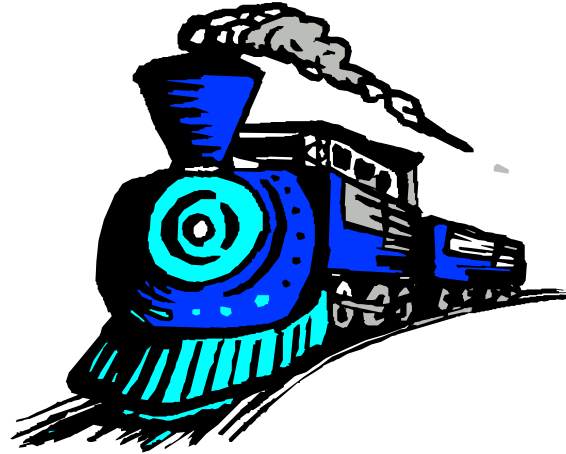


“No Such Thing As a Bad Kid!”



Understanding and Responding to Students
with Emotional & Behavioral Challenges Using a Positive,
Trauma-Informed, Strength-Based Approach
&
Creating a Positive, Strength-Based Culture in Our Setting

Charlie Appelstein, M.S.W.

The Strength-Based Approach

Strength-based practice is an emerging approach to guiding students and in particular, those with emotional and behavioral challenges, that is exceptionally positive and inspiring. Its focus is on strength-building rather than flaw-fixing; what kids do right vs. what they do wrong.

It begins with the belief that all young people have or can develop strengths and use past successes to curb problem behavior and enhance academic and social functioning.

Attitude

&

Actions

“One adult who thinks I’m terrific!”





“Self-doubt kills ability.”

- Degas

>

Little changes can ripple
into Big solutions



Postcard Exercise

1. Please write a postcard to your parent(s), relative or a friend:

“Dear _____,

Your son, daughter, cousin, friend (name _____)
recently attended a four-day training I conducted in
Killington, VT. The training topic was
How To Use a Positive, Strength-Based Approach with
At-Risk Students. (Your name _____) was a fabulous
attendee. He/she was very invested in the topic and an active
participant. _____’s strong passion for at-risk kids was
evident throughout. I was honored to work with him/her.

Warm regards,

Charlie Appelstein, MSW

Author of No Such Thing As a Bad Kid

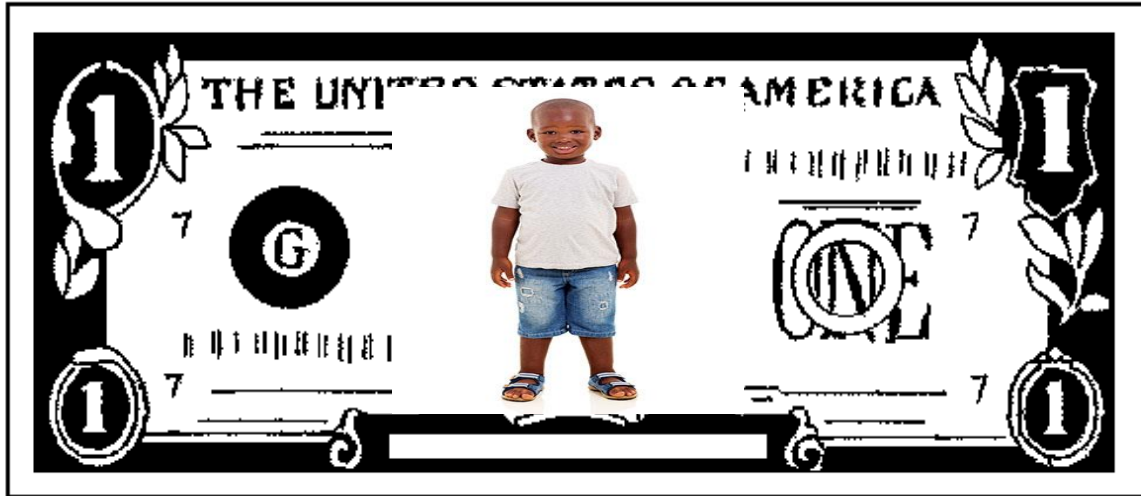
Little changes can ripple into BIG solutions



Incentives can, at times, counter extreme cautiousness,
Celebrate small steps!

Ellie's Road to Reading Chart

Read w/Mrs. B.	Did great At Story time				
Reading Buddies					
Library Work					



Billy Dollars!



Learning is my ticket
to a great life!



Sing their favorite song or rap!



“What’s a mistake?”

“An opportunity to take!”

If you lose...
Don't get the blues!



If you don't win
...Just grin!!!



If it's Stinkin'



Change the Thinkin'!

Sprick: Motivation

- Believing = Can I do it?
- Relevance = Why is this important to learn?

From Richard Lavoie's *The Motivation Breakthrough*

“As teachers, let us commit to learning why “unmotivated” kids are able to find their drive and inspiration on playing fields, on skateboard courses, in poolrooms, in video arcades, on mall concourses... or at nine-thousand feet. What do those settings provide that we do not provide in the classroom?”

We constantly search for ways the we can “change the child.” Perhaps the first significant change should come from us. Perhaps we should first analyze and change our policies, procedures, and practices when dealing with hard-to-reach kids.”

...you will multiply your effectiveness immeasurably if you learn how to motivate your charges and maintain that motivation throughout the learning process.”

The Human Brain



The brain is more like a library than a computer

Children traumatized by neglect and abuse overuse more primitive brain systems. Their survival brains are chronically stimulated and are at high risk of engaging in behaviors which hurt themselves and others.

Three Major Parts

The logical brain

The emotional brain

The survival brain



It continually stores information bearing on survival and well-being and discards most other data.

Many of these youngsters have not had the nurturance and learning experiences to fully develop brain pathways for self –control. Thus their heightened impulsivity, frustration, and motor hyperactivity combine with an underdeveloped capacity to accurately perceive situations and problem solve. This unfortunate combination severely limits the child’s ability to maximize his or her potential.

Brendtro, The Resilient Brain

Logical Brain

Emotional Brain

The Survival Brain



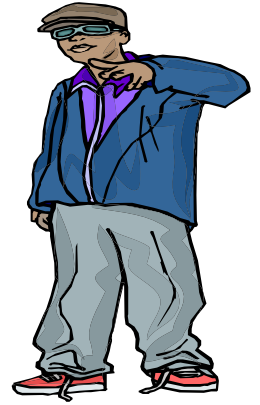
“Neuroplasticity refers to the reality that the brain is malleable and can therefore change throughout its existence. Positive, and frequently occurring experiences, can create new neural pathways that enhance functioning and produce growth.”

Brendtro & Longhurst

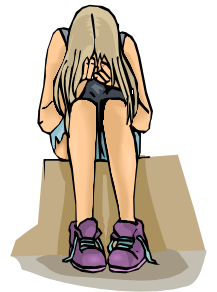
Hope is Humanity's Fuel



Social Accommodation



Social Subordination



Excerpt from the New York Times, May 10, 2013:

When Mark Barden considers Adam Lanza, the young man who murdered Barden's 7-year-old son and 25 others in the Sandy Hook massacre, he is struck by what he calls "a sad parallel." In his short life, Daniel made a habit of seeking out and befriending youngsters he spotted sitting alone, a virtue his teachers praised at Sandy Hook Elementary."

"The young boy that killed my son was the little boy that sat alone," says Mr. Barden with rueful certainty. "Maybe if there was a little Daniel Barden that came along in his growing up, perhaps things could be different."

The Iowa Buddy Wheel!





It's all about Attitude & Actions!

Twenty years from now the kids you currently guide won't remember much of what you said to them, but they'll all recall how you made them feel.

**Being a successful educator,
means being a great:**

Liar
& a
Great Actor



Positive Emotions/Feelings and The Brain

Recent research shows that the broadening effect (how positive emotions broaden the amount of possibilities we process, making us more thoughtful, creative, and open to new ideas), is actually biological.

Positive emotions flood our brains with dopamine and serotonin, chemicals that not only make us feel good, but dial up the learning centers of our brains to higher levels. (Testing and “3” example)

Positive emotions help humans to organize new information, keep that information in the brain longer, and retrieve it faster later on. And they enable us to make and sustain more neural connections, which allows us to think more quickly and creatively, become more skilled at complex analysis and problem solving, and see and invent new ways of doing things.

"Brain change, once thought impossible, is now a well-known fact, one that is supported by some of the most rigorous and cutting-edge research in neuroscience."

(Achor, *The Happiness Advantage*, P. 29)

If it's Stinkin'



Change the Thinkin'!

A great attitude and corollary actions create positive emotions in people which enhances neurological functioning, decision making, and happiness.

But what we're really talking about is:

The Power of Relationship!

What do all happy people have in common?

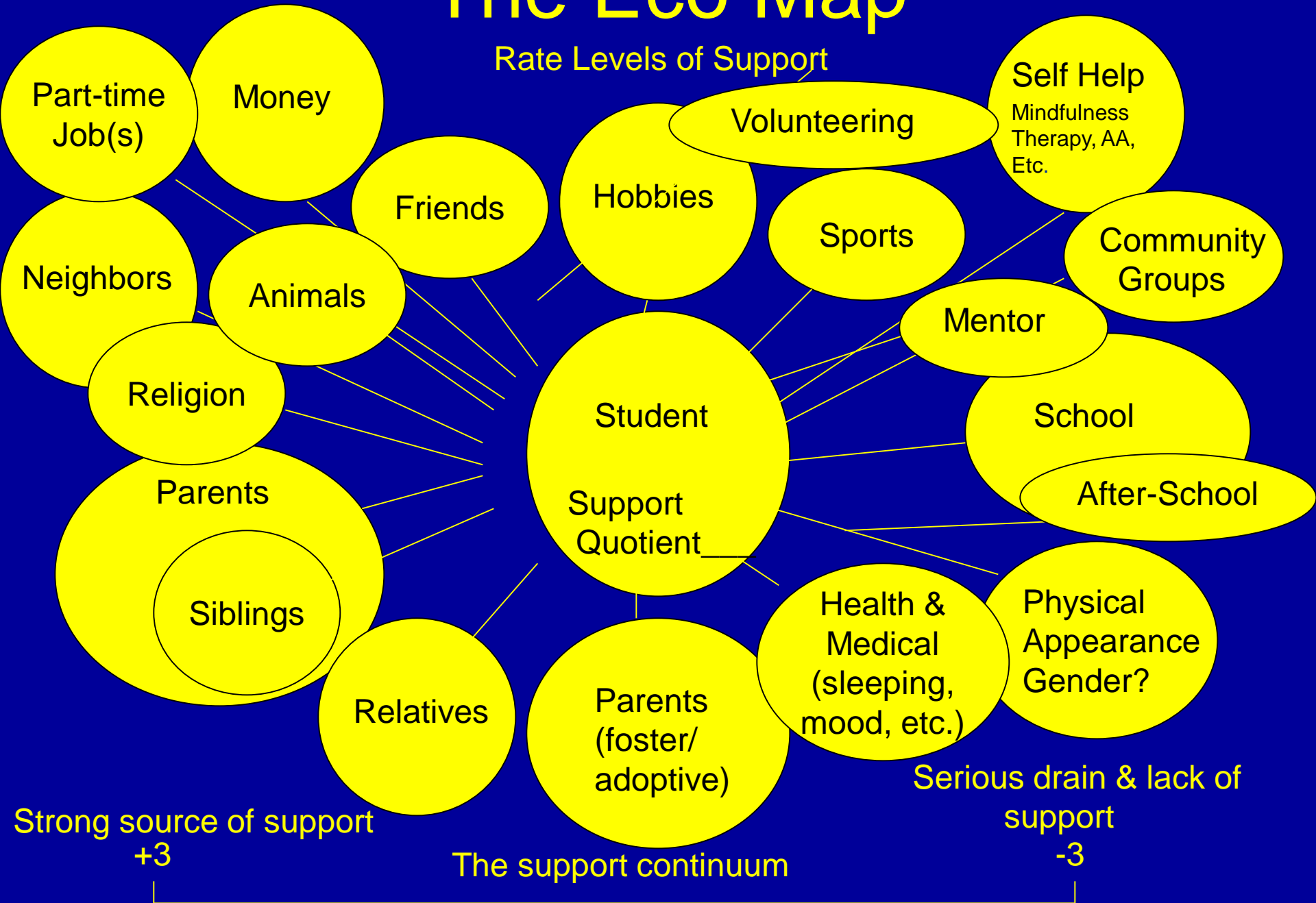
Meaningful Social Connections

Strong Social Support Networks

- **Shawn Achor**
The Happiness Advantage
(Hospital & Italian Ex)

The Eco Map

Rate Levels of Support

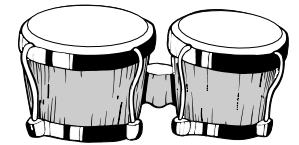


Produce catchy mantras that can create neuropathways

The brain is designed to change in response to patterned, repetitive stimulation.

