


Slide 1

Integrative Parenting: Strategies for Raising Children Affected by Attachment Trauma

Class 5 (of 5)
Boundaries and Consequences with Love and Attunement




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THE ATTACHMENT AND TRAUMA CENTER OF NEBRASKA

Slide 2

This powerpoint is based on the following parent guide:

“Integrative Parenting: Strategies for Raising Children Affected by Attachment Trauma”
by Debra Wesselmann, Cathy Schweitzer, & Stefanie Armstrong
(W.W. Norton, New York, 2014)



Integrative Parenting
Strategies for Raising Children Affected by Attachment Trauma
Debra Wesselmann, Cathy Schweitzer, Stefanie Armstrong

Slide 3

Accompanying Treatment Manual for Therapists:

Integrative Team Treatment for Attachment Trauma in Children: Family Therapy and EMDR”
by Debra Wesselmann, Cathy Schweitzer, & Stefanie Armstrong (W.W. Norton, New York, 2014)



Integrative Team Treatment for Attachment Trauma in Children
Family Therapy and EMDR
Debra Wesselmann, Cathy Schweitzer, Stefanie Armstrong

Slide 4

At the End of this Class, You Will be Able

10.

- Let go of “emotion-driven” responses to your child’s behaviors.
- Use Integrative Parenting methods of managing your child’s behaviors while calming your child’s brain and enhancing the relationship.

Slide 5

Integrative Parenting = Boundaries With Attunement




Image 1

Slide 6

Your Child is Trapped on a Merry-Go-Round of Mistrust.



Image 2

- The world is not a safe place.
- I have to take care of myself.
- It’s not safe to love.
- It’s not safe to be vulnerable.
- It’s not safe to be close.

Slide 7

At times, You Have Been on the
"Merry-Go-Round" of Mistrust with Your Child



- "My world is not safe."
- "I am a terrible parent/person."
- "It's not safe to love my child."
- "My child has ruined my life."

Image 3

Slide 8

The Traumatized Child Cannot Get off the
Merry-Go-Round Alone

With the right strategies, you have the power to stay off the merry-go-round and help calm and integrate your child's brain. Your child needs your help!



Image 4

Slide 9

"How Not" to Implement Behavior Management
Methods...

- Lecturing
- Yelling
- Sarcasm
- Escalating punishments
- Spanking



Image 5

Slide 10

Emotion-driven Parenting Behaviors

Emotion-driven parent behaviors promote the child's beliefs:

- "I am bad and you are mean."
- "I cannot trust you or depend upon you."
- "I must take care of myself."




Image 6

Slide 11

A Word About Spankings...

- Spankings are tempting because they stop the child's behaviors in the moment.
- However...
 - Research shows that children who are spanked frequently are more aggressive than other children.
 - Spankings reinforce "I'm bad" and "You are mean" for the child affected by attachment trauma.
 - Spankings will very likely trigger past trauma.
 - Spankings trigger hyperarousal.

Slide 12

Emotion-Driven Parenting Behaviors Cause Hyperarousal in Children

- Outside of the window of tolerance, children cannot think, learn, or remember anything that their parents have said.




Image 7

Slide 13

The How:
Managing Behaviors Day-to-Day

- Stay emotionally attuned. ("I know it's hard to be a kid." "I can understand that those big feelings must be hard for you to manage.")
- Stay calm. (Soft voice tone, calm face--keep breathing)




Image 8

Slide 14

The How:
Managing Behaviors Day-to-Day

As soon as you notice signs the child is getting worked up, reach out and connect. (A touch, a bear hug, a cuddle, a playful wrestle)



Image 9

Slide 15

The How:
Managing Behaviors Day-to-Day

- Structured, predictable, safe environment. (Clear rules, no surprises, a calm home free of other conflict)
- No spanking.
- "Don't sweat the small stuff." (Let go--ignore the little things.)

Slide 16

The How:
Managing Behaviors Day-to-Day

16

- Point out when a small rule has been forgotten. Use a calm voice. ("Whoops – I notice shoes in the living room. Help those shoes find their place in the closet, please!")
- No need to consequence every little thing.

Slide 17

The "What"

17

**BEHAVIOR
MANAGEMENT
STRATEGIES THAT HELP
– BUT DON'T HURT**

Slide 18

An Ounce of Prevention is Worth a Pound of Cure

18

- Prepare and reassure your child before going to an unfamiliar, stimulating, or anxiety-producing place. Have a calming down plan.
- Pre-teach and practice skills for behaving in a restaurant or other public gatherings prior to the trip.

Slide 19

Teach After the Fact

19

- When your child is calm, use a matter-of-fact voice and start a discussion with, "I'll bet you didn't know that..." and explain why the behavior was not OK.




Image 10

Slide 20

Put on Your "Detective's Hat"

20

When your child is calm, use a matter-of-fact voice and start a discussion with, "Let's see if we can figure out what we were both thinking and feeling a little while ago and make a plan so we can prevent the problems next time."




