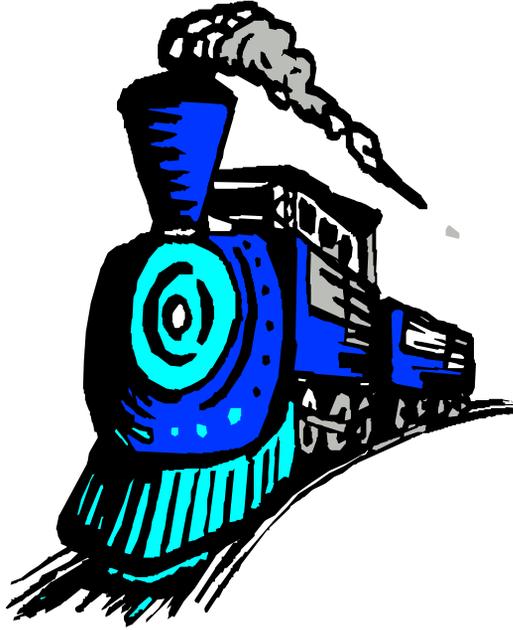


# No Such Thing As a Bad Kid!



The Power of a Positive, Trauma-Informed, Strength-Based Approach in Reshaping the Lives of At-Risk Children, Youth & Families

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## The Power of a Positive, Strength-Based Approach

**What is it?:** An emerging approach to guiding students that is exceptionally positive and inspiring. It begins with belief that all young people have or can develop strengths and utilize past successes to mitigate problem behavior and enhance social and academic functioning. It continues with practice methods that identify and marshal these strengths for necessary changes.

Strength-based practice is essentially about two words: Attitude & Actions

Educators & caregivers maximize the potential of the students they serve when they convey an attitude to each and every one that says: *I believe in you. I know you will succeed this year and beyond and I am absolutely thrilled to be part of your life. Let's go!* And then, through their daily actions - show that they mean it.

“I was successful because you believed in me.”

- Ulysses S. Grant in a letter to Abraham Lincoln

Genuine believing helps kids to feel better about themselves, attacks self-doubt (“Self-doubt kills ability.” – Degas), and, most importantly, provides hope – which is humanity’s fuel.

Strength-based practice is, to a great extent, about the power of positive relationships.

Research has shown that a student entering high school with a history of committing aggressive acts is not likely to commit further acts of aggression (at his/her school) if the student believes there is at least one educator at the school that thinks “I’m terrific!”

- James Garbarino, Ph.D.

“Countless studies have found that social relationships are the best guarantee of heightened well-being and lowered stress, both an antidote for depression and a prescription for high performance.”

- Shawn Achor, *The Happiness Advantage*, p.14

Have you ever watched an actor in a bad mood? If you’re in a bad mood, it might be prudent to fake that you’re not. Actors entertain for a few hours; educators save lives.

Attitude is a choice. A positive attitude sends the message: I want to be here. I care about you. I believe in you. And I know you will succeed. Which all leads to hope, happiness and success!

“The research has been absolutely clear for a long time: Students in all grades have a greater chance of success if the adults in the school believe in them, are available not only as teachers but also as caring human beings who understand that the relationship between teacher and student extends beyond the academic. Equally important, children need to understand that education is an exciting adventure not to be feared, but to embrace as strategies that will help them realize their goals throughout their lives. These simple *Common Care* standards need to be part of any education strategy.

Almost two decades ago, Yale psychiatrist James Comer said, 'No significant learning happens without a significant relationship.' Today, our studies reveal that 43 percent of students in grades 5-12 lack a sense of engagement with their schools." - Rick Miller, KidsatHope.com

According to Achor, what do all happy people have in common?

Meaningful Social Connections

Strong Social Support Networks



Broken Window Theory

A smile and a warm greeting is the face's way of giving an emotional hug. (Welcome to Moe's!) Do the "little" things right (e.g. greet warmly, maintain a neat and appealing environment, etc.) and big problems diminish. This is what we call the: *Broken Window Theory* ("How are you?" "Fantastic!" "All the better for seeing you!" "I'm living the dream, and you?")

"Countless studies have found that social relationships are the best guarantee of heightened well-being and lowered stress, both an antidote for depression and a prescription for high performance."

- Shawn Achor, *The Happiness Advantage*, p.14

At-risk students often struggle to create and maintain healthy and meaningful peer relationships due to excessive egocentrism and under-developed social skills often related to adverse developmental factors (i.e. failure to socially accommodate & subordinate) and/or neurological deficits.

New research in psychology and neuroscience finds: "We become more successful *when* we are happier and more positive. Students primed to feel happy before taking math achievement tests far outperform their neutral peers. *It turns out our brains are literally hardwired to perform at their best not when they are negative or even neutral, but when they are positive.*"

- Shawn Achor, *The Happiness Advantage*, p. 14

"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. 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, P. 29)

Happiness is not the belief that we don't need to change; it is the realization that we can.

Achor, *The Happiness Advantage*, p.24

## The Brain & Resilience

All young persons have strengths and with positive support can change the course of their lives. They have resilient brains that can be “rewired” by positive learning experiences.

Resilience is the ability to thrive in spite of risk or adversity. The term comes from physics: a resilient object bends under stress but then springs back rather than breaks. A resilient child not only springs back from adversity but can become stronger in the process. The feeling of accomplishment that comes from solving life problems is the core of resilience.

Resilience is a natural trait in all humans. Human brains are specifically wired to cope with problems. However, humans cannot survive and thrive alone – they require support and encouragement from others.

Resilience is a combination of inner strengths and external supports. All youngsters need supportive families, peers schools, and mentors to optimally sustain and develop their potential strengths.

Recent advances in resilience science find that the human brain is designed to be resilient. The brain is structured to overcome risk.

The brain is not like a computer, but more like a resilience library. It stores information bearing on survival and well-being and discards most other data. Problems can either be treated as occasions for punishment or opportunities for learning and growth.

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.

Conversely, negative emotional experiences like rejection activate pain centers in the brain just as physical stress does. Brain scans indicate that being excluded or rejected triggers feelings of distress and a burst of activity in the area of the brain that also reacts to physical pain. Destructive or defensive reactions (fight, flight, fright) can be triggered by such negative emotional states. Thus, being able to think about problems, talk them over with others, or even write about feelings or express them creatively can be helpful.

(Much of this information was excerpted from  
the paper: *The Resilient Brain*, by Brendtro & Longhurst)

The brain has three major parts with different functions:

- **The Logical Brain** (prefrontal cortex) handles language, reasoning, and emotional control so Humans can intelligently solve problems and make meaning of life events. This area of the brain does not fully develop until adulthood.
- **The Emotional Brain** (limbic brain) triggers emotions that motivate behavior. The *amygdala* scans for stimuli for cues of danger or interest, triggers emotions, and stores important events in long term memory.
- **The Survival Brain** (brain stem) reacts to danger by triggering fight or flight mechanisms. These reflexive behaviors insured survival in the wild but are not geared to the threats faced by humans in modern life.

Psychiatrist Bruce Perry (2004) has found that children traumatized by neglect and abuse overuse more primitive brain systems. Their survival brains are chronically stimulated, and they are at high risk of engaging in behaviors which hurt themselves or others.

These destructive emotional impulses can only be regulated by mature capacity in the higher brain centers. But 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.

As mentioned, Brendtro writes that human brain is like a library. Individuals who have suffered trauma remember everything. It’s as if they have wings of pain, shame, and humiliation in the lower regions of their brains. And they can’t afford to add any new books! A positive, safe, strength-based culture diminishes the fear that many traumatized kids live with. It replaces the wings of pain and shame with wings of accomplishment and pride. Positive, safe environments allow these individuals to venture outside their circles of protection (survival brain) and access (utilize) the higher regions of their brains – enhancing decision making, complex thinking, creativity, success and happiness.



The (survival) brain of a traumatized individual

Three Universal Truths from Kids at Hope (KidsatHope.org), an evidence based, strategic-cultural model which reverses the youth at risk” paradigm by establishing a holistic methodology that engages an entire school, youth organization and/or community:

1. Children succeed when they are surrounded by adults who believe they can succeed no exceptions.
2. Children succeed when they have meaningful and sustainable relationships with caring adults.
3. Children succeed when they can articulate their future in four domains rather than one, which is generally: Education and Career; Family; Community and Service; Hobbies and Recreation.

## **The Power of Motivation**

“As teachers, let us commit to learning why “unmotivated” kids are unable 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 these settings provide that we do not provide in the classroom?