Key: Use Rhythm, Repetition, Rhyming, and Humor

Proven winners:



“NBD (No big deal) ...easier than one, two, three!”

“When you get mad, don’t do bad, just talk or walk..”

“Let it go, Joe! Just stay cool no need to blow.”

“Don’t move all over the place, sit and learn with a happy face.”

“If it is to be, it’s up to me.”

Mulford and Mucci
Treat like Gucci

Mulford and Mucia
Treat like Gucia

Mulford and Mooch
Treat like Gooch

MULFORD and MUCCI!
Treat like GUCCI!



From Musicophilia by Oliver Sacks



William James in 1890 wrote:

“Human’s have a susceptibility to music.”

Active participation in music creates a bond between the participants.

“While music can calm us, animate us, comfort us, thrill us, or serve to organize and synchronize us at work or play – it may be especially powerful and have great therapeutic potential.”



I can,

I will...

I gotta chill

And when I do

It's quite a thrill!

Let it go, Joe

Let it go, Joe

Just stay cool

No need to blow

Read a word...
Read a letter
Every step...
makes it better!

Write a letter...
Write a story
Every sentence...
brings me glory!

I can do it...I can do it

The Classification Song

There are eight levels of classification... **Yeah, eight!**

There are eight levels of classification... **Really eight!**

We classify living things into groups, so that organisms are easier to study.

We classify things...into groups.....**Into Groups**

(Faster) Taxonomy is the science of classification!

...Classification!

(Slower) Taxonomy is the s-c-i-e-n-c-e of **classification**

(Slow) And Linnaeus invented a naming system.. called binomial nomenclature.

(Still slow) And each organism is given a two-part name

(slowly) **A two-part name**

(Fast) The genus is the first part which is capitalized!

- Hey it's Capitalized

Don't yell
Gently t-e-l-l

Don't yell
Gently t-e-l-l

As they get louder, you get quiet
C'mon mom, it's time to try it!

Hey mom, hey dad, your kid's aren't a rental
You've got to know 'em developmental

Routines

Dinner at six

Shower at Eight

Bed at nine, cause it's getting late

All families need routines

Just like kids hate eating greens!

What do all happy people have in common?

Meaningful Social Connections

Strong Social Support Networks

- **Shawn Achor**
The Happiness Advantage
(Hospital & Italian Ex)



Welcome to Moe's

How are you doing?

Unbelievable! And how are you?

Outstanding!

Fantastic!

I'm living the dream!

Never been better!

All the better for seeing you!

The Power of Human Contact / Another Form of Connecting!

“TO TOUCH CAN BE TO GIVE LIFE”

- MICHELANGELO

FROM THE FRONTIER OF TOUCH RESEARCH, WE KNOW THANKS TO NEUROSCIENTIST EDMUND ROLLS THAT TOUCH ACTIVATES THE BRAIN'S ORBITOFRONTAL CORTEX, WHICH IS LINKED TO FEELINGS OF REWARD AND COMPASSION.





It doesn't take much, to add a little touch!!!!



How are you doing?

Unbelievable! And how are you?

Outstanding!

Fantastic!

I'm living the dream!

Never been better!

All the better for seeing you!

Life isn't what you see,
it's what you perceive!

When you change the way you
look at a challenging kid...
...the kid changes.



Pejorative labels lead to the development of the:

Stereotype Myth

Deeply entrenched negative
self-perception

-Gladwell

Decoding Problem Behavior

Pejorative Label

Positive, Hope-Based Reframe

Obnoxious

Good at pushing people away

Rude, Arrogant

Good at affecting people, expressive

Resistant

Cautious

Lazy, Un-invested

Good at preventing further hurts, failures

Manipulative

Good at getting needs met

Just Looking for Attention

Good at caring about yourself

Close-mouthed

Loyal to family or friends

Different, Odd

Under-Appreciated

Stubborn & Defiant

Good at standing up for yourself

Tantrum, Fit, Outburst

Big Message

Learning Disability

Roadblocks

“It’s Not a Learning Disability.”



It’s a Road Block

All big cities have them, but people get to work on time every day.

Understand >

Behavior is a message

Reframe >

Find the protective, positive value

Hydraulically Squeeze >

**Channel behavior into a
place it can be valued
& appreciated**

Reframing

1. A student who is always looking for attention:
2. A student who won't talk about his/her feelings:
3. A student who acts rudely:
4. A student who acts provocatively:
5. A parent who acts in a stubborn manner:
6. A student who is resistant to trying new endeavors:
7. A student who frequently swears:
8. A student who's bossy with peers:

A native American elder once described his own inner struggles in this manner: Inside of me there are two dogs.

One of the dogs is mean and evil. The other is good. The mean dog fights the good dog all the time. When asked which dog wins, he reflected for a while and replied, the one who I feed the most.

George Bernard Shaw

“For twenty years, my research has shown that the view you adopt for yourself profoundly affects that way you lead your life.”

Carol Dweck (2006) *Mindset*.

Dweck: Mindset

Fixed = “I’m smart, the best...”

vs.

Growth mindset = “It’s all about the effort I give.”

Getting things wrong, making mistakes... are opportunities to learn something new.

The Harder I try, The Higher I fly!



Be the Eagle!

“What’s a mistake?”



Download from
Dreamstime.com

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18586279

Scott Griessel | Dreamstime.com

“A chance to learn something new!”

“What’s a mistake?”



“An opportunity to take!”

If you lose...

Don't get the blues!



If you don't win
...Just grin!!!



If it's Stinkin'



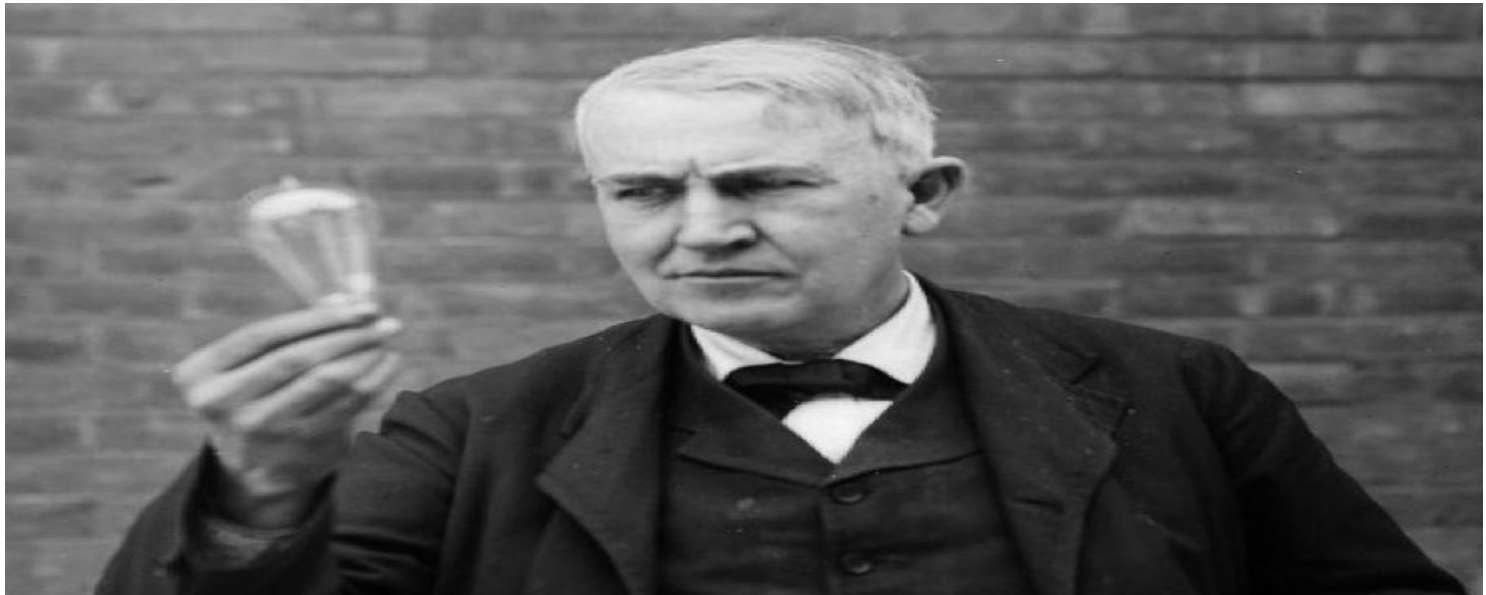
Change the Thinkin'!

Being smart means....

You're smart enough to know that:

- You don't know everything and it's okay to ask for help
- If you're not sure how to do something, it's smart to check out how others do it.
- Sometimes you need to learn how to learn first.
- You are absolutely capable of learning a great deal and becoming successful Edison

Thomas Edison's teachers said he was "too stupid to learn anything." He was fired from his first two jobs for being "non-productive." As an inventor, Edison made 1,000 unsuccessful attempts at inventing the light bulb. When a reporter asked, "How did it feel to fail 1,000 times?" Edison replied, "I didn't fail 1,000 times. The light bulb was an invention with 1,000 steps." (Growth mindset)



Fixed Mindset: "I can't do this! Let 'em use candles!"

Jordan on Character and Grit

"I've missed more than 9000 shots in my career.

I've lost almost 300 games

26 times I've been trusted to take the game winning shot ... and missed.

I've failed over and over and over again in my life. That is why I succeed."

~ Michael Jordan



There's no such thing as a bad kid or bad parent.
Just bad luck and bad choices.

The Train



“You’re strong and powerful! All trains get off track from time to time.

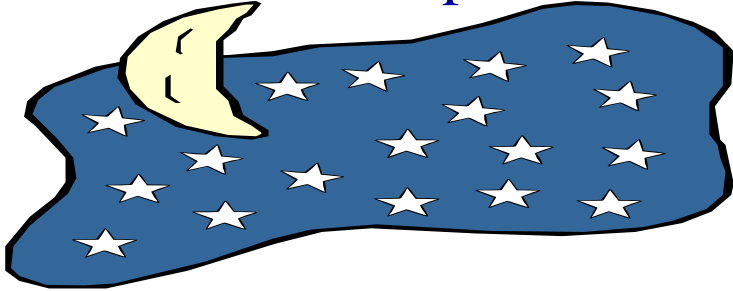
Back on track -
JACK!

James Garbarino:

Postulates that *terminal thinking* – the inability to articulate one's future may be a clue to why some children succeed while others fail.

Positive Predicting

When you talk about the future in positive terms, you make any desired outcome more possible, and when it's more possible, it becomes more probable!



With the spirit of the spoon
You can reach the moon



"We won last night as well.
First 2-0 start in 14 years.
This matches the win total
from last year."

Coach Deron Bayer
Housatonic Mountaineers

Positive Predicting

“How are we going to celebrate when.....”

“Who should we call when.....”

“Ten years from now.....”

“Sure, there will be bumps along the road. It won't always be easy...but you'll do it. It's in you!”

Three Universal Truths

Children succeed when they are surrounded by adults who believe they can succeed no exceptions.

Children succeed when they have meaningful and sustainable relationships with caring adults.

Children succeed when they can articulate their future in four domains rather than one: Home and Family; Education and Career; Community and Service; and Hobbies and Recreation.

KidsatHope.com

Future Oriented Questions

1. Do you think you'll attend a trade school, junior college or four year school?
2. What professions are you leaning towards?
3. Do you think you'll travel a lot when you're older? Where?
4. Big family or small? Will you help your kids with their homework?
5. Would you prefer to live in a big city or small town?
6. What kind of hobbies will you have when you're older?
7. Will you be generous and give your time and money to those in need?

Create business cards for your kids. Have them network!

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kenart@Thomp.com

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**Joshua
Future Engineer**

College Bound Kids!

Arizona State University

The Arizona Board of Regents
by virtue of the authority vested in it by law and
on recommendation of the University Faculty does hereby confer on

Joshua Brown

who has satisfactorily completed the Studies prescribed therefor

the Degree of

Bachelor of Science


Computer Science

in the

Ira A. Fulton School of Engineering

with all the Rights, Privileges and Honors thereunto appertaining

this fifth day of August, two thousand and five.


Governor of Arizona


President of the Board




President of the University

Strength-Based Practice

- Emerging approach to helping people that is more positive and hope-inspiring.
- Powerful combination of the strength-building model and solution-focused communication.

Qualifiers and Partial Statements:

“I hate this place!” > “So you’re pretty upset with this place *right now*.”

“Nothing will ever change!”

“So, *at this time*, you don’t think your situation will change much?”

“My parents fight.”

“So *sometimes* your parents argue.”

“Nothing ever goes my way.”

“*Sometimes* it seems nothing goes right, eh?”

Past Tense:

“I’m stupid.”

“So you haven’t been feeling real smart, lately?”

“It’s hopeless!”

“So you haven’t been feeling too optimistic.”

