

Parent Traumatized Children

Pre and Post Separation

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AGENDA

Part one (Dec 3)

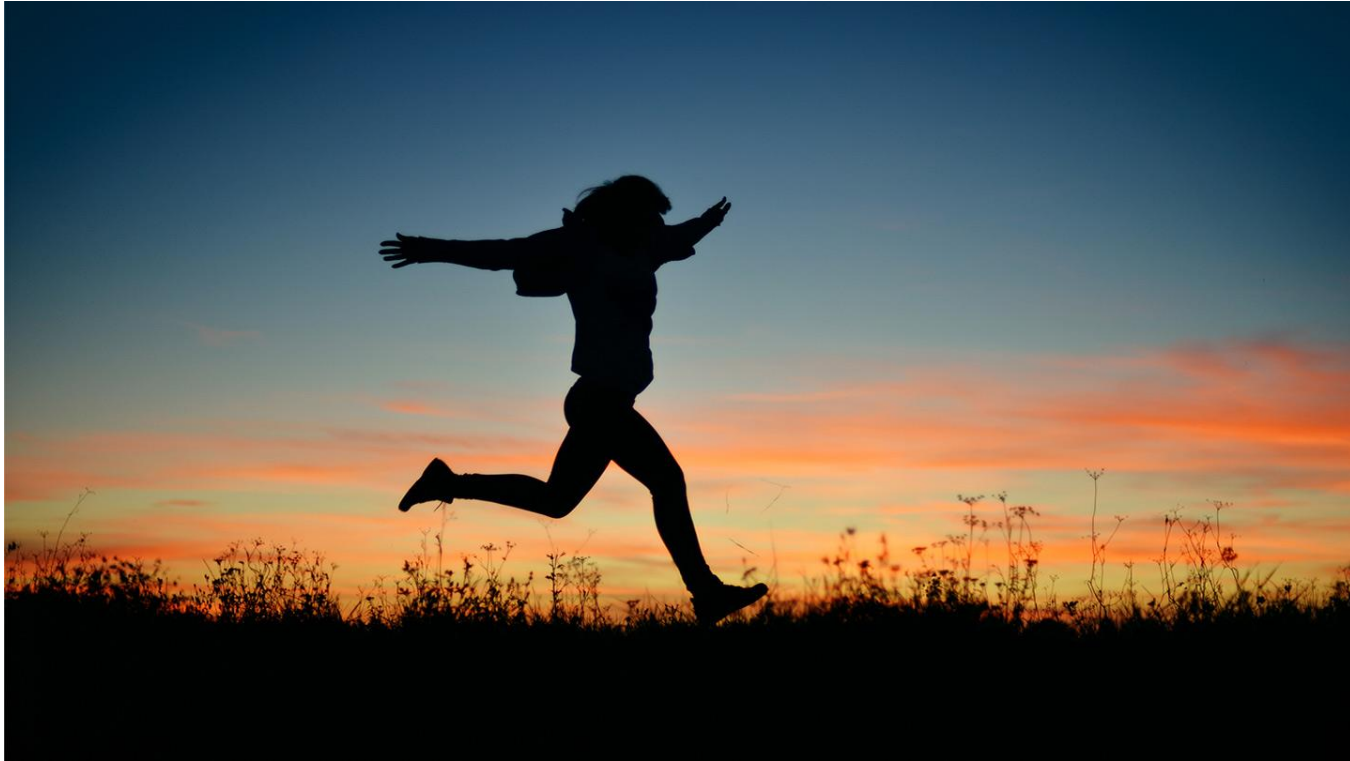
Part two (Dec 10)

Part three (Dec 17)



“On the other side of a storm is the strength that comes from having navigated through it. Raise your sail and begin.”

Gregory S. Williams



Introduction

Parent Traumatized Children is a three-part (six hour) course designed to provide insight and understanding of the challenges of parenting children who have experienced coercive control while also addressing practical methods and parenting techniques useful for parents pre and post separation.

Overview

Part 1 - Addresses the theoretical foundation on which the learner can build practical skills.

Part 2 - Discusses how the parent's actions and behaviors demonstrate appropriate and nurturing parenting.

Part 3 - Provides insight into the emotional component of both the parent and child's experience.

Part 1

COGNITIVE

Parenting Styles

Authoritative Caregivers

Establish rules and guidelines

7

Democratic

Responsive

Willing to listen

Nurturing and forgiving

Supportive

“They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative” (Baumrind, 1991)



Image Retrieved from: <https://www.lovingparents.in/wp-content/uploads/2020/03/authorative.jpeg>

Permissive Caregivers

8



Indulgent

Few demands

Rarely discipline

Generally nurturing

Communicative

Status of a friend

Respond rather than demand

Authoritarian Caregivers

Expects child to follow the strict rules

Utilizes punishment for failure

High demand/little responsiveness

Diminished communication

Obedience and status-orientation



Uninvolved / Neglectful Caregiver



Few demands

Low responsiveness

Little communication

Fulfill the child's basic needs

Detached

“In extreme cases, these parents may even reject or neglect the needs of their children.”

Developmental Stages

Pre-natal through Adulthood

Developmental Assessments

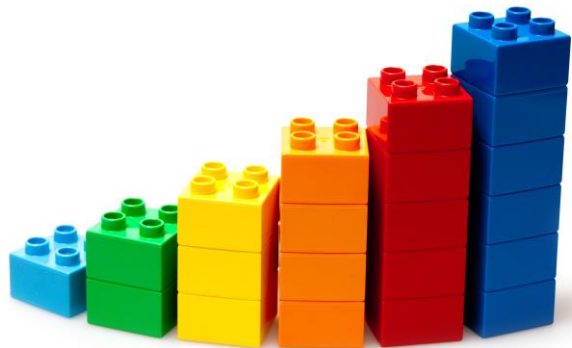
Social Emotional Cognitive Physical Spiritual

From Trauma to Healing Strengths

“Try to be a rainbow in someone’s cloud.” —Maya Angelou

Developmental Milestones

Early Childhood



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development.

You can help your baby learn and grow. Talk, read, sing, and play together every day.

* Checklists for different ages and stages to age 5.
<https://www.cdc.gov/ncbddd/actearly/milestones-app.html>

Vroom.org Your child's brain grows the fastest from birth through age 5! Helping them learn now gets them ready for school, friends, and life.

<https://www.cdc.gov/ncbddd/actearly/pdf/checklists/Checklists-with-Tips Reader 508.pdf>

Pre-natal through age 6

Early Childhood



Young children suffering from traumatic stress symptoms generally have **difficulty regulating their behaviors and emotions**. They may be clingy and fearful of new situations, easily frightened, difficult to console, and/or aggressive and impulsive.

An essential protective factor is the reliable presence of a **positive, caring, and protective parent or caregiver**, who can help **shield children against adverse experiences**. They can be a consistent resource for their children, encouraging them to talk about their experiences, and they can provide reassurance to their children that the **adults in their lives are working to keep them safe**.

<https://www.cdc.gov/parents/essentials/index.html>

TIP: Respond to your baby's first smiles, gurgles, and coos — she's talking to you and wants you to talk, too!

Birth to 2 MONTHS

- Coos, makes gurgling sounds
- Turns head toward sounds

4 MONTHS

- Begins to babble
- Babbles with expression and copies sounds he hears

6 MONTHS

- Responds to sounds by making sounds
- Responds to own name
- Begins to say consonant sounds (jabbering with "m," "b")



TIP: Hold and talk to your baby; smile and be cheerful while you do.



TIP: Read books to your baby every day. Praise him when he babbles and "reads" too.

9 MONTHS

- Understands "no"
- Makes a lot of different sounds like "mamamama" and "bababababa"

2 YEARS

- Points to things or pictures when named
- Says sentences with 2 to 4 words
- Follows simple instructions

18 MONTHS

- Says several single words
- Points to show someone what he wants

12 MONTHS

- Uses simple gestures, like shaking head "no" or waving "bye-bye"
- Tries to say words you say

TIP: When you read with your child, have her turn the pages. Take turns labeling pictures with your child.



TIP: Describe what your baby is looking at; for example, "red, round ball."



3 YEARS

- Follows instructions with 2 or 3 steps
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences

4 YEARS

- Tells stories
- Can say first and last name
- Knows some basic rules of grammar, such as correctly using "he" or "she"

5 YEARS

- Speaks very clearly
- Says name and address
- Uses future tense; for example, "Grandma will be here."



Pre-natal through Age 6 Early Childhood

The early years of a child's life are very important for his or her health and development. Healthy development means that children of all abilities, including those with special health care needs, are able to grow up where their social, emotional and educational needs are met. Having a safe and loving home and spending time with family—playing, singing, reading, and talking—are very important. Proper nutrition, exercise, and sleep also can make a big difference.

Parenting takes many different forms. However, some positive parenting practices work well across diverse families and in diverse settings when providing the care that children need to be happy and healthy, and to grow and develop well. A recent report looked at the evidence in scientific publications for what works, and found these key ways that parents can support their child's healthy development:

Pre-natal through Age 6

Pre-natal through age 6



- ❖ Responding to children in a predictable way
- ❖ Showing warmth and sensitivity
- ❖ Having routines and household rules
- ❖ Sharing books and talking with children
- ❖ Supporting health and safety
- ❖ Using appropriate discipline without harshness
- ❖ Parents who use these practices can help their child stay healthy, be safe, and be successful in many areas—emotional, behavioral, cognitive, and social.

Positive Parenting Tips

Birth – 1 year

The following are some things you, as a parent, can do to help your baby during this time:

- Talk to your baby. She will find your voice calming.
- Answer when your baby makes sounds by repeating the sounds and adding words. This will help him learn to use language.
- Read to your baby. This will help her develop and understand language and sounds.
- Sing to your baby and play music. This will help your baby develop a love for music and will help his brain development.
- Praise your baby and give her lots of loving attention.
- Spend time cuddling and holding your baby. This will help him feel cared for and secure.
- Play with your baby when she's alert and relaxed. Watch your baby closely for signs of being tired or fussy so that she can take a break from playing.
- Distract your baby with toys and move him to safe areas when he starts moving and touching things that he shouldn't touch.
- Take care of yourself physically, mentally, and emotionally. Parenting can be hard work! It is easier to enjoy your new baby and be a positive, loving parent when you are feeling good yourself.

Positive Parenting Tips

Toddlers (1-2 years of age)

- Read** Read to your toddler daily.
- Ask** Ask her to find objects for you or name body parts and objects.
- Play** Play matching games with your toddler, like shape sorting and simple puzzles.
- Encourage** Encourage him to explore and try new things.
- Help** Help to develop your toddler's language by talking with her and adding to words she starts. For example, if your toddler says "baba", you can respond, "Yes, you are right—that is a bottle."
- Encourage** Encourage your child's growing independence by letting him help with dressing himself and feeding himself.
- Respond** Respond to wanted behaviors more than you punish unwanted behaviors (use only very brief time outs). Always tell or show your child what she should do instead.
- Encourage** Encourage your toddler's curiosity and ability to recognize common objects by taking field trips together to the park or going on a bus ride.



Positive Parenting Tips

Toddlers (2-3 years of age)



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The following are some of the things you, as a parent, can do to help your toddler during this time:

- Set up** a special time to read books with your toddler.
- Encourage** your child to take part in pretend play.
- Play** parade or follow the leader with your toddler.
- Help** your child to explore things around her by taking her on a walk or wagon ride.
- Encourage** your child to tell you his name and age.
- Teach** your child simple songs like Itsy Bitsy Spider, or other cultural childhood rhymes.
- Give** your child attention and praise when she follows instructions and shows positive behavior and limit attention for defiant behavior like tantrums. Teach your child acceptable ways to show that she's upset.

Positive Parenting Tips

Preschoolers
(3-5 years of age)



The following are some of the things you, as a parent, can do to help your preschooler during this time:

- Continue to read to your child. Nurture her love for books by taking her to the library or bookstore.
- Let your child help with simple chores.
- Encourage your child to play with other children. This helps him to learn the value of sharing and friendship.
- Be clear and consistent when disciplining your child. Explain and show the behavior that you expect from her. Whenever you tell her no, follow up with what he should be doing instead.
- Help your child develop good language skills by speaking to him in complete sentences and using “grown up” words. Help him to use the correct words and phrases.
- Help your child through the steps to solve problems when she is upset.
- Give your child a limited number of simple choices (for example, deciding what to wear, when to play, and what to eat for snack).

Middle Childhood - Ages 6-12

Middle childhood brings many changes in a child's life. By this time, children can dress themselves, catch a ball more easily using only their hands, and tie their shoes. Having independence from family becomes more important now. Events such as starting school bring children this age into regular contact with the larger world. Friendships become more and more important. Physical, social, and mental skills develop quickly at this time. This is a critical time for children to develop confidence in all areas of life, such as through friends, schoolwork, and sports.



Middle Childhood (6-12yrs) – Developmental Milestones



Your child's growing independence from the family and interest in friends might be obvious by now. Healthy friendships are very important to your child's development, but peer pressure can become strong during this time. Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves. This is an important time for children to gain a sense of responsibility along with their growing independence. Also, physical changes of puberty might be showing by now, especially for girls. Another big change children need to prepare for during this time is starting middle or junior high school.

