PARTICIPANT'S MANUAL

LIFE SPACE CRISIS INTERVENTION

Intro to LSCI Online Training

LSCI
LIFE SPACE CRISIS
INTERVENTION
Turning Problem Situations into Learning Opportunities

www.lsci.org

LIFE SPACE
CRISIS INTERVENTION

Level 1 Online

Dear Training Participant,

Welcome to Life Space Crisis Intervention training!

You are about to participate in a training experience unlike most others. The techniques used in delivering the skills of LSCI have been developed over decades of experience and practice with professionals across the United States, Canada, Europe, and Australia. You will be challenged and supported, and by the end of the program, you will have gained a practical & highly-effective set of skills that will serve you well in your work with young people who exhibit challenging behaviors.

Please visit us online at www.lsci.org for additional information, resources, articles, and research studies based on the advanced skills of Life Space Crisis Intervention.

Please follow us on Facebook, Instagram, LinkedIn and Twitter (@LSCIInstitute) for the latest updates, research, articles, and photos from trainings.

We hope you enjoy the training!
-Dr. Frank A. Fecser
-Signe Whitson

GETTING STARTED

Welcome to Life Space Crisis Intervention!
Your Trainers are:

Name   Contact Information

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ABOUT THIS CURRICULUM

LSCI Training is for professionals interested in turning problem situations into learning opportunities for children and youth who exhibit chronic patterns of self-defeating behavior. Teachers, school personnel, social workers, counselors, youth care workers, administrators, psychologists, and any professionals in direct contact with troubled youth will gain from the advanced intervention skills offered in this course. It is particularly useful when team members are trained together. Certification in LSCI includes:

- Real life video sequences
- Instructor-led modeling of intervention skills
- Structured and small group activities
- Realistic role-play activities
- The text *Life Space Crisis Intervention: Talking with Students in Conflict, 3rd ed.*
- A comprehensive manual covering the training and techniques
- An understanding of how LSCI training will benefit their staff and students, while complementing current PBIS, RTI, SEL, and behavior management programs.

Upon successful completion of the training, participants receive a Certificate of Competency in Life Space Crisis Intervention from the LSCI Institute.

New York City Department of Education (NYCDOE) Edition (2021)

The Participant's manual is dedicated to Dr. Nicholas Long, LSCI Institute Founder, who has supported New York City school children since the 1990's with the *crisis is opportunity* philosophy and practice of LSCI.

This manual was developed by the LSCI Institute in partnership with NYCDOE, led by Dr. Carol Dawson, LSCI Master Trainer, based her decades of teaching LSCI in NYC, and in collaboration with Jennifer Dull, Master Trainer.   There were many thought partners in this project and the Special Education Office (SEO) wishes to thank:
➢ District 75
➢ The Office of Safety and Youth Development (OSYD)
➢ Manhattan, Queens South and Affinity Borough Citywide Offices (BCOs)
We especially are grateful to the LSCI NYC Curriculum Working Groups: Robert Lopez, Master Trainer, District 75; Dr. Glazen Zemana-Celerio, District 75; Natasha Davidson, District 75; Peter Di Nuovo, SEO; Jennifer Dull, Master Trainer, SEO; Cheryl Hall, OSYD; Naomi Jandorf, District 75; Joy Knight, Queens South BCO; Lisa Marut, Affinity BCO; Dr. Wynta Nivens, SEO; Denise Schira, Master Trainer, Manhattan BCO; Marion Thomas, OSYD; and Dorothea Willis, OSYD.

The LSCI curriculum is strength-based, emphasizing resiliency and the ability to overcome adversity. It contains gender-neutral language to avoid bias towards a particular sex or social gender. Person first language is used to eliminate generalizations, assumptions and stereotypes by focusing on the person rather than their challenges. It has been a great privilege and pleasure to develop this curriculum in collaboration with the LSCI Institute.

PART 1: FOUNDATIONS OF LSCI

INTRODUCTION

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WHAT IS LSCI?

HISTORY

REQUIREMENTS

OVERVIEW
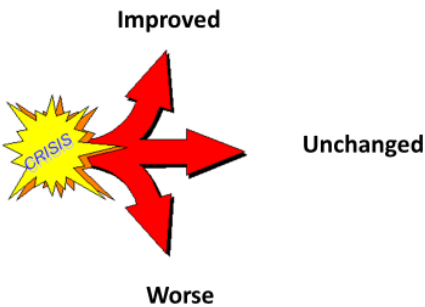
COURSE OBJECTIVES

1. INTRODUCTION

Life Space Crisis Intervention - A therapeutic skill that enables us to make the <u>best</u> out of a stressful incident when we get the <u>worst</u> of it.