When and Will:

“I’ll never make it when I leave!”

“When you do, what will it feel like?”

“I’ll never get this done!”

“When you do, how will it feel?”

Scaling Questions:

“On a scale of one-to-ten, ten being the highest probability of accomplishing this, what number do you think you’re at now? What number will it be in 3 months? How come you’ll get there?”

Identifying In-Between Change:

“What will be the first sign that you’ve turned the corner?”

Amplifying Change using Speculation:

“Why were you able to change in such a great way? It’s okay if you’re not sure. But I have to wonder if it’s because you’re getting older and more mature and are making better decisions, or if it’s related to doing better in school can open doors for you?

I don’t know, but people really see you making an effort!”

Tip: It’s better to speculate about things that are unlikely to be rejected by the youth.

Changing Perspective Question:

“How come you’re not doing worse?”

Exception Questions:

“Have there been times recently when the problem didn’t occur?”



DICE ROLL



HOW MANY TIMES CAN YOU ROLL THE
DICE WITHOUT GETTING DOUBLES?



One in particular I wanted to share with you is about one of my students who has been labeled “Tier II” behavioral. Throughout the fall and winter, I was verbally and physically abused by this student. His abusive behavior became so violent, it carried over to the students and he no longer attends my class, but is in a special behavioral classroom in my building.

After your keynote on Friday, I decided that it was time to start repairing the relationship in ways which he could feel successful. So, I took dice to his classroom during my lunch break today and played the doubles challenge.

Boy, was that a hit! He was so excited and ended up winning the challenge 28 (him) vs. 16 (me)!

It was 25 minutes of pure bliss and enjoyment, laughter, and relaxation. When I said I had to go, he wanted to call his mom immediately to tell her the good news that he won and he did! He also recorded our scores on the white board for “the next time you visit me.” (His words!)

Thanks for helping me feel more confident in reaching all of my students.

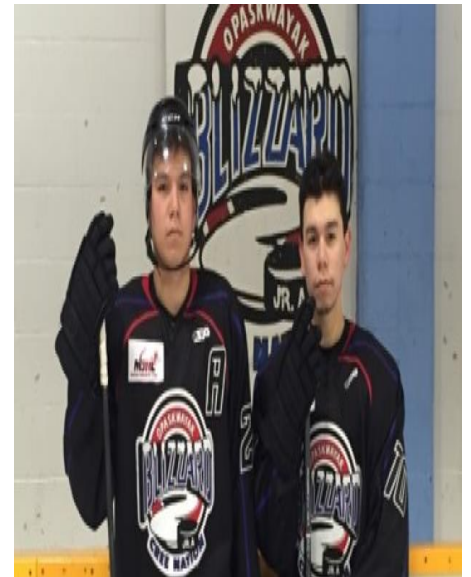
Self-Esteem Building

To help kids enhance low self esteem, show a genuine interest in their interests/strengths & provide tasks and activities that offer a:

Universal Opportunity for Individual Success

Key Strategies:

- Create Success Opportunities
- Modify Current Tasks/Activities
- Tap Existing Strengths

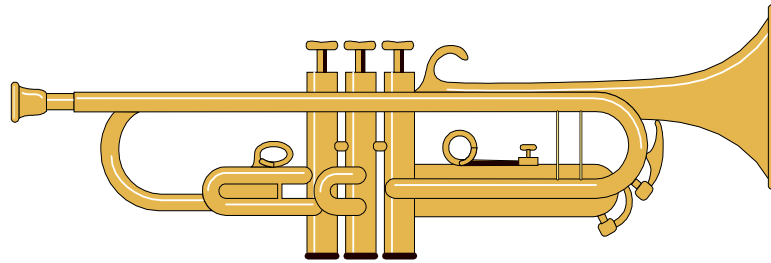


Self-Esteem Building Options

- Games (board, video, bingo, etc.)
- World records, contests
- Professional & amateur sports
- Special events (food drives, car washes, bottle-collecting, walk-a-thons)
- Karaoke & music (concerts, kazoo bands, shows, music videos, lip-syncing, etc.)
- Employment opportunities (Key: cultivate relationships with local employers)
- Volunteering (w/handicapped, elderly, younger kids, animals, etc.)

- Sports (bowling, karate, roller-skating, soccer, etc.)
- Fitness (create fitness charts, aerobics, jogging/walking, meditation, rope and obstacle courses, etc.)
- Hobbies (art, theater, music, crafts, pottery, card and/or coin collecting, carpentry, photography, magic, etc.)
- Animals (pets, therapeutic horse-back riding, fish, etc.)
- Home repair jobs (painting, landscaping, repairing, etc.)
- Religious endeavors

**Every kid needs his/her own
special niche!**



Trumpet Success

Hang accomplishments, create and maintain a scrapbook, send postcards home, etc.



SB Focus:

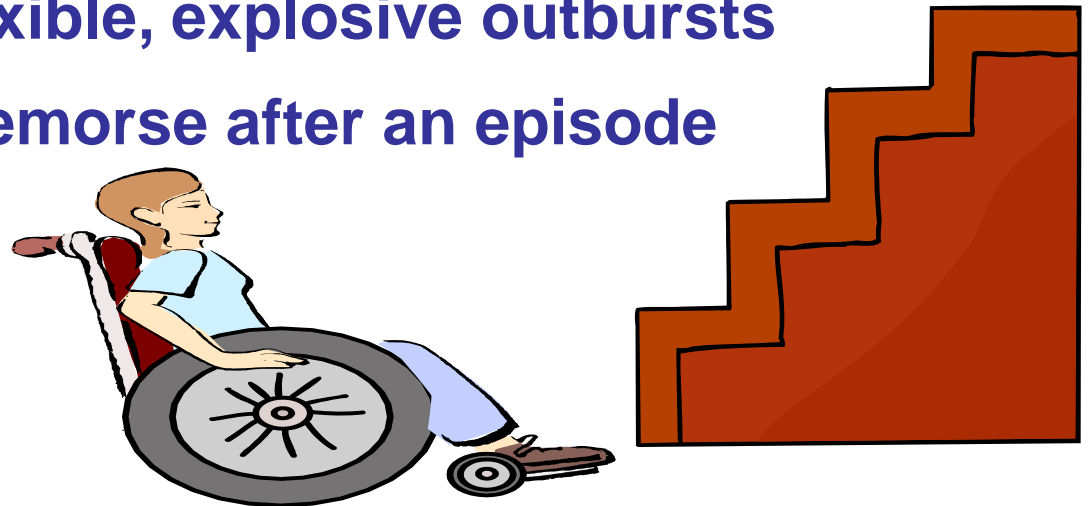
Doing vs. Understanding



Helping Inflexible/Explosive Children & Youth

Characteristics of Such Kids:

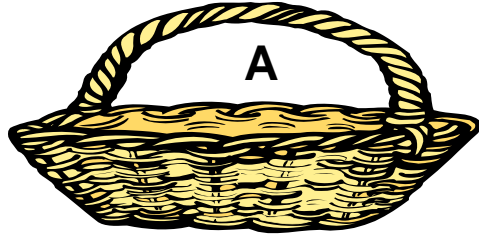
- Display deficits in frustration tolerance
- Generally do not respond well to consequences and rewards (i.e. traditional motivational approaches)
- Symptoms are thought to emanate more from neurological as opposed to psychological factors
- Prone to stubborn, inflexible, explosive outbursts
- Often display genuine remorse after an episode



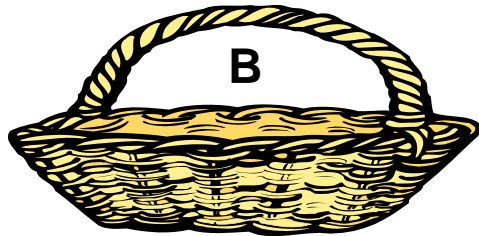
How to Help:

- Create *user-friendly* environments
- Determine which behaviors need to be addressed and how best to respond. Categorize behaviors and responses into one of three boxes:
 - A = Safety*
 - B = Room for compromise & negotiation*
 - C = Ignore*
- As kids *meltdown* and approach *vapor lock*, immediately *distract*, *empathize*, and offer aid. Help them to *downshift* into a calmer state. Such kids are often helped by learning how to *negotiate and compromise* when agitated. And benefit by learning self-regulation skills and how to identify their body states.

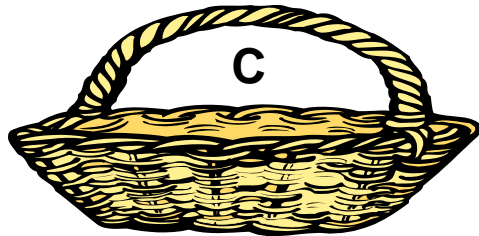
The Baskets



A = Non-negotiable, often a safety concern.