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>

Middle Childhood

Emotional/ Social Changes

Children in this age group might:

- ✓ Show more independence from parents and family.
- ✓ Start to think about the future.
- ✓ Understand more about his or her place in the world.
- ✓ Pay more attention to friendships and teamwork.
- ✓ Want to be liked and accepted by friends.



Thinking and Learning (Middle Childhood)

Children in this age group might:

- ✓ Show rapid development of mental skills.
- ✓ Learn better ways to describe experiences and talk about thoughts and feelings.
- ✓ Have less focus on one's self and more concern for others.

Positive Parenting Tips Middle Childhood

The following ~~are~~ some things you, as a parent, can do to help your child during this time:

- ✓ Show affection for your child. Recognize her accomplishments.
- ✓ Help your child develop a sense of responsibility—ask him to help with household tasks, such as setting the table.
- ✓ Talk with your child about school, friends, and things she looks forward to in the future.
- ✓ Talk with your child about respecting others. Encourage him to help people in need.
- ✓ Help your child set her own achievable goals—she'll learn to take pride in herself and rely less on approval or reward from others.
- ✓ Help your child learn patience by letting others go first or by finishing a task before going out to play. Encourage him to think about possible consequences before acting.
- ✓ Make clear rules and stick to them, such as how long your child can watch TV or when she has to go to bed. Be clear about what behavior is okay and what is not okay.

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html>

Middle Childhood

Positive Parenting Tips

- ✓ Do fun things together as a family, such as playing games, reading, and going to events in your community.
- ✓ Get involved with your child's school. Meet the teachers and staff and get to understand their learning goals and how you and the school can work together to help your child do well.
- ✓ Continue reading to your child. As your child learns to read, take turns reading to each other.
- ✓ Use discipline to guide and protect your child, rather than punishment to make him feel bad about himself. Follow up any discussion about what *not* to do with a discussion of what *to* do instead.
- ✓ Praise your child for good behavior. It's best to focus praise more on what your child does ("you worked hard to figure this out") than on traits she can't change ("you are smart").
- ✓ Support your child in taking on new challenges. Encourage her to solve problems, such as a disagreement with another child, on her own.
- ✓ Encourage your child to join school and community groups, such as a team sports, or to take advantage of volunteer opportunities.

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html>

Developmental Milestones

Middle Childhood
(6-12 years of age)



Your child's growing independence from the family and interest in friends might be obvious by now. Healthy friendships are very important to your child's development, but peer pressure can become strong during this time. Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves. This is an important time for children to gain a sense of responsibility along with their growing independence. Also, physical changes of puberty might be showing by now, especially for girls. Another big change children need to prepare for during this time is starting middle or junior high school.

Middle Childhood (9-11 years of age)

Children in this age group might:

- ❖ Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex.
- ❖ Experience more peer pressure.
- ❖ Become more aware of his or her body as puberty approaches. Body image and eating problems sometimes start around this age.
- ❖ <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>

Emotional / Social Changes

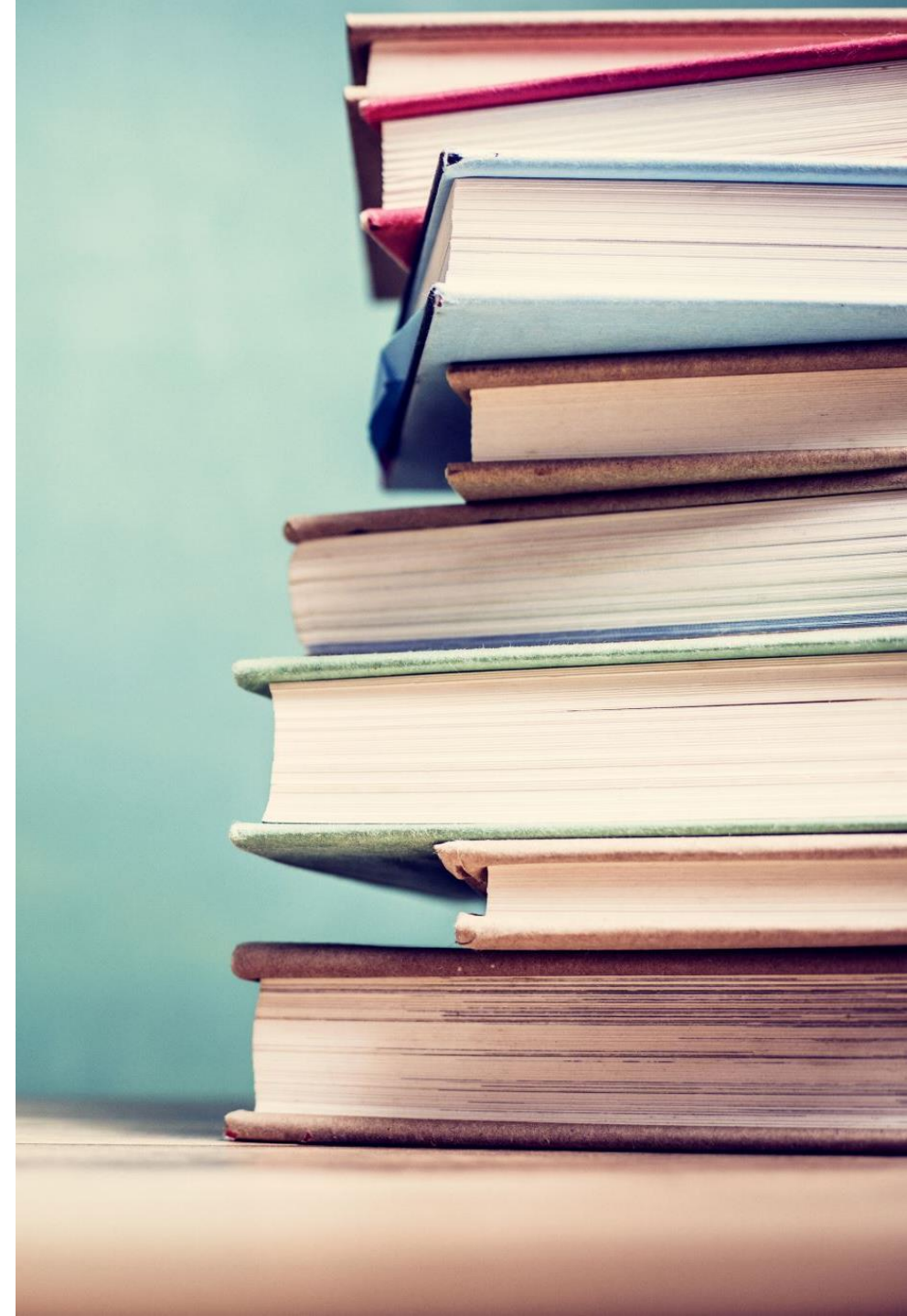
Thinking and Learning

Middle Childhood (9-11 years of age)

Children in this age group might:

- Face more academic challenges at school.
- Become more independent from the family.
- Begin to see the point of view of others more clearly.
- Have an increased attention span.

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>



The following are some things you, as a parent, can do to help your child during this time:

Spend time with your child. Talk with her about her friends, her accomplishments, and what challenges she will face.

Be involved with your child's school. Go to school events; meet your child's teachers.

Encourage your child to join school and community groups, such as a sports team, or to be a volunteer for a charity.

Help your child develop his own sense of right and wrong. Talk with him about risky things friends might pressure him to do, like smoking or dangerous physical dares.

Help your child develop a sense of responsibility—involve your child in household tasks like cleaning and cooking. Talk with your child about saving and spending money wisely.

Meet the families of your child's friends.

Positive Parenting Tips

Middle Childhood
9-11 years

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>

Talk with your child about respecting others. Encourage her to help people in need. Talk with her about what to do when others are not kind or are disrespectful.

Help your child set his own goals. Encourage him to think about skills and abilities he would like to have and about how to develop them.

Make clear rules and stick to them. Talk with your child about what you expect from her (behavior) when no adults are present. If you provide reasons for rules, it will help her to know what to do in most situations.

Use discipline to guide and protect your child, instead of punishment to make him feel badly about himself.

When using praise, help your child think about her own accomplishments. Saying “you must be proud of yourself” rather than simply “I’m proud of you” can encourage your child to make good choices when nobody is around to praise her.

Talk with your child about the normal physical and emotional changes of puberty.

Encourage your child to read every day. Talk with him about his homework.

Be affectionate and honest with your child, and do things together as a family.

Positive Parenting Tips Middle Childhood 9-11 years

Emotional/Social Changes

Middle Childhood 9-11 years

Children in this age group might:

- ❑ Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex.
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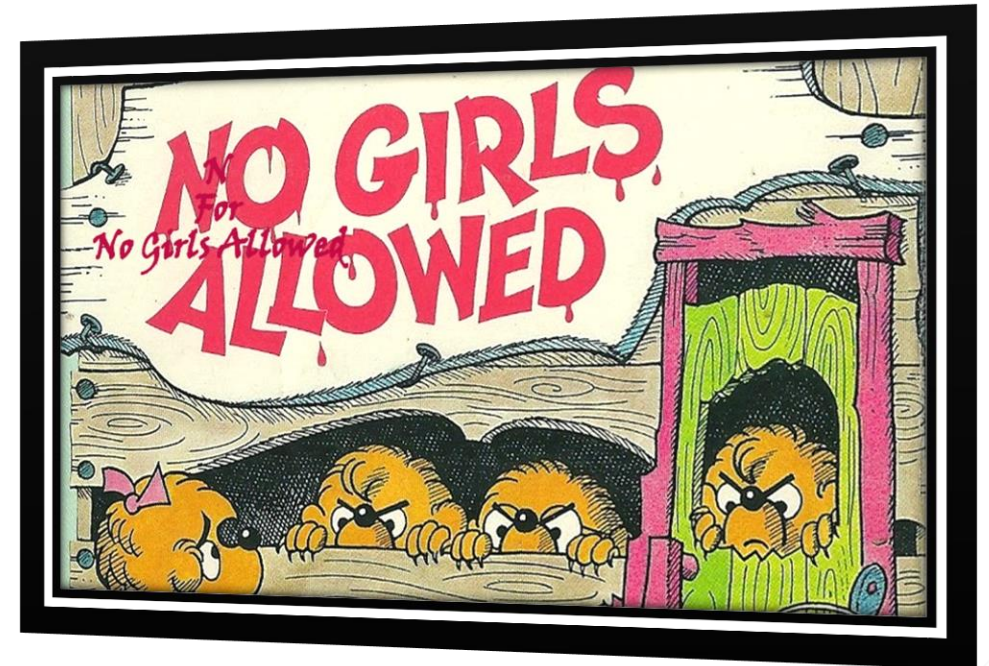


Image Retrieved from: <http://www.yellowmellowlife.com/wp-content/uploads/2016/04/the-berenstain-bears-no-girls-allowed-e1341612225753-1.jpg>

Positive Parenting Tips

Middle Childhood (6-12 years of age)

The following are some things you, as a parent, can do to help your child during this time:

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- ✓ Encourage your child to join school and community groups, such as a sports team, or to be a volunteer for a charity.
- ✓ Help your child develop his own sense of right and wrong. Talk with him about risky things friends might pressure him to do, like smoking or dangerous physical dares.
- ✓ Help your child develop a sense of responsibility—involve your child in household tasks like cleaning and cooking. Talk with your child about saving and spending money wisely.
- ✓ Meet the families of your child's friends.

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Middle Childhood (6-12 years of age)

Positive Parenting Tips

- ✓ Talk with your child about respecting others. Encourage her to help people in need. Talk with her about what to do when others are not kind or are disrespectful.
- ✓ Help your child set his own goals. Encourage him to think about skills and abilities he would like to have and about how to develop them.
- ✓ Make clear rules and stick to them. Talk with your child about what you expect from her (behavior) when no adults are present. If you provide reasons for rules, it will help her to know what to do in most situations.
- ✓ Use discipline to guide and protect your child, instead of punishment to make him feel badly about himself.
- ✓ When using praise, help your child think about her own accomplishments. Saying “you must be proud of yourself” rather than simply “I’m proud of you” can encourage your child to make good choices when nobody is around to praise her.
- ✓ Talk with your child about the normal physical and emotional changes of puberty.
- ✓ Encourage your child to read every day. Talk with him about his homework.
- ✓ Be affectionate and honest with your child, and do things together as a family.

