL TRAUMA
- CHILDREN WHO HAVE BEEN ADOPTED HAVE HIGH RATES OF BEING PRENATALLY EXPOSED TO ALCOHOL AND/OR DRUGS WHICH HAS A SIGNIFICANT NEUROLOGICAL IMPACT ON BEHAVIORS AND LEARNING.
- TOUGH BEHAVIORS ARE MOST OFTEN A RESULT OF TRAUMA, BOTH IN AND OUTSIDE OF THE WOMB.

---

---

---

---

---

---

---

---

### 3 TYPES OF TRAUMA – DR. BRUCE PERRY

- INTRAUTERINE INSULT – PRENATAL ALCOHOL OR DRUG EXPOSURE, STRESS OR VIOLENCE DURING PREGNANCY
- EARLY NEGLECT; MOTHER WHO IS INATTENTIVE DUE TO STRESS, DEPRESSION, DOMESTIC VIOLENCE, ETC. CHILD WHO IS IN ABANDONED OR IN AN INSTITUTION
- CLASSIC TRAUMA SUCH AS ABUSE, WITNESSING VIOLENCE, ETC.

---

---

---

---

---

---

---

---

### TRAUMA INFORMED PARENTING

- RECOGNIZE YOUR HISTORY OF TRAUMA (OR LACK OF) AND HOW THIS IMPACTS YOUR PARENTING
- NEED TO UNDERSTAND THE HISTORY OF THE CHILD
- FIGURE OUT THE DEVELOPMENTAL AGE OF CHILD
- GRASP A DEEPER LEVEL OF ANXIETY AND HOW IT IMPACTS OUR CHILDREN DAILY
- MOVE AWAY FROM PARENTING STRATEGIES OF THE PAST AND FIND NEW STRATEGIES THAT ARE LESS CONSEQUENCE-BASED
- REMEMBER THAT YOU ARE HUMAN AND WILL MAKE MISTAKES.

---

---

---

---

---

---

---

---

OUR OWN TRAUMA



---

---

---

---

---

---

---

---

RECOGNIZE OUR OWN TRAUMA

- We need to recognize and acknowledge how any history of our own trauma impacts our parenting skills and the way that we interact and respond to our children.



---

---

---

---

---


---

---

---

ACES

- TAKE THE ACES TEST AND SEE WHERE YOU COME OUT ON IT.
- IF YOUR NUMBER IS LOW, HOW DO YOU THINK THAT IMPACTS YOUR ABILITY TO UNDERSTAND AND PARENT YOUR CHILDREN?
- IF YOUR NUMBER IS HIGH, HOW DO YOU THINK THAT IMPACTS YOUR ABILITY TO UNDERSTAND AND PARENT YOUR CHILDREN?



- [HTTP://BUNCOMBEACES.ORG/WP-CONTENT/UPLOADS/2013/12/WHATS-MY-ACE-SCORE.PDF](http://BUNCOMBEACES.ORG/WP-CONTENT/UPLOADS/2013/12/WHATS-MY-ACE-SCORE.PDF)

---

---

---

---


---

---

---

---

CHILD'S HISTORY OF TRAUMA



---

---

---

---

---


---

---

---

ACES

- TAKE THE ACES TEST FOR YOUR CHILD AND SEE WHERE THEY COME OUT ON IT.
- IF THEIR NUMBER IS LOW, HOW DO YOU THINK THAT IMPACTS THEIR BEHAVIOR?
- IF THEIR NUMBER IS HIGH, HOW DO YOU THINK THAT IMPACTS THEIR BEHAVIOR?



---

---

---

---

---


---

---

---

4<sup>TH</sup>-6<sup>TH</sup> GRADES

AROUND THE AGES OF 9-11, DIFFICULTIES IN ACADEMIC PERFORMANCE AND BEHAVIOR IN THE SCHOOL SETTING BECOME MORE APPARENT AS THE CURRICULUM BECOMES MORE ABSTRACT. SO MANY OF OUR CHILDREN ARE CONCRETE THINKERS AND STRUGGLE WITH HIGHER LEVEL THINKING.



REMEMBER, YOUR PRIMARY TASK IS TO BE THE PARENT, NOT THE TEACHER OR WARDEN. DOUBLE PUNISHING HARMS YOUR CHILD.

