156058

SEXUALLY ABUSED CHILDREN IN FOSTER CARE

Instructor's Manual

156058

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Father Flanagan's Boys' Home
Boys Town, Nebraska

TABLE OF CONTENTS

INTRODUCTION

TABLE OF APPENDICES

INTRODUCTION

Background of the Project

Father Flanagan's Boys' Home developed the training curriculum for this workshop as the result of a 2-year grant received by the Department of Health and Human Services. The goals of the grant were to develop a training curriculum, including print and audiovisual materials, teaching the knowledge and skills important for work with sexually abused children in out-of-home care settings; to develop and include in the curriculum a targeted intervention approach based on adaptations of the Boys Town Family Home Program, for foster parents and other caregivers to use in responding to the symptoms displayed by sexually abused children; and to deliver training to foster parents and other out-of-home caregivers with Nebraska as the initial target area and with expansion to a national focus by the end of the first year.

The project was initiated with the convening of an advisory group which consisted of mental health professionals, foster parents, representatives of child caregiving agencies, foster care and child protective service workers, and representatives of the Nebraska Department of Social Services. The advisory committee was the impetus for the development of a curriculum for training foster parents to work more effectively with children who had been sexually abused. This curriculum is contained in the Sourcebook for Foster Parents, the companion piece to the instructor's manual.

The project further included the opportunity to present this material in day-and-a-half long pilot workshops in six locations across the State of Nebraska. For the first day of training, foster parents were given the option of attending in the afternoon or a repeat session in the evening. All participants attended the second day. The training has been designed for replication in a variety of formats.

Possibly the most significant aspect of the project included various opportunities to receive feedback from the participants. Evaluation tools included a foster parent survey, pre and post tests, pre and post Child Behavior Checklists (Ackenbach and Edelbrock, 1983), action plans, follow-up structured telephone interviews, and satisfaction questionnaires. These measures provided us with a wealth of information which helped us to shape the curriculum, make on-going adjustments during the course of the pilot workshops, and offer suggestions to the user of the instructor's manual.

Prior to the development of the curriculum, all foster parents in the State of Nebraska were surveyed. (See Appendix A) The foster parents who had cared for sexually abused children were asked about the kinds of behaviors they see most frequently exhibited by sexually abused children and how bothersome the behavior is for the foster parent. This information helped us shape the training curriculum to address issues foster parents consider important. For example, seductive behavior within the foster family was considered very bothersome and likely to result in the disruption of placement. As a result of knowing about the seriousness of this behavior, we were then able to devote some specific attention to it in our materials.

At the beginning of each day of training, the foster parents were given and asked to fill out a pretest which is included in the manual. At the conclusion of each day, they were asked to retake the test which helped us to evaluate whether we were accomplishing our purpose in teaching the essential information. (See Appendices B and C for examples of tests. We recommend using these as guides for developing tests which would be be unique to the format chosen by the instructor.) There should be some caution taken in using tests, which will be discussed later in this section.

The foster parents were also asked to fill out a Child Behavior Checklist (Ackenbach & Edelbrock, 1983). Specifically, they were asked to complete the form for a child currently in their care who has been sexually abused. A new Child Behavior Checklist was sent to the foster parents several weeks later to assess whether or not the problem behaviors had improved as a result of the training.

After Day Two, the foster parents were asked to fill out an action plan (Appendix D) which asked:

- What do I want to do differently?
- What do I need to do to make it happen?
- How will I know I have made a change?

Three to four weeks after the training, the foster parents were called. At that time they were asked follow-up questions about the training itself, the Sourcebook, and whether their action plan had worked. (The structured interview guide that was used to make the calls can be found in Appendix E and a summary of the feedback is found in Appendix F).

One of the most valuable pieces of information we received were evaluation forms following each training. The participants were generous with their feedback which was immensely helpful.

They told us what they liked and suggested revisions in many aspects of the project including the presented material, the format for training, the Sourcebook, and presentation style to name a few. (The questionnaire and a summary of this feedback can be found in the Appendices G and H, respectively).

As a result of the several evaluation efforts, we feel we have a very thorough product and one that is sensitive to the needs of foster parents. The Sourcebook was revised and we have incorporated the consumer feedback into the development of the instructor's manual. The reader will note references to foster parent feedback in several places throughout this section.

Basic Assumptions of the Program

The profile of sexually abused children as a group includes an array of difficult, dangerous, provocative, and unattractive behaviors including compulsive masturbation, often in public; seductive, promiscuous, or sexually aggressive behavior; precocious sexual knowledge often enacted in play; regressive or immature behaviors; nightmares; suicide attempts; bedwetting; eating disorders; runaway behavior; repeated victimization; self-mutilation; chemical dependency; and somatic complaints. The behaviors are symptoms which the children develop as primitive attempts to cope with feelings of helplessness, fearfulness, shame and other painful emotional and physical effects of abuse. Although the behaviors may be understandable as originating out of the trauma of the abuse; nevertheless, they present difficult management problems for foster parents.

Frequently it is necessary to place sexually abused children outside their family settings for their own protection while they and their families receive treatment. Reunification of families is the goal for many, but some remain in long-term foster care or need adoptive placements. Because the behaviors of sexually abused children often are disruptive, defiant, or dangerous to themselves or others, placement becomes a challenge. In the child welfare field, there is consensus that stability in placements and placement in the most family-like settings possible are factors which decrease the potential for additional emotional damage to children in out-of-home settings. Children who are moved from on placement to another, often with each move leading to a more restrictive environment, may give up on relationships and display an increasingly limited ability to form emotional attachments to others. There are tragic personal and societal implications of the psychological damage that originates from the unhealthy dynamics of sexually abusive families and is perpetuated or intensified by a foster care system often unable to cope with the emotional and behavioral problems of these children.

Child welfare staff have problems locating placements for sexually abused children who engage in difficult behaviors. Even when initial placements are secured, sexually abused children are at risk for placement disruption when foster parents or other caregivers find their behavior unmanageable. Disrupted placements are part of a vicious cycle which begins with trauma of abuse, development of difficult child behaviors, and removal from the family. The difficult behaviors increase the risk for rejection by out-of-home caregivers. That rejection further undermines the child's self-worth and ability to trust, leads to acceleration of problem behaviors, and makes subsequent placements more at risk for disruption.

Another complicating factor which may increase the risk for placement disruption is the child's loyalty and ambivalence toward the abuser and other family members. When that dynamic is disregarded, out-of-home caregivers may respond without sensitivity to the child's ambivalence by acknowledging the angry feelings the child has toward the abuser and discounting or disapproving of the caring feelings.

Further sexual victimization may occur in placement settings or in the community. While it is important to avoid a "blaming the victim" mentality, there is some reason to suspect that sexually abused children are vulnerable to revictimization for a variety of reasons including low self-image, lack of a repertoire of assertive responses, and a sexualized quality to behavior (sometimes described as seductive). Even experienced therapists often feel aroused or uncomfortable in response to the sexualized behavior of sexually abused children. If trained therapists experience arousal or discomfort, then one can anticipate that persons who are recruited to become foster parents or hired as residential care staff will also experience that arousal or discomfort.

Even those foster parents who are skilled in dealing with difficult child behaviors may balk when approached about providing care for sexually abused youngsters or may accept the challenge initially, but request removal to another placement when the child's behaviors become too disruptive or threatening to the family or other children in the setting. The behavior of sexually abused children has powerful potential for eliciting emotionally charged responses from others, particularly adult caregivers.

The Boys Town Family Home Program has been adapted for this training to teach foster parents some techniques for dealing with the problematic behaviors of sexually abused children. It is, therefore, essential for the reader of this manual to have some understanding of the basis of this program.

The Boys Town Family Home Program itself is a philosophy and a method of child care. The program flows out of the philosophy that the children whom it serves have not yet learned all they need to know to live healthy, productive, long lives. When children bring with them a history of instability in their own families created by alcoholism, abuse of all kinds, mental health problems, abandonment, death, and loss of spirituality, this instability is manifested in youth problems such as markedly delayed academic progress, delinquent behavior, substance abuse, or emotional disturbance

The Boys Town Family Home Program includes a highly researched set of skills and motivation systems for working with these problems. The adaptation of this program, found in this manual and the Sourcebook, is designed to give foster parents a starting point by teaching them some of these very effective techniques.

A starting point is exactly what it is, however. Even at Father Flanagan's Boys' Home, we have found that a three-week intensive preservice workshop is not sufficient to produce a successful home operation -- it is a survival course. Ongoing consultation to the direct service providers from persons experienced in the Boys Town Family Home Program, as well as systematic evaluation input are other equally essential components. Foster parents, then should thus be provided with such consultation and evaluation services from knowledgeable, objective professionals.

As an instructor of this material, your goals will be:

1. To help foster parents understand that the way in which families behave teaches children how they, in turn, should behave.

2. To teach foster parents how to handle sexual behaviors, sexually acting out, and other inappropriate behaviors frequently exhibited by sexually abused children so that these children can develop healthy self-concepts; understand their own feelings and sexuality; learn appropriate ways to give and receive attention and affection; ask for help or permission; follow instructions; express frustration, anger, fear; and generally, control their own behavior.

3. To help foster parents understand the various sexual behaviors of children by recognizing age appropriate behaviors and the degree to which a child's sexual acting out behavior indicates a discrepancy between the child's age and level of development.

4. To help foster parents look at all behaviors as "appropriate" or "inappropriate" rather than "good", "bad", "evil", etc.

5. To desensitize foster parents to discussions about sexual behavior and teach them effective listening skills.

6. To make foster parents aware of the extreme emotional needs of the sexually abused child.

7. To help foster parents understand that the emotional needs and feelings of the sexually abused child are often expressed through a variety of inappropriate behaviors.

8. To emphasize to foster parents their role as a professional treatment provider and therapeutic agent.

Teaching Foster Parents

The instructor will be attempting to meet the above objectives and impart the necessary knowledge and skills to foster parents. The foster parents in training, on the other hand, will likely be there for a variety of reasons and have come from a variety of backgrounds. They will vary in their ages and past experiences. They will possess varying degrees of education and they will come from different types of communities. They will have divergent views on parenting, foster parenting, and most any other topic. The instructor will need to consider that the individual reasons the foster parents have for even attending training will vary considerably. Some foster parents may be very motivated to be there -- they often attend trainings and have a desire to learn more effective ways to help children. Others, however, will not be motivated by the classroom. They may, in fact, even resent being there. It is possible that foster parent training in some states will be mandated for licensing. Some foster parents in the group may feel they are already successful with foster children and therefore, don't need training.

In many ways it is a monumental task to attempt to gather a group like this together and teach them in such a way that they will have their wide range of needs met. It is, however, necessary for the instructor to develop an atmosphere that is conducive to learning, no matter how diverse the group.

Whatever the make up of an individual group, the instructor must maximize the learning potential for each participant by making them as comfortable as possible. Some of the techniques the instructor will use to accomplish this feat will vary depending on the group and it is the instructor's challenge to be flexible and adaptable. Some guidelines, though, will apply to most groups.

Scheduling. Foster parents usually have busy schedules and it is important to be sensitive to the value of their time. Many foster parents will want to gain some very specific information from the workshop while others will have a more general agenda. The instructor can get a good sense for some of these specific needs during the introductions at the first session by asking the appropriate questions, e.g., "Why are you here?" or "What do you hope to get out of this training?"

Attention to timelines will go a long way in demonstrating to foster parents recognition of the importance of their time. In one of our six pilot workshops, circumstances caused delays and deviations from the schedule. Foster parents pointed this weakness out to us in satisfaction questionnaires and it was good affirmation of the extreme value of this limited commodity. It is important to start on time, take time-limited breaks, and end on time. If participants are late, it may be necessary for the instructor to attend to this at the first session. The instructor may want to indicate that due to the amount of material and in fairness to those who did arrive on time, it will be necessary to start each session promptly. The instructor should encourage those members who find they will be late to come to class anyway but that class will not wait for them. Foster parents will appreciate the instructor's respect for their time and knowing the ground rules in advance.

The scheduling of the workshop itself will need to be done with consideration of the foster parents as well, of course. Remembering, again, the demands already placed on foster parent's time, and that many often have jobs outside the home, the instructor may not want to schedule the workshops during normal working hours. Rather, it is usually better to schedule evenings or Saturdays. Prior to scheduling a training session, the instructor could send out a questionnaire to assess the most convenient day and time for the target audience. Our training sessions were held on Thursday afternoon and evening and all day Friday. Many foster parents commented that while they liked the evening, the daytime session was difficult for them to attend.

The facility. The facility for training can contribute to or detract from the trainee's comfort level as well. Thus, attention to its adequacy is a consideration for the instructor, and worthy of mention here. While it is sometimes difficult or impossible to be selective about the training room, it is important, nevertheless, to consider size, ventilation, and temperature. Access to restrooms should be announced early in the first meeting. The instructor may want to ask for feedback on the adequacy of the facility, specifically , so that adjustments can be made, if possible, prior to the next session.

Room arrangement should be conducive to the learning process. Allowing for ease of notetaking will be the priority in most sessions while others will call for an arrangement that is more conducive to discussion. Participants should be able to see all visuals that are used without interference. There must be convenient outlets located around the room for VCR, monitor, overhead projector, etc., and sufficient room for any such equipment. Too much time spent arranging and working with equipment during the presentation detracts from the material being presented and diminishes professionalism. In sessions in which role-play is used, ease of movement from the large group to smaller role-play groups should be considered.

Refreshments can help to enhance the socialization process of the group which further aids in relationship building among members of the group and the instructors. As group members get to know each other, they will begin to feel more comfortable with each other and the learning process itself. The instructor can arrange to have refreshments served at each session or have the group share in this responsibility.

Smoking is an issue that will need to be addressed. Many nonsmokers will feel that their rights are being been infringed upon if they have to breathe sidestream smoke. In fact, smoking is becoming prohibited in more and more public and private buildings. It will likely be necessary, to limit smoking to a location outside of the training room, with a sensitivity to a reasonable time frame between breaks for smokers.

Teaching adults. One of the foremost factors for the instructor to keep in mind is that the foster parents are adults who, regardless of background, have a variety of unique experiences, ideas, and thoughts to share. They need to feel respected for the knowledge and skills they already possess, or they will likely not feel reinforced by the training and will instead be critical of it. It is essential that the instructor present the material in a manner which can be accepted by the group.

In earlier sessions, for example, we received feedback from participants that we were occasionally using language that was too technical. We found that it was important to use language that was clear, specific, and direct, avoiding all jargon.

Time must be provided for the participants to ask questions and express their viewpoints during each session. The instructor will need to control this aspect, of course, and keep the group on the task at hand, however, feedback from our training indicated that group input is important to the trainees.

Furthermore, the instructor's style of teaching is of great importance. It was the most commented upon area in the satisfaction questionnaires to the question "What were the strengths of the workshops?" There are many skills the instructor can possess that will enhance the atmosphere. The foster parents in Nebraska named "knowledge of the material" most often as a strength, thus, the importance of preparation and research.

The instructor must be reinforcing as well. The participants will be far more likely to continue attending, contribute to discussions, and become involved in activities if they feel they are reinforced. The instructor, then, has a dual role -- to teach and to build relationships.

Evaluation. Evaluation is another component that will help the instructor assess if they are adequately attending to the needs of the group. The types of evaluation conducted for the pilot project are discussed previously in the introduction. An invaluable tool for soliciting feedback is the satisfaction questionnaire after each session (Appendix G). Follow-up interviews at the conclusion of each training can be useful, as well, in making adjustments for the next group.

The instructor may want to assess the effectiveness of the training itself. One way in which to do this is to do pre and post tests before and after each individual session. A cautionary note, however, is that tests or other activities that appear too much like "school" may be anxiety-producing for the trainees. It is possible that some foster parents have had a negative experience with school in the past and are resistive to anything that seems too similar. When we administered our pre and post tests we attempted to make them as nonthreatening as possible. We asked the group to fill out the "questionnaires" before each session and at the end we asked them if they would want to change any of their responses after having given it further thought

They were asked to mark the numbers of any questions they wished to change on their own test. (Please see Appendices B and C for samples of the tests used for the pilot project).

Ground rules. In the first session, the instructor will want to cover any ground rules in order to preventively handle issues that will contribute to the effectiveness of the learning process. It is necessary to lay out the format of the training for the group -- the techniques that will be used, i.e., lecture, videotape, overhead, discussion, and role-play. (See "Foster Care Training Sessions", Figure A) Role-play usually warrants some discussion time to help relieve some of the anxiety many people feel about it. It is helpful to review the rationales for role-play and how it will increase the participants' skill acquisition. Explain the purpose of the evaluation forms also and request the participants' feedback.

Issues of confidentiality need to be discussed. The group must commit to keeping the confidentiality of all the members. Furthermore, respect is important so that every participant feels he/she has the opportunity to comment freely without being criticized. The subject of sexual abuse will create discussion of some sensitive issues and they must be handled carefully and professionally. The instructor is responsible for managing these ground rules, however, partial responsibility falls on the participants also. It must be understood from the start, that every member has the right to have an opinion and input. The group must commit to respecting that right. It is, of course, the instructor's responsibility to continually model this important ground rule.

Due to the sensitive nature of the subject matter, there are some possible impacts of the training of which the instructor needs to be aware. The instructor should be prepared for the participants to react in different ways and for some to have uncomfortable feelings as a result of the training. Giving some thought to the following potential issues will help the instructor prepare appropriate responses:

1.   Realization that they may have been sexually abused as a child.

2.   Realization that there is a high risk situation in their home for allegations, exploitation, or revictimization due to child's sexualized behaviors.

FOSTER CARE TRAINING SESSIONS

TEACHING TECHNIQUES	CONTENT

Sessions 1-6

Adult Education Philosophy	Overview of Child Sexual Abuse
Mini-Lectures	Special Children-Special Risks
Use of Audio-Visuals	Understanding the Family
Use of videotapes	Sexuality & Human Development
Group Discussion & Exercises	Developing Therapeutic Relationships
Self Assessment	
Values Clarification	

Sessions 7-14

Adult Education Philosophy	Intervention Methods & Techniques for Dealing with Sexually Inappropriate Behavior
Mini-Lectures	
Use of Audio-Visuals	
Group Discussion & Exercises	
Values Clarification	
Brainstorming	
Structured Role-Play	
Small Group Activities	
Assignments	
Reviewing & Summarizing	

3.   Awareness that some of their discipline methods have been harmful, illegal, or ineffective.

4.   General anxiety openly discussing sexuality, sexual abuse, or sexual terminology.

5.   Feelings of revulsion, anger, frustration, disgust, sadness, etc., about child's sexual abuse.

6.   Uneasiness about risks sexually abused child brings to their home.

7.   Religious and moral values about expressions of sexuality. Foster parents need to be careful not to over-react to sexually inappropriate behavior.

8.   Desire to control the child's sexually inappropriate behavior versus help child change.

9.   Concern for personal safety of natural children.

10. Anger, disgust, or hatred for child's family, specifically perpetrator.

Format of the Instructor's Manual

-   The instructor's manual is divided into 14 sessions.

-   Each session contains an instructor's outline and masters for producing overheads.

-   Sessions 10 - 14 also contain role-play scenes and instructions. (General instructions for the role-play leader can be found in Appendix I).

-   Each outline contains:

    -   the title of the session
    -   the page numbers in the Sourcebook where the material can be found
    -   a suggested time frame in which to cover the material
    -   a description of the subject matter
    -   the instructor's objectives for each session
    -   a detailed outline of all of the recommended topics to address in training
    -   exact Sourcebook page numbers for many specific sections

- exercises, discussion ideas, methods, etc. to use to enhance training
- the exact point at which to use the overheads and videotapes
- a summary of the materials needed for each session

- In the back of the manual are Appendices A - K, which are referred to at various places in the body of the manual.

Suggestions for Training

As previously mentioned, the pilot project was done in one-and-one-half day sessions. We are not, however, recommending that this format be followed. Due to the extent of the material, our suggestion for replication is to divide the training into 14 sessions in the same way the instructor's manual has been divided. It is strongly recommended that the sessions follow in the order in which they are presented in the manual. Many sessions build on the previous one and have been designed to be presented in this sequence for ease of training.

The staff of this project wishes you success in your use of this curriculum for replication of the training. We hope that both you and your trainees will find it an enjoyable and rewarding experience and that it will enhance the efforts of foster parents who are caring for hurt children.

Title: SESSION 1: Overview of Child Sexual Abuse

Sourcebook: Pages 1-4

Time: 2 Hours

Description: This initial session will orient participants to
              the objectives of the training and to each other.
              Basic concepts of child sexual abuse will be
              discussed to help define sexual abuse and how
              children react to the abuse.

Objectives: . Introduce trainers and ask participants to
                 introduce themselves and share what they are
                 hoping to gain from the training.

              . Help participants evaluate their knowledge of
                 sexual abuse by completing pre and post tests
                 of sexual abuse myths. (Ask participants to
                 complete pre-test prior to class - see example
                 test in Appendix B.)

              . To help participants clarify the question of
                 whether children can give consent to sexual
                 activity with an adult.

              . To help participants understand the variables
                 that affect a child's response to sexual abuse.

              . To sensitize participants to the long term
                 effects of child sexual abuse.

O.H. #1
I.   Introduce child sexual abuse using the overhead by Alice
        Miller "The way we were treated as small children is the
        way we treat ourselves the rest of our life." (pg. 93 in
        Sourcebook)

II.   Show videotape "Interview with a Foster Parent" (42
        minutes). Allow approximately 15 minutes for discussion
        afterward. Ask foster parents how their experience has
        been similar or different in providing care to foster
        children.

III.   Definition of Child Sexual Abuse

O.H. #2
        A. Child sexual abuse consists of any interaction,
            contact or noncontact, between a child and any adult
            in which the child is being used for the sexual
            stimulation of the adult or another person. (pg. 1)

O.H. #3
    B. Incest is: "A form of child sexual abuse when the offender is an adult relative or a significantly older family member who involves the child in sexual activity." (pg. 1)

O.H. #4
    C. Consent: children are neither responsible for nor capable of giving informed consent.

        1. Whether the sexual contact is initially pleasurable or not, the child is not responsible for the sexual contact.

        2. The child does not have the freedom to resist.

O.H. #5
IV. Myths: discuss myths of sexual abuse and incest. (Table 1.1, pg. 2)

    A. Sexual abuse is rare

        1. 1 in 4 female children sexually abused before age 18

        2. 1 in 7 to 1 in 10 for male children (jury still out)

    B. Children are usually sexually abused by a stranger.

        80% of all sexual abuse cases involve someone known to the child.

    C. Sex offenders are dirty old men

        They can be young or old, rich or poor, educated or uneducated, men or women, ANYONE!

    D. Most of these children do something to cause the abuse.

        1. Children don't have the capacity to give sexual consent.

        2. Adult is solely responsible.

        3. The learned behavior may be seductive but that doesn't mean the child wants sex.

E. Victim is usually an adolescent female.

   1. More children report between the ages of 8-12 than teenagers.

   2. Boys and girls are victimized.

F. Sexual abuse of children usually involves violence.

   1. Only 5% involve violence.

   2. Offenders often gain child's trust by deception, bribes, use of authority and power.

   3. Physical damage produces evidence.

G. Children exhibiting any of the symptoms of sexual abuse have suffered sexual abuse.

   If symptoms occur consistently, they are signs of stress and sexual abuse is one possible source of that stress.

O. H. #6-7
V.   Discuss variables influencing the effects of sexual abuse. (Table 1.2, pg. 2-3)

   A. Each child is different and experiences a unique set of circumstances when they are abused. Consequently, Table 1.2 should be viewed as a general guide.

   B. Children who are abused by a nonfamily member will rarely be placed in foster care. Generally, these children will have a healthier support system.

   C. Children who are abused by a family member will have a greater likelihood of being placed in foster care. Overall, she has probably experienced more of the negative and damaging effects of sexual abuse.

VI.   Disclosure of the Abuse (pg. 3)

A.   Child's perspective:

1.   On the average, the abuse has been going on for at least two years.

2.   Child may have confided in a teacher, friend or other caretaker and often does not understand that police and social service officials must be contacted.

3.   The child's feelings of betrayal of confidentiality and anger must be expected.

4.   Even older children won't imagine the multiple responses that will occur within the next few days.

B.   First 48 hours after reporting (pg. 3-4)

1.   Child may be interviewed by at least one police officer who may be in uniform.

2.   Child may have to discuss intimate details of sexual behavior that has been promised to be kept secret.

3.   Child may worry about abuser following through on threats.

4.   Child may experience intense trauma upon learning that abuser has been interrogated by the police and possibly arrested.

5.   Child may have an extensive physical examination by a physician who is trained or untrained to emotionally support the child.

-4-

6.   Child may meet with nonoffending parent who may
     be frightened, angry, disbelieving, blaming or
     worried about the abuser more than the child.

7.   Child may be told they must live with strangers
     (foster parents) at least temporarily.

8.   Child's secret is now public and fears may arise
     regarding what others will think.

C.   Child's response to the legal system (pg. 4)

1.   Child may participate in several pretrial
     interviews and/or court hearings.

2.   Repetition of the experience may prolong the
     child's trauma.

3.   Some children report that the effects of the
     social service and legal system's intervention as
     being more traumatic than the incest or sexual
     abuse.

VII.   Coping Strategies (pg. 4-5)

A.   Children develop negative behaviors in their attempt
     to cope with the negative feelings of being
     emotionally overwhelmed by the sexual abuse. These
     behaviors probably began prior to the disclosure of
     the sexual abuse.

B.   Ask participants to refer to Table 1.3 (pg. 5).
     "Long Term Effects of Child Sexual Abuse."

1.   Ask participants to review and discuss which of
     the behaviors they have responded to or expect to
     respond to with sexually abused children.

2.   Mention which of these behaviors were discussed
     in the videotape "Interview with a Foster
     Parent", presented earlier in the session.

VIII. Review Pre-test of Myths about Sexual Abuse and Review
       Correct Responses

Materials: Overheads 1-8
             Flip Chart: Write trainer's name on for
                         participants' reference.
             Videotape: "Interview with a Foster Parent" --
                         show videotape following participant
                         introductions to introduce many issues
                         that will be discussed throughout the
                         training.

OVERHEADS

"The way we were treated as small children is the way we treat ourselves the rest of our life."

Alice Miller

Definition of child sexual abuse:

Child sexual abuse consists of any interaction, contact or noncontact, between a child and any adult in which the child is being used for the sexual stimulation of the adult or another person.

Incest is: "a form of child sexual abuse when the offender is an adult relative or a significantly older family member who involves the child in sexual activity."

CONSENT:

Children are not responsible or capable of giving consent because:

Children cannot understand the full impact that the sexual behavior will have on their future.

Children do not have freedom to resist. Abuser has overt and covert power to coerce or force a child to participate. Examples include:

- rewards:
    gifts
    emotional nurturance
    special privileges

- bribery

- physical intimidation and force

MYTHS

1. Sexual abuse is rare.

2. When children are sexually abused, it is usually by a stranger.

3. Sex offenders are dirty old men.

4. Most children who are sexually abused do something to cause the abuse.

5. The sexual abuse victim is usually an adolescent female.

6. Sexual abuse of children usually involves violence.

7. If a child exhibits any of the symptoms of sexual abuse, the child has suffered sexual abuse.

VARIABLES INFLUENCING EFFECT

Less Effect   Greater Effect

NATURE OF
THE ABUSE

Fondling or acts
involving lesser
degree of physical
contact

What was the
extent of the
sexual contact?

Penetration
(e.g., genital,
and/or oral
intercourse)

No physical force

Was there
physical
trauma or
force used?

Physical force
used or
physical trauma
resulting

Single event or
few events over
short period of
time

How long did
the abuse
continue?

Multiple
instances over
a long period
of time
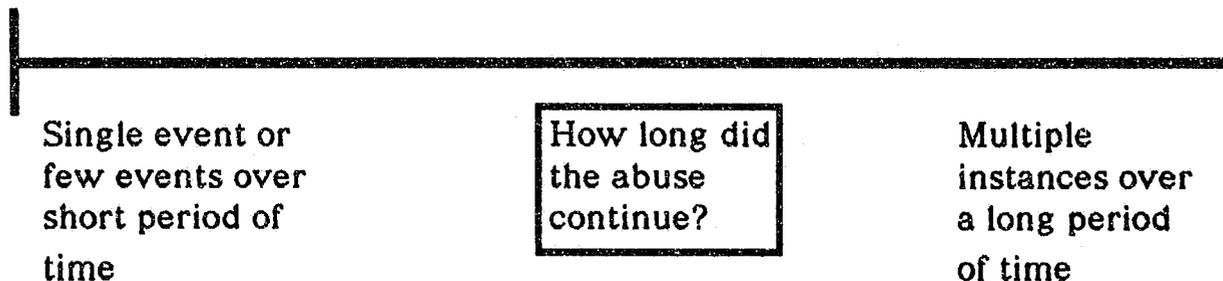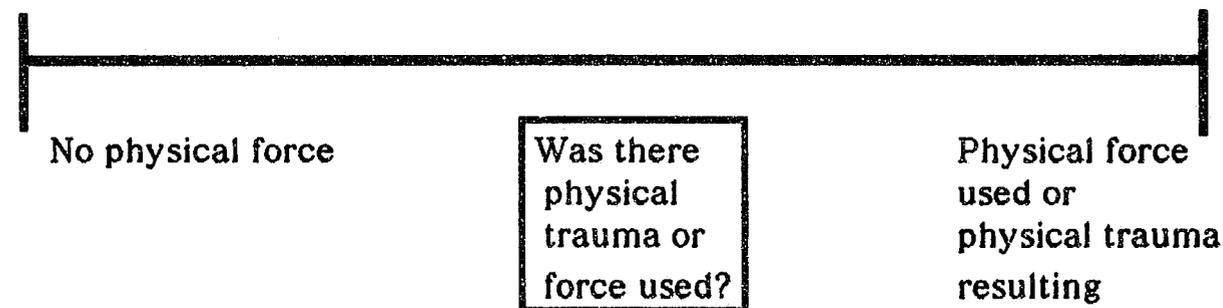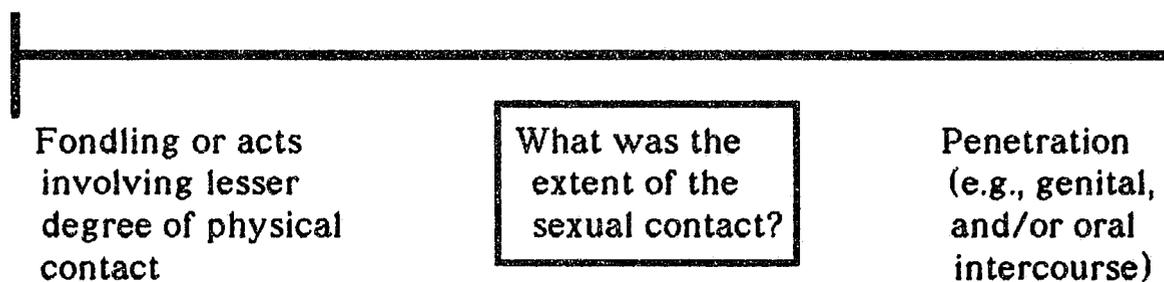
VARIABLES INFLUENCING EFFECT

Less Effect   Greater Effect

CONTEXT OF
THE ABUSE

Minimal or no
relationship
prior to abuse

| What was the child's relationship to the abuser? |

Close personal
or family
relationship

Child believed
and supported
by caretaking
adults

| What was the response following the child's disclosure? |

Child not
believed by
caretaking
adults

Family stable
and emotionally
healthy

| How stable/ supportive was the child's family prior to abuse? |

The family is
unstable and the
abuse report
further weakens
what has held it
together; family
scapegoats child

VARIABLES INFLUENCING EFFECT

Less Effect   Greater Effect

THE CHILD
AND THE
ABUSER

Female
abuser

| Was the abuser
male or female? |

Male
abuser

Emotionally
strong child

| What was the
child's emotional
status prior to
the abuse? |

Emotionally
fragile/
vulnerable
child

Child and
abuser of
similar age

| What was the
age of the
abuser? |

Abuse by
adult
perpetrator
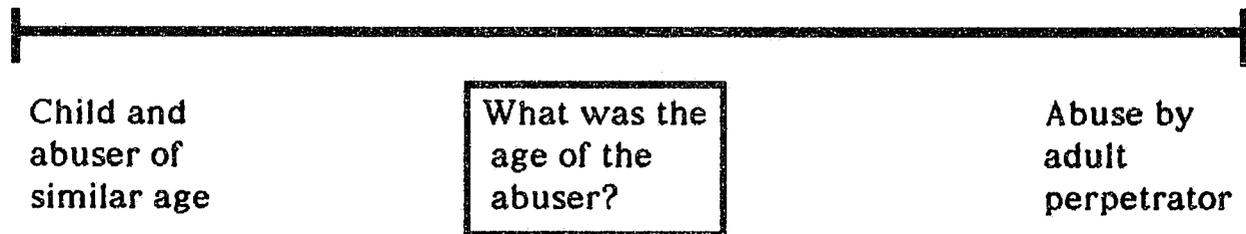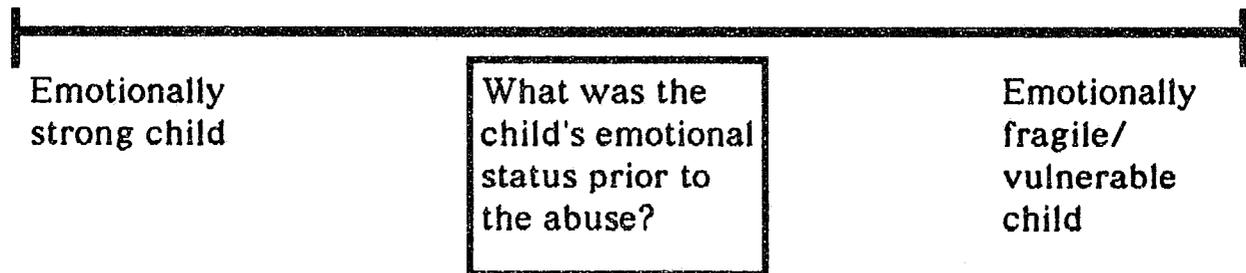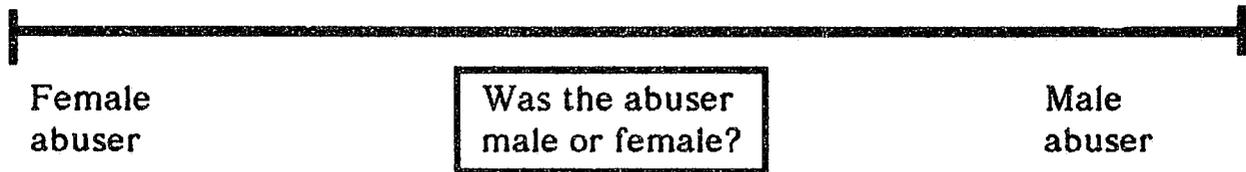
Tile: SESSION 2: Special Children - Special Risks

Sourcebook: Pages 7-10

Time: Two Hours

Description: This session will heighten participants'
                    awareness of the special risks handicapped
                    children experience which make them more
                    vulnerable to abuse and neglect.

Objectives: .   To help participants learn why handicapped
                        children are more at risk of being abused.

                    .   To help sensitize participants to the unique
                        stresses of the parenting role with
                        attention to the added stress of parenting a
                        special needs child.

                    .   To help participants identify how they can
                        help a handicapped child succeed in foster
                        care.

O.H. #1
I.   Why handicapped children are vulnerable to sexual
            abuse: (Page 9 in Sourcebook)

            A.   Mental retardation -- the offender may think the
                    child will be less able to understand and report
                    the abuse.

            B.   Communication handicaps -- the child is less able
                    to ask for help, describe the abuse or say "no."

            C.   Handicapped children may be more vulnerable due to
                    lower self-esteem than siblings or peers.

            D.   The child may be more emotionally neglected by
                    caregivers, consequently more willing to cooperate
                    in sexual behaviors to receive special attention.