We constantly search for ways that 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. “

-Richard Lavoie, *The Motivation Breakthrough*,  
Preface XIX

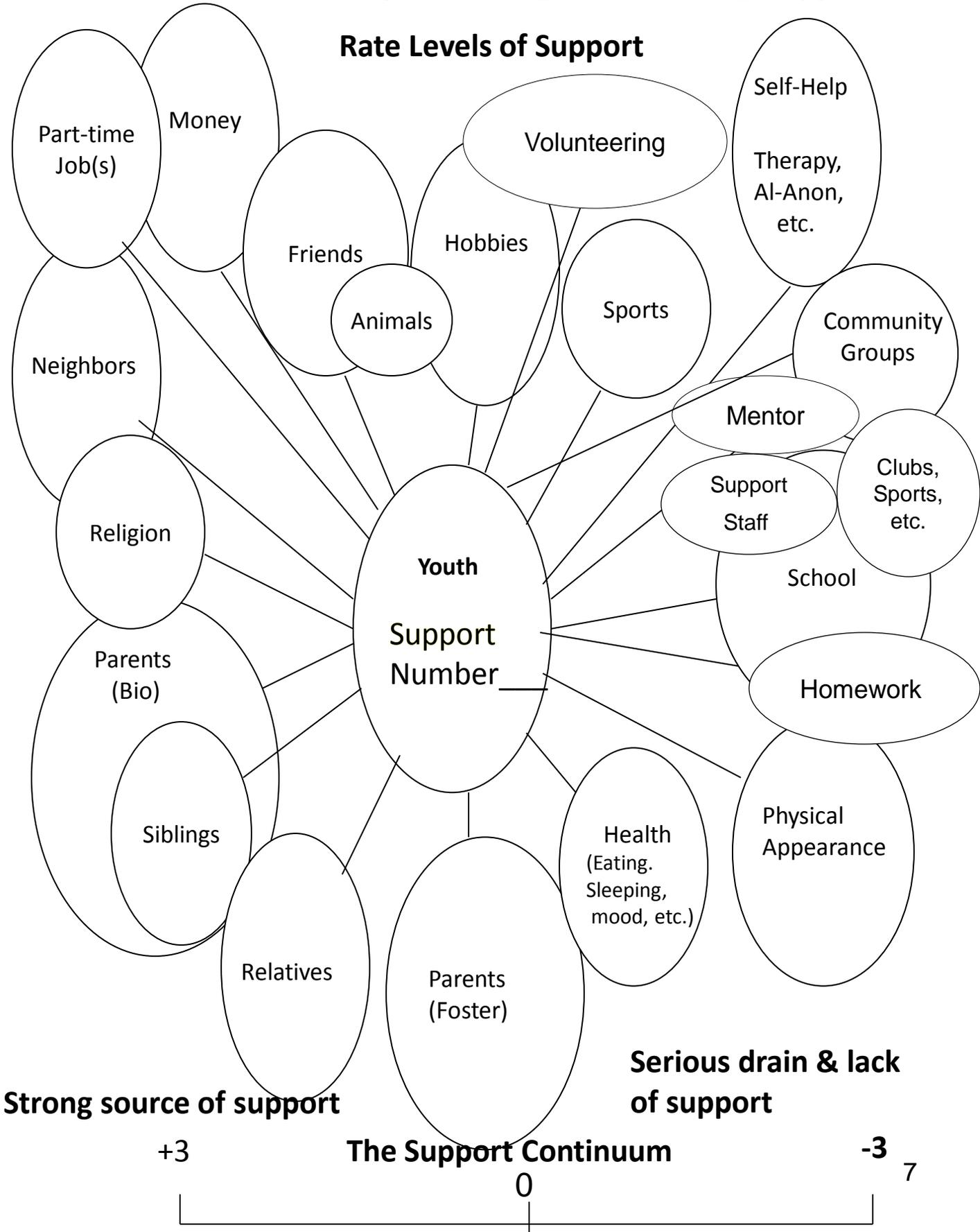
“Most teachers and parents recognize that motivation is the key to learning. Reflect for a moment on your favorite teacher in high school. The chances are that he was an effective motivator. He inspired you. He was not merely a teacher, he was also a leader.

He did not necessarily make learning fun, but he made learning attainable and purposeful. Whether you serve children as a teacher, parent, coach, or instructor, you will multiply your effectiveness immeasurably if you learn how to motivate your charges and maintain that motivation throughout the learning process.”

- Richard Lavoie, *The Motivation Breakthrough*, p.5

# The Connections Map - Building & Maintaining Support

## Rate Levels of Support



## Connecting & the Power of Human/Physical Contact!

To touch can be to give life.”

-Michaelangelo

From the frontier of touch research, we know thanks to the research of neuroscientist Edmund Rolls, that touch activates the brain’s orbitofrontal cortex, which is linked to feelings of reward and compassion.





## Gus on Pejorative Labeling



Look, I know some of us can be quite difficult. I was a hellion my first six months, considered quite obnoxious. But it was simply defensive posturing. (Can you say defense mechanism?) Kids aren't bad. They're just screwed up. The kid who's pushing you away the most is probably the one who needs you the most.

I think every residential center would be better off if they never used words as manipulative, lazy, un-invested, controlling, and obnoxious. They're pejorative adjectives. When you label one of us in such a way, you contaminate the waters and no one wants to swim with us any more.

*"Manipulative kids aren't fun to work with."*

*"They're a pain in the ass."*

*"Boy, is that kid manipulative!"*

Every time we get blasted for being "manipulative" (or any other such term), our self-concept suffers. We take on that word – we internalize a sense of badness. Yet the kid you call "manipulative" might have come to your facility with a history of manipulating his way out of getting beaten. So, maybe manipulating ain't so bad. Maybe it simply needs to be understood in the context of a child's situation. Maybe people don't need to use these words anymore.

P. 24 "I had been an excellent math student, but the day she told me I was "spacey" and unfocused was the day I stopped connecting to math."

Note: Throughout this handout will be references to the manuscript:  
*Helping Traumatized Children Learn produced by Massachusetts Advocates  
For Children [www.massadvocates.org](http://www.massadvocates.org).*

Excerpt from *The Gus Chronicles*, Appelstein, 1994

## Decoding Problem Behavior

Response to problem behavior: Understand > Reframe > Squeeze

*Behavior is always a message*

<b>Pejorative Label</b>	<b>Positive, Hope-Based Reframe</b>
Obnoxious	Good at pushing people away
Rude, arrogant	Good at affecting people
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 and loving 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

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

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

Pejorative labels lead to the creation of *stereotype myths* (entrenched , negative self-perceptions) – Gladwell, *Outliers*

Dweck (Mindset): Encourage *Growth* vs. *Fixed* Mindsets

Growth: Value and encourage effort, trying, failing (trying again)

Fixed: Discourage fixed self-perceptions (e.g. I'm smart, I'm the best, etc.)

## Reframing II

1. A youth who is always looking for attention:

**R:** I apologize to you for anyone who has ever put you down for looking for attention. I think it's great you look for attention – good or bad. It means you haven't quit on yourself. You probably haven't received enough attention in your life and you're looking for it now. Are there better ways to seek it? Sure, and we can talk about them. But I don't want you to spend another minute of your life thinking that there's something wrong with looking for attention!"

2. A youth who won't talk about his/her feelings:

**R:** You're a real loyal daughter. I think you hold everything in to protect your family and I think that's quite admirable. Your mom is very lucky to have a kid like you. But this isn't us against your family, we're on the same side (connecting statement –see page ).

3. A youth who acts rudely:

**R:** You have an amazing ability to affect people! Or, "I think you're pretty good at giving to others what you've received."

4. A student who acts provocatively:

**R:** You're pretty good at getting me to feel how I think you might be feeling. Maybe we could use your words in a different way to express how you're feeling?

5. A student who acts in a stubborn manner:

**R:** You're good at standing up for yourself and what you believe. Some of the greatest people in the world were quite stubborn about their causes: Martin Luther King, Mother Theresa. But the great ones all new when to give in a little.

6. A student who seems unmotivated:

**R:** You're pretty good at protecting yourself. If you don't try you can't be embarrassed. But you're a bright kid and if you just take it step by step you'll probably have success.

7. A youth who frequently swears:

**R:** You're very expressive! You've got words I never heard before. Might use a few at the Patriot's game. How about saving the expressive language for times your alone with one of us, not in front of the other students. Thanks.

8. A youth who's bossy with peers:

**R:** You've got great leadership skills. You're a natural.

## Changing Mindsets

“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*

- Encourage *growth* vs. fixed mindsets.
- Encourage effort and trying...normalize failing and making mistakes.
- Explain that failing opens up an opportunity to learn something new! Discourage fixed self-perceptions: “*I’m smart, I’m the best, I always do good at this,*” etc.



Be the EAGLE: “The harder I try, the higher I fly!”  
“What’s a mistake? A chance to learn something new.”

Consenting view: What is the message we might be sending kids if we never call them smart?

