

# **Trainer Guide**

## **Module 9**

### **Responding to Behaviour**

<b>Information for trainers – Module 9</b>
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**Unit of competency**

Module 9 has been developed in accordance with the national units of competency Provide primary residential care (CHCPROT409D) and Work effectively with culturally diverse clients and co-workers (HLTHIR403B). Module 9 maps specifically to the following element in these units:

CHCPROT409D	Provide primary residential care
Element 1:	Outline terms of placement with client in care
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
Element 4:	Resolve cross-cultural misunderstandings

The unit of competency including performance criteria, range statement and evidence guide can be found at [www.ntis.gov.au](http://www.ntis.gov.au) or if you do a search on Google using the unit code, e.g. CHCPROT409D it will take you to the unit of competence.

**Learning Outcomes**

At the conclusion of this module, participants will be able to:

- Describe different parenting styles
- Set clear boundaries for children and young people
- Help children and young people to develop their own personal boundaries
- Understand the complexity of issues underpinning the behaviour of children and young people in foster care
- Understand the difference between responding to behaviour rather than reacting to behaviour
- Develop appropriate strategies for responding to behaviour
- Promote positive behaviour in children and young people.

**Assessment Tasks**

- Reflection Sheet
- In-class participation (no written work required)
- Responding to behaviour assessment task

*Positive Futures Caring Together***Recommended Reading***Essential*

- Learner Guide Module 9
- Learner Guides Modules 4 & 5
- Learner Guides 6, 7 and 8 (to understand the needs of children and young people in care and the way in which carers can work to meet these needs)

*Desirable*

Single, T, 2005 "Long-term foster care for abused and neglected children: How foster parents can help in healing the trauma".'

*Positive Futures Caring Together***Delivery Schedule Module 9**

**Training Time required:** 3 hours  
**Break:** 30minutes  
**Total session time:** 3hrs30minutes

<b>Module 9 Responding to behaviour</b>				
<b>Trainer</b>		<b>Section</b>	<b>Time</b>	<b>Slides</b>
	<b>9.1</b>	Introduction Outline of Module 9	<b>5 mins</b>	1-3
	<b>9.2</b>	Parenting styles	<b>10 mins</b>	4
	<b>9.3</b>	Understanding behaviour	<b>15 mins</b>	n/a
	<b>9.4</b>	Understanding the impact of 'attachment' on behaviour <ul style="list-style-type: none"> <li>▪ Bonding and attachment</li> <li>▪ The two-way process of attachment</li> <li>▪ Circle of Security</li> <li>▪ What happens when attachment is disrupted?</li> <li>▪ Factors that inhibit the development of positive attachments</li> <li>▪ Common behaviours in children and young people with attachment problems</li> <li>▪ What you can do to help</li> </ul>	<b>45 mins</b>	5 6 7 8  9 10-11
		<b>Break</b>	<b>30 mins</b>	
	<b>9.5</b>	The impact of abuse, neglect and trauma on the behaviour of children and young people	<b>15 mins</b>	12-13

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<b>Module 9 Responding to behaviour</b>				
<b>Trainer</b>		<b>Section</b>	<b>Time</b>	<b>Slides</b>
	<b>9.6</b>	The importance of establishing clear boundaries <ul style="list-style-type: none"> <li>▪ Setting clear boundaries</li> <li>▪ Responding rather than 'reacting'</li> <li>▪ Helping children and young people develop their own personal boundaries</li> </ul>	<b>25 mins</b>	14 15
	<b>9.7</b>	Promoting positive relationships and behaviour	<b>10 mins</b>	16-17
	<b>9.8</b>	Strategies for responding to behaviour <ul style="list-style-type: none"> <li>▪ Steps in responding to behaviour</li> <li>▪ Responding rather than reacting</li> <li>▪ Building parenting capacity</li> </ul>	<b>45 mins</b>	18-19
	<b>9.9</b>	Close	<b>10 mins</b>	20

(This template can be photocopied and used by trainers for each course)

**NB:** If Module 9 is run with another module on the same day the time for the mid-session break will reduce to 15 minutes with a 45 minute lunch break between modules.

*Positive Futures Caring Together***Materials and equipment required**

- Trainer guides
- Learner guides
- Assessment Workbooks Part 2
- Power point presentations
- Data projector
- Laptop
- Attendance sheet
- Name tags
- Whiteboard
- Whiteboard markers
- Group rules
- Debriefing and de-roling instructions for each small group.
- In class participation checklist
- Participation evaluation forms
- Trainer feedback form
- Food/hospitality
- "On Track ACT" brochures available from Barnardos
- Copy of Foster care agency policies and procedures (optional)
- Sam's lines for demonstration role play (see Communication skills section (page 26))

**Recommended room set-up**

It is recommended that the room be set up in a 'horse shoe' shape with tables to allow participants to write in their Learner Guides.

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**9.1 Introduction*****Aim of section***

This section aims to give participants an overview of the session, and to focus on the key topic, understanding and responding to the behaviour of children and young people in care.

***Background information – context of foster care***

“Behavioural problems in children are usually the outward expression of emotional conflict or attachment damage...Most foster children coming into long term care show improvements across many areas – physical growth, learning, emotional stability and eventually attachment change. However some abused children may not fully recover from their early traumatic experiences or may show deterioration in behaviour during times of even minor crises for them.

So often the emotional climate in the foster home, particularly empathy for the child, is a core component in effecting positive behavioural change in the child. If the foster parents can truly understand the cause of the child's emotional turmoil, it makes it easier to tolerate and appropriately respond to.” (*Single, T. ‘Long-term foster care for abused and neglected children: How foster parents can help in healing the trauma’, p39, 2005*).

***Facilitation options***

The introduction should be kept brief and focussed, making the links between this module and previous modules completed by participants.

There will be numerous links with previous modules, which trainers should make through the session.

- Module 6 looked at different family experiences of children and young people in care, and how this may have impacted on the parenting they received
- In Module 7, participants learned that coming into foster care is a major transition for a child or young, where the experience of loss and grief may impact on how the child or young person may be feeling and behaving
- In Module 8 participants considered the needs of children and young people in care and what can be done to enable emotional development.

***Reference to Learner Guide***

The learning outcomes for the Module and Introduction appear on pages 3-4 of the Learner Guide.

