

Self-Study Course

Caring for the Aggressive Child in Foster Care Part 1: Strategies for Reducing Aggression

November 2022

3.0 Training Credits

Parts One and Two of this self-study is based on the following sources:

Managing Aggressive Behavior Curriculum National Resource Center for youth Services
<https://nrcys.ou.edu/nrcys/services/training/mab>

Trust Based Relational Intervention (TBRI ®) TCU Karyn Purvis Institute of Child Development
<https://child.tcu.edu/about-us/tbri/#sthash.gh1H4bQ2.dpbs>

***“Empathy, Impulse Control and Anger Management Research”* Committee for Children, Seattle Washington**

Understanding the Regulations: What Alaskan Foster Parents Needs To Know: Positive Parenting and Behavior Management Alaska Center for Resource Families

Tiny Training Byte “Parenting 911: When Things Get Tough” Alaska Center for Resource Families

State of Alaska Foster Care Regulations (7 AAC 67.24) Behavior Guidance

***“Understanding Violent Behavior in Children and Adolescents”* American Academy of Child and Adolescent Psychiatry, 2011**

Working with Aggressive Youth: Positive Strategies to Teach Self-Control and Prevent Violence Boys Town Press, Boys Town, Nebraska, 2011

The following self-study course was written and updated by Aileen McInnis with the Alaska Center for Resource Families. If you wish to receive training credit for reading this packet, please fill out the “Check Your Understanding” Questionnaire at the back of this packet. Return the questionnaire to the Alaska Center for Resource Families for 3.0 hours of training credit. The articles are yours to keep for further reference.



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CARING FOR THE AGGRESSIVE CHILD IN FOSTER CARE

Section One: Understanding Aggressive Behavior in Children

When Charlie's foster mother says he can't extend his curfew another hour, he turns red and gets angry. He moves in close and clenches his fists. "You better let me stay out as long as I want or you'll be sorry!"

When five-year-old Chrissy get angry, she starts screaming and throws herself on the ground kicking. Her foster father remarked, "I would expect that from a two-year-old, but it's frightening in a girl as big as Chrissy."

Children who come into foster care can show behaviors that are aggressive, anti-social and downright obnoxious. Dysregulated behaviors are extremely challenging for a resource family. They can also interfere with a child's ability to function in relationships. Even when we understand that this behavior can stem from difficult beginnings, it is still difficult to deal with. This self-study will give you information to help children learn better social skills and to prevent aggressive behaviors from escalating into violence. **Part One** of this course will focus on prevention and teaching strategies. A follow up **Part Two** of this course is also available and will focus on de-escalation strategies and planning for emergencies.

Why Do Children Get Aggressive or Out-of-Control?

Aggressiveness includes hitting, verbal abuse, fighting, and destroying property. It can also include antisocial activities such as lying, noncompliance, negativism and stealing. Aggression itself is not abnormal. Many aggressive behaviors emerge during normal child development. For example, two-year-olds often have tantrums and are aggressive toward other children through biting and hitting. Four-years-olds tend to tell stories and falsehoods; older children learn to tell lies to avoid punishment. Some aggressive qualities are seen as a sign of strength in adults because of cultural values. These include having "machismo", being a warrior, or joining the military to fight.

Culture and family values usually puts limits on aggression and children adapt their behavior to what is acceptable. In children where aggression does not diminish, these patterns can cause serious problems. Other factors can contribute as well to aggression, including a child's early history and physical impacts. A youth who has experienced abuse may exhibit aggressive behavior. A child who was prenatally exposed to alcohol and shows impulsive or sensory defensive behaviors might show aggression were overstimulated or under threat. A child with a low tolerance for frustration may also erupt into aggressive behavior.

Why Does Aggression Continue Into Later Childhood And Into Adulthood?

The impact of early trauma can contribute to a child developing a “survival brain” that encourages behavior that helps the child keep himself safe in a world that doesn’t feel very safe. This can lead to reactive and impulsive behavior. Early trauma and stress have lasting effect on development, include delays in learning social skills, development of dysfunctional coping behaviors, and significantly altering a child's brain chemistry, particularly when the adverse condition is chronic and there is a lack of nurturing support. This history of a lack of both safety and nurturing conditions contributes to a pattern of aggressive behaviors.