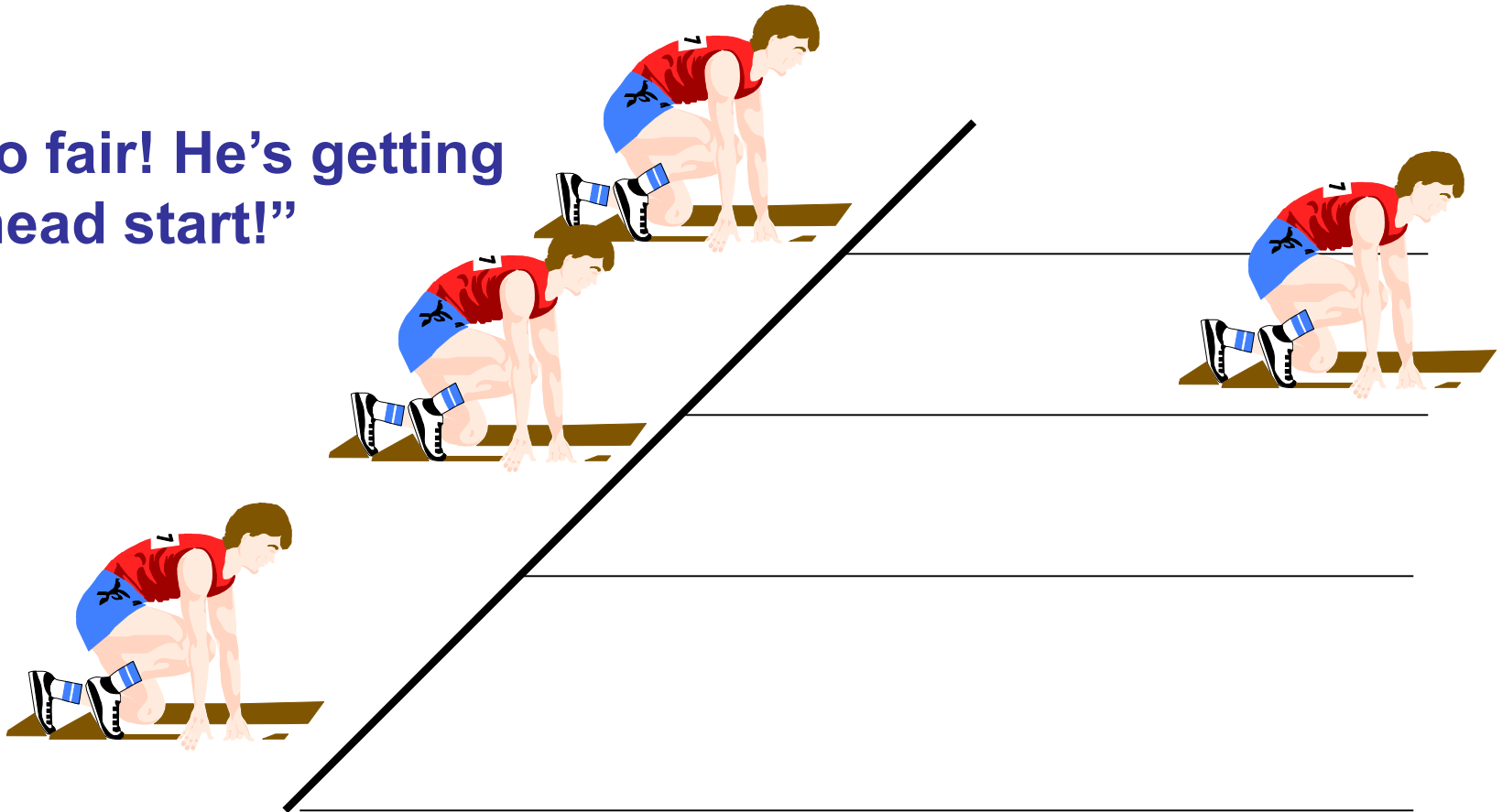
B = Room for compromise and negotiation



C = Ignore

The Truth about Individualized Plans

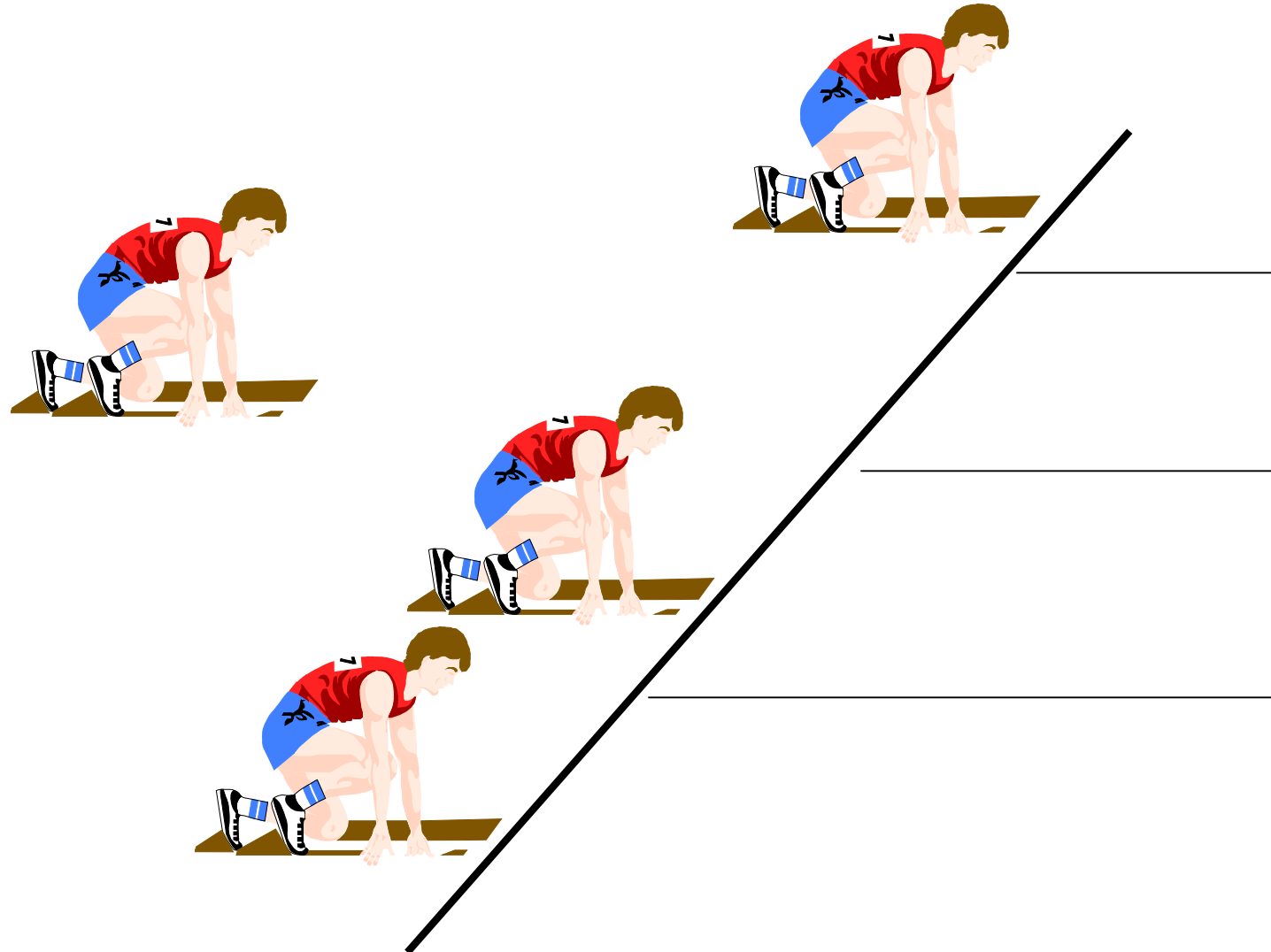
“No fair! He’s getting a head start!”



Common Perception (Cognitive distortion)

Individualized Plans

What is Real!





The Differences Talk



The Differences Talk

“We are consistent. But consistent doesn’t mean we treat you the same. If one of you has asthma, you get to use an inhaler, you don’t need it. If one of you breaks a leg, we get you crutches, you don’t need them. If one of you has a learning disability – a roadblock – in math, we break it down differently for you. We treat you for what you need. You will see kids here who don’t have to do what you do; get rewarded for doing things you don’t get rewarded for. It’s not that they’re getting favoritism – it’s what they need at the time. And in most cases it would be great if you reach out to the kid who needs a little help to get to where you are.

Every person is wired differently. Some very successful adults, like kids, have ADD, bi-polar disorder, Asperger's...a different kind of wiring. And they became successful probably because the people around them knew that they needed to be treated in a certain way – a little bit different from the others.

But, that said, we are pretty consistent: We don't yell at you . We have great activities. We keep a really clean and neat place. We have pretty good food. We tell corny jokes. That's consistency. It's not treating you all the same.”

Strength-Based Practice

➤ *Believing* in every youth – not “believing is seeing”

Seeing is Believing
(Unconditional support
Non-contingent reinforcement)

vs.

Believing is Seeing
(Standard behavior management)

..which produces *Optimism* – which feeds possibility, and motivates coping and adaptive behavior, even in the face of difficult odds

Seeing is BELIEVING!

“You D’a man! We’re excited that you’re here!”



NOT: Believing is Seeing!

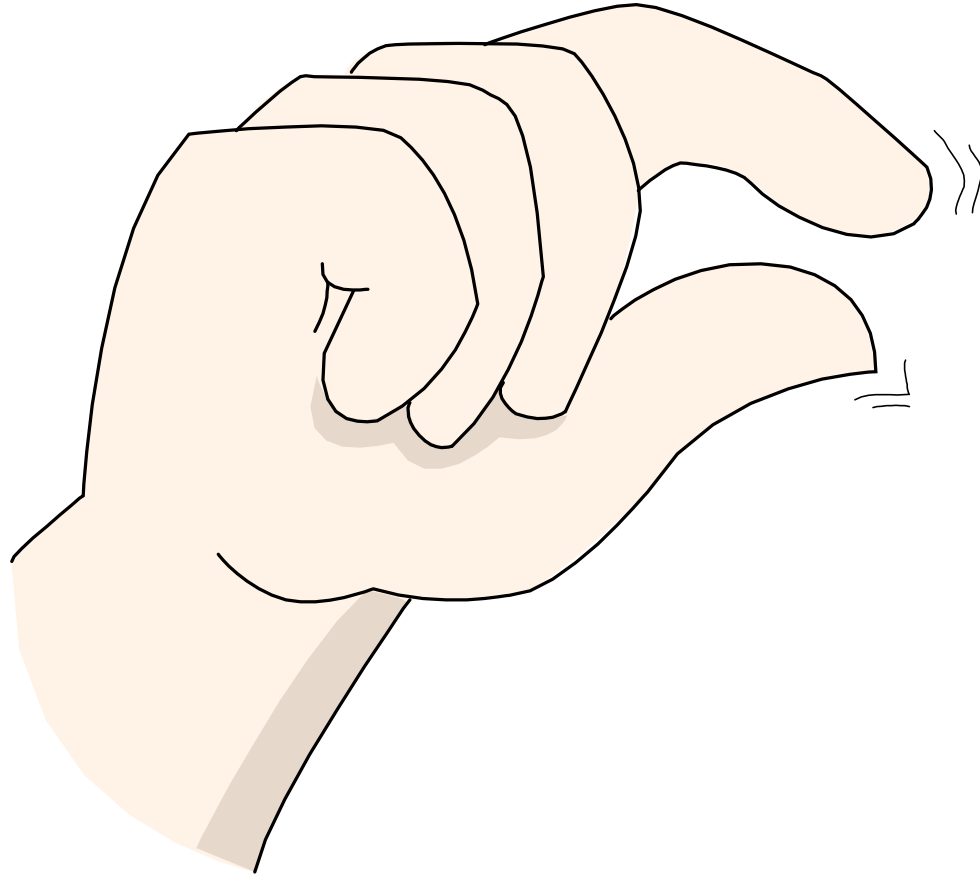
“We’ll treat you nicely once you put that slingshot down, lose some weight, and get rid of that ridiculous hat!”

Think about committing a:
Deliberate Act of Kindness



Strength-based practice does not assume that ownership of guilt is somehow automatically curative.

The Millimeter Acknowledgement



“Do you think it’s slightly possible that perhaps, maybe....”

“Could, maybe, 1% of this have something do with...”

Humor Forms

Self-Deprecating

Slapstick (i.e. physical, props, etc.)

Grandiose Praise

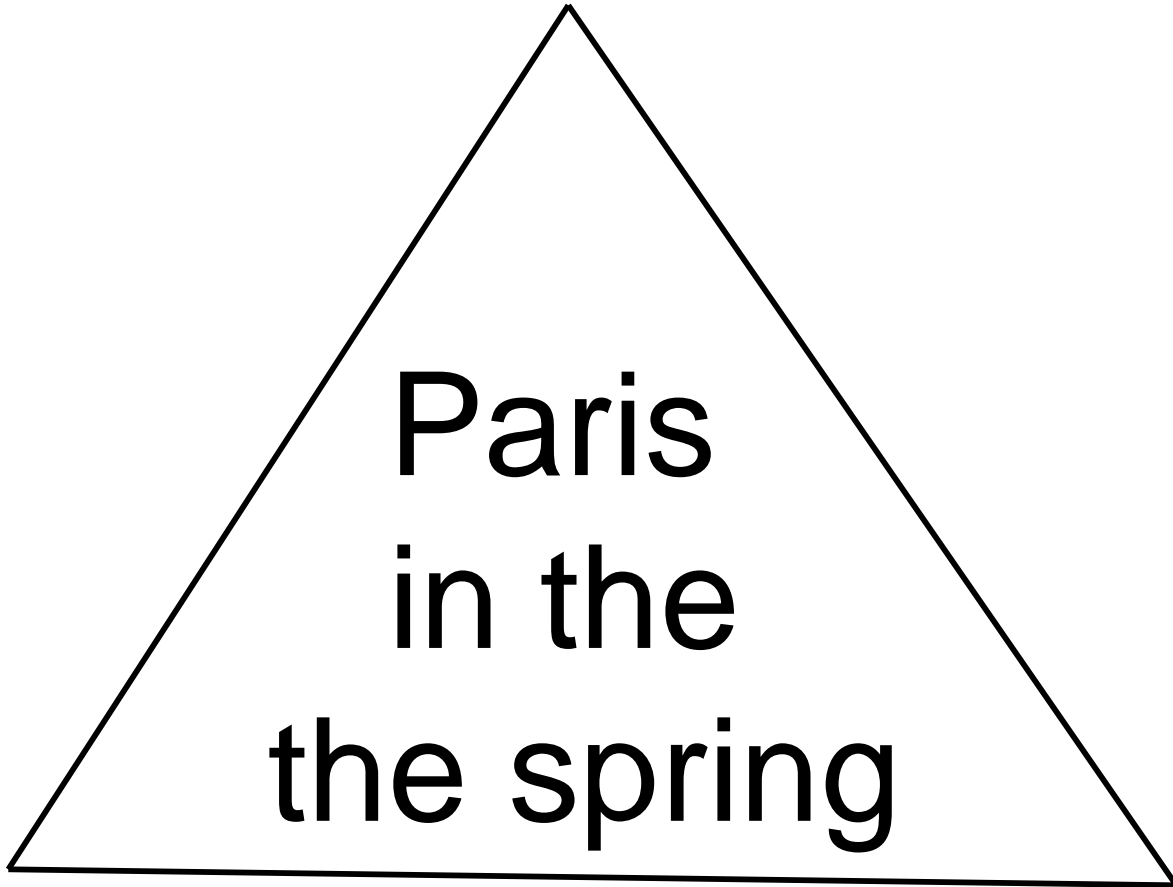
Joke Telling & Games/Activities

Musical (e.g. kazoos, funny
songs, cues, etc.)

