

No Such Thing As a Bad Kid!



Understanding and Responding to All Students
Using a Trauma-Informed, Strength-Based Approach
to Create a Positive Culture in Every School
Day 2

Charlie Appelstein, M.S.W.

Scavenger Hunt

1. Has worked in construction (full or part-time) or is related to a contractor:
2. Went on an exotic vacation in the past year (where?):
3. Has eaten a banana split within the past month:
4. Likes the Three Stooges, even when Shemp substitutes for Curly:
5. Can relate a humorous interaction experienced with a student:
6. Lied to a student this spring:
7. Has worked in education for the longest period of time:
8. Has an unusual hobby or talent (what is it?):
9. Can name six characters from the M.A.S.H. T.V. show:
10. Can recite a popular nursery rhyme:

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.



“I love the way you open a door, son!”

“But I guess I don’t close them so good.”

“I don’t care about that...I just love the way
you open a door!”

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)

Positivity enhances *Intrinsic Motivation*...

“Giving people (students) unexpected positive feedback on a task increased their intrinsic motivation to complete the task.

(Deci, 1985)



Attitude

&

Actions

“One adult who thinks I’m terrific!”



amwald.com

Um jovem foi até um outro
judeu em um casamento

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!**

Honor 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: A cherished person (Staff, kid, etc)

Hello to: Life afterwards but feeling fortunate
about having had this person in my life

Goodbye to: Previous class/period

Hello to: Next one





Welcome to Moe's

How are you doing?

Unbelievable! And how are you?

Outstanding!

Happy as a tick on a hairy dog!

Fantastic!

I'm living the dream!

Happy as a hippo!

All the better for seeing you!



The Power of Human Contact

“TO TOUCH CAN BE TO GIVE LIFE”

- MICHELANGELO

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



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Unbelievable! And how are you?

Outstanding!

Happy as a tick on a hairy dog!

Fantastic!

I'm living the dream!

Happy as a hippo!

All the better for seeing you!



The Train



“You’ve got a strong and powerful engine! All trains get off track from time to time.

Back on track - **JACK!**”

Change is inevitable, not uncertain...

The 2024 Megan!



Rarely overheats!

Less backfiring!

Slicker design!

More popular!

"There's no such thing as 'same old me.'"
We get better Every Day!"

At Christmas I attended a potluck at one of our facilities and talked to one of the youth who has been tried as an adult and is facing a long prison term once he gets transferred from juvenile to adult corrections. The superintendent asked me if I'd agree to a zoom with the youth because he wanted to ask me something. I agreed. Once he said hi, he asked, "Do you remember at Christmas when you talked about cars getting better every year and so did people?" I said yes. He then said, "I've thought a lot about this and I think I am getting better every year and I'd like to do something to help other kids."

He then gave a bunch of ideas including a peer support in our facilities, volunteer visitors for youth who don't get any visits (he has strong family support and said he's the only kid in the facility who has parents who visit every week).

Made my day and hope it makes yours 😊.

The Melting Snowball



See your fears and worries about _____ 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 TOUGHEST JOB

Poker & Life



Life is like a game of poker. Even if you're dealt a bad hand, you can still win the game....

“Even if you're dealt a bad hand...
You can still play in the band!”

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Seeing is Believing
(Unconditional support;
Non-contingent reinforcement)

Vs.

Believing is Seeing
(Standard behavior management)

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



Think about committing a: **Deliberate Act of Kindness**





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





DICE ROLL





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, 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.



DICE ROLL



Social Accommodation



Social Subordination

Being a Good Buddy Means...

1. If you see a kid sitting alone, invite him or her to join you.
2. You take turns when doing things. Even it's doing something that's not one of your favorite activities. Try not to be too bossy.
3. You praise kids when they've done something good or nice.
4. If you disagree with a kid, listen to that person and see if you can compromise, make a deal.
5. You try and think about where they are coming from. How they might be feeling in general or about something specific. We call this *empathy*. Which is all about trying to see stuff from another kid's point of view. For example, say a kid has suffered a tough break, maybe you don't overreact if he/she is being a bit unreasonable.
6. You ask kids for their opinions. And check how they're feeling about things.

The Iowa Buddy Wheel!



2003 8

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."

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Volunteering
Losing...



Provide Opportunities to Engage in Contributory Activities (Volunteering)



- Contributing to the well-being of others, regardless of age, nurtures a sense of purpose and meaning to one's life.
- “Teenagers become more hopeful and less likely to drop out of high school when asked to read to elementary school students. This sense of purpose, of making a positive difference, fuels intuitive optimism.”

(Brooks & Goldstein, *Tenacity in Children*)



Doing Vs Understanding



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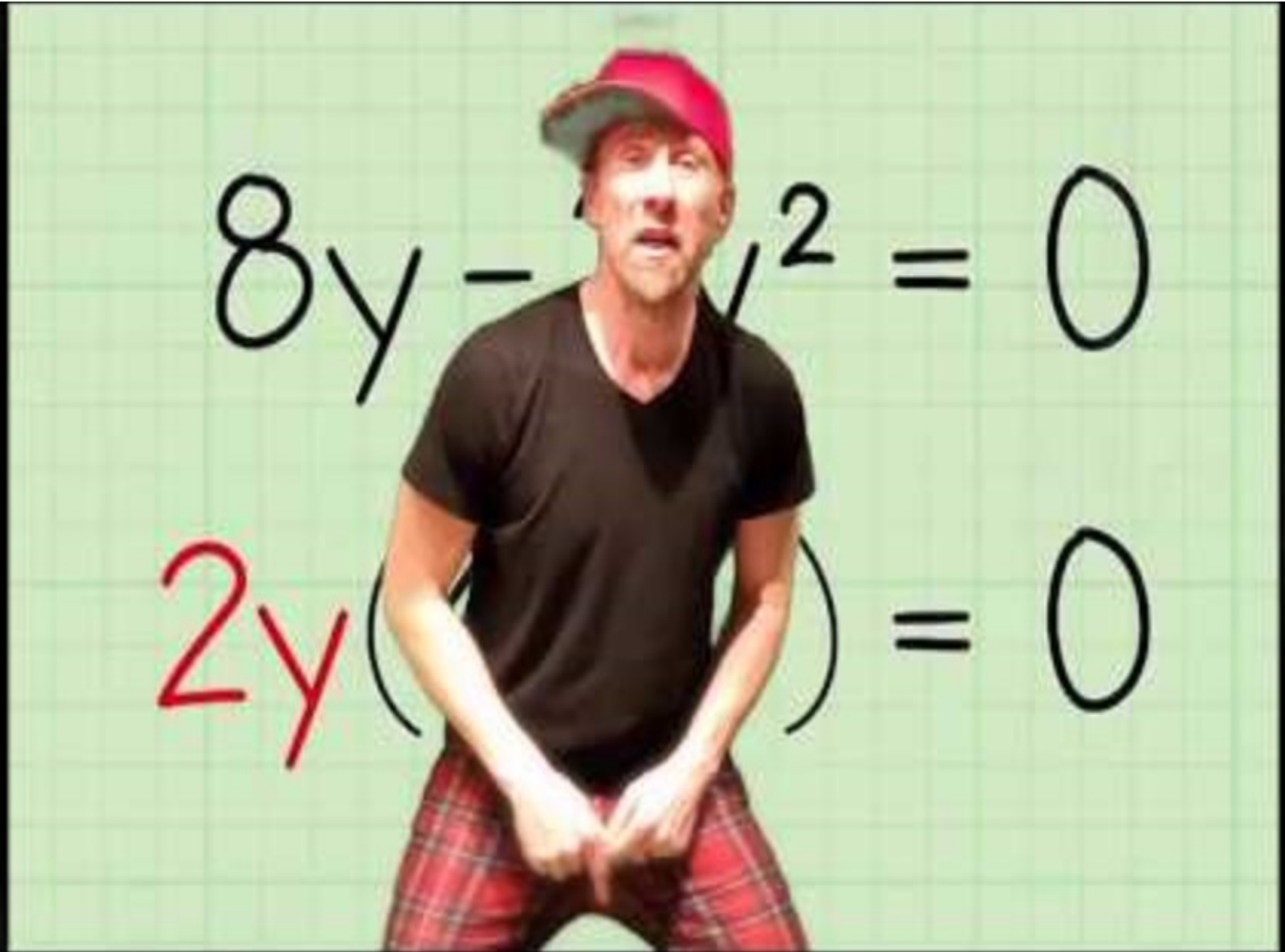


From Richard Lavoie's *The Motivation Breakthrough*

“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 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

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

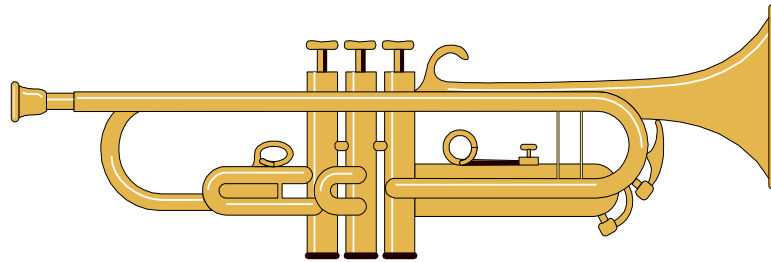
Universal Opportunity for Individual Success

Key Strategies:

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



Trumpet Success

Hang accomplishments, send postcards
home, shout-out boards, fist bumps! etc.