            E.   Physically handicapped children may be unable to
                    protect themselves physically.
O.H. #2
            F.   The child who has been sexually abused will be at
                    higher risk of reabuse by other non-family
                    members: (Page 9)

                    1.   They may come to expect mistreatment.

2. They do not know there are other possibilities for relationships.

3. They may experience the abuse for longer time periods and may have more difficulty finding and benefiting from traditional forms of therapy.

II.   The addition of a handicapped child to a family does create some unique circumstances which may add to the risk of abuse and neglect. This can occur when the family experiences too much stress both inside and outside the family. (Page 7)

Experiential Exercise: Sensitivity to parents
Ask for volunteers for "typical" family: mother, father, 18-year-old daughter, 3-year-old with cerebral palsy, and 6-month-old son. Ask one other volunteer to position or sculpt family members. Give balloons to the volunteer. Have members of class spontaneously call out responsibilities or tasks that need to be fulfilled by specific family member to keep family running smoothly and assure adequate development of children. Examples of responsibility would be paying bills, feeding baby, cooking meals, supervision of children, etc. Each time a family member is given a responsibility, they are also given a blown-up balloon. Exercise continues until any member has difficulty holding all their balloons. At that point, the overburdened member is asked by the trainer to please do a more responsible job of managing responsibilities. After continuing with the assignment of several more responsibilities, the trainer should give the permission to the overburdened family member to do whatever he/she wants with the balloons. After there is some response, the trainer asks the overburdened member to talk about his/her feelings during the exercise and the options available (looking for someone to hold some of the balloons, dropping some or all the balloons, throwing the balloons, etc.). The following material will be discussed with participants:

A.   The ability to cope with stress depends upon the intensity of the stress and the ability of the individual to cope with stress.

-2-

B. Ask participants to refer to Figure 2.1 "Risk Factors of Abuse". (Page 7)

C. Ask participants to discuss how a special needs child can overburden a fragile family.

O.H. #3

III. Handicapped Children's Risk in Out-of-Home Placements (Page 9)

A. Difficulty bonding with foster parents due to attachment problems with own parents and language barriers.

B. Usually are in foster care longer and have more placements.

C. Are less likely to be reunited with birth parents or to be placed for adoption.

D. Within the foster home, the child may be more vulnerable to being abused by foster siblings or peers.

E. Caretakers may have unrealistic expectations about child's ability to overcome handicapping condition, increasing frustration and stress for everyone.

F. Societal attitudes of rejection or devaluation may be mirrored by foster family, limiting child's development of self-esteem.

O.H. #4

IV. Helping Handicapped Children in Placement (Page 10)

A. Ask foster parents how they can help a handicapped child in their care -- write on flip chart.

B. Add to above list any additional suggestions listed on Page 10.

1. Recognize and assess for handicapping conditions.

2. Worker should tell foster parents about any identified handicaps.

Accurate information regarding expectations and prognosis reduces unrealistic expectations.

-3-

3. Foster parents should ask for solid, concrete information and guidance for dealing with the handicap.

4. Foster parents avoid burnout by developing the opportunity for respite care for the child and foster parents.

Materials: Overheads 1-4
2 dozen balloons - inflated (Can have participants blow up balloons)
Flip chart or blackboard

OVERHEADS

Why handicapped childen are vulnerable
to sexual abuse:

- Mental retardation -- less able to
  understand and report the abuse

- Communication handicap -- less able
  to ask for help, or say "no".

- More vulnerable due to lower self-
  esteem

- May be more emotionally neglected

- Physically handicapped children less
  able to protect themselves

Handicapped child who has been sexually abused is at higher risk of reabuse by non-family members:

- come to expect mistreatment

- do not know there are other possibilities for relationships

- may experience abuse longer and may have more difficulty finding and benefiting from traditional forms of therapy

Handicapped children's risk in out-of-home placements:

- Difficulty bonding with foster parents due to attachment problems with own parents and language barriers

- Usually in foster care longer and have more placements

- Less likely to be reunited with birth parents or be placed for adoption

- More vulnerable to abuse

- Caretakers may have unrealistic expectations of child's ability

- Society's attitude of devaluing child may be mirrored by foster family

Helping Handicapped Children in
Placement:

- Recognize and assess for handi-
  capping conditions

- Worker should tell foster parent
  about any identified handicaps

- Foster parents ask for clear
  information and guidance for
  dealing with the handicap

- Avoid burnout by developing respite
  care opportunities

Title: SESSION 3:   Understanding the Family

Sourcebook: Pages 11-18

Time: 2 Hours

Description: The dynamics of sexually abusive families will be
                described. Male victims, female offenders and the
                child's experience of "divided loyalty" will also
                be discussed.

Objectives: . To help participants learn about the dynamics
                   of sexually abusive families through specific
                   discussion of:

                   - male sex offenders
                   - female sex offenders
                   - nonoffending spouse
                   - child: male and female

                . To help foster parents understand the child's
                   expectation of foster care based on their
                   previous abusive relationships with adults.

                . To help foster parents learn how they can help
                   minimize the effects of "divided loyalty" which
                   children experience in foster care.

O.H. #1

I.   The Sexually Abusive Family is Difficult to Categorize
        (Page 11 in Sourcebook)

                A.   Couple may be married or unmarried.

                B.   May both be biological parents or one
                     stepparent or boyfriend.

                C.   Appear "normal" to outsiders.

                D.   Any race, profession, socioeconomic group or
                     religion.

                E.   Often appear to neighbors as a close family
                     dedicated to their children.

                F.   What we can say about all these families is
                     that the couple is experiencing problems
                     meeting their own and each other's needs.

O.H. #2
II.   The Offender (Page 11)

   A. Fathers lead dual lives, appear normal to others,
       they are controlling or very intimidating to their
       own family.

   B. Poor impulse control - emotionally immature.

      C. Frequently experienced physical and/or sexual
          abuse as child. When under stress, revert to
          coping skills learned as abused child.

      D. Appears passive outside the family.

      E. Compensates for low self-esteem by using
          alcohol or drugs.

      F. Compensates for low self-esteem by being
          overly concerned about sexual performance.

      G. Rationalizes or denies pain he causes others.

III.   Progression of Abuse (Page 11-12)

   A. Tricks, bribes, threats, "secrets"

   B. May promise himself that he will stop but he cannot
       control the compulsive behavior alone.

   C. Physical contact may become increasingly sexual.

       Fondling --> intercourse

   D. May become overprotective of child

       Prevents child from developing other friendships
       or interests.

IV.   When Abuse is Disclosed

   A. Most offenders deny.

   B. When facts are undeniable, he frequently blames the
       victim or spouse.

   C. Some are relieved that they will get help for the
       compulsive abusive behavior.

-2-

O.H. #3
V.   Women as Offenders (Page 12)

   A.   Less likely than men.

   B.   20% of boys report abuse by a woman.

   C.   5% of girls report abuse by a woman.

   D.   No reliable profile or description.

   E.   May be involved in setting child up for abuse by spouse or boyfriend.

   F.   Older female children as abusers

      1.   Foster parent awareness in selection of babysitters.

      2.   Encouraging children to report any touching that makes them uncomfortable whether by a male or female.

O.H. #4
VI.   Non-offending Spouse (Pages 12-13)

   A.   Poor self-image is typical in these mothers. Strong dependency needs.

   B.   Often a survivor of sexual abuse which she has never disclosed or received treatment for.

   C.   Impaired ability to respond to her children's needs because of stresses and own poor parenting as child.

   D.   Marriage often unsatisfying -- limited communication and emotional closeness.

   E.   Spousal relationship may be emotionally destructive or physically abusive.

      1.   Often intimidated by spouse

      2.   Mother is non-assertive

-3-

F. Expectations for older children to provide child care and housework -- role reversal.

   1. Can be overburdening to the child.

   2. Can reduce the amount of parenting the child receives.

G. Family becomes emotionally isolated.

   1. Low self-esteem among all members

   2. Limits development of support system

H. Disclosure of the incest

   1. A shocking event for the mother

   2. May not have suspected

   3. May have had vague uneasiness but because of own abuse, or low self-confidence, these signs of abuse were dismissed.

O.H. #5A & 5B
VII.   The Child (Pages 13-14)

A. Emotional needs are neglected.

   1. "Overachiever" or "special helper" to gain attention and affection.

   2. Increases vulnerability to sexual abuse.

B. During or after the sexual behavior.

   1. The child has one-on-one time with parent.

   2. Hears parent tell them they are "special".

   3. Child experiences affectionate touching.

-4-

C. As sexual activity becomes more involved:

    1. Child usually grows less comfortable with cooperating.

    2. Adult may begin to threaten child.

    3. Child experiences more stress and begins to exhibit symptoms.

    4. Child learns not to trust parents to protect them.

    5. Child becomes handicapped in their ability to build trusting relationships with other adults or friends.

O.H. #6

D. Implications of trust for foster parents.

Child will have expectations that foster family will function like biological family -- lack of trust.

VIII. Male Victims (Page 14)

A. 2 1/2 to 9% of boys are sexually abused.

B. Unlike female victims, a majority of the time males will be abused by a person of the same sex.

C. Boys are more likely to be abused by someone outside the family -- coaches, teachers, babysitters, clergy.

D. Boys are more likely to be abused along with other children.

E. Boys are more likely to come from poor families where they have experienced physical abuse.

F. Boys don't ask for help as soon or as often as girls.

    1. Socialization of males vs. females.

    2. Fear of stigma of homosexuality.

3. Lack of reporting makes it less likely that male victims will receive therapy and may leave many victims with doubts about their sexuality.

4. If perpetrator was a female, the boy may fear no one would believe him.

IX. Foster Child's Expectation of the Foster Home: (Page 16)

A. Read the following vignette to the class:

Introduction: (Read to Participants)

To a child whose only physical nurturing came through sexual touching, the intimacy and closeness of normal family life are confusing and involve a lot of sexual content or stimulation. They have a lot of difficulty deciding what is sexual and nonsexual touch. Also the child is aware of the entire progression of actual seductive behaviors and can't tell the difference between simple expressions of affection and the beginning of a sexual encounter. Listen to the following example:

Vignette:

Barbara, age 10, was placed in a foster home because she had been emotionally and physically neglected by her mother and sexually abused by her father. The foster parents were not informed that Barbara had been sexually abused or of any of the specific behaviors that occurred during the sexual abuse. The context of Barbara's earlier sexual abuse was that her father would come into her bedroom during the night to "cover her up". The father would rub her back then lift up her night gown and molest her. He would then have Barbara masturbate him while he "helped" until he had an orgasm. Barbara learned what was expected of her.

One day in the foster home, Barbara was home sick with the chicken pox. Barbara's foster mother had an appointment so her foster father came home to be with her. Barbara complained that the "spots" were itching so the foster father got some medicine to put on the "spots". Soon, Barbara was alone in the bedroom with her new "daddy". Her new daddy was rubbing her back and it felt like the way her other daddy used to touch her. Believing she knew what was expected of her, Barbara reached out to touch her new daddy's penis and try to unzip his pants.

B. Ask participants how the foster father should respond.

C. Discuss the reasons why foster parents need to know as much as possible about the child's previous abusive experiences, (to avoid this type of situation developing).

D. Refer participants to the "Preplacement Review of the Child's Background". (Sourcebook Appendix A-page 79)

E. Optional: Show videotape "Preplacement Interview". (Role play of caseworker and foster parent discussing initial placement of sexually abused child). Allow 10 minutes for discussion following the tape.

IX. Divided Loyalty (Pages 16-17)

A. Child has emotional needs and commitments that are in direct conflict with each other.

B. After abuse has been disclosed the child will need to:

1. Establish that they are in a safe place where they will not experience further abuse or retaliation.

2. Be assured of parent's needs to accept responsibility for the abuse.

3. Hear that they are not responsible for the abuse.

4. Begin talking about their anger about being removed from their home.

C. Nonoffending parent may respond in a supportive way to the daughter's report.

    1. Justifies ending an unhappy marriage.

    2. Few of these children will be placed in foster care.

D. Nonoffending parent may be ambivalent about their marriage -- this parent needs support for protecting child and urged not to make impulsive or quick decision about marriage.

E. Nonoffending parent is dependent on spouse and clearly wants the relationship to continue.

    1. These parents often experience divided loyalty.

    2. Feel forced to choose between two family members they love: lose with each choice.

    3. Some respond by denial that the situation has occurred.

O.H. #7

X. Discussion Questions -- write participant's answers on flip chart, add following as needed: (Page 17)

A. If you were the child and had told your mother or other trusted adult about the abuse, and they didn't believe you, how would you feel about yourself?

    - worthless, inadequate, guilt and shame
    - blame yourself, feel discouraged
    - stupid, used

B. How would this affect your ability and desire to trust others to help or protect you?

    - afraid that other people won't believe you have been abused.

    - think other people will blame you for the abuse, "you asked for it."

    - afraid other people will abuse you, so you don't want them to get too close emotionally or physically.

- afraid others will also see you as worthless -- "damaged goods" and won't want to really help you.

- expect that you will not be allowed to talk about "the secret".

C. How can foster parents interact with the child and birth family in a way that will minimize the child's feelings of divided loyalty?

- respect the child's feelings for his/her birth family -- some will be negative, some will be positive. Nonjudgmental response will give the child the message that you accept them the way they are.

- when there is contact between you and the birth parents, be as nonjudgmental as possible.

D. How can foster parents interact with the child in a way that will help them set appropriate boundaries with their family?

- Report any unauthorized contact between birth family and child.

- After the child's contact with their birth family, note any shift in attitude or behavior and discuss this with the caseworker or therapist. This may help the child sort out their feelings about inappropriate things that were said or done during a visit that the child had difficulty recognizing or stopping.

- Foster healthy relationships in own marriage. Refer to Figure 3.1 (Page 18) "Dimensions of Healthy and Unhealthy Families".

Materials: Overheads 1-7
              Videotape: "Preplacement Interview"
              Flip chart or black board

OVERHEADS

The Sexually Abusive Family is Hard to Categorize:

- Couple may be married or unmarried

- May both be biological parents or one stepparent or boyfriend

- Appear "normal" to outsiders

- Any race, profession, socioeconomic group, or religion

- Often appear to neighbors as a close family dedicated to their children

  - What we can say about all these families is that the couple is experiencing problems meeting their own and each other's needs.

COMMON CHARACATERISTICS
OF ABUSERS

1. Poor impuse control

2. Sexually and emotionally immature

3. Little or no guilt or remorse for abusive behaviors

4. Substance abuse (alcohol or drugs)

5. Overdependence on others for emotional support

6. Passive-aggressive expression of emotions

7. Low self-esteem compensated for by sexual abuse of children

8. Powerlessness and passivity outside the home

9. Rationalization and denial of acts

10. Manipulation of others

Women as Offenders:

- Less likely than men

- 20% of boys report abuse by a woman

- 5% of girls report abuse by a woman

- No reliable profile or description

- May be involved in setting up child for abuse by spouse or boyfriend

- Older female children as abusers

COMMON CHARACTERISTICS OF NON-ABUSING PARENT

1. Poor self-image

2. Feelings of inadequacy as wife and mother

3. Strong dependency needs

4. Inability to take responsibility

5. Passivity

6. Emotional immaturity

7. Sexual dysfunction

8. Denies problems

9. Guilt

THE CHILD

1. Emotional needs are neglected

2. Sexual behavior is reinforced because the child has parent's attention, may be told they are "special", may experience affectionate touching

3. As the sexual activity becomes more involved:

   a. Child grows less comfortable
   b. Adult may begin to threaten child
   c. Child begins to experience more stress and exhibit symptoms
   d. Child learns not to trust

COMMON CHARACTERISTICS OF VICTIMS

1. Stress-related physical problems

2. Emotional and acting-out problems

3. Bland emotions

4. Difficulty identifying feelings

5. Lack of insight

6. Low self-image

7. Internalized guilt and blame

8. Mixed feelings regarding parents

9. Exaggerated, psuedomaturity

THE CHILD WILL HAVE EXPECTATIONS
THAT THE FOSTER FAMILY WILL
FUNCTION LIKE THE BIOLOGICAL
FAMILY.

Discussion Questions

A. If you were the child and had told your mother or other trusted adult about the abuse, and they didn't believe you, how would you feel about yourself?

B. How would this affect your ability and desire to trust others to help or protect you?

C. How can foster parents interact with the child and birth family in a way that will minimize the child's feelings of divided loyalty?

D. How can foster parents interact with the child to help him/her set appropriate boundaries with biological family?

Title: SESSION 4: Sexuality and Human Development

Sourcebook: Pages 19-32

Time: 2 Hours

Description: This session will provide information about normal
                sexual development and how it is interrupted by
                the sexual abuse. How the child's self-image and
                relationships with others are affected will also
                be discussed in this session.

Objectives: .   Participants will learn to discriminate
                    between the sexual behaviors of nonabused and
                    eroticized children.

                .   Participants will learn to identify coping
                    strategies used by children experiencing
                    stress from sexual abuse and placement in
                    foster care.

                .   Participants will receive specific suggestions
                    to help children learn how to set appropriate
                    personal boundaries.

                .   Participants will learn how a sexually abused
                    child may misinterpret nonsexual behaviors
                    (hugs, keeping secrets) as potentially abusive
                    and how to avoid false reports of sexual
                    abuse.

                .   Participants will learn how to help establish
                    appropriate relationships between biological
                    and foster children and what to do if
                    physically or sexually aggressive behavior
                    occurs.

Activities: .   Shame exercise: At the beginning of the
                    session, ask participants to think of
                    something that they are personally ashamed of
                    -- something that they have experienced. Ask
                    them to write down a word or even an initial
                    which will remind them of this event. Ask
                    them to put this note in their pocket. Refer
                    to this "secret" when discussing the child's
                    core experience of shame, of feeling like
                    "damaged goods". Assure participants that
                    they will not be asked to disclose what they
                    wrote down.

I. Normal Development (Pages 19-24, in Sourcebook)

A. All children are sexual beings.

B. Infants:

1. Explore all parts of their bodies and experience sensation.

2. Need to have nurturing touch.

C. Early childhood:

1. Normal sexual exploration.

2. Age and power differences between younger and older children determines whether this is abusive or normal.

3. Some children have a heightened awareness of sexuality but this is not abnormal and is rarely as strong as that of children who have been sexually abused.

D. Elementary school age

1. Healthy children develop a basic identity of competence and security.

2. Sexual knowledge and experiences are only one part of their self-identity.

O.H. #1
II. Development of Sexually Abused Children (Page 19)

A. Learn how to be sexually responsive to an adult.

B. Learn a set of behaviors that are taught in the sexual contact.

C. Learn and remember these behaviors even when it was unpleasant.

D. Learn these behaviors no matter what age they are at the time.

-2-

E. Believe their self-worth is dependent on their sexual performance.

    1. They stop developing emotional, social or intellectual skills because those skills are not valued within the family.

    2. Child may be punished for developing these skills because it threatens the abuser's ability to control the child.

O.H. #2

III. The Eroticized Child (Yates) Refer participants to Figure 4.2 "Characteristics of the Eroticized Child" (Page 20)

A. Identity: Inferiority and shame, belief that she is damaged goods. Remind participants of what they wrote down on their note at the beginning of class. For these children, their shameful secret is known to social workers, police, friends, etc.

B. Sexual self

    1. Private body parts are valued.

    2. Being sexually satisfying to the abuser becomes extremely important -- it is the only time she feels valued.

    3. Being sexually satisfying becomes central to understanding all relationships.

C. Touching/nurturing

    1. Child aroused through casual interactions (playmates, adults, stuffed toys).

    2. Unable to differentiate sexual from nonsexual touching.

    3. Expects all touch to lead to sexual behavior.

D. Friendship

    1. Limited opportunities to develop friendships.

    2. She is emotionally neglected inside family, emotionally isolated from community.

3. When opportunity exists, the child forms intense, personalized friendships.

4. Child becomes frustrated and may react with anger or distancing if relationships don't become overtly sexual.

E. Stress

1. Sexual activity (masturbation, etc.) reduces tension.

2. Efforts to inhibit sexual behavior may escalate the distress and increase likelihood of sexual activity.

F. Sexually abused children have a distorted body image.

1. May blame her body for the incest.

2. May disconnect ability to identify body sensations.

IV. Ask participants to refer to Figure 4.3 "Interrupted Sexual Development" (Pages 21-23). Discuss how they can use chart in future as reference. Remind participants that while a child's chronological age may be 8, their social development may look more like a 4 or 5 year old (for example).

V. Incest Survivors in Foster Care (Pages 24-25)

A. Communication patterns

1. Compliant
2. Unable to say "no" to simple questions
3. Unable to share feelings or ask for help.
4. Unable to trust parent figures so they will ask friends, siblings, etc., to help first.
5. May act out sexually but deny the sexual abuse.
6. May act out aggression but be unable to describe how they are feeling.

O.H. #3

    B. Beginning a relationship with a sexually abused child

        1. Don't focus on abuse.
        2. Praise for positive behaviors and talents.
        3. Be sensitive of feelings.
        4. Remind the child the abuse was not their fault.
        5. Be understanding of child's desire to go home.
        6. Do not criticize the biological parents.

O.H. #4

    C. How sexually abused children express affection

        1. By initiating sexual contact
        2. By clinging
        3. By engaging in inappropriate behavior to gain attention
        4. Sexual play with other children

O.H. #5

    D. Avoiding inappropriate affection

        1. Provide the child with lots of positive attention and affection.

        2. Teach appropriate ways to ask for affection/reassurance.

        3. Set clear rules regarding acceptable touch and words.

O.H. #6

    E. Setting personal boundaries (Pages 25-28)

        1. Personal boundary is an imaginary line that determines the amount of sharing and openness in a relationship.

        2. Sexually abused children have been taught (by the offender) that they do not have the right to set personal boundaries.

        3. These children trust too easily or not at all.

4. Children need to learn how to set boundaries in these areas. (See definitions on Page 26)

    a. physical
    b. emotional
    c. sexual
    d. spiritual

O.H. #7   5. Refer foster parents to the chart on Page 28. Using O.H. #7, provide each foster parent with a blank copy (#7a) and have them fill in names of people who would fit into each circle for themselves. They can then do this same exercise with their foster children to help them begin to define their personal boundaries.

VI.   Avoiding False Reports of Sexual Abuse Within a Foster Family (Pages 29-31)

O.H. #8

    A. Ask foster parents to complete exercise on Page 29 (paragraph 2) regarding the child's perception of potentially abusive behaviors.

O.H. #9

    B. Avoid misunderstandings by establishing house rules regarding:

        1. Privacy
        2. Bedrooms
        3. Clothing
        4. Touching
        5. Saying "no"
        6. Sex education
        7. Proper words for sexual organs
        8. Language
        9. No "secrets"
        10. Alone time-always 3
        11. Wrestling and tickling
        12. Behaviors and feelings
        13. Communication and individual attention
        14. Safety

C. Foster parents also need to be able to openly discuss their feelings about children's sexual, and especially seductive, behavior within the foster family.

Videotape: Show videotape "Communication Between Foster Parents". Allow 10-15 minutes for participant discussion.

VI. Avoiding failure

A. Foster parents need to be comfortable with discussing sexual issues.

B. Forms of appropriate sexual expression need to be defined and communicated with children.

C. Foster parents need to establish a working relationship with the child's therapist -- (teaching appropriate responses to affection).

O.H. #10
VII. Creating a Safe Environment for Foster Parents Biological Children (Pages 31-32)

A. Monitor

1. Know whereabouts -- random checks.
2. Don't leave children unsupervised.
3. Don't use foster children as babysitters.

B. Prevention

1. Teach your own children to respond to any behavior that makes them uncomfortable.

2. Practice saying "no" and asking for help.

3. Teach reporting of physical threats, coercion, or sexual offers, gestures, or approaches.

4. Spend time each day communicating one-on-one with your children.

5. Encourage interactions with same age children.

6. Communicate expectations clearly to all family members.

7. Do not allow horseplay or other mildly abusive behaviors.

8. Foster parents should model appropriate behaviors.

Avoid excessive sexual behaviors between spouses.

VIII. If Inappropriate Behavior has Occurred Between Children (Page 32)

A. Separate children
B. Closely monitor abuser
C. Believe your child
D. Remain calm

E. Discuss privately with your child what happened

1. Don't pressure for details
2. Don't confront abuser in child's presence

F. Praise child for telling you

1. Say you are sorry and will protect from further abuse.

2. Minimize guilt by explaining the abuser will now get help.

G. Tell child it is not his or her fault

Encourage questions

H. Call the caseworker immediately

I. Review possibilities of other abuse

J. If investigation is appropriate

1. Discuss findings with child's caseworker
2. Who to notify
3. Make changes in treatment plans

Materials: Overheads 1-10
Flip chart or Blackboard
Videotape: "Communication Between Foster Parents"
Handouts: 7a & 8

OVERHEADS

Development of Sexually Abused Children:

- Learn how to be sexually responsive to an adult

- Learn a set of behaviors that are taught in the sexual contact

- Learn and remember these behaviors

- Learn these behaviors no matter what age they are at the time

- Believe their self-worth is dependent on their sexual performance

EROTICIZED CHILD

1. SEXUAL SELF

2. TOUCHING/NURTURING

3. FRIENDSHIP

4. STRESS

IDENTITY:

INFERIORITY/SHAME

Beginning a relationship with a
sexually abused child:

- Don't focus on abuse

- Praise for positive behaviors and
talents

- Be sensitive of feelings

- Remind the child the abuse was not
their fault

- Be understanding of child's desire
to go home

- Do not criticize the biological parents

Sexually abused children express affection by:

- initiating sexual contact

- clinging

- engaging in inappropriate behavior to gain attention

- sexual play with other children

Avoiding inappropriate affection:

- Provide the child with lots of positive attention and affection

- Teach appropriate ways to ask for affection/reassurance

- Set clear rules regarding acceptable touch and words

SETTING PERSONAL BOUNDARIES

PERSONAL BOUNDARY: an imaginary line that determines the amount of sharing and openness in a relationship.

Types of personal boundaries are:

- **PHYSICAL BOUNDARIES**

- **SEXUAL BOUNDARIES**

- **EMOTIONAL BOUNDARIES**

- **SPIRITUAL BOUNDARIES**

SEXUALLY ABUSED CHILDREN HAVE BEEN TAUGHT BY THE OFFENDER THAT THEY DO NOT HAVE THE RIGHT TO SET PERSONAL BOUNDARIES.

BOUNDARIES

STRANGER

ACQUAINTANCE

FRIEND

RELATIVE

CLOSE FRIEND

BOYFRIEND

SIBLING/
CLOSE RELATIVE

SELF

PARENT

GIRLFRIEND
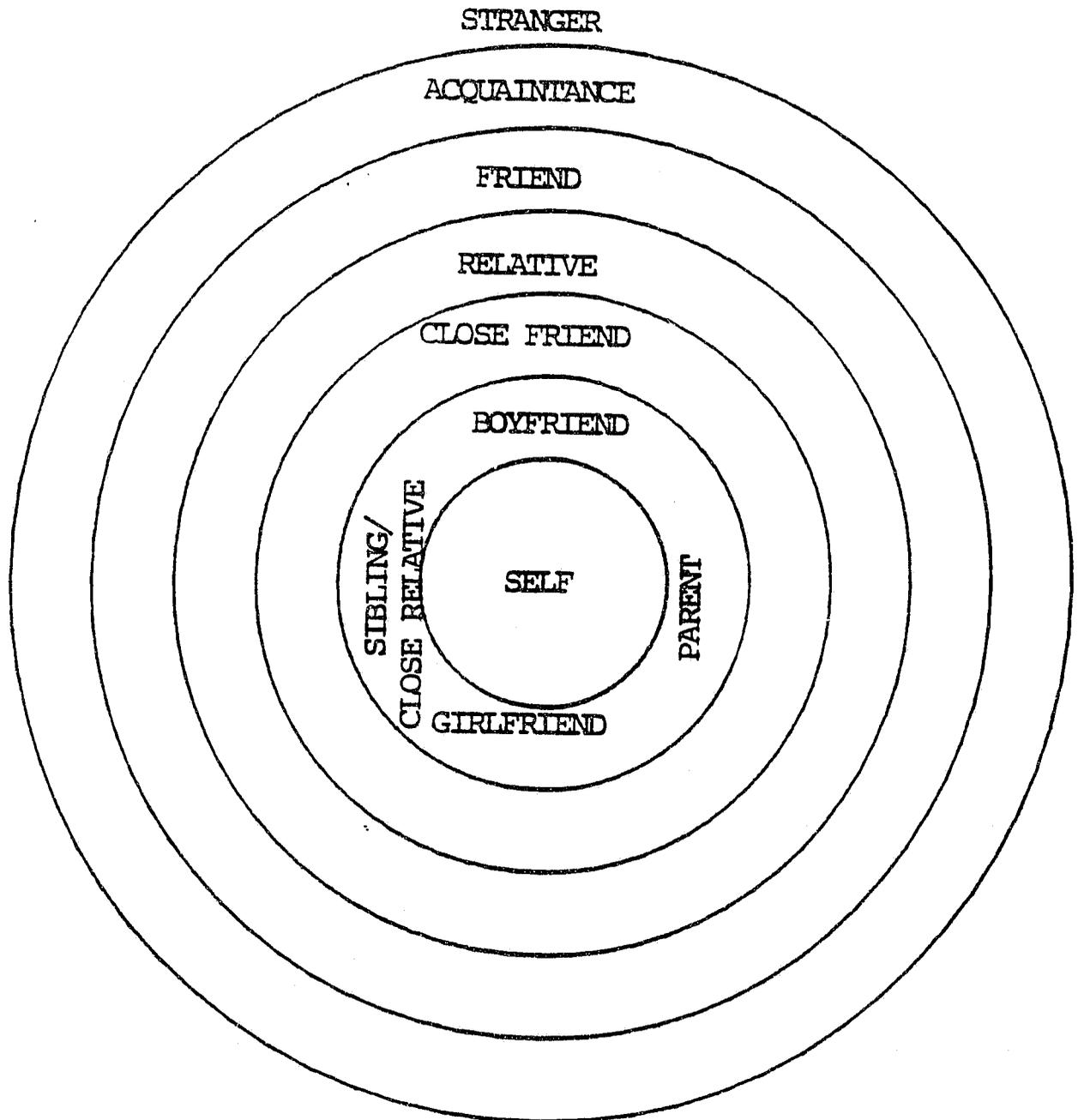
There are numerous situations in the foster home that a child may misinterpret due to prior experiences. Do the following examples demonstrate behaviors which may appear suggestive and/or abusive to a sexually abused child?

- Foster father walks down the hall as the foster daughter runs from the bathroom to the bedroom with only a towel on.

- Older children tickle younger child until she cries.

- Foster father tucks in 10 year old foster daughter for the night. No one else is in the room.

- Foster parents wait to touch a new foster child until the child reaches for them first.

- A 14 year old biological son enters the foster daughter's bedroom without knocking.

- Foster father gives foster daughter a back rub (age 3-10)

- Foster father gives foster daughter a back rub (age 11-18)

- Foster parents set rule that children can only sleep/play in their own beds.

- Children allowed to walk around the house nude or semi-nude.

- Foster father asks foster child to keep a secret.

HOUSE RULES

1. PRIVACY

2. BEDROOM

3. CLOTHING

4. TOUCHING

5. RIGHT TO SAY "NO"

6. SEX EDUCATION

7. LEARNING PROPER WORDS

8. LANGUAGE

9. NO "SECRETS"

10. BEING ALONE WITH ONE OTHER PERSON

11. WRESTLING, TICKLING

12. BEHAVIORS AND FEELINGS

13. LISTENING AND TAKING EACH OTHER SERIOUSLY

14. SAFETY

CREATING A SAFE ENVIRONMENT FOR YOUR NATURAL CHILDREN

1. Monitor

2. Teach responses

3. Teach reporting

4. Spend time daily

5. Encourage same age friends

6. Explain can's and can'ts

7. Be cautious about allowing mildly abusive behaviors

8. Foster parents should model appropriate behavior

Title: SESSION 5: Therapy

Sourcebook: Pages 39-43

Time: 2 Hours

Description: This session will explore the therapy process for
                sexually abused children. Foster parents will be
                given specific suggestions as to how they can be
                an important part of this process.

Objectives: .   To introduce foster parents to the process of
                     therapy - evaluation and stages of treatment.

                .   To familiarize participants with the issues
                     that will be discussed in therapy.

                .   To discuss the foster parent's role in the
                     child's therapy,

   Note: Many foster parents report anxiety about working
                with therapists and feel a lack of information
                about local resources for sexually abusive
                families. It may be quite useful to invite one or
                more mental health providers to share information
                about the treatment approach they use and what
                specific resources are available to these
                families.

I.   Family Systems Approach Used Most Often (Page 39 in
       Sourcebook)

       A.   Offending parent is responsible for the abuse and
            needs individual and family therapy.

       B.   Everyone in the family has been affected by the abuse
            and needs to talk about it.

II.   Evaluation of the Child and Family

       A.   Issues evaluated by professional (Page 39)

            1.   What type of trauma and how long?
            2.   Developmental delays?
            3.   Special needs?
            4.   Placement needs? Professional services needs?
            5.   How to handle behavioral problems?

B. How foster parent can assist in the evaluation process
    (Pages 39-40).

    1. Adjustment to foster home
    2. Ability to get along with others
    3. Has the child talked about feelings?

III. Stages of Therapy (Page 40)

    1. Therapy needs to be tailored to the family, no
        "set" therapy process or length of time.

    2. Treatment team: helps coordinate overall plan.

    3. Show videotape: "Psychological Symptoms of the
                         Sexually Abused Child"
                         (39 minutes) Allow 15-20
                         minutes for discussion.

O.H. #1

    3. A common progression of therapy:

        a. individual counseling
        b. group counseling
        c. mother-daughter counseling
        d. marital counseling
        e. father-daughter counseling
        f. family counseling

    D. Length of Treatment (Pages 40-41)

    1. Short term (2-6 months) can be effective with
        younger, less traumatized children.

    2. Longer term (6 months to 2 years) for more
        traumatized children.

    3. When therapy can end and frequency of re-entering
        therapy when new developmental tasks occur.

O.H. #2
    E. Issues in treatment

    1. believability
    2. guilt and responsibility
    3. improve body image/physical safety
    4. secrecy and sharing
    5. anger
    6. powerlessness
    7. court attendance

F. Foster parent's role in the Child's Therapy

    1. Ask for meeting with the child's therapist.

    2. Talk about your own strengths and where you would like specific assistance.

    3. Maintain confidentiality.

    4. Respect each other's skills.

    5. Foster parent needs to understand issues discussed in therapy and how this may affect the child at home.

    6. Encourage the child to actively participate in therapy.

    7. Be aware of own issues regarding sexuality. Seek out classes in human development/sexuality if it would be helpful.

Materials: Overheads 1-2
          Videotape: "Psychological Symptoms of the Sexually Abused Child"

OVERHEADS

ORDER OF TREATMENT FOR FATHER-DAUGHTER INCEST

- INDIVIDUAL COUNSELING

- GROUP COUNSELING

- MOTHER-DAUGHTER COUNSELING

- MARITAL COUNSELING

- FATHER-DAUGHTER COUNSELING

- FAMILY COUNSELING

ISSUES IN TREATMENT

- BELIEVABILITY

- GUILT AND RESPONSIBILITY

- IMPROVE BODY IMAGE AND
  PHYSICAL SAFETY

- SECRECY AND SHARING

- ANGER

- POWERLESSNESS

- COURT ATTENDANCE

Title: SESSION 6: Understanding the Behavior of the
                Sexually Abused Child.

Sourcebook: (Pages 1-5; 13; 15; and 19-24; 46)

Time: 2 hours

Description: Children who have been sexually abused typically
                display an array of inappropriate and sexually
                provocative behaviors which are not only
                frustrating for foster parents to deal with, but
                oftentimes are the cause of placement
                disruption. This session examines some of these
                more typical behaviors in an effort to help
                foster parents deal with the child's
                inappropriate and sexualized behaviors and teach
                the child alternative appropriate behaviors.
                This session is designed to provide a transition
                between previous sessions in which foster parents
                have hopefully gained a broader understanding of
                the dynamics of sexual abuse to the following
                sessions in which they will learn some specific
                techniques for addressing behaviors.