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(10 mins)	<p><b>9.2 Parenting styles</b></p>
<i>Input</i>	<p>Due to their experiences, the behaviours of children and young people in care may be at times challenging and confronting.</p> <p>It is important to have an insight into our own parenting style and capacity if we are to <i>respond</i> to the children and young people in our care in a sensitive way, rather than <i>react</i>.</p>
<i>Discussion</i>	<p><i>What sort of things may influence the way we parent or care for our children?</i></p>
<i>Input</i>	<p>One model of parenting suggests that there are 4 different parenting styles. <i>Here trainers can choose to present one of two activities. Activity 1 as a group discussion and Activity 2 a role play demonstrated by the trainers. (See Trainer notes for Activity 2 Option 2 "Role Play").</i></p>
<i>Activity</i>	<p><i>Turn to page 5 of the Learner Guide and read a description about each of these parenting styles. As you do this, we would like you to take the time to complete the parenting style self-assessment individually, marking where your style best fits on the scale. Ask if there are any participants who would like to share any thoughts or reflections following the activity. Advise participants that they will not have to share feedback if they do not wish to.</i></p>
<i>Activity 2</i>	<p>Option 2- role play</p>
<i>PPT</i>	<p><b>PPT 4</b> Parenting styles. Use PPT 4 to sum up the model.</p>
<i>Input</i>	<p>Ask if there are any participants who would like to share any thoughts or reflections following the two activities.</p>
<i>Discussion</i>	<p><i>What did you learn about different parenting styles from this activity?</i></p>
<i>Input</i>	<p><i>Suggested summary of key points</i></p> <ul style="list-style-type: none"> <li>▪ The parenting styles are 'stereotypical' or generalisations</li> <li>▪ Your parenting style may be a combination of these. parents may not adopt one parenting style all the time</li> <li>▪ Your parenting style may change depending on such factors such as – the circumstances, your mood/health/wellbeing, the age and personality of the child or young person</li> </ul>

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**9.2 Parenting styles*****Aim of section***

The aim of this section is to provide an opportunity for participants to consider their own parenting style and factors which may affect their parenting capacity.

***Background information – context of foster care.***

As discussed in Modules 6 and 8, parenting capacity is influenced by life events and circumstances. A key requirement of the parenting role is the capacity for a parent to respond to and connect with their child, and to be able to put aside their own needs to provide a safe, stable, consistent and supportive environment.

Self-awareness and an insight into one's parenting style and capacity are important attributes to nurture in foster carers. The role of a foster carer requires an ability to understand the impact of the experiences and subsequent needs of children and young people in care. These understandings, and the ability to respond appropriately to the behaviour of children and young people, also require foster carers to be able to adapt their parenting style according to the needs of the child or young person.

***Facilitation options***

The focus question is designed for a whole group discussion. This question is likely to illicit responses which relate to how we develop our own parenting style, as well as factors which influence our parenting capacity.

**Option 1**

This activity is designed for participants to complete the self-assessment individually, and then to share overall responses. If participants have not had an experience of parenting or caring for a child or young person, they should be encouraged to reflect on their experience of being parented. The second discussion question should draw together some of the reflections from the individual activity.

**Option 2****Role Play Activity 2**

The trainers will demonstrate through a role play the different parenting styles as described on page 5 of your Learner Guides. Can you identify them?

Parenting Styles Role play; setting the scene: It is Tuesday night Sean (12) comes home from school, throws his bag down in the hall and in a gruff voice says, "I'm going to the skate park to see my mates", and begins to walk away.

**Parent 1:**

In a stern, raised tone of voice;

*"No! You are not going out and for speaking so rudely you can spend the next 2 hours in your room... And pick up your bag up on the way!"* (Authoritarian parent)

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**9.2 Parenting Styles cont'd:**

**Parent 2:**

In a relaxed though matter - of- fact tone of voice;

*"Hi Sean... I understand you want to see your mates this afternoon, but we've already talked about that, and going to the skate park is something you can do on the weekends, not on a school night. Look... seeing as you've wanted to do this a few times lately maybe we can talk about whether it could work during the week. We just need to remember that there is homework and chores to fit in".*

(Authoritative Parent)

**Parent 3:**

In an intense, anxious tone of voice;

*"No worries Sean... can I get you a snack to take with you? When do you think you will be back?"* (Permissive Parent)

***Expected responses to discussion questions***

*What sorts of things may influence the way we parent/care for our children?*

Our own experiences of being parented, the influence of other key adults in our lives, different life events, our ability to reflect on these influences, our general well-being (physical, psychological and emotional), different life circumstances.

*What did you learn about different parenting styles from this activity?*

See suggested summary of key points on page 10 of this Trainer Guide.

***Reference to Learner Guide***

The section on parenting style and capacity appears on pages 4-7 of the Learner Guide, Module 9. The parenting style self-assessment activity appears on pages 5-7 of the Learner Guide, Module 9.

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<p>(15 mins)</p> <p><i>Input</i></p> <p><i>Learner Guide</i></p> <p><i>Activity</i></p> <p><i>Input</i></p>	<p><b>9.3 Understanding behaviour</b></p> <p>Behaviour is a powerful way of communicating different thoughts and feelings. If we are able to understand the reason or need behind behaviour, it allows us to respond in a way that is sensitive to the child or young person and better meets their needs.</p> <p>Part of being able to <b>respond</b> to rather than <b>react</b> to a child or young person's behaviour, also involves having an understanding of ourselves, and what 'presses our buttons.'</p> <p>Turn to page 9 of the Learner Guide. Take a couple of minutes to complete the activity question on your own.</p> <p>You will have an opportunity to share your responses with the whole group.</p> <p><i>What might children or young people say and do that 'presses your buttons' and makes you upset or angry?</i></p> <p>Feedback in large group. Trainer to note responses on whiteboard.</p> <p>If we have an understanding of ourselves and how our life experiences have impacted on us, this will assist us in being aware of behaviour to which we may react strongly.</p>
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**9.3 Understanding behaviour*****Aim of section***

This section aims to highlight the need to have an understanding of ourselves and behaviour in children and young people which may evoke strong responses.