Aggression is a learned behavior as well. Some children learn aggressive behavior by watching family members, such as in cases of children who see their parents hit and hurt each other. For some children, their family (or a peer group such as a gang) may actively reward or promote aggression towards others outside of the group. When aggression is rewarded or is met with more aggression, it can continue or even escalate because the youth learns that it works and that it can be an effective way to get what he wants.

Children and youth from backgrounds of trauma may not have the skills to regulate, express and manage the big feelings that they have. They need your guidance. There is a phrase in trauma informed caregiving that applies here. “It’s not what is the matter with you, it’s what happened to you.” This reminds us to look beyond the behavior to what the youth is telling us through that behavior about how they are coping. That is why the skills that you teach youth (such as the strategies outlined in this **Part One**) to learn to manage their own behavior are just as important as the skills you learn to de-escalate the potential aggression as outlined in **Part Two** of this course.

What Does This Mean For Resource Families?

Resource families should strive to address the day-to-day occurrences of aggressive behavior when they are still small and manageable when possible to prevent them from escalating into more harmful and hurtful behaviors. This is especially critical with school aged children, because this is a time that patterns begin to be set. As a foster parent, you may also be caring for children who come into your home with an established pattern of aggression. These children have learned to use threatening and aggression to get what they want. They will push you to see how far you will go. How you help a child learn to manage their own behavior and how you de-escalate potentially violent situations is critical. This is also a great opportunity for foster parents to encourage social skills development in children. If you work with a alternate caregiver or a babysitter, make sure that they are aware of the child’s issues of aggression and how to handle them.

Also, realize your limitations as a foster parent. You can set up an environment that helps a child learn appropriate behavior and you can provide limits where necessary. But you can’t force a child to change or act a certain way. The techniques in this self-study will help promote appropriate social behavior in children but they are not magic solutions for children with aggressive behavior. However, a non-violent household and a consistent response to behavior should contribute to changing unhealthy behaviors in children.



CARING FOR THE AGGRESSIVE CHILD IN FOSTER CARE

Section Two: Proactive Strategies That Encourage Positive Behavior

The best way to approach a child with a pattern of aggression is to prepare a two-pronged approach. *First*, put the majority of your time into helping children learn skills to manage their behavior and their emotions. (**Be Proactive.**) *Secondly*, prepare and develop a plan of action of how to deal with a child who is escalating toward aggression or being violent. (**Be Ready to React.**) This self-study highlights strategies to promote pro-social behaviors in children. In a separate self-study, **Part Two** highlights skills to deescalate an escalated child. No *single* approach will stop aggressive behavior. But combined, you will be preparing the child to be successful, while also putting a plan in place for yourself.

Strategy #1: Set Up a Calming, Structured Home with Clear House Rules Of What Is Acceptable.

In your home, set up an environment of a home that provides for the safety and comfort of all family members. Set up your house rules to promote and communicate this. Every foster home's rules should include: "It is not okay to hurt yourself, hurt others or destroy property." Repeat your house rules when dealing with behavior.

"Sammy, it's not okay to hit your brother. The rule in this house is that it is not okay to hurt another person or hurt yourself."

Rules alone do not stop aggressive behavior. You must enforce those expectations and set boundaries. Always intervene when a child shows aggressive behavior. Avoid lectures or too much talking. Keep other kids safe and help the aggressive child to calm down.

A young child throws his toy truck at another child. You help him into a three minute "thinking spot" to give him time to regain control of himself.

An older child breaks a lamp in anger. After he calms down and you talk about his behavior, you work out a plan with him what to do next time. You also come up with a plan for him to do an extra chore around the house to earn money to replace the lamp.

How Do You Put Strategy #1 Into Action?

- ◆ Write down three important rules in your home. Think about how you communicate the rule to family members. Does everyone know about the rule? What are the consequences when the rules are broken? If you have trouble answering these questions, your child will probably have trouble knowing what your house rules are. Your rules should be kept to a minimum and each should be important.
- ◆ Post your rules in a place where everyone can see them (on the wall, by the phone or on the refrigerator.) Put rules in writing for older children. Repeat the rule about “no hitting/ no hurting” often if the children in your home are aggressive. ***Make sure this rule applies to everyone in the family, including adults.***
- ◆ ***Develop a set of scripts to use when coaching children.*** Scripts are phrases that you can repeat to give children guidance of what to do. Scripts are important tools in the TBRI® (Trust Based Relational Intervention) Program to help parents coach children to be successful. Some common scripts may include: *Use your words. You know what to do. Show respect. Gentle and Kind. Try that again with respect. Show me your beautiful eyes. Good asking! Good showing respect.*

Strategy #2: Take Care of a Child’s Basic Needs.