Objectives: . To sensitize foster parents to the specific
                   needs of the sexually abused child.
                . To help foster parents understand how the
                   sexually abused child copes with the stress
                   and trauma resulting from the abuse.
                . To help foster parents understand their role
                   as a treatment agent as well as care provider
                   for the sexually abused child.
                . To help foster parents understand the
                   inappropriate behaviors exhibited by the
                   sexually abused child by discussing the
                   potential causes and consequent effects of
                   specific behaviors.

I.   Emotional needs of the child

      A.   All children, regardless of whether or not they have
           problems or exhibit problem behaviors, are first of
           all children. They have the same needs as other
           children and are entitled to have those needs met.

      B.   Ask foster parents to develop list of typical needs of
           all children and adolescents. (Use flip chart or
           blackboard to list these.)

C. Children who have been sexually abused frequently have greater emotional needs than the average child or adolescent.

1. Ask foster parents to develop list of those needs which may be intensified for the sexually abused child (list on board or flip chart).

2. Add to above list any additional needs of a sexually abused child.

D. In an effort to cope with the trauma and or stress of the abuse, the sexually abused child frequently communicates his/her emotional needs and feelings through various behaviors which can be difficult for foster parents to handle.

1. Ask foster parents to develop list of problematic behaviors they have seen their sexually abused foster child exhibit.

2. From the above list, ask foster parents to identify those behaviors . . .

a. which are most problematic and why and;

b. which would most likely lead to disruption of child's placement.

O.H. #1 & 2

E. Using overhead "Understanding Problem Behaviors of the Sexually Abused Child" lead foster parents in discussion of several of the behaviors identified which could trigger placement disruption. (McFadden, 1986). (See Sourcebook, Page 46)

1. Ask foster parents to explain problem behavior;

2. Generate list of reasons why child might engage in the behavior;

3. Discuss impact of the behavior on foster family;

4. Discuss short and long term consequences of child engaging in the behavior;

5. Discuss ways foster parents have handled these behaviors;

6. Clean off the overhead and go through the process again for other behaviors.

-2-

F. Critical to understanding of problematic behaviors exhibited by the sexually abused child is knowledge and understanding of normal child development. Foster parents need to be able to determine if specific behavior of child is considered typical or appropriate for particular age. (Refer back to chart on Pages 21-24, if necessary.)

II. Foster Parent's Role in Changing Behavior

A. Much of this workshop focuses on foster parents' role as therapeutic agent and active member of the professional treatment team.

B. In addition to providing basic care, foster parents have responsibility for dealing with child's inappropriate behavior. This means responsibility for changing the inappropriate behaviors.

C. Foster parents can effectively change behavior by:

1. modeling the appropriate behavior;

2. setting limits or tolerance levels via clear reasonable family rules;

3. actively teaching alternative behavior and prosocial skills and;

4. systematically employing consequences to reinforce or reward positive behavior and punish negative behavior.

D. Specific skill-based approaches to effectively changing behavior using the Boys Town Family Home Program will be taught in remaining sessions. Some of the topics covered include:

1. analyzing behavior using A-B-C Model;

2. setting limits and establishing clear, reasonable family rules;

3. recognizing and describing behavior;

4. the use of praise and other reinforcers to motivate the child, increase appropriate behavior, and build strong relationships between the child and the foster parent;

5. using a teaching approach to reinforce positive behavior, correct problem behavior, and help the child learn new behavior.

Materials: . Flip chart or blackboard
. Overheads: 1 & 2

OVERHEADS

GOALS IN HELPING FOSTER PARENTS ANDLE BEHAVIORS OF SEXUALLY ABUSED CHILD

1. Try to understand cause of behavior or "why might child be behaving this way?"

2. Try to understand and assess impact on the foster family.

3. Think about consequence to the child.

4. Understand there are various ways to handle a behavior or there is no one "right" way.

5. Avoid discipline methods that involve control or force.

6. Look at all behavior as an opportunity to teach.

7. Try to understand and focus on the child's developmental stage versus his/her age. Remember what is inappropriate at one level is perfectly normal and acceptable at another level.

PROBLEMATIC BEHAVIORS OF THE CHILD WHO HAS BEEN SEXUALLY ABUSED

Behavior	
Definition of Behavior	
What might it mean to the child? What is causing the behavior?	
What might it mean to the foster family? What is the impact of the behavior?	
What are the long term consequences?	
How should the behavior be handled?	

Title: SESSION 7: Assessing the Behavior of the Sexually
                Abused Child

Sourcebook: Pages 45-60

Time: Two Hours

Description: In order to begin the process of developing a plan
                to effectively manage or change a child's
                behavior, foster parents must first understand the
                context of the specific behavior. Understanding
                the behavior means being able to objectively
                analyze or assess the behavior using a sequential
                problem-solving approach.

Objectives:

- To help foster parents understand the inappropriate
  behavior exhibited by the sexually abused child by
  specifying the behavior, discussing the possible causes
  of the behavior, and the resulting or consequent
  effects of the behavior.

- To help foster parents understand the causes of
  behavior.

- To help foster parents understand what is and what is
  not behavior.

- To help foster parents recognize the relationship among
  antecedents, behavior, and consequences.

- To help foster parents understand some basic principles
  of behavior such as positive reinforcement, negative
  consequences, shaping and generalization.

- To help foster parents recognize the importance of past
  events in the development of learned behaviors.

- To help foster parents understand the importance of
  using consequences to effectively change behavior,
  i.e., the use of rewards to reinforce appropriate and
  desired behaviors and the use of negative consequences
  to punish problem or inappropriate behavior.

- To help foster parents understand the different types
  of consequences and when each should or should not be
  used.

I.   Understanding Behavior Using the A-B-C Model (See Sourcebook
     Pages 45-49)

O.H. #1

    A.   Behavior is caused by three primary factors:

        1. biological effects
        2. long term environmental effects
        3. immediate environmental effects

    B.   The ability to develop and implement a strategy to
        successfully change a child's inappropriate and
        often sexualized behavior is largely dependent on
        the foster parent's skills in understanding or
        assessing the problem behavior.

O.H. #2

    B.   The A-B-C model represents step-by-step approach to
        problem-solving behaviors. (Page 46)

        1.   Model is based on premise that most behavior is
            learned, including sexual behavior.

        2.   This learning typically occurs in one or more of
            three ways:

            a)   by observing others
            b)   by direct teaching
            c)   by experiencing various situations

O.H. #2 - A, B, and C

    C.   Approach begins with defining or specifying the
        behavior.

        1.   Behavior simply defined as observable action or
            response of individual.

        2.   Behavior is:

            a)   body movements
            b)   facial expressions
            c)   verbal responses

        3.   Behavior is not perceptions, labels, assumptions,
            judgments, etc.

        4.   Behavior must be something one can see or hear.

        5.   Behavior must be measurable.

-2-

D. Using chart "Problematic behaviors of the Child Who Has Been Sexually Abused", select one of the sexually inappropriate behaviors listed in Session I and define that behavior specifically by covering all the points noted in C above.

O.H. #3 A and B

E. In assessing reasons for why child engages in specific behavior, foster parents must obtain information about events (antecedents) occurring before the behavior, i.e., what is causing the behavior?

1. When does behavior occur?
2. Where does behavior occur?
3. Who is present when behavior occurs?
4. What activity is child engaged in when behavior occurs?

F. Continue using chart to list all possible antecedents to the behavior.

G. Foster parents can manipulate antecedents (e.g., to occur at another time) so child's behavior is more predictable and thus, their teaching more effective.

H. In providing care for sexually abused children, it's critically important that foster parents have all available information about the sexual abuse of the child, i.e., when, where, with whom abuse occurred, etc. Knowledge of these antecedents to the abuse will help protect foster family and the child by preventing certain behaviors from potentially occurring.

O.H. #4

I. Behavior can also be manipulated through systematic application of consequences.

O.H. #5

1. Consequences are events following behavior which influence future occurrence of the behavior.

2. Consequences used to increase (reward) or decrease (punish) behavior.

-3-

3. When applied consistently and systematically, consequences are powerful tool for changing behavior.

J. Critical that foster parents of sexually abused children realize that the very behaviors these children have previously been rewarded for (i.e., performing sexual favors for the perpetrator) are behaviors that will be viewed as seriously inappropriate in the foster home.

1. Sexually abused child may learn to like sex because of the pleasant consequences (e.g., attention, affection, family control) she received in return for sexual favors; or

2. Sexually abused child may dislike any kind of physical affection, attention, etc., delivered as positive consequence or reward because this kind of attention has led to unpleasant sexual experience in the past.

O.H. #7, A, B and C

K. Most behavior, including seductive, sexually aggressive, and other inappropriate behavior displayed by sexually abused child, is learned or shaped (intentionally or unintentionally) through use of consequences, i.e., rewards and punishment. Use Scenarios #1 and #2 to illustrate this principle re: consequences.

L. Consequences can occur naturally in environment as logical outcome or result of behavior (e.g., a bruise may result from a fall, etc.) or specific consequences can be applied or deliberately arranged as result of particular behavior (e.g., logical consequences for child not putting bike away after riding it would be child does not get to ride bike for certain period of time; logical consequence for child studying for test would be doing well on the test, etc.) Ask foster parents to offer logical consequence for child sitting too close to foster father while watching TV.

M. Although both types of consequences are effective, many parents frequently think of consequences in terms of punishment for "bad" behavior and, therefore, rely heavily upon use of punishment rather than rewards to change behavior. Particularly an issue when dealing with a child who has significant behavior problems. Foster parents should make every effort to "catch the child being good" so the child can be frequently reinforced.

II. Increasing or Developing New Behavior Using Reinforcers (Pages 54-57)

O.H. #8

A. Provide foster parents with definition of reward or reinforcer stressing that if specified behavior does not increase, consequence used cannot be considered a reinforcer. (See Page 54 for definition)

O.H. #9

B. To help ensure effectiveness of reinforcers, foster parents should ask themselves the following questions:

1. Is reinforcer pleasing or gratifying?
2. Can reinforcer be made available immediately?
3. Can reinforcer be used more than once?
4. Is reinforcer time - efficient?
5. Is reinforcer affordable?

O.H. #10

C. Define and provide example of different types of reinforcers that foster parents can use. (See Page 54 for examples).

1. consumable
2. activity
3. manipulative
4. possessional
5. social
6. exchange

D. Ask foster parents to discuss some of the rewards they are using with their foster child that would fit into those six categories.

-5-

E. There are several ways to identify what rewards to use with a particular child.

   1. observe the child

   2. ask the child directly or indirectly

   3. suggest or provide the child with the opportunity to "try out" or experience a particular privilege

F. Encourage foster parents to utilize reward survey in Sourcebook to help child identify his/her reinforcers and then use this information to develop menu of privileges for the child. (Page 55)

G. Critical for foster parents of sexually abused children to realize that the things these children view as rewards are apt to be inappropriate for their age and developmental level and are probably socially inappropriate and sexual in nature as well.

O.H. #11
H. Foster parents can maximize effectiveness of any reinforcer by following several simple principles. (See Page 56 for definitions).

   1. Immediacy -- "When/Then Rule"
   2. Deprivation -- "Going Without"
   3. Size -- "The Cardinal Rule"
   4. Contingency -- "Grandma's Law"

O.H. #12
I. Selection of an appropriate reinforcer is extremely important to foster parents' success or effectiveness in helping their foster child increase his/her appropriate behavior. Several factors to consider when deciding what the positive consequences should be are:

   1. difficulty of skill for the child
   2. time required to complete the skill
   3. situational circumstances
   4. child's social history

J. Whenever possible, stress the importance of, using rewards to change behavior. Encourage foster parents to catch the child when he/she is "being good" by maintaining at least a 4:1 ratio -- four opportunities to praise for every opportunity to criticize.

K. Reinforcement used to strengthen and maintain appropriate behavior as well as to teach new behavior.

1. When teaching new behavior, foster parents should continuously reinforce occurrence of desired behavior each and every time it occurs, immediately after its occurrence until child has learned behavior and can perform it to criteria.

2. Once child has mastered a particular behavior, foster parents should change their schedule of reinforcement so they are reinforcing occurrence of the desired behavior only intermittently. This procedure will help strengthen the behavior and ensure the child continues to engage in the desired behavior.

O.H. #13

L. Occasionally reinforcement alone may not be enough to change child's behavior, particularly if foster parents are trying to teach a new set of behaviors that child is having difficulty learning. In these situations, shaping is a procedure which can be used effectively to teach and reinforce new behavior. The following steps are useful in this process:

1. Clearly describe goal behavior.

2. Select behavior which closely approximates desired behavior.

3. Reinforce approximate behavior until it occurs consistently.

4. Change criterion for reinforcement to behavior that is closer approximation to desired goal.

5. Repeat steps until goal behavior is achieved.

M. Sexually abused children frequently experience school problems; oftentimes problems are manifested in behaviors such as short attention span, staying on task, etc. Explain how a shaping process could be used to help increase a child's attention span.

III. Behavior Reduction Principles

A. Sourcebook presents two specific behavioral approaches that can be used effectively and humanely to reduce problem behavior. (Pages 57-60)

O.H. #14

1. Extinction (commonly known as planned ignoring) defined as removal of social reinforcement, i.e., child receives no attention or is ignored when engaging in inappropriate behavior.

2. Generally used by parents to decrease temper tantrums or other forms of negative attention-seeking with young children.

3. Technique is effective, however, behavior changes are not as immediate as with other approaches, also several important questions must be asked by the foster parent who is considering using extinction:

a) can the problem behavior be tolerated temporarily?
b) can an increase in the problem behavior be tolerated?
c) is it likely that the behavior might be imitated by other children?
d) are there specific reinforcers which are currently reinforcing the behavior and can these reinforcers be withheld?
e) is it possible to identify and reinforce an alternative behavior?
f) is it possible to ignore the behavior consistently?
g) are all parties involved with the child able to also follow through with and endure the process?

-8-

4. As above questions imply, extinction is difficult process to use to change behavior and if not followed exactly and consistently can, in fact, strengthen rather than weaken problem behavior.

5. Therefore, process should only be employed under close supervision and with support of caseworker, consultant, or therapist working with the foster parents.

B. Time out is common approach used to reduce problem behavior, oftentimes used by parents to deal with arguing and minor fighting.

O.H. #15

1. time out removes child from socially reinforcing situation and provides foster parents with time to calm down.

2. Sourcebook contains guidelines or rules for foster parents to follow when using time out.

3. As with any procedure used to change behavior, specific time out procedure and rules for its use must be developed and consistently followed by foster parents in order for process to be effective.

4. As with extinction, foster parents should not employ a time out procedure without first discussing and planning with the caseworker, consultant, therapist, etc.

C. Negative consequences can also be used to reduce problem behavior.

O.H. #16A

1. Provide foster parents with definition of negative consequence.

O.H. #16B

2. Foster parents can maximize effectiveness of negative consequence by following simple principles similar to those used with reinforcers.

   a) Size
   b) Immediacy
   c) Contingency
   d) Deprivation

O.H. #17

3. Oftentimes it's hard for foster parents to remain objective when deciding upon a negative consequence to use with child who has engaged in inappropriate behavior, particularly if behavior is seductive or sexually aggressive, repetitive, embarrassing or harmful to others. By considering following five factors, foster parents can generally arrive at a fair consequence:

   a) frequency of problem behavior
   b) duration of problem behavior
   c) intensity of problem behavior
   d) severity of problem behavior
   e) situational circumstances of the problem behavior

O.H. #18

4. Any time foster parents use negative consequences to decrease problem behavior, they should consider the following:

   a) use the consequences sparingly
   b) communicate rules clearly and make child aware of negative consequences prior to occurrence of the negative behavior.
   c) combine negative consequences with other procedures such as reinforcement to motivate child to learn or engage in desired alternative behavior.
   d) consequences should, whenever possible, relate to the problem behavior.

5. Present to foster parents concept of using rewards or privileges (generally available to child for engaging in positive behavior) as negative consequences for inappropriate behavior. (Sourcebook contains several examples of inappropriate behavior and suggested list of privileges to remove. (Page 58)

O.H. #19

6. Use O.H. #19 TO generate discussion re: appropriate negative consequences to employ

-10-

IV.   Extending Behavior to Other Settings -- Making it Last
       (Page 59)

O.H. #20
       A.   Ultimate goal for foster parents as teachers and
            treatment agents is to help child carry out,
            demonstrate, or generalize behavioral changes to
            variety of settings outside foster home, e.g.,
            school, biological home, church, activities with
            friends, etc.

            1.   Also means child engaging in appropriate
                 behaviors without need for specific cues and/or
                 tangible rewards.

            2.   Child must learn to generalize appropriate
                 behavior learned through foster parent's modeling
                 and teaching to be successful.

            3.   To ensure generalization of child's specific
                 behavior occurs, foster parents need to:

                 a)   provide opportunities for child to interact
                      with others outside foster home so foster
                      parents can teach, correct and reinforce
                      behaviors.
                 b)   make available to child opportunities to
                      engage in "newly learned" behaviors within as
                      well as outside foster home.
                 c)   make sure child is socially reinforced for
                      appropriate behaviors.

O.H. #20
       B.   Discrimination (opposite of generalization) is
            equally important to child's success. Involves child
            engaging in specific behavior in presence of certain
            stimulus or antecedent but not in presence of another
            antecedent.

            1.   Learning to discriminate appropriate situations
                 in which to engage in particular behavior is
                 extremely important skill for sexually abused
                 child to learn.

-11-

2. Sexually abused child may engage in "overly friendly", seductive, or sexually aggressive behavior in presence of any male (peers and adults or just adults, etc.) depending upon what inappropriate behaviors have previously been reinforced by the abuser. Child appears to have no boundaries at all or doesn't discriminate how to behave with different persons, i.e., friends, family, acquaintances, strangers, etc.

3. Refer to materials in Sourcebook on Personal Boundaries (page 28) to illustrate this concept.

V. Behavior Assessment

O.H. #21 and 22

A. A-B-C Model presented in this session can be used to conduct effective and efficient process for identifying problem behavior as well as designing and implementing a treatment plan for managing the behavior and teaching an alternative skill. The following points address the assessment phase of treatment planning specifically and can help foster parents address problem behavior in orderly, objective fashion.

B. Information foster parents should gather regarding problem behaviors are:

1. What is the specific behavior (defined behaviorally)?

2. How often does behavior occur?

3. What is intensity of the behavior?

4. How severe is behavior problem (is it illegal or dangerous to child or others)?

5. When does the behavior occur?

6. Where does the behavior occur?

7. What activity was child engaged in before behavior occurred?

8. Who was around or who was child with when behavior occurred?

9. What happened immediately after the behavior? What are the consequences or result of the behavior?

Materials:

Overheads 1-22
Exercises included in Sourcebook, Pages 53, 54, & 58; Figures 6.10 and 6.11

OVERHEADS

THE CAUSES OF BEHAVIOR

INHERITED FACTORS
(BIOLOGICAL EFFECTS)

REINFORCEMENT HISTORY
(LONG TERM ENVIRONMENTAL
EFFECTS)

PROBABILITY OF
REINFORCEMENT
(IMMEDIATE ENVIRONMENTAL
EFFECTS)

PRINCIPLES OF BEHAVIOR
ABC MODEL

A - ANTECEDENTS

What are the circumstances surrounding the behavior?

B - BEHAVIOR

What is the youth doing?

C - CONSEQUENCES

What is the outcome of the behavior?

WHAT IS BEHAVIOR?

*Any observable action or response
of an individual:*

Body Movements

Facial Expressions

Verbal Responses

WHAT IS <u>NOT</u> BEHAVIOR?

Feelings, Thoughts, Perceptions, Labels

Anger
Bad Attitude
Depressed
Dirty
Flirt
Happy
Hyperactive
Lesbian
Naughty
Nervous
Pain
Precocious
Provocative
Retarded
Scared
Slutty
Tease
Unladylike

PROBLEMATIC BEHAVIORS OF THE CHILD WHO HAS BEEN SEXUALLY ABUSED

Behavior	
Definition of Behavior	
What might it mean to the child? What is causing the behavior?	
What might it mean to the foster family? What is the impact of the behavior?	
What are the long term consequences?	
How should the behavior be handled?	

ANTECEDENTS

Antecedents are the signals or conditions present in the environment prior to the behavior occurring.

THE 4 "W"'S
1. WHO
2. WHEN
3. WHERE
4. WHAT
ACTIVITY

Antecedents can be:

instructions – "It's time to get ready
for bed."

sounds   – a door opening

sights   – wink and head nod

smells   – man's cologne, pipe
tobacco, etc.

place   – bedroom, barn,
bathroom, car

BEHAVIOR

IS

INFLUENCED

BY

ITS

CONSEQUENCES

WHAT FOLLOWS A BEHAVIOR
INFLUENCES ITS RECURRENCE

CONSEQUENCES

Consequences are the events in the environment (results or outcomes) following a behavior.

CONSEQUENCES
EFFECT
ON
BEHAVIOR

1. Behavior can be positively changed to occur with more frequency or with less intensity.

2. Behavior can be decreased to occur less often or with less intensity.

3. New behavior can be learned and old behaviors improved.

4. Behavior can be changed so that it occurs at a different time or place.

CONSEQUENCES

1. <u>Natural</u> consequences are the typical outcomes of a behavior without any intentional human intervention.

    EXAMPLE: A bruise may be the natural consequence of falling.

2. <u>Applied</u> consequences are outcomes that are deliberately arranged.

    EXAMPLE: Stars
    Happy Faces
    Allowance
    Watching T.V.

SCENERIO #1

Antecedent	Behavior	Consequence
Marcie's friend Barb calls to see if she can go to a movie. Marcie would like to go.	Marcie finds her foster dad reading the paper. She walks up behind him and starts rubbing his shoulders while leaning over him. She says in a little girl voice, "Daddy, can I go to a movie with Barb?"	Marcie's foster dad, blushes, pulls away, clears his throat, and says, "Yeah, go ahead."

SCENERIO #2

Antecedent	Behavior	Consequence
Marcie's friend Barb calls to see if she can go to a movie. Marcie would like to go.	Marcie finds her foster dad reading the paper. She walks up behind him and starts rubbing his shoulders while leaning over him. She says in a little girl voice, "Daddy, can I go to a movie with Barb?"	Foster dad puts paper down, turns to Marcie and says, "For rubbing my shoulders and using that tone of voice, you may not go to the movie with Barb."

GUARANTEEING
the
EFFECTIVENESS
of
REINFORCERS

1. Is reinforcer pleasing or gratifying?

2. Can reinforcer be made available immediately?

3. Can reinforcer be used more than once?

4. Is reinforcer time-efficient?

5. Is reinforcer affordable?

POSITIVE REINFORCEMENT

(REWARDS)

AN EVENT THAT FOLLOWS

A BEHAVIOR AND INCREASES

THE LIKELIHOOD THAT THE

BEHAVIOR WILL RECUR

KINDS OF REINFORCERS

CONSUMABLE

ACTIVITY

MANIPULATIVE

POSSESSIONAL

SOCIAL

EXCHANGE

PRINCIPLES FOR USE OF REINFORCERS

IMMEDIACY or WHEN/THEN RULE

DEPRIVATION or DOING WITHOUT

SIZE or THE CARDINAL RULE

CONTINGENCY or GRANDMA'S LAW

FACTORS TO CONSIDER WHEN DECIDING WHAT THE POSITIVE CONSEQUENCES SHOULD BE:

- DIFFICULTY OF THE SKILL FOR THE YOUTH

- TIME REQUIRED TO COMPLETE THE SKILL

- SITUATIONAL CIRCUMSTANCES

- YOUTH'S SOCIAL HISTORY

SHAPING BEHAVIORS

1. Clearly describe the goal behavior

2. Select a behavior which comes close to the described behavior

3. Reinforce the approximate behavior until it occurs consistenly

4. Charge the reinforcement to a behavior that is closer to the desired goal

5. Repeat until the goal behavior is achieved

EXTINCTION

"Planned" Ignoring

or

Removal of Social

Reinforcement

TIME OUT

Removing child from socially reinforcing situation

NEGATIVE CONSEQUENCE

Technique for decreasing undesirable behavior.

Act of taking away rewards for misbehavior.

Child is fined by losing tokens or a favorite

privilege or activity when he/she misbehaves.

PRINCIPLES FOR USE OF
NEGATIVE CONSEQUENCES

1. Size

2. Immediacy

3. Contingency

4. Deprivation

FACTORS TO CONSIDER WHEN DECIDING WHAT THE NEGATIVE CONSEQUENCE SHOULD BE:

FREQUENCY

DURATION

INTENSITY

SEVERITY

SITUATIONAL CIRCUMSTANCES

When Using Negative Consequences, Rembember to....

1. Use consequences sparingly.

2. Discuss any consequences with child prior to using them.

3. Combine negative consequences with other procedures such as reinforcement to motivate child.

4. Whenever possible, make consequences relate to the problem behavior.

SELECT AN APPROPRIATE CONSEQUENCE

Elaine argues with her foster mother when told 'no'.

Carol comes home an hour late.

June has a poor school report in algebra.

Becky climbs on foster father's lap whenever they're watching TV.

GENERALIZATION -- The occurrence of a
particular behavior in
a number and variety
of different situations

DISCRIMINATION -- The occurrence of a
particular behavior in
certain situations but
not in others.

BRAINSTORMING THE PROBLEM -- ASSESSING PROBLEM BEHAVIOR

Gather the following information:

1. What is the specific behavior?

2. How often does the behavior occur?

3. What is the intensity of the behavior?

4. How severe is the problem behavior?

5. When does the behavior occur?

6. Where does the behavior occur?

7. What activity was the child engaged in when the behavior occurred?

8. Who was around or who was child with when the behavior occurred?

9. What happened immediately after the behavior occurred?

Before Starting a Behavior Management Plan:

1. Specifically define the problem behavior. Specifically define the desired behavior.

2. Decide if the behavior is reasonable and achievable. Is a shaping process needed?

3. Until the desired behavior occurs often, reward it every time it occurs, then reward it occasionally.

4. Remember to use a variety of rewards.

5. Keep in mind the principles involved in using rewards (if/then rule, size, going without, and immediacy).

6. Give child clear instructions.

7. Discuss consequences with child.

8. Use consequences consistently.

9. Keep track of how often behavior occurs (positive and negative).

10. If plan doesn't seem to be working, go back and check plan (items 1-8).

11. If necessary, make gradual changes in plan.

Title:	SESSION 8: Tolerance Levels and Effective Discipline
Sourcebook:	Pages 60-64
Time:	2 Hours
Description:	Regardless of the fact that many sexually abused children placed in foster care exhibit a variety of inappropriate behaviors as a result of the trauma and their efforts to cope with the abuse, such behaviors should not be overlooked or accepted; to do so would be unfair to the child and would show a lack of care and concern on the foster parent's behalf. In order for foster parents to discriminate appropriate and inappropriate behaviors and effectively perceive opportunities to teach (discipline) the child, foster parents must establish and communicate reasonable tolerance levels to the child. This session discusses tolerance levels in terms of behavior, presents some basic rules and suggested guidelines for developing an effective approach to discipline (e.g., development of home rules), and explains how setting clear expectations helps the child manage his/her own behavior as well as helping the foster parents 1) be consistent in their teaching and 2) effective in establishing and maintaining a positive relationship with the child.
Objectives:	• To help foster parents to determine what behaviors are appropriate or inappropriate. • To help foster parents understand the importance of tolerance levels in building positive relationships with and teaching appropriate behaviors to sexually abused children. • To help foster parents understand the importance of establishing rules for their family, home, and the foster child to teach appropriate expectations and ensure a safe environment for both the foster child and the foster family. • To help foster parents identify issues necessitating rules and guidelines for developing effective rules.

I.   The Impact of Tolerances on Behavior and Teaching (Page 60, in Sourcebook)

O.H. #1
A & B

A.   When referring to the behavior of an individual, tolerance implies the "fine line" which distinguishes appropriate behavior (behavior that one will accept or tolerate) from that which is inappropriate (behavior that one will not accept or tolerate).

B.   Foster Parents who have a high tolerance level for behavior typically place few expectations on the child and in turn tend to "put up with" a great deal of inappropriate behavior. Conversely, Foster Parents who have a low tolerance level for behavior generally place a great many more expectations on the child and, as a result, tolerate little in the way of inappropriate behavior.

C.   Foster Parents generally don't make conscious decision to have high tolerance levels, rather high tolerances are results of several factors, e.g., Foster Parents being overly sympathetic to child's situation, being afraid to place too many demands on the child, feeling that the child is not capable of changing his/her behavior because of the "psychological damage" caused by the sexual abuse, avoiding addressing the inappropriate behavior because of how the child has previously responded or might respond when confronted, fearing that the relationships with the child may be destroyed, etc.

O.H. #2

D.   Not dealing with inappropriate behavior, i.e. maintaining high tolerance levels, is unfair to the child for several reasons:

1.   Sends false message to the child -- that his/her inappropriate behavior is acceptable.

2.   Denies the child needed treatment which is primary reason for placement in Foster Care.

3.   Sets child up for continued failure and possible revictimization.

4.   Creates tension and conflict.

-2-

O.H. #3
D. To maximize child's opportunity to learn appropriate alternative behaviors, Foster Parents need to establish low tolerances and remain consistent in their expectations. In doing so the child will:

1. Learn more quickly.

2. View the Foster Parents as fair and concerned.

3. Not be confused or receive mixed messages.

4. Be less likely to attempt to manipulate a situation or cause conflict between himself/herself and the Foster Parents.

O.H. #4
II. Communicating Tolerances Through Home Rules

A. Rules are one effective way for Foster Parents to communicate their expectations to the child.

B. Rules provide guidelines which help Foster Parents be more consistent in their teaching.

C. Ask Foster Parents to discuss some of the general rules they've developed and used with their foster child as well as any rules they have relating specifically to sexually inappropriate behaviors.

O.H. #5
D. Some helpful guidelines for making rules are:
1. When possible, rules should be brief, stated positively, and easy to remember.

2. Rules should specify the behavior and resulting consequences. Whenever possible, the child should have input into developing the rule and deciding upon an appropriate consequence.

3. Rules should be stated clearly and specifically so they can be easily followed and enforced.

4. Rules should be appropriate to child's age, developmental level, living environment, etc. Rules should only concern behavior that is under the child's control and that which Foster Parents can monitor. (Pg. 60)

-3-

E. Use an example rule provided by one of the Foster Parents or offer another example to critique for the above criteria.

F. Regardless of how good a rule looks or sounds, it will not be effective if it is not used and used effectively and consistently. Some helpful hints for using rules are:

1. Begin new rules gradually. Don't overwhelm the child.

2. When the child breaks a rule, have him/her repeat the rule broken as part of the correction and teaching process.

3. When the child breaks a rule, require him/her to, whenever possible, positively correct the situation or perform the behavior correctly as part of the teaching process.

4. Do not allow the child to debate about rules. Don't make concessions or exceptions to the rules. Consistency and follow-through are of the utmost importance to using rules effectively.

G. When establishing rules they expect the child to follow, the Foster Parents are communicating their tolerance levels. In determining how many and what kind of rules are reasonable, Foster Parents can ask themselves:

1. What rules would help the child be successful and help the Foster Parents and the other family members feel comfortable?

2. How many rules are the Foster Parents willing to enforce?

3. What are the reasons for having the rules? (Pg. 61)

H. In caring for sexually abused children, it's particularly important for Foster Parents to establish and enforce specific rules about things such as:

1. Appropriate dress
2. Appropriate touching
3. Adult versus child roles and responsibilities

-4-

I. Rules are one effective way for foster parents to communicate their tolerance levels, however, rules are not the only solution. If child engages in behavior that is bothersome, potentially harmful to himself/herself or others, etc., Foster Parents need to deal with that behavior even though it is not covered in a family rule.

J. Considerable time should be devoted during this session discussing personal boundaries and how foster parents can set appropriate expectations for the sexually abused child in this regard through their use of modeling and rules for the child and other members of the foster family. (Pgs. 25-28)

III. Prioritizing Problem Behaviors (Page 61-62)

A. Early in the placement, sexually abused children frequently may engage in a variety of inappropriate behaviors, many of which are sexual in nature. Foster Parents can easily become overwhelmed with amount, frequency, and magnitude of problem behaviors without a way to "prioritize" which behaviors to address first.

B. To help Foster Parents rank order problem behaviors and establish priorities for implementing strategies for behavioral change, they should ask themselves several questions regarding the behavior:

1. Is the behavior dangerous, illegal, or destructive to child or others?

2. Is the behavior typical of the child's developmental level?

3. Why does the behavior bother me? (Does it conflict with my family's values? Does it cause me extra work? Does it cause stress for me or others in my family? Does it place the child at risk?)

C. Behaviors can be viewed by Foster Parents as:

1. "Red Flag" - behaviors which place child or others at some kind of emotional, social, or physical risk and need to be corrected immediately.

2. "Yellow Flag" - behaviors which are questionable although do not present an immediate risk. These behaviors need to be given priority once the "Red Flag" behaviors have been significantly decreased.

3. "Green Flag" - behaviors which are acceptable and in fact should be reinforced. (See Sourcebook pg. 62 for some example behaviors.)

D. As Foster Parents set expectations and enforce rules for the child, they also need to remember to combine these low tolerances with patience, encouragement, and recognition to demonstrate support for the child as he/she attempts to change old behaviors and learn new ways of interacting.

E. Attention to qualities noted in "D" above will help child view Foster Parent as more pleasant, fair, and concerned rather than unreasonable and authoritarian. Positive relationships between child and Foster Parents will also be more likely to develop.

Materials: Overheads 1-6
            Exercise included in Sourcebook
            Page 62, Figure 6.14

OVERHEADS

TOLERANCE LEVEL

The "fine line" that distinguishes appropriate behavior from inappropriate behavior.

THE CHILD WHO HAS NOT BEEN DISCIPLINED WITH LOVE BY HIS LITTLE WORLD (THE FAMILY)

WILL BE DISCIPLINED

GENERALLY

WITHOUT LOVE,

BY THE BIG WORLD!

TOLERANCE LEVELS

UNACCEPTABLE

HIGH

LOW
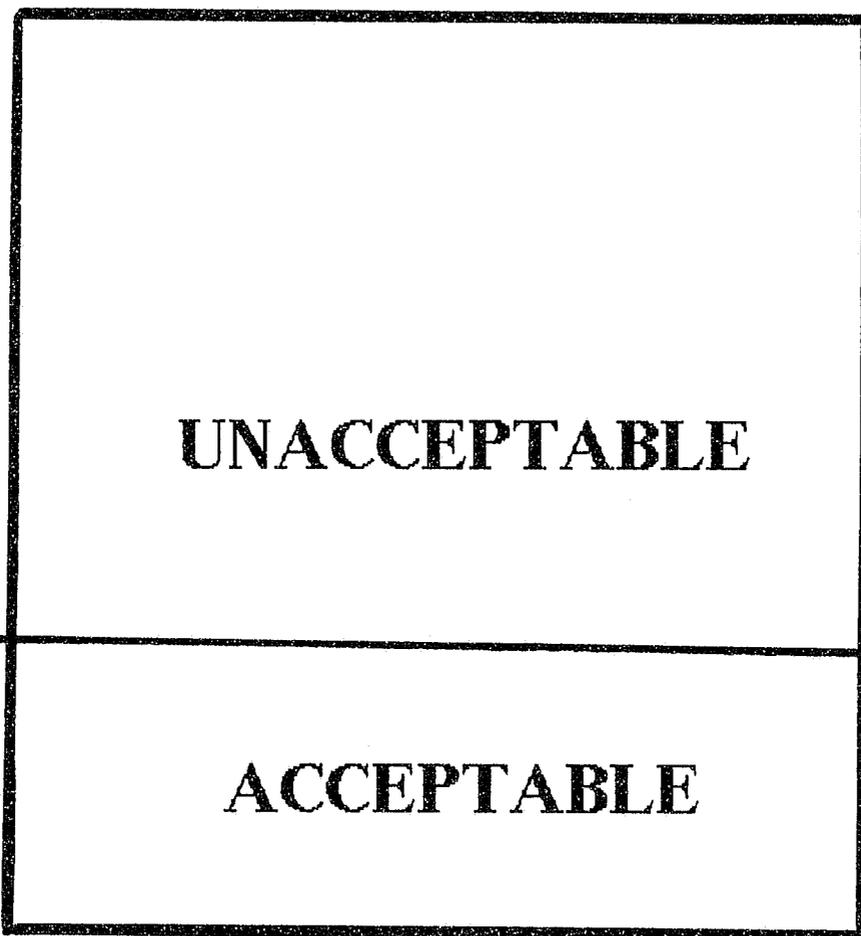
ACCEPTABLE

TOLERANCE LEVEL

ALL YOUTH'S BEHAVIORS

RESULTS OF INCONSISTENT TOLERANCE LEVELS

YOUTH CONFUSION

WEAKENS TREATMENT ENVIRONMENT AND DENIES CHILD OPPORTUNITY TO LEARN AND GROW

CREATES TENSION AND/OR CONFLICT BETWEEN ADULTS (SPOUSES)

CREATES TENSION AND/OR CONFLICT BETWEEN YOUTH AND ADULTS (HAMPERS RELATIONSHIP DEVELOPMENT)

RULES   COMMUNICATE

TOLERANCE LEVELS

HELPFUL GUIDELINES FOR DEVELOPING RULES:

1. Be brief

2. Get input from the child

3. Be clear, concise, and include consequences

4. Include only behavior that is under the child's control and age-appropriate

DEALING WITH PRIORITIES

RED FLAG behaviors require immediate intervention and correction

YELLOW FLAG behaviors become target areas as Red Flag behaviors decrease

GREEN FLAG behaviors are appropriate and should be reinforced.

