“No Such Thing As a Bad Kid!”

Understanding and Responding to Students with Emotional & Behavioral Challenges Using a Positive, Trauma-Informed, Strength-Based Approach & Managing Number One First & The Art of De-escalation

Charlie Appelstein, M.S.W.
The Strength-Based Approach

Strength-based practice is an emerging approach to guiding at-risk children & youth that is exceptionally positive and inspiring. Its focus is on strength-building rather than flaw-fixing; what kids do right vs. what they do wrong.

It begins with the belief that all young people have or can develop strengths and use past successes to curb problem behavior and enhance academic and social functioning.
Attitude & Actions
“One adult who thinks I’m terrific!”
“Self-doubt kills ability.”
- Degas
Sprick: Motivation

• **Believing** = Can I do it?

• **Relevance** = Why is this important to learn?
From Richard Lavoie’s *The Motivation Breakthrough*

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

We constantly search for ways the we can “change the child.” Perhaps the first significant change should come from us. Perhaps we should first analyze and change our policies, procedures, and practices when dealing with hard-to-reach kids.”
…you will multiply your effectiveness immeasurably if you learn how to motivate your charges and maintain that motivation throughout the learning process.”
The Human Brain

Wing of Shame

The brain is more like a library than a computer

Wing of Pain

Three Major Parts

The logical brain
The emotional brain
The survival brain

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.

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

Brendtro & Longhurst
Hope is Humanity’s Fuel
Social Accommodation

Social Subordination
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.”
It’s all about Attitude & Actions!

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

Have you ever seen an actor in a bad mood? Start every day (every interaction) looking like you care!

Being a successful educator, means being a great:
Liar

& a

Great Actor
Positive Emotions/Feelings and The Brain

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

Positive emotions flood our brains with dopamine and serotonin, chemicals that not only make us feel good, but dial up the learning centers of our brains to higher levels. (Testing and “3” example)
Positive emotions help humans to organize new information, keep that information in the brain longer, and retrieve it faster later on. And they enable us to make and sustain more neural connections, which allows us to think more quickly and creatively, become more skilled at complex analysis and problem solving, and see and invent new ways of doing things.

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

(Achor, The Happiness Advantage, P. 29)
A great attitude and corollary actions create positive emotions in students which enhances neurological functioning, decision making, and happiness.

But what we’re really talking about is:

The Power of Relationship!
What do all happy people have in common?

**Meaningful Social Connections**

**Strong Social Support Networks**

- Shawn Achor
  The Happiness Advantage
  (Hospital & Italian Ex)
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
<table>
<thead>
<tr>
<th>Pejorative Label</th>
<th>Positive, Hope-Based Reframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obnoxious</td>
<td>Good at pushing people away</td>
</tr>
<tr>
<td>Rude, Arrogant</td>
<td>Good at affecting people, expressive</td>
</tr>
<tr>
<td>Resistant</td>
<td>Cautious</td>
</tr>
<tr>
<td>Lazy, Un-invested</td>
<td>Good at preventing further hurts, failures</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Good at getting needs met</td>
</tr>
<tr>
<td>Just Looking for Attention</td>
<td>Good at caring about yourself</td>
</tr>
<tr>
<td>Close-mouthed</td>
<td>Loyal to family or friends</td>
</tr>
<tr>
<td>Different, Odd</td>
<td>Under-Appreciated</td>
</tr>
<tr>
<td>Stubborn &amp; Defiant</td>
<td>Good at standing up for yourself</td>
</tr>
<tr>
<td>Tantrum, Fit, Outburst</td>
<td>Big Message</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>Roadblocks</td>
</tr>
</tbody>
</table>
“It’s Not a Learning Disability.”

It’s a Road Block

Let’s find a detour and enjoy the scenery!
Understand >

Behavior is a message

Reframe >

Find the protective, positive value

Hydraulically Squeeze >

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

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

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

Dweck: Mindset

Fixed = “I’m smart, the best..”

vs.

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

Getting things wrong, making mistakes… are opportunities to learn something new.
The Harder I try, The Higher I fly!

Be the Eagle!
“What’s a mistake?”

“A chance to learn something new!”
“An opportunity to take!”