Children who are hungry, tired, thirsty, sensory overloaded, or have experienced multiple transitions throughout the day will be more easily triggered into a full-blown meltdown. Feed their lower nervous systems (safety, physical needs, belonging) to promote higher level thinking (restraint, judgement, following rules). Our job is to help children feel safe and to meet their complex needs from often complicated past. Trauma impacts the body. Children are susceptible to shifts in blood sugar and a tendency towards dehydration. That can make a person less able to think clearly. Children and youth need someone to help them regulate these different functions and help them meet these needs. They also need to feel safe and connected to someone in their world.

These are principles that form the heart of TBRI® or *Trust Based Relationship Intervention* so we encourage you to learn more from this valuable parenting framework. In our TBRI ® classes, we encourage parents when parenting children with tough behaviors, to:

Stay CALM and Think FAST

STAY CALM: Staying CALM means:

CELEBRATE The Need. Acknowledge that children have needs and it is okay for parents to meet that need (for reassurance, food, attention, voice, etc.) in an appropriate way.

ATTEND To The Need. (Responsiveness to a child's basic needs builds trust.

LOOK For Fear. (Watch for a child's fear and defensiveness and help them feel safe.)

MENTOR Their Brain. (Help children regulate themselves by providing support, guidance and gentle instruction.)

THINK FAST: Think FAST applies to our strategy of meeting a child's basic needs. FAST stands for:

FOOD Feeding our bodies the nutrition and fuel it needs maintains blood sugar and a regulated central nervous system. Don't let kids get "hangry" (hungry + angry) Offer a high protein snack every two hours to keep regulated.

ACTIVITY Help maintain a good sensory system by getting kids moving, active, and stimulating their nervous system.

SENSORY Help kids maintain their sensory system by helping them from keeping over stimulated and overwhelmed. It also means making sure they are getting the sensory stimulation they seek in a good way such as lots of activity and things to keep their hands busy.

THIRSTY, TIRED, TRANSITION Kids have trouble regulating when they are thirsty, or when they are going through a transition or are tired. Watch for those and make sure kids drink enough water (not sugary sodas) and are getting enough sleep. Plan for transitions and give time to prepare.

How Do You Put Strategy #2 Into Action?

- ◆ Give kids water bottles and help them stay hydrated. Teach them the trick about making sure your pee in the toilet isn't too yellow—that means you are dehydrated. Also pack snacks for the car if you are transporting or put in their backpacks. Think ahead of how you can maintain even blood sugar. Don't forget to be a role model for your youth. Get yourself a water bottle and fill it up and take care of your own self-regulation.
- ◆ Make sure to provide your child with as many physical outlets as possible such as a basketball hoops or regular trips to parks or fields to run and play. Pent up energy results in aggressive behaviors in the wrong place. Also teach a child to enjoy quiet activities such as walks, reading, conversations, card games, fishing, berry picking, hobbies or crafts.

Strategy #3: Teach Calming Down Strategies.

If we are helping children to learn to regulate themselves and avoid hurtful outbursts, we need to help them identify situations that can make them feel out of control and what to do. Teaching them calming down strategies and modelling these strategies is our next strategy.