Title:	SESSION 9: Recognizing and Describing Behavior
Sourcebook:	Pages 49-53
Time:	Two Hours
Description:	Children who have been sexually abused frequently display a myriad of behaviors that are obnoxious, embarrassing, disruptive, persistent, and frustrating to deal with. Typically, these behaviors are difficult for foster parents to deal with because they often conflict with the family's value system. Consequently, foster parents oftentimes may have difficulty approaching these behaviors objectively and unemotionally. This session highlights how to recognize behavior, what behaviors to "zero in on", how foster parents can use this ability to select skills and define the specific behaviors to teach the child as well as some basic steps for foster parents to follow when describing behavior. These steps should help foster parents to address bothersome problem behaviors in a constructive and objective way and increase the child's opportunity to learn alternative appropriate behavior.

Objectives:

. To help foster parents define and discuss behaviors in specific, objective, nonjudgmental terms.

. To help foster parents understand the importance of looking at all behavior as "acceptable" or "unacceptable" rather than "good", "bad", "evil", etc.

. To help foster parents identify a curriculum of skills and behaviors to teach to the sexually abused child.

. To help foster parents understand how recognizing and describing behavior can enhance the effectiveness of their teaching and communication with the child.

I.   Keys to Effective Behavioral Descriptions (Pages 49-51 in Sourcebook)

O.H. #1
   A. Effective recognition and description of behavior involves the careful observation of behavior as well as the antecedent and consequences of the behavior.

   B. Foster parents' descriptions of the A-B-C's need to be specific, objective, and behavioral.

   C. Foster parents' ability to accurately describe the A-B-C's are critical to the foster parents' effectiveness as teachers and pleasantness as adult caretakers.

O.H. #2
      1. It helps foster parents recognize situations to praise child.

      2. It helps foster parents recognize situations in which to correct the child.

      3. It helps foster parents recognize new behaviors to teach the child.

      4. It increases likelihood that child will understand what behavior foster parent expects.

      5. It aids in relationship building by helping foster parents focus on behaviors and avoid judgmental terms.

      6. Nonspecific descriptions may mean one thing to the foster parent and something else to the child.

   D. To utilize their observing and describing skills effectively, foster parents must know which behaviors to recognize; hence, establishing consistent tolerance levels is a prerequisite to this skill.

   E. Describing behavior specifically is analogous to an instant (verbal) replay of behaviors, i.e., worded in such a way that it could be repeated or reenacted by someone who had not observed the behavior.

   F. Behavioral descriptions need to include descriptions of verbal and nonverbal behaviors.

O.H. #3

G. Some helpful rules to follow when recognizing and describing behavior include:

1. Be specific.

2. Word behavior so it could be repeated by someone who did not observe it.

3. Avoid using general or judgmental/subjective terms.

4. Demonstrate child's voice tone

5. Quote exactly what child said

6. Describe/demonstrate body language.

7. Describe absence of appropriate behavior(s).

O.H. #4

H. Examples of vague and specific behavioral descriptions appear in the Sourcebook (Page 51 and Appendix H) along with a list of vague behaviors which can be used as a practice exercise with foster parents. (Pages 51-53 and Appendix I)

I. As responsible treatment providers, foster parents need to be aware of what their foster child is doing throughout the day; close monitoring is particularly important for children who have been sexually abused.

J. Specific occasions when foster parents need to "zero in on" and describe a child's behavior are:

1. When the child has engaged in an appropriate behavior. (Page 51)

2. When the child has engaged in an inappropriate behavior. (Pages 51 and 52)

3. When the foster parent is teaching or observing the child engaging in a newly learned skill.

II.   Skill Building

A.   As treatment agents, foster parents are largely
      responsible for helping the child change inappropriate
      behavior and learn alternative appropriate behavior so
      they can be successful in variety of social situations
      as well as protect themselves from further
      victimization.

B.   Sexually abused child has special needs which must be
      addressed by foster parents. Some crucial area where
      attention should be focused are: communicating,
      establishing relationships, expressing feelings.

      1.   Sexually abused child frequently has difficulty
           with or does not know how to perform appropriately
           certain skills in these social areas, e.g., asking
           for help, being assertive, seeking affection/
           attention, etc. and rational problem-solving.

      2.   Sexually abused child oftentimes doesn't know how
           to label or describe his/her feelings and
           behavior.

O.H. #5,
6, 7, & 8

C.   Foster parents can most effectively and efficiently
      teach by breaking skills down into smaller steps or
      behaviors. (See Appendix G)

      1.   Several behaviors can be taught at a time.

      2.   The child can more quickly generalize new skills
           to other situations.

      3.   Variety of behaviors can be combined in different
           ways to produce different skills.

D.   Occasionally foster parents may need to focus teaching
      on specific behavior versus skill, i.e., when child is
      having difficulty with isolated behavior(s). Sexually
      abused child may repeatedly demonstrate inappropriate
      boundaries by touching others inappropriately,
      standing or sitting too close to someone, etc.

E.   Labeling skills and specifically describing behaviors
      are essential to using the teaching interaction
      (described in subsequent session) to teach new
      behavior or correct problem behavior.

F. Foster parents should be provided with opportunity to role-play recognizing and describing specific behaviors and receiving feedback from trainer on both their verbal and nonverbal descriptions.

   1. Role-play exercises involving either scripted scenes for participants to act out or videotaped vignettes that participants observe are both effective methods for providing foster parents with the opportunity to practice recognizing and describing behaviors.

   2. Role-play vignettes should focus on examples of both appropriate and inappropriate behaviors typical of sexually abused child.

III. Show videotape: "Recognizing and Describing Behaviors." Stop after each short scene. Ask a participant to describe the child's behavior <u>specifically</u>. Go on to the next scene and continue the process until every participant has had at least one opportunity to practice.

Materials: Overheads 1-8
            Videotape: "Recognizing and Describing Behaviors"
            Exercises included in Sourcebook
             (Page 51 and Figure 6.9)

OVERHEADS

RECOGNIZING & DESCRIBING BEHAVIOR

OBSERVING THE BEHAVIOR(S)

(VERBAL/NONVERBAL) AND

DESCRIBING IT BACK TO

THE CHILD

RECOGNIZING AND DESCRIBING BEHAVIOR HELPS FOSTER PARENTS:

1. Recognize situations to praise the child

2. Recognize situations in which to correct the child

3. Recognize new behaviors to teach the child

4. Communicate their expectations to the child

5. Develop a positive relationship with the child

WHEN MAKING BEHAVIORAL DESCRIPTIONS:

1. Be specific

2. Word it so it could be repeated by soneone who had not originally observed it

3. Avoid using only general terms like "bad attitude", "dirty", "naughty", "coming on to"

4. Demonstrate voice tone

5. Quote exactly

6. Describe/demonstrate body language

7. Describe absence of appropriate behaviors

VAGUE BEHAVIORS   SPECIFIC BEHAVIORS

- AGGRESSION

  TEMPTER TANTRUMS

  GOOD GROOMING

  BE HOME ON TIME

  FLIRTING

- CLEAN YOUR ROOM

  SEXUALLY
  INAPPROPRIATE

  PROMISCUOUS

  IMMATURE

  IMMODEST

- SEDUCTIVE

HOW TO FOLLOW INSTRUCTIONS:

1. Look at person

2. Acknowledge instruction

3. Do task immediately

4. Check back after completing task

HOW TO ASK FOR HELP:

1. Look at person
2. Ask person if he/she has time to help you (now/later)
3. Politely and specifically express what kind of help is needed
4. Thank person for the help

HOW TO ACCEPT CRITICISM:

1. Look at person
2. Acknowledge criticism
3. Correct the problem
4. Check back after correcting problem

RATIONAL PROBLEM-SOLVING

Problem-Solving a Disagreement:
1. Look at person
2. Use calm voice tone
3. Request to speak to person about the problem
4. State problem in positive terms- Don't accuse or blame others
5. Identify a possible solution
6. Give rationale for solution
7. Ask persons for other possible solutions
8. Negotiate solution
9. Thank person for listening

ASSERTIVENESS:
1. Look at person
2. Remain calm
3. State grievance in a brief, clear and objective manner
4. Wait for and/or request appropriate time to discuss grievance
5. Use "I" statements (i.e., "I Feel this is unfair" instead of "You are unfair")
6. Express "thanks" for listening to grievance

HOW TO ACCEPT 'NO' FOR AN ANSWER:

1. Look at person
2. Acknowledge
3. No inappropriate behaviors (arguing, whining, pouting or getting angry)
4. If don't understand why, can calmly ask for a reason
5. If disagree or have a complaint, can bring it up at later time

HOW TO ASK FOR PERMISSION:

1. Look at person
2. Ask question politely, e.g., "May I please ...", "would it be okay if..."
3. Wait for an answer
4. If the answer is yes, say thanks
5. If the answer is no, (review the behaviors expected when told "no")

Title:	SESSION 10: Relationship Development and Effective Praise
Sourcebook:	Pages 24, 33-35, and 63-64
Time:	2 Hours
Description:	As a result of being sexually abused, children learn not to trust adults, specifically parent figures. Likewise, as a result of the abusive experience, these children lack confidence and trust in building new relationships with other adults, e.g., foster parents. They also exhibit underdeveloped social skills and have a low self-esteem or sense of self-worth and frequently view themselves as "damaged goods" largely due to the guilt and shame they are shouldering as a result of the sexual abuse. These children need to learn how to trust others, particularly adults, and how to build and maintain appropriate relationships with peers and adults. Helping the sexually abused child develop relationships is one of the most important tasks facing foster parents. This session reviews the benefits resulting from strong relationships between foster parents and child, as well as additional behaviors, attitudes, and activities foster parent can engage in to enhance relationship development such as using effective praise.
Objectives:	. To help foster parents understand why sexually abused children experience difficulty forming and maintaining appropriate relationships with others.

. To help foster parents understand the importance and specific benefits of developing strong positive relationships with their foster child.

. To provide foster parents with some basic guidelines for developing and maintaining positive relationships with their foster child.

. To sensitize foster parents to activities, behaviors, etc., they can engage in to foster relationship development with the child.

. To teach foster parents a process for effectively praising or reinforcing their foster child. |

O.H. #1
I.   Benefits of Developing Strong Relationships (Page 34)

    A. A strong relationship between foster parents and child will facilitate foster parent's ability to help effect changes in child's behavior (ultimately his/her life), create a more pleasant and safe home environment and improve the foster parent's efforts to help the child.

    B. When relationships between foster parent and child are healthy and strong, child is more likely to seek out and want to spend time with the foster parent.

        1. Child is more likely to identify with and accept foster parent's values, opinions, and rationales for changing behavior. Foster parent becomes effective role model.

        2. Child also generally more accepting of direct teaching from foster parent.

        3. Child is more likely to talk with and confide in foster parent about how he/she is feeling or thinking, better enabling the foster parent to be sensitive to child's needs and to individualize treatment and care to best help the child.

    C. Relationship development also positively influences some critical child behaviors which ultimately impact success and stability of child's placement.

        1. Child is less likely to run away.

        2. Child is less likely to succumb to negative peer pressure.

        3. Child is more likely to care about foster parent's opinion of him/her; child is generally more compliant and foster parent's approval of child becomes a powerful reinforcer or reward. Eventually, this desire for "parental approval" generalizes to other adults as well.

II.   Foster Parent's Role in Developing Positive Relationships (Pages 34-35)

    A. In society, there is a general set of behaviors and attitudes that are socially acceptable and valued by its members -- honesty, sensitivity, concern for

others, sense of humor, reliability, willingness to listen or help, etc. Typically children traumatized by events such as sexual abuse and subsequently placed in foster care have not developed or have poorly developed values and behaviors in these areas due to inappropriate role models and emotional neglect.

O.H. #2

B. Sourcebook contains list of liked and disliked adult caregiver behaviors generated by children placed in group homes (Wilner, 1975). (Page 35) List would probably be similar for children placed in foster care as well. Review list and discuss behaviors with foster parents.

C. Foster parents can develop and enhance positive relationships with sexually abused child by following several basic guidelines. (Page 24)

1. Don't focus on the abuse or ask for details of the event.

2. Praise child for his/her positive behaviors and natural abilities and talents.

3. Give the child permission, and actively encourage him/her to be assertive in expressing feelings; assist child in recognizing and describing his/her feelings.

4. When appropriate, remind child abuse was not his/her fault.

5. Give child permission to express love and affection toward biological family.

6. Show understanding of child's desire to return to biological family.

D. Several key concepts which are important and need to be in place for helping children learn to develop strong appropriate relationships are: consistent tolerance levels, and teaching procedures, e.g., correcting problem behaviors and praising positive behaviors of the child.

E. It is relationships that make foster parent's treatment effective and their home environment and care, nurturing and family-like. These elements are not only important to any child placed in out of home care -- they are the child's rights.

III. Effective Praise

    A. Foster parents are crucially important to developing and strengthening relationships.

        1. Praising child provides foster parents opportunity to sincerely, enthusiastically, and specifically recognize child's progress and accomplishments.

        2. Manner in which praise is given will determine whether it is effective, i.e., meaningful to child and influential in changing child's behavior.

            a. praise should clearly describe the child's behavior -- label the behavior not the child.

            b. praise should be 100% pure praise, i.e., contain no "zaps", "zingers", or "buts" which could weaken the impact and sincerity of the praise.

O.H. #3

    B. To ensure their praise is effective -- 100% pure -- foster parents should include the following components when praising a child:

        1. Positive, enthusiastic opening statement.
        2. Specific description of appropriate behavior.
        3. Rationale (reason) for the behavior.
        4. Positive consequence (reward).
        5. Acknowledgment (from child).
          (See Sourcebook pgs. 63 and 64 for example of effective praise)

O.H. #4

    C. Benefits to foster parents for using effective praise are many.

        1. By being reinforced for positive behavior, child is more likely to engage in that behavior and as frequency of child's positive behavior increases, number of times negative behavior occurs should decrease.

        2. Focusing on positive behaviors will make foster parents interactions and time with child more pleasant.

        3. Praise will improve child's self-esteem.

    D. Show videotape of effective praise interaction.

-4-

E. Foster parents should be provided with opportunity to role play effective praise interactions.

   1. Role play exercises involving the use of scripted scenes for participants to act out with each other or trainer are recommended. Scripts should relate to positive behaviors that a sexually abused child should be working on.

   2. Role play exercises could also involve participants spontaneously effectively practicing the component by praising each other for something specific.

Materials: Overheads #1-4
             Videotape: "Effective Praise"
             Role-Play Scenes

OVERHEADS

RATIONALES FOR BUILDING GOOD RELTIONSHIPS:

Children will spend more time with the Adult(s).

Children will be less likely to run away.

Children will be more likely to imitate adult behaviors, identify with their opinions and agree with rationales.

Children will be more likely to accept adult's criticism.

Children will be more likely to communicate freely with adult(s).

Children will be more likely to feel a part of the family.

Children and adults will be much happier living together 365 days a year.

Children will be more likely to continue to engage in appropriate behavior after leaving their home.

LIKED BEHAVIORS	DISLIKED BEHAVIORS
CALM, PLEASANT VOICE TONE	DESCRIBING ONLY WHAT THE YOUTH DID WRONG
OFFERING OR PROVIDING HELP	ANGER
JOKING	NEGATIVE FEEDBACK
POSITIVE FEEDBACK	PROFANITY
FAIRNESS	LACK OF UNDERSTANDING
EXPLANATION OF HOW OR WHAT TO DO	UNFRIENDLY
EXPLANATION OF WHY	UNPLEASANT
CONCERN	BOSSY-DEMANDING
ENTHUSIASM	UNFAIR CONSEQUENCES
POLITENESS	BAD ATTITUDE
GETTING RIGHT TO THE POINT	UNPLEASANT PHYSICAL CONTACT
SMILING	MEAN, INSULTING REMARKS
	NO OPPORTUNITY TO SPEAK
	SHOUTING
	ACCUSING, BLAMING STATEMENTS
	THROWING OBJECTS

AN EFFECTIVE PRAISE STATEMENT:

1. Begins with a positive, enthusiastic opener

2. Specifically describes/demonstrates positive behavior (no zaps, zinger, or buts)

3. Explains a reason for importance of behavior

4. Signals/provides for a reward

5. Acknowledgment from child

BENEFITS OF EFFECTIVE PRAISE

1. POWERFUL TEACHING TOOL

2. RELATIONSHIP BUILDING

3. ENHANCES CHILD'S SELF-CONCEPT

4. INCREASES FUTURE LIKELIHOOD OF APPROPRIATE BEHAVIOR

ROLE-PLAY
SCENES

<u>EFFECTIVE PRAISE STATEMENT</u>

<u>ROLE-PLAY SCENE ONE</u>

<u>CONFEDERATE INSTRUCTIONS</u>

You have just come inside from playing catch in the backyard with the neighbor youth, of the same sex, who is about your age. Your foster parent had given you permission to play outside. Begin the scene by walking into the area and saying to the foster parent, "I'm done playing outside. I thought I'd start my chores now if that's okay?"

Look at the foster parent and engage in appropriate behavior at all times. Respond to any instruction given by the Foster Parent.

<u>BACKGROUND INFORMATION</u>

This child has been sexually abused. He/she has had trouble making friends with children of the same sex his/her own age, tending to cling to adults or associate with much younger children. He/she has also been involved in some inappropriate sexual activities with peers in the past.

EFFECTIVE PRAISE STATEMENT

ROLE-PLAY SCENE ONE

FOSTER PARENT INSTRUCTIONS

You have allowed one of your foster children to go outside and play. Earlier, you walked by the window and observed him/her playing catch in the backyard with the neighbor child of the same sex who is about the same age as your foster child. Your foster child has just come back inside.

BACKGROUND INFORMATION

This child has been sexually abused. He/she has had trouble making friends with children of the same sex his/her own age, tending to cling to adults or associate with much younger children. He/she has also been involved in some inappropriate sexual activities with peers in the past.

Initiate an effective praise statement.

EFFECTIVE PRAISE STATEMENT

ROLE-PLAY SCENE TWO

CONFEDERATE INSTRUCTIONS

Initiate the scene by walking into the area and asking the foster parent, "Is it okay if I go to the movie tonight?" Stand about an arm's length away from the foster parent when making the request and engage in appropriate behavior at all times. Respond to any instructions given by the foster parent.

BACKGROUND INFORMATION

This child has been sexually abused. He/she usually clings and touches the foster parents when making requests.

EFFECTIVE PRAISE STATEMENT

ROLE-PLAY SCENE TWO

FOSTER PARENT INSTRUCTIONS

You are standing in the kitchen when your foster child comes in and asks you something.

BACKGROUND INFORMATION

This child has been sexually abused. He/she usually clings and touches the foster parents when making requests.

Initiate an Effective Praise Statement.

EFFECTIVE PRAISE STATEMENT

ROLE-PLAY SCENE THREE

CONFEDERATE INSTRUCTIONS

You are quietly watching television and holding a stuffed animal. When the foster parent says something to you, look and engage in appropriate behavior at all times. Respond to any instruction given by the foster parent.

BACKGROUND INFORMATION

This child has had a problem with public masturbation in the past. The foster parents have been teaching him/her to hold a toy or stuffed animal while watching TV as an alternative to masturbating.

EFFECTIVE PRAISE STATEMENT

ROLE-PLAY SCENE THREE

FOSTER PARENT INSTRUCTIONS

You walk into the family room and observe your foster child quietly watching TV. He/she is holding a stuffed animal.

BACKGROUND INFORMATION

This child has had a problem with public masturbation in the past. You have been teaching him/her to hold a toy or stuffed animal while watching TV as an alternative to masturbating.

Initiate an Effective Praise Statement.

EFFECTIVE PRAISE STATEMENT

ROLE-PLAY SCENE FOUR

CONFEDERATE INSTRUCTIONS

When the foster parent asks you to pass him/her the TV guide, respond appropriately by:

1. Looking at the foster parent

2. Saying "sure"

3. Handing him/her the TV Guide

4. Asking if that's all he/she needs

Respond to any other instructions given by the foster parent.

EFFECTIVE PRAISE STATEMENT

ROLE-PLAY SCENE FOUR

FOSTER PARENT INSTRUCTIONS

You and your foster child are watching television together. Ask the child to pass you the TV guide.

Initiate an Effective Praise Statement.

EFFECTIVE PRAISE STATEMENT

ROLE-PLAY CHECK SHEET

_____   POSITIVE OPENING

_____   DESCRIPTION OF POSITIVE BEHAVIOR

_____   RATIONALE

_____   POSITIVE CONSEQUENCE

_____   ACKNOWLEDGMENT

Title: SESSION 11:   Preventive Teaching

Sourcebook: Pages 64-67

Time: 2 hours

Description: Preventive teaching is a process whereby the
              foster parent identifies certain skills a child
              needs in order to be successful and plans and
              holds sessions to teach the child those skills.
              The goal of preventive teaching is to PREVENT
              behavior problems from occurring.

Objectives: . To familiarize foster parents with the concept
                 of teaching and practicing appropriate social
                 skills in advance of the occurrence of the
                 inappropriate behavior.

              . To help foster parents understand the
                 importance of Preventive Teaching in that it
                 provides the opportunity for children to be
                 successful because they will have appropriate
                 social skills in their repertoire.

              . To teach foster parents the specific steps of
                 Preventive Teaching.

              . To provide foster parents with the opportunity
                 to practice Preventive Teaching through role-
                 play.

O.H. #1
I.   Definition of Preventive Teaching (pg. 64 in Sourcebook)

      Identifying certain skills a child needs to be taught and
      planning and convening a session to teach those skills in
      order to, hopefully, prevent behavior problems.

II.   Examples of Preventive Teaching (pg. 64)

      A.   Ask foster parents if they can think of any examples
           of preventive teaching we use in society in general.

      B.   Society does not teach children social skills in the
           same manner that other skills are taught.

C. Break the definition down into primary components (identify skills, practice, prevent problems) and give "real-life" examples of each.

  1. Identify skills
      Example: A basketball coach doesn't use players who do not have skills. He recognizes skills needed by his team. He plans to teach those skills in order to prevent the team from losing.

  2. Practice
      Example: Lamaze classes take eight weeks of practice to learn the skills that will contribute to the successful birth of a baby.

  3. Prevent problems
      Example: Driver's education is preventive teaching to prevent automobile accidents from occurring.

D. Foster parents are like coaches. They recognize a number of skills needed by their foster children. They hold teaching sessions before these skill deficiencies become problems.

E. Hopefully, this procedure prevents (cr decreases) certain undesired behaviors from occurring in the future.

III. Skills to Preventively Teach

A. It is important to be specific in preventively teaching skills.

B. Break skills down into component behavioral steps.

  1. Example: Following instructions

      a) Eye contact
      b) Acknowledgment
      c) Do task
      d) Check back

2. More examples of skills that can be taught preventively and their component steps can be found in Appendix G, pg. 95 of the Sourcebook.

C. Almost any skill can be taught preventively. Ask the group to generate a list and copy their suggestions on a flip chart.

O.H. #2

IV. Rationales for Preventive Teaching (pg. 65)

A. Increases chances of child succeeding since the child will have a choice of an appropriate skill to use in a situation in which in the past, he/she may have engaged in a behavior that was inappropriate.

B. Foster parent satisfaction -- preventive teaching may avoid trouble and make home more "liveable" because the foster parent is teaching alternatives to bothersome behaviors.

C. Provides an opportunity to reward child -- no negative behavior has occurred, therefore, the foster parent can provide a reinforcer for practicing and, later, when the foster parent observes the new skill being applied.

D. Foster children will appreciate getting a chance to avoid engaging in inappropriate behaviors that will get them into trouble, therefore, preventive teaching enhances relationship building -- foster parents will be perceived by the children as more fair.

V. When and Where to Do Preventive Teaching

O.H. #3

A. When

1. Whenever a new child is placed in the home, the foster parent will want to preventively teach rules, skills, etc., as soon as possible, so that the child will be aware of the expectations.

2. Whenever the child is going to be in a new or potentially difficult situation for him/her, i.e., guests for dinner or a job interview.

3. Whenever the child will be expected to use a skill that is potentially new for him/her.

3

O.H. #3
    B.   Where

        1.   Individually -- to teach basic skills when the child is new in home or if the child has special problems, i.e., before a child earns a negative consequence or for personal issues such as hygiene.

        2.   For issues that are not sensitive or potentially embarassing to a child, it is often effective to do preventive teaching with other children present. They will also benefit from the teaching, even if they are not actively involved. It can serve as a good reminder to children who may already know the skill being taught.

        3.   Group Teaching -- if there is more than one foster child in the home or a combination of foster and natural children. The skill may be common for a number of the children and the teaching may be done with all of them together.

O.H. #4
VI.   The Components of Preventive Teaching (pgs. 65-67)

    A.   Initial Praise

        1.   Begins the interaction on a positive note.

        2.   Children will be more likely to want to be involved.

        3.   Try and relate the praise to the topic that is going to be taught.

        4.   See example in Sourcebook, pg. 65.

    B.   Statement of Topic

        1.   Identifies the skill to be learned.

        2.   See example in Sourcebook, pg. 65.

C. Rationale or Reason Why

    1. How will the new skill benefit the child?

    2. Foster parents will be perceived as more fair -- less arbitrary -- if they use rationales because they have a reason for what they are teaching.

    3. The child will be more likely to try the new skill if he or she feels there is a good reason for it.

    4. See example in Sourcebook, pg. 65.

D. Description of Desired Behavior

    1. Be specific. Ask trainees why it is important to be specific. Recall from Session 9 - Recognizing and Describing Behaviors.

    2. See example in Sourcebook, pg. 65.

E. Acknowledgment

    1. Seek acknowledgment throughout the interaction to ensure that the child is following and understanding the discussion.

    2. Vary requests, i.e., "does that make sense?", do you understand", "O.K?"

    3. The foster parents can ask the child to repeat part of what they have said if they are not sure the child is understanding.

    4. See example in Sourcebook, pg. 65.

F. Demonstration

    1. Child has the opportunity to see what the foster parents want and to get a clear picture of what the skill should look like in practice.

    2. Helps to communicate body posture, facial expressions, and other behaviors that are difficult to describe verbally.

3. See example in Sourcebook, pg. 65.

G. Practice

    1. Gives the child a chance to try the new skill in a nonthreatening situation.

    2. Aids the foster parents in determining how much the child can do.

    3. Gives foster parents feedback on their own specificity. Are they being clear enough that the child can repeat the skill?

    4. See example in Sourcebook, pg. 66.

H. Feedback

    1. Be specific.

    2. Give positive feedback first, reteach any part done incorrectly, and have the child repractice.

    3. Be calm and encouraging when giving the feedback.

    4. Don't let practice session become too lengthy as it becomes punishing for the child and he/she will be less likely to want to participate in future preteaching sessions. Reschedule for later.

    5. See example in Sourcebook, pg. 66.

O.H. #4 & #6
I. Positive Consequence or Reward

    1. Ask participants why it is important to provide a positive consequence. Recall from Session 7 - Assessing the Behavior of the Sexually Abused Child.

    2. See example in Sourcebook, pg. 66.

6

J.   General Praise

      1.   Should occur throughout the session as well as at the end.

      2.   See example in Sourcebook, pg. 67.

VII.   Show "Preventive Teaching" videotape

VIII. Role-Play

Materials: Flip Chart
            Overheads 1-6
            Videotape: "Preventive Teaching"
            Role Play Scenes

OVERHEADS

Alice: Where I come from, people study what they are not good at in order to be able to do what they are good at.

Mad Hatter: We only go around in circles in Wonderland; but we always end up where we started. Would you mind explaining yourself?

Alice: Well, grown-ups tell us to find out what we did wrong, and never do it again.

Mad Hatter: Thats odd! It seems to me that in order to find out about something you have to study it. And when you study it, you should become better at it. Why should you want to become better at something and then never do it again? But please continue.

Alice: Nobody ever tells us to study the right things we do. We're only supposed to learn from the wrong things. But we are permitted to study the right things other people do. And sometimes we're even told to copy them.

Mad Hatter: Thats cheating!

Alice: Youre quite right, Mr. Hatter. I do live in a topsy-turvy world. It seems like I have to do something wrong first, in order to learn from that what not to do. And then, by not doing what Im not supposed to do, perhaps I ll be right. But I'd rather be right the first time, wouldn't you?

WHY DO PREVENTIVE TEACHING?

Increases child's chances for success

Increases foster parent effectiveness and satisfaction

Opportunity to reward child

Enhances relationship building

Foster parents perceived as fair

WHEN AND WHERE TO DO PREVENTIVE TEACHING

WHEN:

NEW FOSTER CHILD

POSSIBLE DIFFICULT SITUATION

NEW SKILL

WHERE:

PRIVATE AREA, INDIVIDUALLY WITH CHILD

IN FRONT OF OTHER CHILDREN

WITH A GROUP

* MAKE IT FUN!!!

PREVENTIVE TEACHING COMPONENTS

Initial Praise

Statement of Topic

Rationale or Reason Why

Description of Desired Behavior

Acknowledgment

Demonstration

Practice

Feedback

Positive Consequence or Reward

General Praise

RATIONALES

EXAMPLES

"By getting a chore done correctly the first time, you won't have to do it over again and that way you'll have more time for yourself."

"When you respect another person's space by standing an arm's length away from them they will want to be around you more and will be more likely to start more conversations with you."

"When you make it home by curfew, that shows you are responsible and can be trusted and you'll probably get to go out with your friends more often."

"If you can accept 'no' for an answer appropriately, you are more likely to get a 'yes' later on."

"If you can say 'no' to a boy when he asks you to do something sexual that you don't want to do, boys will know they can't touch you if you don't want them to and you'll probably enjoy dates more."

BEHAVIOR

IS

INFLUENCED

BY

ITS

CONSEQUENCES

WHAT FOLLOWS A BEHAVIOR
INFLUENCES ITS RECURRENCE

ROLE-PLAY
SCENES

PREVENTIVE TEACHING

ROLE-PLAYS

ROLE-PLAY LEADER INSTRUCTIONS:

In the role-plays of Preventive Teaching:

1. Give each participant a copy of "Social Skills" to which to refer.

2. Inform the participants that they each will teach the child (confederate) one of the skills listed using the Preventive Teaching technique.

3. Allow each participant as his/her turn occurs to choose the skill they wish to teach or assign each participant a skill to teach as his/her turn occurs.

4. Indicate for each participant that the child (confederate) he/she is about to teach has just returned home from school and the participant has asked the youth to meet with him/her to learn a new skill.

SOCIAL SKILLS

HOW TO ASK FOR HELP:

1. Look at person
2. Ask person if he/she has time to help you (now/later)
3. Politely and specifically express what kind of help is needed
4. Thank person for the help

HOW TO ACCEPT CRITICISM:

1. Look at person
2. Acknowledge criticism
3. Correct the problem
4. Check back after correcting problem

HOW TO FOLLOW INSTRUCTIONS:

1. Look at person
2. Acknowledge instruction
3. Do task immediately
4. Check back after completing task

PROBLEM-SOLVING A DISAGREEMENT:

1. Look at person
2. Use calm voice tone
3. Request to speak to person about the problem
4. State problem in positive terms - Don't accuse or blame others
5. Identify a possible solution
6. Give rationale for solution
7. Ask person for other possible solutions
8. Negotiate solution
9. Thank person for listening

ASSERTIVENESS:

1. Look at person
2. Remain calm
3. State grievance in a brief, clear and objective manner
4. Wait for or request appropriate time to discuss grievance
5. Use "I" statements (i.e. "I feel this is unfair" instead of "You are unfair")
6. Express "thanks" for listening to grievance

HOW TO ACCEPT "NO" FOR AN ANSWER

1. Look at person
2. Acknowledge
3. No inappropriate behaviors (arguing, whining, pouting or getting angry)
4. If don't understand why, can calmly ask for a reason
5. If disagree or have a complaint, can bring it up at family conference

HOW TO ASK FOR PERMISSION:

1. Look at person
2. Ask question politely, e.g., "May I please...", "would it be okay if..."
3. Wait for an answer
4. If the answer is "yes," say thanks
5. If the answer is "no," review the behaviors expected when told "no"

PREVENTIVE TEACHING

ROLE-PLAYS

CONFEDERATE INSTRUCTIONS

1. Each participant will be teaching you a new skill listed on the hand-out, "Social Skills". These include: how to ask for help, how to accept criticism, how to follow instructions, problem-solving a disagreement, assertiveness, how to accept "no" for an answer, and how to ask for permission.

2. In each scene you will initiate the scene by saying to the participant, "Did you want to meet with me now?"

3. In each scene you will be completely responsive throughout, i.e., look at the person, calm voice tone, appropriate body language, etc.

4. Be attentive, but not overly enthused, i.e., no head nods, smiles, etc.

5. Respond appropriately to all specific instructions. Do not volunteer or supply components of skills, rationales, etc., unless the participant has already told them to you and wants you to repeat them.

   For example, if asked if you know the steps for following instructions, respond with, "I'm not sure," etc., unless the participant has either described or demonstrated for you. Then repeat back exactly what they stated.

6. If the participant is not consistent with the description and demonstration, practice what you saw or observed last.

   For example, if they add steps in the demonstration, practice what they demonstrated, unless they clarify and describe more specifically after the demonstration -- then do what was described.

PREVENTIVE TEACHING

ROLE-PLAY CHECK SHEET

_____ INITIAL PRAISE

_____ STATEMENT OF TOPIC

_____ RATIONALE

_____ DESCRIPTION OF DESIRED BEHAVIOR

_____ ACKNOWLEDGMENT

_____ DEMONSTRATION

_____ PRACTICE

_____ FEEDBACK

_____ POSITIVE CONSEQUENCE

_____ GENERAL PRAISE

Title:	SESSION 12: Corrective Teaching - Dealing with Inappropriate Behavior Using a Teaching Interaction
Sourcebook:	Pages 67-72
Time:	2 Hours
Description:	Typically children who have been sexually abused are also suffering from extreme emotional neglect; oftentimes they have been living in dysfunctional and chaotic families. As a result, these children frequently present difficulties and exhibit a variety of problem behaviors that they bring with them into foster care. As an example, their "reinforcement histories" have often led them to develop and repeatedly engage in behaviors that have inhibited their ability to develop healthy meaningful relationships with others, set them up for continued victimization, and earned them labels such as "tease", "provocative," "dirty little whore", etc.