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>

Young Teens (12-14 years of age)

Adolescence Ages 12-25



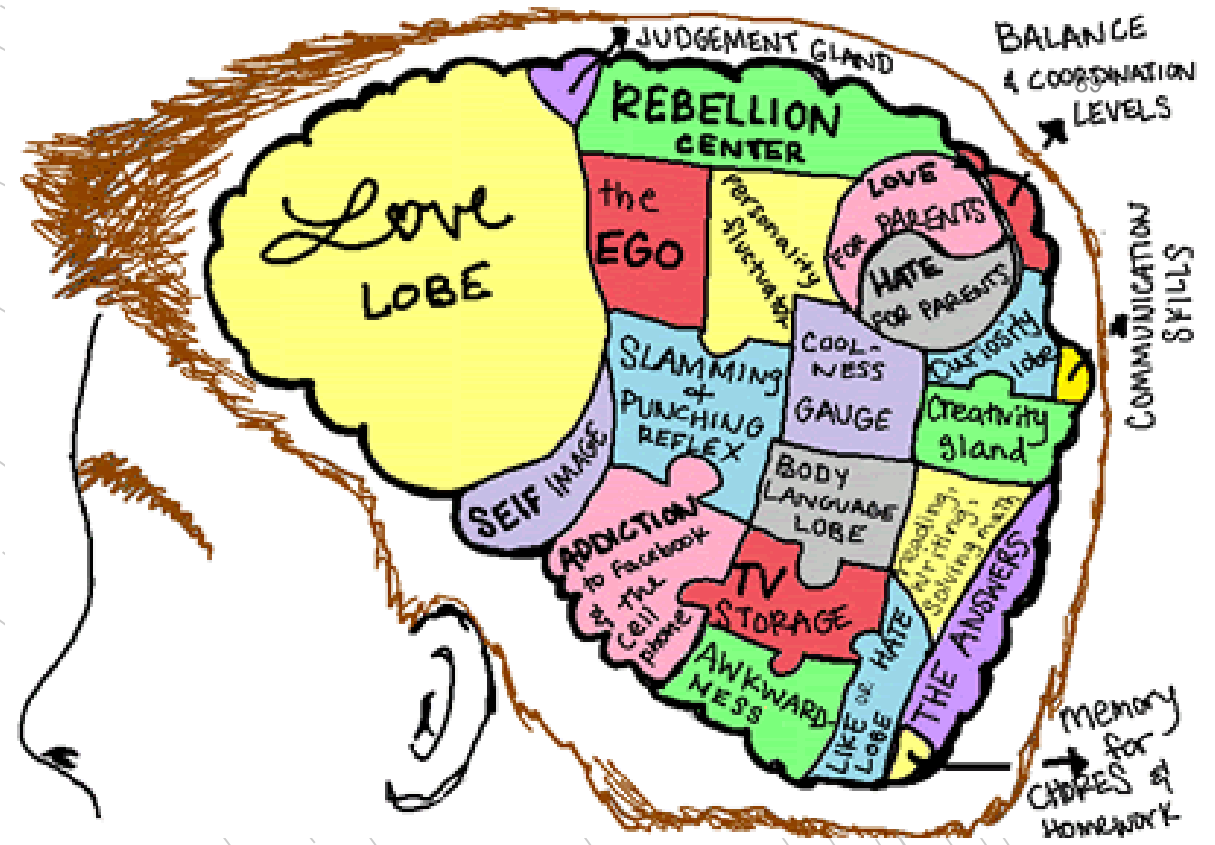
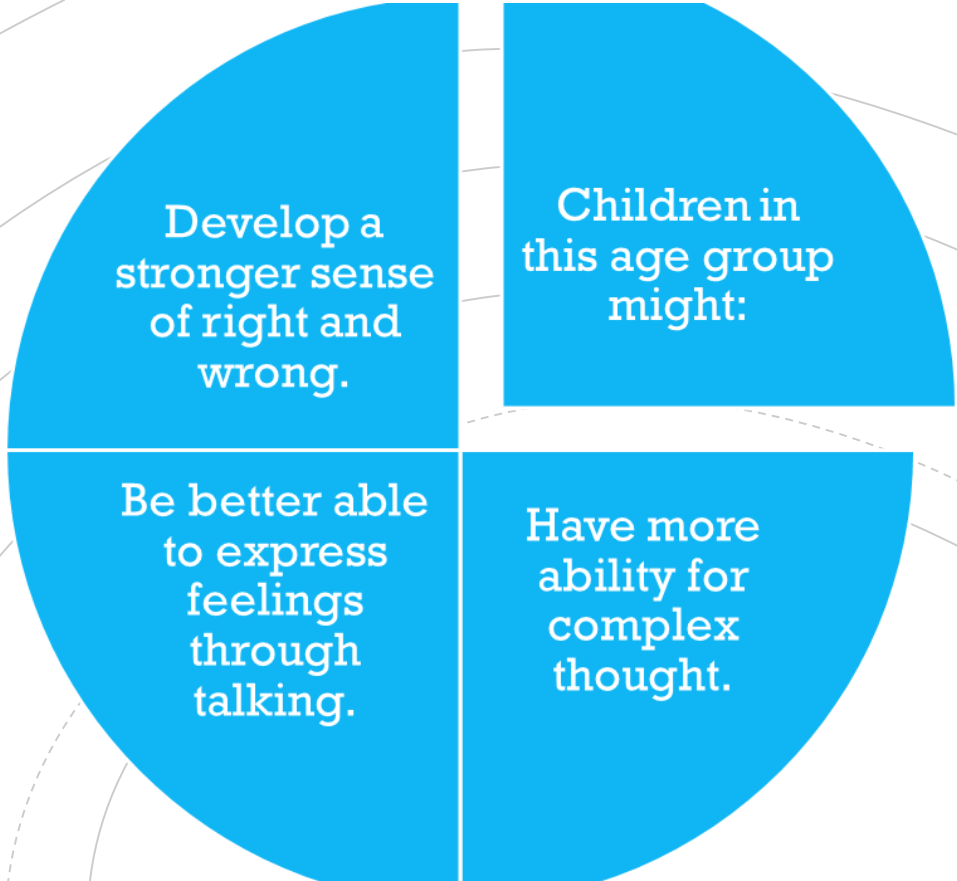
Image Retrieved from: https://www.newportacademy.com/wp-content/uploads/Newport-Academy_Teens_Technology_Addiction.jpg

This is a time of many physical, mental, emotional, and social changes. Hormones change as puberty begins. Most boys grow facial and pubic hair and their voices deepen. Most girls grow pubic hair and breasts, and start their period. They might be worried about these changes and how they are looked at by others. This also will be a time when your teen might face peer pressure to use alcohol, tobacco products, and drugs, and to have sex. Other challenges can be eating disorders, depression, and family problems. At this age, teens make more of their own choices about friends, sports, studying, and school. They become more independent, with their own personality and interests, although parents are still very important.

Children in this age group might:

- ❑ Show more concern about body image, looks, and clothes.
- ❑ Focus on themselves; going back and forth between high expectations and lack of confidence.
- ❑ Experience more moodiness.
- ❑ Show more interest in and influence by peer group.
- ❑ Express less affection toward parents; sometimes might seem rude or short-tempered.
- ❑ Feel stress from more challenging school work.
- ❑ Develop eating problems.
- ❑ Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Emotional/Social Changes (Adolescence: 12-25 yrs)



Thinking and Learning

(Adolescence: 12-25 yrs)

Image Retrieved from: <https://brucemctague.com/wp-content/uploads/2012/02/teenage-brain-average.gif>

Positive Parenting Tips

Adolescence ages 12-25

Following are some things you, as a parent, can do to help your child during this time:

- Be honest and direct with your teen when talking about sensitive subjects such as drugs, drinking, smoking, and sex.
- Meet and get to know your teen's friends.
- Show an interest in your teen's school life.
- Help your teen make healthy choices while encouraging him to make his own decisions.
- Respect your teen's opinions and take into account her thoughts and feelings. It is important that she knows you are listening to her.
- When there is a conflict, be clear about goals and expectations (like getting good grades, keeping things clean, and showing respect), but allow your teen input on how to reach those goals (like when and how to study or clean).

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence.html>

Adolescence (15-17 years of age)



This is a time of changes for how teenagers think, feel, and interact with others, and how their bodies grow. Most girls will be physically mature by now, and most will have completed puberty. Boys might still be maturing physically during this time. Your teen might have concerns about her body size, shape, or weight. Eating disorders also can be common, especially among girls. During this time, your teen is developing his unique personality and opinions. Relationships with friends are still important, yet your teen will have other interests as he develops a more clear sense of who he is. This is also an important time to prepare for more independence and responsibility; many teenagers start working, and many will be leaving home soon after high school.

https://www.quickanddirtytips.com/sites/default/files/styles/insert_medium/public/images/10846/teendrivers.jpg?itok=6dsTLTu

Emotional/Social Changes

Adolescence ages 12-25

Children in this age group might:

Have more interest in romantic relationships and sexuality.

Go through less conflict with parents.

Show more independence from parents.

Have a deeper capacity for caring and sharing and for developing more intimate relationships.

Spend less time with parents and more time with friends.

Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

Thinking and Learning

Adolescence (12-25 yrs.)

Children in this age group might:

- Learn more defined work habits.
- Show more concern about future school and work plans.
- Be better able to give reasons for their own choices, including about what is right or wrong.



Image Retrieved from: <https://i.huffpost.com/gen/2142688/images/o-TEEN-GIRL-STUDYING-facebook.jpg>

Positive Parenting Tips

Adolescence (12-25 years of age)

The following are some things you, as a parent, can do to help your teen during this time:

- ✓ Talk with your teen about her concerns and pay attention to any changes in her behavior. Ask her if she has had suicidal thoughts, particularly if she seems sad or depressed. Asking about suicidal thoughts will not cause her to have these thoughts, but it will let her know that you care about how she feels. Seek professional help if necessary.
- ✓ Show interest in your teen's school and extracurricular interests and activities and encourage him to become involved in activities such as sports, music, theater, and art.
- ✓ Encourage your teen to volunteer and become involved in civic activities in her community.
- ✓ Compliment your teen and celebrate his efforts and accomplishments.
- ✓ Show affection for your teen. Spend time together doing things you enjoy.
- ✓ Respect your teen's opinion. Listen to her without playing down her concerns.

Positive Parenting Tips

Adolescence (12-25 years of age)

- ✓ Encourage your teen to develop solutions to problems or conflicts. Help your teenager learn to make good decisions. Create opportunities for him to use his own judgment and be available for advice and support.
- ✓ If your teen engages in interactive internet media such as games, chat rooms, and instant messaging, encourage her to make good decisions about what she posts and the amount of time she spends on these activities.
- ✓ If your teen works, use the opportunity to talk about expectations, responsibilities, and other ways of behaving respectfully in a public setting.
- ✓ Talk with your teen and help him plan ahead for difficult or uncomfortable situations. Discuss what he can do if he is in a group and someone is using drugs or under pressure to have sex or is offered a ride by someone who has been drinking.
- ✓ Respect your teen's need for privacy.
- ✓ Encourage your teen to get enough sleep and exercise, and to eat healthy, balanced meals.

Adulthood Physical Development

Most young adults aged 18 and over will:

Complete the process of physical maturation, usually attaining full adult height [Secondary sexual characteristics, such as size of penis and breasts, are completed.]

COGNITIVE DEVELOPMENT

Adulthood



Most young adults aged 18 and over will:

Move into adult roles and responsibilities and may learn a trade, work, and/or pursue higher education

Fully understand abstract concepts and be aware of consequences and personal limitations

Identify career goals and prepare to achieve them

Secure their autonomy and build and test their decision making skills

Develop new skills, hobbies, and adult interests



Emotional Development (Adulthood)

Most young adults aged 18 and over will:

- Move into adult relationships with their parents
- See the peer group as less important as a determinant of behavior
- Feel empathetic
- Have greater intimacy skills
- Complete their values framework
- Carry some feelings of invincibility
- Establish their body image

SEXUAL DEVELOPMENT

Adulthood

Most young adults aged 18 and over will:

Enter into intimate sexual and emotional relationships

Understand their own sexual orientation, although they may still experiment

Understand sexuality as connected to commitment and planning for the future

Shift their emphasis from self to others

Experience more intense sexuality

ADULT HEALTHY SEXUALITY

Adulthood

To help young adults ages 18 and over develop a healthy sexuality, families should:

Keep the lines of communication open and accept that the person is an adult, not a child.

Offer choices, acknowledge responsibilities, and avoid dictates.

Continue to offer physical and emotional closeness, but respect their need for privacy and independence.

Appreciate them for their strengths and qualities.

Facilitate their access to sexual and reproductive health care.

Continue offering guidance and sharing values.

Adult Children: The Guide to Parenting Your Grown Kids

- Whether you believe adulthood begins at age 18, or that it's less about a number and more about maturity, the reality is that today's young adults live in a very different world. Crippling college debt. A highly competitive job market. The pressure to perform—and succeed—early on. Constant comparison with peers via social media. Because of these changes, new definitions of adulthood are emerging.
- <https://extramile.thehartford.com/family/parenting/parenting-adult-children/>
- *Emerging Adulthood: The Winding Road From the Late Teens Through the Twenties.* Jeffrey Jensen Arnett

When Your Children Become
Adult Children

“Emerging Adulthood”

Life in the 20s



Finishing college (or attending other post-secondary institutions), applying to/attending graduate school for an advanced degree, looking for jobs, dating, exploring identity, defining career and life success.