“What’s a mistake?”
If it’s Stinkin’

Change the Thinkin’!

smart.
Being smart means....

You’re smart enough to know that:

- You don’t know everything and it’s okay to ask for help
- If you’re not sure how to do something, it’s smart to check out how others do it.
- Sometimes you need to learn new skills and strategies to get things done.
- You are absolutely capable of learning a great deal and becoming successful
Thomas Edison's teachers said he was "too stupid to learn anything." He was fired from his first two jobs for being "non-productive." As an inventor, Edison made 1,000 unsuccessful attempts at inventing the light bulb. When a reporter asked, "How did it feel to fail 1,000 times?" Edison replied, "I didn’t fail 1,000 times. The light bulb was an invention with 1,000 steps." (Growth mindset)

**Fixed Mindset:** “I can’t do this! Let ‘em use candles!”
Jordan on Character and Grit

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

I've lost almost 300 games.

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

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

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

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

George Bernard Shaw
There’s no such thing as a bad kid or bad parent. Just bad luck and bad choices.

The Train

“You’re a big, strong, powerful train. But, right now, you’re off track. We’ve got to help you get yourself back on the rails.”
James Garbarino:

Postulates that *terminal thinking* – the inability to articulate one’s future may be a clue to why some children succeed while others fail.
Positive Predicting
When you talk about the future in positive terms, you make any desired outcome more possible, and when it’s more possible, it becomes more probable!

With the spirit of the spoon
You can reach the moon

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

Coach Deron Bayer
Housatonic Mountaineers

>Garb
Positive Predicting

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

“Who should we call when…..”

“Ten years from now…..”

“Sure, there will be bumps along the road. It won’t always be easy…but you’ll do it. It’s in you!”
Create business cards for your students. Have them network!

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Kenneth Thompson, President

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Website: www.Kart.com
College Bound Kids!

Joshua
Future Engineer

Arizona State University

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

Joshua Brown
who has satisfactorily completed the Studies prescribed therefor
the Degree of
Bachelor of Science
Computer Science
in the
Ira A. Fulton School of Engineering
with all the Rights, Privileges and Honors thereunto appertaining
this fifth day of August, two thousand and five.

[Signatures]
Governor of Arizona
President of the Board
President of the University
Learning is my ticket to a great life!

You can’t get in anywhere … without a ticket
Strength-Based Practice

➢ Emerging approach to helping people that is more positive and hope-inspiring.

➢ Powerful combination of the strength-building model and solution-focused communication.
DICE ROLL
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

• Academic tasks they understand and can accomplish
• Special chores and/or work/vocational opportunities
• Games, often of chance, they can all win
• Community Projects
• Technological endeavors
• Match with a mentor
• Sports and other after-school groups/activities
• Helping or mentoring younger kids or others
SB Focus:

Doing vs. Understanding
Every kid needs his/her own special niche!

Trumpet Success

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

Most of this material is from *The Explosive Child* by Ross Greene, Ph.D.
How to Help:

• Create *user-friendly* environments

• Determine which behaviors need to be addressed and how best to respond. Categorize behaviors and responses into one of three boxes:

  \[ \begin{align*}
  A &= \text{Safety} \\
  B &= \text{Room for compromise & negotiation} \\
  C &= \text{Ignore}
  \end{align*} \]

• As kids *meltdown* and approach *vapor lock*, immediately *distract, empathize*, and offer aid. Help them to *downshift* into a calmer state. Such kids are often helped by learning how to *negotiate and compromise* when agitated.
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 make the work interesting. We keep a really clean and neat classroom. We make sure you have enough to eat. We tell corny jokes. That’s consistency. It’s not treating you all the same.”
Assumptions (or lack thereof)…. 

*Strength-based practice does not assume LARGE problems require LARGE efforts for solutions.*
Cues to Use

One-Line Raps

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

Proven winners:

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

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

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

“Don’t move all over the place, sit and learn with a happy face.”
William James in 1890 wrote:

“Human’s have a susceptibility to music.”

Active participation in music creates a bond between the participants.