Because children who have been sexually abused and placed in foster care have so much to learn and unlearn in what is usually a short period of time, it's essential that foster parents place a great deal of emphasis on their role as treatment agents by providing the child with frequent, direct, skill-oriented teaching. The teaching role assumed by the foster parents marks the critical difference between just care and actual treatment or remediation of the child's specific behavior problems.

In addition to helping the child, the use of a teaching approach to problem behaviors also helps the foster parents address problem behavior in a very specific, positive, and effective manner. Rather than punishing a child for his/her behavior, a teaching-oriented approach provides a corrective consequence as well as an incentive for the child to engage in positive behavior. In order to teach the child in a manner that is consistent, sensitive, and effective, foster parents can be taught to use a specific sequential process when interacting with the child to correct a problem behavior and teach an appropriate alternative. This process is called a teaching interaction.

Objectives: .   To help foster parents understand the
                    importance of using a direct instructive
                    approach to deal with inappropriate behavior
                    exhibited by the child.

              .   To teach foster parents a step-by-step
                    procedure for dealing with inappropriate
                    behavior (sexual or otherwise).

              .   To help foster parents become more aware of
                    their vital non-verbal and paraverbal
                    communication as essential elements in the
                    teaching process.

O.H. #1
I.   The Teaching Interaction

        A.   The teaching interaction is a step-by-step sequential
             process used to correct a problem behavior and
             subsequently teach an alternative appropriate
             behavior.

O.H. #2
        B.   The teaching interaction allows the foster parents to
             approach problem behaviors in an objective, positive,
             and orderly manner.

        C.   The teaching interaction focuses on skill
             development.

II.   Teaching Interaction Components (Pg. 67 in Sourcebook)

O.H. #3
        A.   Involve following seven steps:

             1.   Initial praise/understanding.

             2.   Description/demonstration of inappropriate and
                  appropriate behavior.

             3.   Reasons which emphasize the benefits or detriment
                  of engaging in the behavior.

             4.   Acknowledgment from the child throughout the
                  interaction.

             5.   Delivering a negative consequence for the
                  inappropriate behavior.

-2-

6. Practice and feedback.

7. Delivering a reinforcer for the child trying or practicing an alternative appropriate behavior.

8. General praise, support, and encouragement for the child's overall behavior.

B. Initial praise or statement of understanding. (Pgs. 67-68)

1. Child will be more responsive, compliant, and open to learning if approached positively and pleasantly.

2. Similar to "counting to ten" or "taking five deep breaths", it helps foster parents decrease their negative reaction to a child's inappropriate behavior.

3. Praise or empathy statement should relate to the area of concern, e.g., "I can understand that teasing and tickling may have been okay with some other males in your life...."

4. Foster parents need to convey their praise or understanding sincerely by engaging in behaviors such as: smiling, close proximity to child, looking at child, pleasant voice tone, etc. It's important to remember that the sexually abused child may be rather uncomfortable with someone touching him/her, particularly another adult, therefore, for quite some time, touching the child should be avoided. Approval and affection can be shown in other ways mentioned.

C. Description/demonstration of inappropriate and appropriate behavior. (Pg. 68)

1. Descriptions need to be behaviorally specific (refer to Session 9 - Recognizing and Describing Behavior) so child knows exactly what he/she did correctly or incorrectly. (See Sourcebook Pg. 68 for several examples of vague and specific behavioral descriptions).

2. When providing verbal description of behavior, foster parents should use a "matter of fact" voice tone to avoid sounding punitive.

3. Behaviors that are more difficult to verbally describe should be demonstrated through body language, facial expression, or voice tone, e.g., seductive, provocative, flirtatious, sarcastic, etc.

D. Reason/rationale (Pgs. 68-69)

1. Reason for engaging or not engaging in a particular behavior should be presented immediately after the foster parent has described the appropriate behavior for the child so the child will perceive the foster parents as more concerned and less arbitrary.

2. Reasons also point out the real life consequences of a behavior, thus over time decreasing the need to use artificial or logical consequences with the child.

3. Reasons given to the child need to be brief, short term, believable to the child, and focused on natural benefits or harm of a behavior versus consequences controlled by the foster parents. (See Figure 6.17)

4. Foster parent should not allow child to debate or disagree with a rationale, however, a child should be asked if he/she understands the rationale presented.

5. The use of reasons or rationales provides an excellent opportunity for the foster parents to express concern for the child. Foster parents should not just assume that child knows they are concerned.

6. Foster parents should never use rationales to lecture a child. "Preaching" at the child in this way usually ends up in the child becoming angry, bored, or in the case of a child who has been sexually abused, he/she may end up feeling even worse about himself/herself.

E. Acknowledgment (Pg. 69)

1. Teaching is not lecturing. By requesting input from the child while teaching, the foster parent is able to keep the child actively involved and, at the same time, determine how well the child is listening and whether or not he/she understands what the foster parent has said.

2. The foster parent should request acknowledgment from the child more frequently if the child has a short attention span, appears confused, or has difficulty learning new skills.

F. Consequences (Pgs. 69-70)

1. Generally, foster parents will want to use this component in two parts. First, the child should receive a negative consequence for inappropriate behavior, then the foster parent should provide an opportunity or incentive for the child to receive reinforcement or a small reward for correcting or practicing an appropriate alternative behavior.

2. To increase the effectiveness of their teaching, decrease problem behavior quickly, and motivate the child to engage in appropriate behavior, foster parents should pair consequences with their teaching.

G. Practice/Feedback

1. This step involves having the child actually practice the new skill.

2. Practice provides opportunity for the child to become comfortable with new behaviors and skills and foster parents can evaluate the effectiveness of their teaching.

H. Overall praise (Pg. 70)

1. Equally as important as beginning teaching on a positive note is ending it that way.

2. In addition to offering verbal praise throughout their teaching, foster parents can demonstrate their approval of the child's behavior through their interaction style with the child, e.g., smiling, maintaining close proximity to the child, use of enthusiastic voice tone, etc.

III. Effective Use of the Teaching Interaction Technology

A. Foster parents should be encouraged to use the teaching interaction process anytime they confront a child's inappropriate behavior.

B. The process should be adapted to the age and ability level of the child.

C. The goal in teaching the child is for the foster parent to gradually shorten and simplify the teaching interaction as the child demonstrates more appropriate behavior and internal control.

D. The teaching interaction technology can be easily and appropriately applied to behaviors exhibited by a sexually abused child.

E. Several examples of sexually inappropriate behaviors addressed via the teaching interaction are included in the Sourcebook, Pgs. 71 and 72, Table 6.18.

IV. Ingredients Essential to Effective Teaching

O.H. #4

A. Corrective teaching is constructive criticism.

B. When giving criticism, several points to remember are:

1. be pleasant
2. smile when appropriate
3. make positive statements about appropriate behavior
4. be specific
5. explain alternative behavior
6. use incentives (rewards)
7. use humor when appropriate
8. verbalize concern for child
9. discuss fairness with child
10. provide rationales

-6-

V.   Show Videotape of Teaching Interaction

VI.   Role-Play

Materials: Overheads 1-4
           Flip chart
           Videotape
           Role-Play Scenes

OVERHEADS

TEACHING INTERACTION

PROCESS FOR REPLACING AN

INAPPROPRIATE BEHAVIOR WITH

AN APPROPRIATE ONE.

CORRECTIVE TEACHING

1. Teaches a positive alternative behavior to replace a negative behavior.

2. Decreases negative reaction to negative behavior.

3. Provides a positive learning environment.

4. Provides a corrective consequence and encouragement to engage in positive behavior.

TEACHING INTERACTION STEPS

1. Initial praise/understanding

2. Describe or demonstrate the inappropriate and appropriate

3. Give reasons why a behavior is inappropriate or appropriate

4. Ask for acknowledgment

5. Give negative consequence for inappropriate behavior

6. Have child practice and give feedback

7. Give positive consequence for trying new behavior

8. General praise

- **WHEN GIVING CRITICISM:**

  BE PLEASANT (CALM VOICE TONE)

  SMILE WHEN APPROPRIATE

  SAY POSITIVE, COMPLIMENTARY THINGS ABOUT ANY APPROPRIATE BEHAVIOR THE YOUTH ENGAGED IN

- **BE SPECIFIC**

  EXPLAIN ALTERNATIVE BEHAVIOR

  USE MOTIVATIONAL INCENTIVE

  USE HUMOR WHEN APPROPRIATE

  VERBALIZE CONCERN FOR CHILD

  DISCUSS FAIRNESS

- **PROVIDE RATIONALES**

ROLE-PLAY
SCENES

CORRECTIVE TEACHING

ROLE-PLAY SCENE ONE

FOSTER PARENT INSTRUCTIONS

You will be standing in the dining room. One of your foster children comes into the room and says something to you.

The child will initiate the interaction through his/her statement to you.

CORRECTIVE TEACHING

ROLE-PLAY SCENE ONE

CONFEDERATE INSTRUCTIONS

In this scene you will play the part of a foster child who has been sexually abused in the past. You have a problem with "clinging" behavior.

You want to stay up late tonight to watch TV. Begin the scene by approaching the foster parent, putting your arm around his/her shoulder and asking, "May I please (draw out and emphasize the word "please") stay up late tonight to watch David Letterman?

Respond to the participant when he/she initiates a teaching interaction on how to request permission. Follow each instruction given by the participant and do not engage in any ongoing behavior.

CORRECTIVE TEACHING

ROLE-PLAY SCENE TWO

CONFEDERATE INSTRUCTIONS

You are a teenage foster child watching T.V. by yourself in the family room. You are sucking your thumb while you watch.

When the participant begins a teaching interaction on age-appropriate idle time behaviors, listen attentively and comply with each request. Be responsive throughout the entire teaching interaction.

<u>CORRECTIVE TEACHING</u>

<u>ROLE-PLAY SCENE TWO</u>

<u>FOSTER PARENT INSTRUCTIONS</u>

  This scene will be initiated when you walk into the family room where your teenage foster child is watching T.V.

CORRECTIVE TEACHING

ROLE-PLAY SCENE THREE

CONFEDERATE INSTRUCTIONS

(FEMALE CONFEDERATE)

You are a teenage foster child sitting in the living room with the foster parent (male). The foster parent will give you a prompt, "It's time to start getting ready for bed." Respond to the foster parent by smiling and batting your eyes flirtatiously and replying, "Oh, I thought you'd never ask - your bed or mine?"

When the participant begins a teaching interaction about your seductive behavior, listen attentively and comply with each request. Be responsive throughout the entire teaching interaction.

CORRECTIVE TEACHING

ROLE-PLAY SCENE THREE

FOSTER PARENT INSTRUCTIONS

(MALE FOSTER PARENT)

    In this scene you and your teenage foster daughter will be sitting in the living room.

    Begin the interaction by prompting the youth, "It's time to start getting ready for bed." Respond to the way the youth responds to you.

CORRECTIVE TEACHING

ROLE-PLAY SCENE FOUR

CONFEDERATE INSTRUCTIONS

In this scene you will play a foster child who is being introduced to a guest in the home. When the foster parent brings the guest in to meet you, stand up and offer your hand to the guest. Do not look at the guest or say anything to the guest.

When the participant begins a teaching interaction on how to properly introduce yourself to a guest, listen attentively and comply with each of his/her requests. Be responsive throughout the entire teaching interaction.

In this scene you will bring a guest into your living room to introduce him/her to one of your foster children.

Begin the interaction by introducing the guest to the child. Respond to the way the child interacts with the guest.

TEACHING INTERACTION

ROLE-PLAY CHECK SHEET

_____ INITIAL PRAISE

_____ DESCRIPTION OR DEMONSTRATION OF THE INAPPROPRIATE AND APPROPRIATE

_____ RATIONALE

_____ ACKNOWLEDGMENT

_____ NEGATIVE CONSEQUENCE

_____ PRACTICE

_____ FEEDBACK

_____ POSITIVE CONSEQUENCE

_____ PRAISE

Title:	SESSION 13: Intensive Teaching
Sourcebook:	Pages 72-75
Time:	4 Hours

Description: Foster parents make a tremendous investment in helping each child be successful as he or she learns new ways of behaving. Children are remarkably responsive to the praise, teaching, and the relationships they develop with their foster parents when they use this adaptation of the Boys Town Family Home Program. However, despite the best efforts of the foster parents, there will be times when a child in the home will become very emotional and will refuse to follow instructions. During these times, the child might actively lose control by screaming, arguing, crying, destroying property, becoming self-injurious, or becoming physically aggressive. In other cases, the child becomes passively defiant, refusing to talk, pouting and sulking, refusing to follow instructions and not responding to teaching. This is particularly true of the child who has been sexually abused. He/she may respond more emotionally than other children and respond in disruptive or aggressive ways. Intensive Teaching is an interaction to use when confronted with an out-of-control child. The most desirable goal is to avoid and prevent the occurrence of intensive teaching situations. There are several skills and procedures, many already discussed in this training, that should be utilized to prevent such out-of-control behavior from occurring.

Objectives:

. To help foster parents begin to look at aggression as a learned behavior that can be changed, rather than a moral flaw in the child's character.

. To teach foster parents to discriminate between different kinds of anger and appropriate and inappropriate ways of expressing it.

. To teach foster parents the procedures of the prevention phase of intensive teaching.

. To stress the importance of and teach techniques for preventing out-of-control behavior.

- To teach foster parents techniques they can teach aggressive children to use to control their own behavior.

- To familiarize foster parents with the concept of intensive teaching.

- To stress the procedures of the prevention phase of intensive teaching.

- To teach foster parents the procedures of intensive teaching.

- To provide foster parents with the opportunity to practice the prevention phase of intensive teaching through role play.

I. What Makes Children Aggressive:

A. Seems to be a strong relationship between how a child was victimized. In other words, just as most abusers were themselves abused as children, there exists a relationship between an aggressive child and the behavior he/she experienced at home. Aggression is a learned behavior.

B. Modeling plays an important role. The child has learned a reaction to problems, stress, conflict, etc., based on his/her observations of his/her parents' reactions to those situations.

C. Children are repeating, in their relationships with others, the kinds of things they experienced in prior relationships;

D. Knowing the "whys" does not automatically give us answers; does let us know, in most cases, that inappropriate behavior is habit vs. moral headset.

1. For example, young children get aggressive when teased; in the past that behavior may have stopped the teasing--part of their learning history or

2. parents threaten a child with spanking, set limits, but never follow up (especially when child gets aggressive), parents become intimidated, child is reinforced, and has learned to be aggressive to "win".

-2-

E.   Now in deciding how to treat their problems, foster parents have to come up with new skills to teach that are strong enough to compete with the child's old habits (i.e., aggression) and will eventually replace them.

II. Discriminating Between Different Kinds Of Anger:

O.H. #1   A.   Passive/nonassertion

1.   i.e., sulks, pouts, not overly angry/aggressive, "Mr. Nice Guy" syndrome, then blows up;

2.   Nonassertion involves violating one's own rights by failing to express honest feelings, thoughts, and beliefs and consequently permitting others to violate oneself, or expressing one's thoughts and feelings in such an apologetic, diffident, self-effacing manner that others can easily disregard them. In the latter type of nonassertion, the total message which is communicated is: I don't count - you can take advantage of me. My feelings don't matter - only yours do. My thoughts aren't important - yours are the only ones worth listening to. I'm nothing - you are superior.

B.   Aggression

1.   Easy to recognize; in extremes -- breaks things, etc.; expresses feelings in such a way that violates the rights of others;

2.   AGGRESSION involves directly standing up for personal rights and expressing thoughts, feelings, and beliefs in a way which is often dishonest, usually inappropriate, and always violates the rights of the other person. An example of "emotionally dishonest" aggression is a situation where individuals who feel saddened by another person's mourning for the death of a loved one sarcastically degrade the mourner ("That's just what I like to see - a grown person sniveling like a two-year old brat"), instead of revealing their own sad and helpless feelings.

-3-

C.   Assertion

1.   Goal behavior for all of our foster children.

2.   i.e., confidently expresses beliefs, opinions, feelings in a forthright manner - in a way that is not only acceptable but considerate of the rights of others.

3.   ASSERTION refers to a simple expression of standing up for personal rights, beliefs, feelings or opinions. It does not involve other social skills, such as empathy, confrontation, persuasion, etc. Assertion increases one's control over oneself, which feels good. Secondly, assertion eventually results in greater feelings of self-confidence which reduces insecurity and vulnerability. Third and very importantly, assertion rather than aggression results in closer, more emotionally satisfying relationships with others. Fourth, while it is true that assertion will mean that sometimes individuals will not achieve their objectives and "win", assertion maximizes the likelihood that both parties can, at least partially, achieve their needs and get their needs met.

III.   Teaching Techniques Related To Anger Control

A.   The most important point to remember is that aggressive situations DO NOT need to arise often -- there are steps that can be taken to prevent them from occurring.

B.   Teach the group these preventive measures and emphasize that they always be tried first. The best way to teach intensive teaching is on a case-by-case basis when someone who is working closely with the foster parents feels that intensive teaching is necessary with a particular child. You may choose to teach only the preventive procedures in this workshop setting and save intensive teaching as needed.

C.   Ask the group: How can each of these other tools help prevent out-of-control behavior from occurring?

1. Praise

   Frequent effective praise prevents out-of-control behavior since appropriate behaviors are strengthened along with relationships.   If children are more frequently engaged in appropriate behaviors they are less likely to be engaged in inappropriate behavior.

2. Preventive Teaching

   Preventive teaching is one of the most critical sets of procedures for minimizing problems.   Through preventive teaching foster parents can establish expectations and can supportively teach and strengthen appropriate alternative behaviors -- all in the absence of inappropriate behavior Frequent preventive teaching makes it more likely that children will be able to successfully recall learned skills during more difficult or stressful times.   The only difficult thing about preventive teaching is remembering to do it.   The benefits of doing it are tremendous for the children and for the foster parents.

3. Relationship Building

   Relationship building is another key to preventing out-of-control behavior.   Foster parents develop relationships as they praise and teach their foster children, spend time with them, advocate for them, pray with them, and demonstrate their love and concern for them.   In the process, each child begins to form a special bond with his or her foster parents.   This means that the foster parents' opinion of the child becomes important to the child.   As the relationship grows, the child is less likely to engage in behavior that might "disappoint" the foster parents and will be more likely to engage in behavior that make the foster parents proud.

-5-

4. Corrective Teaching

   Teaching interactions and dealing with
   ongoing behavior also prevent
   out-of-control behavior from occurring. By
   setting clear limits, consistently teaching
   more appropriate behavior, and intervening
   early to remediate inappropriate behavior,
   foster parents are increasing the
   likelihood that child will respond to these
   typical teaching procedures rather than
   escalate their inappropriate behavior.

5. Problem-Solving

   By seeking the child out when he or she has
   personal problems and being available to
   the child when he/she seeks the foster
   parent out in an appropriate manner,
   out-of-control behavior can also be
   prevented. If the child feels he or she
   has an outlet - a way of discussing
   problems rationally and searching for
   solutions to those problems -- he/she will
   be less likely to engage in inappropriate
   behavior as a way to express feelings.
   Foster children must feel they can talk to
   their foster parents and that they will not
   be judged or taken lightly.

D. Rewarding The Absence Of Negative Behavior

   1. First strategy to use when a child comes to the
      home with anger problems.

   2. Earn a reward 3-4 times a day for absence of
      aggressive or "angry" behaviors, particularly
      if he/she handled criticism, expressed a
      complaint, responded appropriately to teasing,
      or accepted a negative consequence in a
      non-angry or non-aggressive way.

E. Rewarding Alternative Behaviors

   1. Second strategy

   2. Teach basic social skills (Appendix G);
      particularly giving compliments, how to accept
      no, appropriately disagreeing, saying I'm
      angry.

-6-

3. Teach proactively and consistently to all foster children, but particularly with those children who have aggression problems.

4. Teach relaxation techniques/aggression replacement behaviors (See Appendix L).

F. Relaxation techniques

1. Theory behind relaxation techniques is teaching the child to reduce physiological correlates of anger and aggression.

2. Teach relaxation skills to foster children prior to any aggressive outbursts at least once per day;

Teach them to:

1) close eyes;

2) tense muscles and relax;

3) breathe deeply;

4) think relaxing thought.

3. Relaxation Exercise (5 minutes)

4. How to teach relaxation to foster children

a. Explain purpose to child (help to reduce anger/tension that causes anger);

b. Practice once per day with child (use rewards for practice);

c. Have child practice once day on his/her own (by the end of one week the child should have mastered relaxation techniques);

d. Key to relaxation is the diaphragm; toward end of first week, have child focus on breathing (specifically exhalation); while he/she is practicing, foster parents might say "feel the air leaving your lungs", "feel tension leaving your body each time you exhale");

-7-

e. <u>Choose low threat times</u> during week to
practice just with foster parents cue
("exhale", "feel air leaving body", etc.);
can occur while sitting, standing, watching
TV (i.e., playing video game, watching a
game on TV, etc.);

f. <u>Goal</u> is to have <u>foster parents and child</u>
use this relaxation procedure as
anger/hostility begins to escalate in
his/her interactions with foster parent or
others; realistically foster parents will
need several weeks of practice with this
breathing cue before it is useful in a real
"angry" encounter.

IV. Self-Instructional Techniques

A. Concept of Control and Responsibility

1. <u>Impulsive</u>/aggressive children don't think
first, they just behave/react.

2. <u>Theory</u> behind self-instruction technique is to
build in some mediators between the situation
that causes the child's angry behavior and the
behavior itself.

3. Angry children have a habit of not taking
responsibility for their anger; one of our
<u>goals</u> is to <u>increase their degree of personal
responsibility</u> for their anger.

a. Adults need to reinforce that the child
does have control over his/her behavior.

b. Some verbal behavior that foster parents
should frequently engage in is use of
rationales that explain the personal
benefit to the child if they engage in
appropriate skills; this fits into the
child's personal gratification headset;
with these types of children, you need to
at least pair higher level rationales
(concern for others) with personal benefit
rationales;

-8-

c. <u>Goal</u> is to <u>get child to understand that their behavior has an impact on others</u>, not just themselves, and they need to accept responsibility for that (i.e., "you'll get your way more when you're reasonable"; "you'll make more friends" vs. "you'll make others afraid and no one should be made to be afraid"; "when you get angry or aggressive, it often makes others feel that way too"; anger is an unpleasant feeling, do you like to get angry?").

O.H.#3,4,5   B. Hassle Log and Anger Control Log (See Appendices M & N)

1. Useful tools not only in teaching concept of responsibility but also in defining the contingencies (external and internal) responsible for a child's angry/aggressive behavior. Also teaches assessment of and reflection on child's anger.

2. Use these after and angry situation--a fight at school, throwing objects, a verbal confrontation in the house.

3. After the fact, this causes child to relive situation and to think about what happened and what their behavior was; forces a conversation between foster parents and child to explore alternative behaviors and/or reinforce positive behaviors.

4. Use rewards for going over sheet as well as actual events on the sheet.

5. NO LOG--NO CREDIT

C. Cognitive Restructuring

1. Theory here is that the "T" in the "Situation, Thinking, Feeling" chain is either absent or inappropriate. (e.g., an impulsive child has no "T" and just behaves without thinking. Someone teases him/her so he/she just yells and hits them without reflecting on the situation at all OR a child has lots of negative,

-9-

inappropriate "T's" in his/her head. Someone
teases him/her and he/she thinks things like
"No one can say things like that to me. I'm
going to kick his butt." The more he/she
thinks such thoughts, the more he/she is
training to be aggressive.)

2. Foster parent's task in either case is to build
   in appropriate "T's" that are more likely to
   result in reflection before impulsive or
   inappropriate behavior occurs.

O.H. #6   3. In cognitive restructuring for anger control,
                  there are several stages for which to prepare
                  the child. They are:

   a. Preparing for Provocation

   b. Impact and Confrontation

   c. Coping with Arousal

   d. Reflecting on the Provocation

      1) when conflict is unresolved;

      2) when conflict is resolved or coping is
         successful.

4. Show sample skills of each stage
   (Cognitive Skills for Reducing Anger)
   Explain the four stages in the process:

O.H. #7   First stage gives child thoughts that
                           prepare him/her to try to face
                           situation in a relaxed fashion;

O.H. #8   Second stage gives child thoughts to
                           use during the situation;

O.H. #9   Third stage gives child thoughts that
                           help him/her deal with the actual
                           emotional arousal that is likely to
                           occur;

O.H. #10 & 11   The fourth stage provides the child
                           with a thinking pattern that will
                           result in self-assessment and/or
                           self-reinforcement for the actual
                           behavior used during the confrontation.

5. How and when to teach child these cognitive skills:

    a. first <u>explain the process</u> to the child--words like "we are going to teach you some ways to think that will help you improve your ability to control your anger. That's the key. You can control it if you learn to think differently";

    b. Next <u>talk about the four stages</u> discussed earlier;

    c. Third, have the child <u>pick one statement</u> from the list of possible thoughts that they might use in each phase;

    d. Fourth, <u>role play</u> each cognitive statement until the child has memorized it well;

    e. Fifth, <u>reconstruct a recent episode</u> (e.g., angry response to teasing by another youth or a time when the child couldn't accept a "no" answer from the foster parent) <u>and use it to practice</u> those skills; prompt the child when to say the thoughts ALOUD during practice;

    f. Next, <u>role play the same sequence</u> with the child <u>thinking the thoughts but not saying them aloud</u>;

    g. <u>Prompt child</u> to use thoughts before and during actual confrontation;

    h. <u>Have daily conversations</u> with the child about situation where he/she used or could have used these steps;

    i. <u>Reward and praise throughout</u> all stages of the process.

6. Process may work better for impulsive child who doesn't reflect, but can be useful for the child who also makes negative/inappropriate statements. Must include "thought stopping" for this child.

    a. Converse with child in a "counseling" manner about what he/she thinks about in these situations;

    b. Converse in a non-judgmental fashion. Allow free expression of feelings like hate, disgust, anger (i.e., "I get really pissed or I hate that guy"). The child's words tell you, as well as the child, what they think so find out by not consequating expressions of feeling;

    c. Talk with child about how negative/inappropriate statements can promote "bad" behavior;

    d. Praise/reward honesty and for agreeing to go along with the process;

    e. More challenging perhaps than with impulsive child, but can be helpful as long as you get child motivated to eliminate negative/inappropriate thinking.

V. Why Use Intensive Teaching?

O.H. #12

A. Define out-of-control behavior. (Page 72 in Sourcebook)

Control in the home is threatened, in fact, the child may be a physical threat to the foster parent, the other children in the home, or the child him/herself.

O.H. #13

B. How to recognize an intensive teaching situation

1. Just because the child is swearing at the foster parent does not mean that it is a situation that requires intensive teaching.

2. Intensive teaching depends on the following variables:

    a) Is the child following or approximating any of the foster parent's instructions?

    b) Is the child responding to any other treatment tool?

        1. Prompting
        2. Teaching
        3. Positive/Negative consequences

3. The child does not need to be completely responsive. If he/she is approximating instructions, the foster parent should continue using other strategies, i.e., prompting, praising, teaching interaction.

C. Goal: Before any teaching or discussion can take place a child must be attentive:

    1. Eye contact
    2. Acknowledgment
    3. Attentive & relaxed body posture

D. Tantrums have been reinforced in the past because parents wanted to avoid a "scene".

E. However, the consequences for children as they grow older are devastating:

    1. Injury, lack of friends, expulsion from school, incarceration.

    2. Quiet defiance can be a precursor of more serious behavior in the future and show other children that the foster parents lack control.

F. The basic premise of intensive teaching is to break the chain of reinforcement for irrational behavior; the child will find they cannot get out of following instructions or do something they are told "no" about.

-13-

VI.   Steps to Prevention

A.   Predicting the outburst

1.   Out-of-control behavior is preventable in part because the antecedent conditions that often result in a loss of instructional control are fairly predictable.

a)   Frequently, the antecedent conditions involve the foster parent correcting the child.

b)   Subsequently, the child has difficulty accepting criticism or accepting a consequence and ultimately following instructions.

c)   In addition, the child's inappropriate behavior builds up over time. Rarely does a child suddenly become inexplicably "out of control".

d)   The child engages in many behaviors that indicate a weakening of instructional control.

1.   short, sharp answers
2.   tight muscles
3.   lack of acknowledgment
4.   disengaging or becoming confrontational

2.   However, foster parent's behavior can actually cause the child's behavior to escalate and the result is full-blown "out-of-control" behavior. (Explain how this might occur)

3.   The difference between defusing a situation or creating a crisis is the skillful use of empathy and giving the child opportunities to recover without backing him/her into a corner.

4.   Occasionally a child will have a series of difficult experiences that are not observed by the foster parent (i.e., problems at school, problems on a visit home, etc.) which may result in the loss of instructional control after normally routine interactions with the foster parents.

B. Preventive prompts

    1.   Prompt the child to use the skill he/she will need in order to be successful -- especially if it is one she has had a problem with in the past.

        a.   "Do you remember the steps of following instructions?"

        b.   "It's going to be really important for you to be able to accept "no" for an answer right now".

        c.   "Let's go over the steps of accepting routine criticism."

    2.   Relaxation

        a.   The foster parents should be observant of the first signs that the child is becoming tense:

            1.   harsh voice tone
            2.   not looking at the foster parent
            3.   tight muscles
            4.   clenched jaw, etc.

        b.   Prompt the child to use relaxation techniques (Use relaxation cues)

            1.   deep, slow breathing
            2.   muscle relaxation
            3.   stretching

        c.   The foster parent should allow the child some time to relax and bring him/herself under control. (i.e., structured reflection/CITO discussed later

            1.   Why don't you let me know when you're ready to continue talking about this issue.

            2.   I'll check back with you in five minutes. If you're ready we can talk then. If you're ready sooner, let me know.

d. Be empathetic -- don't push the child into "out-of-control" behavior.

1. "I understand that this is difficult for you."

2. "I can see that you are becoming upset. Why don't we go get a drink of water."

e. Preventive instructions

1. Indicate the seriousness of the behavior. "This is becoming very serious. You are not following instructions."

2. Give clear instructions

(a) "Sit down in this chair"
(b) "Take three deep breaths"
(c) "Stop talking"

3. Instructions should be stated in a firm tone of voice but courteously. ("Please sit down" vs. "You sit down right now"). They should not be harsh or demanding which could escalate the child's negative behavior. Voice tone is the key - use a calm, normal tone.

VII. Intensive Teaching

O.H. #15

A. If teaching, empathy, instructions, and reality statements are not helping and the child loses control:

1. Foster parent should get on same level as the child, however, don't crowd him/her or use your body as a barrier, which could escalate the child's behavior.

2. Avoid responding to the content of the child's statements.

a. The child will sidetrack the foster parent into an argument which takes the focus away from the fact that the child needs to change his/her current behavior.

-16-

b. Foster parents should respond using empathy with statements such as, "I can hear that there's been some things upsetting you and we can talk about those when you're ...(list behaviors child should be engaging in, i.e., sitting down, talking in a calm voice, tone, etc.)"

3. Remain calm

   a. Foster parents should:

      - detach from the situation by describing the child's behavior (yelling, swearing, etc.)

      - not raise voice.

      - know their achilles heel and not respond emotionally even though child knows exactly how to push their buttons.

   b. Ask each member of the group what their achilles heel is.

   c. Give examples of ones they may not have thought of i.e., (child makes negative comments or threats about foster parent's biological children, spouse, or pets; child uses extremely vulgar language, mimics foster parents, etc.)

4. Describe what the child should be doing (stop swearing, sit down, etc.)

5. Use empathy (I know you're angry, I know this is difficult)

6. Remain nonjudgmental.

7. If child maintains negative behavior, issue a large negative consequence (approx. two days loss of privilege)

8. All of the above steps are repeated and used as necessary as the child's negative behavior continues (except negative consequence which is only issued once.)

-17-

B. As child begins to calm down:

1. Praise any improvement in his/her behavior, i.e., "great, you've lowered your voice some."

2. Continue giving instructions until child is engaging in the expected behaviors, (i.e., sitting down, not swearing, responding in a normal voice tone, etc.)

C. When child comes under control:

1. Praise

2. Allow child plenty of time to relax, (i.e., deep breaths, drink of water, etc.) and regain self-control.

3. Continue giving instructions to ensure that the child is now compliant.

4. Do a teaching interaction around the situation that caused the outburst, and have the child practice alternative, more appropriate responses.

5. Allow the child to earn back some (but not all) of the lost privileges (i.e., one day) for practicing the appropriate behaviors.

6. Sometime following the incident (within 24 hours) arrange to sit down with the child and discuss any issues the child raised during the outburst. Review self-instruction techniques related to anger control at this time.

7. See example in the Sourcebook on Page 73.

VIII. Alternatives to Intensive Teaching

    A.   <u>Intensive teaching focuses on adult's control</u> vs. teaching the child self control. We are active and the child is passive (i.e., he/she follows our instructions, does things when we want him/her to, etc.)

    B.   Another method is to make the child more active in monitoring his/her own feelings and behavior; we might call this <u>"child initiated time-out"</u> (CITO) or structured reflection. Basically in this process the child would initiate a request to temporarily stop the intensive interaction with an intent to return in five minutes (e.g., child is having difficult time accepting a large consequence, a "no" answer, or criticism).

O.H. #17

    C.   Procedure for "CITO"/structured reflection:

        1.   <u>Child must request and be given permission</u> to leave the situation:

            a.   <u>Preteach</u> the child to do this;

            b.   <u>Prompt</u> the youth during the interaction that this might be a time when he/she wants to initiate a time-out.

        2.   <u>Child can only go to their room or any area designated by the foster parent</u> for their time-out period (i.e., can't go listen to radio/stereo, play videos, interact with others, etc.)

        3.   Child should <u>retire and use muscle relaxation skills</u> or cognitive restructuring skills (discussed previously) to prepare themselves to resume the interaction.

        4.   After the specified point in time, the <u>child must return to and resume interaction</u>.

        5.   <u>Child is rewarded</u> for initiating or complying with prompt to take time-out and also rewarded for relaxation exercise and/or cognitive restructuring practice.

-19-

6. <u>If the child initiates time-out</u>, the foster parent should probably ask the child if they can't do without the time-out as such a request already demonstrates self control.

7. Gradually <u>reduce the time allotted</u> for these time-outs.

D. <u>Teach</u> the child <u>higher order social skills</u>.

1. Research has indicated that aggression is reduced when children learn responsibility for aggressive behavior and sensitivity to the feelings of others.

O.H. #18   2. One way to teach sensitivity is <u>aggression replacement</u> skills such as: (See Appendix)

    a. expressing a complaint
    b. responding to the feelings of others
    c. preparing for a stressful conversation
    d. responding to anger
    e. keeping out of fights
    f. helping others
    g. dealing with an accusation
    h. dealing with group pressure
    i. expressing affection
    j. responding to failure

3. These skills require <u>thought</u>, <u>reflection</u>, and <u>sensitivity</u> to the feelings of other people.

4. <u>Process</u> for <u>teaching</u> aggression replacement skills:

    a. Have the child <u>memorize</u> the skills/components;

    b. <u>Rehearse</u> 3-4x daily with the child;

    c. <u>Talk with the child</u> about when he/she could have used the skills (Foster parents may initially have to come up with situations but should then prompt the child to think for themselves);

    d. <u>Reward</u> for practicing the process; "big" reward for actual use of skills.

IX.   Role-Play Preventing "Out of Control" Behavior

Materials: Overhead #1-18
             Role-Play Scenes

OVERHEADS

Comparison of Nonassertive, Assertive, and Aggressive Behavior

	Nonassertive Behavior	Assertive Behavior	Aggressive Behavior
Characteristics of the behavior:	Emotionally dishonest, indirect, self-denying, inhibited	(Appropriately) emotionally honest, direct, self-enhancing, expressive	(Inappropriately) emotionally honest, direct, self-enhancing at expense of another, expressive
Your feelings when you engage in this behavior:	Hurt, anxious at the time and possibly angry later	Confident, self-respecting at the time and later	Righteous, superior, depreciatory at the time and possibly guilty later
The other person's feelings about herself when you engage in this behavior:	Guilty or superior	Valued, respected	Hurt, humiliated
The other person's feelings about you when you engage in this behavior:	Pity, irritation, disgust	Generally respect	Angry, vengeful

PREVENTING OUT-OF-CONTROL BEHAVIOR

FREQUENT PRAISE

PREVENTIVE TEACHING

RELATIONSHIP BUILDING

CORRECTIVE TEACHING

PROBLEM-SOLVING

ANGER LOG - Designed by Anne Gamley, Ph.D

TRIGGER	ANGER LEVEL 1-10	ANGER UP ↑	ANGER DOWN ↓	FEELINGS	BEHAVIOR	INTENT

NO LOG - NO CREDIT

Instructions: Complete each section. Be specific.