***Background information - context of foster care***

It is important for foster carers to have an understanding of their own life experiences and how this may impact on the way they may respond to the behaviour of children and young people in care.

Many people may enter the foster caring role for altruistic and personal reasons, and may have a background similar to that of children and young people who come into foster care. It is from these experiences that carers may gain much empathy for the children and young people in their care, a strength which can also make carers vulnerable.

***Facilitation options***

The trainers can emphasise that 'listening' to children and young people encompasses observing and picking up on the child or young person's behavioural cues *as well* as what they say.

The activity should be completed as an individual exercise, with trainers asking for their reflections and responses once participants have completed the activity. It is important to note that this activity relates to the following activity on page 10 of the Learner Guide. It is therefore important to encourage participants to think of behaviours that relate to very young children, primary school aged children and adolescents so that there are a good variety of responses to draw on for the following activity. If participants do not have children, or are not in a role where they are working with, or caring for children, and are struggling with the question, they could be asked to reflect on behaviour in general that 'presses their buttons' in their interactions with other people, siblings etc.

***Responses to Activity***

*What might children or young people say or do that 'presses your buttons' or makes you upset or angry?*

Saying "whatever" or "I don't care", eye rolling, 'manipulating' behaviour, angry or disproportionate responses to what you believe to be reasonable requests/questions, violent behaviour, lying, cruelty, disrespectful behaviour, public tantrums, getting drunk, whining, picking nose and eating it, playing with their genitals, self-harm.

***Reference to Learner Guides***

The section on Understanding Behaviour and the Activity appears on pages 8-9 of the Learner Guide with the activity on page 9.

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<p><i>Input</i></p> <p><i>Learner Guide</i></p> <p><i>Activity</i></p> <p><i>Input</i></p>	<p><b>Commonly occurring behaviour in children and young people</b></p> <p>It is important to remember that behaviour can be seen as occurring along a continuum, with most behaviour being appropriate at certain ages and stages of development. Other behaviour may be at the extreme ends of the continuum.</p> <p><i>Trainer to draw the Continuum of Behaviour (page 10, Learner Guide)</i></p> <p>Let's look at the list we made of behaviours which 'press our buttons'.</p> <p><i>From these behaviours listed in the previous activity, which do you believe fall within the range of commonly occurring behaviour?</i></p> <p>Trainer to use a different coloured marker to place an asterix near the behaviours which participants choose.</p> <p><i>When might these behaviours become unacceptable or of concern?</i></p> <p><i>Suggested summary of key points</i></p> <ul style="list-style-type: none"> <li>▪ Many of the behaviours which 'press our buttons' may be commonly occurring and typical for a child or young person's age</li> <li>▪ There are times when this behaviour may become extreme and cause for concern, requiring additional attention</li> <li>▪ Having an understanding of developmentally appropriate behaviours will help you to respond rather than react</li> <li>▪ It is important to be aware of behaviours which 'press your buttons' and put these into context.</li> </ul>
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**Commonly occurring behaviour in children and young people*****Aim of section***

The aim of this section is to provide participants with an understanding of appropriate behaviours, and when behaviours may become of concern.

***Background information – context of foster care***

It is important for foster carers to have age appropriate expectations of children and young people's behaviours. Understanding child development and common behaviours of children and young people, combined with understanding the individual stories of children and young people who enter their care will ensure that the expectations they have are realistic. This is essential if foster carers are to provide appropriate responses to children and young people in their care, and to the success of a placement.

***Facilitation options***

The Activity questions based around the 'Continuum of Behaviour' are designed for a whole group discussion. Through the initial discussion, the aim is for participants to come to the understanding that there are a range of behaviours that are displayed by all children and young people. The trainers can emphasise that while this is the case, the way in which these behaviours are perceived and responded to will be influenced by many factors, including the developmental age of the child or young person, the situation and whether the behaviour presses any of the carer's "buttons."

It may be the case that the behaviours which participants believe would 'press their buttons' may be common behaviours for children and young people.

***Expected responses to Activity***

*Which behaviours may fall in the range of behaviour which is commonly occurring behaviour?*

All behaviours listed in the expected responses to the previous activity (page 11) could be listed as acceptable, excluding self-harm, dependent on age and developmental stage.

*When might these behaviours become unacceptable or of concern?*

When they are more intense or ingrained, when the child or young person is not learning that the behaviour may be inappropriate, when the child or young person is harmed by them (or someone else is harmed), when they become 'obsessive' and distract from participating in everyday life, when they are not age and or developmentally appropriate.

***Reference to Learner Guides***

The section on 'commonly occurring behaviours in children and young people' and the Activity can be found on 10-11 of the Learner Guide, Module 9.

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(45 mins)	<p><b>9.4 Understanding the impact of 'attachment' on behaviour</b></p>
<i>Input</i>	<p>Before we talk about disrupted attachment and the impact on behaviour, we need to look briefly at how secure attachment is formed.</p> <p>Attachment to a primary caregiver or significant other is an integral part of a child's development. It is necessary for the child to develop trust, self-esteem and empathy.</p>
<i>PPT</i>	<p><b>PPT 5</b> (photo of child and mother) Bonding and attachment</p>
<i>Input</i>	<p>Bonding refers to the adult's emotional connection to a child.</p>
<i>Discussion (optional)</i>	<p><i>Think of a time when you have felt intensely connected to a child or another individual (it could have been an experience with your own child, or a niece, nephew, friend's child).</i></p> <p><i>Describe some of the words or phrases which describe how you felt.<sup>1</sup></i></p>
<i>Input</i>	<p>Bonding is the feeling most parents have towards their baby, which can promote attentiveness and nurturing. It is also important to be aware that this feeling or connection does not always happen for a parent straight away and may need time to develop (for example if we consider a mother who may have post-natal depression or having relationship difficulties).</p>
<i>Discussion</i>	<p><b>PPT 5</b> <i>Let's take a moment to look more closely at the photo of the child and his mother. What do you observe?</i></p>
<i>PPT</i>	<p><b>PPT 6 – The two way process of attachment</b></p>
<i>Input</i>	<p>Attachment is a two-way process and takes time to develop.</p> <p>Attachment develops over time where the child reacts to the caregiver's response to their needs, including the need to be enjoyed.</p>

<sup>1</sup> This activity is from Hayden, P Shared Stories Shared Lives Trainer Guide

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**9.4 Understanding the impact of 'attachment' on behaviour*****Aim of section***

The aim of this section is to provide participants with a 'basic' understanding of attachment and what is required for a child to develop a secure attachment. An understanding of how secure attachment is developed will assist participants to further appreciate the importance of the broad aims of foster care (providing an environment which is safe, stable, consistent and supportive).