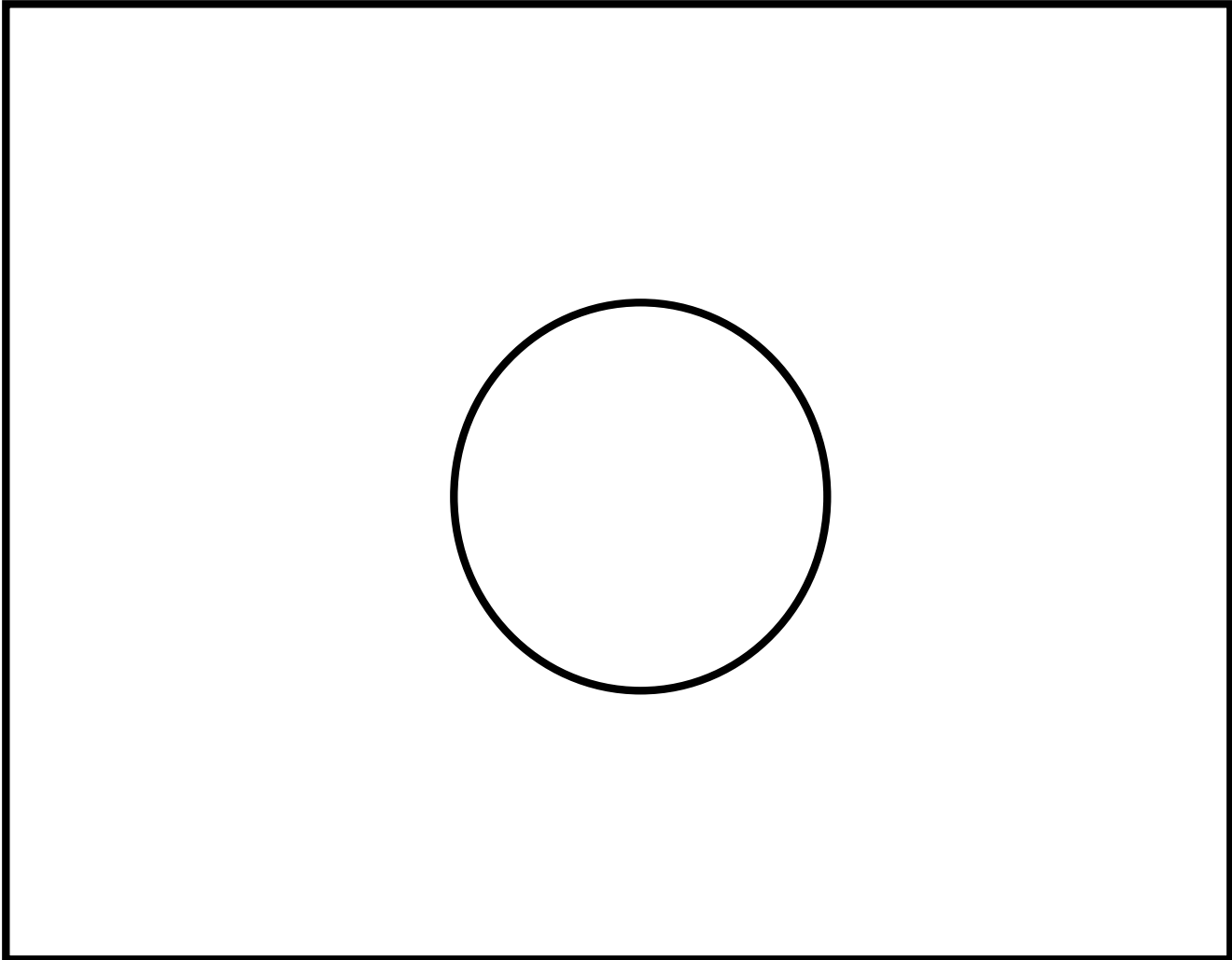
Poetry



Students learn 700% more when humor is an active part of the teaching
-Stanford Study



Paris
in the
the spring



"Use the Force, Luke!"



Irving Plotkin
Veteran Spec. Educator
Jedi Knight

**Managing Number
One, First!
&
Staying Motivated
to Make a Difference**

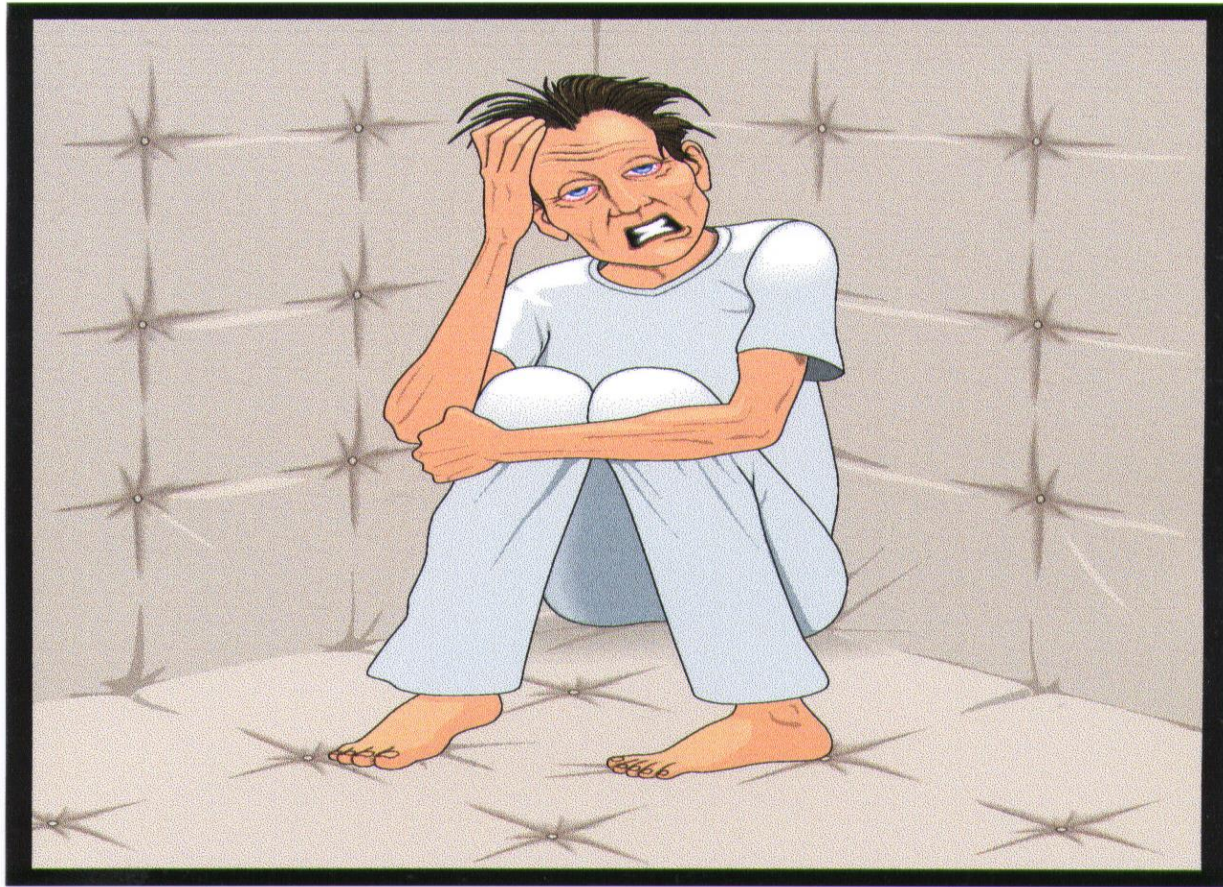
Charlie Appelstein, MSW

**In the Beginning..
you have Strength,
Enthusiasm...**



You WILL Make a Difference!

After a while...



...it's just not the same.

Understanding, Normalizing, and Learning from our Feelings

Typical Feelings and/or Traps



1. Angry
2. Frustrated
3. Out-of-Control
4. Disgusted
5. Guilty
6. Sexual
7. Furious
8. Afraid
9. Hopeless
10. Overwhelmed
11. Anxious
12. Savioristic

Influenced by:

Personal baggage,
limited resources,
quality and quantity
of supervision &
training, tempera-
ment, etc.

Feelings: Yes

Acting on them: NO!



“Check Your Baggage at the Door”



This is a reflective questionnaire about who you are and why you’re here. No one will see this document but you. It is given to increase your self-awareness about past experiences and how they can influence present day decisions, practices, and attitude.

Were you raised in a happy home?

Did you receive enough attention from both parents?

What kind of limit setting did your folks employ? (e.g. spanking, yelling, Logical consequences, punishment, etc.)

Were your parents physically affectionate to you?

What kind of values were taught and modeled?

Were there a lot of rules and structure in your home?

Did your childhood experiences influence your decision to work with kids?

What baggage should you check at the door? What should come through?

“Check Your Baggage at the Door!”



Hope Academy

The Observing Ego

“I’m REALLY ticked...I could just - it’s okay. Stay cool...ALL feelings are normal. Learn from this. I’m suffering a bad self-esteem injury, but in a little while it will heal. *Respond* instead of *React*.
Use the Force, Betty!
...I mean, Luke.”

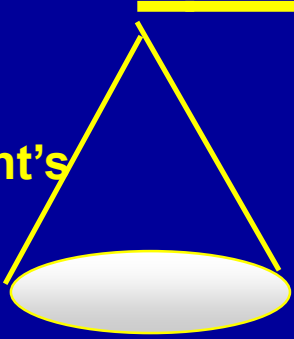


**Respond =
The Golden Rule**

The Affect Scale

Out of Control

Student's Anger



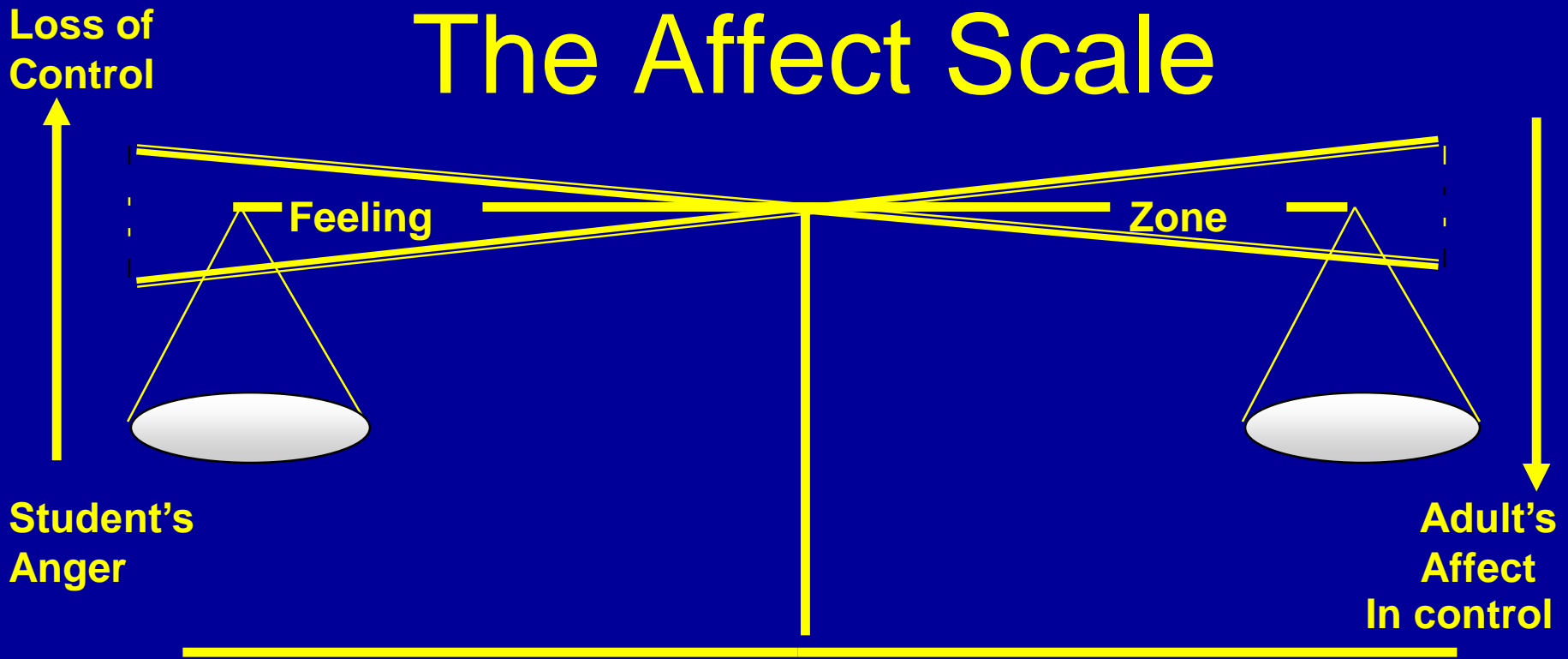
Adult's Affect

In Control

Key: Establish inverse relationship

As they get louder, you become more quiet

The Affect Scale



Inside the “feeling zone” there is room to model affect-laden content.

Said in a controlled, but somewhat expressive manner:

“John, I’m really upset about the choice you just made.”

“Mary, I’m angry about that...”

Key: If the student escalates through the zone, the adult’s affect should grow more muted.

Content vs. Message



“You won’t be around next week?”

2 weeks later...



“You...won’t be around next week.”

Use “I” or “We” instead of “You”, and start requests with “Please” and finish with “Thank you.”

Body Messages



“C’mon dude...let’s get it done, and then we can smile. NBD brother.”

VS.

NBD = No Big Deal!

“You need to get it done now.”

Approach agitated kids at eye-level or below, and at a 45 degree angle. Stay 2 arm’s length away. Be careful about your pace, posture, tone, facial expression, hand movements, and body position





ROBERT REDFORD

KRISTIN SCOTT THOMAS

THE
HORSE
WHISPERER

Pre-Talk Considerations

Number one goal: Engage!