1. *Teach simple calming strategies to youth* to use when they start to feel themselves blow up. Taking a deep breath, breathing in and out (Box Breathing -- breathing in, holding your breath, and breathing out rhythmically), and asking for a time out are all examples. Daniel Siegel developed the visual representation of “Flipping Your Lid” which explains a blow up to kids using your fist as a representation of the brain. When you are calm, your upper brain stays in contact with your lower brain and your brain is able to stay calm. When you are out of control or the brain has too much to handle, we “flip our lid.” That is, our top brain (represented by the fingers in the fist) pops up and is no longer in contact, so the lower brain (our emotions and fears) don’t have the control of the thinking brain. This is a simple way to help kids understand and gives them a language to be able to express how they are feeling. You can easily find a demonstration of this by searching for “Flip Your Lid” on YouTube.
2. *Create a safe space for the youth to go.* This can be a place with pillows, calm lighting or a designated part of their room. Make available a water bottle, nonperishable snack and a weighted or regular blanket. In calm times, prepare this space with the youth and brainstorm some activities that will help him regulate when he retreats to his space such as listening to music with headphones or being able to draw or write in a journal. Agree that when he is in his space, he will be left alone but you will check in on him every 10-15 minutes.
3. *Create a Calm Down Kit.* A Calm Down Kit is simply a box or basket full of items and activities that will help you youth calm and regulate. Water and snacks are essentials for any kit, but the goal is to tailor this kit to the interests and needs of your youth. Make sure you practice using this strategy ahead of a crisis or it is likely the box will end up thrown against the wall!
4. *Use life scripts in your language to coach a child* toward regulating themselves. Practice life scripts in addition to self-calming strategies, such as “Use your words.” “Tell me what you need.” “No hit, no hurts.”
5. Use the “*How Does Your Engine Run?*” exercise to give kids a way to recognize how they are feeling and communicate it. This is an intervention that helps children become aware of their internal energy and regulation, giving them the language of running normal (green), running at low, sluggish pace (blue), or running fast and heated (red.) Again, practicing ahead of time helps give children a language to use when they are trying to put their feelings into words. Google “How Does Your Engine Run?” to learn how to put together your own meter at home.

Strategy #4: Promote Pro-Social Behavior By Building Social Skills.

“Pro-social behavior” is behavior that is generally acceptable to others and to the community. Aggression is not acceptable in most social situations. If you are going to change behavior, you must spend time promoting and teaching what you do want to see in children and youth.

We will explore three ways to promote pro-social behavior: *use pre-teaching, promote empathy, and teach social skills.*

1. Use Pre-Teaching: Pre-teaching means explaining rules ahead of time and rehearsing a child’s responses. When using pre-teaching, think of yourself as a *coach* (encouraging, teaching, supporting) rather than a *judge* (punishing, judging, right or wrong.)

JUDGING: A foster mother explains to her child, “You always mess up in the store, so these are the rules: If you throw a tantrum or run around the store, I’m not going to buy you any candy.” She reminds the child that he is usually bad in the store and she expects him to be bad again. She uses a punishment as a threat.

COACHING: A foster mother explains to her child, “We’re going into the store. While we’re in there I want you to remember the rules. You can either stay in the cart or stand by my side. If you run around the store, you need to sit in the cart. If you need my attention, ask me in your nice voice. And I’m not buying any candy today, but you may help me pick out tonight’s dessert.” In the store, the foster parent engages the child by giving him small tasks or playing counting games. At one point, he starts running away, and the foster mother says, “I see you choose to sit in the cart for a few minutes.” When they leave the store, she says, “Sammy, you followed directions by using your nice voice to ask me for help and you were able to stay close to me for most of the trip. Maybe next time you will be able to follow the rule of staying close the whole time.” This mother sets up her expectations in a positive way. She provides a consequence, but she also provides a reward for successful behavior. She coached him in how he can be successful the next trip.

How Do You Put Pre-Teaching Into Action?

- ◆ The next time you take a child into a new situation, spend a few minutes explaining the rules and your expectations. Tell him you know they can do a good job and you have confidence they can do well. At the end of the situation, point out how the child followed your instructions and praise the behavior.
- ◆ After a difficult situation, ask the child what he could do differently the next time. If necessary, apply a consequence for inappropriate behavior. End on a positive note such as “I know you are trying and that these are new ways to you. I know you can do a good job. High five for trying!”

2. Promote Empathy: Empathy is being able to understand another person's feelings or perspective. Empathy is a significant factor in controlling of aggression. Empathic people are less likely to misunderstand and become angry about other's behavior. When you can relate to another person's feelings, you tend to inhibit aggressive behavior because you don't want to inflict pain or distress on that person. Lack of empathy is related to increased aggressiveness. In your work with the aggressive child, work on understand and identifying the feelings in others.

How Do You Put Promoting Empathy Into Action?

- ◆ When talking to a child about their behavior, always ask, "How do you think that made her feel? Have you ever felt like that? Did it make you feel bad? What do you think would be a better way to handle that situation?" This language forces a child to think in "feelings." Many children feel badly that they got caught doing something. We also need to help them feel badly about how their actions hurt others.
- ◆ Model and encourage acts of kindness and concern towards others. Show empathy toward the children in your care. Using statements like "I see how hard you are trying" and "That must have made you very mad" show empathy and understanding.