Image Retrieved from:<https://clipartix.com/wp-content/uploads/2016/06/College-clip-art-images-illustrations-photos.jpg>

Life in the 30s

- ❖ Career advancements
- ❖ Relationship changes (longer-term dating, marriage, cohabitation)
- ❖ Travel
- ❖ Saving for/buying a home
- ❖ Starting a family



Life in the 40s



Image Retrieved from: <https://i.pinimg.com/originals/b7/fb/e8/b7fbe88bdf3e503d5a387a62e1d68cd6.jpg>

- ❖ A more focused career (or perhaps a career change)
- ❖ Raising children
- ❖ Starting to think about retirement
- ❖ Planning for caregiving as parents and grandparents age
- ❖ Continued education

Parenting Adult Children

- Recognize and respect your differences.
- Share your wisdom and insight (without being critical).
- Setting boundaries with adult children.
- Do things you love together.
- Make room for significant others in their lives.
- Be a consultant, not a CEO.
- Be a sounding board for adult children.
- Make family meetings a regular occurrence.



- ✓ Not every parent and child have a happy relationship, and adulthood can widen that gap. Look for opportunities to foster a healthier relationship than you had in the past, now that the dynamics of authority may have shifted. Try to find common interests—if your daughter loves sports, plan to go to an event together. If your son loves art history, invite him to meet you at a museum on a Saturday.
- ✓ If the wounds of your painful relationship run deep, you may want to seek out a therapist who can help you understand the roots of the hurt, and work toward healing. There may be an opportunity to bring your son or daughter to a session with you so the therapist can mediate an open conversation about these past hurts.
- ✓ No matter what the situation, be persistent in pursuing a relationship with your adult children, recognizing that you may be closer to some of them than others. If your child is completely ignoring you and you've already attempted to ask why you may need to give them time and space. Don't take it personally, and consistently express your desire for a relationship when they're ready.

Adult Children Who Ignore Their Parents

Adult Children Who Disrespect Their Parents

- ✓ While you may not always agree on everything in this new phase of your parent-child relationship, adult children shouldn't be testing you or rebelling against you anymore. Set an expectation for respect: you are still the parent figure.
- ✓ If your adult child moves back home, you may also be providing room and board. Tess Brigham, a trained psychotherapist turned [20-something life strategist](#), says one of the most important things parents can do before an adult child moves back home is to evaluate what you want from this arrangement—instead of immediately preparing your child's room and filling the refrigerator with food.
- ✓ “It can be so hard for parents to say no,” Brigham says. “That’s why it’s so important to set an intention, to think about what this might look like and set clear boundaries.” For example, you should still go to a yoga class or the gym and keep your own commitments—instead of dropping everything to go get milk or pick up a job application for that child. This prevents resentment on the part of the parent and helps ensure that self-care remains a priority. “You need to support your child without getting lost in the process,” says Brigham.

Adult Children Who Move Back Home



- Dr. Horowitz says there are two main reasons kids move back home: money and parenting styles. It's harder to be financially independent in today's society, where college debt often far exceeds what new graduates are able to earn—if they are fortunate enough to find a job. They either rely on their parents for income or must move home.

Image Retrieved from: <https://www.mercurynews.com/wp-content/uploads/2017/07/fetch30.jpg?w=524>

Boundary Setting

Even if you wouldn't have considered yourself a helicopter parent, many young adults are less resilient if you've intervened often on their behalf. "They hit an obstacle and are less likely to cope," says Horowitz. "This may be because they've become too attached, and it gets in the way of independence."

Whatever the reasons are for your adult child's moving back home, your success in making the arrangement work for the short-haul depends on setting clear expectations and rules for adult children living at home.

Rules for Adult Children Living at Home

- ✓ **Beware of—and undo—old patterns.** Even if your son kept his dorm room surprisingly neat, it's easy to slip into old patterns and habits once he moves back into the comfort and routine of home. Be prepared for this possibility by discussing the way things were and share how you'd like to see those old patterns change in the present.
- ✓ Whatever conflicts you had with your children before are likely to resurface, although they may look different now that they're adults. And your relationship is different because of it, but that doesn't mean old patterns—particularly negative ones—should be part of the new living arrangement. You may not be “in charge” anymore, but so long as they're living in your home, work toward a better relationship with honest, open communication.

Rules for Adult Children Living at Home

- ✓ **Make sure the burden of chores and household work is shared as equally and fairly as possible.** They don't need a sticker chart anymore, but your kids should still contribute to the work of the household. Sit down together and discuss timing, and what's realistic based on their schedule and yours.
- ✓ *Boomerang Kids: When Adult Children Move Back Home.*

Rules for Adult Children Living at Home

- ✓ **Letting Go of Adult Children as They Transition Into the Real World**
- ✓ **Help, without giving handouts.**
- ✓ **Set up a system for payback.**
- ✓ **Letting go of adult children means celebrating the transition to independence.**

Top Concerns of Parenting Adult Children

How do you help them launch successfully without enabling adult children?

How do you help your daughter struggling with money management to become financially independent?

How do you empower your son who battles crippling anxiety to live in his own apartment?

How do you navigate the return of a child—with grandchildren in tow—after a painful relationship or marriage ends?

How do you balance the desire to be all things to all the ones you love—children and grandchildren, spouses, and aging parents—with doing the things you hoped and even planned for in the empty nest stage?

Family estrangement in adulthood

Common factors that contribute to relationship breakdown with parents, siblings and children include emotional abuse, clashes of personality and values, and mismatched expectations about family roles and relationships.

54% agreed with the statement 'estrangement or relationship breakdown is common in our family'.

Most who were estranged from a parent strongly agreed with the idea that they could never have a functional relationship again.

Those who wished their estranged relationships could be different wanted a relationship that was more positive, unconditionally loving, warm and emotionally close.

Family estrangements are not always stable and cycling in and out of estrangement is common, particularly for respondents who were estranged from their mothers.

Special Report
<http://standalone.org.uk/wp-content/uploads/2015/12/HiddenVoices.FinalReport.pdf>



Q&A

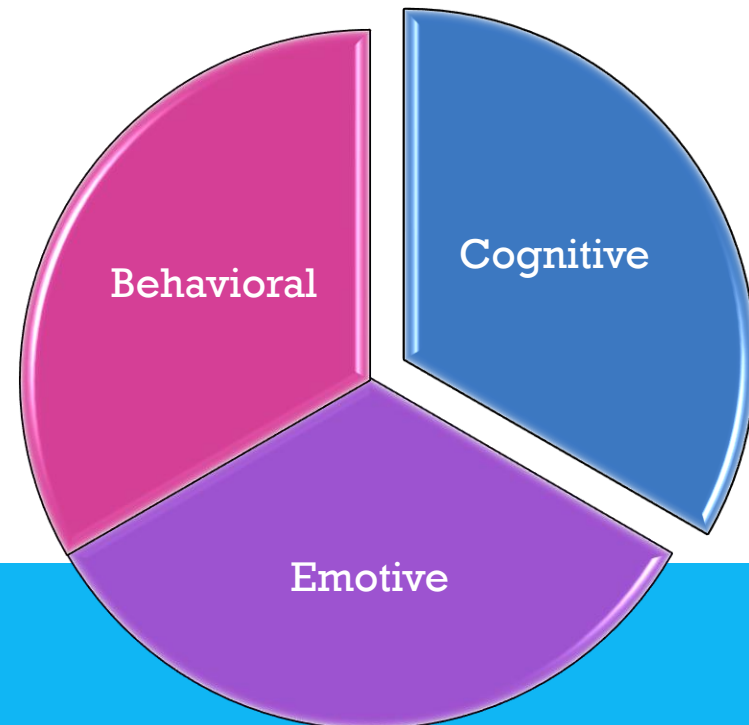
Part 2

BEHAVIOR

Parenting Using Adult Protective Capacities

Defining Adult Protective Capacities:

- A parent's behavioral, cognitive, and emotional characteristics that enable that parent to keep their child safe from harm and to respond to threats or risk of harm in a manner that ensures the child's safety.



Parent has a history of protecting

Parent takes action

Parent demonstrates impulse control

Parent is physically able and has adequate energy

Parent demonstrates adequate skills to fulfill responsibilities

Parent is adaptive as a caregiver.

Parent is assertive as a caregiver.

Parent uses resources necessary to meet the child's basic needs.

Parent supports the child.

Parent sets aside his/her needs in favor of the child.

<https://media.wcwpds.wisc.edu/preservice/safety/docs/Parent-Caregiver-Protective-Capacities.pdf>

Behavioral Domain



The parent plans and articulates a plan to protect the child.

The parent is aligned with the child.

The parent has adequate knowledge to fulfill caregiving responsibilities and tasks.

The parent is reality oriented; perceives reality accurately

The parent has accurate perceptions of the child.

The parent understands his/her protective role

The parent is self-aware.

Cognitive Domain



The parent is able to meet own emotional needs.

The parent is emotionally able to intervene to protect the child.

The parent is resilient.

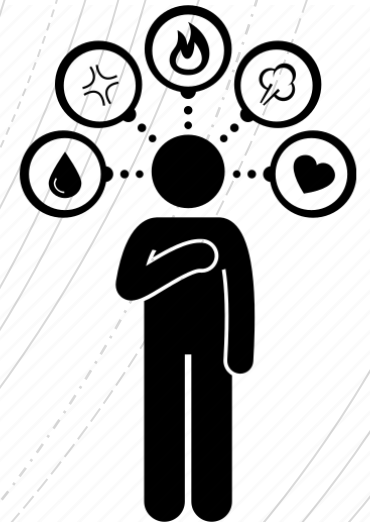
The parent is tolerant.

The parent displays concern for the child and the child's experience and is intent on emotionally protecting the child.

The parent/caregiver and child have a strong bond and the parent/caregiver is clear that the number one priority is the child.

<https://media.wcwpds.wisc.edu/preservice/safety/docs/Parent-Caregiver-Protective-Capacities.pdf>

Emotional Domain



Importance of Adult Protective Capacities

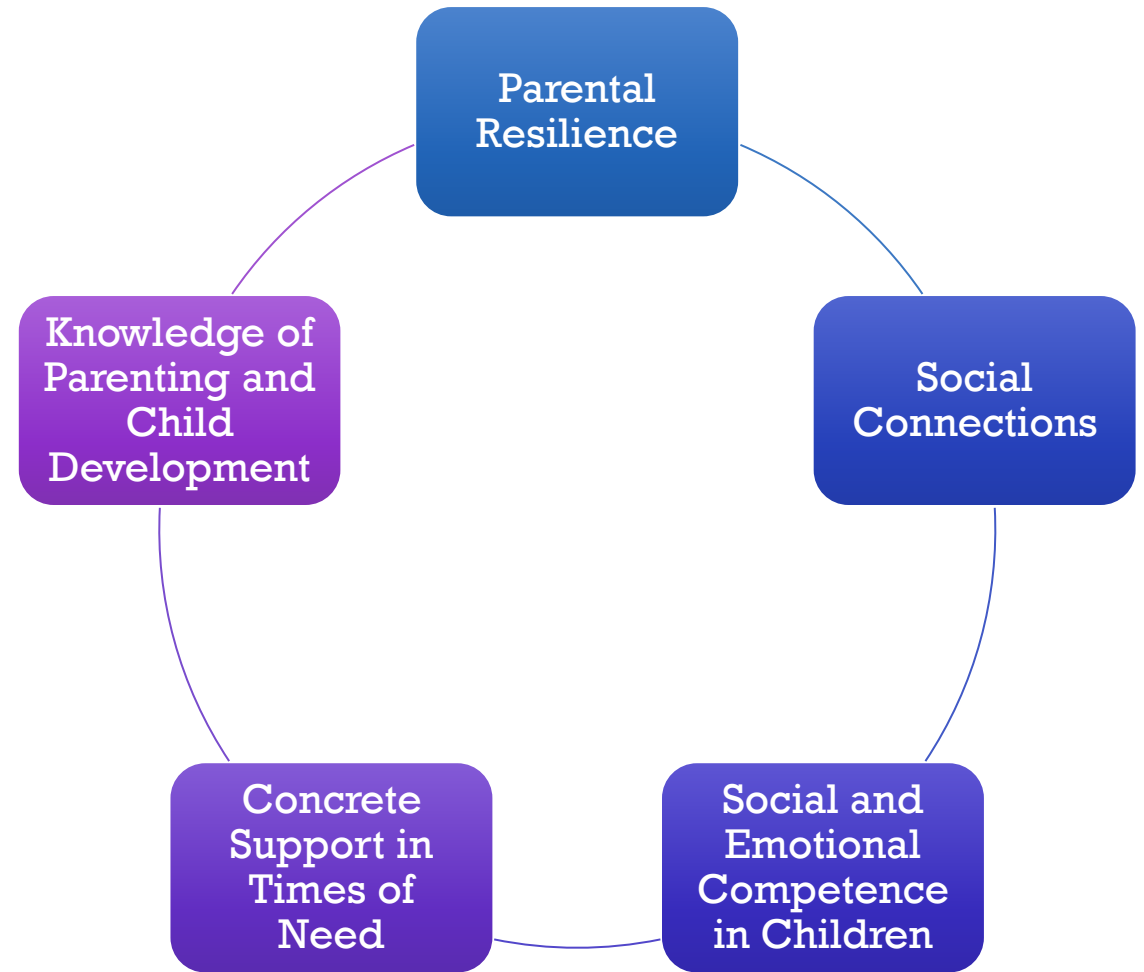


Image Retrieved from: <https://willingness.com.mt/wp-content/uploads/2018/06/Blog-8.gif>

Parental protective capacities:

- Ensure the immediate safety and well-being of the child/ren,
- Build and strengthen the child's resilience (Saltzman, et al., 2013)
- Provide foundation for a healthy parent-child relationship and demonstrate nurturing parenting. (Bavolek & Rogers, 2012)

Five Protective Factors



Link to handout: <https://cssp.org/wp-content/uploads/2018/10/Core-Meanings-of-the-SF-Protective-Factors-2015.pdf>

Safety Planning with Children



PHYSICAL SAFETY

- Brainstorm with your children age-appropriate plans in case of an emergency. *Every child has a job related to how they respond to trauma. (Understand fight, flight, freeze, fawn.)
- Teach your children when, how, and who to contact in an emergency. (Police, Neighbors, Friends, Relatives, Etc.) *Talk with those individuals ahead of time and inform them of the plan.)
- Create a plan for places the children can go both inside and outside of the home where the if violence begins in the home. (safe room in the home with lock on the door, neighbor's house, outbuilding on property with more than one entrance/exit, etc.)
- Create a secret code word that is not to be shared with anyone.
- Create a separate safety plan for when your children are unsupervised with the abusive/unsafe parent.