(Listen, empathize, paraphrase, offer help, repeat, offer hope)

Don't be defensive. Anticipate negative comments – don't take them personally! *“It's an injury and it will heal.”*

Assess your relationship and feelings toward the youth. Think PIE (i.e. everyone deserves an equal slice)

Practice the talk in your head. Longer discussions generally have a beginning, middle, and end phase.

Other considerations:_____

Non-Judgmental Exploration



“What’s happening?”

“What’s up?”

“What going on?”

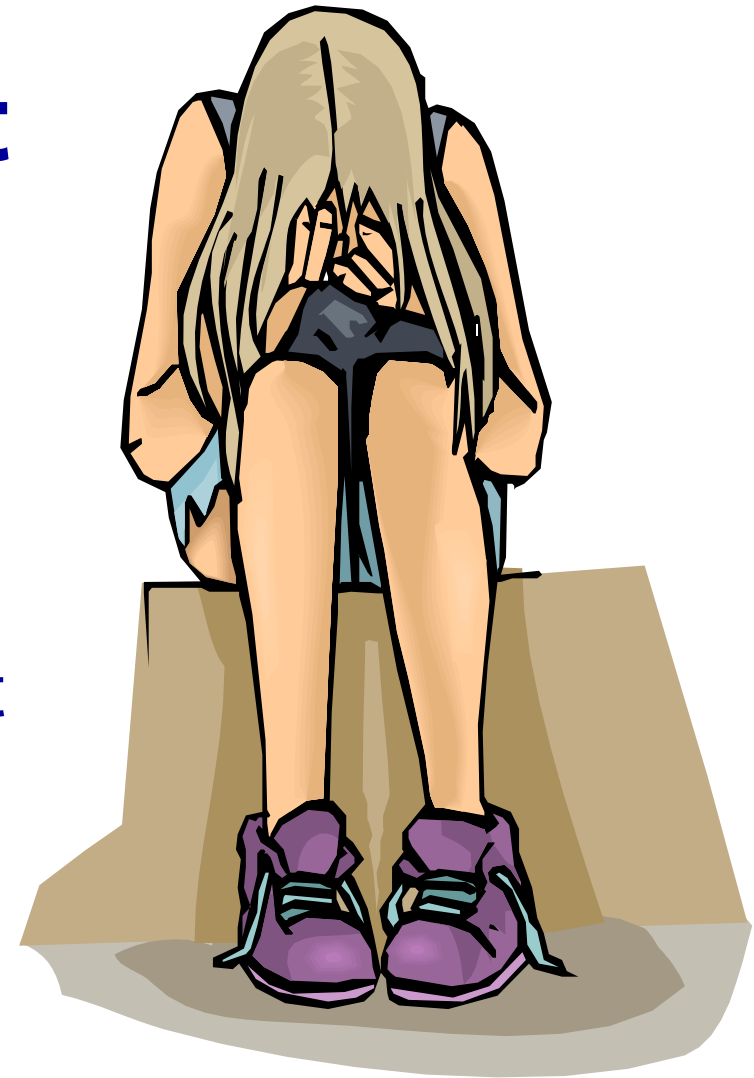
Help and Support

“You seem pretty upset.”

“What can I (we) do to help?”

“Hey, I’d feel the same way.”

“This is a tough situation. I don’t blame you for being angry.”



Both Support and Help provide empathy, validation, attention, and promote engagement

Repeating & Paraphrasing

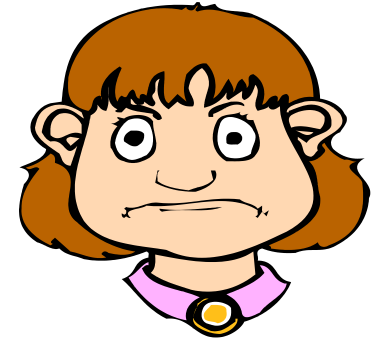
“I hear you. You’re saying this isn’t easy.”

“You can’t do it *yet*, Michael!”



* Insert “qualifiers” that help diffuse tensions and provide hope - such as “yet,” “right now,” “so far,” and “at this moment.”

Feelings Check

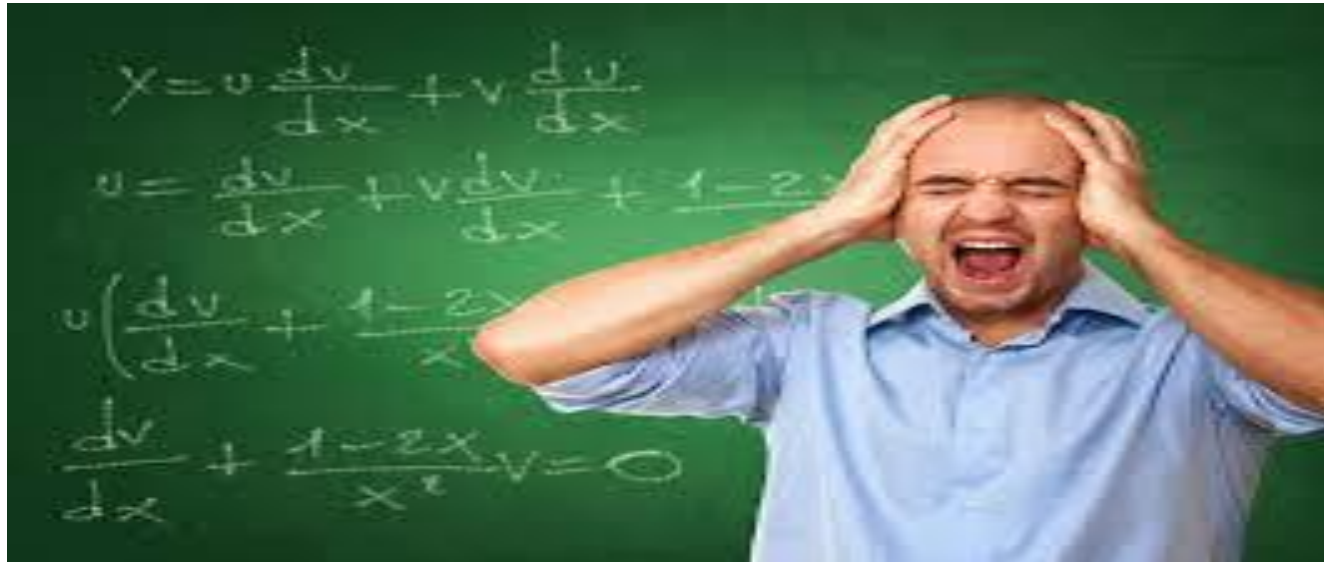


How are you feeling?”

“Some kids would be pretty frustrated about that.”

- After identifying feelings, gently review self-management strategies: Say a cue (eg. “NBD, let it go.”), count, focus on the real issue and talk it through, visualize being in a more soothing place, replace negative thoughts (i.e. change the story, etc.)

Apologizing



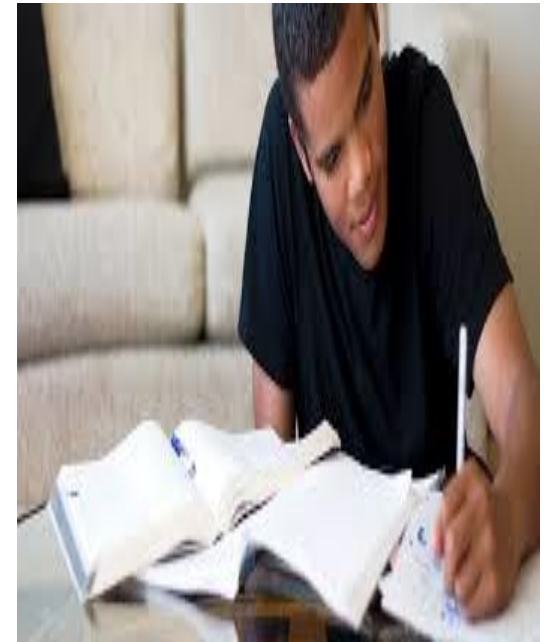
I'm sorry for losing my cool, guys."
I made a bad choice."

Praise

Try and be *specific* vs. general with praise

Okay: “You’re awesome when it comes to doing your homework.”

Even better: “I’m impressed with the way you organize your assignments and handle time management.”



Encouragement



“You can do this. You just have to take it one step at a time – like you’ve done before. Be the man!”



Sandwich Approach

“I’m very pleased that you wanted to do well on this test. It shows me that you care.”

“But copying off Arnold’s paper was a bad choice. Please come And see me after school.”

“I believe in you, Sigfried. You have what it takes to pass any test on your own. See you later.”



Reasoning Response

C'mon, Butch, what if we allowed kids to get in fights at school? It wouldn't feel very safe, here."



Connecting Statements



“Rayshawn, this isn’t me against you. We’re on the same side. I don’t like grounding you...but what would you do if....”

Anytime tension builds between you and a youth or group, reach out with a connecting statement.

Empowering Interventions

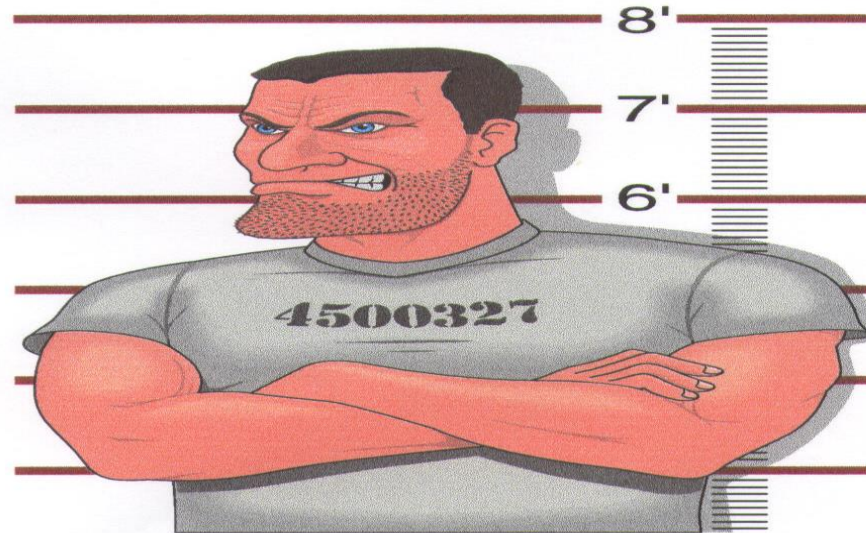


“What can you do next time to prevent the same thing from happening? Any ideas?”

“I’m not sure, but what about...”

That’s a great idea! Next time you feel like exploding...get your headphones and take a walk.”

Explorative Reflective



“Is that working for you?”

Get students to reflect upon their actions. You could inquire whether there is a better way for them to get their needs met?

Exploration of Control



“What *is* in your control?”

“What steps *can* you take?”

Explorative Psychological

“Bill, could something else be bothering you? You don’t usually pardon drug lords...and steal things.”

No more interns...
...lousy legacy...

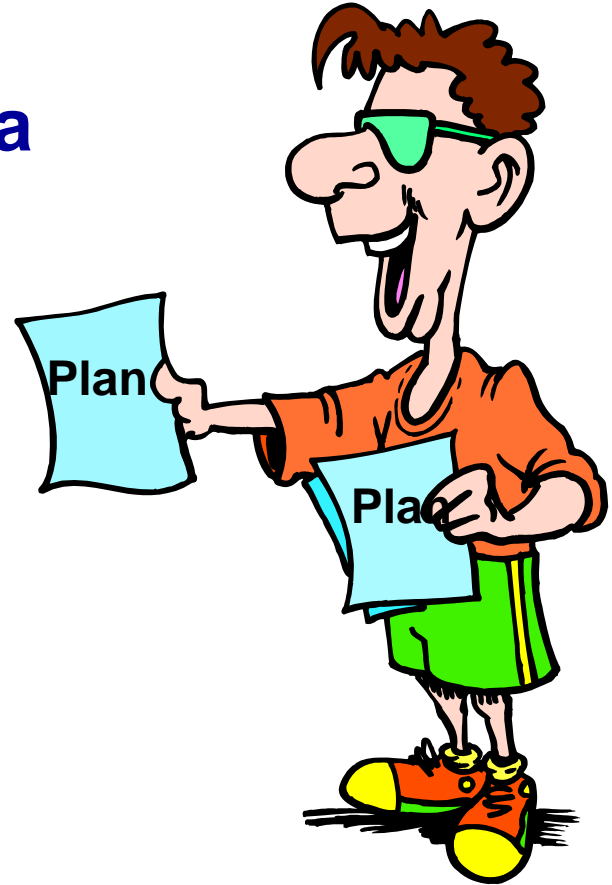


Freud

Be careful about making interpretations.

Make a Plan

“Okay, man...This has been a good talk. I think we have a good plan to avoid this from happening again. I’ll let everyone know what we talked about.”