---

---

---

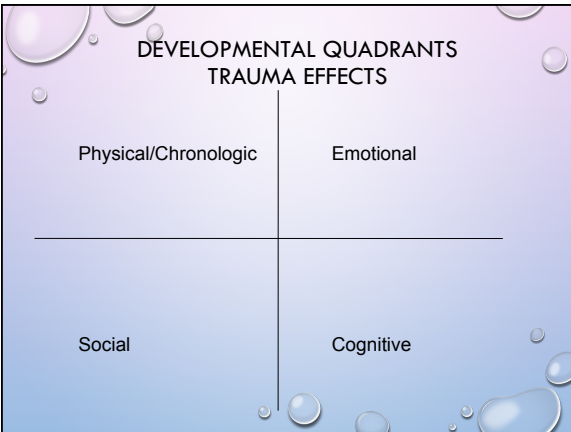
---

---

---

---

---



---

---

---

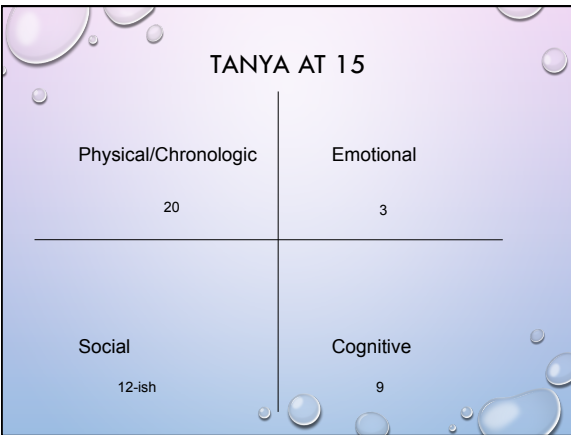
---

---

---

---

---



---

---

---

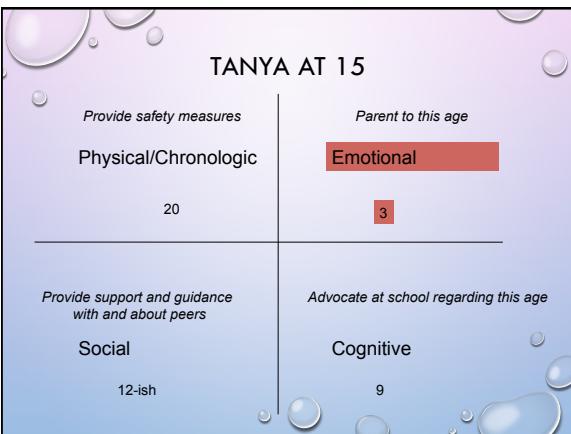
---

---

---

---

---



---

---

---

---

---

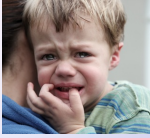
---

---


---



• THE MAJORITY OF CHILDREN WHO HAVE CHALLENGING BEHAVIORS, STRUGGLE WITH ANXIETY.



• ANXIETY IS TIED TO BRAIN FUNCTIONING AND CAN CAUSE CHILDREN TO WITHDRAW, OR TO ACT OUT IN ANGER



---

---

---

---


---

---

---

---

STRATEGIES



---

---

---

---

---

---

---

---

STRATEGIES

- ATTENTION IS ALL THERE IS, NOT GOOD OR BAD
- LOOK AT THE CHILD, TOUCH THE CHILD, BE SAD FOR THE CHILD WHEN GIVING A CONSEQUENCE.
- DON'T ASK WHY, USE:
  - "HOW DID YOU FEEL BEFORE/ AFTER"
  - "WHAT COULD YOU TRY INSTEAD?" OR "WHAT WAS DIFFERENT THIS TIME?"
- USE WORDS TO IDENTIFY FEELINGS
- DON'T BE RIGID
- TOO MANY RULES IS NOT GOOD PARENTING
- THE RULES MUST BE ENFORCEABLE
- EXPECT NONCOMPLIANCE AND HAVE A PLAN
- BE CONSISTENT AND NURTURING

---

---

---

---

---

---

---

---

### CHORES AND SCHOOL WORK

- WE ALL HAVE SOME CHORES.
- IT IS PART OF COMMUNITY MEMBERSHIP.
- COMPLIANCE SHOULD NOT DOMINATE THE FAMILY TIME.
- YOU GET TO CHANGE YOUR MIND.
- FOR MANY OF OUR KIDS, SCHOOL WORK SHOULD STAY AT SCHOOL.
- DON' T DOUBLE PUNISH.