Image Retrieved from: <https://www.kidcheck.com/wp-content/uploads/2017/04/child-safety-image-2.png>

National Domestic Violence Hotline. <https://www.thehotline.org/resources/safety-planning-with-children/>

Safety Planning with Children

EMOTIONAL SAFETY

- Let your children know what is happening is not their fault.
- Explain to your children the plan is to ensure everyone is safe in case of an emergency. (Use generic statements that could be applied to any person, rather than naming the abuser. I.e. “If someone ever hurts a member of our family and I yell the code word...”)
- Ensure your children have safe people to talk to. (Counselors, Trusted Friends, Teachers, etc.)
- Provide comforting items and a safe place for children to process their emotions.
- If possible, ensure your children are in counseling. (*This is a HUGE benefit not only for the child’s well-being, but also for documentation purposes.) *Ensure the counselor you choose understands coercive control, DV, and has experience working with children impacted by trauma.

National Domestic Violence Hotline. <https://www.thehotline.org/resources/safety-planning-with-children/>

Risk vs Safety

“Risk means the likelihood that maltreatment will occur or recur in the future. Risk concerns are family characteristics, behaviors, and conditions that suggest that the caretaker may maltreat his/her child in the future. Risk of various degrees and seriousness may exist within the family”

(Ohio CPS Training Manual, 2007, p.15).

“Safety is a subset of the broader concept of risk. Safety is risk concerns which constitute an immediate threat of serious harm to a child”

(Ohio CPS Training Manual, 2007, p.15).

Safety Factors



Image Retrieved from: https://www.florisumc.org/wp-content/uploads/2019/06/ChildSafety_982x519-1024x541.jpg

1. A child has received serious, inflicted, physical harm
2. Caretaker has not, cannot or will not protect the child from potential serious harm, including harm from other persons having familial access to the child
3. Caretaker or other person having access to the child has made a credible threat which would result in serious harm to a child.
4. The behavior of any member of the family or other person having access to the child is violent and/or out of control.
5. Acts of family violence pose an immediate and serious physical and/or emotional danger to the child.
6. Drug and/or alcohol use by any member of the family or other person having access to the child suggests that the child is in immediate danger of serious harm.
7. Behavior(s) of any member of the family or any person having access to the child is symptomatic of mental or physical illness or disability that suggests the child is in immediate danger of serious harm.

(Ohio CPS Training Manual, 2007, pp.15-19).

Safety Factors (cont.)

8. Caretaker is unwilling or unable to meet the child's immediate needs for sufficient supervision, food, clothing, and/or shelter to protect child from immediate danger of serious harm.
9. Household environmental hazards suggest that the child is in immediate danger of serious harm.
10. Any member of the family or other person having access to the child describes or acts toward the child in predominantly or extremely negative terms and/or has extremely unrealistic expectations of the child.
11. The family refuses access to the child or there is reason to believe the family will flee.
12. Caretaker has an unconvincing or insufficient explanation for the child's serious injury or physical condition.
13. Caretaker is unwilling or unable to meet the child's immediate and serious physical or mental health needs.
14. Child sexual abuse/sexual exploitation is suspected and circumstances suggest that the child may be in immediate danger of serious harm.
15. Other safety factors.

Child Vulnerabilities

- The child's ability to protect self
- The child's age
- The child's ability to communicate
- The likelihood of serious harm given the child's development
- The provocativeness of the child's behavior or temperament
- The child's behavioral needs
- The child's emotional needs
- The child's physical special needs

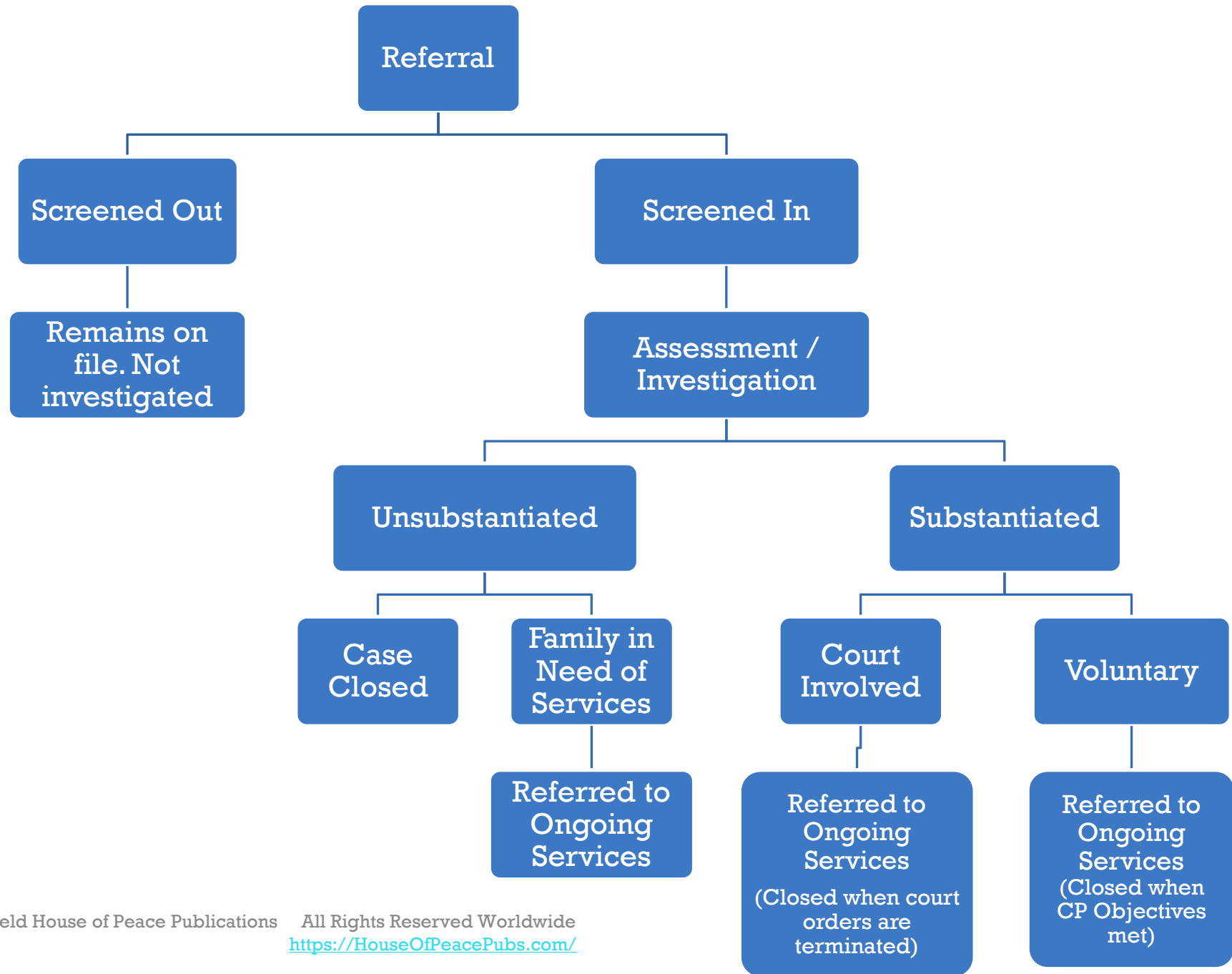
(Ohio CPS Training Manual, 2007, pp.21-22)

- The visibility of the child to others/child's access to individuals who can protect
- Family composition
- The child's role in the family
- The child's physical appearance, size, and robustness
- The child's resilience and problem-solving skills
- The child's prior victimization
- The child's ability to recognize abuse/neglect

(Ohio CPS Training Manual, 2007, pp.21-22)

Child Vulnerabilities (cont.)

Reporting Abuse & Neglect



Things to Consider Before Making a Report

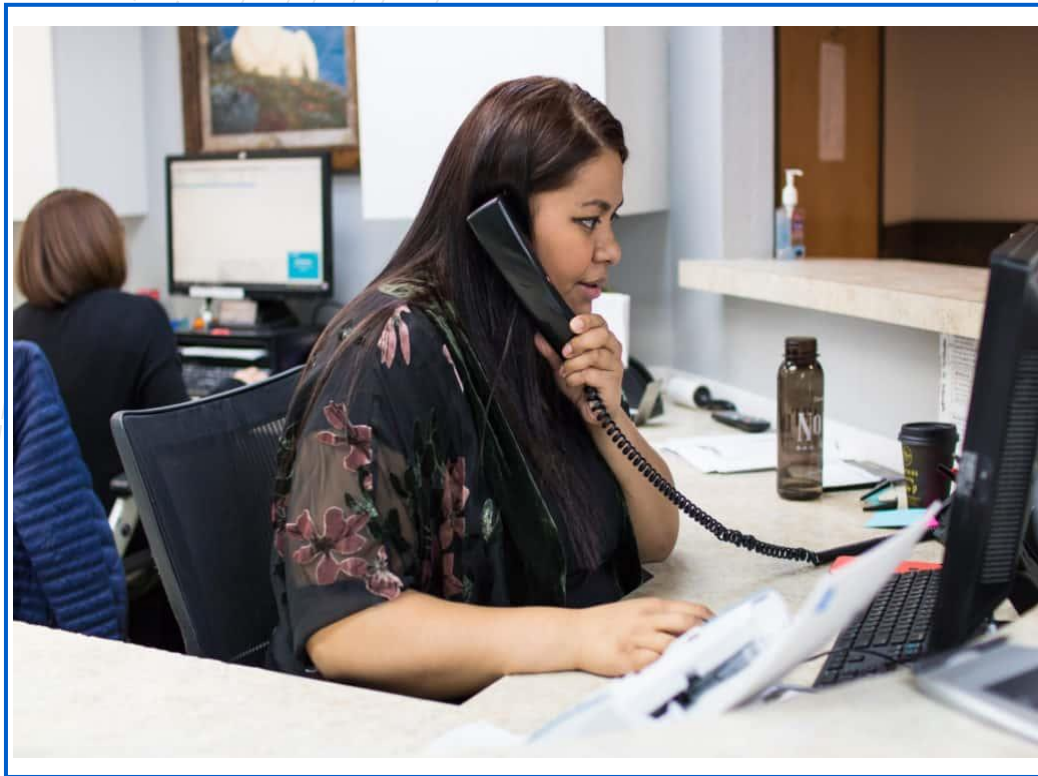


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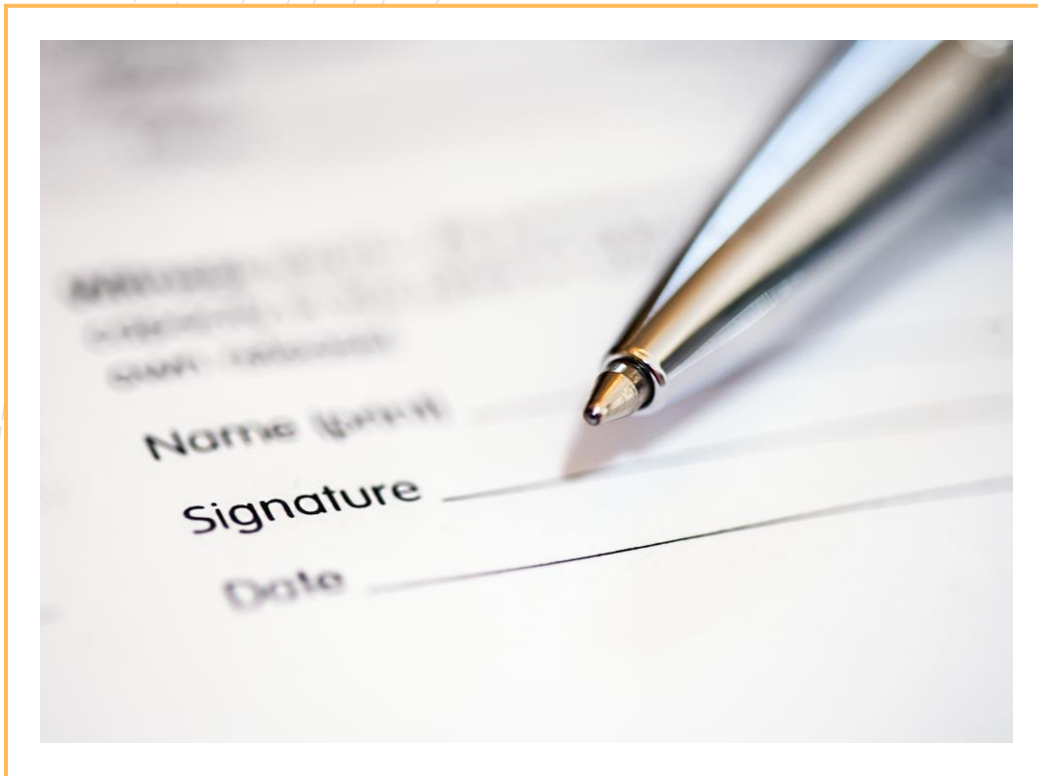
CPS policies and procedures vary from state to state and county to county. Every state has a “Revised Code” which outlines the laws governing CPS.

