

***Newly Revised for 2011***

*Based on Emotional Regulatory Healing: A Trauma Informed  
Paradigm for the Care of Wounded Children and Families*

**Regulation is Relationship  
Dependent:**

# Taking It Home



**A Survival Tool Kit for Parents**

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## Taking It Home – A Survival Tool Kit for Parents

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by M. Sue Grantham and Juli Alvarado

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## Dedication

Everyday in every way I am more and more indebted to my husband, Miguel for his everlasting understanding, patience and unconditional love for me and our children. He is the reason for so much....

To all of the teachers, too many to name, but most importantly the young teachers; my children Miguel, Gabriel, Emelia and Isabel; all of my foster children; the children in hospitals, residential treatment centers, group homes and in my private practice who have taught me all that I now teach you. They are the heroes.

And to Sue! Thank you for loving me so often when my own mother is not able to from this earthly world.

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The enlightened parent is able to maintain a sense of calm, regulated, empathic understanding of even the most incomprehensible action on the part of a child.

Children only act out when they are scared and defending something.

We must be open, loving and willing to accept at all times.

## You are the First Step

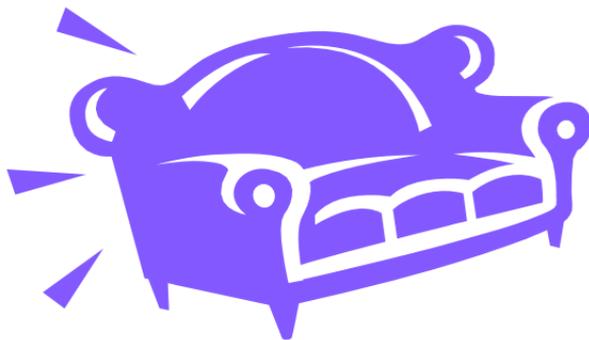
I can not give away that which I do not have to give. If I am to bring Peace into my home, I must have Peace in my heart.

**\*\*30 minutes\*\***

**Every day, for YOU!**

**Read, Reflect,**

**Regulate**



## Tools to Remember

Stop-Drop-Roll

Time-In

Containment  
Daily Regulatory Time

## ADOPT A NEW PARADIGM

### Emotional Regulatory Parenting

You have to make an intentional effort to change or within two weeks you will forget everything you learned in this workshop.

1. Listen to the CD's – something everyday.
2. Talk about it with your support system and to anyone who

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interacts with your child.

3. Develop an awareness of your mistakes.
4. Hire a coach from coaching for LIFE to support your individual and family journey.

Contact us at

[www.coaching-forlife.com](http://www.coaching-forlife.com)

for ½ off your Initial Consult.

**If you do these three things  
consistently for 30 days you won't be  
able to not do it.**

## STRESS

**Stress is an internal reaction to either an internal or external event. This creates a systematic reaction geared toward restoring a sense of balance within our Body/Mind/Spirit.**

Stress causes us to live out of the past, avoid the present, or obsess about the future.

In times of stress we revert to our developmental zone of comfort and need to be responded to at that level. Have you ever seen your child regressed, looking much younger than he or she really is?

Stress causes confused and distorted thinking and shuts down the short-term memory.

50% of the stress in any situation is yours. You can not change behavior while you are stressed. Diminish the stress, and then focus on the child.

# **COPING STRATEGIES FOR DEALING WITH STRESS**

- 1. Breathing, deep, slow breathing immediately interrupts cycles of stress**
- 2. Diet**
- 3. Exercise**
- 4. Positive relationships**
- 5. Community support**
- 6. Sense of Control over one's life**
- 7. Contribution to society**

*Consider coaching for yourself as a way to remain more regulated for your family.  
Visit me at [www.coaching-forlife.com](http://www.coaching-forlife.com)*

## RESPONSE-ABILITY

We either RESPOND or REACT to our children: Respond when we understand, React when we Blame. Reacting increases dysregulation while Responding from a place of calm, increases regulation.