What does it mean to be smart?

- Smart means that you’re smart enough to know that you’ll make mistakes from time to time and sometimes fail at something. But these will all be opportunities to learn!
- Smart means that if you don’t know something it’s okay to ask for help.
- Smart means you’re capable of learning and using new information every day!
- Smart means you can use your brain to be very successful in life!
- If I don’t know how to do something, check out how others are doing it.
- Smart means \_\_\_\_\_

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."

"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

### Stinkin’ Thinkin’

I’m not good

It’s good enough

I can’t make this any better.

This is hard.

I don’t understand.

### Replacement (Eagle) Thought(s)

I’m on the right track

Is this really my best work

I can always improve. I’ll keep trying

This might take more time and effort.

What am I missing?

# Providing Hope & Possibility Through Metaphors & Positive Predicting

## Poker



“Life is like a poker game. Even if you’re dealt a bad hand, you can still win the game. Prison is full of people who blame their upbringing for why they broke the law. But for every one person in prison who blames his/her family, there are 100 folks on the outside who were raised in similar circumstances but *chose* to be good citizens.

## The Melting Snowball



“See your fears and worries about (pending issue/loss/transition) as a big snowball in the middle of your chest, and understand that as each day goes by, it’s going to melt a little. It may stay forever...but it will become so small that you can build a great life around it.”

## The 2017 Edition



“Cars improve every year. People get better every day. You’re the 2017 Steve. You don’t over-heat as much as the 2018 Steve...have a sleeker design, follow the road signs better. Don’t give me this bull: ‘Same old me.’ You get better every day, man...wiser, more experienced, more mature.”

## The Roadblock



“It’s not a learning disability, bipolar, Asperger’s; it’s a roadblock. All big cities have them, but people get to work on time every day. Why? They find away around it. You can to. Many successful people have roadblocks similar to yours.”

## The Train



“You’re big and powerful...but you’ve gotten off track. All great trains get off track. What can we do to get to get you back on the rails? You *will* get to a good place.”



“Learning is my ticket to a great life.” You can’t get any where without a ticket!<sup>13</sup>

**Enact Sudden Bursts of Positivity!**

## 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!

“How should we celebrate when...”

“Twenty years from now, when you're an amazingly successful businessman and family guy...which staff member from the school (Me!) do you need to come back and find and thank for always having your back?”



“Who should we call to let them know what a great job you did...?”

James Garbarino postulates that a child's inability to articulate one's future may be a clue to why some children succeed while others fail.



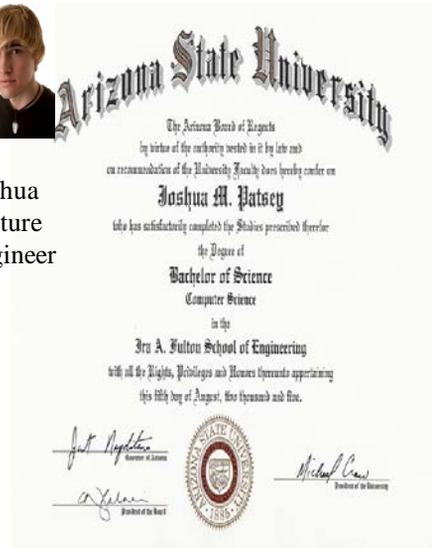
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*“Art from the heart”*

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Suggestion: Create business cards for the students in your care.....or hang their future diploma!



### *Three Universal Truths from Kidsathope.com:*

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.

Ask your students future oriented questions that fall into one of the four domains:

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?

## Solution-Focused Questions

A model of questions that help students recognize and build upon inherent strengths. It's the language of hope and possibility.

### Explorative Historical:

"I can't do this assignment! It's too hard!"

"How many difficult assignments have you been given that made you nervous just like this one? Quite a few, right. And how many did you get done? Just about all of them, right? So what are the odds you'll get this one done? Go back to any one of the difficult assignments you received – that you did well on. How did you get it done? Did you ask for help? Break it down? So, I guess you could do that this time, eh?"

"I'll never make it at that new school!"

"How many kids a year ago were in your same shoes...nervous about attending a new school? How many of them adjusted okay and are doing well today? So if most of them are doing okay, why can't you? And why did they succeed?"

### Qualifiers:

"I hate that kid!" > "So you're saying you're really upset with him *right now*."

### Past Tense:

"I'm stupid!" > "So you haven't been feeling real smart lately."

### When & Will:

"I'll never get a job!" > "When you do, what will it be like?"

### Scaling Questions:

"On a scale of one-to-ten, ten being that you'll make lots of friends at the new school – zero, you won't make any....what number are you at now. When it's higher in a month, how will you feel?"

### Identifying In-Between Change

"What will be the first sign that you've turned the corner."

### Amplifying Change Using Speculation

"You've had some great weeks. Do you think the reason you're doing so well has something to do with you figuring out that doing better gets you more of what you want?"

Or: "You're getting older and more mature...Perhaps you've outgrown some of your younger-type behaviors?"

### Changing Perspective Question:

"How come you're not doing worse?"

Visit: [www.bobbertolino.com](http://www.bobbertolino.com)

### Exception questions:

"Have there been times recently when the problem did not occur?"

## Activities & Self Esteem Building

To help kids enhance self esteem, provide tasks and activities that offer a:

### Universal Opportunity for Individual Success

**Example:** A basketball game where the ball must be passed 3 times before it can be shot.

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

Create and/or modify tasks and activities to maximize success opportunities & *draw out and amplify existing strengths and talents*

Self-Esteem Building Options:

- Professional & amateur sports
- Games: Board, video, bingo
- 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 students, animals, in the office or with maintenance)
- Sports (bowling, karate, roller-skating, soccer, etc.)
- Fitness (create fitness charts, aerobics, jogging/walking, meditation, rope and obstacle courses, etc.)
- Hobbies (art, theater, fishing, trapping, music, crafts, pottery, card and/or coin collecting, carpentry, photography, magic, etc.)
- Animals (pets, therapeutic horse-back riding, fish, etc.)
- Building repair jobs (painting, landscaping, repairing, etc.)

P.57 "Every child has an area of strength in which he or she excels, Whether it is in academics, art, music, or sports. When educators can identify and focus on a child's strength, they afford the child the opportunity to experience success, with all the emotional implications of doing something well. This is an important starting point in mastering academic content and social relations, which in turn serve as a basis for success at school."



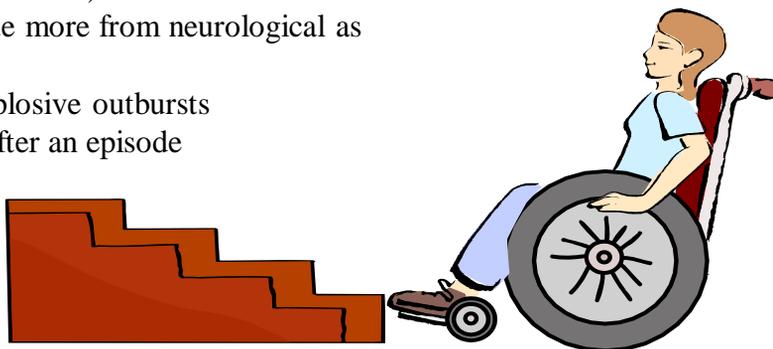
## Trumpet Success

- Call home or mail a congratulatory postcard when a challenging kid has a good day.
- Have school or agency personnel write congratulatory notes to a youth and/or her parents who accomplishes a significant feat.
- Post accomplishments on walls

## 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:

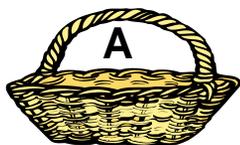
- Create *user-friendly* environments to *clear the smoke* (take the air out of the balloon)
- Determine which behaviors need to be addressed and how best to respond. Categorize behaviors and responses into one of three baskets:

A = Non-negotiable

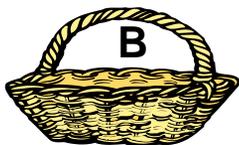
B = Compromise & Negotiation

C = Ignore

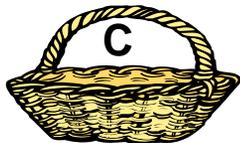
- As kids *meltdown* and approach *vapor lock*, immediately *distract*, *empathize*, and offer aid. Help them to downshift into a calmer state (i.e. make the *cognitive shift*).



*A = Non-negotiable, often a safety concern. Consequences could be issued.*



*B = Room for compromise & negotiation*



*C = Ignore*

**Tip:** Have the “differences” talk with your students on a regular basis. Explain to them why some students are treated differently based on their circumstances/wiring. Use the fifty-yard dash metaphor (e.g. They’re not receiving favoritism. They are behind you in this area.) Encourage them to help the student(s) in question.