“While music can calm us, animate us, comfort us, thrill us, or serve to organize and synchronize us at work or play – it may be especially powerful and have great therapeutic potential.”
I can,
I will...
I gotta chill
And when I do
It's quite a thrill!
Let it go, Joe
Let it go, Joe
Just stay cool
No need to blow
Read a word...
Read a letter
Every step... makes it better!
Write a letter...
Write a story
Every sentence... brings me glory!
I can do it... I can do it
Getting along keeps me strong
Getting along is my favorite song
To make a friend you gotta treat kids nice
From me to you here’s some advice...

Give kids their space
It’s their place
Don’t poke it’s not a joke
Don’t make the noise if it annoys
Take turns when you talk
If you don’t, the kids will walk
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!
(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

Never give up
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
Humor Forms

Self-Deprecating

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

Grandiose Praise

Joke Telling & Games/Activities

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

Poetry

Students learn 700% more when humor is an active part of the teaching -Stanford Study
Paris in the spring
Assumptions (or lack thereof)....

...Does assume that SMALL changes can ripple out to bring resolution.
Behavior Modification: Using an Incentive System

• 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!
• If other students complain about the program… 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(s) appear(s), the greater the frequency he/she/they should be rated and rewarded. As students improve, frequencies should decrease.

• Be flexible! Incentive systems frequently need to be changed and modified. Students 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.

Kids at Hope: It’s not the form. It’s not the program. It’s the relationships!
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 an engaging incentive approach.
For older students, offering “tickets” for outstanding efforts, can be quite motivating.

The student writes his/her name down on the ticket and places it in a jar (or some kind of Container).

On a regular basis (weekly, monthly, etc.) The teacher picks one or two tickets from the jar and awards a prize.
**Weekly Goal(s)**

<table>
<thead>
<tr>
<th>Name:</th>
<th>“Getting’ Back on Track”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
</tr>
</tbody>
</table>

- **Treat kids with respect, it will have the right effect.**
- **Get the work done and then have some fun!**
<table>
<thead>
<tr>
<th>Day</th>
<th>Don’t Quit Take it Bit By Bit!</th>
<th>Sit and Relax, Learn to the Max!</th>
<th>Here’s Some Advice, Talk Real Nice!</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>am - 3 pm 2 - 3</td>
<td>2 -</td>
<td>3 -</td>
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<td>F</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3 = Excellent choices in this area  2 = Okay choices  1 = A few good ones

Total________
## Ellie’s Road to Reading Chart

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read w/Mrs. B.</td>
<td>Did great</td>
</tr>
<tr>
<td></td>
<td>At Story time</td>
</tr>
<tr>
<td>Reading Buddies</td>
<td></td>
</tr>
<tr>
<td>Library Work</td>
<td></td>
</tr>
</tbody>
</table>

*Observing ego*
Understanding, Normalizing, and Learning from our Feelings

Typical Feelings and/or Traps

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

Feelings: Yes
Acting on them: NO!

Influenced by:

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

Out of control

Student’s anger

As they get louder, you become more quiet

In control

Adult’s affect
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...”

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

“You won’t be around next week?”

2 weeks later...

“You…won’t be around next week.”

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

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

NBD = No Big Deal!

VS.

“You need to get it done now!”

Approach agitated students 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.
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.”

1. Think about
   the principle: Lack of support = punitive actions
2. Visualize driving home feeling proud/content!
3. Think about tomorrow, next week, etc.
4. Think M.A.S.H.
5. Use the Force!

Respond = The Golden Rule
“Can you save a life….when you’ve got nothing left?”
We’re all Lukes!
The Holding Environment

Adolescence – Second phase of separation-individuation

Object Permanency

SPLITTING MECHANISM
Good mother/Bad mother

Task: merge the good and bad introjects

Incomplete sense of self, emptiness

Foundation

Object Constancy
cohesive self sense of self

Social Accommodation
Social Subordination

Seeing is
Pre-Talk Considerations

Number one goal: Engage!

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

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

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

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

“How some kids would be pretty frustrated about that.”