The Observing Ego

“I’m REALLY ticked...I could just - it’s okay. Stay cool...ALL feelings are normal. Learn from this. I’m suffering a bad self-esteem injury, but in a little while it will heal. *Respond* instead of *React*.
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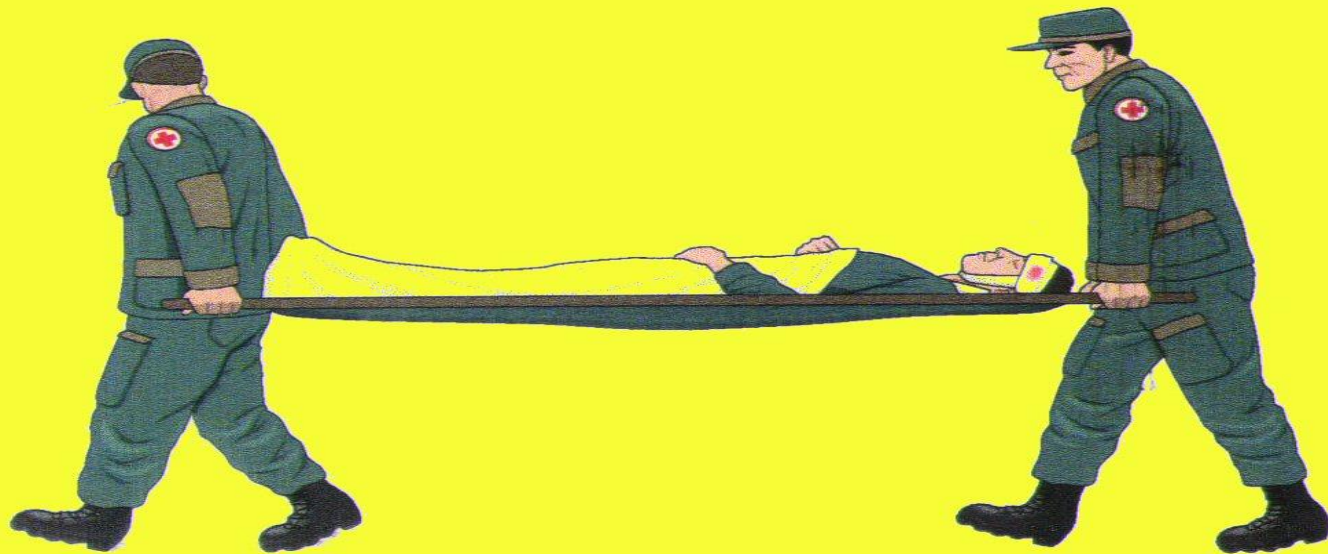
1. Think about the principle: Lack of support = punitive actions: “I can do anything for _hours.” Think: Audacity!
2. Visualize trip home
3. Think about tomorrow, next wk, etc.
4. Think M.A.S.H.
5. Use the Force!



**Respond =
The Golden Rule**



M.A.S.H



“Can you save a life...when you’ve got nothing left?”

We're all Lukes!

\$10.00



\$10.00



CASEWORKERS

late late

late

late

late

late

late

late

late

late late

late

late

late

late late

late late

late late

late late

late late

late

late

late

late

late

late

late

Vic Justice

Speci
Luke

Caryn
Luke

Today's Activity:

Staff Folders.

3 Objectives:

gn Up.

Luke

AnneMarie

Luke

Mathy



This is the story about four people named Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did. Anybody got angry about that, because it was Everybody's job. Everybody thought Nobody would do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anyone could have done.

LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI

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LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI



Luke

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HENNESSEY JENNIFER

Luke

HENRY DARIN

Luke



A photograph of three empty shelves in a wooden cabinet. Each shelf has a white label with the name 'LUKE' printed on it. The shelves are arranged vertically, and the cabinet's interior is a warm, reddish-brown wood. The lighting is soft, highlighting the texture of the wood and the labels.

LUKE

LUKE

LUKE



LUKE ER

LUKE

LUKE

LUKE

LUKE

LUKE

LUKE

LUKE

LUKE

LUKE

LUKE

Document with green border and red tabs (6, 8, 6, 0, 7)

Yellow folder

Stack of colorful folders

n Robertie Clinical Director 1&4

Luke Olson

Luke n Motz Clinical Director 5&6

Luke Inman QI/Admi

Luke n Zucker Admissions Supervisor

Luke Jordan Senior Psychologist

Luke e Davis Aftercare Coordinator

Luke Gomez Psychologist

Luke Sanchez Aftercare Coordinator

Luke a Hamm Psychology Testing

DCFS Residential Monitors

Luke Hollis Food Service Supervisor



Luke

Berg

Clinical Dire



PRINCIPAL'S OFFICE

Luke

Luke Black

Luke Rose



Luke Milton

Luke Dunham



Luke Mungall

Luke Olsen



Luke Harper

Luke Bouchard

Luke MacLaggen

Luke Duplessis

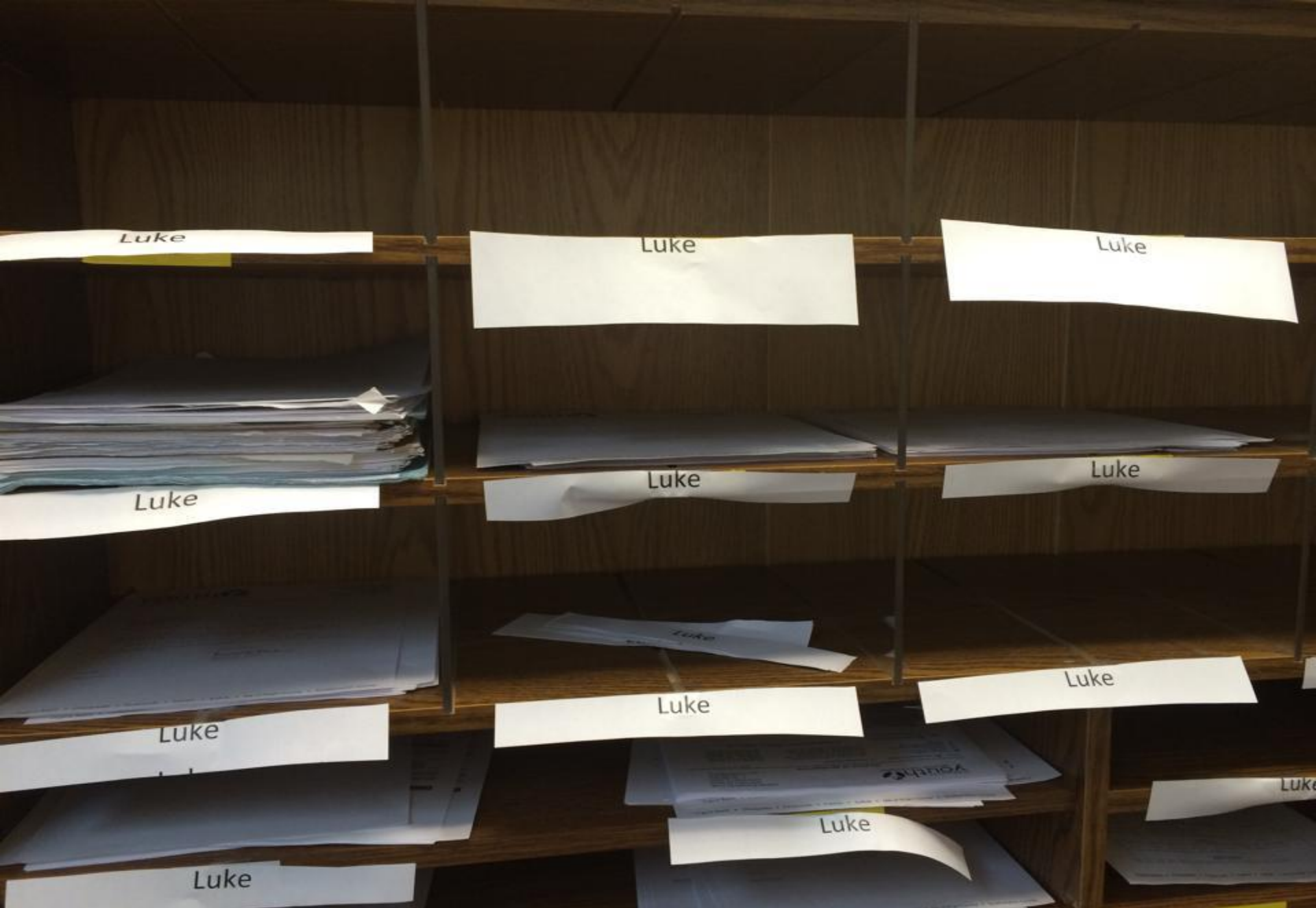
Luke

Luke

Luke

Luke

Luke

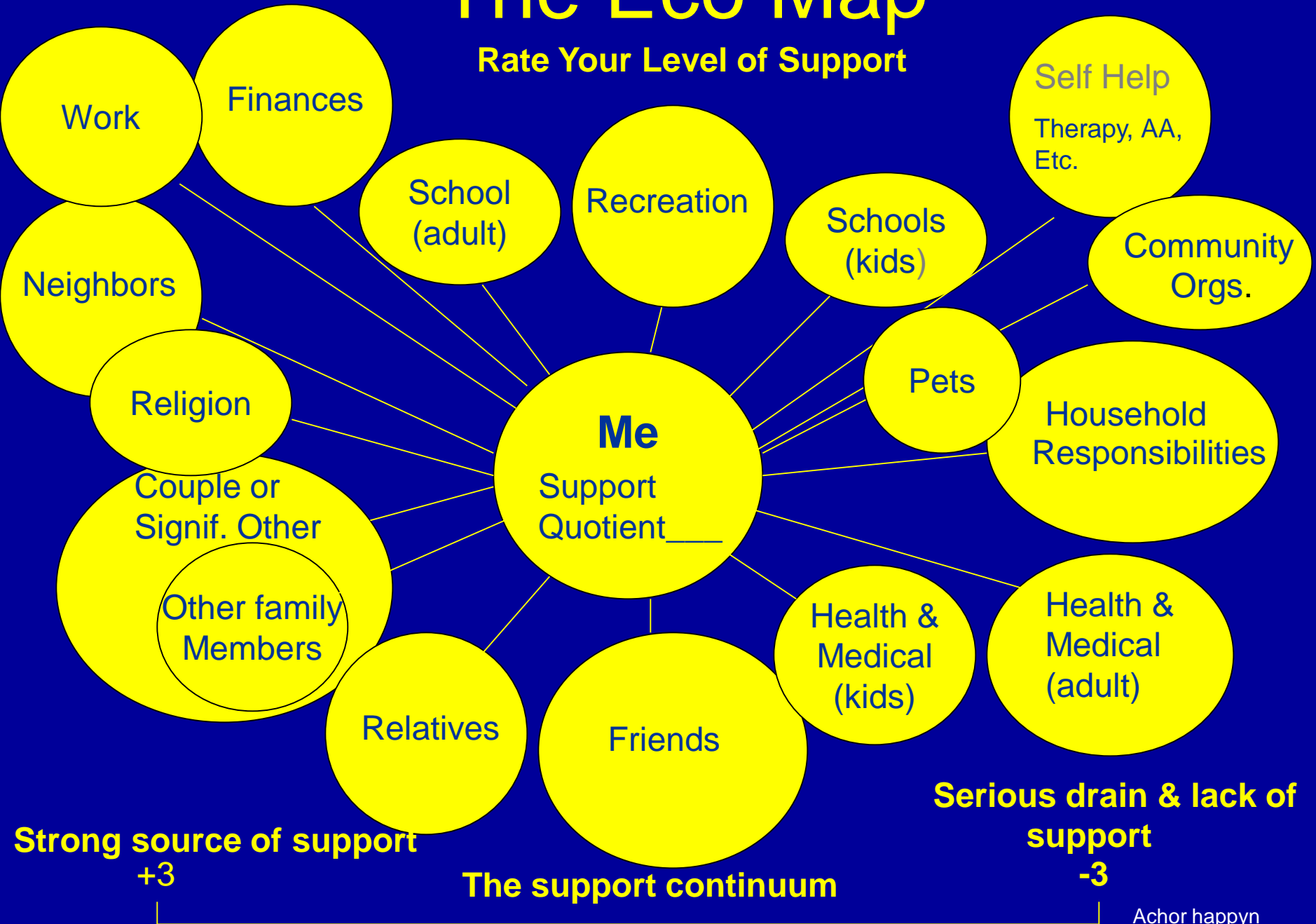


>eco map support



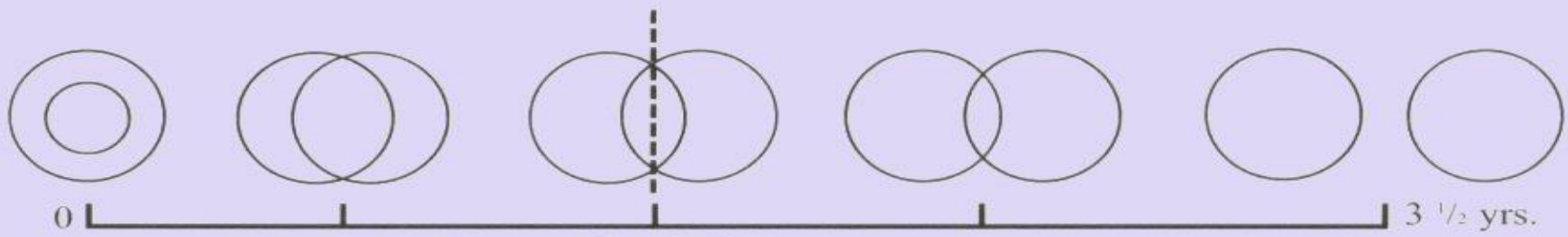
The Eco Map

Rate Your Level of Support



The Holding Environment

TASK: "good enough parenting"