CPS does not have the authority to remove children from a parent’s care. Even in emergency cases, removals must be court ordered.

CPS looks at safety, risk factors, protective factors, and child vulnerabilities. CPS does NOT want to get in the middle of custody cases. If you are in a custody case, separated, or divorced, avoid discussing your personal feelings regarding your ex.

Language used throughout the process from referral to ongoing services can dramatically shape the case. Remain objective, specific, and provide measurable facts. Avoid reporting or discussing incidents which are backed by emotion. (Becoming emotionally reactive can lead to the perception of mental health concerns and may be documented as a risk contributor.)

Things to Consider Before Making a Report (cont.)



Be cognizant of your role as the parent. Avoid oversharing with your child or using your child as your emotional support person.

Think through your protective capacities and your child's vulnerabilities. Describe behavior which highlights adult protective capacities, child vulnerabilities, and risk contributors.

Caseworker's knowledge of coercive control and DV vary with many CWs lacking competence in the dynamics of CC and victim dynamics.

All Case Plan participants are generally required to participate in services.



Q&A

Part 3

AFFECT / EMOTION

What are ACEs?

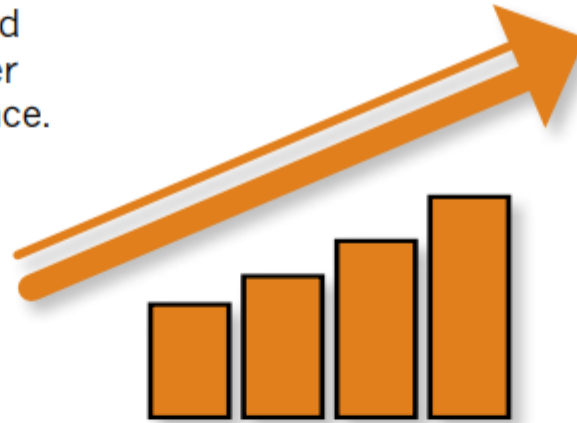
“ACEs affect people at all income and social levels, and can have serious, costly impact across lifespan. No one who’s experienced significant adversity (or many ACEs) is irreparably damaged, though we need to acknowledge trauma’s effects on their lives. By reducing families’ sources of stress, providing children and adults with responsive relationships, and strengthening the core life skills we all need to adapt and thrive, we can prevent and counteract lasting harm” (Center on the Developing Child, Harvard University, 2021)

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WHAT ARE ACEs?


AND HOW DO THEY RELATE TO TOXIC STRESS?

“ACEs” stands for “Adverse Childhood Experiences.” These experiences can include things like physical and emotional abuse, neglect, caregiver mental illness, and household violence.



The more ACEs a child experiences, the more likely he or she is to suffer from things like heart disease and diabetes, poor academic achievement, and substance abuse later in life.



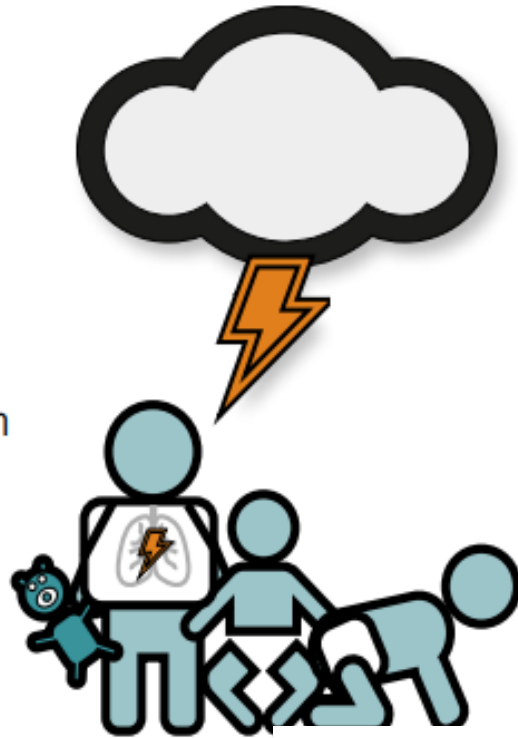
Center on the Developing Child  HARVARD UNIVERSITY

Learn more about ACEs from the [Centers for Disease Control and Prevention](https://www.cdc.gov/ncjy/cehs/acestools/).


For more information: <https://developingchild.harvard.edu/ACEs>

TOXIC STRESS EXPLAINS HOW ACEs "GET UNDER THE SKIN."

Experiencing many ACEs, as well as things like racism and community violence, without supportive adults, can cause what's known as **toxic stress**. This excessive activation of the stress-response system can lead to long-lasting wear-and-tear on the body and brain.



The effect would be similar to revving a car engine for days or weeks at a time.

Center on the Developing Child  HARVARD UNIVERSITY

Learn more about ACEs from the [Centers for Disease Control and Prevention](https://www.cdc.gov/ncjrs/ce4a/aces/index.html).

For more information: <https://developingchild.harvard.edu/ACEs>

Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.

Increases difficulty in making friends and maintaining relationships.

Increases stress hormones which affect the body's ability to fight infection.

May cause lasting health problems.



Increases problems with learning and memory.

***I can't hear you!
I can't respond to you!
I am just trying
to be safe!***

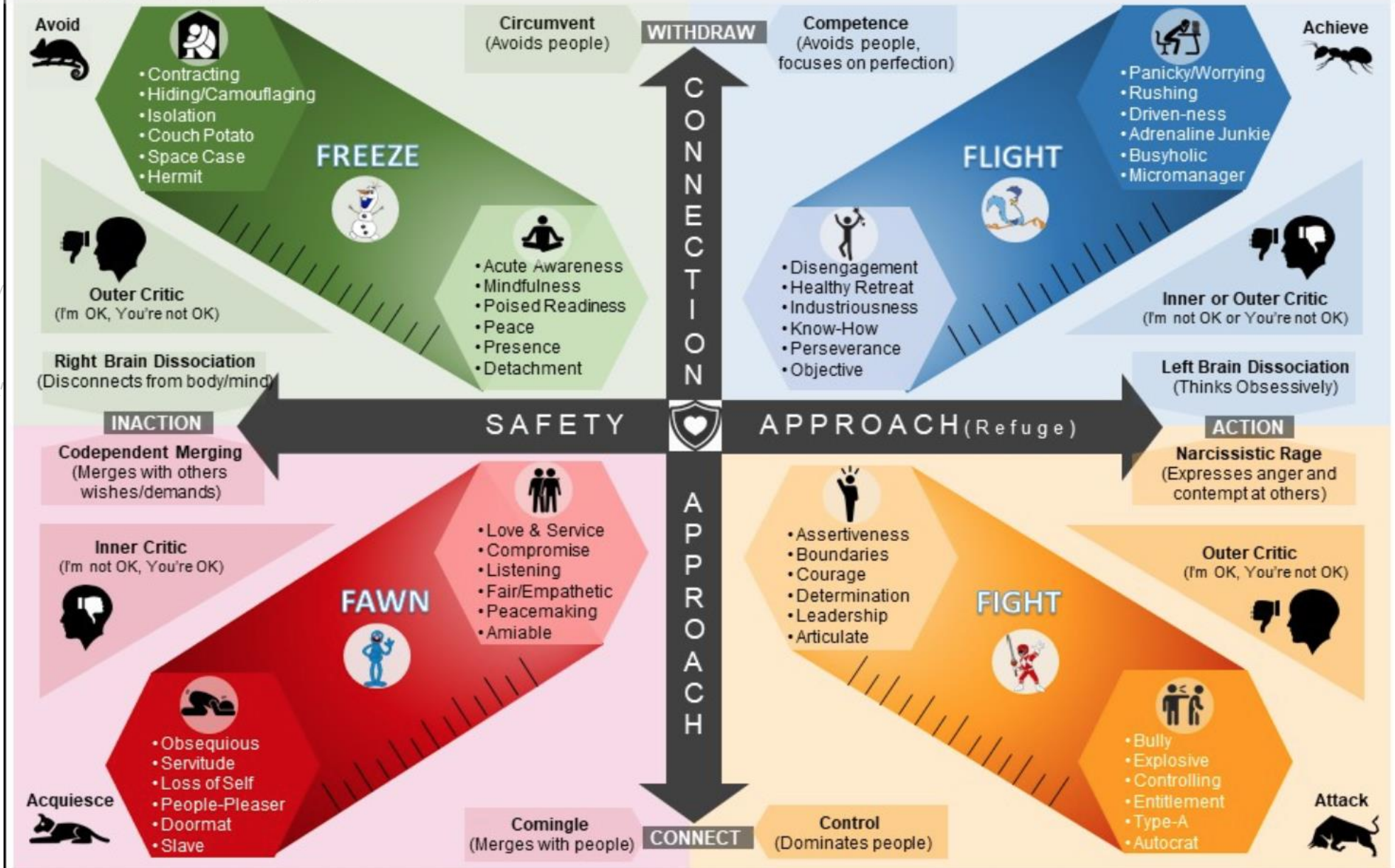
Reduces the ability to respond, learn, or figure things out, which can result in problems in school.

Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcohol and drug abuse
- Asthma
- Depression
- Heart disease
- Intimate partner violence
- Liver disease
- Sexually-transmitted disease
- Smoking
- Suicide

Image Retrieved from: https://www.pacesconnection.com/ws/UnderstandingACEs_English.pdf

This model elaborates the 4 basic survival strategies and defensive styles that develop out of our instinctive Fight, Flight, Freeze and Fawn Response. Variations in your childhood abuse/neglect pattern, birth order and genetics result in you gravitating towards a specific 4F survival strategy. Each of these trauma personality types is on a continuum that runs from mild to extreme and positive to negative.



Parenting to Prevent & Heal ACEs

“The main point is this: No matter how old you are – or how old your child may be, there are scientifically supported and relatively simple steps that you can take to reboot the brain, create new pathways that promote healing, and come back to who it is you were meant to be” (Donna Jackson Nakazawa, n.d.)

NURTURE & PROTECT KIDS AS MUCH AS POSSIBLE



Be a source of safety and support.

MOVE AND PLAY

Drum. Stretch. Throw a ball. Dance. Move inside or outside for fun, togetherness and to ease stress.

MAKE EYE CONTACT

Look at kids (babies, too). It says, “I see you. I value you. You matter. You’re not alone.”

SAY, “SORRY”

We all lose our patience and make mistakes. Acknowledge it, apologize, and repair relationships. It’s up to us to show kids we’re responsible for our moods and mistakes.



GIVE 20-SECOND HUGS

There’s a reason we hug when things are hard. Safe touch is healing. Longer hugs are most helpful.



SLOW DOWN OR STOP

Rest. Take breaks. Take a walk or a few moments to reset or relax.

HUNT FOR THE GOOD



When there’s pain or trauma, we look for danger. We can practice looking for joy and good stuff, too.

BE THERE FOR KIDS

It’s hard to see our kids in pain. We can feel helpless. Simply being present with our kids is doing something. It shows them we are in their corner.

HELP KIDS TO EXPRESS MAD, SAD & HARD FEELINGS

Hard stuff happens. But helping kids find ways to share, talk, and process helps. Our kids learn from us.