***Background information – context of foster care***

Understanding the importance of the development of secure attachment for a child or young person's development is critical for foster carer's understanding of the needs of children and young people in their care.

Research has shown us that the type of parenting a child or young person receives in the first few years of their life, can have a profound affect on their development. Human beings are biologically programmed to attach deeply to a small number of specific people. "These attachment experiences become part of ongoing brain development, and the brain automatically responds to attachment cues eg: recognising the loved parent; having an expectation of how a loved parent will react etc." (Single, T. p45, 2005)

A child or young person who has had a secure attachment experience in their formative years will have an 'internalised' sense of this attachment which will allow them to 'enter' the broader world with this secure base and relate comfortably to strangers with little anxiety.

***Facilitation options***

It would be helpful for the trainers to be familiar with the information on pages 12-14 in talking about the formation of attachment and to expand on the 'Circle of Security' (PPT 7).

The 'Discussion' question is optional, depending on the group it may not feel appropriate to ask this question. Trainers should use their judgement and if the question is not asked, just discuss the feelings bonding brings.

***Expected responses***

*Bonding- List some of the words or phrases which describe how you felt*  
Overwhelmed, joyful, protective, overawed, anxious, loving, excited, gentle, nurturing.

***Reference to Learner Guide***

The information regarding Attachment and how secure attachment is developed in on pages 12 – 15 of the Learner Guide, Module 9.

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<i>PPT</i>	<b>PPT 5 – The two way process of attachment (cont'd)</b>
<i>Input</i>	When the caregiver is in tune with the child, a positive pattern of responding develops.
<i>Discussion</i>	<p><i>What might some of these positive reactions from the caregiver be?</i></p> <p><i>How might a baby or toddler respond?</i></p>
<i>Input</i>	<p>Through these positive interactions, a sense of security, predictability and consistency of care is established.</p> <p>Confidence and trust in the caregiver provides the child with a 'secure base' from which to explore.</p> <p>Children and young people with secure attachment are clear of their boundaries.</p> <p>This diagram shows us the importance of this 'secure base' to a child's development</p>
<i>PPT</i>	<b>PPT 7 – Circle of security</b>
<i>Input</i>	<p>From this diagram we can see the secure base develops as the caregiver attends to the child's needs.</p> <p>It is important to remember that most children develop secure attachments.</p>

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**9.4 Understanding the impact of 'attachment' on behaviour (cont'd)*****Expected responses***

*What might some of these positive reactions from the caregiver be?*

Positive eye contact, smiling, holding, rocking, laughing, picking up, feeding, talking to, playing with

*How might a baby or toddler respond?*

Positive eye contact, smiling, laughing, cuddling, playing with, talking to, cuddling

***Reference to Learner Guide***

The information regarding attachment and how secure attachment develops can be found on pages 12 – 15 of the Learner Guide, Module 9.

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<p><i>Input</i></p>	<p><b>What happens when attachment is disrupted?</b></p> <p>Many children and young people coming into foster care have experienced abuse and neglect.</p> <p>If we consider the circumstances needed for the development of secure attachment, as we discussed above, we can understand that many of these children will not have experienced secure attachment.</p>
<p><i>PPT</i></p>	<p><b>PPT 8 – What leads to disrupted attachment?</b></p>
<p><i>Input</i></p>	<p>As we learned in Module 6, a child's attachment experience also has biological implications. If we consider that these experiences affect the developing brain, in particular the limbic system, which is responsible for the development of emotions, attachment and empathy, it makes sense that these early attachment experiences will impact on a child's behaviour.</p> <p>Disrupted attachments can be seen in the way children and young people interact with their caregivers, their peers and others.</p>

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**What happens when attachment is disrupted?*****Aim of section***

The aim of this section is to provide participants with general information about disrupted attachment, and the impact of this on a child or young person's behaviour.

***Background information – context of foster care***

Providing foster carers with information about disrupted attachment and the impact on a child or young person's behaviour will assist them to understand the behaviour that may be displayed by children and young people in their care.

By developing an understanding of a child or young person's attachment history, and the impact of this on their behaviour, foster carers will be able to modify their expectations and perceptions of the child or young person's behaviour. This in turn will assist them to respond in a way that helps the child or young person develop healthy relationships. (*Learner Guide, Module 9, p15*)

For children and young people who are abused and neglected by a primary care-giver, the attachment bond is ruptured. They do not have an attachment bond to help them feel secure, comfort them, or help them regulate their behaviour. When a child or young person's attachment is disrupted, this can manifest through a variety of behaviours, dependent on the nature of the attachment 'disorder.'

***Facilitation options***

The trainers need to be familiar with the information on pages 16 –17 of the Learner Guide ('factors that may inhibit the development of positive attachments') to expand on PPT 8.

The trainers can also make links with participant's learning about early brain development from Module 6.

***Reference to Learner Guide***

The information on 'what happens when attachment is disrupted?' and 'attachment and brain development' appear on pages 15-16 of the Learner Guide, Module 9.

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<p><i>Input</i></p> <p><i>Learner Guide</i></p> <p><i>Activity</i></p> <p><i>PPT</i></p> <p><i>Input</i></p> <p><i>PPT</i></p>	<p><b>What happens when attachment is disrupted? (cont'd)</b></p> <p>We will look at some of the <i>children's stories</i> to see some examples of behaviour which may be the result of disrupted attachment with their primary caregivers.</p> <p>Ask participants to turn to page 17 of their Learner Guides. Advise that we will be exploring the behaviour of children and young people in relation to attachment issues, by looking at the stories of Amy and Sean.</p> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>▪ Divide participants into small groups</li> <li>▪ Allocate one of the children's stories to each group and ask them to read the story together in their group and answer the related question (note the trainer can choose to look at 3 stories if time is permitting)</li> <li>▪ Following small group activity, ask for participants to feedback to whole group.</li> </ul> <p><i>What aspects of Amy's/Sean's behaviour may alert you to attachment problems?</i></p> <p><b>PPT 9</b> Common behaviours of children and young people with attachment problems</p> <p>It is important to remember that children and young people can be helped with attachment problems. The possibility of an attachment relationship experience which children are offered in foster care has the potential to improve their difficulties.</p> <p><b>(NB: seek foster carer/trainer input here)</b></p> <p>Providing a care environment which is safe, consistent, stable and supportive will provide an important care experience for children and young people.</p> <p><b>PPT 10 &amp; 11</b> What you can do to help</p>
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**What happens when attachment is disrupted? (cont'd)*****Facilitation options***

The activity can be undertaken as a large group discussion or small group activity. The latter should be chosen if time is available.

