

4. _____

D. What relationship building activities can parent 2 use to help child's name learn to regulate their emotional state?

1. _____

2. _____

3. _____

4. _____

Correcting Activities

When a child's anxiety spike, it can cause them to emotionally dysregulate. Then behaviors frequently presents as temper tantrums, outburst of anger, or non compliance. During those moments first ensure safety is being addressed. We also need to remember it is not a time for lectures or consequences. During the moment of dysregulation it is imperative the child see the parent as a partner against the harmful past as we help the child re-regulate their emotions through calming strategies. Second only to safety, is the child's understanding the parent is there to love and help them. While the first intervention for correcting could be playful engagement, if the child is in a dysregulated state, helping the child re-regulate is the primary focus of the parent. Once the child regains regulation we can offer a re-do and prescribe any required consequences designed to help the child learn. Avoid punishment, as it damages relationships with children of a difficult past. Based on our information thus far, we will forecast the behavioral challenges that child's name will likely experience when their emotions spike and cause them to dysregulate. You can document the strategies to be proactive and to identify and meet the child's unmet need. Then you can document how you would manage the identified challenging behaviors using the Trust Based Parenting approaches.

It should also be noted some challenging behaviors do not present themselves during states of obvious dysregulation. These behaviors could include lying, stealing, and hoarding food. Other additional behaviors may appear as opposition and defiant towards adult direction. These behaviors are likely related to past unmet needs and the losses the child has experienced. Many of these behaviors are rooted in poor coping skills as a measure of the child trying to control their environment and meet their own needs as the adults in their lives did not.

Potential challenging behaviors:

A. _____

B. _____

C. _____

D. _____

Trauma Informed strategies to identify and meet the unmet need driving the challenging behaviors:

A. _____

- B. _____
- C. _____
- D. _____

Trauma Informed strategies to correct challenging behaviors when they occur (playful engagement, offering choices, sharing power, and building voice):

- A. _____
- B. _____
- C. _____
- D. _____

What Support Services do you feel will help your adoption of child's name get off to a good start: (check all that apply)

- ___ Additional consultation with staff before placement
- ___ Consultation with therapist prior to placement
- ___ Extended pre-placement visitation
- ___ Family therapy- required*
- ___ Increased frequency in CM home visits after placement
- ___ Weekly email/phone contact with adoption worker
- ___ Attending Foster/Adopt Parent Support Group
- ___ Meet with school counselor prior to enrollment
- ___ ARD meeting at school
- ___ Assignment of a Mentor Family
- ___ Individual therapy
- ___ Keeping a daily journal
- ___ Emailing updates regularly to your CM-required*
- ___ Other: _____

**Note: While this forecast is intended to cover topics and issues that have been presented thus far, this in no way guarantees other challenges will not arise once child's name arrives to the home. It is virtually impossible to accurately and thoroughly predict, given the many unknown factors, what the future will bring. We commend you in your commitment to child's name no matter what is revealed or experienced in the days, weeks, and months to come.*