“Self-doubt kills
ability.”
- Degas



Little changes can ripple into Big solutions



amplifying

Solution Focused Question

Amplifying Change Using Speculation

Dear (Names of parent(s))


You're (son or daughter) name, recently attended a 4-day training I conducted in Killington, Vermont about using a positive, strength-based approach to guide students. Name was a wonderful attendee! He/she stood out as a smart, passionate and highly dedicated educator.

It was a joy having him/her in my sessions!

You should be very proud of (name)

He/She is a rockstar!

Mark



Teacher had to tell this boy **to be quiet.**
But what followed is truly
heartbreaking.

- Based on a true story

Little changes can ripple into BIG solutions



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

The Medium of Exchange

- Younger kids often get excited about earning chips, tokens, “gold” coins, stickers, etc., which they can trade-in for the items or privileges listed in the chart. These symbols of success are called the *medium of exchange*.

For younger kids, having them earn (name) dollars is a fun approach to behavior modification.



tickets

Billy Dollars



Sing their favorite song or rap!



“Learning is my
ticket to a great life!”



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Teaching & Sustaining the Training Content

1. Modeling
2. Online Recognition & Participation (Post)
3. Visual Cues
4. Film Clips
5. Feedback Sheets
6. Training Exercises/Action Plans
7. Quizzes/Learning Games
8. Literature
9. Supervision

Teaching & Sustaining the Training Content

1. Modeling

Two key attributes of a successful supervisor:

1. Knowledge Base
2. Work Ethic

STRATEGIESTRACKER

Strategy Menu. You may identify a strategy in the last column if it doesn't appear here.	Staff Member's Name	School	Date	Brief explanation of how you employed this strategy and the impact for the student(s). Other Comments
Honoring Hellos & Goodbyes	Mr. Bosworth	Grove St.	9/5/2018	Worked with a student around saying goodbye to a preferred staff person. We discussed how angry we were that they left, and remembered the good moments we shared.
Unflinching positive attitude	Team Beachesne and Ackerman	Grove St.	9/12/2018	Mailed post cards home celebrating the kids first week of
Dice Roll game	Grade 7 Team	Grove St.	9/13/2018	When a student was having a hard time focusing in class, I had him sit in the back room to see how long his streak was. He was apprehensive at first, but was happy when he got to 10 in a row.
Unflinching positive attitude	Mrs. O'Neill-Kearton	Grove St.	9/5/2018	I emailed all the new 7th grade families about how excited the middle school team was to be working with their child. I also let them know that the first day went great and that we were going to have a great year. All of the families had positive comments back and thanked me for communicating, even some of the families who had been previously described as having limited communication with school. :)
Positive affirmations	Room 8 Staff	Grove St.	9/17/2018	designed a bulletin board to say "Never Give Up ... Never Surrender" ... we will add more positive affirmations in the near future!
Provide Multiple Opportunities for Individual & Group Success & Trumpet Successes	Third Grade Team	School St.	9/13/2018	Worked with print shop to create a READS Bucks incentive with students face on the money as another way to earn incentives other than regular level system.

Dice roll game and using CD-One line raps for girls and chaps	K-2 Team & 3rd grade Team	School St.	9/17/2018	Incorporating time into group counseling to play the CD and also using the dice game as a team building activity
Trumpet Successes	doCanto	Grove St.	9/19/2018	Left a sticky note on a student's desk saying "I am proud of you" when he was able to regroup after an issue with a peer. He has kept the note on his desk.
Practiced self-management strategies with the kids (e.g. wants and needs)	Smith	School St.	9/27/2018	Been using movement or mindfulness activities to hook students in during group counseling sessions.
Honoring Hellos & Goodbyes	Jones	Grove St.	9/27/2018	Been mindful of having a friendly and smiling face each day with students, giving "high 5's" daily in the hallway
One-Line Raps	Third Grade Team	School St.	9/27/2018	We used "whats a mistake? An oppourtunity to take!" With a student during math. It got him back to the table to finish his work. We also asked him to help us by teaching it to the rest of the class.



“What’s a mistake?”
“An opportunity to take!”

The Harder I try, The Higher I fly!



Be the Eagle!

If you lose...

Don't get the blues!



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





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

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!”

If it's Stinkin'



Change the Thinkin'!

“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.

And avoid using pejorative adjectives like, rude, manipulative, lazy, attention seeker, etc. Try and *reframe* negative but protective behaviors.

Example: Resistance > Cautiousness

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

The Impact of Words

Prune

Dog

Florida

Cat

Wrinkle

Car

Gray

Blue

Cane

Skate



2 teachers
quit in
September!

Understand >

Behavior is a message

Reframe >

Find the protective, positive value

Hydraulically Squeeze >

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

Decoding Problem Behavior

Pejorative Label

Obnoxious

Rude, Arrogant

Resistant

Lazy, Un-invested

Manipulative

Just Looking for Attention

Close-mouthed

Different, Odd

Stubborn & Defiant

Tantrum, Fit, Outburst

Learning Disability

Positive, Hope-Based Reframe

Good at pushing people away

Good at affecting people, expressive

Cautious

Good at preventing further hurts

Good at getting needs met

Good at caring about yourself

Loyal to family or friends

Under-Appreciated

Good at standing up for yourself

Big Message

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.

Reframing

Reframing involves taking a seemingly negative behavior and "reframing" it in a positive way. In other words, recognize the underlying value of the action(s).

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 student 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:
9. An angry parent



The Human Brain



Wing of Shame

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



Wing of Pain

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

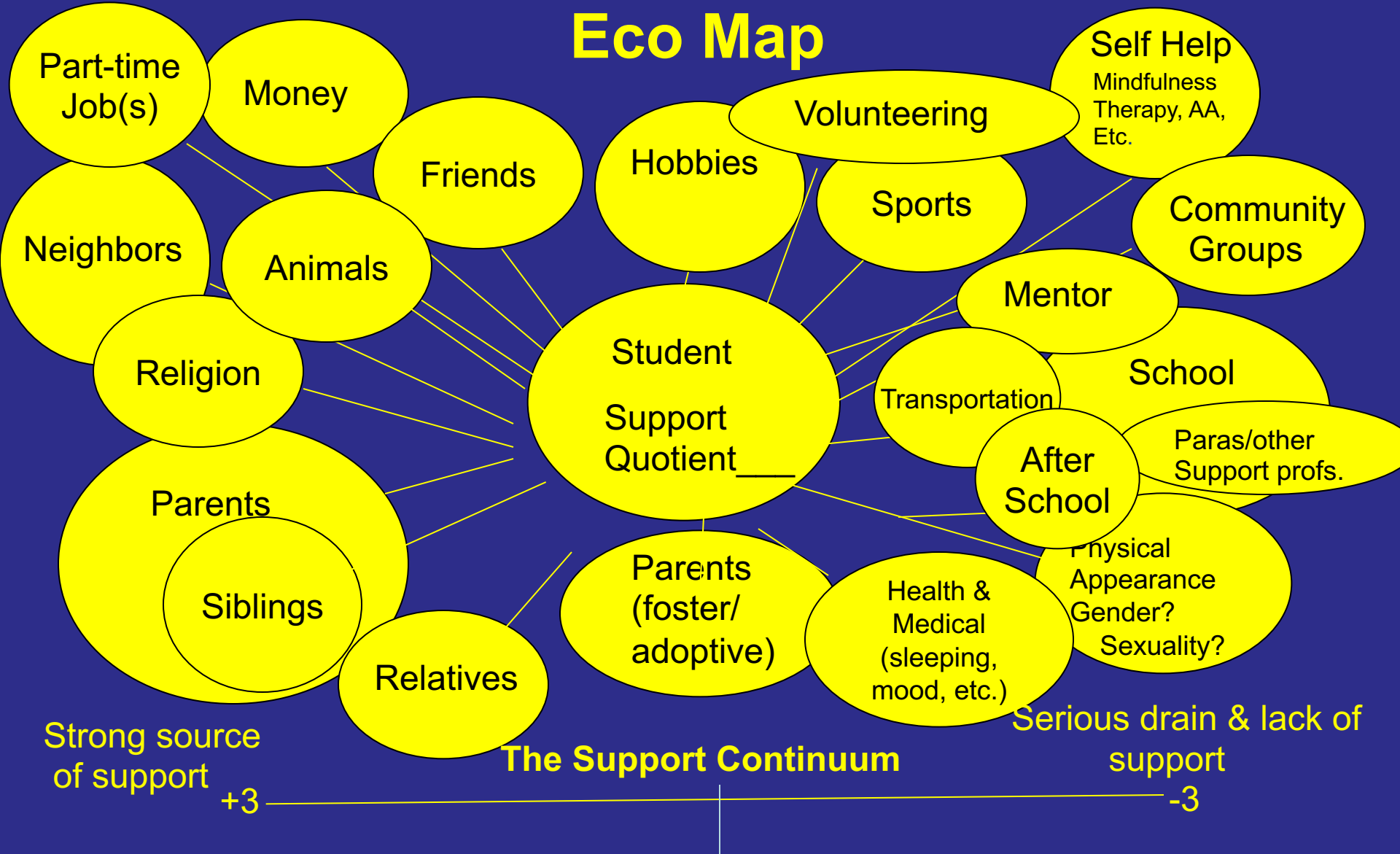
What do all happy people have in common?