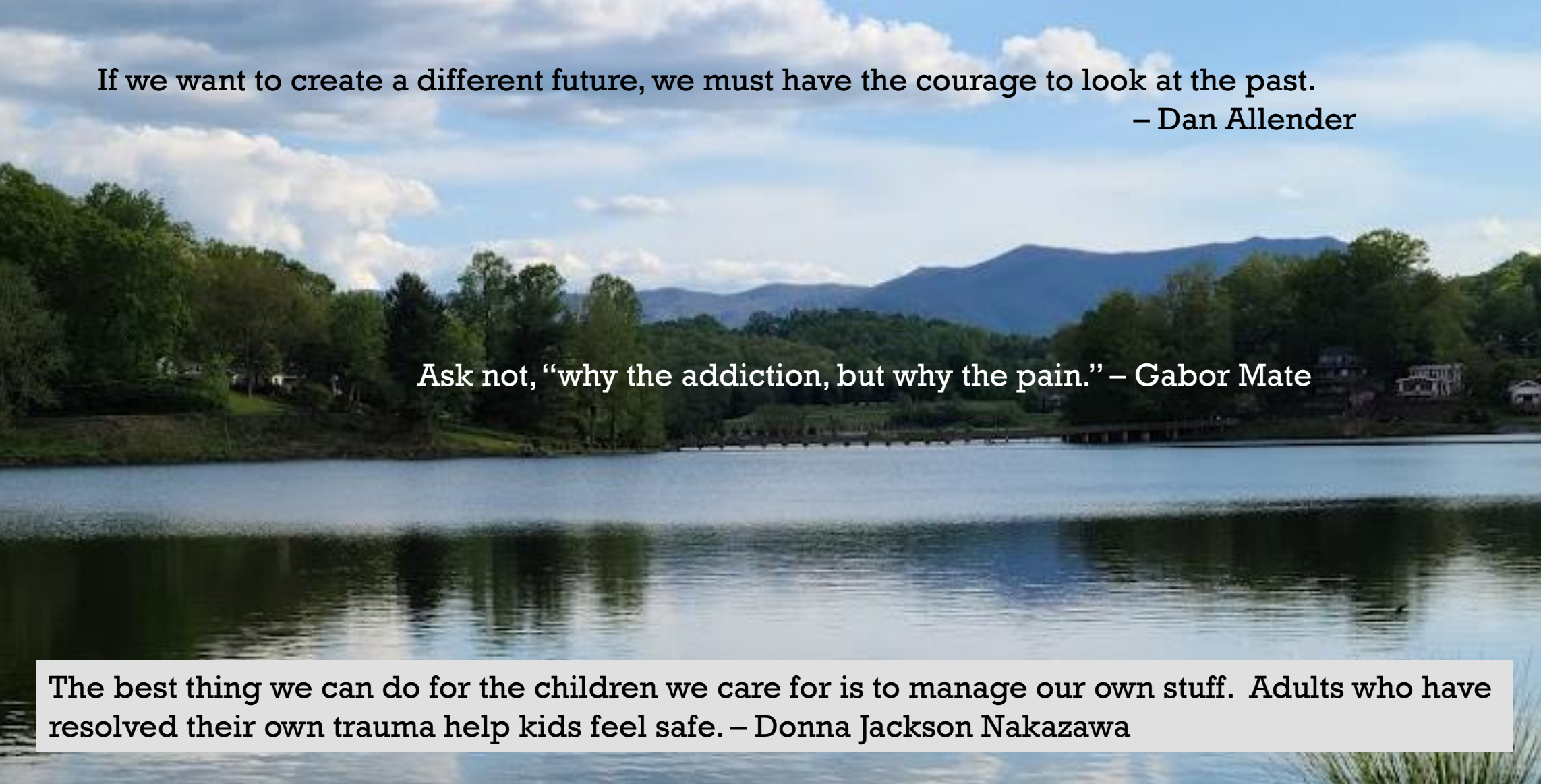


KEEP LEARNING

Understand how ACEs impact you and your parenting.

More tips & resources for parents on back.

Quote and Image Retrieved from: https://www.clintoncountygov.com/sites/default/files/cac/pdf/ParentingPreventACEs_Linked.pdf



**If we want to create a different future, we must have the courage to look at the past.
– Dan Allender**

Ask not, “why the addiction, but why the pain.” – Gabor Mate

The best thing we can do for the children we care for is to manage our own stuff. Adults who have resolved their own trauma help kids feel safe. – Donna Jackson Nakazawa

Support for Parents with ACEs

“Learning about Aces is a start but sometimes we need more. Many people with Aces have never had their pain validated. Understanding that there exists a biological connection between what they experienced in childhood, and the physical and mental health issues they face now, can help set them on a healing path, where they begin to find ways to take care of themselves, and begin new healing modalities” (Donna Jackson Nakazawa, n.d.)



Self-Care


The best cure for secondary trauma is prevention. In order to take good care of your child, you must take good care of yourself.



























1. Be honest about your expectations for your child and your relationship. *Having realistic expectations about parenting a child with a history of trauma increases the chances for a healthy relationship.*
2. Celebrate small victories. *Take note of the improvements your child has made.*
3. Don't take your child's difficulties personally. *Your child's struggles are a result of the trauma he or she experienced; they are not a sign of your failure as a parent.*
4. Take care of yourself. *Make time for things you enjoy doing that support your physical, emotional, and spiritual health.*
5. Focus on your own healing. *If you have experienced trauma, it will be important for you to pursue your own healing, separate from your child. Identify your own trauma triggers.*
6. Seek support. *Your circle of support may include friends, family, and professional support if needed. Don't be afraid to ask about resources available from the child welfare system, such as a caseworker or support groups*

Creating a Nurturing Environment



Alphabet of Nurturing Environment

EdPsychInsight 
An A to Z of a Nurturing Environment

A  Attunement <i>Serve and Return</i>	B  Belonging <i>Welcome and Connect</i>	C  Co-Regulation <i>"Name it to Tame it"</i>	D  Developmental <i>Age vs Stage</i>	E  Empathy <i>"I know this is hard for you"</i>		
F  Flow <i>Absorb and Enrich</i>	G  Guide <i>Model and Scaffold</i>	H  Humour <i>Smile and Laugh</i>	I  Integrated <i>Parts of a Whole</i>	J  Joy <i>The Power of Play</i>	K  Keep in Mind <i>"I haven't forgotten you"</i>	L  Language <i>Explain and Empower</i>
M  Modify <i>Differentiate and Motivate</i>	N  Nearby <i>Healthy Dependence</i>	O  Optimism <i>Positivity and Hope</i>	P  Predictable <i>Structure and Routine</i>	Q  Question <i>All Behaviour Communicates</i>	R  Repair <i>Recovering from Rupture</i>	S  Safety <i>Places and People</i>
T  Transition <i>Anticipate and Support Change</i>	U  Understand <i>Thoughts And Feelings</i>	V  Voice <i>Listen and Respect</i>	W  Wiggle <i>Move and Groove</i>	X  flexible <i>Reflect and Adapt</i>	Y  You <i>Relationships make the Difference</i>	Z  Zen <i>Relax and Reduce Stress</i>

CHILDHOOD ATTACHMENT STYLES

Attachment

Understanding your attachment style first and then your child's can assist in gaining insight into behavior and meeting the

[Attachment Style Quiz: Free & Fast Attachment Style Test \(attachmentproject.com\)](https://attachmentproject.com/)



momentousinstitute.org

Discussion Questions

1. What was it like for you to create your genogram?
2. Are there any noticeable themes or family patterns (relationships, drug/alcohol abuse, divorce)?
3. Describe each family member with two or three adjectives.
4. Describe your parents' (caretakers') and grandparents' marriages.
5. How was conflict handled in your family?
6. Did your family talk about feelings? What was it like?
7. Were there any family "secrets"?
8. What was considered "success" in your family?
9. Who in your family, if any, is religious and/or spiritual?
10. How did your family's ethnicity shape you?
11. Are there any heroes or bad guys in the family? Who?
12. What kinds of addictions, if any, exist in the family?
13. Are there any traumatic losses, such as sudden death or prolonged illnesses?
14. What are your family's strengths (lasting marriages, closeness)?



99

**TRAUMA IS THE
MOST AVOIDED,
IGNORED, DENIED,
MISUNDERSTOOD
AND UNTREATED
CAUSE OF HUMAN
SUFFERING.**

Peter Levine

NVR
Northampton

Parenting Through a Trauma-Informed Lens

Image Retrieved from: <https://i.pinimg.com/originals/7f/13/ae/7f13ae2a9353ac48a12007ffc18affe5.jpg>

Parenting Through a Trauma-Informed Lens



- ✓ Practical Tips to Soothe Children with Emotional Dysregulation
- ✓ Practical Self-Care Tips for Parents dealing with Traumatized Children
- ✓ Nurturing Parenting
Beyond Consequences
Healing Coercive Control Wounds
Teaching Emotional Control

Regulation Strategies

Other-Regulation	Co-Regulation	Self-Regulation
<p>Parents soothe their fussy, crying infants and toddlers by providing loving sensory input, such as hugging, rocking, providing a pacifier, singing, swaddling, or gentle bouncing. The child regulates, and bonding and trust increase.</p>	<p>You and the child participate together in calming activities, and your child absorbs some of your calmness. This might include reading a book before bedtime, taking deep breaths together when upset, or sharing a deep squeeze hug. These activities also develop bonding and trust.</p>	<p>Parents can guide their kids to “self-regulate” by encouraging independent, self-calming strategies and activities. By around age six, typically functioning kids can be taught to notice when their energy or emotional level rises and independently use a strategy for calming. The younger you start with your children the better. However, teaching self-regulation helps older kids as well.</p>

[50 Self-Regulation Activities to Empower Your Child to Calm \(connectedfamilies.org\)](https://connectedfamilies.org)

Practical Tips to Soothe Children with Emotional Dysregulation

- ✓ Whisper technique
- ✓ Speaking calmly and firmly stating the behavior you want to see; broken record
- ✓ Redirecting toward positive activities
- ✓ Stop using a time out chair or the corner
- ✓ Start using a calming place where the parent and child can connect; teach the child they can choose to use the calming place
- ✓ Use arts and crafts activities to channel emotional expressions
- ✓ Use music to provide a calm atmosphere
- ✓ Use meditation to help children become quiet inside
- ✓ Play board games to develop social interactions
- ✓ Have weekly family meetings to share issues without judgement
- ✓ Do nurturing cuddles
- ✓ Speak to children at their level, avoid standing over them and looking like a giant

Practical Tips to Soothe Children with Emotional Dysregulation

- ✓ Grounding techniques
- ✓ Blow out birthday candles
- ✓ I spy--5 senses
- ✓ Tapping on chest
- ✓ Toes squeezing, calf muscles, thighs, belly
- ✓ Jellyfish breathing
- ✓ 5-4-3-2-1
- ✓ Categories-names as many that you can identify
- ✓ Counting backwards
- ✓ Naming all your family members
- ✓ Bible verses
- ✓ Journaling--Dr. D's book
- ✓ Writing poems, stories
- ✓ Healing stories; Annie Stories
- ✓ Physical activity-indoors and outdoors
- ✓ Inner child healing with stuffed animals or comfy blankets

Parenting Through a Trauma-Informed Lens

Create Safety
(emotional, physical,
spiritual, financial)

- Requires attunement, attention to the environment, and self awareness

Regulate the nervous
system

- Educating oneself on types of stress, identify child's stress response style (*Hyperarousal /Hypoarousal*), assisting child in body awareness, and exploring strategies to manage stress (*child lead*).

Relationship at home
and in the community
(emotional,
informational,
instrumental, and
spiritual support)

- *Building & encouraging relationships that provide clear communication, increases ability to recognize and regulate their emotions, and establish and maintain relationships*

Parenting Through a Trauma-Informed Lens

Reducing chaos

- *Creating predictability through structures, routines, and reliable adults*

Practice “power with” strategies

- *How will you give options and offer choices, shift your focus from “what’s wrong with you?” to, “What do you need?” and encourage communication of feeling*

Building social, emotional, and resiliency skills

- *Discussing, modeling, and using specific language allows for connections to take place regarding healthy relationships, problem solving, planning, self-control including maintaining focus despite discomfort, & how to seek support.*

Conceptions of parenting vary across cultures



- ❖ Understand that children are shaped by both relationships and their environment;
- ❖ Understand the role parents play in their child's brain development from birth or even before;
- ❖ The belief that emotional closeness with one's baby can contribute to intellectual development;
- ❖ Understand the role of play in social, intellectual, and language development

Morris, et. al., 2020

Image Retrieved from: http://2.bp.blogspot.com/_d_H1MDgAD0/TPk0_5rP_mI/AAAAAAAAACA/ECrDE-ApPc0/s1600/cover2.jpg

Key Behaviors Include

Reacting positively to children's behavior,

Using nonviolent discipline techniques, proactively

Preventing the occurrence of disruptive behavior

Investing in a positive parent–child relationship

Active listening

Understanding the need for parental self-care

Understanding the child's social and emotional needs

(Morris, et. al., 2020)



<https://www.preventchildabuseillinois.org/childhood-trauma>

How to Help Your Child Through Trauma



- **Educate Yourself.** Learn about the common triggers and reactions that children have with traumatic events.
- **Seek Support from a Mental Health Professional**
- **Avoid Blame**
- **Assure Them They are Safe**
- **Encourage Self-Esteem**
- **Listen**
- **Keep a Routine**
- **Be Patient**