In this section, it is important for trainers to stress that children and young people with disrupted attachment must still be viewed as individuals as their experiences and their resulting behaviours will be unique.

The trainers need to be familiar with the text on pages 23-24 to expand on PPT 8, when talking about disrupted attachment and the impact on behaviour. It would also be helpful for the trainers to have read the attachments to Module 9, which provides a broader understanding of disrupted attachment and how this affects children and young people.

It is also important to note that children and young people with disrupted attachment can be assisted by having positive attachment relationships, which may be offered through foster care. The trainers can relate the importance of the broad aims of foster care in providing children and young people in care with a strong foundation from which they can experience different attachment experiences.

***Expected responses to Activity***

*What aspects of the child/young person's behaviour may alert you to attachment problems?*

*Amy:* poor social boundaries can be aggressive toward parents and other children, anxious and clingy to the foster carer when going to contact, agitated with mother on reconnecting with her.

*Sean:* spends a lot of time with adults, worries about mother, indifferent to contact with mother, on contact appears angry and rejecting of mother, lack of friendships own age.

***Reference to learner guide***

The Activity (with the children's stories) appears on pages 17-22 of the Learner Guide, Module 9. The full information on 'common behaviours in children and young people with attachment problems' can be found on pages 23-25. Refer participants to **Resource 27 on page 41** for more on helping children with attachment problems.

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(15 mins)	<p><b>9.5 The impact of abuse, neglect and trauma on the behaviour of children and young people</b></p>
<i>Input</i>	<p>In Module 5 you learned about the impact of child abuse and neglect on the development of children. The experience of child abuse and neglect can also impact on the child or young person's behaviours.</p> <p><b>Impact on brain development</b></p> <p>As we learned in Module 6, abuse, neglect and trauma can disrupt healthy brain development.</p>
<i>PPT</i>	<p><b>PPT 12 – Disruption to healthy brain development</b></p>
<i>Input</i>	<ul style="list-style-type: none"> <li>▪ Trauma is a word sometimes used to describe the effect of severe abuse and neglect on children and young people</li> <li>▪ Trauma changes the way a child or young person's brain develops and functions</li> <li>▪ Our brain are developed to help us respond to threat</li> <li>▪ Chemical reactions in the brain respond to threats with either a 'freeze', flight or fight" response</li> <li>▪ Repeated trauma can result in these chemical reactions being constantly 'switched on'</li> <li>▪ This means that the child or young person is in a constant state of readiness to respond to threat (to freeze, flight or fight) even when there is no threat.</li> </ul> <p>We need to be mindful that because of their past experiences children and young people in care may be living in a heightened state of anxiety and hypersensitivity.</p> <p>Having these understandings will place us in a better position to understand when a child sometimes seems to 'over-react' to something and to respond in a way that is sensitive.</p>
<i>PPT</i>	<p><b>PPT 13: Did you know?</b></p> <p><b>(NB: seek foster carer/trainer input here)</b></p> <p><b>NOTE:</b> "On Track" – ACT Program pages 29-30 Module 9 Learner Guide – bring participants up to date about this program and to read in more detail at home. Handout On Track brochure available from Barnardos.</p>

<b>Trainer Notes</b>
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## **9.5 The impact of abuse, neglect and trauma on the behaviour of children and young people**

### ***Aim of section***

The aim of this section is to provide participants with a very basic understanding of the impact of abuse, neglect and trauma on the developing brain, and subsequently, the behaviour of children and young people.

### ***Background information – context of foster care***

Children and young people who have experienced chronic abuse and/or neglect often experienced developmental delays across a broad spectrum. Research has shown that a key factor which has been found to contribute to the success of foster care placements is the foster parent's ability to understand what the child has experienced; have an understanding of how abuse/neglect can harm a child's development; and have realistic expectations about how the child will behave and may respond to being in foster care. (Single, 2005)

### ***Facilitation options***

This section should be kept relatively brief, and the trainers can encourage participants to read further on the subject, referring them to **Resource 28 on page 45** for an article called *'Implications of Trauma Theory for children in out of home care'* by Laurel Downey (2005).

The trainer can use the stories of the children and young people to give examples of the behaviour which may be seen in children who have experienced trauma – for example, "you may remember Sam appeared "frozen with fear" when being spoken to about his behaviour in the classroom."

Trainers can note that this section (and indeed the subject of the Module) may raise some anxieties for participants – particularly around some of the behaviours which children and young people may display as a result of their experiences of abuse and/or neglect. This is one of the reasons why the PPT 12 is included at the end of this section as well as encouraging input from the foster carer co-delivering the training about their experiences caring for children and young people.