---

---

---

---

---

---

---

---

### SETTING LIMITS

- DISCUSS WITH THE CHILD
- PREDICT HOW THEY MIGHT RESPOND
- TALK ABOUT WHY IT MATTERS
- PLAN AHEAD FOR EVENTS THAT WILL CAUSE DISTRESS OR CONFLICT
- ASK THE CHILD WHAT THEY NEED TO COMPLY
- FIND OUT WHAT THEY DON' T / WON' T / CAN'T DO

---

---

---

---

---


---

---

---

### REMEMBER

- The single most effective strategy to reducing tough behaviors, is changing your approach and your response



---

---

---

---

---

---

---

---

### REMEMBER

- **REMEMBER** THAT WHAT OFTEN LOOKS LIKE WILLFUL DISOBEDIENCE, IS MORE OFTEN A BRAIN BASED ISSUE. THINK **CAN'T**, NOT **WONT**
- **REMEMBER** TO THINK OF WHAT THEIR DEVELOPMENTAL AGE IS, AND DO NOT EXPECT THEM "TO ACT" THEIR CHRONOLOGICAL AGE
- **REMEMBER** TO TRY TO KEEP THEIR ANXIETY LOW

---

---

---

---

---

---

---

---

### STEALING EXAMPLE



- "HONEY, WHO DO I NEED TO GET THIS BACK TO?"
- TOOK AWAY ANXIETY
- ALLOWED FOR OPEN CONVERSATION ABOUT HOW SHE WAS FEELING BEFORE SHE TOOK THE PHONE WHICH HAS DECREASED FREQUENCY OF STEALING

---

---

---

---

---


---

---

---

### POLLY POCKET AIRPLANE

-THINKING OUT OF THE BOX



- WHERE DOES POLLY WANT TO TRAVEL TO?
- PEOPLE TAKE BOATS TO HAWAII
- FOUND BOATS SHE COULD TAKE TO HAWAII
- COULD NOT FIND AIRPLANE, SUGGESTED SHE AND I SIT DOWN TO BUILD AIRPLANE OUT OF LEGO'S, TOGETHER

---

---

---

---

---

---

---

---

**MOM, CAN I USE YOUR CAR?**

- SURE, WHEN YOUR CHORES ARE DONE...
- THE RESULTS!
- ARE YOU KIDDING, AFTER WHAT YOU DID??
- THE RESPONSE!



---

---

---

---

---

---

---

---

**ATTENTION IS ALL THERE IS**

- THERE IS NO SUCH THING AS NEGATIVE ATTENTION FROM THE CHILD'S PERSPECTIVE
- DO NOT RESPOND, PUNISH, CONSEQUENCE OR INTERVENE WITH EVERY BAD CHOICE – INVITE THE CHILD TO REPORT WHAT THEY KNOW/LEARN/FIND OUT



---

---

---

---

---

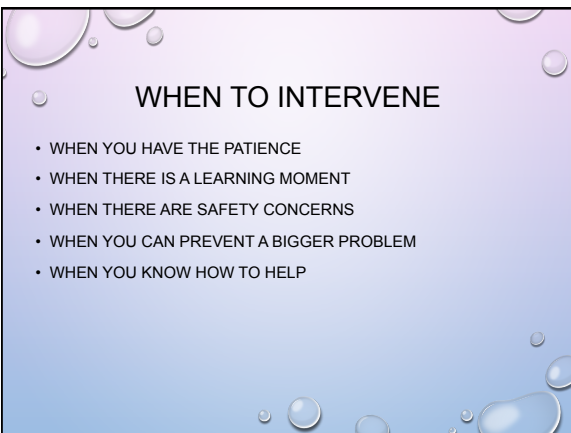
---

---

---

**WHEN TO INTERVENE**

- WHEN YOU HAVE THE PATIENCE
- WHEN THERE IS A LEARNING MOMENT
- WHEN THERE ARE SAFETY CONCERNS
- WHEN YOU CAN PREVENT A BIGGER PROBLEM
- WHEN YOU KNOW HOW TO HELP