FEAR AND LOVE CANNOT  
COEXIST;  
PERFECT LOVE CASTS OUT ALL  
FEAR

Doing nothing does not mean you are not doing something.

Breathing is a proven way to interrupt stress.

Children must have parents able to accept the impact of their own history, in order to assist the child in accepting theirs.

## 3 Phase Intervention

### ***STOP***

As long as no one is in danger, STOP in your tracks and take several deep breaths. Ask yourself, “What am I feeling right now?” and name your feeling. Breathe into how you are feeling. Accept it as yours, not your child’s.

### ***DROP***

Now respond by decreasing any threat you may be posing to your child. Get lower than your child, even kneeling or sitting down. Acknowledge your child. “I see you,” “I hear you,” or “I’m feeling you.” Then share how you are feeling and help your child explore how he is feeling. Support him not by trying to control but by remaining regulated enough to allow him to have his feelings (it is not about you) until his level of regulation begins to come down to yours. Listen and relate; don’t advise or correct.

### ***ROLL***

When we are regulated we can roll with the needs of our child and remain response able, not reactive.

## REMEMBER THESE WORDS

*I cannot give  
away that  
which I do not  
have.*

*I am sorry you  
have to live in  
foster care. I  
want to learn to  
be good for you.*



*I know that I may have to earn your trust  
and respect.*

*Tell Me More*

*Help Me Understand*

*Everything is going to be OK*

## AND THESE REFLECTIONS

### **REGULATION IS RELATIONSHIP DEPENDENT.**

Healing is a journey.

If it doesn't look like love, it is coming from  
fear.

What is shareable is bearable.

Trauma which occurs in the context of  
relationship can only be healed in the  
context of relationship.

## DEBRIEFING

**The place to start the healing is by parents understanding themselves.**

When you make a mistake, learn from it by reflecting on what happened. Think about what you can do differently the next time.

Consider these things:

The only time any of us seek to control is when we are angry or scared. Adults and Children!

Regulation is relationship dependent - Parents must have a regulated relationship as well.

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Expect to make mistakes. They offer you a chance to grow. If you cannot forgive your own mistakes you will not be able to forgive your children's.

Regulation is not as much in what I say or do, but how I feel when I say or do it.

Response – ability comes as a by-product of our own regulation.



# Creating a Regulated Environment at Home

1. Sensory Experiences that calm
2. Understanding
3. Awareness
4. Time-In
5. Containment, AND
6. Daily Regulatory Time



## Dealing with Problem Behavior

- All behaviors are indicators of our level of stress. All negative behaviors arise from a negative state of stress. **We only act negative when we feel negative.**
- When children act out in a negative way, parents easily move into feeling negative, controlling and angry
- Dysregulated children and dysregulated parents make for entirely dysregulated families.
- **REGULATION IS RELATIONSHIP DEPENDENT.** The parent must regulate before the child can.
- Regulation must come prior to rewards, consequences or discipline.

## **LYING**

Ignore the lie but don't ignore the child.

When you know your child has told you a lie:

1. BREATHE! Stop, Drop and Roll.....
2. Go to her and say, “Something must be wrong because I know you don't lie to me unless something is wrong. I hope you will learn that you can tell me anything. We are OK always, and everything is going to be OK.” And walk away.
3. In an hour or so go back and assure her again that everything is going to be OK and tell her that when she lies it really hurts you. It makes you feel really sad because you want her to understand that she can tell you anything. Tell her you love her and DON'T process the lie or ask her to confess to it.
4. Ask yourself, “What can I do to help her feel safe enough that the need to lie is reduced?”

## **AGGRESSION**

**First and most important:** Evaluate for safety issues & regulate yourself.

**Regulation is Relationship Dependent: Your child's aggression will be escalated by your aggression or calmed by your regulation~**

1. Stop-Drop-Roll: yes, even with aggression: Helping your child starts with you seeing his fear and recognizing your own fear so that you can take responsibility for the relationship in this situation.