### ***Reference to Learner Guide***

The section regarding the impact of abuse, neglect and trauma on the behaviour of children and young people appears on pages 26-28 of the Learner Guide, Module 9. Trainers can refer participants to pages 26 – 28 of the Learner Guide to read more about the impact of trauma on behaviour at home. Trainers can also refer participants to **Resource 27 page 41** for more details on helping children with attachment problems and **Resource 28 page 45** article on the "Implications of Trauma Theory for Children". **NOTE: "On Track" – ACT Program pages 29-30 Module 9 Learner Guide – bring participants up to date about this program and to read in more detail at home.**

*Positive Futures Caring Together*

(25 Mins)	<b>9.6 The importance of establishing clear boundaries</b>
<i>Input</i>	<p>As we learned earlier, when children and young people have formed a secure attachment, where they have experienced consistent, attentive and nurturing care, they will be clear about their boundaries.</p> <p>They will know what to expect, how to behave and the consequences for overstepping these boundaries.</p>
<i>Discussion</i>	<p><i>Why is it important for children and young people to have boundaries?</i></p>
<i>Activity</i>	<p><i>What experiences might a child or young person have had with boundaries prior to entering foster care?</i></p>
<i>Input</i>	<p>You can see that as a result of differences in family experiences, that children and young people entering your care may have experienced boundaries which were inconsistent, non-existent or overly harsh – or a combination of all of these, which is very confusing for the child or young person.</p> <p>As part of survival, the child will have learnt behaviours to adapt to this environment, which they may bring with them to the care environment.</p> <p>Establishing boundaries at the beginning of a placement is one part of providing a care environment which is safe, consistent, stable and supportive.</p> <p>All children and young people test boundaries, which is part of growing up and gaining independence. Because of their experiences, children and young people in care may test boundaries more, or in different ways.</p> <p>It is also important to remember that children and young people in care may 'push' the boundaries as a way of testing a carer's commitment to them – or to see if the carer will react in a similar manner to their previous caregiver, for example, in an abusive way.</p>

<b>Trainer Notes</b>
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**9.6 The importance of establishing clear boundaries*****Aim of section***

The aim of this section is to provide participants with an understanding of the different experiences children and young people may have had with boundaries prior to entering care, and to understand how this will impact on how they respond to boundaries within the care placement.

***Background information – context of foster care***

Children and young people in care often come from backgrounds where they have had neglectful or abusive experiences, and where they have experienced inconsistent, absent or overly-harsh boundaries. Children who have an indiscriminate attachment disorder, and have lost their capacity to discriminate in relationships, may have a lack of boundaries in the way they relate to others (for example initiating affection towards a stranger).

It is important for carers to have an understanding of the previous experiences children and young people in their care may have had with boundaries to enable them to set and 'enforce' boundaries in sensitive manner. This allows the carer to respond in a way to the child or young person which demonstrates that they understand what is happening for the child or young person.

***Facilitation options***

The discussion and activity questions are designed for a whole group discussion. The trainers can use the stories of the children and young people in providing examples to responses given through the discussion questions (for example, Sean's experience with boundaries where he was very much independent and in a 'caring' role for his mother, may make it difficult for him to accept boundaries placed on him in the foster care home).

***Expected responses to the discussion and activity questions***

*Why is it important for children and young people to have boundaries?*

Provide a sense of safety and stability, to understand one's place in the world, to have a secure base from which to explore the world, to nurture independence and self-discipline, for the child or young person to know that someone cares about them and their well-being.

*What experiences might a child or young person have had with boundaries prior to entering care?*

Boundaries which were inconsistent, non-existent or overly harsh or a combination of all of these; parents/primary caregivers, who enforced boundaries through abuse, were unavailable, or who were inconsistent and unpredictable.

***Reference to Learner Guide***

The section on 'the importance of establishing clear boundaries' is on page 31-33 of the Learner Guide, Module 9. The related activity can be found on page 31 of the Learner Guide, Module 9.

*Positive Futures Caring Together*

<i>Input</i>	<p><b>Setting clear boundaries</b></p> <p>Setting clear boundaries requires an awareness of your own boundaries – what you will accept and not accept.</p> <p>The boundaries you set will reflect your own parenting style. Having an awareness of your parenting style, as we discussed earlier, will allow you to have insight into both how you set boundaries and what these boundaries are.</p>
<i>PPT</i>	<p><b>PPT 14 – setting clear boundaries</b></p>
<i>Input</i>	<p><b><i>‘Responding’ rather than ‘reacting’</i></b></p> <p>By not reacting the way a child or young person has come to expect, the foster carer provides a new experience and role model.</p> <p>Our own personal boundaries govern how we allow others to treat us.</p> <p>Because of their attachment experiences or experiences of being treated in an abusive manner, some children and young people may have ‘blurred’ personal boundaries.</p> <p>Working with the child or young person to develop personal boundaries will help them to protect their sense of ‘self’ and develop positive relationships with others.</p>
<i>PPT</i>	<p><b>PPT 15: Helping children and young people develop their own personal boundaries</b></p>
<i>Input</i>	<p>Helping children and young people develop their own personal boundaries may take a long period of time, and these strategies can be repeated as needed.</p>

<b>Trainer Notes</b>
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**Setting clear boundaries*****Aim of section***

This section aims to provide participants with an understanding of how to set clear boundaries for children and young people in care, and to understand the importance of 'responding' rather than 'reacting' to boundary testing. How children and young people can be assisted to establish their own personal boundaries is also explored.

***Background information – context of foster care***

Setting boundaries at the beginning of a foster care placement provides children and young people with a sense of safety and security. This is part of providing a care environment which is safe, stable, consistent and supportive. Setting boundaries and being consistent in responses, also provides children and young people with a sense of being cared about.

Often boundaries can be set and discussed with children and young people dependent on their developmental age. Prior to entering into such a discussion, the carer should be aware of their own boundaries and parenting style, and what they believe the 'non-negotiables' to be.

***Facilitation options***

The trainers can use the children's stories to provide examples of situations where children and young people have not been able to set their own personal boundaries due to their experiences. For example, Amy's story in this Module (p17) describes her lack of social boundaries, where she will go to anyone for comfort or care. Carley's story in this Module (p19) also describes her difficulty in expressing her view points, describing her behaviour as "overly-compliant and quite passive".

The trainers need to be familiar with the points on page 32 regarding how to help children and young people set their own personal boundaries, so that they may expand on the points on PPT 15.

The trainers can also make the link between assisting children and young people to set their own personal boundaries to the content covered in Module 8. The trainers can remind foster carer's of their important role as a role model for children and young people in care and of the importance of using reflective skills as a way of learning.

***Reference to Learner Guides***

The information regarding 'setting clear boundaries' can be found on pages 32-33 of the Learner Guide, Module 9.