Meaningful Social Connections

Strong Social Support Networks

- Shawn Achor
The Happiness Advantage

Eco Map

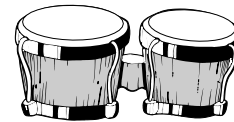


Strength-based practice does not assume LARGE problems require LARGE efforts for solutions.

One-Line Raps *Cues to Use* **Coping Thoughts**

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

“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 b low.”

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

“Make a list, it will assist. Step after step, that’s the prep.”

“Don’t call out, share the air.”

“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!



"I don't mean to get so mad,
It's just that underneath it all,
I'm still so sad."

I can make it if I choose
Only I can make me lose!

I can make it if I choose
Time to kick the drugs and booze!

If you lose hope
Don't do dope!

If it is to be, it's up to me!

If you talk in an angry
tone...you'll live alone!



Don't yell > hope





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.”



The Annoying Song

If someone is annoying and you know it...stay away!

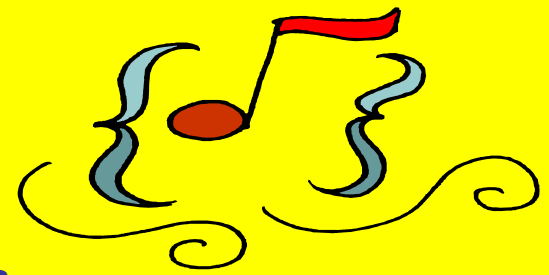
If someone is annoying and you know it...stay away!

If they're annoying and you know it...

And it's sad that they show it...

If someone is annoying stay away!

Teo



Teo...Mr. Teo

Daylight come and he comb his hair
Goes to school and he share the air

Teo...Mr. Teo

Goes to Class and he no call out
Sits and learns without a shout

NO CALL OUT

NOOOOOOOOOO CALL OUT

He goes to Class and he no call out

Teo...Mr. Teo

Day is done and he number one

Day is done and he number one (fade out)

Day is done and he number one...



Create your own one-line raps...

Have some fun
And get it done!

First it's new and
Then it's you!



Life is usually better if you constantly
think about:

Wants

&

Needs

At Dunkin' Donuts...

I WANT --



Chocolate Covered Chocolate Donut!

I NEED -



Veggie Eggwhite!

I WANT -



To eat this delicious grass and frolick
in the plains!

I NEED -



To look out for LIONS!!!!!!



A kid provokes you...

You want to smack him....

You NEED to...

Let it go...

Walk away...

Use your words to work it out

Tell someone

Think about the consequences of hitting him

Externalizing Negative Behaviors

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

Examples:

A kid who needs to do things perfectly:

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

A kid who is prone to behavior outburst:

“Get out of here Mr. Fitz!”

A kid who talks rudely:

“Get lost Rudy! You’re nothing!”

A kid who argues incessantly:

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

A kid who is provocative:

“Oh no, I.B. Provokin’ showed up!”

A kid who refuses to do work:

“Hey, let’s tell I.B. Refuzin to get lost!”

A kid who is often late or truant:

“Let’s lose Mt. Late or I.B Truant!”



Rudy



“Bring Mr. Flex with you tomorrow.”

“Oh look, the Great Mr. Flex(ibility) has arrived!”

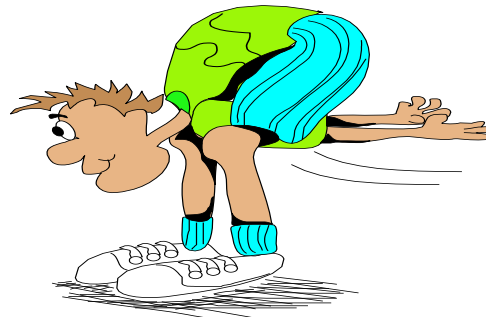


“What would Big Papi do if he were in this situation?”

P136 Repetitive Quizzing



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 such 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**

1. You don't need to be the best –
to pass a test!



2. Babe Ruth!

Struck out more than any other player
in baseball history!

3. And who isn't allowed in school with
you?

Mr Perfecto!

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Helping Kids to Self Regulate

- Teach kids how to self-manage/regulate/calm down. Not all children know how to do this. Many lack self-regulation skills
- Teaching kids to be aware of how their emotions escalate incrementally from calmness to frustration to anger allows them to realize they need to use a calming strategy before they become too irrational.
- Telling agitated kids to “relax” or “take a walk” won’t help a student if they don’t know how to calm down. In fact, it might make them worse.

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

- When kids appear dysregulated (wiggling in their chairs, exhibit frustrated facial expressions, clenched fists, etc.) it might help to offer a solution: “Sit up,” “Lower your voice,” or “Stop moving around so much.” But the child doesn’t necessarily learn how to self-regulate, and will require prompts every time he/she struggles.
- It will be more effective for the adult to whisper: “Do a body check.” Each body check prompt is a crucial teaching moment where kids learn to identify their regulation state and employ self-monitoring and coping skills to move toward independence.

Check out: The Zones of Regulation
By Leah Kuhpers

Strategies for Coping

Suggest the following techniques:

1. Go for a walk
2. Get a drink of water
3. Coloring or scribbling
4. For older kids: Reading aloud, sudoku, or mad libs
5. For younger: Books like *Where's Waldo*, listening to recorded books, being read to.
6. Squeezing an object
7. Breathing exercises, counting

Humor Forms

Self-Deprecating

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

Grandiose Praise

Joke Telling & Games/Activities

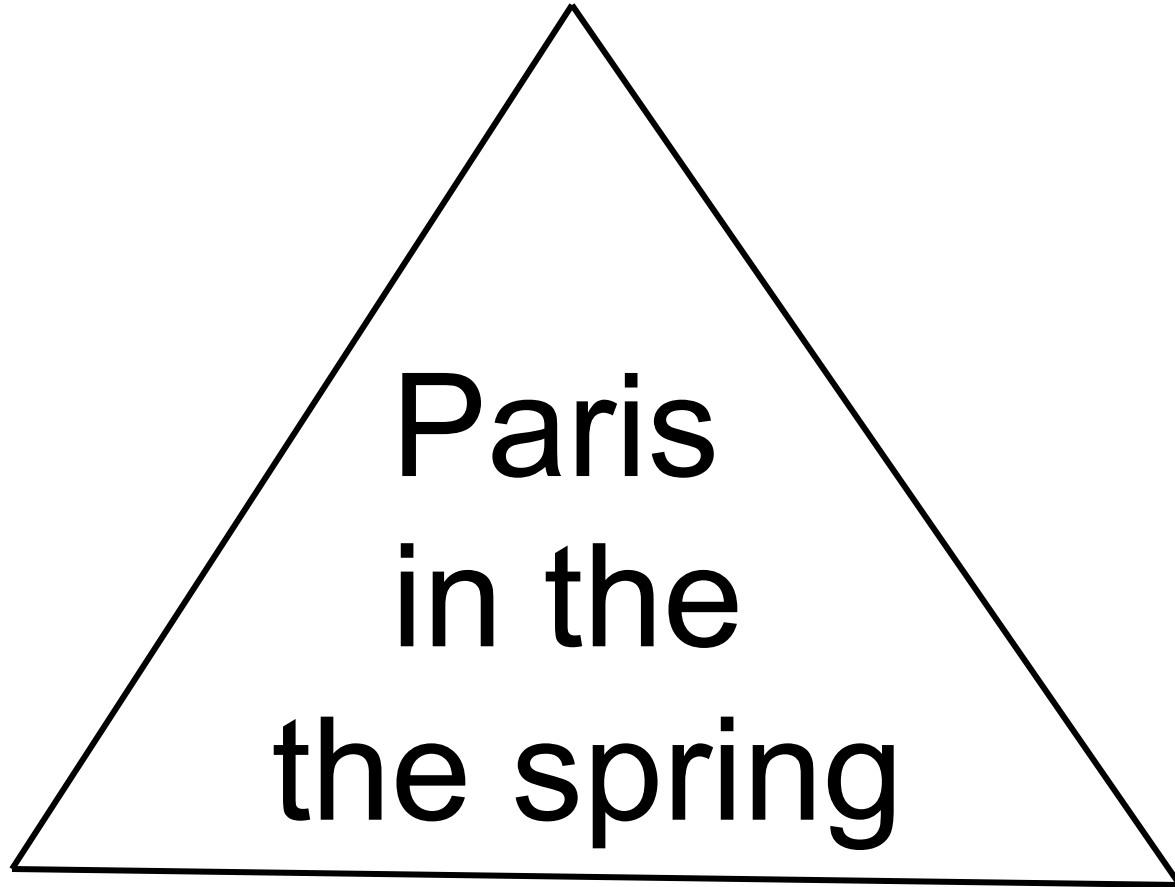
Musical (e.g. kazoos, funny songs, cues, etc.)