2. Be only as close as you can without being physically or emotionally threatening. Get on your child's level or lay down. Some children may need for you to leave the room, thereby taking away the perceived threat.

3. Relate to his feelings. Assure him that he is safe and everything is going to be OK. Remind him that your relationship is more important than anything. Give him space to calm to your level of regulation.

4. Help him identify how he is feeling. Match his affect with passion & encourage him to tell you more. Relate so he knows you are really present.

## **HOMWORK**

A stressed brain CAN NOT LEARN.

Exercise, eat and PLAY before any homework time. Homework is one of the hardest times, so make it as fun and rewarding as possible!

**Can you learn well when you are stressed?**

School and schoolwork are stressful and overwhelming for many children.

1. Regulate yourself so you can be in a place to provide positive repetitious conditioning.
2. Take time to help your children regulate before starting homework.
3. Be available for questions and aware of your child's state as the homework session progresses. Take breaks when necessary.
4. Have reasonable expectations. Remember, when we stress, we regress.
5. Offer praise and encouragement often.

## **DEFIANCE**

Any novel event is first perceived by the body/mind as a threat.

1. Defiance is a common response for a child who is depressed.
2. Understand that beneath the behavior your child is scared.
3. Stop – Drop - Roll: Calm your own stress reaction so you can be in a place to help your child calm.
4. Avoid repetitious power struggles that lead to repetitious negative conditioning which leads to repetitious negative behaviors.
5. Defuse the situation by offering understanding. “Wow. You only act this way when something is wrong. Is there something going on?” “We can do this later. Let’s talk (listen more than you talk).”

## **SLEEP**

Going to bed, waking up during the night and getting up in the morning.

Nights and mornings are often the most challenging time for children and families.

### **Create a new routine.**

Turn the TV off, come inside 30 minutes early & allow your child to start winding down.

Then take care of bath, brushing teeth, reading a book, etc.

Give your child permission to stay up, in her room, as long as she needs to.

Tell her to come get you when she is ready to go to bed and you will come to lay down with her.

*Most of our children did not have the comfort of a loving parent at sleep time, before us. If you can, I highly encourage you to allow your children to sleep with you, next to you, or lay with them, until they choose to go to their own room and sleep alone. In Foster Care this is a challenge, I know. Do*

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*what you can. You are the secure base for your child.*

When you do lay down with her, do it with the expectation that you will go to sleep.

Give her permission; in fact encourage her, to come to your room if she wakes up during the night. She needs help regulating.

Develop a procedure that will help her calm.

This will create positive repetitious conditioning & change the bedtime turmoil.



## Getting up in the morning

1. Give yourself extra time in the morning so you can help your child regulate.
2. Go to her room 15 to 30 minutes before it is time for her to get up and lay down with her or sit on or beside her bed. Rub her back. Stroke her hair. After a few minutes start talking gently to let her know that it will be time, in a few minutes, to get up.
3. When it is time for her to get out of bed, you get up, tell her what she needs to do before she comes to breakfast and as you leave let her know where you will be if she needs help.



## **STEALING**

**Stealing is an addictive behavior.**

**Stealing pushes parents far into dysregulation-  
needing to control-out of our own fear.**

**We must find a better way.**

Children steal to get the rush or suppression of feelings that they aren't getting any other way in the moment.

From a very non-blame, response-able position, educate your child.

“Son, I’ve noticed that when you get stressed out or scared you have a tendency to take things that don’t belong to you. The reason is because when you take things it makes you feel good. I hope you will come to understand when you are stressed out you can come to me.”

“Another thing I need for you to understand is that when you take things that don’t belong to you it causes other people to feel hurt and scared and they might get angry with you. And that scares me. I am here for you at all times.”

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Your job is to help your child feel safe so he won't need to steal things.

