



RESOURCE FAMILY LUNCH AND LEARN SERIES

Essentials for New and Experienced Resource Families

Welcome to the Resource Family Lunch and Learn Series, a collection of short, practical videos designed to support both new and experienced resource families. Each video provides essential education and tools to help you navigate the unique challenges and rewards of fostering and caregiving.

Videos are no more than one hour in length and can be viewed in any order, allowing you to

- (1) choose topics that meet your current needs or
- (2) follow the series sequentially for a comprehensive learning experience.

Our goal is to equip you with the knowledge, strategies, and confidence to provide a nurturing, trauma-informed environment for the children in your care.



Trauma Responsive Parenting
Tools to Create Safety and Support
with Denise Marler, MFT
Video 2 of 3 | Workbook



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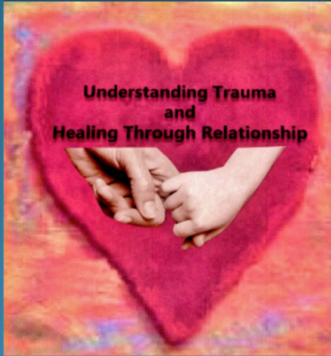
This course contains educational material of a highly sensitive nature, including material that may be triggering for some individuals. Content includes topics on child abuse and neglect, the impact of trauma, sexual abuse, trauma responses, and Dependency Court. This content may be triggering or emotionally challenging. Be aware of your personal responses, take breaks as needed, and consult with your supervisor (if you are a professional) or other qualified professional as needed.





Key Takeaways

Trauma Responsive Parenting Tools to Create Safety and Support



Denise Marler, MFT
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Review Common Behaviors from Experiencing Trauma

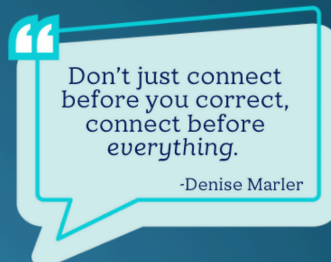
- Controlling
- Aggression
- Eloping or running away
- Defiance/disrespect
- Hiding
- Lying/stealing
- Hoarding
- Sexualized behavior

Connect Before you Correct

Helps with transitions

Disarms freeze response, giving the brain a chance to evaluate threat

Creates “felt safety”



Purvis, K. B., Cross, D. R., & Sunshine, W. L. (2007). The connected child: Bring hope and healing to your adoptive family. McGraw-Hill.



The Iceberg Reminder



Key Takeaways

Identifying Desired Behaviors/Lagging Skills

Meet child where they are

Identify lagging skills/potential stressors, skills to build
(Be a “stress detective”)



Give a name to the skill you are supporting the child to learn.

i.e.: “asking with respect, asking permission first, no hurts”

Greene, R. W. (2021). The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children (6th ed.)

Play-Practice Desired Behaviors/Skills

Role-play, use toy figures or puppets to act out the wrong way (playfully) and then the desired way.

Develop “Scripts” or gentle reminders of desired behaviors to replace lectures.

Purvis, K. B., Cross, D. R., & Sunshine, W. L. (2007). The connected child: Bring hope and healing to your adoptive family. McGraw-Hill.

Examples

- “Ask Permission First”
- “Stick Together”
- “Listen and Follow Directions the First Time”

(Purvis, Cross, & Sunshine, 2007)

See Handout #1 at end of Workbook
“Scripts List Example for School-Home Consistency and Play-Practice”

Purvis, K. B., & Cross, D. R. (2011). Trust-based parenting: Creating lasting changes in your child's behavior [DVD]. TCU Institute of Child Development.