## **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.

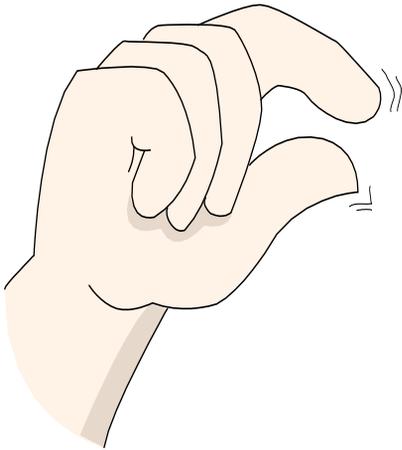
Every person is wired differently. Some very successful adults, like kids, have ADD, bi-polar disorder, Asperger’s...a different kind of wiring. And they became successful probably because the people around them knew that they needed to be treated in a certain way – a little bit different from the others.

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.”

# Strategic Verbal Interventions

## The Millimeter Acknowledgement

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



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

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

## Honoring Hellos and Goodbyes

“You can’t say hello until you have first said goodbye!”

Stages of grief: Shock & Denial, Anger, Sadness, Acceptance

### Examples:

Goodbye to: Parents Marriage  
Hello to: Life post-divorce

Goodbye to: Loss of idealized childhood  
Hello to: What was real, the good that can be remembered, and life ahead.

Tip: Replace cognitive distortion (stinkin’ thinkin’)  
Example: Angry that staff member is leaving, but feeling lucky that we got to work together for so long.



## Strength-Based Practice: Principles

### **Seeing is Believing** = Unconditional support

If you visit the home of family that has a toddler or two what do you see everywhere? Toys. Did the children need to earn them? No. They were offered unconditionally. This act of unconditional love and kindness strengthens bonds, facilitates object constancy (my parents are always there for me), and enhances self-image (“I’m someone of value!”)

vs.

### **Believing is Seeing** = Standard behavior management (If I do well, I am rewarded. If I don’t, I am not)

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

### *Seeing is Believing*

“Butch, 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!”

#### **Seeing is believing examples:**

Have lunch with a troubling student; Do something fun with a group that is struggling; bring in a special snack; give the group extra recreation time even if they haven’t earned it. “*You don’t always have to behave great for me to treat you great. I love working with you guys and I care about you –regardless of your behavior. Of course, I like good choices and fine acting – but I’m behind you either way.*”

## Working with Families



### Key Principles, Terms and Concepts

“The more the relationship between families and the school is a Real partnership, the more student achievement increases. When Schools engage families in ways that are linked to improving learning, Students make greater gains. When families are engaged in positive ways, rather than labeled as problems, schools can be transformed from places where only certain students prosper to one where all children do well.” Excerpt from Into, p.1, *Beyond the Bake Sale*

School personnel and parents form *Interlocking Partnerships*

Teachers s view parents as *Collaborators*

Family work is *Cultural rather than Compartmental\**

\* All school personnel can reach out and make a difference with a family

### The Continuum of Parental Involvement

1. Engagement
  - Focus on the strengths and passions of each family member
  - Understand & appreciate resistance (i.e. cautiousness)
  - Take an active interest in who they are.
  - Assist with socio-economic support.
2. Participation
  - Invite parents into their children’s schools. Create parent centers for collaborative learning and support
3. Empowerment
  - Actively seek their advice when there are important issues/questions regarding their children
4. Graduation

## **Cues to Use (Coping Thoughts/One-Line Raps) The Power of Self-Talk**

Encourage kids to create and practice coping thoughts - in the form of cues or one-line raps – to diminish or eradicate problem behaviors (i.e. bad habits). Cues are more successful when they rhyme, are rhythmic, humorous and repeated often. Practice makes perfect!

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

### **Anger Control**

NBD...easier than 1-2-3! NO BIG DEAL! Let it go, Joe (Just stay cool no need to blow)

Let it go...So (So I can be happy or earn things, etc.)

When you get mad...don't do bad (or don't get sad)...just talk or walk.

Talk, walk, or squawk! Stay in control, that's the goal. I can, I will, I gotta chill.

### **Social**

Take turns when you talk, if you don't the kids will walk.

Give kids their space, it's their place. Stay arms lengths away...today.

Think about them thinking about me, it's as easy as 1,2,3.

### **Self-Harm**

If you hurt number one, it's never better when you're done.



Use Bongos!

### **Following Through/ Being Independent/Organization**

Don't quit, take it bit by bit. Inch by inch, life's a cinch. Yard by yard, life is hard.

Take it little by little and play da fiddle!

Organize and be wise. Prepare for tomorrow and avoid the sorrow!

Like a king on a thrown, I can do it (start) on my own.

Step after step, that's the prep. Take it inch by inch...it's a cinch! Sit and relax, learn to the max!

Make a list, it will assist.

### **Drugs and Alcohol**

I can make it if I choose, time to quit the drugs and booze.

If you lose hope, don't do dope.

View more cues  
at [www.charliea.com](http://www.charliea.com)

### **Anxiety**

Don't be in a hurry to worry. Breathe in, breathe out...little by little the stress goes out

Stop and listen, cause you don't know what you're missing.

Count to ten and then do it again. Take a break for goodness sake.

Lose the stinkin' thinkin'. Rethink the situation add relaxation

I should, I must ...causes too much stress and fuss

### **Encouragement/Affirmations**

The harder I try, the higher I fly!

Learning is your (my) ticket to a good life.

I can make it if I choose...Only I can make me lose. If it is to be, it's up to me!

## Practicing the Desired Behavior



### Stretch!



Athletes always stretch their muscles before exercising or playing a game. For some students, a similar kind of preparation is necessary before engaging in an evocative activity.

Children and youth who appear inflexible and are prone to explosive outbursts often have trouble functioning in physical activities that can be rough and unpredictable, such as touch football and basketball.

Asking or requiring these students to “Stretch” prior to one of these activities, might prevent an injury or two!

Example:

### 2 Minute Stretch

#### Warm-up Form

1. Is football a very physical and unpredictable game? **Yes or No**
2. Is there a chance someone is going to hit, grab, pull, step-on, or trip me? **Yes or No**
3. If something rough happens to me, what do I think?
  - a. “This is typical, don’t get mad.” **Yes or No**
  - b. “I’m upset. Let it go! NBD (No big deal!) **Yes or No**
  - c. “If I make a bad choice and hit, I could hurt someone or get suspended.” **Yes or No**
  - d. “If I make a bad choice, people (can list names) will be unhappy with me.” **Yes or No**
  - e. “If I do well, they’ll be proud.” **Yes or No**
4. Am I warmed up and ready to play? **Yes or No**

**Suggestion:** Create *scripts* to help students prepare for and practice potentially difficult interpersonal interactions.

Example: “What can you say to yourself if you’re feeling bored?”

## Externalizing & Naming Negative Behaviors

Giving life and a name to a problematic issue or “bad habit” (i.e. externalizing it) can help kids rid themselves of problematic tendencies/habits/compulsions.

Examples:

A youth who needs to do things perfectly:

*“Get lost Mrs. Perfecto! Get out of here. Get off my back, you loser!”*

A youth who is prone to behavior outbursts:

*“Get out of here Mr. Fitz!”*

A youth who talks rudely:

*“Get lost Rudy! You’re nothing!”*

A student who argues incessantly:

*“Go far Mr. R!” “You’re through Mr. R Gue!”*

A student who is reluctant to write:

*“Get out of town, Mr. No Write!”*

A youth who skips school or is frequently tardy:

*“Are you going to let I.B. Truant/Tardy get you into trouble next week?”*

A youth who is often provocative:

*“Why are you letting I.B. Provokin get you in trouble?”*



Create your own: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Try externalizing and naming to reinforce desired behaviors:

Examples:

*“Hey, you brought Mr. Flexible today. I like that. You’re going with the flo, bro!”*

*“Oh, Mr. Cool is here. I like that. No over heatin’ today!”*

*“Yes, Mrs. Ontime has entered the house!”*

# Humor in the Classroom

## Role of Humor

- Forms a bridge between adult/child world (i.e. counters resistance)
- De-mystifies individual persona/reduces power messages
- Enhances relationship building
- Tension reducer
- Provides effective modeling
- Improves self-esteem
- Enhances identity formation (e.g. niche theory)
- It's FUN!
- It's reflective of the environment
- Demonstrates caring

## Rules:

- Try! But give up quick
- Do not view the use of humor as an *extra*; it should be an integral communication technique.
- Make no assumptions about who can or can't be humorous – for everyone is capable!
- Avoid sarcasm

## Forms:

- Self-Deprecating
- Slapstick
- Joke Telling
- Grandiose Praise
- Humorous Games
- Musical Expression
- Poetry

## Transitional Objects & Humor

Sustain "humorous" moments via:

The written word    Photos    Recordings    Videos



## Humor needs to be taken seriously!

A study by Stanford reported that students learn 700% more in a classroom when humor is an active part of the teaching.