TOPIC: _____

NAME: _____ DATE: _____

1. Briefly describe the situation and the action you used to control. (Statements, gestures, tone of voice, physical contact, facial expression).

    _____
    _____

2. INTENT: What did you want to happen in this situation?

    _____
    _____

3. What feelings were you having?

    _____
    _____

4. In what ways did you minimize or deny your actions or blame?

    _____
    _____

5. EFFECTS: What was the result of your action? Include results of blaming or minimizing.

    (On you) _____
    _____

    (On family) _____
    _____

    (On the relationship and others) _____
    _____

6. IT WOULD HAVE BEEN BETTER IF . . .

    _____
    _____
    _____

7. How did your past use of violence affect this situation?

    _____
    _____
    _____

Date:_____
Morn:____ Aft:____ Even:____

HASSLE LOG
Conflict Situations

Where were you?   class____   home____   outside in yard____
                    away from home____   other_____

What happened?

    Somebody teased me.   ____
    Somebody took something of mine.   ____
    Somebody told me to do something.   ____
    Somebody was doing something I didn't like. ____
    Somebody started fighting with me.   ____
    I did something wrong.   ____
    Other:_____

Who was that somebody?   another student____   teacher____
                           counselor____   foster parent____
                           parent____   another adult____
                           sibling____   foster sibling____
                           other_____

What did you do?

    hit back   ____   told supervising adult
    ran away   ____   walked away calmly
    yelled   ____   talked it out
    cried   ____   told peer
    broke something   ____   ignored
    was restrained   ____   other_____

How did you handle yourself?

1	2	3	4	5
poorly	not so well	okay	good	great

How angry were you?

1	2	3	4	5
burning mad	really angry	moderately angry	mildly angry but still OK	not angry at all

COGNITIVE SKILLS FOR REDUCING ANGER

A. PREPARING FOR PROVOCATION

B. IMPACT AND CONFRONTATION

C. COPING WITH AROUSAL

D. REFLECTING ON THE PROVOCATION
   1) WHEN CONFLICT IS UNRESOLVED
   2) WHEN CONFLICT IS RESOLVED
      OR COPING IS SUCCESSFUL

PREPARING FOR PROVOCATION

This is going to upset me but I know how to deal with it.

What is it that I have to do?

I can work out a plan to handle this.

I can manage the situation. I know how to regulate my anger.

If I find myself getting upset, I'll know what to do.

There won't be any need for an argument.

Try not to take this too seriously.

This could be a testy situation but I believe in myself.

Time for a few deep breaths of relaxation. Feel comfortable, relaxed, and at ease.

Easy does it. Remember to keep your sense of humor.

IMPACT AND CONFRONTATION

STAY CALM. JUST CONTINUE TO RELAX.

AS LONG AS I KEEP MY COOL, I'M IN CONTROL.

JUST ROLL WITH THE PUNCHES; DON'T GET BENT OUT OF SHAPE.

THINK OF WHAT YOU WANT TO GET OUT OF THIS.

YOU DON'T NEED TO PROVE YOURSELF.

THERE IS NO POINT IN GETTING MAD.

DON'T MAKE MORE OUT OF THIS THAN YOU HAVE TO.

I'M NOT GOING TO LET HIM GET TO ME.

LOOK FOR THE POSITIVES. DON'T ASSUME THE WORST OR JUMP TO CONCLUSIONS.

IT'S REALLY A SHAME HE/SHE HAS TO ACT LIKE THIS.

FOR SOMEONE TO BE THAT IRRITABLE, HE/SHE MUST BE AWFULLY UNHAPPY.

IF I START TO GET MAD, I'LL JUST BE BANGING MY HEAD AGAINST THE WALL. SO I MIGHT AS WELL JUST RELAX.

THERE IS NO NEED TO DOUBT MYSELF. WHAT HE/SHE SAYS DOESN'T MATTER.

I'M ON TOP OF THIS SITUATION AND IT'S UNDER CONTROL.

COPING WITH AROUSAL

MY MUSCLES ARE STARTING TO FEEL TIGHT. TIME TO RELAX AND SLOW THINGS DOWN.

GETTING UPSET WON'T HELP.

IT'S JUST NOT WORTH IT TO GET SO ANGRY.

I'LL LET HIM MAKE A FOOL OF HIMSELF.

I HAVE A RIGHT TO BE ANNOYED, BUT LET'S KEEP THE LID ON.

TIME TO TAKE A DEEP BREATH.

LET'S TAKE THE ISSUE POINT BY POINT.

MY ANGER IS A SIGNAL OF WHAT I NEED TO DO. TIME TO INSTRUCT MYSELF.

I'M NOT GONG TO GET PUSHED AROUND, BUT I'M NOT GOING HAYWIRE EITHER.

TRY TO REASON IT OUT. TREAT EACH OTHER WITH RESPECT.

LET'S TRY A COOPERATIVE APPROACH. MAYBE WE ARE BOTH RIGHT.

NEGATIVES LEAD TO MORE NEGATIVES. WORK CONSTRUCTIVELY.

HE'D PROBABLY LIKE ME TO GET REALLY ANGRY. WELL, I'M GOING TO DISAPPOINT HIM.

I CAN'T EXPECT PEOPLE TO ACT THE WAY I WANT THEM TO.

TAKE IT EASY, DON'T GET PUSHY.

REFLECTING ON THE PROVOCATION

A. WHEN CONFLICT IS UNRESOLVED:

FORGET ABOUT THE AGGRAVATION. THINKING ABOUT IT ONLY MAKES YOU UPSET.

THESE ARE DIFFICULT SITUATIONS, AND THEY TAKE TIME TO STRAIGHTEN OUT.

TRY TO SHAKE IT OFF. DON'T LET IT INTERFERE WITH YOUR JOB.

I'LL GET BETTER AT THIS AS I GET MORE PRACTICE.

REMEMBER RELAXATION. IT'S A LOT BETTER THAN ANGER.

CAN YOU LAUGH ABOUT IT? IT'S PROBABLY NOT SO SERIOUS.

DON'T TAKE IT PERSONALLY.

TAKE A DEEP BREATH.

REFLECTING ON PROVOCATION

B. WHEN CONFLICT IS RESOLVED OR COPING IS SUCCESSFUL:

I HANDLED THAT ONE PRETTY WELL. IT WORKED.

THAT WASN'T AS HARD AS I THOUGHT.

IT COULD HAVE BEEN A LOT WORSE.

I COULD HAVE GOTTEN MORE UPSET THAN IT WAS WORTH.

I ACTUALLY GOT THROUGH THAT WITHOUT GETTING ANGRY

MY PRIDE CAN SURE GET ME INTO TROUBLE, BUT WHEN I DON'T TAKE THINGS TOO SERIOUSLY, I'M BETTER OFF.

I GUESS I'VE BEEN GETTING UPSET FOR TOO LONG WHEN IT WASN'T EVEN NECESSARY.

I'M DOING BETTER AT THIS ALL THE TIME.

Actual occurrence
of child crisis
behaviors
resulting in a
peak of the
escalating
behaviors

De escalating of
child's crisis
behaviors

leading to a
calm level of
behavior

child's intensity

Child's antecedent
behaviors that
precede crisis
behaviors

CRISIS
INTERVENTION

Pre Phase   **During Phase**   **Post Phase**

TIME
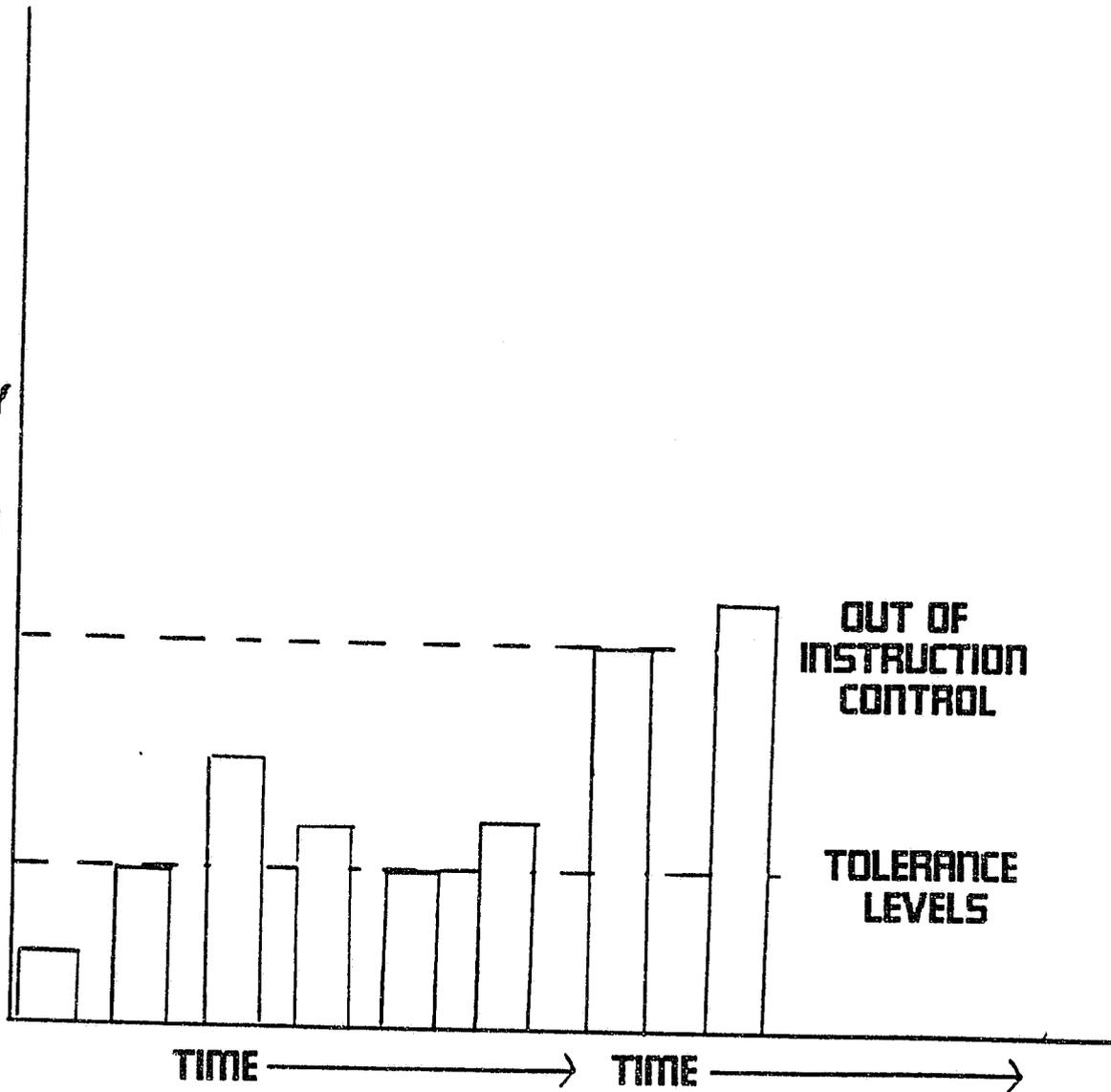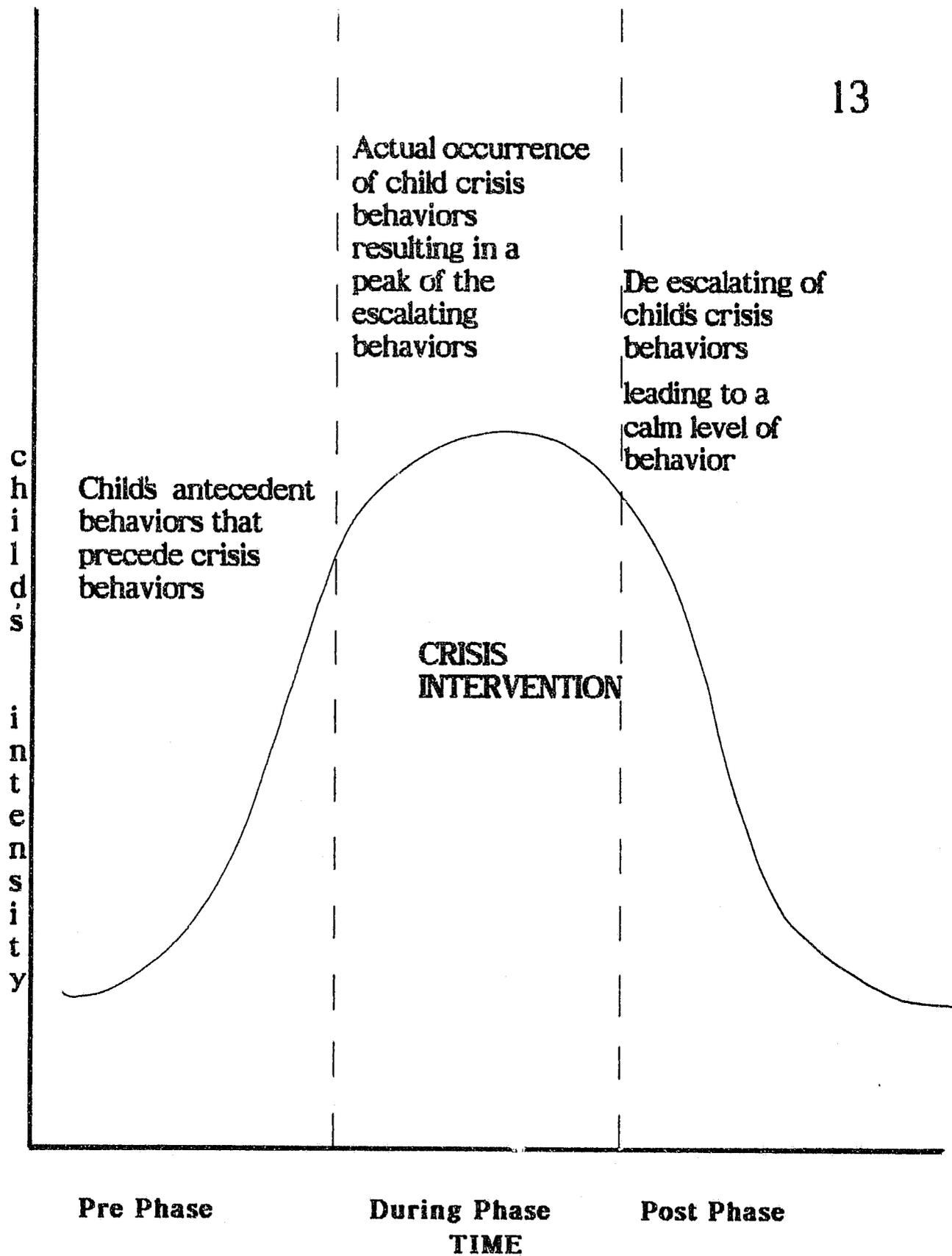
"AN OUNCE OF PREVENTION..."

1. Prompt Child to Discuss Difficult Issue

2. Specifically Describe Expected Appropriate Behaviors

3. Observe and Describe "Minor" Inappropriate Behaviors

4. Positive Encouragement

5. Praise Positive Behavior Throughout Discussion

INTENSIVE TEACHING

1. SAME PHYSICAL LEVEL

2. DO NOT RESPOND TO CONTENT

3. REMAIN CALM

4. DESCRIBE APPROPRIATE

5. USE EMPATHY

6. BE NONJUDGMENTAL

7. LARGE NEGATIVE CONSEQUENCE

8. REPEAT AS NECESSARY

AS CHILD BEGINS TO CALM DOWN

1. PRAISE INPROVEMENT

2. CONTINUE INSTRUCTIONS

WHEN CHILD IS UNDER CONTROL

1. PRAISE

2. ALLOW RELAXATION

3. CONTINUE INSTRUCTIONS

4. TEACHING INTERACTION

5. EARN BACK

6. ARRANGE DISCUSSION

CHILD INITIATED TIME-OUT

1. PERMISSION TO LEAVE SITUATION

2. GOES TO DESIGNATED AREA

3. USES MUSCLE RELAXTION

4. RETURNS AT DESIGNATED TIME

5. RESUMES INTERACTION

6. REWARD

7. GRADUALLY REDUCE TIME

AGGRESSION REPLACEMENT SKILLS

1. EXPRESSING A COMPLAINT

2. RESPONDING TO THE FEELINGS OF OTHERS

3. PREPARING FOR A STRESSFUL CONVERSATION

4. RESPONDING TO ANGER

5. KEEPING OUT OF FIGHTS

6. HELPING OTHERS

7. DEALING WITH AN ACCUSATION

8. DEALING WITH GROUP PRESSURE

9. EXPRESSING AFFECTION

10. RESPONDING TO FAILURE

ROLE-PLAY
SCENES

ROLE-PLAY LEADER'S NOTES

Before the first interaction:

1. Inform the participants that you will be asking them to identify, from the scripts, reasons for preventive prompting in each situation.

2. Indicate to the participants that the preventive prompting will prevent the "acting out" from occurring. The scene will end as the participant completes preventive prompting and begins discussing the issue.

3. Prompt the participants to use preventive prompting which includes having the youth state the steps for those basic skills which are appropriate to the situation, i.e., accepting criticism or accepting "no" for an answer, etc.

4. Tell the participants to respond to the child using the techniques emphasized within the intensive teaching workshop, specifically preventive prompting.

INTENSIVE TEACHING

ROLE-PLAY SCENE ONE

CONFEDERATE INSTRUCTIONS

In this scene you play the role of a foster child who has difficulty accepting criticism, especially criticism when associated with "clinging" behavior.

This scene will be initiated when the participant walks in the room and you enthusiastically:

1. Run toward him/her.
2. Stand very close to him/her.
3. Grab his/her arm.
4. Make statements like, "I'm so glad you're home." "I missed you so much"

Respond appropriately to the participant as he/she prompts you to effectively accept criticism for your behavior. Appear responsive but not enthusiastic when prompted by the participant.

INTENSIVE TEACHING

ROLE-PLAY SCENE ONE

FOSTER PARENT INSTRUCTIONS

The purpose of this role-play is to practice the preventive techniques emphasized in Intensive Teaching. In this scene, you just came home and your foster child enthusiastically greeted you by running toward you, standing very close to you, and grabbing your arm.

You will be giving the child criticism for "clinging". You are aware that this child has difficulty accepting criticism, especially regarding his/her "clinging" behavior. You are also aware that in the past this youth has "acted out" when given criticism related to this type of behavior.

INTENSIVE TEACHING

ROLE-PLAY SCENE TWO

CONFEDERATE INSTRUCTIONS

In this scene you will play the role of a child who has been sexually abused in the past and sexually promiscuous in the recent past. In the month that you've been in the foster home, you have had problems with sexually inappropriate behaviors (provocative, flirtatious, etc.) when around males. Your foster parents have been trying to teach you appropriate ways to interact with boys.

Initiate the scene by asking the participant if you can speak with him/her. Ask the participant if you can go on a date Friday night. Respond appropriately to the participant as he/she prompts you to effectively accept "no" for an answer. Appear responsive but not enthusiastic when prompted by the participant.

INTENSIVE TEACHING

ROLE-PLAY SCENE TWO

FOSTER PARENT INSTRUCTIONS

The purpose of this role-play is to practice the preventive techniques emphasized in Intensive Teaching. In this scene, your foster child will ask you if she can go out on a date this Friday night. This child has been sexually abused in the past and has been sexually promiscuous prior to coming to your home. Since being in your home (about one month) she has demonstrated many sexually inappropriate behaviors (i.e., provocative, flirtatious, etc.) when around males. You have been working with her on these issues.

You are going to tell her she cannot go out alone with the boy, but she may invite him over to watch videos with the rest of the family, and you will provide a rationale. You are aware that the child has a difficult time accepting "no" for an answer, and is particularly sensitive about issues that relate to her sexually inappropriate behaviors. You are also aware that in the past, this child has "acted out" when given a "no" answer related to this type of behavior.

This scene will be initiated by the child, who will come in to ask you if she can go on a date Friday night.

INTENSIVE TEACHING

ROLE-PLAY SCENE THREE

CONFEDERATE INSTRUCTIONS

In this scene you play the role of a foster child who has difficulty accepting criticism, especially criticism when associated with your appearance. Your foster parent will give you criticism about your make-up and clothes.

This scene will be initiated by the participant when he/she begins to preventively prompt you upon observing you when you come into the room. Respond appropriately to the participant as he/she prompts you to effectively accept criticism for your appearance. Remain responsive but not enthusiastic.

INTENSIVE TEACHING

ROLE-PLAY SCENE THREE

FOSTER PARENT INSTRUCTIONS

The purpose of this role-play is to practice the preventive techniques emphasized in Intensive Teaching. In this scene, you are going to give your foster daughter criticism on her appearance for school. She is wearing too much make-up, her clothes are very tight-fitting, and her blouse is too low-cut.

You are aware that this child has difficulty accepting criticism when it relates to her appearance. You are also aware that, in the past, this youth has often "acted out" when given criticism about her appearance.

This scene will be initiated by you when the child walks into the room and you observe her appearance.

INTENSIVE TEACHING

ROLE-PLAY SCENE FOUR

CONFEDERATE INSTRUCTIONS

In this scene you play the role of a foster child who has difficulty accepting criticism, especially when associated with fighting for being called names. Earlier in the day, while you were in physical education class, another child called you a name and you reacted by starting a fist fight. Because of the fight in class the principal has sent you home from school for the day.

This scene will be initiated by the participant when you arrive home from school. The participant will greet you and ask you to sit down. Respond appropriately to the participant as he/she prompts you to effectively accept criticism for your behavior. Appear responsive but not enthusiastic when prompted by the participant.

<u>INTENSIVE TEACHING</u>

<u>ROLE-PLAY SCENE FOUR</u>

<u>FOSTER PARENT INSTRUCTIONS</u>

The purpose of this role-play is to practice the preventive techniques emphasized in Intensive Teaching. In this scene you have just received a call from the principal telling you that a child in your home has been sent home from school for fighting in physical education class. Reportedly, another child called him/her a name, and your foster child blew up and hit him/her, starting a fist fight.

You will be meeting with the child to discuss this behavior of fighting in school and being sent home. You will deliver a consequence of two weeks grounding. You are aware that this child has difficulty accepting consequences, especially with this type of behavior, i.e., "defending him/herself" by fighting. You are also aware that in the past this child has "acted out" when given consequences related to this type of behavior.

This scene is initiated by you greeting the child when he/she comes home and asking him/her to sit down. You will tell the child about the phone call from the principal and talk about the situation.

INTENSIVE TEACHING

ROLE-PLAY CHECK SHEET

_____   Prompts to Discuss Difficult Issue

_____   Describes Appropriate Behaviors

_____   Specific

_____   Describes Minor Inappropriate Behaviors

_____   Positive Encouragement

_____   Prompts Relaxation

_____   Praises Positive Behaviors

_____   Throughout Interaction

Title:	SESSION 14: Problem-Solving
Sourcebook:	Pages 35-39
Time:	2 Hours

Description: In addition to children having major skill deficits when they are placed in a foster home, they also bring a number of interpersonal, school, and family-related problems. To help children resolve conflicts, plan for the future, and make decisions about how they will live their lives, foster parents can engage in problem-solving counseling with the child on a one-on-one basis. The foster parent needs to go beyond the traditional exploration of feelings and seek to work out new, more appropriate responses to feelings. While it is okay to feel this or that way, it is not okay to behave any way we want. Society holds us accountable for what we do. The problem-solving session helps to teach the child an appropriate way of expressing emotions while focusing on solutions to problems. Further, it provides the foster parent with an opportunity to demonstrate caring and concern for the foster child.

Objectives:
- To help foster parents understand the importance of one-on-one problem-solving counseling in helping children learn how to find their own solutions for their problems.

- To teach the goals of the problem-solving session as a solution-oriented, relationship building process.

- To emphasize quality components that foster parents can use to enhance the problem-solving interaction.

- To teach the steps of the problem-solving process according to the SODAS method.

- To provide an opportunity for the foster parents to practice the techniques of problem-solving through role play.

O.H. #1
I.   What is Problem-Solving?   (Pg. 35 in Sourcebook)

   A.   Problem-solving counseling is a relationship building
        process that typically involves a private discussion
        between the foster parents and the child, concerning
        resolution of personal problem issues that are
        important to the child's happiness.

        1.   It is a time that includes expressions of <u>concern</u>
             and <u>affection</u> for the child, <u>respect</u> for the
             child's judgment, and <u>interest</u> in the child's
             life.

        2.   It provides the child with the opportunity to
             learn to talk about personal problems, consider
             options, and make decisions.

   B.   It is also a valuable teaching tool.

        1.   By going through a systematic method for finding
             solutions to the child's problem, the child can
             learn the process and apply it to future problems
             on his/her own.

        2.   It helps to teach the child that he/she is not
             just a victim but, rather, does have control over
             his/her life.

O.H. #2
II.   Why Use Problem-Solving?

   A.   Most children in the foster home will have problems,
        i.e., with peers, family, siblings, teachers, etc.
        Ask foster parents for examples of typical problems
        foster children have. List these on the flip chart.

   B.   Many of their problems will have no solution, i.e.,
        the child whose father is a perpetrator of sexual
        abuse or the mother who is alcoholic.

        1.   It is important to provide the child with an
             opportunity to discuss these problems.

        2.   Foster parents can listen, provide support, and
             comfort.

-2-

3. Foster parents can help the child learn to accept the situation.

4. Foster parents can help the child arrive at coping strategies for problems he/she cannot change.

C. Counseling helps to solve day-to-day problems.

1. Feelings and options can be explored for personal problems, i.e.,

   a. Sexual identity -- i.e., child is not developing as rapidly as other children.

   b. Child feels lonely -- i.e., misses parents.

   c. Money problems -- i.e., there is something the child wants.

   d. Job problems - i.e., the child is having trouble getting along with the boss.

2. Use the examples listed on the flip chart to discuss which ones for which problem-solution counseling can be used and which ones necessitate problem-acceptance counseling.

C. Counseling helps build relationships between the foster parents and their foster children.

1. Establishes trust (confidentiality).
2. Establishes closeness.
3. Displays sincerity.
4. Displays interest.
5. Demonstrates advocacy to stick by the child.

D. Counseling helps develop positive child/adult interaction. In the past, many adults have made decisions for the child which he/she may have tended to resent. Now the child can learn to make decisions with adults to improve his/her perception of adults.

E. Other:

1. Provides the child with a sounding board.

2. Helps to teach the child to verbalize problems.

3.   Time to share.

4.   Serious planning can be accomplished. The foster parent can help in career, vocation, etc., planning.

5.   Opportunity for foster parent to provide private feedback on peer relations, hygiene, sexual conduct, etc.

III.   Goals of Problem-Solving   (Pg. 35)

A.   The foster parent's goal during problem-solving sessions is to help the child arrive at a viable solution to his/her problem.

B.   The foster parent can also teach natural problem-solving skills to the child that he/she can use to solve problems and make decisions on his/her own.

C.   Problem-solving sessions also promote and strengthen trust between the foster parent and the child. As a child confides in a foster parent and sees that such confidence is respected and is met with concern, respect, and helpfulness, he/she will feel more and more comfortable problem-solving with the foster parents.

O.H. #3
IV.   When to Counsel (Pg. 35)

When a problem is:

A.   Initiated by the child.

1.   The child seeks out the foster parent to discuss a problem.

a.   Not all problems have a solution, especially family problems (death, divorce, alcoholism).

b.   However, the effects these problems are having on the child need to be explored by this process.

-4-

2. Occasionally the child will informally hint at a problem.

   Example: Prior to her home visit, the child begins to indicate she doesn't want to go home, i.e., "my mom's pretty busy this weekend -- maybe I should just stay here." It is possible the child has a deeper reason for not wanting to go home that should be explored, i.e., the mother is alcoholic and the child knows she has started drinking again.

3. The child's behavior may indicate something is bothering him/her.

   Examples:

   a. starts going to bed early
   b. picking at food
   c. begins to act silly right before bed

B. The foster parents may also initiate problem solving when they know the child and can tell something is wrong.

   Example: "It looks like you're upset. Do you want to talk?"

C. When a problem requires specific decision-making.

   1. Career planning
   2. Home visits

O.H. #3

V. When **NOT** to Use Problem-Solving (Pg. 36)

A. When teaching a new skill:

   1. The foster parent should use (ask foster parents) Preventive Teaching.

   2. Example: The child needs to learn how to ask for help when he/she has a problem. (See Appendix G in Sourcebook for an example of the steps to this skill).

-5-

B. When dealing with a skill deficiency:

   1. The foster parent should use (ask foster parents) <u>Corrective Teaching</u>.

   2. Example: The child argues and whines when told she cannot go on a date because she hasn't earned the responsibility. (See Appendix G in Sourcebook for an example of the steps to accepting "no" for an answer.)

   3. Rule violations -- use corrective teaching.

   4. Inattentive ongoing behavior -- use corrective teaching.

C. When the child is out of control:

   1. This is discussed further in Session 13 - Intensive Teaching.

   2. See Sourcebook Pages 72-75.

   3. It is tempting to counsel a child, especially when the child is passive or complains about unfairness.

      a. In such cases it is important to stay on task, regain the child's attention and cooperation and complete the various teaching agendas.

      b. At a later point when the child is calm and his or her behavior is appropriate, the foster parent may choose to initiate a problem-solving session.

D. When serious issues occur -- foster parents should not attempt to counsel the child alone, but should seek professional guidance.

   1. The foster parents find out that the child has been sexually abused, which is new information.

   2. Helping a child work through divorce or death in his/her family.

   3. Suicide ideation.

-6-

4. Anytime the foster parent feels uncomfortable with a situation, they should contact the child's caseworker who will call upon other qualified professionals to help meet the child's needs.

E. When the child is under the influence of drugs or alcohol. Wait until the child is sober.

O.H. #4
VI. Effective Listening Skills (Pg. 36)

A. Listening skills

1. Ask foster parents "How do you know when someone is paying attention to you?". List their answers on flip chart.

2. Look at the child.

3. Do not interrupt.

4. Nod frequently.

5. Let child do majority of talking.

6. Do not be afraid to let silence occur.

B. Verbal behavior

1. Provide verbal encouragement and praise (see Sourcebook Page 36 for example).

2. Ask clarifying questions.

C. Empathy

1. Define empathy.

   a. The ability to identify intellectually or emotionally with another person's feelings.

   b. Example: "That must be very upsetting to you" or "it looks like you're really angry about it".

   <u>vs.</u>

2. Sympathy: the sameness of feeling.

3. Empathy helps to establish rapport with the child.

-7-

D. Physical proximity

    1. Foster parent should avoid physical barrier between self and child.

    2. Sit face to face.

    3. Sit at a comfortable distance -- close enough to touch to support and encourage.

    4. Foster parent should not counsel behind closed doors, especially with children who have been sexually abused.

    5. Foster parent should preteach others not to interrupt when counseling is occurring.

O.H. #5
VII. Problem-Solving Procedures   (Pg. 36)

A. SODAS (Jan Roosa, 1973)

    S-1.   Defining the problem <u>Situation</u>.

    O-2.   Examining <u>Options</u> available to deal with the problem.

    D-3.   Determining the <u>Disadvantages</u> of each option.

    A-4.   Determining the <u>Advantages</u> of each option.

    S-5.   Deciding on the <u>Solution</u> and creating a <u>Simulation</u>.

B. S - Situation (Pg. 37)

    1. Ask general clarifying questions, i.e., "can you tell me more about that?"

    2. If the child is being vague, the foster parent may need to ask more direct, specific questions, i.e., "Did your stepfather touch you in a private place?"

    3. Use empathy, concern, encouragement -- otherwise the child will feel interrogated.

    4. Summarization -- the foster parent must ensure they are solving the correct problem.

C. O – Options (Pg. 37)

    1. The foster parent should help the child begin to formulate his or her own options.

        a. "What do you think you can do to solve the problem?"

        b. "Can you think of any other ideas?"

    2. List several

    3. Remain nonjudgmental -- all of the child's options won't be good. He/She's likely made bad choices before.

    4. The foster parent may offer suggestions <u>after</u> the child has exhausted his/her list.

D. D – Disadvantages and A – Advantages (Pg. 38)

    1. Helps to teach cause-effect relationship by helping child see "if I do this, that will happen."

    2. Ask general questions, i.e., "Are there any problems/benefits to that idea?"

    3. It may be necessary to ask specific questions if the child hasn't thought of a clear advantage or disadvantage, i.e., "What do you think your mom will do if you take the car without asking?"

    4. Remain nonjudgmental.

    5. After the child has thought of all disadvantages and advantages he/she can, the foster parent may offer any additional important ones.

    6. Summarize.

E. S – Solution/Simulation (Pg. 38)

    1. Let the child choose.

    2. Encourage and support the child to implement the solution.

3. Offer suggestions for implementation.

4. Role play with the child (simulation) to increase his or her confidence in implementing the solution.

VIII. Summary

A. Important ability for child to learn to solve problems effectively.

B. Praise and reinforce the child for going through the process.

C. To further increase the child's ability to solve problems the foster parents should:

1. Model problem-solving.

2. Use the approach in ongoing daily discussions.

3. Use problem-solving for future planning.

4. Future-oriented approach

D. Remember the goals

1. To help children arrive at sound solutions to their problems.

2. To teach them how to solve their own problems in a systematic rational way.

IX. Role-Play

Materials: Flip chart
Overheads #1-5
Role-Play Scenes

OVERHEADS

WHAT IS PROBLEM-SOLVING?

. A Relationship Building Process

. A Teaching Tool For The Foster
Parent To Aid The Child In:

PROBLEM-SOLVING

AND

DECISION MAKING

WHY USE PROBLEM-SOLVING???

. **Helps Solve Day-To-Day Problems**

. **Enhances Relationship Building Between Foster Parents And Their Children**

. **Helps Develop Positive Child/Adult Interactions**

WHEN TO USE PROBLEM-SOLVING

<u>YES</u>	<u>NO</u>
Child seeks out foster parent	**Teaching a new skill**
	Use: _____
Child "hints" at problem	**Skill Deficiency**
	Use: _____
Change in child's behavior	**Child is out-of-control**
	Use: _____
Foster parent pro-actively seeks child out	**Serious Issue**
	Use: _____
Decisions need to be made	

PROBLEM-SOLVING AND EFFECTIVE LISTENING

1. LISTENING SKILLS

2. VERBAL BEHAVIOR

3. EMPATHY

4. PHYSICAL PROXIMITY

PROBLEM-SOLVING PROCEDURES

S defining the problem SITUATION

O examing the OPTIONS available
   to deal with the problem

D determining the DISADVANTAGES
   of each option

A determining the ADVANTAGES of
   each option

S deciding on the SOLUTION and
   doing a SIMULATION

ROLE-PLAY
SCENES

In this scene you play the role of a foster child who has been trying hard to make new friends and date "nice" boys. Your foster parents won't let you see most of your old friends anyway and you would like to start dating guys that don't want to just see how much they can get. The problem is, you've got a "reputation" and most of the kids you'd like to get to know don't pay any attention to you. There's a school dance coming up. One of the foster parent's natural children asked you if you were going and you replied, "No way!". You're now sitting alone in the living room staring out the window. You'd like to go to the dance but you're afraid you'll just end up standing around by yourself or hanging around and getting into trouble with your old friends.

This scene will be initiated by the participant asking you if anything is the matter.

How to respond to the participant

1. Be vague in the beginning (i.e., "Oh, it's no big deal" or "There's nothing you can do") until the participant asks specific questions (i.e., "Is it concerning the dance?" or "There's nothing I can do about what, specifically?").