Image 11

Slide 21

"Connect" then "Redirect"
(Reference: Siegel and Bryson, 2011, "The Whole-Brain Child")

21

In general, to create an integrated brain, "connect" with the child, "right brain to right brain" before redirecting "left brain to left brain."




Image 12

Slide 22

"Connect" then "Redirect"
(Reference: Siegel and Bryson, 2011. "The Whole-Brain Child")

22

Get down on the child's level
Give a hug or touch in some way
Pleasant voice and face
Verbal reassurance or expression of love




Image 13

Slide 23

Effective Consequences

- Are natural or logical.
- Are mild and short-term.
- Are not shaming.
- Are appropriate to the child's developmental age.
- Are delivered with empathy.

Slide 24

Consequences Delivered With Empathy...
(Reference: Cline & Fay, "Parenting With Love and Logic.")

- Will help your child feel connected to you.
- Will help your child become regulated.
- Will help your child be in touch with remorse and learn from his mistake.




Image 14

Slide 25

Empathic Sentence Starters

- “I can see this is hard for you...”
- “I know you will make a better choice next time...”
- “Sometimes it’s hard to be little...”
- “You know we all make mistakes...”

Slide 26

An Effective Reward System

- Target a specific behavior or time period.
- Create a visual aid so the child can see the progress.



Image 15

Slide 27

An Effective Reward System

- Keep it short and simple!
- Keep it achievable!
- Positive behaviors do not have to be sequential in order to earn a reward!




Image 16

Slide 28

Choices Avoid Power Struggles

Both choices should be acceptable to you. None should be punitive.




Image 17

Slide 29

Choices Avoid Power Struggles

- Choices help avoid power struggles, give children a feeling of significance, and keep the relationship positive.
- Choices develop thinking skills.

Slide 30

Examples of Choices

- “This room needs to be picked up by this weekend. Would you rather do it Thursday or Friday?”
- “Would you rather learn the rules by playing the game with us or by watching us play? Let me know what you think.”
- “Would you rather take out the trash after school or before dinner? You pick.”

Slide 31

Sentence Starters for Choices
(Reference: Cline & Fay, "Parenting With Love & Logic")

- "You're welcome to _____ or _____."
- "Feel free to _____ or _____."
- "Would you rather _____ or _____?"
- "What would be best for you - _____
or _____?"

Slide 32

The Collaborative Problem-Solving Method
(Reference: "The Explosive Child" by Ross Greene.)

1. "I notice.....What's up?"
2. Repeat exactly what the child responds.
3. "My concern is..."
4. "How can we solve this problem?"




Image 18

Slide 33

"Integrative Parenting" Probably Will Not Look Like:

- The way you were raised.
- The way you have raised non-traumatized children in your home.


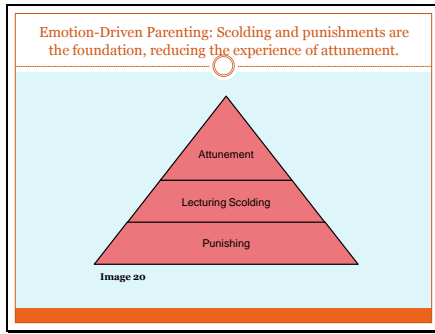


Image 19

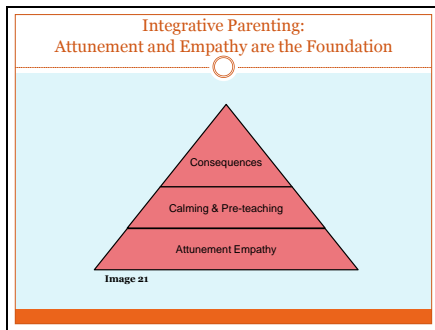
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A Comparison	
Emotion-Driven Parenting	Integrative Parenting
Consequences/punishments	Mindful Awareness
Spankings	Pre-teaching
Lectures	Empathy and attunement
Raised voice	Focus on calming the child's brain
Orders	Talking it through
	Connecting
	Minimal use of consequences
	Choices

Slide 35



Slide 36



Slide 37

In Summary...

1. Stay mindful. Use an easy-going voice tone.
2. Look beyond the behaviors. Attune to the feelings and beliefs driving the behaviors.
3. Calm your child's dysregulated brain with your calm brain.
4. Teach and pre-teach.
5. If necessary, give consequences -- but always with empathy.
6. Use simple reward systems.
7. Use "collaborative problem-solving."
8. Give choices.

Slide 38

Take it One Day at a Time.

- Don't expect any one behavioral technique to work every time.
- You will not undo all their years of hurt in a short time.
- Keep trying -- don't give up!

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The Time and Energy You Invest Now Will Lead to a Happier Home for Future Years.



Image 22

Slide 40

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Slide 41

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