Encouraging “Scripts” (TBRI) (AKA Gentle Reminders)

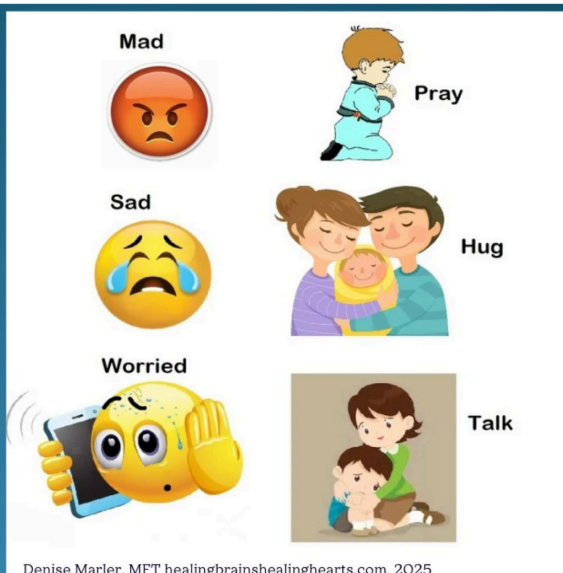
See Handout #2 at end of Workbook
“Encouraging ‘Scripts’ (TBRI) AKA Gentle Reminders”

Purvis, K. B., & Cross, D. R. (2011). Trust-based parenting: Creating lasting changes in your child's behavior [DVD]. TCU Institute of Child Development.

Bonus Video Available!

Watch the bonus video *Oops! Gentle Reminders to Remember Practiced Skills with Denise Marler, MFT* to learn how to use each gentle reminder in your everyday parenting.

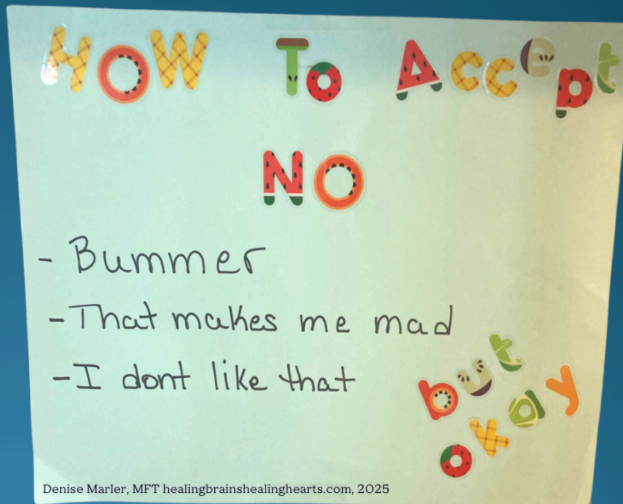
Available in the Resource Family Lunch and Learn Series.



Denise Marler, MFT healingbrainshealinghearts.com, 2025

Key Takeaways

Key Takeaways



"Accepting No" is based on Trust-Based Relational Intervention (TBRI)
Purvis, K. B., & Cross, D. R. (2011)

Offering Choices/Compromises

(TBRI) strategies with teens that avoid "black and white"/head-butting, but encourage movement and growth and relationship.

Helps combat controlling behaviors often seen in kids with trauma history.

Based on Trust-Based Relational Intervention® (TBRI)
Purvis, K. B., & Cross, D. R. (2011)

Time-in/Re-dos/Resets/ Time-In

Time-in vs. time out allows for co-regulation, support vs. punishment
(What it looks like)



Search "Mr. T Parenting with Love:
Time-in not Time-out" by Bryan Post



Key Takeaways

Time-in/Re-dos/Resets/ Resets

The Nurtured Heart Approach (NHA) is a relationship-based parenting and teaching strategy developed by Howard Glasser.

Reset
a tool for modeling/teaching self-regulation skills

Glasser, H., & Easley, J. (1999). Transforming the Difficult Child: The Nurtured Heart Approach. Nurtured Heart Publications.

Time-in/Re-dos/Resets/ Re-do

Specific to defiance and disrespect

Re-dos – “Try that again with respect”, offering a chance to show corrected behavior (and praise success).

See Handout #3 at end of Workbook
“Using Play Practice with Re-do’s”

Using “specific praise” and “focusing on the positive steps in the right direction in any given moment”

Becoming aware of and skilled at giving connection when things are going well, and not giving energy to negativity.

Using specific praise that intentionally focuses on what we are working towards.

Based on Nurtured Heart Approach (NHA)
Glasser, H., & Easley, J. (1999). Transforming the Difficult Child: The Nurtured Heart Approach. Nurtured Heart Publications.





Key Takeaways

Model Out Loud and Proud

"Oops, let me try that again, oops, I'm frustrated, let me take a break", etc.

Narrating and modeling out loud and proud.