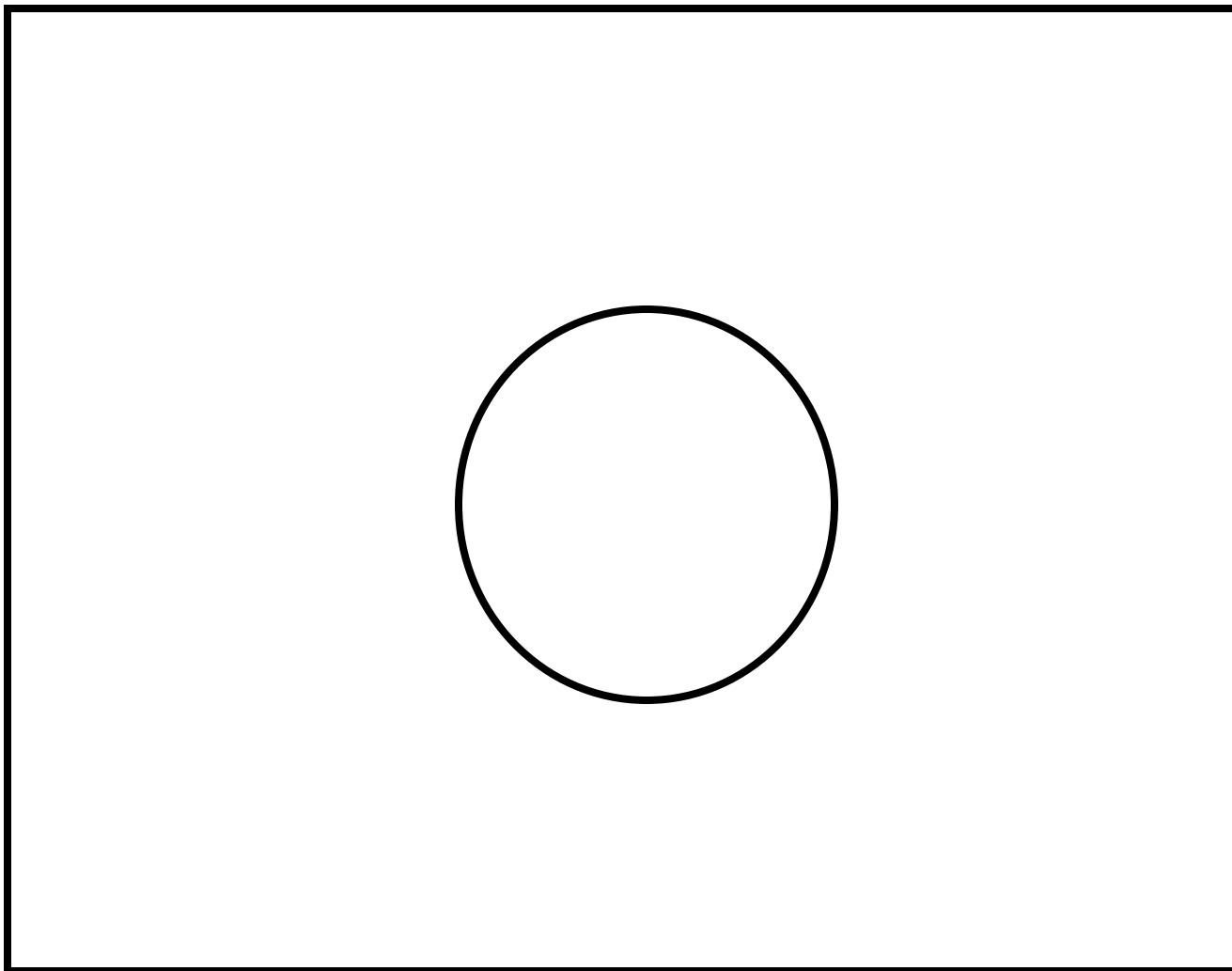
Poetry



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

-Stanford Study







Hope is Humanity's Fuel



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

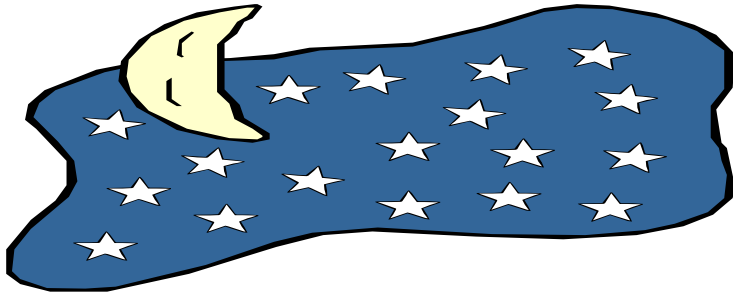
“How are we going to celebrate....?”



Pepperoni or cheese?
Thin or thick crust?

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!

Positive Predicting



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

“What are you going to be when you grow up?”

“Tell me your top 3 colleges you’d like to attend?”

“Where would you like to live when you’re older?”

“Do you want a big or small family?”

“How should we celebrate when you/we...”

“When you’re grown up and really successful, will you come back and visit me?”

Create business cards for your kids. Have them network!

Thompson & Associates

MASTER ART DESIGN & GRAPHICS

Kenneth Thompson, President

“Art from the heart!”

Tel/Fax: 887-345-8767

kenart@Thomp.com

Website: www.Kart.com

FUTURE LEADERS OF VERMONT

JS
Punking
and
Punking
GTS apple
and
call WS

Jorie Blair Simpson
Occupation: Model
Contact information:
802-782-0000
jblair@model.com
If you like the way I rock
then you will love my way

Kyle
Basketball
Camp
Call
on 802-555-1234

1-800-555-1234
Suttonville, Ohio
19000 Ave
10000 Ave
10000 Ave

Karl Butter
Mechanic
802-775
Vermont's Best
Mechanic

24 Pom Street
Dr. Helene
(802)-752-7425
youth friendly
doctor

103 The
World Famous Person
Email: World
Phone: 1-800-
WWW.1-800-
1-800-1234

Spencer's Lawyer Series
Call: I need Help
Email: Lawyer Spencer@
@1-800-1234

Hay 2015
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Weekend Overhaul
I'm a
the
best

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World Famous Person
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Wisdom Middle High School's Gear-Up
2017 - 2018

The image shows a variety of business cards created by students. Some cards include logos, photos, and detailed contact information. Notable cards include:

- northern fishing supplies**: A black card with white text and a small logo.
- Ad's Constructors**: A black card with white text and a logo.
- Autotronics**: A black card with white text and a logo.
- Navy**: A black card with white text and a logo.
- Barriere Gaming and Vlogging**: A black card with white text and a logo.
- Coulombe Mechanical Engineering**: A black card with white text and a logo.
- Danika Dumas Pet Save 101**: A white card with a pink and orange logo.
- Amber Albert**: A blue card with white text and a logo.
- Olivia R Gervais**: A black card with white text and a logo.

Diploma

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

Sofia Rodriguez

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.