*Positive Futures Caring Together*

(10 mins)	<b>9.7 Promoting positive relationships and behaviour</b>
<i>Input</i>	<p>The development of a positive relationship between carers and children and young people is a key factor in promoting positive behaviour.</p> <p>Making the commitment and taking the time to build a positive relationship, provides a solid foundation for working with children and young people around specific behaviours.</p>
<i>Activity</i>	<p><i>What could you do to build a positive relationship with a child or young person?</i></p>
<i>Input</i>	<p>NB: Seek input from the foster carer/trainer following discussion.</p> <p>Building a positive relationship with a child or young person assists in promoting positive behaviour.</p> <p>If we 'catch them being good', look for the strengths and name these and respond positively, we will be building the child's understanding of appropriate behaviours as well as their self-esteem.</p>
<i>PPT</i>	<b>PPT 16-17:</b> Promoting positive behaviour
<i>Input</i>	<p><i>Suggested summary of key points</i></p> <ul style="list-style-type: none"> <li>▪ Foster carers provide an important role model to children and young people in care</li> <li>▪ Children respond to genuine interest and concern</li> <li>▪ Some children and young people have never had their strengths acknowledged</li> <li>▪ Having fun with the child or young person is another way to let them know that they are worthwhile and that you wish to spend time with them.</li> <li>▪ Don't be afraid to apologise – the ability to say 'sorry' is important in building a positive relationship.</li> </ul>

<b>Trainer Notes</b>
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**Promoting positive relationships and behaviour*****Aim of section***

The aim of this section is to focus on the importance of acknowledging the strengths of children and young people, and the ways in which positive behaviour can be promoted.

***Background information – context of foster care***

Often a key focus of caring for a child or young person with challenging behaviours can be the management of these behaviours. It is important for carers and other significant people in the life of the child or young person to help them to recognise their strengths and positive behaviours, as a way of building their self-esteem. Children and young people in care may have had little acknowledgement of their strengths. Research tells us that spending time with children and young people, and focussing on their strengths can lead to better outcomes.

***Facilitation options***

The introduction to this section should be kept brief, as many key points will come out from participant's responses to the activity. The activity question is designed for a whole group discussion.

The trainers need to be familiar with the text on pages 33-34 'promoting positive behaviours' to build on the points on PPT 16 and 17. Links can also be made to the broad aims of foster care.

***Expected responses***

*What could you do to build a positive relationship with a child or young person?*

Showing an interest, spending time, having fun, listening to, valuing (saying and showing through above), treating with respect, 'catch them being good', rewarding the 'small things', spending time with the child or young person, having 'fun' together, showing an interest in the child or young person, their interests and how they are going (i.e. in school), hang up photos of the young person that they help choose around the house, display work they have done at child-care/school, giving the child or young person choices, etc.

***Reference to Learner Guide***

The section regarding promoting positive behaviours can be found on pages 33 - 34 of the Learner Guide, Module 9.

*Positive Futures Caring Together*

(45 mins)	<b>9.8 Strategies for responding to behaviour</b>
<i>Input</i>	<p>As we have learned, it is helpful to view behaviour as 'communication'.</p> <p>Listening' to children and young people to try and understand what they are trying to tell you – what is happening for them, will help us respond in a more sensitive and appropriate manner.</p> <p>The following steps provide a useful guide for responding to behaviour in a child or young person.</p>
<i>PPT</i>	<b>PPT 18:</b> Steps in responding to behaviour (C.A.R.E)

<b>Trainer Notes</b>
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**9.8 Strategies for responding to behaviour*****Aim of section***

This section aims to provide participants with an opportunity to consider the importance of building on their strategies for responding to the behaviour of a child or young person.

***Background information – context of foster care***

Throughout this session we have emphasised the importance of trying to understand what the child or young person is experiencing, to try and 'hear' what they are communicating through their behaviour, so that we can better respond to their needs. The C.A.R.E model provides steps that can be used in understanding behaviour before responding.

***Facilitation options***

The introduction to this section should be kept brief, as participants will require time to undertake the related activity which follows.

***Reference to Learner Guide***

The section on 'strategies for responding to behaviour' can be found on page 35 of the Learner Guide, Module 9.

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<p><i>Learner Guide</i></p> <p><i>Activity</i></p> <p><i>Input</i></p>	<p><b>Strategies for responding to behaviour (cont'd)</b></p> <p>Turn to page 36 of the Learner Guide for an activity using the C.A.R.E. model to respond to behaviour.</p> <p><i>Use the C.A.R.E. steps to develop an appropriate response to Amy's behaviour.</i></p> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>▪ Divide participants into small groups and advise that they will have 10 minutes to complete the Activity</li> <li>▪ Advise participants that you will ask for feedback and responses to Activity</li> <li>▪ When seeking feedback, trainers need to ensure sufficient focus is given to the 'Respond' part of the C.A.R.E model, encouraging participants to provide verbatim responses</li> <li>▪ Sum up feedback and responses to Activity.</li> </ul> <p>At times it can be challenging to work out what is happening for a child or young person, as we may not always have all the 'pieces of the puzzle'.</p> <p>There will be times when we will not get it 'right'- however children and young people will see, from the way you behave, whether you are trying to understand or not.</p> <p>An important step is evaluating how you have responded, to consider what has worked, what did not work so well, and other strategies which you may use.</p>
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<b>Trainer Notes</b>
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**Strategies for responding to behaviour (cont'd)*****Aim of section***

The aim of this section is to explore strategies for responding to behaviour, and providing participants with an opportunity to apply the C.A.R.E model.

***Facilitation options***

The trainers can ask a participant to volunteer to read Amy's story for the Activity before dividing into small groups to complete the activity. In summing up, the trainers should acknowledge the challenge for carers in being aware of all the things which may be affecting a child or young person, and the importance of having information communicated on a 'needs to know basis' to be better equipped to respond sensitively to children and young people in their care.

***Expected responses to Activity******Consider***

- Amy was not aware that the TV was going to be turned off after playschool (needing communication and predictability)
- Watching the programmes on TV may remind her of being at home with her mother and father (which could be both something she is grieving)
- The action could be a trigger of a past trauma for Amy (need to know that she is safe and okay)
- She may be tired (may not have slept well and need opportunity for rest)
- May have observed this type of behaviour
- Part of 'testing' carer and limits (needs carer to respond in appropriate and consistent manner)

***Assess:***

- Possible loss and grief
- Possible disrupted attachment
- Possible past traumatic experience (abuse or neglect, or where mother was 'unwell')
- Needing to control situation as feeling out of control

***Respond:***

- Acknowledge Amy's feelings and name (you seem to be feeling angry, sad?)
- 'I love the way you sing and dance to the music on playschool – and now it's time to turn off TV.'
- "I'm sad you're upset... We don't hit each other here"
- "Does Amy need a cuddle?" (may need to be rocked and held)

***Evaluate:***

- What worked and what didn't? Were any of my buttons pushed and why?
- How did I manage having my buttons pushed?
- What if anything could I have done differently?