## Creating Group & Individual Incentive Plans

### Key Principles for using incentives:

- Reward Improvement.
- Create an incentive system that's easy to administer, and follow through!
- Make incentive systems time-limited unless they are part of an ongoing plan.
- If used for one or two students, keep charts in a private place. Be discreet!
- Award incentives in a private manner.
- If other students complain. "Why don't I get checks and rewards?" be honest with them, explain that every student is unique and that some have special needs. Ask for *their* help in getting the student back on track.
- Slowly raise expectations for incentives – but don't act too fast.
- In general, the more troubled a student appears, the greater the frequency he/she should be rated and rewarded. As students improve, frequencies should decrease.
- Be flexible! Incentive systems frequently need to be changed and modified. Kids often tire of the same rewards. A great deal of creativity and effort often needs to be put forth to successfully maintain systems.
- Make incentive charts and/or document forms colorful (but age-appropriate) and easy to read.

## **Suggested Rewards:**

Educators must provide rewards based on available resources (i.e. "best possible").

Ideally, the best pay-off for a student is *individual time with an adult*. *Allowing the youth to invite a friend is even more motivational*. If circumstances and/or resources do not allow for kids to earn one-to-one time, than earning computer time or time doing something else that's enjoyable is preferred to paying-off with material items.

Other non-material rewards include:

- Special activity trips, additional free or recreational time, additional time at a favored activity, earning a special chore or activity, watching a video or having preferred music played.

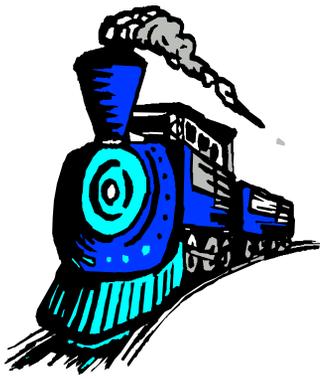
If material items need to be used as incentives, here are some options:

- Bus passes, iTunes cards, pens and pencils, games, art supplies, puzzles, candy, gift certificates, money, food, cassettes, CDs, DVDs

## **The Medium of Exchange**

Younger -and sometimes - older students are motivated by earning chips, tokens, "gold" coins, tickets, etc. which they can trade-in for the items or privileges listed above. These symbols of success are called the *medium of exchange (MOE)*.





# Staying on Track, Jack!

Name \_\_\_\_\_

Dates \_\_\_\_\_

Goal(s) for the week:

	M	T	W	Th	F	Total
Think before I act, that's the fact!						
Be more respectful to the adults in my life (Here's some advice, talk real nice!)						

Total \_\_\_\_\_

2 points = Excellent effort in this area

1 point = Okay effort in this area

-- = Train off track



## Understanding, Normalizing, and Learning from our Feelings

**Think:** “What must have occurred in this youth’s life to get him or her to make me feel this way? Behavior is a message.”

### Typical Feelings and/or Traps

1. Angry
2. Frustrated
3. Out-of-Control
4. Disgusted
5. Guilty
6. Jealous
7. Sexual
8. Afraid
9. Hopeless
10. Overwhelmed
11. Add your own

### Influenced by:

Personal baggage, limited resources, quality and quantity of supervision, training and temperament.

Feelings: Yes

Inappropriate Actions: NO!

All feelings are okay. Learn from them. They’re diagnostic.



## “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 attitudes.

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?

# 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.”*

Lack of support leads to punitive actions.

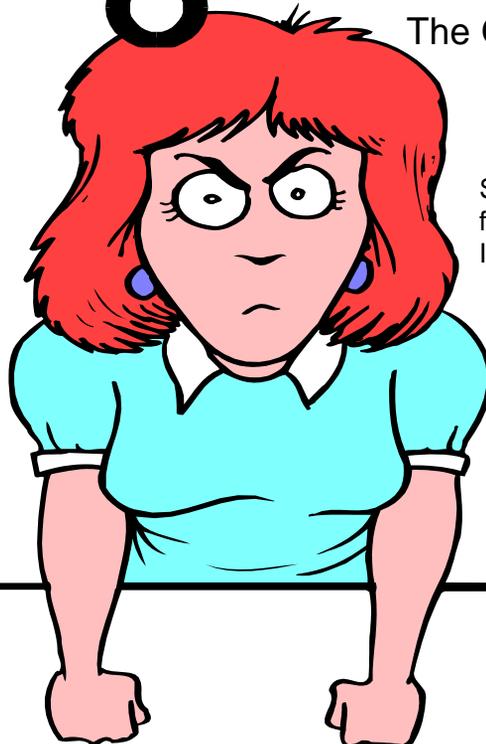
Strategies to use in order to keep your cool

1. Think about the principle of lack of support being related to punitive actions – and don’t go there. Think: *“I can do anything for 90 more minutes!”*
2. Visualize yourself walking to your car at the end of a brutal shift with a BIG smile on your face *thinking “I kept my cool all during the shift. I didn’t “react” like some of others. I did good!”*
3. Think about tomorrow: *If I respond instead of react to the end of the shift, my relationships will grow stronger...and the job will get easier.*
4. Think about a M.A.S.H. Unit: *When I’m at my worst, I need to give it my best!*
5. **Use the Force, Luke!** *Don’t succumb to the Dark Side.*

Respond =  
The Golden Rule

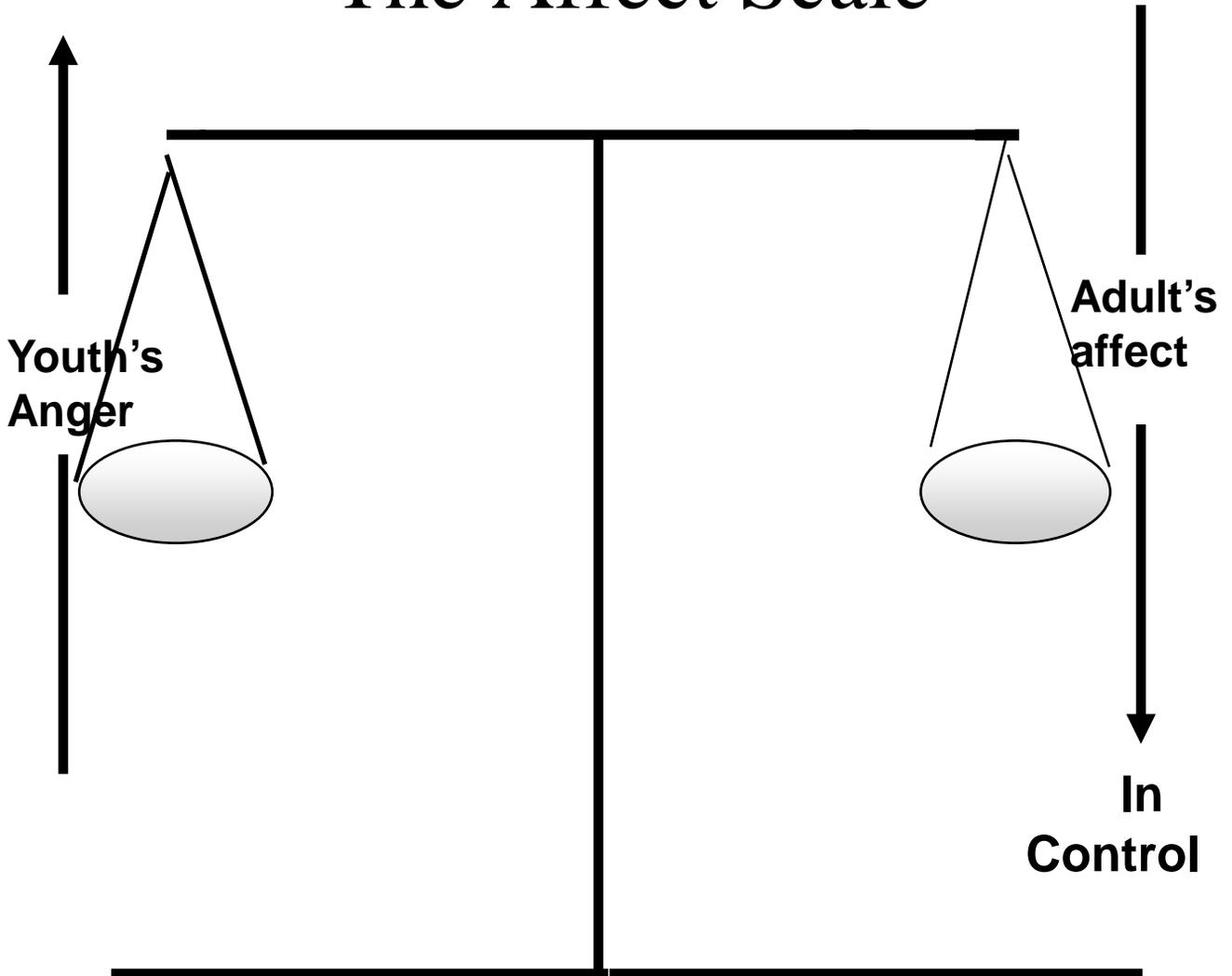
Self esteem is fragile even when it’s good!