Sociopathic

Borderline
"Terrible Twos"

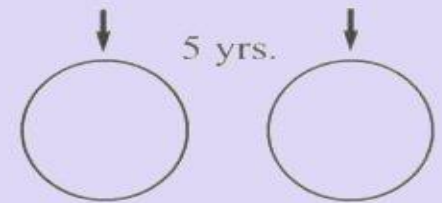
Object Permanency

Separation-Individuation

OBJECT
CONSTANCY
cohesive self
sense of self

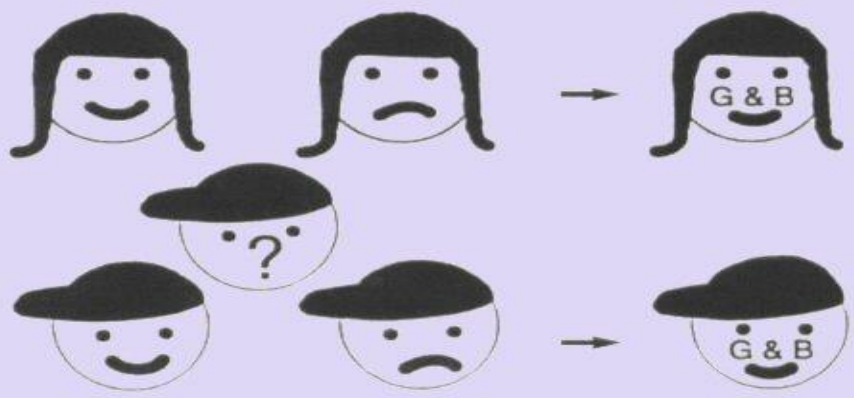
SPLITTING MECHANISM
Good mother/Bad mother

5 yrs.

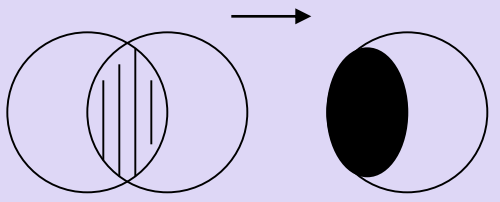


Social Accommodation
Social Subordination

TASK:
merge the good
and bad introjects



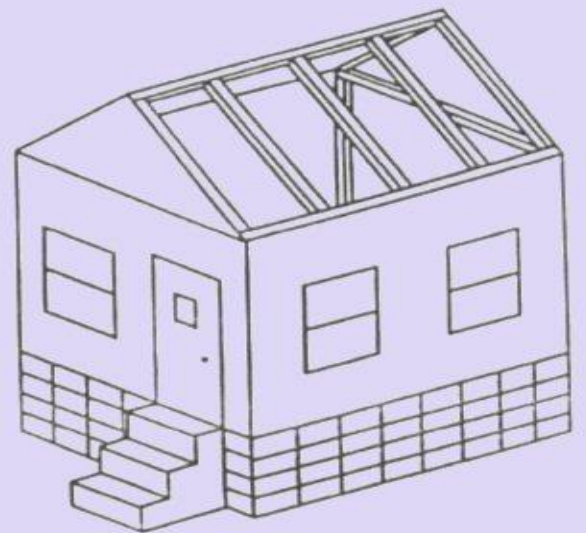
Adolescence – Second phase of separation-individuation



Incomplete sense
of self, emptiness

Foundation

FILLERS VS. TALKERS



Splitting can stop a child, family, school or program from moving forward.

Youth: My mother said you guys are too nosy.

Counselor: I like your mother. I'll give her a call to make sure we're on the same page.

Tip: Whenever you feel yourself being drawn into a "split" think:

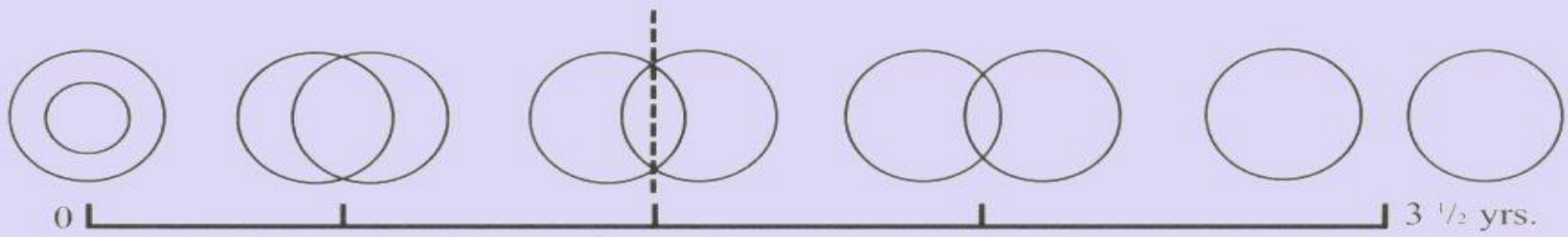
"I'm not as good as I think and they're not as bad. Stress and a number of other factors is causing me to polarize (i.e. See things in black-and-white terms) Stop it. Find the middle ground. Communicate more. Don't be played like a puppet. Do the right thing.



**No Splitting
Zone**

The Holding Environment

TASK: "good enough parenting"



Sociopathic

Borderline
"Terrible Twos"

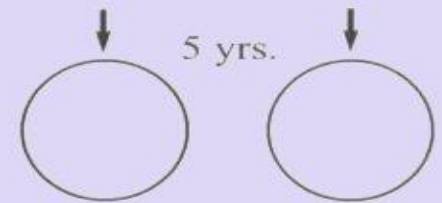
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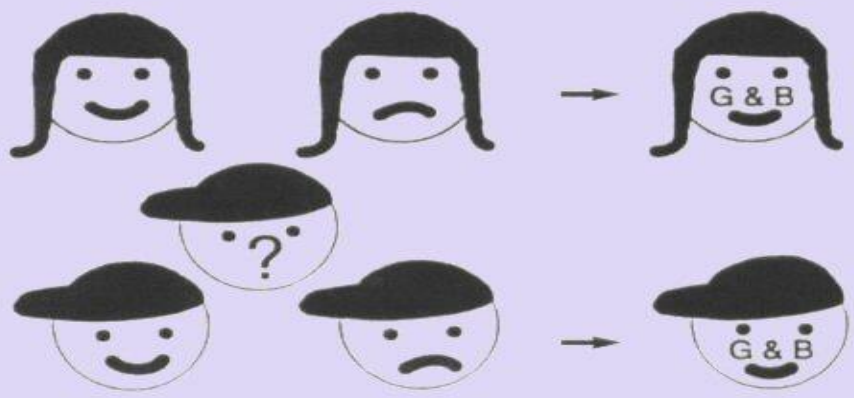
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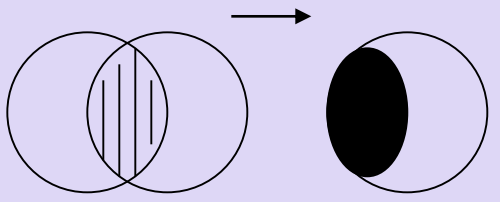


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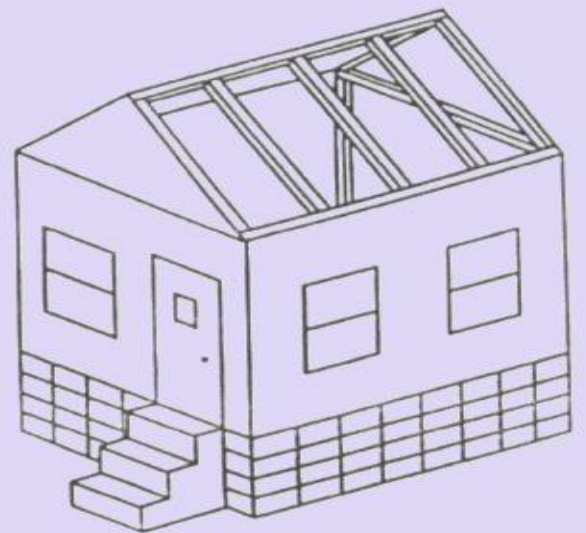
Adolescence – Second phase of separation-individuation



Incomplete sense
of self, emptiness

Foundation

FILLERS VS. TALKERS



Behavior Management: Understanding, Prevention, and Principles

View misbehavior as a message: *“Something is wrong. I need help.”* Try to *respond instead of react* to difficult behaviors. Employ your *observing ego* and manage *self-esteem injuries*. Don't let your *lack of support* be inappropriately displaced onto your students.

Think *proactively*. Try and *anticipate* trouble spots. Collect data on behavior to better assess level of behavior challenges. *Review expectations* prior to transitions and evocative situations. *Mutually develop and practice* a concise set of rules and logical consequences. *Post them*.

Practice *pattern identification*. Note if a child or group act out in a predictable manner (i.e. at the same time each day, over the same issues, etc.). Once a pattern is identified, investigate your (or the setting's) role in contributing to the problem(s). Collect data.

What can you change or practice?

How can you make the environment more *user-friendly*?

Next – during a calm period – not when the behavior is occurring, discuss the issue with the student and/or group. Develop a plan together that can improve the situation.

Use Pre-correction (i.e. warn well in advance!)

Use *consequences* instead of punishment. A consequence is *related* to the inappropriate behavior, a punishment is not.

In general, the sooner a consequence follows a misbehavior the more effective it will be.

Focus on what students are doing right. Use a 3 or 4:1 ratio of positive to negative comments.

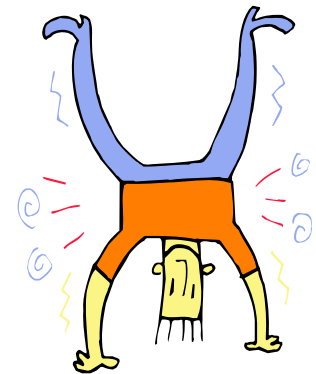
Issue consequences that have a *high probability* of being accepted.

Think: Severity & Frequency when issuing long-term consequences

Limit Setting

Limit setting progresses in five clearly defined stages:

First:	Supportive
Second:	Logical Consequences
Third:	Physical Intervention
Fourth:	Processing
Five:	Reintegration



Distraction

First Stage: Supportive Interventions include but are not limited to:



- Verbal prompts (calmly state a student's name), reminders, warnings
- Redirection, distraction, divide & conquering
- Appropriate verbal dialogue (e.g. ask the student(s) to name or point to the rule in question, compromise (not about rules), negotiate, reframe, support, etc.)
- Humor, love the object
- Non-verbal interventions (e.g. hand signals, lights out, circulating around the room, colored warning cards, etc.)
- Use the power of a group
- Channel (e.g. have an energetic kid do something physical (e.g. deliver a note)
- Vicarious reinforcement (praise another student for the behavior you want the youth in question to display.)
- Schedule or hold an impromptu class meeting
- Selective ignoring

Logical Consequences & the Message They Send

Proximity Manipulation

Make improper choices and we need to watch you more closely.

Re-Doing

We know you can do or say that in a better way. You have before.

Natural

Because of your decision to do _____, I'm not comfortable _____.

Directed-Chat

Let's find a quiet place to work this through.

Loss of Privileges

You didn't handle this like you normally do. Let's take some time to figure out how you can succeed at this when you go or try this again.

Selective Ignoring

I give you attention when you're making good choices

Reparation

We all make mistakes. Sometimes we have the opportunity to repair or make-up for what we have done.

Breaks (chill-out, take some space, time out, take a walk, etc.)

A short break away from me or the group should help you to think about better ways of expressing yourself and calm you down. HS & MS: Try one minute talks after class.

Office Referral

You've broken a rule and need to leave to think about what happened and how we can prevent this from reoccurring.

Parent Conference

Behavior is a message. You're telling us you need a lot of help and support right now. Let's bring in your parents to talk about these issues.

Processing:

What happened?

What could you (and I have) done differently

Anything else going on?

Reintegration:

“Okay...here’s what you need to do to get back into the flow...”