---

---

---


---

---

---

---

---



- **A STRATEGY THAT IS A "MUST HAVE" FOR PARENTING TOUGH CHILDREN IS**  
**Flexibility**
- WE HAVE TO HELP THE PARENT AND ALL INVOLVED IN THE CHILD'S LIFE TO UNDERSTAND, IT IS NOT WILLFUL DISOBEDIENCE, BUT RATHER BRAIN DIFFERENCES, OFTEN A RESULT OF PRENATAL EXPOSURE AND/OR TRAUMA

---

---

---

---

---

---

---

---

### MISTAKES

- YOU ARE GOING TO MAKE MISTAKES
- STOP, APOLOGIZE, AND MOVE ON
- YOU ARE THE MODEL FOR YOUR CHILD ~ TEACH THEM GRACE UNDER FIRE BY YOUR EXAMPLE



---

---

---

---

---

---

---

---

### SUPPORT GROUPS

- IT IS CRUCIAL THAT PARENTS WHO ARE LEADING WORKSHOPS HAVE A GOOD TOOL BOX OF UNIQUE STRATEGIES TO OFFER PARENTS WHO ARE STRUGGLING
- WE NEED TO OFFER PARENTS NON-TRADITIONAL STRATEGIES THAT TAKE INTO ACCOUNT OUR CHILDREN'S HISTORY
- NURTURE AND DEVELOP EMERGING LEADERS SO THAT YOU CAN...
- BE PREPARED TO RELINQUISH THE ROLE OF "LEADER" WHEN YOU ARE NOT UP TO THE TASK OF HOLDING HOPE FOR OTHERS

---

---

---

---

---

---

---

---

**WEBSITES**

- CHILD WELFARE INFORMATION GATEWAY
  - [HTTPS://WWW.CHILDWELFARE.GOV/PUBPDFS/PARENT-SCHOOL-AGE.PDF](https://www.childwelfare.gov/pubPDFS/PARENT-SCHOOL-AGE.PDF)
  - [HTTPS://WWW.CHILDWELFARE.GOV/PUBS/FACTSHEETS/CHILD-TRAUMA/](https://www.childwelfare.gov/pubs/factsheets/child-trauma/)
  - [HTTPS://WWW.CHILDWELFARE.GOV/TOPICS/ADOPTION/ADOPT-PARENTING/SCHOOL/](https://www.childwelfare.gov/topics/adoption/adopt-parenting/school/)
- NATIONAL CHILD TRAUMATIC STRESS NETWORK
  - [HTTP://NCTSN.ORG/RESOURCES/AUDIENCES/PARENTS-CAREGIVERS](http://nctsn.org/resources/audiences/parents-caregivers)
- CHILD TRAUMA ACADEMY
  - [HTTP://CHILDTRAUMA.ORG/CTA-LIBRARY/](http://childtrauma.org/cta-library/)

---

---

---

---

---

---

---

---

**BOOKS**

- WOUNDED CHILDREN, HEALING HOMES
- NURTURING ADOPTION
- ATTACHING IN ADOPTION
- PARENTING THE ADOPTED ADOLESCENT
- PARENTING THE HURT CHILD
- LOST IN SCHOOL
- TRYING DIFFERENTLY RATHER THAN HARDER
- WHAT BOOKS HAVE HELPED YOU?

---

---

---

---

---

---

---

---



NORTH AMERICAN COUNCIL ON ADOPTABLE CHILDREN (NACAC) [WWW.NACAC.ORG](http://www.nacac.org)

JOCKEY BEING FAMILY [WWW.JOCKEYBEINGFAMILY.COM](http://www.jockeybeingfamily.com)



CONTACT INFO:

BARB CLARK: [BARBCLARK@NACAC.ORG](mailto:BARBCLARK@NACAC.ORG)

KIM STEVENS: [KIMSTEVENS@NACAC.ORG](mailto:KIMSTEVENS@NACAC.ORG)

---

---

---

---

---

---

---

---