Don’t say or do anything to a youth or group that you wouldn’t want said or done to you.



Out of  
Control

# The Affect Scale



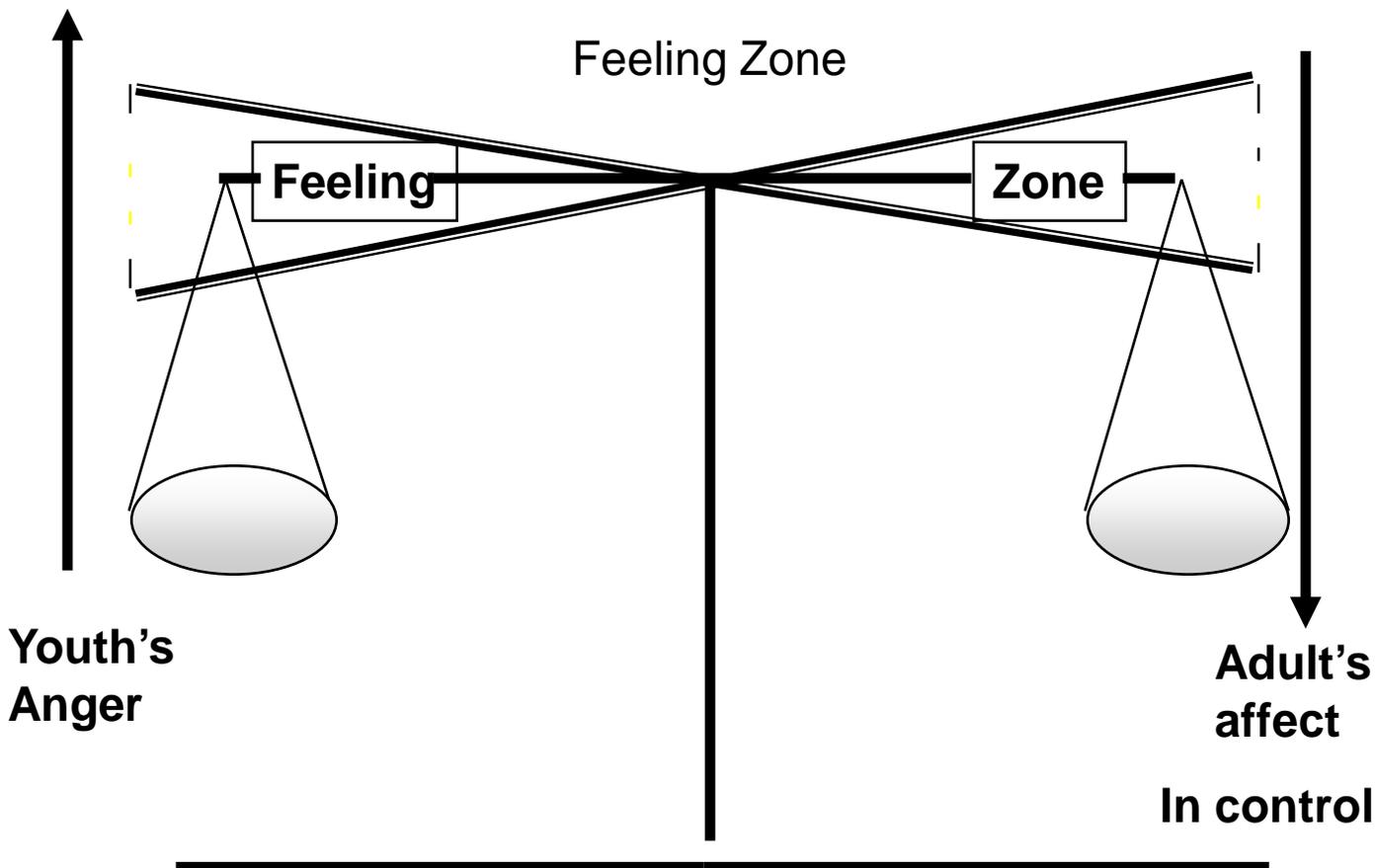
**Key: Establish inverse relationship**

*As they get louder, you become more quiet*

Safety is the only exception

# The Affect Scale

Loss of  
Control



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

Said in a controlled, but somewhat expressive manner:

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

“Mary, I’m angry about ...”

(Anger at the choice(s) – not student)

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

## Content vs. Message

All verbal communication consists of two components: the *content* and *message(s)*. The content is the actual information being relayed. The message refers to how it is perceived based on the manner it was conveyed. At-risk students are hypersensitive to the messages adults send.



“You won’t be around next week?”

*2 weeks later...*

“*You...* won’t be around next week.”

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

“Could you please put that away, thanks.”



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## Body Messages

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

NBD = No Big Deal!

**vs.**

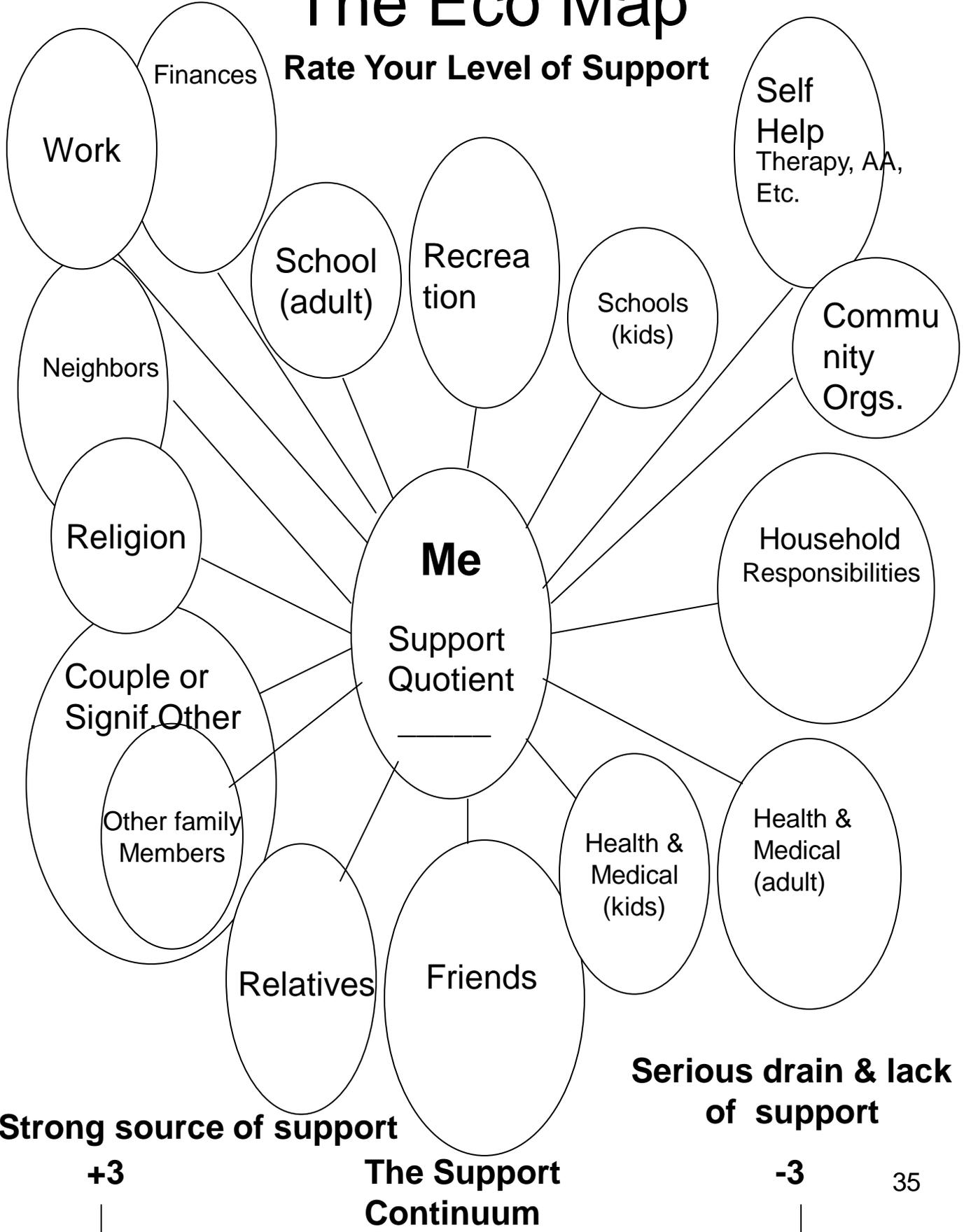
“You need to get it done now!”

