

Cues to Use (Coping Thoughts/One-Line Raps)

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!

Stop and think, don't be a dink!

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're 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

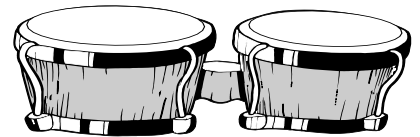
Take turns when you talk, if you don't the kids will walk.

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 throne, I can do it on my own.

Step after step, that's the prep. 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

Anxiety

Don't be in a hurry to worry. Breathe in, breathe out...eases doubt.

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.

Encouragement/Affirmations

I'm smart. It's in my heart. 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!

The harder I try, the higher I'll fly. If it is to be it's up to me.

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 student who needs to do things perfectly:

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

A child who is prone to behavior outbursts:

“Get out of here Mr. Fitz!”

A youth who talks rudely:

“Get lost Rudy! You’re nothing!”

A child 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 child who is often provocative:

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

A youth who often evidences a negative and “me against the world” attitude”

“Hey, tell Chip not to come in tomorrow.”

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!”

Vicarious Externalization: “There’s a kid out at the bus stop after school picking on some of his classmates. He’s a great kid making some bad choices out there. Will you check this out for me? You know how bad kids feel when they are teased. Tell him to knock it off.”



Humor in the Lifespace

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

Behavior Modification: Strategically Using Incentive Plans

- 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 kids, keep charts in a private place. Be discreet!
- Award incentives in a private manner.
- If other kids complain. "Why don't I get checks and rewards?" be honest with them, explain that every kid is unique and that some have special needs. Ask for *their* help in getting the child back on track.
- Slowly raise expectations for incentives – but don't act too fast.
- In general, the more troubled a kid appears, the greater the frequency he/she should be rated and rewarded. As kids 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:

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

Ideally, the best pay-off for a child or youth 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.

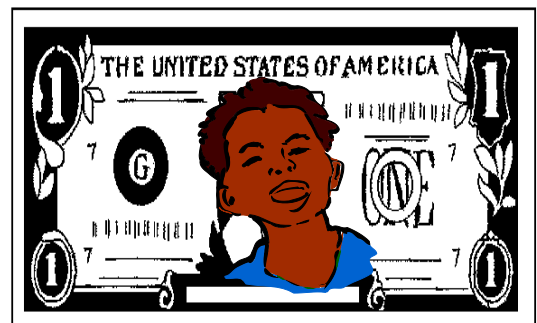
If material items need to be used as incentives, here are some options:

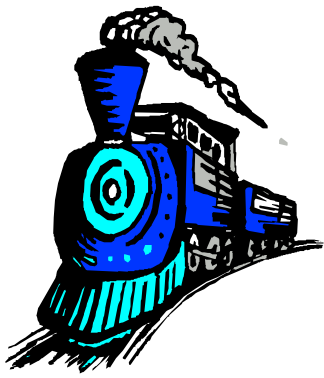
- Bus passes, iTunes cards, pens and pencils, games, art supplies, puzzles, candy, gift certificates, money, food, cassettes, CDs, DVDs

The Medium of Exchange

Younger -and sometimes - older kids are motivated by earning chips, tokens, "gold" coins, tickets, stickers, etc. which they can trade-in for the items or privileges listed above. These symbols of success are called the *medium of exchange (MOE)*. A very popular MOE occurs when you place the picture of a kid on a dollar bill and make photocopies (i.e. create "Billy" dollars).

The Billy Dollar





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

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: _____

Core Strength-Based Verbal Interventions

Non-Judgmental Explorative Intervention

“What up?” “What’s going on?”
“What’s happening?”

Empathic Supportive & Concern

“You seem really upset!” “This stinks!” “How can I help?” “I’m concerned about you.”
“I’d feel the same way.”

Repeating or Paraphrasing w/qualifiers

Youth: “I hate this place.”

Foster Parent: “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

You're in a tough situation. But let's look at what's in your control."

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.

Foster parent: “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 foster parent is becoming angry with a youth or group, the other parent 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

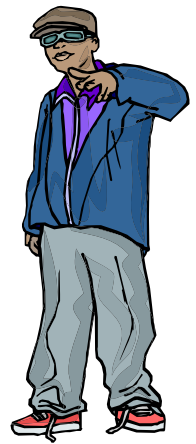
Processing: Upon completion of a consequence, kids and staff members should generally process what occurred. They should be asked to:

- 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.

Strength-Based Tools Checklist

Unflinching Positive Attitude																			
Reframing Understand>Reframe>Squeeze																			
Inspirational Metaphors: Poker, Melting Snowball, Roadblock, Train, Car (“We get better every Day.”)																			
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.)																			

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Affect Scale																		
Content/Message (“Please & Thank you. I, We vs. “You”.																		
Non-Threatening Non-Verbal Interventions																		
Core Verbal Techniques: Support & Help, Repeating and/or Paraphrasing, Feelings Explor., Sandwich Approach, Praise & Encouragement, Humor, Apologizing, Reasoning, Explorative (Psychological, Historical, Reflective, Plan Mak.																		