2. Be very attentive and answer specific questions asked by the participant but only provide information specifically asked for.

3. When asked to identify problems: You'd like to go to the dance, but you'll feel awkward going alone and not having friends to be with.

4. When asked for options, disadvantages, and advantages, respond with the following:

Option: You could just not go to the dance.
Disadvantage: You would be missing out on a fun time and a chance to make new friends.
Advantage: You wouldn't have to feel like an outsider or get into any trouble with your old friends.

Option: You could meet your old friends there.
Disadvantage: You'd probably end up getting into trouble -- the guys you used to date always expect you to go to bed with them and a lot of your old friends drink and do drugs.
Advantage: You'd get to go to the dance and you'd probably have fun.

Option: You could call one of the kids you'd like to get
                   to know and suggest going to the dance together.
Disadvantage: You're afraid they might not want to include you.
Advantage: You'd get to go to the dance and make some new
                   friends.

5. When asked to choose one option, pick calling one of the
    kids you'd like to get to know. You think Lisa is pretty
    nice and maybe you could call her.

6. If role-playing is suggested, immediately agree.

7. This scene will continue until specific plans are
    established to implement the solution, i.e., you will call
    Lisa tonight, etc. or until otherwise discontinued by the
    role-play leader.

PROBLEM-SOLVING

ROLE-PLAY SCENE ONE

FOSTER PARENT INSTRUCTIONS

The purpose of this scene is to practice the technique emphasized in Problem-Solving (SODAS). In this scene you overheard one of your natural children ask your foster daughter if she was going to the school dance coming up. Your foster daughter replied "No way!". You had thought she was looking forward to the dance. Your foster daughter is now sitting alone in the living room.

This scene will be initiated when you go in to try to find out what the problem is.

PROBLEM-SOLVING

ROLE-PLAY SCENE TWO

CONFEDERATE INSTRUCTIONS

In this scene you play the role of a youth who is sitting alone in the living room staring out the window after just getting off the phone with your girlfriend. You think about sex a lot and would really like to go to bed with her. She is also willing but you are starting to realize that maybe you'd like to wait a lot longer. You've been sexually abused in the past and sexually active for some time -- it's difficult for you to avoid the temptation even though you know all the risks involved both for her and for you. You really like this girl and don't want to lose her. You're not sure if you can talk to your foster parents about this.

This scene will be initiated by the participant asking you if anything is the matter.

How to respond to the participant

1. Be vague in the beginning (i.e., "It's nothing", or "I'll just have to work this one out myself") until the participant gives a rationale encouraging you to speak.

2. Then be as vague as possible ("I just don't want to lose her" or "I don't see why I have to be such a goody-goody") until the participant asks specific questions about those statements (i.e., "Why are you afraid you might lose her?" or "Why do you think you're a goody-goody?").

3. When asked to identify the problem: "I don't know what to do because I don't want to lose my girlfriend but I don't want to get her into trouble either."

4. When asked for options, disadvantages, and advantages, respond with the following:

Option: Just go to bed with her.
Disadvantage: You know the risks plus after talking a lot about it with your foster parents you've decided you'd like to wait until you're a lot older.
Advantage: She wants to and you'd enjoy it.

```
Option:          Just break up with her.
Disadvantage:    You really like her.
Advantage:       You wouldn't have to tell her what the problem is.

Option:          Talk to her about it and tell her how you feel.
                 Maybe you could think of things to do on dates
                 where it wouldn't be so tempting to have sex.
Disadvantage:    She might think you're a "wimp" and break up with
                 you.
Advantage:       She might really feel good that you care about her
                 that much.
```

5. When asked for a solution, choose talking to your girlfriend.

6. If role-playing is suggested, immediately agree and ask if the foster parent can help come up with date ideas.

7. This scene will continue until specific plans are established to implement the solution, i.e., you will talk to your girlfriend when she comes over tonight, etc. or until otherwise discontinued by the role-play leader.

<u>PROBLEM-SOLVING</u>

<u>ROLE-PLAY SCENE TWO</u>

<u>FOSTER PARENT INSTRUCTIONS</u>

The purpose of this scene is to practice the technique emphasized in Problem-Solving (SODAS). In this scene you notice one of your foster children has been acting sort of moody ever since he got off the phone from talking to his girlfriend.

This scene will be initiated when you go in to try to find out what the problem is.

PROBLEM-SOLVING

ROLE-PLAY SCENE THREE

CONFEDERATE INSTRUCTIONS

In this scene you play the role of a child who is sitting alone in the living room staring out the window. You had just received a call from a girl/boy you want to dump but he/she calls you continuously. You still really like him/her; it's just that you don't want to see him/her anymore, and he/she's bugging you.

This scene will be initiated by the participant asking you if anything is the matter.

How to respond to the participant

1. Be very vague in the beginning (i.e., "Uh, it's nothing" or "There's no way out of this one") until the participant asks specific questions. (Was it concerning the phone call?" or "No way out of what, specifically?").

2. Be very attentive and answer specific questions given by the participant but only provide information specifically asked for.

3. When asked to identify problems: You like the girl/boy, but you don't like him/her constantly bugging you.

4. When asked for options, disadvantages and advantages, respond with the following:

Option: You could call him/her and yell at him/her to quit bugging you.
Disadvantage: It would really hurt his/her feelings.
Advantage: He/she wouldn't call anymore and you'd be relieved.

Option: You could have the other kids answer the phone and say you're not there.
Disadvantage: The other kids would get mad at you.
Advantage: You wouldn't have to talk to him/her.

Option: You want the participant to answer his/her calls and tell him/her you aren't there.
Disadvantage: At this point ask the participant if he/she will do it for you.
Advantage: He/she would believe the participant and quit calling.

Option: You could try to talk to him/her again and tell
                him/her to not call so much.
Disadvantage: You tried this before and it doesn't work.
Advantage: If it would work, you could still be friends.

5. When asked to pick a solution, pick trying to talk to
    him/her again.

6. This scene will continue until specific plans are made to
    role-play with you and a specific time is established to
    follow through on the solution.

PROBLEM-SOLVING

ROLE-PLAY SCENE THREE

FOSTER PARENT INSTRUCTIONS

The purpose of this scene is to practice the technique emphasized in Problem-Solving (SODAS). In this scene, you notice a child in your home has been acting very depressed ever since getting a phone call. He/she's been sitting alone in the living room just staring out the window.

You will initiate the scene by asking the child if there is something bothering him/her.

PROBLEM-SOLVING

ROLE-PLAY SCENE FOUR

CONFEDERATE INSTRUCTIONS

There are several problems here. First, you are wanting to confide in the foster parent but you are fearful that your parents would resent your discussion with the foster parent because they are very secretive people and would not want you mentioning them to the foster parents. Wait for encouragement before you disclose all facts about the situation. Secondly, you are sneaking out to meet your girl/boyfriend because your parents do not approve of him/her. You feel terrible about being dishonest this way, but you feel you are old enough and mature enough to date whom you please and your parents' prejudices against your friend are unfair. Admit, if asked, that your friend has been in trouble before (e.g., drugs) but that was a long time ago, etc., and things are much different now.

This scene will be initiated when you approach the participant and say you would like to discuss a problem with him/her.

How to respond to the participant

1. Be very vague about the problem with your parents, and respond only when the foster parent offers encouragement, then give more details. Continue describing the total situation only when the foster parent prompts the information through direct questions.

2. Once the foster parent prompts different options, respond with:

Option: You could continue sneaking out to meet him/her.
Disadvantage: You really feel guilty about being so dishonest.
Advantage: You could still see your girl/boyfriend and your parents probably won't find out.

Option: You could tell your parents off.
Disadvantage: They may have to take stronger measures to keep you from seeing your girl/boyfriend.
Advantage: They may stop bugging you about seeing him/her.

3. After giving the above two options and disadvantages and advantages, say, "That's all I can think of" and ask the foster parent if he/she has any ideas.

4. Be very attentive and follow any instructions given from this point on.

5. Choose an option that would best solve the problems with your parents.

PROBLEM-SOLVING

ROLE-PLAY SCENE FOUR

FOSTER PARENT INSTRUCTIONS

    The purpose of this scene is to practice the technique
emphasized in Problem-Solving (SODAS). A foster child will walk
in the room, obviously looking depressed and state he/she is
having a problem with his/her parents -- can he/she discuss it
with you. This child usually will not get directly to the point
so your task will be to help him/her define the situation and
help the child sort our various options, advantages and
disadvantages, and work to a solution.

PROBLEM-SOLVING

ROLE-PLAY CHECK SHEET

_____ (S) Prompts child describe problem

_____ Prompts are sufficient for full story

_____ Summarizes problem

	1	2	3	
A.	_____	_____	_____	(O) Asks child for options.
B.	_____	_____	_____	Foster parent gives option.
C.	_____	_____	_____	(D) Asks child for disadvantage.
D.	_____	_____	_____	Foster parent gives disadvantage. Nonjudgmental.
E.	_____	_____	_____	
F.	_____	_____	_____	(A) Asks child for advantage.
G.	_____	_____	_____	Foster parent gives advantage. Nonjudgmental.
H.	_____	_____	_____	

_____ (S) Asks child for solution

_____ Indicates role-playing

_____ Follow-up statement

1. I have cared for sexually abused children of these ages: (please check all that apply)

    0-5 _____   6-10 _____   11-13 _____   14 & up _____

2. These were the ages at which it was most difficult to manage their behaviors:

    0-5 _____   6-10 _____   11-13 _____   14 & up _____

3. Our foster home is located in/on which of the following?

    Farm or ranch   _____

    Community of less than 5,000   _____

    Town/city of 5,000-50,000   _____

    City larger than 50,000   _____

The following behaviors are sometimes exhibited by sexually abused children. Please fill out this questionnaire based on your experience with sexually abused children.

	I have had to deal with this behavior...(please check)			This behavior bothers me... (please circle number)				
	frequent	sometimes	never	Not at all		somewhat		very much
Running away				0	1	2	3	4
Suicide threats				0	1	2	3	4
Suicide attempts				0	1	2	3	4
Bed wetting (after age 5)				0	1	2	3	4
Soiling pants (after age 5)				0	1	2	3	4
Unreasonable fears (eg. fear of all males)				0	1	2	3	4
Seductive behavior within foster family				0	1	2	3	4

	I have had to deal with this behavior...(please check)			This behavior bothers me... (please circle number)				
	frequent	sometimes	never	Not at all		somewhat		very much
Seductive behavior with peers				0	1	2	3	4
Promiscuous behavior with peers				0	1	2	3	4
Compulsive or public masterbation				0	1	2	3	4
Exposure of private body parts in public				0	1	2	3	4
Self mutilation (eg. tatoos, cutting on self)				0	1	2	3	4
Nightmares				0	1	2	3	4
Eating problems (refusal to eat over eating, hoarding food)				0	1	2	3	4
Aggressive behaviors (eg. hitting, biting)				0	1	2	3	4
Use of alcohol or drugs				0	1	2	3	4
Harrassment by offender				0	1	2	3	4
Harrassment by other relatives, grandparents				0	1	2	3	4
Frequent physical complaints with no actual basis				0	1	2	3	4

	I have had to deal with this behavior...(please check)			This behavior bothers me... (please circle number)				
	frequent	sometimes	never	Not at all		somewhat		very much
School problems (school refusal, truancy or day dreaming, etc.)				0	1	2	3	4
Sleep problems (not wanting to go to bed, early rising, disrupted sleep)				0	1	2	3	4
Clinging behavior				0	1	2	3	4
Others:								
				0	1	2	3	4
				0	1	2	3	4
				0	1	2	3	4

Which of the above behaviors could result in my asking that the child be removed from any home? _____

_____

_____

I would be most interested in having the following topics included in the training:

_____

_____

I would be willing to attend the training when it is offered in my area of the state:

Yes ☐   No ☐

SEXUALLY ABUSED CHILDREN IN FOSTER CARE

DAY #1

Welcome to the workshop, Sexually Abused Children in Foster Care. We are interested in learning your opinions about sexually abused children in foster care and finding out if those opinions change at all during the workshop.

Please take a few minutes to answer the following questions before the workshop begins. Circle the answer you select. If you change your opinion about the answer during the workshop, mark your new answer with an X. We will go over the answers as a group at the end of the day. We would like to collect the question/answer sheets before you leave for the day.

I am a foster parent   _____
      CPS/foster care worker   _____
      Other (specify)   _____

1. If a child is seductive and finds sexual activity with adults
    pleasurable, the abuse is less emotionally damaging.   T or F

2. Sexual abuse by a stranger is more harmful than abuse by a
    family member.   T or F

3. Sexually abused children are more vulnerable to future
    abuse.   T or F

4. Foster parents can minimize the child's feelings of divided
    loyalty by being as non-judgmental as possible during dis-
    cussions of birth family.   T or F

5. It is normal for a sexually abused child to expect the
    foster family to function like his/her birth family.   T or F

6. Physical injuries are usually found in incest situations,
    especially with younger children.   T or F

7. No matter what age they are, sexually abused children learn
    and repeat those behaviors that are taught in the sexual
    context.   T or F

8. Sexually abused children, often believe that their most
    important role in the family is to provide sexual
    satisfaction.   T or F

9. Using sexually abused foster children as babysitters for
    biological children in the foster home is encouraged
    because it helps relationship building in the home.   T or F

10. The sexually abused child learns to expect that touching
    leads to sexual behavior.   T or F

11. It is common for sexually abused children to harm their
    bodies by tatooing, cutting or using alcohol and drugs.   T or F

SEXUALLY ABUSED CHILDREN IN FOSTER CARE

DAY #2

Welcome to the workshop, Sexually Abused Children in Foster Care. We are interested in learning your opinions about sexually abused children in foster care and finding out if those opinions change at all during the workshop.

Please take a few minutes to answer the following questions before the workshop begins. Circle the answer you select. If you change your opinion about the answer during the workshop, mark your new answer with an X. We will go over the answers as a group at the end of the day. We would like to collect the question/answer sheets before you leave for the day.

I am a foster parent   _____
      CPS/foster care worker _____
      Other (specify)   _____

1. Encouraging and recognizing youth for engaging in positive socially appropriate behaviors by praising the behaviors:

    a. will communicate the foster parents concern for the youth.

    b. will communicate the foster parents approval and appreciation when the youth is behaving well.

    c. will increase the effectiveness of the foster parents.

    d. All of the above.

2. Many sexually abused children's behaviors have been learned and reinforced over time and can:

    a. be eliminated quickly

    b. not usually be changed

    c. be changed and replaced with more appropriate behaviors

    d. both a and c

3. Foster parents need to observe the child's behavior very closely when:

    a. They notice something is particularly right.

    b. They notice something is wrong.

    c. They are teaching new skills.

    d. All of the above.

Page 2

4. Which of the following would be the best reason to give a child for not hitting other children ?

   a. "No one will love you."

   b. "You'll get into trouble."

   c. "People will think you're bad."

   d. "Someone could get hurt and other kids won't want to play with you."

5. Guiding youth toward desired behaviors includes:

   a. Accepting inappropriate behavior.

   b. Praising and rewarding steps toward desired behavior.

   c. Clearly describing a goal behavior.

   d. Both b and c.

6. Which of the following factors should not be considered when determining consequences for inappropriate behavior:

   a. age of the youth

   b. length of time in home

   c. size of the consequence should fit the behavior

   d. concern that the child will become angry if the consequences are imposed

7. Effective discipline:

   a. punishes a youth for inappropriate behavior

   b. increases the parents' negative reaction to the child and their behavior

   c. focuses on the negative behavior

   d. gives the child a positive alternative behavior to replace a negative behavior

8. The more immediate the reward after a desired behavior, the more effective the reward will be.   T or F

Page 3

9. Specifically describing the appropriate behavior a child engages
    in and then praising and thanking him/her will increase the
    chances that behavior will occur again.   T or F

10. One of the most powerful rewards for children is the foster
    parent's time and attention.   T or F

11. The only quality foster parents need to be successful is lots
    of patience.   T or F

NAME: _____

LOCATION OF WORKSHOP: _____

ACTION PLANS

What I want to do differently	What I need to do to make it happen	How will I know I have made a change	Did it work

Structured Interview Guide

I. What have been the long term benefits of the workshop? What have you used? Not used?

A. General information about abuse.

B. Behavioral strategies

C. Sourcebook

Further comments or suggestions?

II. What action plans did you make?

A. What did you plan to do differently?

B. Did you do it? Why/Why not?

C. Did it work? Did behaviors change?

Further comments or suggestions?

At the end of each day-and-a-half training, foster parents were asked to complete an Action Plan based on a new idea they had learned at the workshop. (See "Action Plan," Appendix D). The Action Plan asked foster parents:

- What do I want to do differently?
- What do I need to do to make it happen?
- How will I know I have made a change?
- Did it work?

Obviously, they couldn't respond to the last question at that time. We informed the foster parents that we would be calling them in about a month to inquire as to how successful they had been in implementing the training and their action plans.

Approximately 3 weeks after the training, we sent copies of the action plans back to the foster parents with a letter reminding them that we would be calling in about a week.

When we called, we asked the foster parents the following questions:

- What have been the long term benefits of the workshop?
- What have you used?
- What have you not used?

. . . specifically in each of the following areas:

- General information about abuse
- Behavioral strategies
- Sourcebook

We also asked:

- What action plan did you make?
- What did you plan to do differently?
- Did you do it?
- Why/Why not?
- Did it work?
- Did behaviors change?

(See the "Structured Interview Guide", Appendix E)

In response to the first question regarding the general information about sexual abuse, "What have been the long term benefits of the workshop? What have you used? Not used?", there were mixed replies. Those that had not been able to use the information gave varying reasons. The most often cited reasons were that they did not currently have any children or any sexually abused children in their homes. Many indicated

that they plan to use the information when they do have sexually abused children in their homes, however. Typical comments of those that had not been able to use the information in practical application were:

> "We don't have any foster children at the present time. I can see things we should have done differently with our last child - so I'm implementing ideas in my mind."

> "Haven't used it yet. Before training had a little boy that we could recognize some of the things you talked about, but the ones we have now haven't been sexually abused as far as we know."

> "Not right off hand - no new children since workshop. Behaviors made better sense because of the workshop. Will use it in the future with new foster kids."

Many foster parents, however, said they were able to use the general information about sexual abuse:

> "Yeah, I did. I felt it was a real learning experience even though I have my B.A. in human services. It was good to put it in the framework of foster care. It was a fresh approach."

> "I was able to use it for awhile. The child has now left our home."

> "Understood better how afraid sexually abused children can be. Now I know what to watch for in her behaviors."

> "Yes, I think so. You always get another view when you go to training. It was real helpful."

> "Yes, we have used it."

The responses to the question "Have you been able to use the behavioral strategies?" indicated that most of the participants had been able to put the behavioral strategies to use. Some of the specific components they mentioned that they had been able to use included:

- Tolerance
- Written rules
- Teaching approach
- Extinction
- Modeling

- Shaping
- Praise
- Descriptions of behaviors
- Practice

Some comments were:

"I really liked the behavioral strategies. I'd never seen any quite like those. A lot of what I was doing had parts of it, but there were a lot of parts I didn't do, like put the praise first."

Have used some and it helped, i.e., telling what they did wrong - practice what to do right."

"Yes, we've written rules down for our natural children."

"It helped me to focus - I had kind of slipped into being more negative than I like to be. It helped me to look at myself as a teacher."

"Oh, yes. The teaching system is just terrific. I wish we could get training in the whole program used at Boys Town."

Those that were not able to use the behavioral strategies indicated that either they didn't have foster children, or any to whom the training pertained, in their home or that they hadn't had a chance to implement the strategies, but intend to. One person felt the information was too basic.

A couple foster parents indicated that they are trying to use the behavioral strategies but that it's difficult at times.

"I've used some of them. It's always hard to make those changes. My kids will look off into space when I'm trying to talk to them but I'm working on it."

Many participants had not yet had a chance to read the Sourcebook. They cited the time of year as the primary reason for not having read it. Overall, the foster parents that had not yet read the Sourcebook still spoke positively of it:

"I really have not had a chance to read it but it will be great to have."

"Haven't had a chance to read the whole thing but the parts I read seem well put together. I'm anxious to read the whole book."

It's on a shelf - summer is really a hectic time. I still want to go through it - there are some things I wanted to share with my husband."

"Not yet but I'm sure it will be useful!"

Those that had read the Sourcebook were overall very pleased:

"The book is just fantastic. I've read it twice. I wish we'd been able to read it before the seminar. We could have had more questions."

"That was excellent."

"It's been real helpful - we both read it.

"Yes, I thought it was really good. I gave one to my girls' therapist."

We then asked the Foster parents about the action plans that they developed during the workshop. The first question was "What did you plan to do differently?", which resulted in a wide variety of objectives. Generally, however, the plans were not as useful as they could have been. They were usually too vague or general for the foster parents to be able to implement them effectively or to assess any real change. During the training the foster parents were not actually taught how to complete an effective action plan, due to the amount of material and the lack of time. Rather, they were simply asked to complete action plans at the end of the workshop on Day Two. Action plans can be a very valuable tool for foster parents but we suggest they be used more effectively in training:

1.   Spend time during each session (or several of the sessions) teaching foster parents how to and helping them complete action plans.

2.   They must be behaviorally specific in order to be able to measure change.

3.   Review the previous week's action plan at each session. This will allow foster parents to ask questions about what they tried to do, talk about successes, and discuss any problems they had.

Examples of some of the action plans from our workshop were:

"Work with our foster daughter on her inappropriate touching."

"To be more observant - to catch things before they get too far."

"Become less tolerant - not ignore the flirtatious, provocative behavior."

"Write down rules."

"Getting my kids to look at me when I'm talking to them."

"Use 4:1."

"Give more encouragement and praise for a job well done."

When asked whether or not they had implemented their action plans, foster parents indicated either that they had implemented it, were still working on it or trying to, or were just starting. Overall, the majority of foster parents who had done action plans did try to implement them. Those that did not gave the following reasons:

- The child left home soon after the training.
- They are planning to implement it.
- Or, they were too busy.

Some responses from those that were able to implement their plans were:

"Yes, soon after the training we went to a picnic. She got real provocative and I immediately stopped it and dealt with it."

"It's very difficult but yeah, trying. A lot of times she'll do a job and I'll say, 'I'm so proud of you."

"Yes, as much as I can without being able to work with our counselor. The praise piece has been important to add."

Next, we asked, "Did it work? Did behaviors change?". The foster parents seemed to be overwhelmingly successful with their plans. All of the responses were either "yes", or "We don't know yet since we just started implementing the plan." Only one foster parent said nothing they had tried had worked. The following are some typical replies:

"He's getting better all the time."

"Yes, it has helped a lot."

"Yes, it makes me feel like we're making progress."

"Has helped. She doesn't even wake up anymore."

"Yes, being able to earn back the privilege that she lost has helped to motivate the change. I've seen a decrease in inappropriate things."

"I've found that when I deal with things, even little things, right away it's so much better."

"I've just started, so I don't have any results to report yet."

Finally, when we asked for any comments or suggestions on any aspect of the workshop and what we could do to make it better, we found people were, in general, very satisfied.

"Training is great, will refer anyone I know to any future ones held in the area."

"Training was excellent, best I ever went to."

"Wish the training could be mandatory for all foster parents."

"Wished we had this when we first became foster parents 10 years ago. Our first 3 girls were sexually abused. All new foster parents should be required to attend. We thought it was great."

"Fantastic, I've been to a lot of trainings given by Social Services. None even come close to this one."

The primary suggestion was that, while the training was good, we need to get more foster parents there.

"Your main problem is going to be getting the foster parents there, but when they do go, I know they get a lot out of it."

Day: _____

.Location: _____

EVALUATION
SEXUALLY ABUSED CHILDREN IN FOSTER CARE

    Your opinions and impressions will be very helpful to us in planning future workshops. We would like to know how well we met your training needs. Will you take a few minutes to answer thoughtfully the following questions?

		Poor				Outstanding
1.	PRESENTATIONS WERE:					
a.	Well Organized	1	2	3	4	5
b.	Informative	1	2	3	4	5
c.	Interesting	1	2	3	4	5
d.	Useful	1	2	3	4	5
e.	Overall quality	1	2	3	4	5

COMMENTS:

		Poor				Outstanding
2.	SOURCEBOOK					
a.	Well Written	1	2	3	4	5
b.	Informative	1	2	3	4	5
c.	Interesting	1	2	3	4	5
d.	Useful	1	2	3	4	5
e.	Overall quality	1	2	3	4	5

COMMENTS:

3. AUDIO-VISUAL

   a. Realistic   1   2   3   4   5

   b. Informative   1   2   3   4   5

   c. Useful   1   2   3   4   5

   d. Interesting   1   2   3   4   5

   e. Overall quality   1   2   3   4   5

COMMENTS:

4. How did presentations, sourcebook and audiovisual materials fit together?

      1   2   3   4   5
     Poor   Outstanding

5. What did you actually get out of it? (Make as specific a list as possible.)

6. What do you consider to be the strong points and weak points in teaching methods employed by the instructor(s)?

   a. Strengths

   b. Weaknesses

7. Will the workshop result in your doing anything differently than you did before attending it? Explain.

8. What suggestions do you have for improvement in the following areas:

   a. Physical facilities:

   b. Teaching methods:

9. Additional comments:

Following each of the six (6) day-and-a-half long training sessions, the participants were asked to complete satisfaction questionnaires (See Appendix F). The first question regarded the presentations to which 108 people responded. This question was broken into five categories - we wanted to know whether the training sessions were:

- well organized
- informative
- interesting
- useful
- and how was their overall quality in general?

The overall (combined averages from all 5 workshops) ratings for these areas were: (on a scale of 1-5 with 1 designated as "poor" and 5 designated as "outstanding".)

- well organized   4.050
- informative   4.506
- interesting   4.336
- useful   4.370
- overall quality   4.410

Comments regarding the presentations were generally positive. Some typical positive comments related to the usefulness of this type of workshop for new foster parents and caseworkers. For example:

"Before this workshop, I would not have considered taking a sexually abused child into my home - I am more open to this situation now. We are new to the foster care program."

Or, in general, pertaining to the content, i.e. presentation, organization, preparation, etc., there were several comments, i.e.:

"I have been to many workshops on various topics, and this one is by far the best in content, presentation, professionalism and organization. Great job! Examples are very helpful/interesting."

Many comments that contained useful suggestions were offered. They varied widely in their content and the suggestions are summarized below:

- more information on younger children that have been sexually abused
- more humor
- don't like having options (which video to watch)
- more role play
- too much material

- work more closely to the text
- too repetitive
- more "hands on"
- too much orientation to female issues
- Day 2 - too basic
- outline of presentation would be helpful
- more discussion - less lecture
- too much use of overhead
- involve more foster parents in the training

It should be considered that the focus of suggestions may have changed over the six presentations as many ideas offered by the participants were implemented at each training.

The most prevalent suggestions seem to be that many participants would prefer more group involvement and less lecture:

"A little more variety/interaction to not make it feel like lecture material."

"Need more discussion time."

The next portion of the satisfaction questionnaire pertained to the sourcebook. Participants were asked if the material was:

- well written
- informative
- interesting
- useful
- and how was the overall quality?

Ninety-one people responded and the overall averages for all five workshops were as follows:

well written	4.462
informative	4.624
interesting	4.494
useful	4.498
overall quality	4.490

The comments on the sourcebook were overwhelmingly positive, a majority of which were general in nature similar to those that follow:

"Great sourcebook. I'm sure I will refer to it many times in the future."

"What I've read of it has been very helpful. I'm looking forward to reading all of it and putting it into practice."

The few suggestions varied and there was no preponderance of a specific type of suggestion. The different comments included:

"Manual bound would allow one to use as a teaching tool, easier to copy."

"More examples of charts and graphs would be helpful."

"Would help to know the reference material used in preparation."

The Sourcebook has since been revised, accommodating much of the feedback provided on the satisfaction questionnaires.

The third section of the evaluation asked participants to evaluate whether the audio-visuals used were:

- realistic
- informative
- useful
- interesting
- and how was their overall quality?

Overall scores in these areas are as follows:

. realistic	4.156
. informative	3.328
. useful	4.250
. interesting	4.248
. overall quality	4.100

There were 105 respondents to this question.

Comments on the audio-visuals offered many suggestions. The comments varied in response to specific videotapes, overheads, the videotapes in general, and the audio-visuals in general. The greater number of comments concerned the foster parent interview videotape with most people feeling it was informative and interesting.

People seemed to feel that the use of audio-visuals, in general, helped to make the workshop more interesting. There were many suggestions that were offered as to how to make better use of the audio-visuals. There were several comments relating to the overheads - they were difficult to read, too small, etc., an example being,

"The transparencies need to be eventually professionally done -- larger and bold print".

The overheads have since been revised in response to the feedback.

The last <u>rated</u> question was, "How did presentations, sourcebook, and audio-visual material fit together?" The overall rating for this question, using the same scale, was 4.146. There was no provision for comments to this question and 101 people responded.

The next several questions did not ask for a rating. The first was: "What did you actually get out of it? (Make as specific a list as possible.)"

The replies to this question resulted in an extensive list. The respondents were very specific in their answers to this question and it appears that they left with a clear idea of what they had learned. The clearly predominant category, however, was that many participants felt that they had learned better ways to intervene with behavior. Many comments were general, i.e.:

"More insight into problems/behaviors experienced; good suggestions for ways foster parents can deal with behaviors."

"A lot of practical suggestions to offer foster parents in dealing with these children...e.g., teaching interactions, etc."

"Specific ideas to handle behaviors. Real knowledge."

Several responses in the same category, behavioral strategies, were more specific, however, and referred to:

- praise
- teaching
- ABC model of behavior
- specificity
- teaching alternative behaviors
- shaping behaviors
- consequences
- 4:1 ratio
- intensive teaching
- tolerance levels, etc.

Below are some comments relating to these specific components of the training.

"To give even more positive feedback than I am now doing."

"Learned more rules for using rewards and response costs."

"Intensive teaching was very helpful."

"Being more specific in defining behaviors. Teaching alternative behaviors."

A large number of participants felt that they had developed a greater understanding of sexual abuse and the children who had experienced it.

"Insight into sexual abuse situations."

and

"More confidence in my ability to work with foster children who have been sexually abused."

...were responses indicative of this outcome.

Related, but more specific, many responded that they had learned some specific signs or characteristics of a sexually abused child. See below:

"I liked the lists of characteristics one can look for in both abusers, nonabusers, and victims. It has increased my awareness."

"Many signs to watch for for sexually abused children."

Finally, several participants commented on the sourcebook, i.e.:

"An excellent resource book."

"The sourcebook that I can refer to many times."

Other areas which received some attention as to specific ideas learned during the training included:

- the need for teamwork in case management
- reinforcement for skills/knowledge participants already had
- an insight into one's own behavior

The next question, "what do you consider to be the strong points and weak points in teaching methods employed by the instructors?", provided a variety of responses. The majority of comments revealed the importance of presentation style. The participants commented heavily on the organization, experience, knowledge, and style of the presenters. The category which received the most comments was in regard to the instructors' knowledge of the material. Some examples follow:

"Very informative, good examples--presented well--speakers were good, knowledgeable."

"Knowledgeable presenters/instructors."

"Very knowledgeable, organized, experience based--good teachers."

"...obviously confident and knowledgeable on the material contents."

"All were knowledgeable; no hesitation in answering questions."

"Very good knowledge of subject matter..."

Organization, openness to questions, and the experience of the instructors also rated highly in the participants' opinions of the strengths of the workshop. Here are some comments:

"Well organized; all three women are very intelligent and knowledgeable of subject."

"Well organized, interesting, informative."

"Very interested in wanting to answer questions and help."

"Lots of experience. Excellent research on sexual abuse."

The use of audio-visual aids also received several comments regarding the strength of the workshop:

"Overheads are excellent as well as tapes."

"Overhead material and audio-visual material was very good in explaining the teaching models."

There were also positive comments on the sourcebook, the use of examples, effective discussions, the variety of instructors, specific ideas to try, handouts, the flow of the materials, and the opportunity for foster parents to share ideas, etc.

The major weaknesses commented on by the participants were, first, that there should have been more group participation and less lecture; and second, that there was too much material in an inadequate amount of time. Clearly, there is likely a relationship between these two categories. It is difficult to allow a time for discussion when there is already too much content for the allotted time. Representative comments from the participants are shared below:

"The only weakness maybe is cramming so much info into 1 1/2 days."

"Need to encourage more involvement with audience. (Maybe small group exercises - although you would need more time.)

Participants also suggested that there was:

- too much professional language
- the presentations did not follow the book closely enough
- the page in the manual, to which the lecture is related, should be stated more often
- there was some repetition of the material
- some distracting speech patterns of instructors
- the time schedules need to be followed more closely.

The participants were also asked: "Will the workshop result in your doing anything differently than you did before attending it? Explain." Although our workshop was specifically tailored for foster parents, a great many other professionals attended as well, particularly child welfare workers. A number of responses to this question appear to be from this latter group as there were several comments indicating that people intended to train foster parents with whom they work with the material provided in the workshop:

"Yes, make material available to foster parents, offer new techniques to foster parents."

"Be able to offer more support/suggestions to foster parents dealing with problem behaviors of youth."

"As a licensing agent, I see a lot of new foster parents, most of whom get placements long before they have a chance to get training. I feel any info I can provide in this area will be beneficial."

"Good written resource material to share with and "teach" foster parents."

Many foster parents indicated that they would handle behavior differently in areas of:

- assessing behavior
- role play
- demonstration
- discipline
- positive consequences
- specificity
- describing
- charting
- rationales

- treatment planning
- 4.1 ratio
- setting limits
- observing
- teaching
- ABC model

For example,

"I was reminded that I need to do more positive reinforcement."

"Using the positive consequence -- I've always picked up on the negative. With bunches of teenagers grabbing the negative was the easiest (but I knew less effective!)"

"Yes, I'll be more specific about my expectations."

"Try more positive strokes -- praise for good behaviors."

"I'll try role playing and demonstrating correct and incorrect behavior."

Several participants commented specifically that they would now approach sexually abused children differently if only with a new understanding or awareness. Some comments follow:

"Yes, a better understanding of asking a child to relate sexual abuse and the pain it causes."

"Yes, I never considered sexual abuse with one of the children I'm working with, and now I'm quite sure that is a very strong possibility."

We also asked for suggestions in two specific areas -- the physical facilities and the teaching methods. As we used six different training sites, the responses to the first question varied from place to place. It did reinforce the importance of this aspect of training, however, as in one location the temperature was difficult to control and several participants commented that the room was too cold. Another example is that in a couple of the workshops, there were requests for softer chairs, while in one facility that had very comfortable chairs, people specifically commented that they liked that. At one facility, participants had difficulty seeing the visual aids which was a concern upon which they commented. There were positive comments about the refreshments at a couple of the locations.

In response to the question requesting suggestions for teaching methods, a wide variety of ideas were offered; those of which were commented on by more than two are delineated below:

- break training up -- too much info at once
- use common language
- less lecture -- more group participation

Following are some comments:

"Not so much info at one time/break it up a little."
"Less lecture."

Finally, we asked for any additional comments. While the majority of participants seemed please with the training overall, they were gracious enough to offer many specific suggestions. The most common suggestion was that it was a bad time of day for foster parents to attend. Here is a sampling of different comments:

"The time was far too short to get all the information. I really enjoyed the whole program. We learned a lot of things I wish we could have known sooner."

"I felt this workshop was very good, however, I feel more foster parents would be here if it weren't a work day."

"It was too bad more foster parents didn't attend. Would all evening or weekend sessions be better?"

"Thanks."

Conducting a Role-Play Session:
An Instructional Package for Role-Play Leaders

Overall Organization of the Role-Play Session

In order to facilitate a smooth transition from the section presentation to the role-playing and to increase the trainees' understanding, we recommend beginning each role-play session by summarizing the goals of role-play. It is important to stress the skills the trainees will be practicing and to give rationales concerning their importance. The role-play leader may want to summarize major points of the lecture or recap major components (use of the checklist may be helpful, and can be shared with the trainees).