Speak to youth at eye level or below. Approach them in a calm manner. Be careful about your pace, posture, facial expression, hand movements and body position.



# The Eco Map

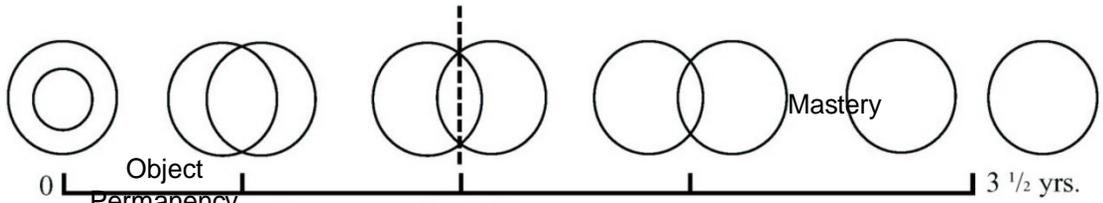
Rate Your Level of Support



# THE HOLDING ENVIRONMENT

## "A Total Environment Provision"

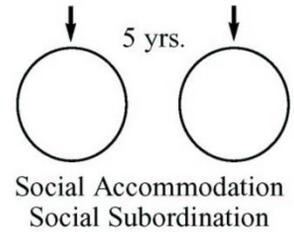
TASK: "good enough parenting"



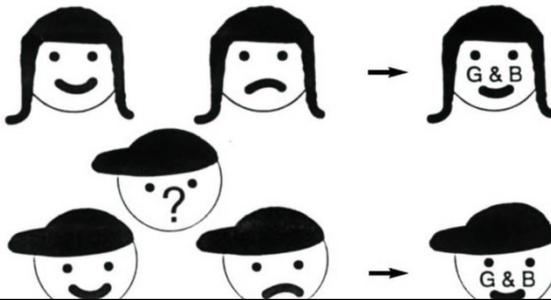
Borderline  
"Terrible Twos"  
Separation-Individuation

SPLITTING MECHANISM  
Good mother/Bad mother

OBJECT  
CONSTANCY  
cohesive self  
sense of self

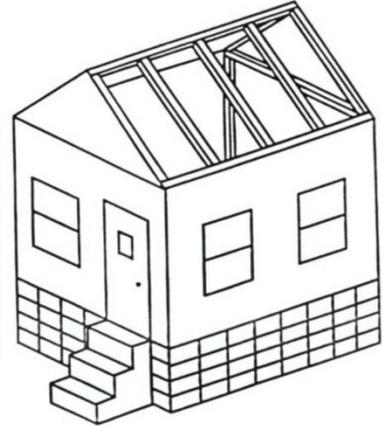


TASK:  
merge the good  
and bad introjects



13-17 years old = Second Phase of Separation-Individuation  
In other words: "I'm moving on. I'm separating from my parents. I'm thinking about:

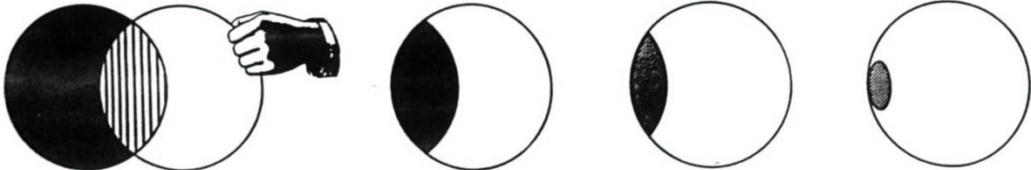
- Who I am?
- Where I'm going?
- What I'll be?
- Where do I fit in?
- Changes in my body?
- Sexuality?



FILLERS VS. TALKERS  
DEFICITS VS. CONFLICT

GOAL:  
Filling in the emptiness

Effect of Separation



## Pre-Talk Considerations

### Number One Goal: Engage!

Listen, empathize, paraphrase, offer help, apologize, repeat, offer hope...HOOK 'EM in!

- Don't be defensive. Anticipate negative comments – don't take them personally...

*"It's an injury and it will heal."*

- Expect *displacement* (i.e. anger directed at you that is meant for someone else.)
- Assess your relationship and feelings toward the youth. Think PIE (i.e. everyone deserves an equal slice)

*"The kid who is pushing you away the most, is probably the one who needs you the most"* (*The Gus Chronicles I*, Appelstein)

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

Other considerations: \_\_\_\_\_

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# Core Strength-Based Verbal Interventions

## Non-Judgmental Explorative Intervention

“What up?”

“What’s going on?”

“What’s happening?”

## Supportive Interventions

“You seem really upset!” “This stinks!” “How can I help?”

## Repeating or Paraphrasing w/qualifiers

Youth: “I hate this place.”

Counselor : “So you’re saying you’re pretty upset with this place *right now*.” (Use qualifiers: yet, at the moment, right now, etc.)

## Feelings Exploration:

“How do you feel about that?” “I’d be pretty angry if that happened to me.”

## Sandwich Approach

“You’re really good at letting people know how you feel. But using that kind of language – swearing – makes everyone feel uncomfortable and I think we need to stay around the house for a while. But I’m *really pleased* about how you’re working this out with me.

## Praise and Encouragement

“Way to go!” “That was fantastic!” “I like the steps you took to get this done” (praising the action versus the child. Tip: Be specific with praise). “Hey, you’ve done this before and you can do it now. Be the man!”

## Humor

To a fifteen-year-old: “You’re acting just like a teenager!”

## Apologizing

“I’m sorry for raising my voice to you.”

## Reasoning Responses

“What if we let every kid....“

## Connecting Statements

“It’s not me against you. I’m on your side. I don’t like having to keep you back.”

## Empowering Interventions

“What could you have done differently?” “What do you think we should do?”

### **Surface Clarifications**

"Let me make sure I know why you're upset."

"What exactly is getting you upset?"

### **Explorative Response (psychological)**

"You don't usually get this upset. Could something else be bothering you?"

### **Exploration of Control**

"So what can you control?" "What steps can you take?"

### **Explorative Response (historical)**

"Have you ever completed such a difficult assignment?"

"Have you ever got this angry and not hit someone?" "How have other kids got through this?"

### **Explorative (reflective)**

"Is that behavior working for you?"

### **Plan Making**

"Can we make a plan to handle this situation better next time?"

"What's our plan for the rest of the day?"

## 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. In other words, don’t say or do anything to a child or youth that you wouldn’t want said or done to yourself. Practice the *Golden Rule*

Use your observing ego (e.g. “It’s an injury and it will heal. Respond instead of React”)

Practice *pattern identification*. Note if a youth 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). What can you change, modify or practice? How can you make the environment more *user-friendly*? Next, seek out the youth’s input and develop a plan.

Constantly *practice* and *reinforce* the desired behaviors.

Behavior experts suggest individuals should hear four positive comments for every one negative.

Use *consequences* instead of punishment. A consequence is *related* to an inappropriate behavior, a punishment is not. Consequences reinforce the values of your setting/society.

In general, the sooner a consequence follows a misbehavior the more effective it will be. Try and avoid delayed consequences except for serious behaviors.

Practice progressive discipline

Issue consequences that have a *high probability* of being accepted. Be careful about using traditional motivational approaches with non-motivational youth (A,B,C Baskets)

Establish a limit setting progression. In other words, everyone should know exactly what happens if a youth refuses to accept a limit.

Use *best possible* interventions but advocate for resources to enhance the treatment climate.

Whenever possible, and for more serious behaviors, try and let the youth or group decide the appropriate consequence(s) based on two key factors: severity and frequency

## Limit Setting

Limit setting progresses in five clearly defined stages:

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

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

Verbal prompts, reminders, warnings

Redirection, distraction, divide & conquering

Appropriate verbal dialogue (e.g. Compromise, negotiate, reframe, support and help, explore, explore historically, ask youth to state the rule, etc.)

Hydraulically squeeze (i.e. Find a benign place for the youth (or group) to do the same behavior. Example: A youth who swears is allowed to swear one-on-one with an adult in a private location).

Humor

Non-verbal interventions (e.g. Hand signals, lights out, circulating around the room, etc.)

Use the power of a group

Channel (e.g. Have an energetic kid do something physical)

Hold an impromptu meeting

Vicarious reinforcement (Praise another youth for the behavior you want the youth in question to display.)

Selective ignoring

In general, if two or three supportive interventions don't work in a relatively short time period, a logical consequence should follow.