1. Tell him how you are going to keep him safe. "I am going to keep you close to me so you will feel safe."
2. At Home: Close off doors. Keep your child in the same room with you. Provide containment.
3. In a Store: Hold hands from the car to the store. In the store put him in the basket, hold his hand or have him hold onto the basket with you. Keep contact the whole time you are in the store. Communicate; encourage him to tell you how he is feeling; help him understand it is because his body/mind is giving him a signal that he is not safe. Leave the store if it becomes overwhelming. **PRACTICE SHOPPING WHEN YOU DON'T REALLY NEED ANYTHING.**
4. At School: Educate the teacher. "My child has suffered trauma and sometimes he feels so scared that he steals things." Help her develop a plan to keep your child safe at school and communicate that to him also.

If there is  
no  
relationship  
nothing  
else  
matters.

Regulation is  
Relationship  
Dependent.

Relationship  
builds influence.

Influence leads  
to learning.

*The enlightened and regulated parent is aware of the significant emotional issues in one's past that have the potential for disrupting the present. This ability to be aware allows for a continual process of integrative healing to occur!*

## A note from Juli:

Our children come from The Hard Place. This Hard Place of neglect and abuse has impacted the way they see **life, love, family and relationship**.

They are FEAR driven, we are LOVE driven. However, we can quickly become FEAR driven. Parents, staff and entire agencies are now trauma organized around fear.

*The coaching for LIFE* organizational development and consultation branch has grown exponentially since 2008. We seek to educate the macrosystem who is responsible for supporting the parents and staff providing direct care for our most vulnerable children.

The majority of our work is now training and developing **Trauma Informed** programming for child welfare, mental health, juvenile justice and the educational systems also responsible in some manner for ‘our’ children.

We have found that the system responsible for

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serving traumatized children has become traumatized itself and is also in need of healing. Large and small agencies are now utilizing **Emotional Regulatory Healing** at the administrative as well as the clinical level and educational level.

**We would be honored to train  
your organization as well.**

**Please visit us at**

**[www.coaching-forlife.com](http://www.coaching-forlife.com)**

**for further information and for  
a review of our clients to date.**

***Are you a parent or  
professional...***

Struggling with severe behaviors at  
home or in your practice?

Feeling overwhelmed or powerless  
as a parent or professional in the  
face of increasingly difficult  
children?

Scared about what your child or  
clients may be like in 10 years?

**SO WAS I...**

### Until...

I realized that the catalyst for change in my family, the peace that I so longed for, the love and calm, lazy days of summer and fun winter days baking cookies could not happen until that change had happened in me first. I could not control the change I so desperately needed in others, but I learned that once I became the change I was looking for in others, the influence I had in the relationship toward love and regulation was amazing, powerful and real. It was the first time I believed, had hope and looked forward to living with these very difficult children, instead of praying to just exist another day.

And I want that for you too.

Coaching For Life provides individual, family and home based coaching and therapy, as well as consultation, supervision, program development and training. My work is grounded in the very latest research in the areas of psychology, biology, neurology and development. Emotional Regulatory Parenting and Therapy is an effective and love based model of parenting and therapy.

Please visit us at [www.coaching-forlife.com](http://www.coaching-forlife.com) for more information.

# **Emotional Regulatory Parenting/Therapy/Coaching/ Training:**

What you will Learn

1. The neurochemistry of trauma
2. The impact of trauma on brain development
3. Brain based interventions toward emotional regulation and healing
4. Mind/Body/Spirit paradigms for healing
5. What is RAD and how to deal with it, at home or in the office
6. Creating Peaceful Classrooms
7. Trauma Informed Paradigms for therapy
8. Increasing emotional connection in all relationships
9. Feel empowered to love again, and let go of the fear
10. Become the Peace you long for in your home, or office

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Coaching for Life provides multiple training programs as well as intentional parenting programs geared toward the support of foster and adoptive parents as well as the professionals supporting them.

For more information:

[www.coaching-forlife.com](http://www.coaching-forlife.com)

These make GREAT gifts for your foster/adoptive parents and for our staff! For bulk quantity discount, please contact us at [info@coaching-forlife.com](mailto:info@coaching-forlife.com).

On behalf of ‘our’ children,

Peace,  
Juli