3. Teach social skills: This is a form of pre-teaching. You teach a basic social skill to a child in anticipation of him using it. For example, if you disagree with someone, you don't hit him. You explain your position and stand up for your beliefs. If you want something and your parent says no, you don't blow up and throw a tantrum. You learn to accept no for an answer or ask to talk about it further.

Teaching social skills takes modelling, praise and encouragement. Basically, it involves taking a basic social skill, breaking it down and teaching it. For many children, they have had a chance to watch others do this and naturally learn in their social environments. For some of our children, these encouraging environments were not available to them. They never learned it along the way. We may need to be more proactive and mindful about teaching them.

How Do You Put Teaching Social Skills Into Action?

- ◆ Take a basic skill and break it down into steps. Review the steps and practice with a child. Work on just one skill at a time. Use lots of encouragement and praise. **GRAPH #1** gives examples of basic social skills and breaks them into steps.
- ◆ Take a skill from **Graph 1** and write it on a 3 X 5 card. Bring the skill up at a family meeting, or in a calm moment with a child. Practice. When children follow the practice, encourage them. "Mary, you did a great job accepting 'No' as an answer according to the way we have practiced. It makes you more pleasant to be around and I am more inclined to say 'Yes' when I can." When teaching, do not let the session turn into a battle. Point out to the child that these skills will help them be more successful and happier. This is also how you want children to act in your home.

TEACHING SOCIAL SKILLS

SKILL: *Following instructions*

1. Look at the person.
2. Say "Okay."
2. Do what you've been asked right away.
3. Check back and let your parent know you are finished.

SKILL: *Accepting no for an answer*

1. Look at the person.
2. Say "Okay".
3. Stay calm.
4. If you disagree, ask to talk about it again later.

SKILL: *Asking for help*

1. Look at the person.
2. Ask person if he or she has time to help you (now or later).
3. Clearly describe the problem or what kind of help you need.
4. Thank the person for helping you.

SKILL: *Making a request*

1. Look at the person.
2. Use a clear ,pleasant voice.
3. Make your request in the form of a question by saying "Would you please...."
4. If your request is granted, remember to say "Thank you."
5. If your request is denied, remember to accept "No" for an answer.

SKILL: *Reporting whereabouts*

1. Look at person (if report is made in person).
2. Use a pleasant voice tone.
3. Explain where you'll be and when you'll be back.
4. Wait for acknowledgment.
5. Thank person for listening.
6. Let person know if plan changes.

GRAPH #1: From Working with Aggressive Youth, Boys Town Press, 2011

Strategy #5: Teach Problem Solving And Self-Regulation.

Life will invariably frustrate us and make us angry. We can deal with these frustrations appropriately or in ways that will hurt ourselves or hurt others. We can teach children positive skills to deal with life's challenges. Two skills we can teach children are *anger management/self-regulation* and *problem solving*.

Anger Management and Self-Regulation

We just can't teach children "not to get mad." We have to teach them what to do with that anger. When a child is calm, talk to them about their anger. Share strategies to help stay in control and be able to make good decisions. This is the heart of self-regulation. Then teach them something to do instead. For example, children need to learn how to stay out of a fight. You can teach a child who is getting mad or being teased to take a deep breath, repeat a phrase in his head such as "Easy does it. I can stay in control. I can choose how I act. I'm getting better everyday. I don't have to fight." Teach him to say, "I'm not getting into this" and walk away.

When a child gets angry at another person, he can learn how to use "I" statements to put his feelings into words, instead of using his fists. "I" statements follow a simple formula.

| | |
|-----------------------------|-----------------|
| DESCRIBE THE SITUATION. | "When you _____ |
| DESCRIBE HOW YOU FEEL. | I feel _____ |
| TELL WHY YOU FEEL THAT WAY. | because _____." |

EXAMPLE: *A sister borrows a sweater and returns it with a tear in it. Your foster daughter is furious. Instead of yelling at her sister or trying to slap her, your foster daughter can use an "I" statement to talk to her about it. She can take a deep breath to calm herself down and say "When you take my sweater and return it ruined, I feel upset because I like this sweater and now I can't wear it."*

"I" statements do not solve problems by themselves and it is important to tell children that. But "I" statements provide a way for your foster child to learn how to talk about her feelings. If you use "I" statement when talking about your angry feelings, you will model how they work. *Problem solving* is the next skill children and adults can use to deal with conflicts.