# Logical Consequences

## Proximity Manipulation

Levels of supervision can be intensified when children and youth behave inappropriately:

“John, would you please sit next to me, thanks?”

“Carla, we're going to walk side-by-side to the doctor's office.”

“Billy, you will need to stay in sight of one of us until dinner, and then we'll talk.”

Other option: Move the higher functioning kids away from where a challenging kids is having difficulties

When a youth begins to improve his behavior, he can earn the incentive of gaining more freedom, with respect to his proximity to adults.

Supervision levels can be created to address unsafe, problematic acting out, such as: *In-sight, one-to-one, and close supervision*. These levels – which represent proximity manipulation – can be adjusted as a kid or group regain (earn) their trust.

## Re-Doing

Youth who have trouble meeting expectations, such as walking quietly to lunch, not running in the hallways, talking inappropriately, etc., can be asked to **re-do** the specific task.

“Okay John, I'd like you to go back to the living room and try walking here again...s-l-o-w-l-y.”

“Could you please try and redo this chore? I don't think it's your best effort.”

“Could you please try and say that to me again? Thanks.”

**Option:** “I think you said I'm a wonderful dude and a sharp dresser, but I'm not sure.”

## The Directed Chat

When a youth is not responding to supportive interventions, an adult – if conditions permit – can request a private chat, preferably in a different location. By changing location, it is often easier to approach the issue at hand with more calmness and emotional distance. Going to a neutral location often facilitates conflict resolution.

An adult, for instance, could ask a disruptive youth to join her outside the kitchen for a minute. Oftentimes, by giving a kid such one-to-one attention, problematic behavior is ameliorated.

## **Removal of Attention**

At times, the best way to deal with negative behavior is to walk away from it and/or switch-off.

Counselor: “You’re choosing to make me upset. I think I’m going to take a break from being with you now. I’m hoping that later we can work this out.”

If a youth worker is becoming angry with a youth or group, a colleague should be empowered to step in and take over for the person. Some homes and programs employ a “tag-off” like in professional wrestling.

## **Natural Consequences**

Natural consequences involve discipline that it is a *natural* byproduct of one’s actions.

Examples:

“I think I am going to stop working with you now. I’m uncomfortable with your language. You could make better choices. I’ll check back with you in a little while to see if you can talk with me in a more civil manner.”

If a group is too loud and unruly an adult could just sit quietly and wait for them to calm down. Other consequences could be applied if this intervention isn’t successful.

A youth refuses to do his homework. The natural consequence: He fails the test.

A youth refuses to wear gloves. The natural consequence: Frozen fingers

## Loss of Privileges

Restricting a privilege, such as using a computer, going off-grounds, or missing an activity, is generally a *delayed consequence* and should only be used for more serious behaviors or when minor behaviors become problematically repetitive.

Bettelheim: Taking activities away from a troubled child is like taking cough syrup from a person with a sore throat

## Reparation (Restitution, Community Service, etc.)

If a child or youth acts out towards a human being or physical object, it invariably causes psychological and physical damage, respectively. It is, at times, helpful to have the youth (or group) that has offended *repair* the damage (within herself, as well). Examples:

A youth is caught bullying others:

**Reparation:** Have the youth apologize to the kids he/she has tormented and require her to help others for a certain duration of time.

A youth throws food in the kitchen:

**Reparation:** Require the youth to help out preparing and cleaning up after meals.

Another way to frame this consequence is to view the act of repentance as “giving back.”

Foster parent: “Bill, you took away some of the respect and harmony we feel here by making the bad decision to damage the property. I’d like for you to give something back by coming up with a project that will contribute to the well-being of this place.

You took something away...now give something back

Whenever possible let the youth or group decide the consequence

## **Breaks (Time-Out)**

Youth often react negatively to the term *time-out*. As a result, it is best to use alternative terminology:

“Could you please step outside the room and *chill out*, thanks?”

“Jim, I'd like you to sit on the bench, calm down, and think about making some better choices, thanks.”

“Sara, would you please take *break*, thanks. You can choose where to do it.”

There are two forms of Breaks: **Set Amounts** and **Open Ended**

**Set Amounts** = Established time-out lengths and progressions

*Example:* 2 minutes > refusal > loss of points > refusal > contextual decision > completion of original 5 minutes > processing.

**Open Ended** = No set amounts of time for breaks

*Examples:* “Could you please go sit on the couch for a while and chill out.” > refusal > “The longer it takes you to move, the less likely it becomes for you to get involved with the activities coming up.”

2 warnings (i.e. supportive interventions) > “Could you please take a break. Please return when you think you are ready to calmly join the group.”

2 warnings (i.e. supportive interventions) > “Could you please take some space? I'll come and talk to you when you are sitting quietly.”

### **Where are Breaks Conducted?**

Best place: A non-stimulating area; a natural part of the room. You don't necessarily have to have specific time out areas. Give kids a choice about where to take their break.

### **How are Breaks Conducted?**

Youth should always be allowed to sit comfortably to complete breaks. A break should be conducted in a quiet and respectful manner. The youth does not have to be facing the corner or wall

## **Extended Separation (i.e. a Breaks longer than one hour)**

For violent and ultra-serious behavior it is often helpful to have the youth who has offended to be away from the group for an extended period of time to regroup and work through the issue. During extended separations youth should not be bored and uncomfortable. It is not a punishment.

## **Grounding, Restricting, & Taking Things Away**

*Key tips:*

Don't take things away from a child unless what you are taking away is the *source* of the problem.

For example:

You take a radio away because you have repeatedly warned the child about it being played too loud.

When grounding a youth over a specific behavior - remember - the child will most likely repeat the behavior (soon). If you make the original grounding for too long a time (such as a week), what will you do if the child exhibits the same behavior tomorrow?

Groundings, restrictions, etc. should follow a *progression* (i.e., the first time the child does X, he is grounded to the house for X amount of time. The next time he does X, he is grounded for XX amount of time, etc.

**Practice:** Progressive Discipline and empower the youth to help make these decisions

**Processing:** Upon completion of a consequence, kids and staff members should generally process what occurred. They should be asked to:

- Give their view of what happened.
- Come up with better choices that could have been made.
- Recollect if they have been in similar situations and acted more appropriately?  
If yes, what skills did they use?

Adults should be open to admitting mistakes and taking some ownership for what transpired.

Apologizing is a powerful tool.

**Reintegration:** Review steps for integrating back into the milieu (i.e. review expectations, logistics, etc.

## Self-Management Options for Children & Youth



Teach students how to control their anger. Suggest the following techniques:

1. Stop and count to 5 or 10 (or 100!).
2. Take a deep breath. Breathe calmly. Take a step back from the scene.
3. Decide what the problem is? Suggest that a youth ask him/herself:

*“Who (or what) am I really mad at?”*

4. Think Rap! (*NBD – easier than 1, 2, 3! - No Big Deal, Walk or talk, Don’t be a fool – stay cool, Stand tall - make the right call, etc.*)
5. Think about alternative options (choices) – instead of acting inappropriately:

Walk away (ignore)	Try and talk it out in a friendly manner
Ask for help	Give a reason for the person to stop

6. Think about the consequences of making a good vs. a bad choice:

*If I hit him, I could be suspended.*

*If I walk away, I go to the Mall tonight and no hassles from home.*

*If I hit him, no electronics for a week.*

7. Avoid stinkin’ thinkin’ (Life isn’t what you see – it’s what you think!)
8. When getting angry try and replace negative thoughts (stinkin’ thinkin’) with more positive thoughts.
9. When getting upset, think: *Wants and Needs*. What do I want to do? What do I *need* to do?
10. Watch and listen to my body. Am I getting tense? Am I breathing faster? Am I speaking louder? Catch myself before I get too agitated.

Have kids PRACTICE these self-management techniques – and reinforce + choices

## Strength-Based Tools Checklist

Unflinching Positive Attitude																			
Reframing Understand>Reframe>Squeeze																			
Inspirational Metaphors: Poker, Melting Snowball, Roadblock, Train, Car (“We get better every Day.”) Eagle																			
Solution-Focused Questions: Explorative Historical, Repeating w/Qualifiers, When & Will, Scaling Questions, Identifying In-Between Change, Amplifying Change Using Speculation, Exception Questions, Changing Perspective Questions																			
Provide Multiple Opportunities for Individual & Group Success & Trumpet Successes																			
Create a “User-Friendly” Environment for Cognitively Inflexible Young People. Use the A,B,C, baskets																			
Respect & Explore Cultural Diversity																			
The Millimeter Acknowledgement																			
Honoring Hellos & Goodbyes																			
Being Family Friendly																			
Using Seeing is Believing vs. Believing is Seeing (Standard Behavior Man.)																			