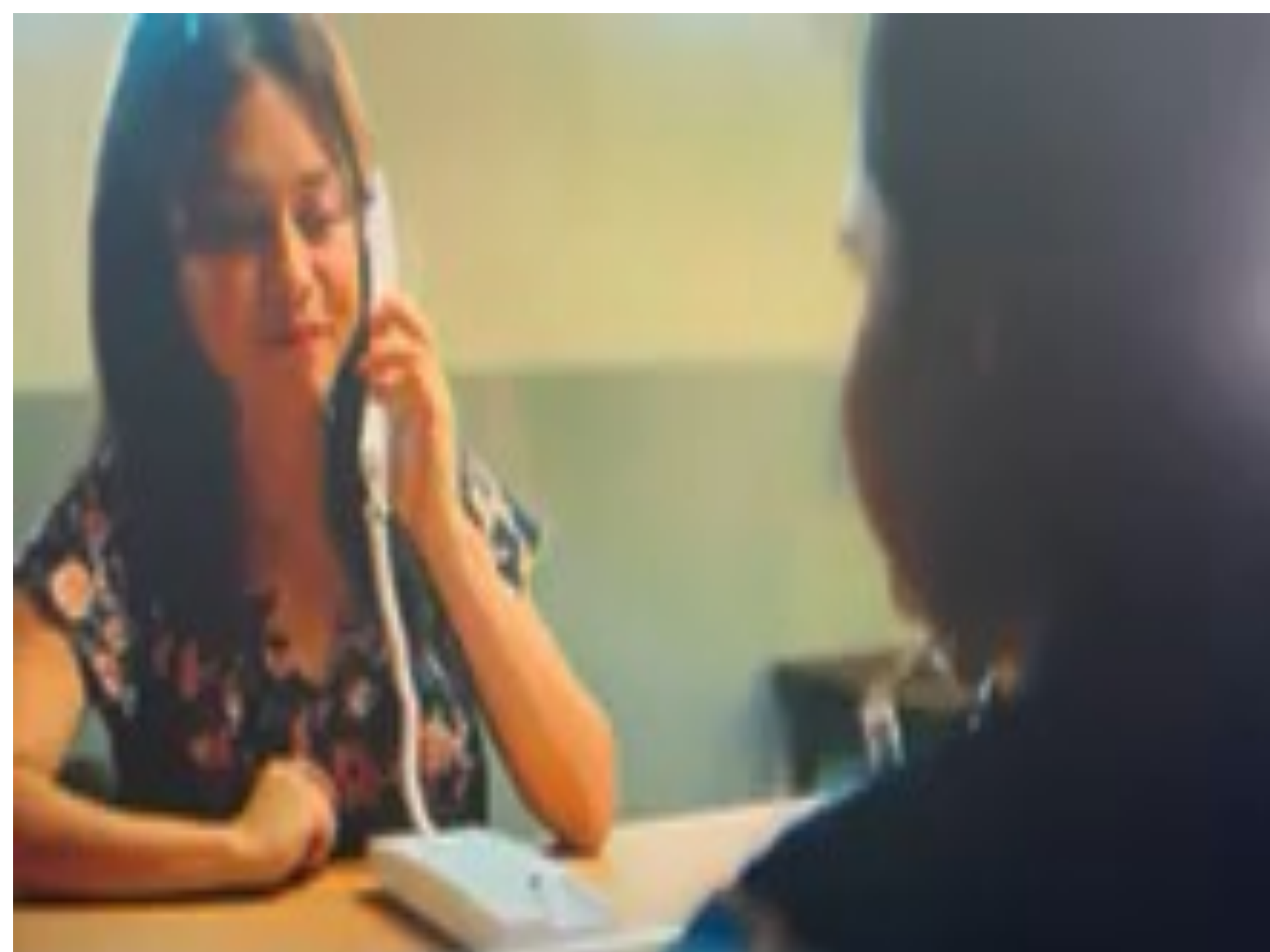
Jan Napolitano
Governor of Arizona

Carol Salas
President of the Board



Michael Crow
President of the University

Jose Hernanadez





\$20,000!

**“Yeah, that’s why I’ve been calling you
all these years!”**

Sol foc

Solution-Focused Questions

The Language of Hope and Possibility

Explorative Historical:

Explore previous ways of handling an issue or explore how others have managed it.

- Has any other assignment worried you like this one? And how did you get it done? What steps did you take?
- How many kids have been, or are, in similar situations? How many succeeded? So why can't you? What steps did they take to succeed?

Qualifiers and Partial Statements:

“I hate doing this!” > “So you’re pretty upset with doing this *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 get a good grade!”

“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?”

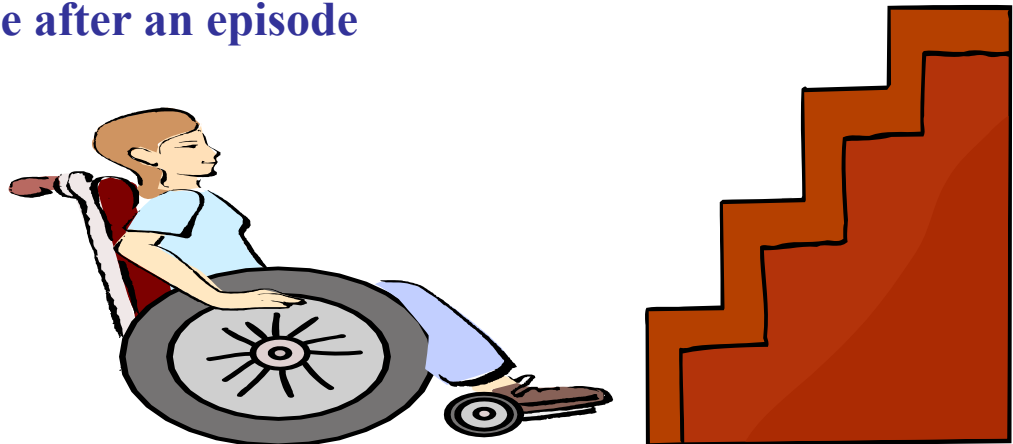
Helping Inflexible/Explosive Children & Youth

Characteristics of Such Kids:

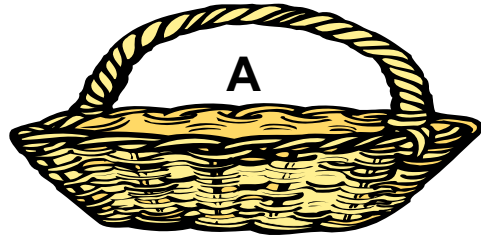
- Display deficits in frustration tolerance
- Generally do not respond well to consequences and rewards (i.e. traditional motivational approaches)
- Symptoms are thought to emanate more from neurological as opposed to psychological factors
- Prone to stubborn, inflexible, explosive outbursts
- Often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

How to Help:

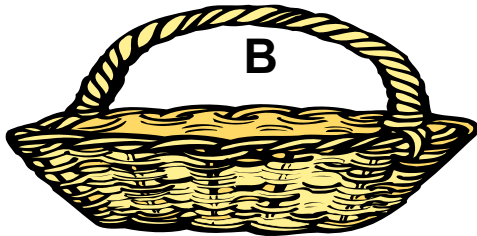
- Create *user-friendly* environments



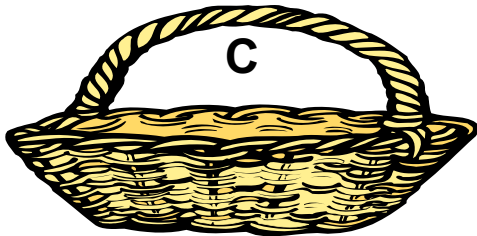
The Baskets



A = Non-negotiable, often a safety concern.