***Reference to Learner Guide***

The activity can be found on pages 36-37 of the Learner Guide, Module 9.

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<p><i>Input</i></p>	<p><b>Managing our own reactions to behaviour</b></p> <p>As we have learned, children and young people in care may face many challenges. These challenges may also become challenges for foster carers.</p> <p>At the beginning of this session we talked about behaviour which may 'press your buttons'.</p> <p>Even though you may have a good understanding now about the factors impacting on children and young people in care, your 'buttons' may still be 'pressed' when you least expect it.</p> <p>This may impact on our ability to respond according to the C.A.R.E model.</p>
<p><i>Discussion</i></p>	<p><i>What sorts of things could you do to manage your emotional reactions to a child or young person's behaviour?</i></p>
<p><i>Input</i></p>	<p><b>Building your own capacity</b></p> <p>Part of providing a nurturing environment, and one in which we are able to respond, rather than react to behaviours, also involves building our own capacity.</p>
<p><i>PPT</i></p>	<p><b>PPT 19: Understanding behaviour</b></p> <p>As we discussed earlier, a critical part of parenting is the capacity to empathise with children and young people.</p> <p>Increasing our understanding of what brings about difficult behaviours and what we can do to help children and young people deal with their sometimes overwhelming and confusing feelings is an ongoing process.</p>
<p><i>Discussion</i></p>	<p><i>How might you build your own capacity to parent or care for a child or young person?</i></p>
<p><i>Input</i></p>	<p>By caring for yourself you will be better equipped to care for a child or young person. It is also important to remember that you are part of a team, and support and further training in working with children and young people and their behaviours will be provided by your agency.</p>

<b>Trainer Notes</b>
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**Managing our own reactions to behaviour*****Aim of section***

This section aims to consolidate some of the key learning's from the session and for participants to consider ways in which they might build their capacity in this area.

***Background information – context of foster care***

It is important for foster carers to have a number of strategies to build on their capacity for responding appropriately to challenging behaviour of children and young people in their care. For foster carers, building their capacity to understand what children and young people are trying to communicate through often challenging behaviour is an ongoing process. This also involves caring for themselves and building their own 'resilience', as discussed in Module 8.

***Facilitation options***

The discussion questions are intended for a whole group discussion. It is useful for the trainers to make links between the discussion and having an awareness of their own parenting style, the things which 'push their buttons' and their own personal boundaries, any other factors which may affect the way they respond to behaviour and the importance of building their capacity in this area.

***Expected responses to discussion***

*What sorts of things could you do to manage your emotional reactions to a child or young person's behaviour?*

Try to reason through the behaviour – why are they doing this? What do they need? Walk away, take time out (ensuring that the child or young person is safe), call for assistance (talk to agency worker, partner), count to 10.

*How might you build your own capacity to respond to challenging behaviour?*

Talking with agency worker and other foster carers, participating in courses specific to particular behaviours and working with children and young people, building further on understandings of the experiences of children and young people in care, ensuring that you are cared for and receive support as needed, take time out, make time for things which make you feel good/reduce stress (i.e. exercise), reflecting on how you managed your responses to behaviour following different situations, building awareness of own boundaries, awareness of own issues, awareness of parenting style and things which 'push buttons, HAVE FUN!

***Reference to Learner Guide***

The section on 'strategies for responding to behaviour' can be found on page 35 of the Learner Guide, Module 9.

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	<b>9.9 Close</b>
<i>Discussion</i>	<b>PPT 20</b> <i>“What are some key things that you have learned from this session about being a foster carer?”</i>
<i>Input</i>	<p>Link learning from this module to Module10. Explain that in Module 10 we will be looking at understanding needs and responding to the needs of children and young people who are moving from a care placement.</p> <p><b>Assessment Tasks.</b></p>
<i>Assessment Workbook</i>	Briefly refer to Assessment Workbook Part 2 to discuss the assessment tasks for this module.
<i>Handout</i>	<p>Handout evaluation sheets for this module.</p> <p>Thank participants for their participation and confirm details of next module.</p>

<b>Trainer Notes</b>
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**9.9 Close*****Aim of section***

The aim of this section is to summarise the key messages from the module and to provide further explanation and clarification of the assessment tasks for Module 9.

***Background information – context of foster care***

It is helpful for participants to leave the training session with some key take home messages, a clear understanding of the requirements of the assessment tasks, and to have a brief overview of what will follow in the next module.

Participants are encouraged to complete the reflection sheets before they leave the training session while their thoughts and feelings about what they have learned is uppermost in their minds. However, many participants will choose to complete the reflection sheets at home.

In order to gain feedback about the training and contribute to the continuous improvement of the program it is important for all participants to complete an evaluation form. Again, many participants will choose to complete this at home and return it at the following training session.

***Facilitation options***

Trainers can ask participants to report one or two key things that they learned from the training session. This method will encourage participants to reflect on their own learning and will provide feedback for the trainers as to whether the key messages from the module have been well communicated.

It is important to get at least one response from every participant.

An alternative method would be to read through the 'take home messages' from the Learner Guide at the end of the module.

If participants are indicating that they are struggling or needing more information or reassurance about the take home assessment tasks, some additional clarification of the task could be provided in this section provided it is kept brief. If discussion about the assessment tasks is taking longer than expected, trainers should offer to talk to participants either after the session or individually out of session. Trainers/assessors will have given out their contact details at the beginning of Module 6.

***Reference to Learner Guide***

Trainers can refer to page 40 of the Learner Guide for a summary of take home messages. The information regarding the assessment tasks appear on pages 3-4 of the Learner Guide. Trainers can refer to the Assessment Workbook Part 2 to talk through the assessment tasks.