Our Family Mottos

we Listen to and treat each other with respect

we take time to calm down when we're upset

We offer "redos" or "reset" when we make a mistake or want to do better

We do not hurt with words or physically

we work together to compromise

Marler Family Motto

Creating Safety and Support Trauma Responsive Parenting in Action

Instead of: *Why are you doing that?*



Let me help you with this.



I'm sorry this is so hard for you
I'll help you figure this out.





Key Takeaways

Creating Safety and Support Trauma Responsive Parenting in Action

Instead of: Haven't I told you before not to do that?

- ☒ Let's think of a better way to deal with _____.
- ☒ I have an idea. Let's practice a better way.

Creating Safety and Support Trauma Responsive Parenting in Action

Instead of: What did I say?

- ☒ Let me help you.
- ☒ Oops, Don't forget what we practiced.

Creating Safety and Support Trauma Responsive Parenting in Action

Instead of: You're embarrassing me.

- ☒ Oops, I can see this is too much for you to handle. Let's do something different.
- ☒ This is stressful. Let's take a break.





Key Takeaways

Creating Safety and Support Trauma Responsive Parenting in Action

Instead of: You need to stop or no tablet for you.



I see you're having a hard time. Let's take a break, and we'll figure out something better.



This is stressing us both out. Let's take a break and figure this out when we're both feeling better.

Creating Safety and Support Trauma Responsive Parenting in Action

Instead of: Go to your room and calm down!



Come here, let me help you.



Let's check our list of things to do to feel better.

Creating Safety and Support Trauma Responsive Parenting in Action

Instead of: If you don't stop, you won't earn your phone back.



I see that you're really struggling with this rule. Let's re-group and think of a better way to help you be successful.



Oops, I see you're having a hard time following the rule and I want you to earn your phone back, so let's take a break and figure this out together.





Creating Safety and Support Trauma Responsive Parenting in Action

*Instead of: Ugh, not again
(*rolling and crossed arms).*

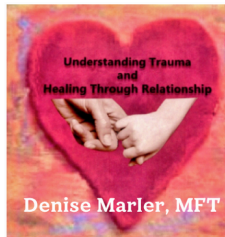


**Sits down, takes a deep breath*
We'll get through this (*with kind
soft eyes)*

See Handout #4 at end of Workbook
“Creating Safety and Support - Trauma Responsive Parenting in Action”

Key Takeaways

CREATED IN PARTNERSHIP WITH



Tuolumne County Child Welfare Online Training Library
Course: Resource Family Lunch and Learn Series; Essentials for
New and Experienced Resource Families

2025



Video 2

HANDOUTS



Scripts List Example for School-Home Consistency and Play-Practice

Phrases, “Scripts”, or “Encouraging Reminders” student has worked on/practiced:

“Ask Permission First” To help slow down her impulsive/controlling behavior – if she starts to do something she is not supposed to you can say “Oops, did you ask permission first” or “Oops, I need you to ask permission first.”

“Stick Together” To help student stop elopement/running off behavior. “I need us to stick together”. When we walk to _____, I will need you to stick together with an adult”. (Purvis, K. B., & Cross, D. R. 2011)

“Listen and Follow Directions the First Time” To help student stay on task. “I need you to listen and follow directions the first time”.

Strategies:

Preset or Frontload: We are going to do _____. Will you be able to stick together, listen and follow directions the first time, and remember to ask permission first? (If the answer is “no”, then consider ways to self-regulate together first!)

Purvis, K. B., & Cross, D. R. (2011). Trust-based parenting: Creating lasting changes in your child's behavior [DVD]. TCU Institute of Child Development.



Encouraging “Scripts” (TBRI)

(AKA Gentle Reminders)

“No hurts” (words or actions)

“Let me see those beautiful eyes” “I need your eyes and hands”

“Fair enough?”

“Gentle and Kind” “People are not for hurting” “Can you use kind words?”

“Is that telling or asking?” “Can you ask, not tell?” “Good asking!”

“Are we sticking together?”

“Have fun!”

“Listen and Follow Directions the first time”

“Cooperate and compromise”

“Try it again”

“Is that respectful?” “Can you say it with respect?” “Try that again with respect”

“Can you use your words?”

“Can you tell me what you need?”