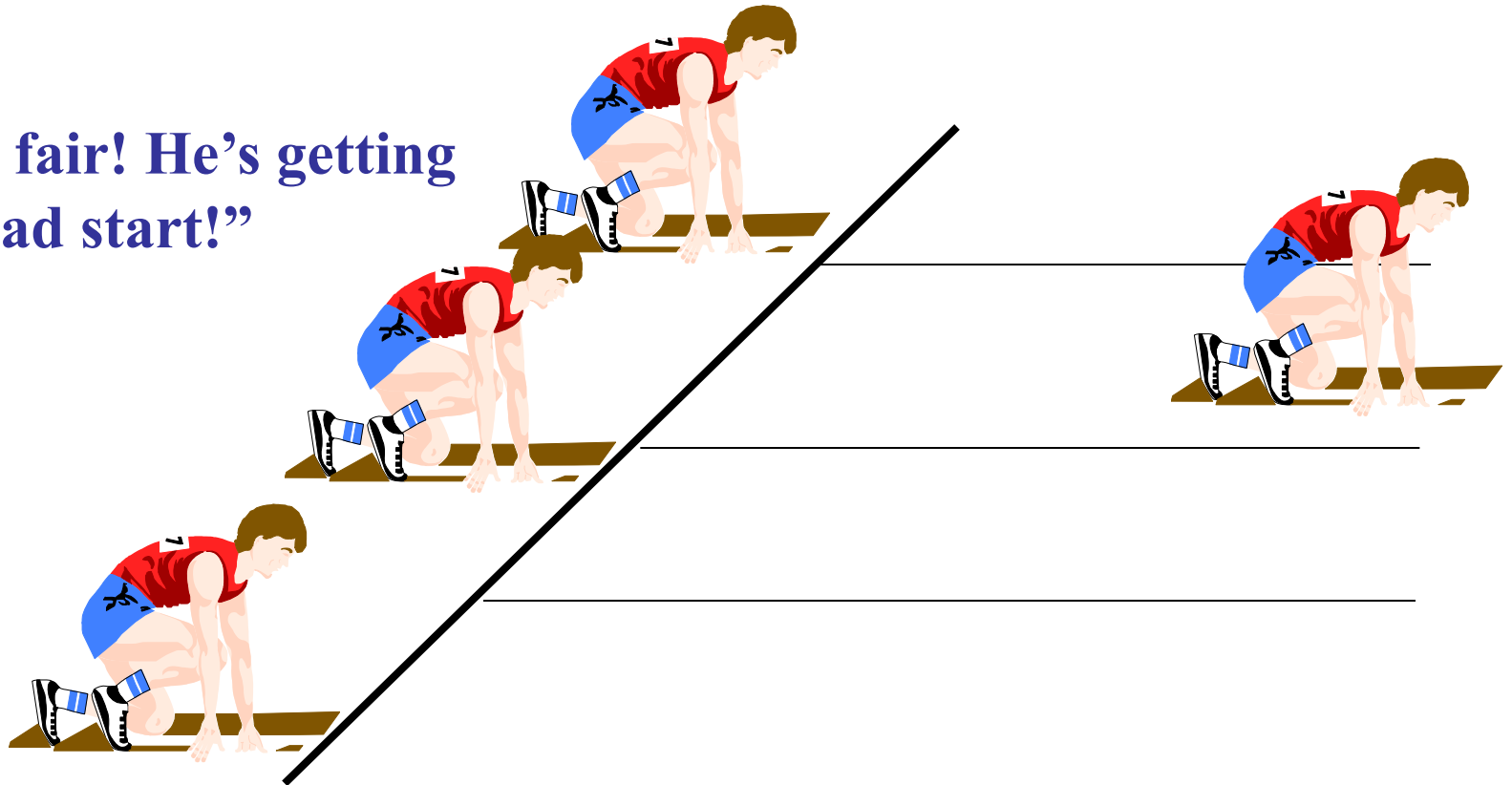
B = Room for compromise and negotiation



C = Ignore

The Truth about Individualized Plans

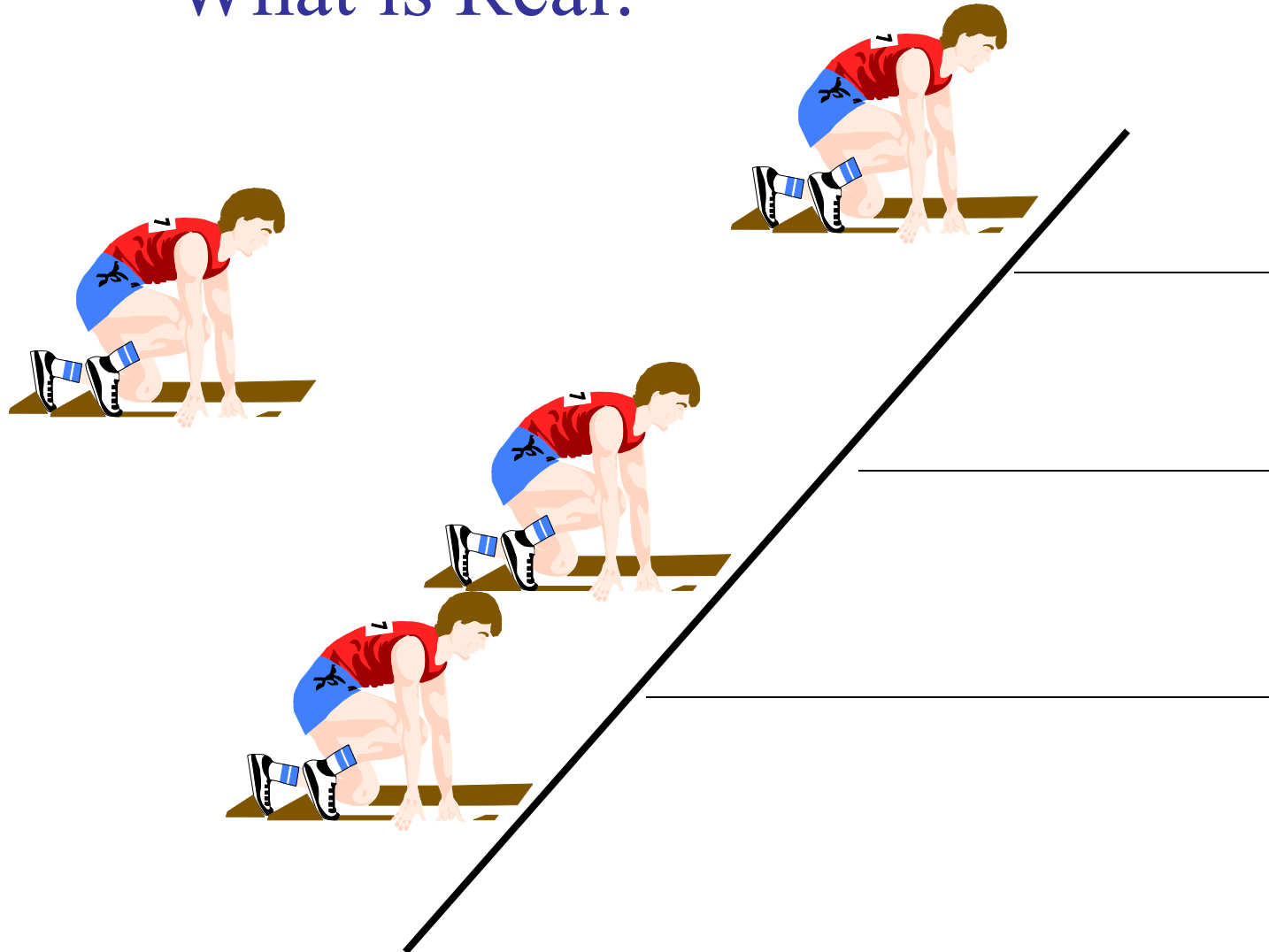
**“No fair! He’s getting
a head start!”**



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."

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

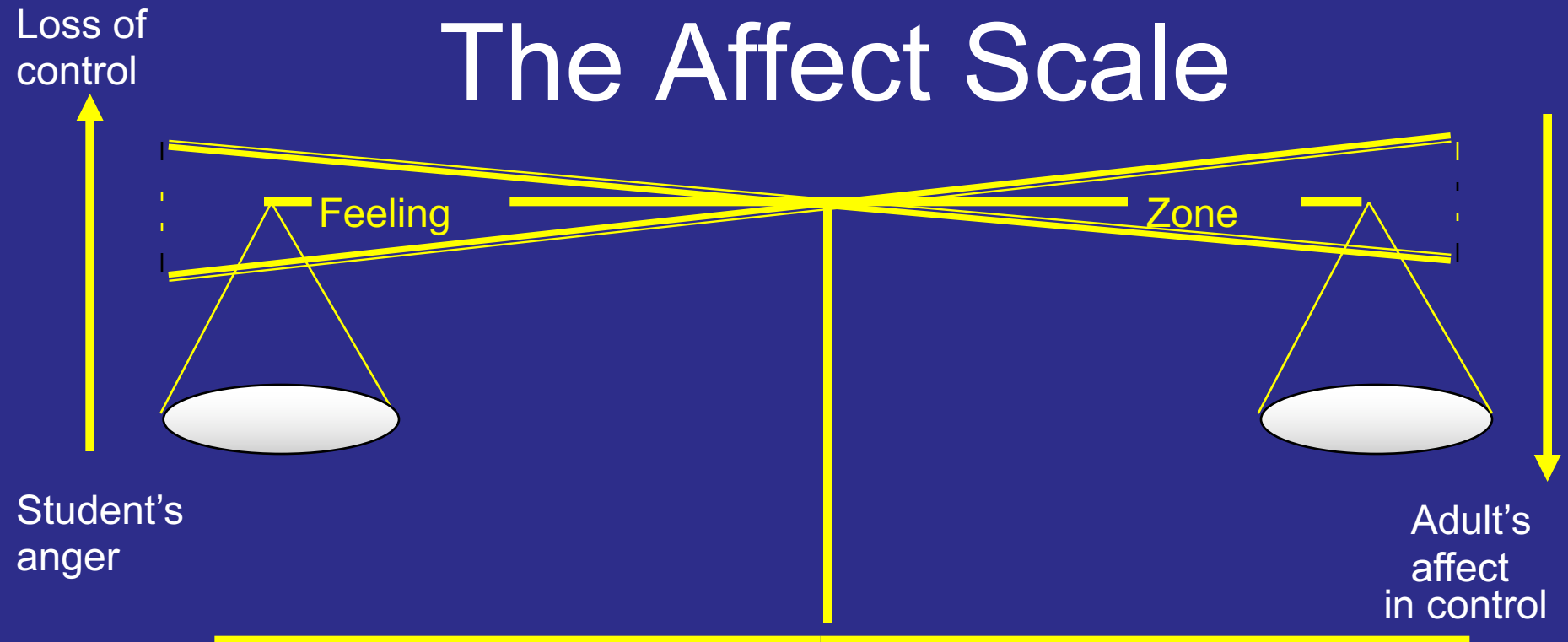
The Affect Scale



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 kid 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.”

NBD = No Big Deal!

VS.

“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

Don’t yell behave man



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 student(s). Think PIE (i.e. every student deserves an equal slice)

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

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



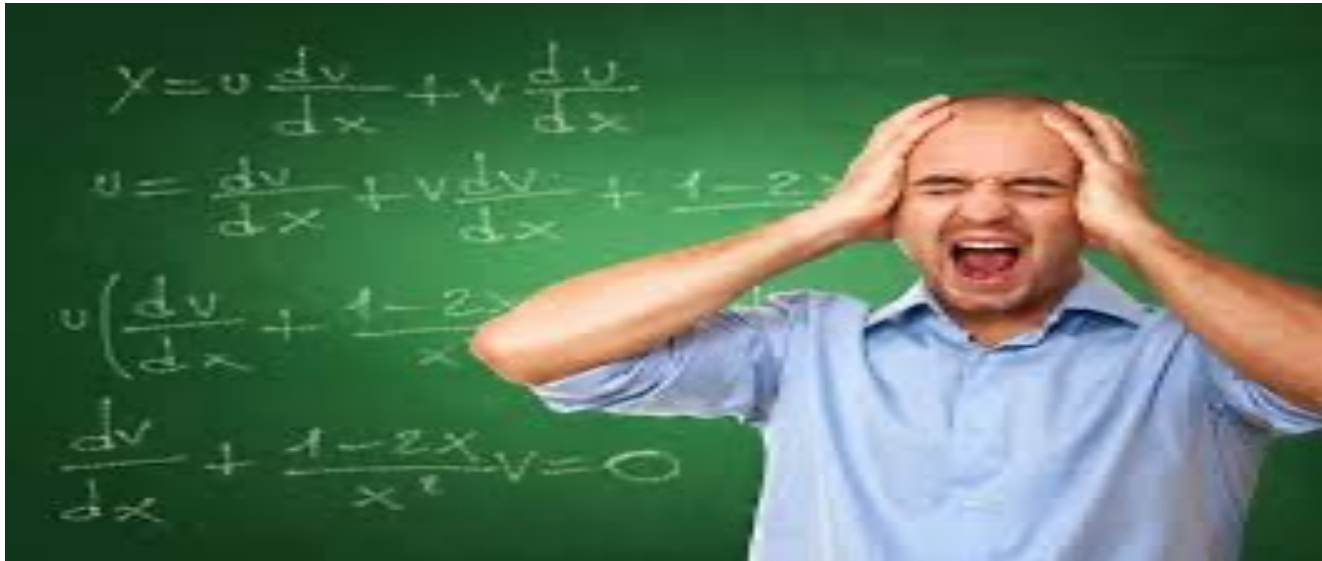
“How are you feeling?”