Next, the role-play leader should summarize the format of the role-play session:

> describe the trainees' roles
> describe the role of the person they will be
>   role-playing with
> describe, generally, what the trainee needs to do
> describe the role-play leader's role (e.g., take notes
>   during interaction, give detailed feedback after
>   trainee finishes, may ask to repeat, etc.)

Before the trainee begins the interaction, there are several steps the role-play leader can take to prepare. First, the role-play leader should refamiliarize him/herself with the particular scene by reviewing the "Foster Parent Instructions" and "Confederate Instructions".

Next, the role-play leader should ask for a volunteer to play the foster parent role in the first scene and have him/her read the appropriate instructions. The role-play leader should ask if the trainee has any questions about the scene and then ask the trainee to read the scene again aloud to the entire group to familiarize them with the setting of the scene.

The confederate role should be played by an assistant role-play leader, if possible. If this person is not available, let one of the trainees volunteer to play that role. Have him/her read the instructions and ask any questions. (We recommend that the role-play leader not play this role because it hinders one's observation and note-taking ability and therefore can reduce the quality of the feedback.)

The role-play leader may want to help the foster parent organize his/her thoughts before beginning the scene (e.g., help with order of components, what components to include, etc.).

Ask the other trainees who are not actively involved in this scene to follow along using their checklist of components so they can help with feedback afterwards.

In most cases, the role-play leader should allow the trainee to complete the entire scene without interrupting or prompting them in any way. (Of course, if the trainee "draws a blank", the role-play leader should jump in to help.)

Take extensive notes on the foster parent's performance using the checklist of components. Check (✓) if the component was included and make notes concerning what the trainee said (e.g., quotes, if possible. Be sure to take note of quality components as well (e.g., voice tone, eye contact, warmth, etc.)

When the trainee completes the interaction, the role-play leader should give complete feedback to the foster parent before asking other participants to do so. (Guidelines concerning how to give this feedback are included later in this section.)

After completing the feedback, ask the other participants and the confederate to give any additional feedback that they have.

If the foster parent did not successfully complete all of the steps in the interaction, the role-play leader may want to request that the trainee repeat the interaction. Again, the role-play leader should take notes, using the checklist, and give feedback afterward.

After a foster parent has completed the scene to criteria and everyone has given feedback, the role-play leader may want to summarize the trainee's performance (e.g., give general praise and encouragement for strong points, give summary of weak areas or components that should work on in upcoming interactions, etc.)

Repeat the process with all trainees and scenes. Appoint or ask for another volunteer to play the role of foster parent and rotate to the next role-play scene (or use the same scene if everyone needs to practice it). Repeat the procedures listed above and continue with this process until every trainee has the opportunity to practice.

At the conclusion of the role-play session, provide a brief summary and ask for any questions. Thank the trainees for their participation and praise their progress.

Giving Feedback During the Role-Play Session

One of the most critical aspects of shaping a trainee's skills is the feedback the role-play leader provides during the behavioral rehearsals. This feedback should be viewed as a teaching tool, one that provides the trainees with specific information about those behaviors and skills which have been done appropriately and about those behaviors and skills that are inappropriate. Therefore, a role-play leader can provide the most effective feedback and promote the greatest learning by incorporating many of the components of a teaching interaction into his/her feedback.

General Feedback Process: Use of Teaching Interaction Components

1. Praise

    The role-play leader should provide encouragement to the trainees for their appropriate behavior and for their efforts. This encouragement may take the form of sincere, enthusiastic praise. The importance of praise cannot be overstressed, therefore, the role-play leader should be careful not to overlook or downplay this component. Praise not only aids in promoting a positive atmosphere in the group but also is a great educational tool, if done effectively. Effective praise is sincere and enthusiastic positive feedback which includes several other teaching components (e.g., description of appropriate and rationale.)

2. Description of Appropriate and Inappropriate Behavior

    The role-play leader should provide a specific description to the trainee concerning behaviors he/she performed correctly. These descriptions need to be as clear and behavioral as possible so the role-play leader should include direct quotes and behaviors of the trainee (the role-play leader should imagine him/herself as a tape recorder or video camera). The role-play leader should also describe the inappropriate behaviors of the trainee in this manner. This includes components that were performed poorly and components that were completely omitted by the trainee.

-3-

3. Rationales

Rationales are important to include because the
role-play leader's feedback will not be viewed as
arbitrary. In addition, rationales help to educate the
trainee concerning why a particular component should be
included or performed differently. Rationales should
point out to the trainee the potential consequences
that may occur if they continue to use that particular
behavior. These consequences can be benefits or harm
to themselves as foster parents or to their foster
children.

4. Request to Repractice

If a trainee does not perform an interaction to
criteria, the role-play leader may politely request
that the trainees repeat the interaction. This request
should be accompanied by the reasons why the trainee
should repeat and a brief description of what to work
on most heavily in the repeat. Following the repeat
interaction, the role-play leader again gives feedback
on the trainee's performance.

Organizational aids in feedback process. Being able to give
complete and accurate feedback requires that the role-play
leader know how to observe and define behaviors. This is often
difficult because the interaction proceeds rapidly, and there
are many areas the role-play leader must attend to
simultaneously. For example, the role-play leader must attend
to what the "confederate" does and says, attend to what the
foster parent does and says in response to the confederate's
behavior, and then categorize the foster parent's response into
procedural and quality components. For these reasons, we
recommend using a component checklist to take notes on the
trainee's performance during the interaction. This checklist
can help the role-play leader organize the feedback and serve as
a memory prompt on what occurred. As the role-play leader
watches the interaction, he/she checks (✔) or rates each
component included by the trainee and jots notes concerning what
was said or done. Noting direct quotes by the trainee will help
in giving the most accurate feedback.

After the trainee completes the interaction, the role-play leader should give feedback concerning the trainee's use of every component in the checklist. None of the components should be overlooked or bypassed! To aid organization, we recommend beginning your feedback with the first component and then proceeding down the checklist, so none will be omitted. This procedure may also help the trainees achieve a "mental set" for order, since the components usually follow a logical sequence.

Specific feedback process. When giving positive feedback on procedural components that the trainee included and performed well, the role-play leader should use the following feedback components:

1. Sincere, enthusiastic praise
2. Clear behavioral description of what the trainee did and said
3. Rationale why the component was performed well or why it is important.

When giving corrective feedback on a procedural component that the trainee omitted, the role-play leader should use the following feedback components:

1. Describe the absence of the component
2. Give or ask for reason why the component should be included
3. Ask trainee for an appropriate example of how the component could have been included. If the trainee has trouble thinking of an example, the role-play leader should ask other members of the group for ideas or provide an example him/herself.

When giving corrective feedback on procedural components that the trainee included but performed poorly, the role-play leader should use the following feedback components:

1. Praise for inclusion of the component
2. Clear behavioral description of what the trainee did and said
3. Give rationale why that component was weak (e.g., how it may cause future problems)
4. Provide better alternative for the component. This can be done by asking the trainee, the other trainees, or providing it yourself.

Interspersed throughout the feedback on procedural components, the role-play leader should try to incorporate feedback on the trainee's use of quality components (e.g., voice tone, smiles, eye contact, positive physical contact, etc.) These quality components are equally important, and in fact, can make the difference in a poor or excellent performance. For example, the trainee may include all procedural components, but if their voice tone was demanding or harsh, the role-play leader should give corrective feedback and perhaps require repractice. Positive and corrective feedback should be given in the same manner as for procedural components.

OVERALL GOALS OF ROLE-PLAY SESSION

1. TO TEACH THE SKILLS COVERED IN A WORKSHOP SECTION SO THAT
    TRAINEES CAN EFFECTIVELY DEMONSTRATE COMPONENTS.

2. TO CREATE A POSITIVE ATMOSPHERE THAT PROMOTES TRAINEE
    COMFORT AND LEARNING.

PROCEDURES FOR ROLE-PLAY SESSIONS

I. INTRODUCTION

    A.   Summarize goals
    B.   Summarize format
    C.   Describe roles

II. BEFORE THE TRAINEE BEGINS:

    A.   Familiarize yourself with the scene
    B.   Ask for a volunteer
    C.   Assign roles
    D.   Summarize scene
    E.   Help trainee prepare
    F.   Prompt inactive participants to follow along with checklist

III. DURING THE TRAINEE'S INTERACTION

    A.   In general, do not interrupt or prompt
    B.   Use checklist as memory aid

IV. AFTER THE TRAINEE FINISHES:

    A.   Role-play leader gives feedback first
    B.   Ask if confederate has feedback
    C.   (Optional) Ask other trainees for feedback
    D.   Request re-practice, if necessary
    E.   Summarize major feedback points

V. REPEAT STEPS II-IV WITH ALL TRAINEES AND ALL SCENES

VI. ENDING THE ROLE-PLAY SESSION

    A.   Summarize and praise progress of group

GOALS OF ROLE-PLAY LEADER FEEDBACK

1. PLEASANT

2. ORGANIZED

3. COMPLETE

4. ACCURATE

5. EDUCATIONAL

HOW TO GIVE <u>EDUCATIONAL</u> FEEDBACK

A. POSITIVE FEEDBACK FOR COMPONENTS INCLUDED AND PERFORMED WELL:

1. Sincere praise

2. Specific description of appropriate

3. Rationale

B. CORRECTIVE FEEDBACK FOR COMPONENTS OMITTED:

1. Mention omission

2. Rationale

3. Description of appropriate (ask trainee)

4. Request acknowledgement

C. CORRECTIVE FEEDBACK FOR COMPONENTS PERFORMED POORLY:

1. Praise for inclusion

2. Description of inappropriate

3. Rationale

4. Description of alternative (ask trainee)

5. Request acknowledgement

CONFEDERATE BEHAVIORS

(GENERAL)

EMPATHY

PLEASANT

PROFESSIONAL

ATTENTIVE TO TRAINEES

KNOWLEDGEABLE REGARDING SCENE

ANSWER QUESTIONS

SETS UP SCENE

PROVIDES FEEDBACK ON QUALITY COMPONENTS

CONFEDERATE BEHAVIORS

(Specific)

DO'S

Follow all instructions as presented in vignette

Follow all specific verbal instruction given by participant

Continue inappropriate behavior without escalation/de-escalation

Listen to and watch participant attentively (especially modeling)

Initiate only appropriate behaviors described by participant

DON'TS

Do not follow vague/non-specific instructions

Do not present rationales, descriptions or value judgments unless previously discussed by participant

Avoid verbal/nonverbal acknowledgment unless requested by participant

Avoid over/underacting

David, age six has been climbing on his foster mother's lap and playing with her hair, touching her breasts, and, on occasion taking her hand and trying to place it between his legs. She has firmly told him "no" and stopped his hands. The foster father feels that David is too old to sit on an adult's lap and that the family should not have any close physical contact with David (no touching, hugging, etc.) The foster mother gets frustrated and concerned when David does these things but she also feels he needs security, love and nurturing.

The touching behavior generally occurs six to eight times a week usually when the family is watching T.V. or around bedtime. When there is conflict between the foster parents about these behaviors, David occasionally has difficulty going to bed and sometimes wets the bed. Both foster parents are frustrated about David disrupting their evening by not cooperating at bedtime. The foster mother is also upset because the marital relationship is becoming strained and the foster father is expressing the possibility of asking for David's removal from their home.

Definition of the Problem Behavior

Specifically:

1. Define the problem behavior specifically.

2. When does the problem behavior most often occur?

3. Where does the problem behavior most often occur?

4. How often does the problem behavior occur?

5. What activity is the child doing when the problem behavior occurs?

Priorities Regarding the Problem Behavior: Is the problem behavior red flag, yellow flag, or green flag?

1. Why is the behavior bothersome to the foster parents?

2. Is the behavior dangerous, destructive, or illegal?

3. Is the behavior typical of the child's developmental level?

4. What are the long term consequences of the behavior for the child, for the foster family?

Developing a Behavior Management Plan

1. What rules do the foster parents currently have regarding the behavior? What consequences? How can these be modified to better address the problem behavior?

2. What teaching has been done with the child to address the problem behavior? What alternative behaviors are being taught to the child? What additional teaching can be done? What skills should the foster parents focus on teaching?

3. What appears to be reinforcing the problem behavior? How can foster parents change and control reinforcers so child is reinforced for appropriate behavior only?

4. Is therapy needed?

Follow-up

1. What is the goal behavior?

2. How will the foster parents monitor the child's progress as well as their efforts to implement the plan?

3. How will the therapy and the foster parents behavior management plan be integrated?

WHAT ARE YOUR TOLERANCES?

Are the following behaviors:

    RED FLAG (dangerous, illegal)
    YELLOW FLAG (proceed with caution)
    GREEN FLAG (go-it's safe)

1. **Johnny, age 6, wants to get in bed with the foster parents when he has bad dreams.**

2. **Susie, age 5, wiggles around on her foster father's lap.**

3. **Jimmy, age 3, wants to watch his foster mother when she is in the bathroom.**

4. **Hank, age 9, has been undressing the 5 year old neighbor girl.**

5. **When Laurie, age 4, gets into bed, she curls up with her thumb in her mouth and her other hand on her genitals.**

6. **Doug, age 12, has been dialing phone numbers, saying "dirty words" and hanging up.**

7. Sandra, age 16, informs foster parents that she is "on the pill" and "looking for a good time."

8. Arthur, age 15, keeps a stack of "porno comics" under his bed.

9. Sally, age 6, and Jimmy, age 4, are "playing doctor" in the bedroom.

10. Linda, age 10, refuses to undress and shower for school swimming classes.

11. Gloria, age 8, walks around the house in her underwear, and "forgets" her bathrobe.

12. Ronny, age 10, masturbates in front of the TV when a program becomes violent or scary.

13. Sam, age 11, is "caught" by a neighbor in mutual masturbation with members of his club at their "secret hideout".

14. Laura, age 13, kisses her foster father on the lips, and holds him "too tightly" during hugs.

15. Due to crowded conditions, George, age 3, sleeps in the same bed as his natural mother during weekend visits.

16. Due to crowded conditions, Tim, age 12, sleeps in the same bed with his natural mother during weekend visits.

17. Vicky, age 14, reports that her natural mother's boyfriend is "making a pass" at her.

Skill 1: Expressing a Complaint

1. Define what the problem is and who is responsible for it.

2. Decide how the problem might be solved.

3. Tell that person what the problem is and how it might be solved.

4. Ask for a response.

5. Show that you understand his/her feelings.

6. Come to agreement on the steps to be taken by each of you.

Skill 2: Responding to the Feelings of Others (Empathy)

1. Observe the other person's words and actions.

2. Decide what the other person might be feeling and how strong the feelings are.

3. Decide whether it would be helpful to let the other person know you understand his/her feelings.

4. Tell the other person, in a warm and sincere manner, how you think he/she is feeling.

Skill 3: Preparing for a Stressful Conversation

1. Imagine yourself in the stressful situation.

2. Think about how you will feel and why you will feel that way.

3. Imagine the other person in the stressful situation. Think about how that person will feel and why.

4. Imagine yourself telling the other person what you want to say.

5. Imagine what he/she will say.

6. Repeat the above steps using as many approaches as you can think of.

7. Choose the best approach.

Skill 4: Responding to Anger

1. Listen openly to what the other person has to say.

2. Show that you understand what the other person is feeling.

3. Ask the other person to explain anything you don't understand.

4. Show that you understand why the other person feels angry.

5. If it is appropriate, express your thoughts and feelings about the situation.

Skill 5: Keeping Out of Fights

1. Stop and think about why you want to fight.

2. Decide what you want to happen in the long run.

3. Think about other ways to handle the situation besides fighting.

4. Decide on the best way to handle the situation and do it.

Skill 6: Helping Others

1. Decide if the other person might need and want your help.

2. Think of the ways you could be helpful.

3. Ask the other person if he/she needs and wants your help.

4. Help the other person.

Skill 7: Dealing with an Accusation

1. Think about what the other person has accused you of.

2. Think about why the person might have accused you.

3. Think about ways to answer the person's accusations.

4. Choose the best way and do it.

Skill 8: Dealing with Group Pressure

    1.   Think about what the other people want you to do and why.

    2.   Decide what you want to do.

    3.   Decide how to tell the other people what you want to do.

    4.   Tell the group what you have decided.

Skill 9: Expressing Affection

    1.   Decide if you have good feelings about the other person.

    2.   Decide whether the other person would like to know about your feelings.

    3.   Decide how you might best express your feelings.

    4.   Choose the right time and place to express your feelings.

    5.   Express affection in a warm and caring manner.

Skill 10: Responding to Failure

    1.   Decide if you have failed.

    2.   Think about both the personal reasons and the circumstances that have caused you to fail.

    3.   Decide how you might do things differently if you tried again.

    4.   Decide if you want to try again.

    5.   If it is appropriate, try again, using your revised approach.

ANGER LOG - Designed by Anne Gamley, Ph.D

TRIGGER	ANGER LEVEL 1-10	ANGER UP ↑	ANGER DOWN ↓	FEELINGS	BEHAVIOR	INTENT

TRIGGER	ANGER LEVEL 1-10	ANGER UP ↑	ANGER DOWN ↓	FEELINGS	BEHAVIOR	INTENT
Antecedent Behavior	Child rates self on his/her anger	Behaviors outside of the child that increased/decreased his/her anger		e.g., hurt, frustrated, disappointed, etc.	specifically describe actual behavior	hurt someone else; get a better deal; etc. Did it work for the child? Intent tells foster parent when and what skills to teach

Date:_____
Morn:____ Aft:____ Even:____

HASSLE LOG
Conflict Situations

Where were you?   class____   home____   outside in yard____
                   away from home____   other_____

What happened?

    Somebody teased me.   _____
    Somebody took something of mine.   _____
    Somebody told me to do something.   _____
    Somebody was doing something I didn't like.   _____
    Somebody started fighting with me.   _____
    I did something wrong.   _____
    Other:_____

Who was that somebody?   another student____   teacher____
                          counselor____   foster parent____
                          parent____   another adult____
                          sibling____   foster sibling____
                          other_____

What did you do?

    hit back   _____   told supervising adult
    ran away   _____   walked away calmly
    yelled   _____   talked it out
    cried   _____   told peer
    broke something   _____   ignored
    was restrained   _____   other_____

How did you handle yourself?

1	2	3	4	5
poorly	not so well	okay	good	great

How angry were you?

1	2	3	4	5
burning mad	really angry	moderately angry	mildly angry but still OK	not angry at all

NO LOG - NO CREDIT

Instructions: Complete each section. Be specific.

TOPIC: _____

NAME: _____ DATE: _____

1. Briefly describe the situation and the action you used to
    control. (Statements, gestures, tone of voice, physical
    contact, facial expression).

    _____
    _____

2. INTENT: What did you want to happen in this situation?

    _____
    _____

3. What feelings were you having?

    _____
    _____

4. In what ways did you minimize or deny your actions or blame?

    _____
    _____

5. EFFECTS: What was the result of your action?   Include
    results of blaming or minimizing.

    (On you) _____
    _____

    (On family) _____
    _____

    (On the relationship and others) _____
    _____

6. IT WOULD HAVE BEEN BETTER IF . . .

    _____
    _____
    _____

7. How did your past use of violence affect this situation?

    _____
    _____
    _____

CHILDREN'S REINFORCEMENT SURVEY SCHEDULES (C)

Schedule A*

Name _____ Date _____

Age _____ Sex. Boy _____ Girl _____

School _____ Grade _____

This is a list of many different things or activities. Explain how much you like each choice by making an X in the appropriate box.

If you dislike the choice, make an X in the box under Dislike:

Dislike	Like	Like very much
X		

If you like the choice, make an X in the box under Like:

Dislike	Like	Like very much
	X	

If the choice is something that you like very, very much, make an X in the box under Like very much:

Dislike	Like	Like very much
		X

	Dislike	Like	Like very much
1. Do you like candy?			
2. Do you like raisins?			
3. Do you like milk?			
4. Do you like stuffed toy animals?			
5. Do you like coloring?			
6. Do you like making things out of clay?			
7. Do you like listening to music?			
8. Do you like animal stories?			
9. Do you like playing on swings?			
10. Do you like kickball?			
11. Do you like going on field trips at school?			
12. Do you like being the teacher's helper?			
13. Do you like going to the library?			
14. Do you like people to tell you that you did a good job?			
15. Do you like your teacher to buy materials that you especially like?			
16. Do you like teaching things to other people?			

*Reproduced with permission of publisher by an offset process from: Cautela, J. R., & Brion-Meisels, L. A children's reinforcement survey schedule. PSYCHOLOGICAL REPORTS, 1979, 44, 327–338. Table 1.

	Dislike	Like	Like very much
17. Do you like watching trucks, bulldozers, and tractors?			
18. Do you like to go shopping?			
19. Do you like to eat out in a restaurant?			
20. Do you like going to a circus or a fair?			
21. Do you like playing with dogs?			
22. Do you like to play with some children younger than you?			
23. Do you like to play with some special grown-ups?			
24. Do you like people to take care of you when you are sick?			
25. Do you like taking care of pet animals?			

Schedule B

Name _____ Date _____

Age _____ Sex: Boy _____ Girl _____

School _____ Grade _____

This is a list of many different things or activities. Explain how much you like each choice by making an X in the appropriate box.

If you dislike the choice, make an X in the box under Dislike:

	Dislike	Like	Like very much
	X		

If you like the choice, make an X in the box under Like:

	Dislike	Like	Like very much
		X	

If the choice is something that you like very, very much, make an X in the box under Like very much:

	Dislike	Like	Like very much
			X

	Dislike	Like	Like very much
1. Do you like apples?			
2. Do you like breakfast cereals?			
3. Do you like fruit juice?			
4. Do you like to play with toy cars?			
5. Do you like painting?			
6. Do you like making things out of wood?			
7. Do you like to sing?			
8. Do you like cartoons and comic books?			
9. Do you like swimming?			
10. Do you like riding a bike?			
11. Do you like outdoor recess?			
12. Do you like to be the winner of a contest?			
13. Do you like arithmetic and working with numbers?			
14. Do you like being better than everyone else at something?			
15. Do you like saving your school papers to show to other people?			
16. Do you like your parents to ask you what you did in school today?			
17. Do you like to watch TV?			
18. Do you like traveling to different, far-away places on vacation?			

	Dislike	Like	Like very much
19. Do you like to go to the movies?			
20. Do you like playing with cats?			
21. Do you like to go to the zoo?			
22. Do you like playing with some children older than you?			
23. Do you like being alone rather than being with other people?			
24. If your friend is sick, do you like to take some things to your friend's house to make your friend feel happier?			
25. Do you like someone to take care of you when you are scared?			

CHILDREN'S REINFORCEMENT SURVEY SCHEDULES (C)

Schedule C

Name _____ Date _____

Age _____ Sex: Boy _____ Girl _____

School _____ Grade _____

This is a list of many different things or activities. Explain how much you like each choice by making an X in the appropriate box.

If you dislike the choice, make an X in the box under Dislike:

Dislike	Like	Like very much
X		

If you like the choice, make an X in the box under Like:

Dislike	Like	Like very much
	X	

If the choice is something that you like very, very much, make an X in the box under Like very much:

Dislike	Like	Like very much
		X

	Dislike	Like	Like very much
1. Do you like candy?			
2. Do you like fruit?			
3. Do you like soda?			
4. Do you like cooking?			
5. Do you like to make models?			
6. Do you like to play with model cars and trains?			
7. Do you like to draw and paint?			
8. Do you like to do crafts?			
9. Do you like carpentry and woodworking?			
10. Do you like making things out of clay?			
11. Do you like working with motors?			
12. Do you like puzzles?			
13. Do you like fixing broken things?			
14. Would you like to have sports equipment of your own?			
15. Do you like to play on playground equipment?			
16. Do you like to go bike riding?			
17. Do you like to go swimming?			
18. Do you like to go skiing?			

	Dislike	Like	Like very much
19. Do you like hockey?			
20. Do you like baseball?			
21. Do you like football?			
22. Do you like basketball?			
23. Do you like kickball?			
24. Do you like camping?			
25. Do you like go-carts?			
26. Do you like mini-bikes?			
27. Do you like listening to music?			
28. Do you like singing?			
29. Do you like learning how to play musical instruments?			
30. Do you like cartoons and comic books?			
31. Do you like fairy tales?			
32. Do you like science fiction?			
33. Do you like mysteries?			
34. Do you like biographies (stories about people's lives)?			
35. Do you like to sell things?			
36. Do you like to go shopping?			
37. Do you like to watch TV?			
38. Do you like to go to different, far-away places on vacation?			
39. Do you like to eat out in a restaurant?			
40. Do you like to go to the movies?			
41. Would you like to go to a circus or a fair?			
42. Do you like going on field trips at school?			
43. Do you like outdoor recess?			
44. Do you like it when your teacher buys materials that you especially like?			
45. Do you like being a leader in your class, such as being a class officer?			
46. Do you like giving reports in front of the class?			
47. Do you like creative writing (making up stories or poems)?			
48. Do you like science?			
49. Do you like math?			
50. Do you like spelling?			
51. Do you like playing with dogs?			
52. Do you like playing with cats?			
53. Do you like to go to the zoo?			
54. Do you like taking care of pet animals?			
55. Do you like to play with some children younger than you?			
56. Do you like to play with some children older than you?			
57. Do you like to play with some special grownups?			
58. Do you like being alone rather than being with other people?			

	Dislike	Like	Like very much
59. Would you like to talk to a sports star you know about?			
60. Would you like to talk to a TV or movie star you have seen?			
61. Do you like going to parties?			
62. Do you like to stay overnight at a friend's house?			
63. If your friend is sick, do you like to take some things to your friend's house to make your friend feel happier?			
64. Do you like earning money?			
65. Do you like to be praised for your good work?			
66. Do you like your parents to ask you what you did in school today?			
67. Do you like to be the winner of a contest?			
68. Do you like to have your teacher ask you to help?			
69. Do you like getting the right answer?			
70. Do you like to show your good work to other people?			
71. Do you feel good when you have just finished a project or job you had to do?			
72. Do you like it when all the other kids think you are terrific?			
73. Do you like having a birthday party and getting presents?			
74. Do you like someone to take care of you when you are scared?			
75. If you are sick, do you like people to take care of you?			

76. What do you think is the best thing about you? _____
_____
_____
_____

77. What do you daydream about? _____
_____
_____
_____

78. What do you do for fun? _____
_____
_____
_____

79. What would you like for your birthday? _____
_____
_____
_____

80. Do you have any collections? _____ If so, what do you collect? _____
_____
_____

ADOLESCENTS REINFORCEMENT SURVEY SCHEDULE (A)

Name _____ Date _____

Age _____ Sex _____

School (if in school) _____ Grade _____

Occupation (if employed) _____

Put a check mark in the column that best describes how much you like each of the following experiences.

	Not at all	A little	A fair amount	Much	Very much
1. Talking with your brother and/or sister					
2. Going out to eat with your brother and/or sister					
3. Going places with your brother and/or sister					
4. Telling secrets to your brother and/or sister					
5. Talking to your brother and/or sister about the day's activities					
6. Spending weekends or vacations with your family					
7. Receiving compliments from your parents					
8. Visiting relatives					
9. Going to family parties					
10. Doing chores around the house					
11. Getting out of the house					
12. Going somewhere other than home after school					
13. Going places with your friends					
14. Talking with your friends					
15. Going out to eat with your friends					
16. Telling secrets to your friends					
17. Talking to your friends about the day's activities					
18. Spending weekends or vacations with your friends					
19. Going to parties with your friends					
20. Talking on the phone with your friends					
21. Writing letters to your friends					
22. Receiving letters from your friends					

	Not at all	A little	A fair amount	Much	Very much
23. Riding around in a car with your friends					
24. Going for a walk with your friends					
25. Going to the beach with your friends					
26. Going to the local spot where your friends meet					
27. Receiving compliments from a member of the same sex					
28. Interacting with people younger than you of the same sex					
29. Interacting with people younger than you of the opposite sex					
30. Interacting with people who are your own age and sex					
31. Meeting new people who are about your age					
32. Interacting with people older than you of the same sex					
33. Interacting with people older than you of the opposite sex					
34. Meeting adults					
35. Discussing school with your brother and/or sister					
36. Discussing school with your friends					
37. Going to the library					
38. Going to school					
39. Studying					
40. Receiving good grades					
41. Planning for your future					
42. Studying with your friends					
43. Participating in school sports					
44. Going to school sports events					
45. Joining school clubs or organizations					
46. Skipping school					
47. Skipping classes					
48. Interacting with people who are your age of the opposite sex					
49. Flirting with a member of the opposite sex					
50. Being noticed by a member of the opposite sex					

	Not at all	A little	A fair amount	Much	Very much
51. Receiving compliments from a member of the opposite sex					
52. Talking with a member of the opposite sex					
53. Going places with a member of the opposite sex					
54. Going out to eat with a member of the opposite sex					
55. Telling secrets to a member of the opposite sex					
56. Dating a member of the opposite sex					
57. Going steady					
58. Daydreaming about romance					
59. Kissing a member of the opposite sex					
60. Listening to music on the radio					
61. Playing records					
62. Buying records					
63. Exercising					
64. Watching television					
65. Reading a book					
66. Earning money					
67. Staying at home and relaxing					
68. Riding a bicycle					
69. Riding a motorcycle					
70. Smoking cigarettes					
71. Going to dances					
72. Going to a drive-in movie					
73. Going to work					
74. Going to plays					
75. Going to concerts					
76. Playing a musical instrument					
77. Looking nice					
78. Buying clothes					
79. Eating snacks					
80. Drinking nonalcoholic beverages					

81. Please write down any other experiences you particularly enjoy. _____

_____

_____

_____

_____

POTENTIAL REINFORCERS FOR AGES 0-4 AT HOME

Infant

Bright shiny objects
Rocking to sleep
Humming or singing
Move or wave toy above crib
Change of diaper

Soft, fuzzy toys
Smelling flower
Cooing
Flour and water,
    finger paint

Blanket
Tasting cake batter
    soda, etc.
Ride in a stroller

Material

Toys   Dessert   Favorite food   Drink of water, juice, etc.
Snacks   New shoes   Candy and other sweets   Ice cream from truck

Privileges or Activities

Trip to park
Play with friends
Getting in bed with parents
Making mud pies
Bedtime story
Play on swing set
Spend night with friends
    or grandparents
Lift into air
Opportunity to feed pet
Rocking
Games
Making noises(rattles, bells)
Swing on foot (horsey ride)
Finger play
Take a picture of how good
    they are
Play with magnet
Pop balloon

Talking into tape recorder
Eating out
Rocking in rocking chair
Wearing parent's clothing
Play with clay
Go some place with mom/dad
Help plan day's activities
Helping mother or dad
Longer time in bathtub
Ride on bicycle with dad/mom
Whirling in circle by arms
Special hour, day
Watching lightning
Play in sandbox
Sitting in chair with parent
Not having to take bath
    one night
Blow bubbles
Blow out match

Bouncing on bed
Play outside
Riding tricycle
Stay up late
Trip to Zoo
Piggy back ride
Bubble bath
Skip or delay nap
Sitting on lap
Whirling in chair
Flush the toilet
Ride on dad/mom's shoulders
Going outside at night
Family night
Help hold baby
Swimming
Being pulled in wagon
Carry purse or
    briefcase

Social

Physical contact, hugs,
    kisses, tickles
Stroke under chin

Talk to child
Verbal praise
Winks

Eye contact
Smile
Indirect praise, telling
    someone else how good
    they are

Token

Money   Stars on chart

Material

Toys	Snacks	Jigsaw puzzles
Pets	Own bedroom	
Books	Clothing	

Privileges or Activities

Dress up in adult clothes
Trip to park
Play with friends
Bedtime story
Play on swing set
Spend night with friends or
    grandparents
Go to ball game
Eating out
Go someplace alone with dad/mom
Bake something in kitchen
Plan a day's activities
Ride on bicycle
Fishing trip with dad/mom
Choice of television program
Freedom from chores
Holding hand while walking
Using telephone
Wear parent's clothes
Setting the table
Camping in backyard
String beads

Opening coffee can, smelling aroma
Decorating home for holidays
Help make desert, popcorn, etc.
Help take a gift to a friend
Feed the baby
Late bedtime
Going to movies (especially with friend)
Going on trip by self by bus, plane, etc.
Hold nails while dad hammers another
Play favorite records
Color in coloring book
Ride next to window in car
Take movie or tape recording of how good they are
Choose menu for meal
Call grandma to tell of successes
Promise to ride escalator 3 or 4 times in the store
Display schoolwork on refrigerator door
Letting them buy something
Planting a garden
Play with magnet
Play with magnifying glass
Sit for younger children while parent near

Social

Hugs	Kisses	Verbal praise
Tell grandparents of	Handshake	
accomplishments		

Token

Money	Increased allowance	Own bank account
Stars on chart		

Material

Favorite meal
Clothes
Books
Radio
Bicycle
Electric razor, hair brush, dryer

Having own room
Having a soda with dad/mom
Soda
Television
Watch
Select own gift

Make up (girls)
Records
Stereo
Private phone
Jewelry
Own telephone
Guitar

Privileges or Activities

Dating privileges
Participate in activities with friends
Have friends over
Dance or music lesson
Refrigerator privileges
Redecorate own room
Skating
Additional time on phone
Playing stereo
Make trip alone on bus or plane
Choosing own bedtime
Part-time job
Getting driver's license

Extended curfew
Car privileges
Stay up late
Stay overnight with friends
Time off from chores
Kidding and joking
Date during week
Opportunity to earn money
Selection of television program
Being chairman of family meeting
Getting to use family camera
Car to school for a day
Reading

Sewing own clothes (girls
Watch television (choose program)
Decorate own room
Camping out
Summer camp
Expensive haircut
Go to Disneyland or other amusement park
Discussion with parents
Allow to sit alone when family eats out
Getting to sleep late on weekend

Social

Smiles
Attention when talking
Winks

Hugs
Being asked for opinion
Verbal praise

Head nods
OK gesture with thumb and finger

Tokens

Extra money
Having own checking account

Allowance
Driver's license

Magazine subscription
Gift certificate

Material

Food

Privileges or Activities

Recess (extra or longer)
Group leader
Go to library
Room "manager"
Hall monitor
Listening to records
Get to choose song in music
  class
Individual conference on
  progress
Field trips
Sharpen pencil
Reading own composition
  to class
No homework
Choice of seat mate (for
  day, week, permanent)
Raise flag for day or week
Watch selves on video tape
Pass out milk
Having parents visit
Make gift for parent
Ride in seat behind bus
  driver
Schedule so high probability
  activity follows low
  probability activities

Crafts activities
Head of lunch line
Erase boards
Go to principal's office
After school activity
Tutor another pupil
Day to chew gum in class
Have picture taken
Lead class in singing
Picnics
Cafeteria helper
Displaying work to another
  class
Demonstrate hobby to class
Host in front hallway on
  parent's day
Go home early
Planning daily schedule
Collect lunch tickets
Independent study
Principal's helper for day
Free activity corner in
  room (puzzles, games)
Schedule group, then
  individual activities
Perform before a group
Play instruments

Helping custodian
Fixing bulletin board
Run errands
First or last in line
Early dismissal
Play game
Help librarian
See films
Party
Student government
  activity
Displaying work to
  principal
Making and viewing video
  tape
Team captain
Select bulletin board
  topic
Academic contests
Story time
Have lunch with teacher
  or principal
Schedule quiet, then
  noisy activities
Time to lie on floor, sit
  on desk, study outside
Drink of water

Social

Smiles, winks
Verbal praise
Posting picture (student of
  month)
Principal praise
Being voted most improved
  student in academic
  area

Eye contact
Phone call to parents
Pat on back
Display self picture
Get to time self with
  stopwatch

Physical contact
  (touches and squeezes)
Homework (good papers)
  on bulletin board
Being on school patrol
Positive comments written
  on papers

Token

Badges to be worn for day
  signifying staff to
  give positive attention
Special certificate of
  completed work
Seeing progress on graph
  toward going on picnic

Points
Happy face on paper
Big red "C" on paper
Note to parent about
  good work

Stars
Grades
Honor roll
Noting academic progress
  on chart