“Can you tell me what you’re feeling?”

“Will that lead to a happy consequence or sad one?”

“How is your engine running?”

“Can we regulate?”

“Can we breathe?”

Denise Marler, MFT

Based on TBRI, Trust Based Relational Intervention. Purvis, K. B., & Cross, D. R. (2011). Trust-based parenting: Creating lasting changes in your child's behavior [DVD]. TCU Institute of Child Development.



Using Play Practice with Re-do's

Denise Marler, MFT

First, step back from challenging behavior. Work towards connection/support and co-regulation to help calm the situation.

Then look below the surface (Iceberg Reminder). Ask yourself: “What behavior would I like to see my child showing in this situation? What is the name of that behavior or skill that my child is lagging in that needs to be taught in a fun way through play practice? Are there any stressors or past possible traumas triggering my child that I should also be aware of?” (These need reassurance).

Examples of behaviors to identify/name:

Self-control

Using words instead of hitting or hurting

Asking for a compromise (instead of being defiant)

Listening and following directions the first time

Sticking together with a safe adult (vs. “eloping” or running off)

Accepting “no” (instead of having tantrums)

Ask permission first (helpful with impulsiveness/need to control)

Being kind and gentle.

Asking not telling (instead of being bossy)

Asking with respect (Instead of being disrespectful)



Play Practice: Explain to your child that you notice they are struggling with the challenging behavior. You want to play a fun game to learn the new skill of _____.

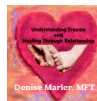
At a calm time, in a fun way, use a toy figure, puppet, dolls, stuffed animals or role-play the wrong way and what tends to happen. Use general terms like “The baby elephant” or “the parent”. Using toy figures or “props” can help the child engage, because it is a “third person” activity and less likely to trigger their shame. Also demonstrate the skill or ‘right’ way you want your child to learn, naming the skill to work on.

Then explain you want the kid to show you the wrong way (being silly and OK to exaggerate) and then applause and say “Great job showing the wrong way!” (or not accepting no, being disrespectful, not asking permission first, etc.). If they are hesitant, you can ask if they want to be the parent first. Never force “play practice”. It is important that it be fun and feel safe.

After applauding and praising their example of doing it the wrong way, then say, “Now we are going to practice the right way”. Name the behavior, like “Asking Permission First”, or “Accepting No”. Then do another “skit” doing it the right way. PRAISE your kid for a great job of that specific skill. You can make a poster together naming the skill, also, as a reminder.

Then, if the child forgets the new skill or behavior and starts to slip, use a gentle reminder “Oops, did you forget to ask permission first?” or a Red-do: “Oops, let’s back up and try that again the way we practiced, asking permission first”. The Red-do gives parents a beautiful opportunity to PRAISE the positive effort, vs. negative comments about the wrong way. Using the phrase “Oops” helps us parents remember it’s just a mistake and is a wonderful opportunity to keep learning/practicing. “Oops” helps kids realize everyone makes mistakes.

Parents can model re-doing when they yell, or want to do better, too!



Creating Safety and Support Trauma Responsive Parenting in Action



INSTEAD OF

TRY

Why are you doing that?

- ☒ Let me help you with this.
- ☒ I'm sorry this is so hard for you I'll help you figure this out.

Haven't I told you before not to do that?

- ☒ Let's think of a better way to deal with _____.
- ☒ I have an idea. Let's practice a better way.

What did I say?

- ☒ Let me help you.
- ☒ Oops! Don't forget what we practiced.

You're embarrassing me.

- ☒ Oops! I can see this is too much for you to handle. Let's do something different.
- ☒ This is stressful. Let's take a break.

You need to stop or you're not getting the tablet.

- ☒ I see you're having a hard time. Let's take a break, and we'll figure out something better.
- ☒ This is stressing us both out. Let's take a break and figure this out when we're both feeling better.

Go your room and calm down!

- ☒ Come here, let me help you.
- ☒ Let's check our list of things to do to feel better.

If you don't stop, you won't earn your phone back.

- ☒ I see that you're really struggling with this rule. Let's re-group and think of a better way to help you be successful.
- ☒ Oops! I see you're having a hard time following the rule and I want you to earn your phone back, so let's take a break and figure this out together.