Problem Solving

Problem solving has five steps. These steps include:

1. *Decide what the problem is.*
2. *Decide upon a mutually acceptable goal.*
3. *Consider all your options of how to deal with it.*
4. *Choose one and put it into practice.*
5. *Check back in and see how it is working.*

Problem solving can use be used to solve a problem between two people. But it can also be used by an individual to make a good choice for himself. The simple action of brainstorming solutions to problems shows kids that there are many ways to solve a problem. Considering

and choosing an option that will work also gives a sense of control to a child who may be feeling very out-of-control.

How Do You Put Strategy #5 Into Action?

- ◆ Hold a weekly house meeting to both solve problems and celebrate successes. Follow the five steps of problem solving listed above to solve conflicts between two children. Write up a solution and check back after a few days. Encourage children to use problem solving for situations at school, with birth parents, or with peers.
- ◆ Problem solving can be used to help a child learn to manage his anger. A child's problem is not that he gets angry. The problem is that when he gets angry, he hits and name-calls. The goal for the child is to find a way to get angry without hurting others or destroying property. He should choose something that he thinks he is capable of doing. It may include taking a time out in his calming space, trying "I" statements, punching a pillow, shooting baskets, or talking to an adult. Write up a contract and give it a try. Set small goals, such as going two days using the new method. To encourage a child to follow the plan, build in a reward or special privilege for success.

Strategy #6: Recognize Positive Behavior and Build Attachment.

Positive behavior should get positive reactions from foster parents, especially at the beginning when these behaviors are new. You can provide positive reaction through positive words, interactions or rewards. Strive to be genuine and work toward communicating to the child that they are cherished, and lovable, and valued by you. This should show in your body language and your eyes. Work on establishing a positive relationship with your child—a positive attachment lessens the need for aggressive behavior in children.

Notice Positive Behavior By Your Words

The children in our care often get lots more attention for their bad behaviors, so most of what these children hear is negative. You can mindfully counteract this by including lots of positive words in your vocabulary. Think of it as a "feelings" bank that you fill when things are going well. This builds up a child's internal confidence and regard. Sprinkle lots of the following phrases in your interactions with your child. Try to describe a child's specific behavior.

- ◆ Good thinking!
- ◆ That made me feel good, thanks!
- ◆ I am enjoying our time together.
- ◆ You are trying hard and it shows.
- ◆ You did a nice job following instructions.
- ◆ You have a really good sense of humor.
- ◆ I like having you around.
- ◆ I never thought of it that way.
- ◆ You did a great job.
- ◆ That's very creative, very original.
- ◆ We can do this together.
- ◆ That's very helpful when you hold the door for me.

Note: Give feedback honestly. Fake praise or words you don't really mean will cause more damage than good. Pay attention and observe where a child is really trying or does something the way you want him to. Also, do not over praise a child. Be matter of fact and brief, but do notice a child's good behavior.

Building Attachment And Connection

The most effective way to address aggression in children and youth is to proactively build a strong attachment and connection with them. In TBRI®, this is referred to as using *Connecting Principles*. *Connecting Principles* refers to seeking repetitive interactions between child and caregiver that produces warmth and trust. This feeling of connection works to disarm fear, promotes attachment and builds social competence. These are opportunities to enjoy each other, and grow together through fun, interaction and play. Regular interactions between child and parent that are pleasurable and enjoyable build attunement and attachment between parent and child. Start simply with warm eye contact and positive words and language. Seek places and moments to communicate to the youth that you believe in them and cherish them. These strategies can include playful engagement, valuing eye contact, and healthy touch.

It also means being mindful of your voice and body language so that it is warm and inviting for most of your interactions. *Connecting Principles* also mean that parents are mindful of what they bring to the interaction, and to separate out a child's need behind the behavior from our own needs as caregivers. All of this contributes to a strengthening of connection. That foundation helps children have more investment in the relationship and builds the incentive and skills for youth to have less need for aggressive behavior.

TEST

Continue your learning with

Caring for the Aggressive Child in Foster Care, Part Two:

Responding to Out-of-Control Behavior