“Some kids would be pretty frustrated about that.”

Name it to tame it!

- 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!”

Reasoning Response

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



Connecting Statements



“Gloria, this isn’t me against you. We’re on the same side. I don’t like keeping you after class. But what if every teacher allowed.....”

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

Empowering Interventions



“Thanks for talking with me. I know it’s not easy. This was a good talk. Hey, what could you possibly do next time you feel so overwhelmed?”

“That’s a great idea! Ask for a break. Or, perhaps, challenge your thinking. We’ve been working on that. Tell Wally The Worrier to get lost!”

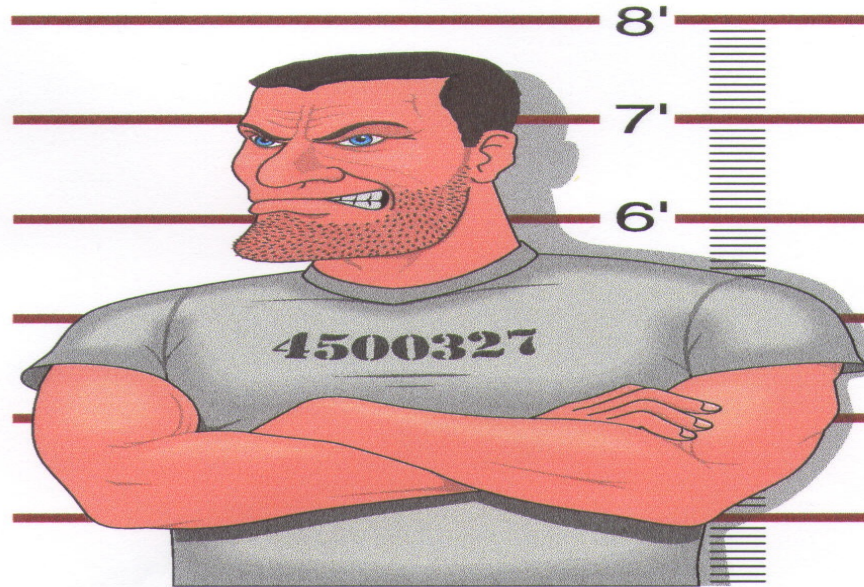
Exploration of Control



“What *is* in your control?”

“What steps *can* you take?”

Explorative Reflective



“Is that working for you?”

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

Explorative Psychological

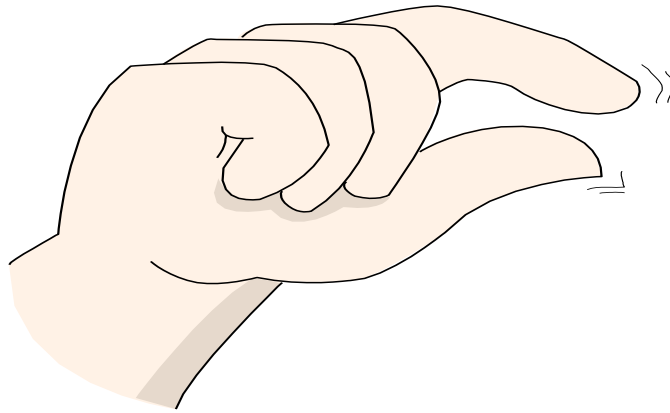


“I really appreciate you talking with me. I know this hasn’t been easy. I’m just wondering if there’s something else going on...something else that has you worried and perhaps bothered?”

Tip: Be careful about interpreting behavior...

SB 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...”

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*.
Use the Force, Betty!
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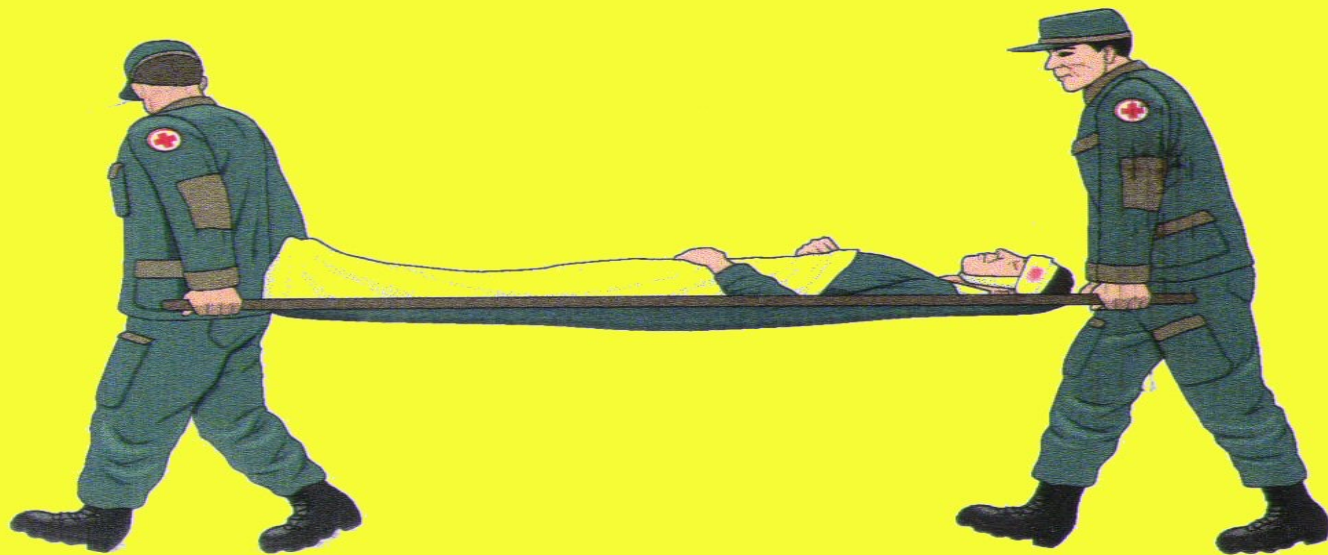
1. Think about the principle: Lack of support = punitive actions Think: Audacity
2. Visualize trip home
3. Think about tomorrow, next wk, etc.
4. Think M.A.S.H.
5. Use the Force!



Respond =
The Golden Rule



M.A.S.H



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 Think: Audacity
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3. Think about tomorrow, next wk, etc.
4. Think M.A.S.H.
5. Use the Force!



Respond =
The Golden Rule

We're all Lukes!

\$10.00



\$10.00

HENNESSEY JENNIFER

Luke

HENRY DARIN

Luke



Speci

Luke

Caryn
Luke

Today's Activity:

Staff Folders.

3 Objectives:

gn Up.

Luke

AnneMarie

Luke

Nathy



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
Anybody could have done it, but Nobody did
Anybody got angry about that, because it
Somebody's job. Everybody thought Nobo
Everybody's job, but Nobody realized that Everybody w
do it, but Nobody realized that Everybody blamed So
do it. It ended up that Everybody blamed So
when Nobody did what Anyone could have,



LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI

LUKE SKYWALKER - JEDI

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LUKE

LUKE

LUKE





n Robertie Clinical Director 1&4

Luke Olson

Luke n Motz Clinical Director 5&6

Luke Inman QI/Admin

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 e Hollis Food Service Supervisor