Ugh, not again (*rolling and crossed arms).

- ☒ *Sits down, takes a deep breath* We'll get through this (*with kind soft eyes)

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healingbrainshealinghearts.com



Tuolumne County Child Welfare Online Training Library
Course: Resource Family Lunch and Learn Series
Video 2 of 3 Featuring Denise Marler, MFT



Resources for Caregivers

Denise Marler, MFT

Recommended Websites

Dan Siegel

mindsightinstitute.com

Trust Based Relational Intervention

child.tcu.edu

The Nurtured Heart Approach

nurturedheartinstitute.com

Heather Forbes

beyondconsequences.com

Bryan Post

postinstitute.com

Bryan Post YouTube Channel Fear to Love, search

[“Mr. T Parenting with Love: Time-in not Time-out”](#)

Self-regulation/mindful breathing, search
[“Just Breathe by Julie”](#)

Search TBRI on YouTube

Bruce Perry's website

childtrauma.org

National Child Traumatic Stress Network

www.nctsn.org

Denise Marler, MFT Website

healingbrainshealinghearts.com

Recommended Books

[Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges](#)

Paperback by [Mona Delahooke](#)

[Transforming the Difficult Child: The Nurtured Heart Approach](#) Paperback by [Howard Glasser](#) and [Jennifer Easley](#)

[The Connected Child: Bring Hope and Healing to Your Adoptive Family](#) Paperback by [Karyn B. Purvis](#), [David R. Cross](#), [Wendy Lyons Sunshine](#)

[Beyond Consequences, Logic, and Control: A Love-Based Approach to Helping Attachment-Challenged Children with Severe Behaviors](#) Paperback by [Heather T. Forbes](#) , [B. Bryan Post](#)

[The Great Behavior Breakdown](#) Paperback by [B. Bryan Post](#)

[Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom](#) Paperback by [Heather T. Forbes](#)

[From Fear to Love](#) Paperback by [Bryan Post](#)



Reference List

“The Tick People”

Based on the Stress Model

From “Beyond Consequences, Logic, and Control” By Heather T. Forbes, LCSW and B. Bryan Post

“The Iceberg Reminder”

Based on Ross Greene’s Collaborative Problem Solving: “Assessment of Lagging Skills and Unsolved Problems”.

From “The Explosive Child” by Ross W. Greene, PhD

“Negative Beliefs and Strategies”

Adapted from: “Integrative Parenting: Strategies for Raising Children Affected by Attachment Trauma” by Debra Wesselmann, Cathy Schweitzer, Stefanie Armstrong

“Connect Before You Correct”, Play Practice”, “Gentle Reminders”, and “Re-dos”

Based on TBRI (Trust-Based Relational Intervention)

From “The Connected Child” By Karyn B. Purvis, PhD and David R. Cross, PhD, with Wendy Lyons Sunshine

“The 4 S’s of Dan Siegel”

From “The Power of Showing Up: How Parental Presence Shapes Who Our Kids Become and How Their Brains Get Wired” By Daniel J. Siegel M.D., Tina Payne Bryson

“Positive Recognitions” and “Resets” from “The Nurtured Heart Approach”

From “Transforming the Difficult Child” By Howard Glasser, MA and Jennifer Easley, MA

Works Cited

Forbes, H. T., & Post, B. B. (2006). Beyond consequences, logic, and control: A love-based approach to helping children with severe behaviors. Beyond Consequences Institute.

Glasser, H., & Easley, J. (1999). Transforming the difficult child: The nurtured heart approach. Nurtured Heart Publications.

Greene, R. W. (2021). The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children (6th ed.).

Purvis, K. B., & Cross, D. R. (2011). Trust-based parenting: Creating lasting changes in your child's behavior [DVD]. TCU Institute of Child Development.

Purvis, K. B., Cross, D. R., & Sunshine, W. L. (2007). The connected child: Bring hope and healing to your adoptive family. McGraw-Hill.

Siegel, D. J., & Bryson, T. P. (2020). The power of showing up: How parental presence shapes who our kids become and how their brains get wired. Ballantine Books.

Wesselmann, D., Schweitzer, C., & Armstrong, S. (2014). Integrative parenting: Strategies for raising children affected by attachment trauma. W.W. Norton & Company.