Image Retrieved from:<https://483g6s2jm1sg6ww9g1jf28j1-wpengine.netdna-ssl.com/wp-content/uploads/2020/11/grandchild-banned-768x436.jpg>

Parenting Education Models

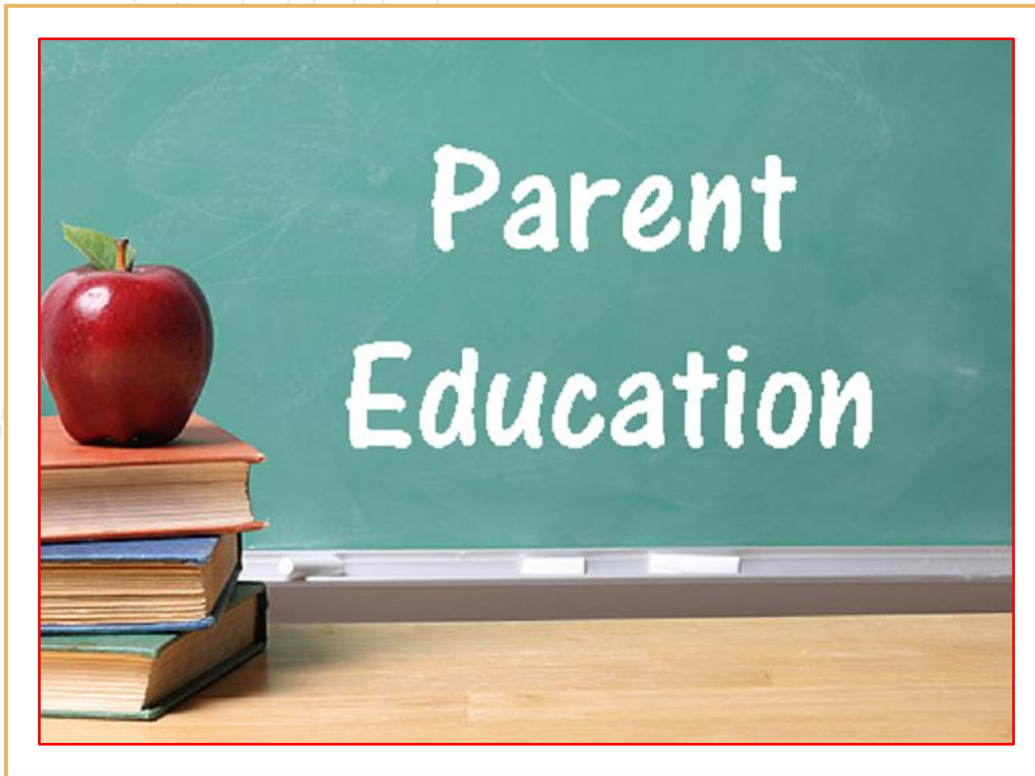


Image Retrieved from:https://iusd.org/sites/default/files/parent_ed_6.png

- ✓ S.T.E.P. Systematic Training for Effective Parenting
- ✓ Rethink
- ✓ Love and Logic
- ✓ Nurturing Parenting
- ✓ Active Parenting
- ✓ Beyond Consequences

The Systematic Training for Effective Parenting (STEP) program delivers in just 7 sessions

- ✓ Understanding Yourself and Your Child
- ✓ Understanding Beliefs and Feelings
- ✓ Encouraging Your Child and Yourself
- ✓ Listening and Talking to Your Child
- ✓ Helping Children Learn to Cooperate
- ✓ Discipline that Makes Sense
- ✓ Choosing Your Approach

STEP Parenting Program

<https://www.parenting-resources.com/systematic-training-effective-parenting.htm>

Recognize

- **Recognize** your anger and what triggers it

Empathize

- **Empathize** with the other person and put yourself in the other person's shoes

Think

- **Think** about the situation and your anger and try to reframe the situation in a less angry way. Humor can help.

Hear

- **Hear** what the other person is communicating with words and nonverbal action.

I

- **I** - use I statements to express yourself. Integrate respect with your response.

Notice

- **Notice** how your body reacts to your angry feelings and notice how you can calm yourself.

Keep

- **Keep** your attention on the present moment

ReThink Parenting Program

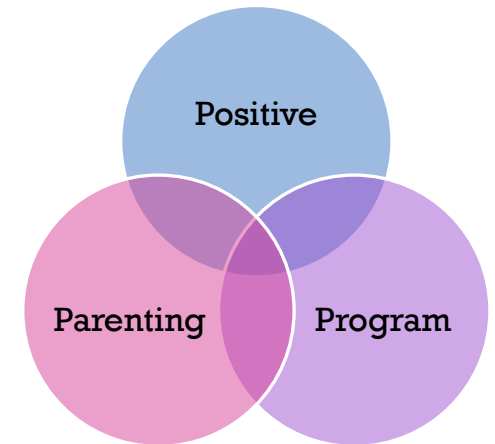
Seven cognitive/behavioral skills to manage anger and help a person change the way they think in order to change the way they feel:

Triple P Parenting Program

Triple P helps you:

- Raise happy, confident kids
- Manage misbehavior so everyone in the family enjoys life more
- Set rules and routines that everyone respects and follows
- Encourage behavior you like
- Take care of yourself as a parent
- Feel confident you're doing the right thing

<https://www.triplep-parenting.com/nc-en/about-triple-p/positive-parenting-program/>



Love and Logic

The “Love” in Love and Logic means that we love our kids so much that we are willing to set and enforce limits. This “Love” also means that we do so with sincere compassion and empathy.

The “Logic” in Love and Logic happens when we allow children to make decisions, affordable mistakes and experience the natural or logical consequences. When we balance this with sincere empathy, they develop the following logic:

Our children learn that the quality of their lives depends on the quality of their choices.

<https://www.loveandlogic.com/pages/love-and-logic-parenting>

Nurturing Parenting Program



Image Retrieved from:
<https://i.pinimg.com/originals/24/e1/30/24e13077d8df3fa8b9d421997717aad5.jpg>

The Nurturing Parenting Programs are a family-centered trauma-informed initiative designed to build nurturing parenting skills as an alternative to abusive and neglecting parenting and child-rearing practices. The long-term goals are to prevent recidivism in families receiving social services, lower the rate of multi-parent teenage pregnancies, reduce the rate of juvenile delinquency and alcohol abuse, and stop the intergenerational cycle of child abuse by teaching positive parenting behaviors.

Christian Active Parenting

Raising Children of Joy, Character, and a Living Faith

Christian Active Parenting (CAP) combines the wisdom of the Bible with our evidence-based approach to give parents the strength and skills they need to raise upstanding children. Offer Christian parenting help by using Active Parenting's successful Christian parenting program, which contains books, PowerPoint, guides, and video to instruct and help anxious parents, to bring families closer to God, and to build a more vibrant faith community.

Valuable skills to bring even more help and joy to parenting in Christian households.

- ✓ Christian influences in your child's life
- ✓ Opening communication channels
- ✓ Biblical tradition of encouragement
- ✓ Overcoming anger through the word of God

<https://activeparenting.com/product/christian-active-parenting/>

Beyond Consequences, Logic, and Control

Equips you to start parenting from a place of unconditional love and begin the road to healing for your family. Whether you are parenting your biological, adopted, or foster children, the Beyond Consequences relationship model shows how to connect with your children and bring your family peace and healing.

Current research on the brain and how it affects behavior, giving you scientific explanations of why children misbehave.

Emerging science has helped us to understand children better from a neurological and behavioral standpoint. Yet, all the academic research coupled with the best diagnoses for children can still leave parents feeling completely powerless. *Dare to Love* describes in detail, through a series of questions and answers, how to merge science into everyday parenting. This book gives practical, effective, and loving solutions for any parent struggling with his or her child.

<https://www.beyondconsequences.com/parents>

Communication with ex to avoid negative consequences from courts

Use parenting apps

- ✓ <https://talkingparents.com/home>
- ✓ <https://www.ourfamilywizard.com/>
- ✓ <https://appclose.com/>
- ✓ <https://www.parents.com/parenting/best-co-parenting-apps/>
- ✓ <http://coparently.com/>

Use Grey Rock

- ✓ <https://www.medicalnewstoday.com/articles/grey-rock>

Use third parties for exchanges

Use third parties to attend exchanges

Parallel parent

- ✓ <https://www.bestow.com/blog/what-is-parallel-parenting/>

Communication Styles

Passive

Emotionally dishonest, indirect, inhibited, self-denying, blaming, apologetic.

“Others’ rights and needs take precedence over mine”

Passive Aggressive

Emotionally dishonest, indirect. Self-denying at first. Self-enhancing at expense of others later.

“I subtly make clear that my rights and needs prevail”

Aggressive

Inappropriately honest, direct, expressive, attacking, blaming, controlling, self-enhancing at expense of others.

“I boldly insist that my rights and needs prevail”

Assertive

Appropriately honest, direct, self-enhancing, expressive, self-confident, empathic to emotions of all involved.

I clearly express that we both have rights and needs”

Documentation

- Describe the normal behavior of your children when they are relaxed, themselves without fear or concern for judgement.
- Describe the behavior of your children prior to parenting time with the toxic/abuser parent.
- Describe the behavior of your children after being with the toxic/abuser parent.
- Describe how long it takes for your children to return to their normal.



Q&A

Resources

- ✓ <https://www.chcmass.com/2018/10/05/the-stages-of-child-development/>
- ✓ <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- ✓ <https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma/effects>
- ✓ [Child Welfare Information Gateway. \(2014\). Parenting a child who has experienced trauma. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau. Parenting a Child Who Has Experienced Trauma \(childwelfare.gov\)](#)

Resources

- ✓ The Rabbit Listened: [Doerrfeld, Cori, Doerrfeld, Cori: 9780735229358: Amazon.com: Books](#)
- ✓ GoZen <https://gozen.com/>
- ✓ <https://developingchild.harvard.edu/science/key-concepts/resilience/>
- ✓ <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Resources

Books

- ✓ The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind [Daniel J. Siegel](#), [Tina Payne Bryson](#)
- ✓ No Drama Discipline [Daniel J. Siegel](#), [Tina Payne Bryson](#)

Resilience

- ✓ Building Resilience in Children and Teens
[Kenneth R Ginsburg](#) , [Martha M Jablow](#)
- ✓ **Seligman's PERMA+ Model Explained: A Theory of Wellbeing**
<https://positivepsychology.com/perma-model/>

Tools & Techniques

- ✓ Grounding Techniques
<https://www.therapistaid.com/worksheets/grounding-techniques.pdf>
- ✓ Through a Child's Voice [Debra Wingfield](#)
<https://www.amazon.com/Through-Childs-Voice-Transformational-JournalingTM/dp/0578088185>

Christian Based Resources

Books

- ✓ <https://www.amazon.com/Shepherding-Childs-HeartTeddTripp/dp/0966378601>
- ✓ <https://www.amazon.com/Instructing-Childs-Heart-Tedd-Tripp/dp/0981540007>
- ✓ <https://newgrowthpress.com/child-proof-parenting-by-faith-not-formula/>
- ✓ <https://anxiousabby.com/>
- ✓ <https://newgrowthpress.com/good-news-for-little-hearts-series-bundle/>
- ✓ <https://www.amazon.com/God-Made-All-Me-Children/dp/1942572301>

Christian Based Resources

Podcasts

- ✓ <https://adamyoungcounseling.com>

Tools & Techniques

- ✓ <https://adamyoungcounseling.com/free-documents/>
- ✓ <https://elizahuie.files.wordpress.com/2021/10/54321-grounding-exercise-for-christian-kids-fullcr.pdf>
- ✓ <https://elizahuie.files.wordpress.com/2021/10/54321-grounding-exercise-for-christianfullcr.pdf>

Resources

- ✓ **Web Site Supports Pediatricians' Efforts To Assist Children Exposed to Violence** [AAP children exposed website](#)
- ✓ Jack Shonkoff <https://www.hsph.harvard.edu/jack-shonkoff/>
- ✓ *The Science of Early Childhood Development. (2007)* National Scientific Council on the Developing Child. <http://www.developingchild.net>
- ✓ <http://www.developingchild.harvard.edu>
- ✓ https://www.childwelfare.gov/pubpdfs/brain_development.pdf
- ✓ **National Symposium on Early Childhood Science and Policy June 27, 2008** Pat Levitt, Ph.D. <https://developingchild.harvard.edu/people/pat-levitt/>
- ✓ Prevent Child Abuse America <https://preventchildabuse.org/>
- ✓ Frameworks Institute <http://www.frameworksinstitute.org/children.html>
- ✓ <http://www.childhelp.org/>
- ✓ <http://www.cdc.gov/ace/>
- ✓ <https://stopabusecampaign.org/>
- ✓ <https://www.strongnation.org/readynation>
- ✓ <https://www.ascd.org/el/articles/nine-competencies-for-teaching-empathy>

Dr. Debra Wingfield presents...



House of Peace

Virtual Training Center

Domestic Violence, Addiction, Mental Health Treatment Training
Child Abuse Prevention Education & Training

Advocacy Training

Classes start January 4, 2022

https://www.houseofpeacepubs.com/advocacy_training.htm