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

I’m sorry for losing my cool, guys.”
I made a bad choice.”
Praise

Try and be specific vs. general with praise

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

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

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

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

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

“I believe in you, Sigfried. You have what it takes to pass any test on your own. See you later.”
“What exactly did she do that ticked you off?  
“What is it about this assignment that bugs you so much?”  
“Let’s see if we can focus on your major issue here.”
Reasoning Response

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

“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

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

“I’m not sure, but what about…”

That’s a great idea! Next time you feel like exploding…get your headphones and take a walk.”
Get students to reflect upon their actions. You could inquire whether there is a better way for them to get their needs met?
Exploration of Control

“What is in your control?”
“What steps can you take?”
“Bill, could something else be bothering you? You don’t usually pardon drug lords…and steal things.”

Freud

No more interns…
… lousy legacy…

Be careful about making interpretations.
"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."
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.

Detention & Saturday Morning Breakfast Club
It will be helpful for you to stay and make-up for what you’ve missed and/or work on the skills you need in this area (e.g. anger management, etc.)
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...
Proactive Assessment
Who Wants to Be A Millionaire?

1. The symbol that illustrates the need for an adult to become quieter as a child escalates is called?

   - The Inverse Pendulum
   - B. The Finger
   - C. The Affect Scale
   - D. The Mark of Zorro

2. Which of the following is not used as a Strength-based metaphor?:

   - A. Train
   - B. Melting Snowball
   - C. Poker
   - D. Tortoise

3. Which of the following sayings is not likely to be uttered by your observing ego?

   - A. “It’s an injury and it will heal.”
   - B. “Lack of support causes punitive actions.”
   - C. “Respond instead of react!”
   - D. “I’m starting to believe in capital punishment for rudeness!”
4. Which of the following is not a logical consequence?

A. Proximity Manipulation  
B. ReDoing  
C. Toothpicks under the fingernails  
D. Time-Out

5. Which term is not associated with understanding and helping an “explosive/inflexible” child or youth?

A. User-Friendly  
B. Clear the Smoke  
C. A,B,C Baskets  
D. Rationalization

6. For kids to be successful they must be able to ________________?

A. Text with either hand  
B. Call for pizza delivery  
C. Articulate a positive future for themselves  
D. Marry into wealth
7. *Have you ever been in this situation before?* is an example what verbal technique?

A. Explorative Holistic  
B. Explorative Historical  
C. Deductive Expose  
D. Interpretive Inquiry

8. When attempting to talk with an agitated youth, the most important goal during the initial moments of the intervention, should be to do what?

A. Get at the Issue at Hand  
B. Seek accountability  
C. Engage the Youth  
D. Burp

9. Which term is not associated with cueing?

A. neuroplasticity  
B. Rhyming  
C. Neurotypography  
D. Rhythm
Who Wants to Be a Millionaire

1. Taking a seemingly negative behavior and finding the self-protective value in it is called?
   A. Rebuilding  
   B. Retooling  
   C. Reframing  
   D. Psycho-Babble

2. All of these could be uttered as a sudden burst of positivity, except:
   A. We get better every day!  
   B. Train on track, Jack!  
   C. Learning is my ticket to a great life!  
   D. I hate to be rude, but you’re a loser, dude!

3. “The harder I try, the higher I fly” is associated with the following term?
   A. Fixed mindset  
   B. Growth mindset  
   C. Bird poop  
   D. Nose bleeds
4. Pattern Identification is a tool that helps do the following?

A. Prevent Misbehavior  B. Pick Out Curtains
C. Reward Actions  D. Catch Crooks

5. The following statement is often a sign of what?
   "Go ahead, keep me back, you jerk!"

A. Iatrogenesis  B. Counter-Phobia
C. Assimilation  D. Ring-Around-the-Collar

6. According to a study at Stanford, students learn 700% more is this is practiced in the classroom?

A. Yelling  B. Humor
C. Corporal Punishment  D. Empowerment
7. Always saying “Please” and “Thank you” when asking a child to do something is most related to what underlying verbal intervention dynamic?

A. Misbehavior          B. Content vs. Message
C. Affect Scale          D. Millimeter Acknowledgement

8. At-risk kids have trouble making friends due to their inability to do which of the following?

A. Socially Subordinate          B. Talk Trash
C. Socially Extricate          D. Socially Subjugate

9. All of the following are associated with strength-based practice, except:

A. Ripples          B. Trains
C. Believing is Seeing          D. Reframing