Luke

Berg

Clinical Dire

Luke Black

Luke Rose

Luke Milton

Luke Dunham

Luke Mungall

Luke Olsen

Luke Hleapoor

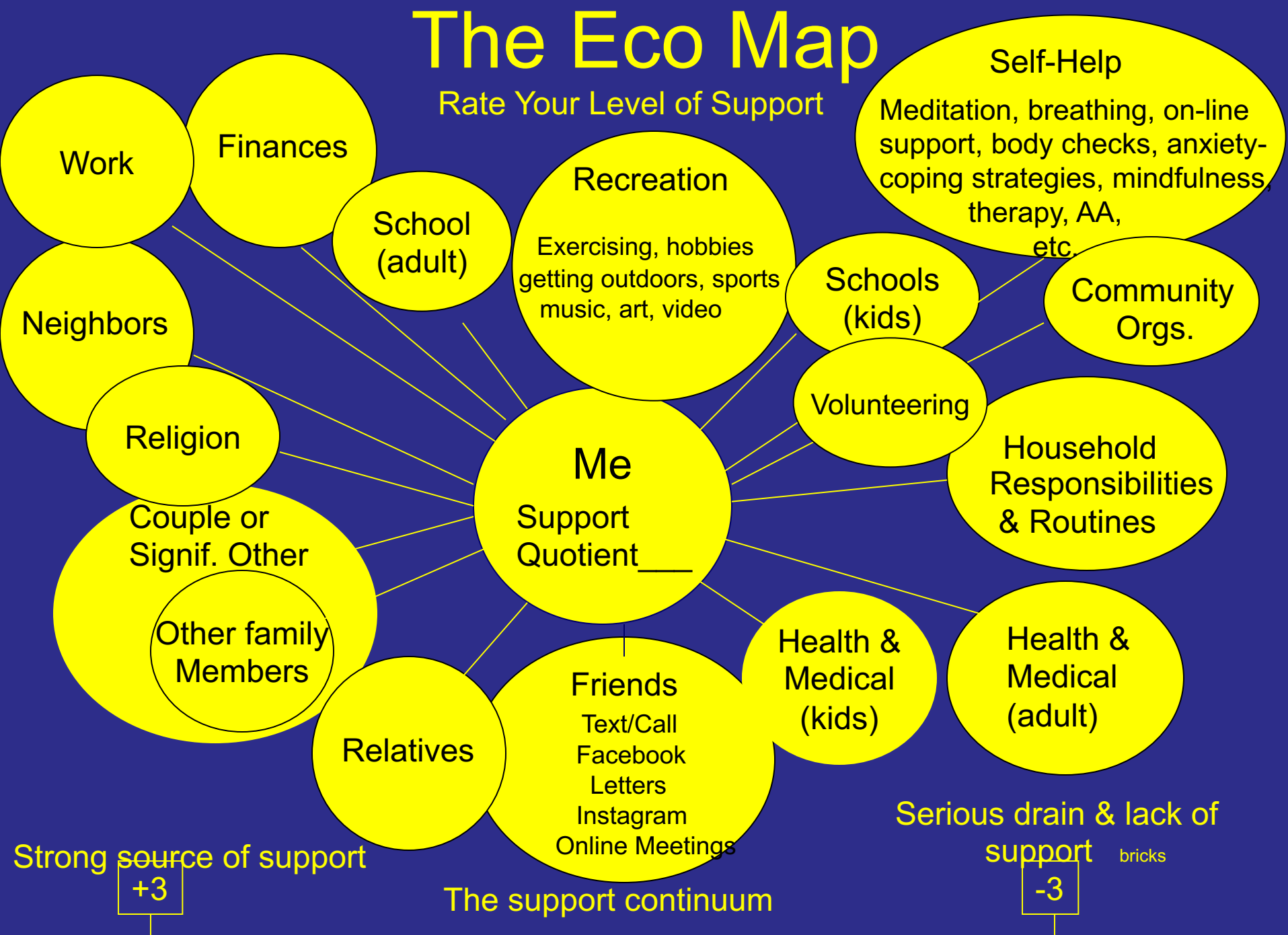
Luke Bouchard

Luke MacLaggen

Luke Duplessis

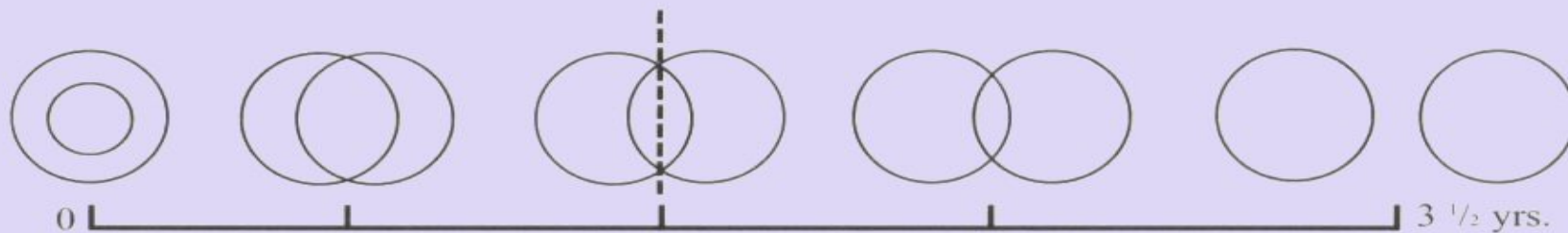
The Eco Map

Rate Your Level of Support



TASK: "good enough parenting"

The Holding Environment



Sociopathic

Object Permanency

Borderline
"Terrible Twos"
Separation-Individuation

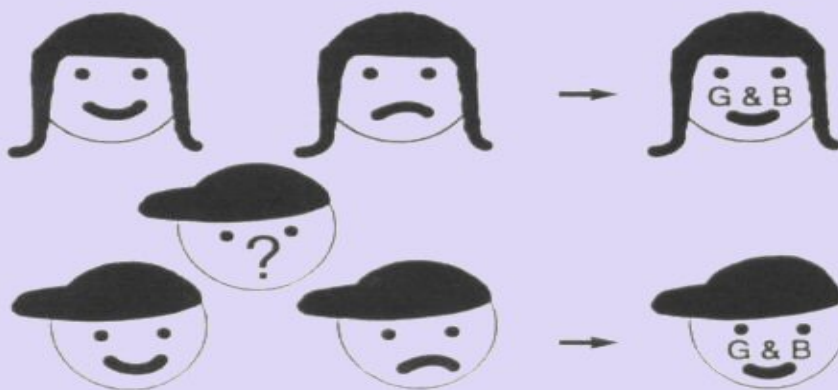
SPLITTING MECHANISM
Good mother/Bad mother

OBJECT
CONSTANCY
cohesive self
sense of self

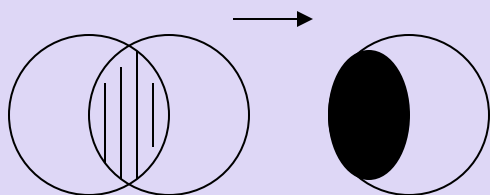
5 yrs.

Social Accommodation
Social Subordination

TASK:
merge the good
and bad introjects



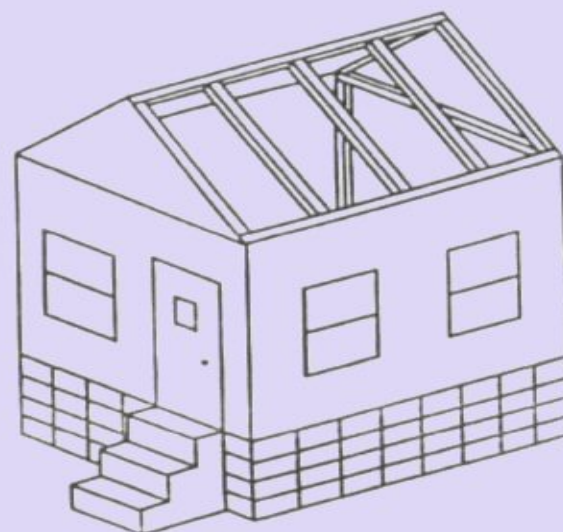
Adolescence – Second phase of separation-individuation



Incomplete sense
of self, emptiness

Foundation

FILLERS VS. TALKERS



stir

Stand and Deliver



Stand and Deliver

Your thoughts about this scene?

Whom do you support?

Whom do you disagree with?

Other thoughts?



Splitting stops a youth – and a program – from moving forward.

Youth: My mother said you guys are too punitive.
Teacher: 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. Stay professional.





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.

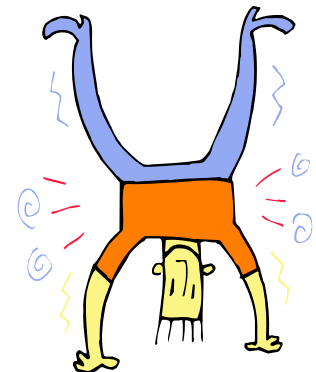
Issue consequences that have a *high probability* of being accepted.

Think: Severity & Frequency when issuing long-term consequences

Limit Setting

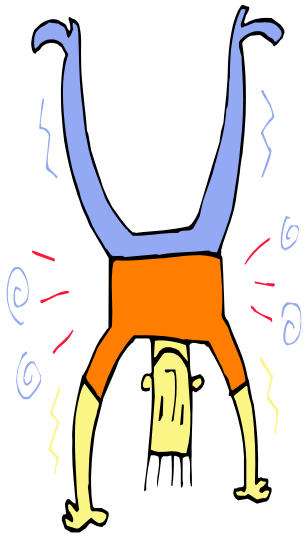
Limit setting progresses in five clearly defined stages:

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...”

- Think about alternative options (choices) – instead of acting inappropriately:

Walk away (ignore)

Try and talk it out
in a friendly way

Ask for help

Give a reason for
the person to stop

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

“If I hit him, I’m grounded for a week.”

“If I hit him, no game tonight!”

- Thinks *Wants & Needs*



Working with Families

The Continuum of Parental Involvement

1. Engagement
2. Participation
3. Empowerment
4. Graduation



Engage!



“I’ll give you five buck for that brownie!”