The problems kids cause are not the causes of their problems. **Dr. Nicholas Long**

**Personal Crisis: Anything that overloads the youth's ability to cope**

**The skills of Life Space Crisis Intervention are important
because crises or conflict of children and youth
are not by appointments**

Integrating LSCI with Existing School and Organization-Wide Interventions
(Walker & Muscott, 2011)

- Life Space Crisis Intervention is a strategy that is being used in pre-schools, schools and districts throughout the country as a part of their Positive Behavioral Interventions & Supports (PBIS)/ Response to Intervention (RTI) initiatives
- LSCI supports school-wide positive behavior interventions and supports (SWPBIS) and Multi-Tiered System of Supports – Behavior (MTSS) initiatives in a number of ways
- Provides a systematic, comprehensive approach to addressing escalating behavior that can be used for youths in preschool through high school across all three tiers of the PBIS/MTSS model as well as in special education settings
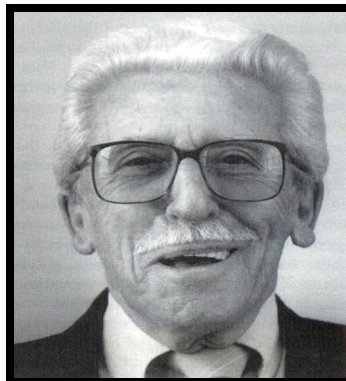
2. HISTORY OF LSCI AND KEY CONTRIBUTORS
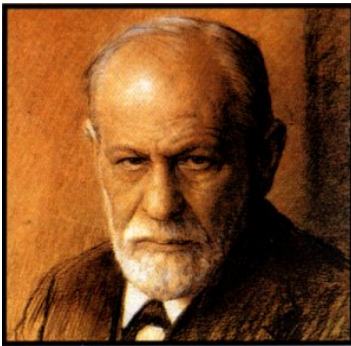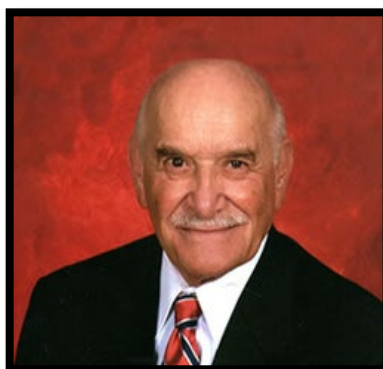

Sigmund Freud

Anna Freud

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Fritz Redl

David Wineman

William Morse

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Dr. Nicholas Long

Cognitive Map of the Six Stages of LSCI

Stage 1: Drain Off Staff *de-escalating skills* to drain off the youth's intense feelings while controlling one's counter-aggressive reactions	**Diagnostic Stages**
Stage 2: Timeline Staff *relationship skills* to obtain and validate the youth's perception of the crisis	
Stage 3: Central Issue Staff *diagnostic skills* to determine if the crisis represents one of the six LSCI patterns of self-defeating behavior	
Stage 4: Insight Staff *clinical skills* to pursue the youth's specific pattern of self-defeating behavior for personal insight and accountability	**Reclaiming Stages**
Stage 5: New Skills Staff *empowering skills* to teach the youth new social skills to overcome the youth's pattern of self-defeating behavior	
Stage 6: Transfer of Learning Staff *consultation and contracting skills* to help the youth re-enter the activity and to reinforce and generalize new social skills	

COURSE OBJECTIVES

You will learn:

1. The primary importance of forming positive relationships with youth
2. The differences in psychological worlds between adults and young people
3. How the brain responds to stress and trauma
4. The stages of child development
5. Unconscious forces that protect us from overwhelming stress
6. The importance of learning how to express feelings through language
7. How perceptions and thoughts impact feelings and behavior
8. The Conflict Cycle™
9. Five skills of effective listening
10. Skills to Drain Off a youth's intense emotions
11. A model to ask questions to determine the Timeline
12. Six stages of the LSCI, tailored to six common self-defeating patterns of behavior

6. THE IMPORTANCE OF POSITIVE RELATIONSHIPS

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LIFE SPACE CRISIS
INTERVENTION
Turning Problem Situations into Learning Opportunities

6. THE IMPORTANCE OF POSITIVE RELATIONSHIPS

*"The single most common factor for children who develop resilience
is at least one stable and committed relationship
with a supportive parent, caregiver, or other adult.
These relationships provide the
personalized responsiveness, scaffolding, and protection
that buffer children from developmental disruption.
They also build key capacities—
such as the ability to…regulate behavior—
that enable children to respond adaptively to adversity and thrive."*
(Center on the Developing Child, Harvard University)

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Activity: Adult Influences

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How do you want to be remembered by your young people?

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Therapeutic Power of Kindness

Kindness gives meaning to our lives
and makes the lives of others more hopeful and satisfying.
Acts of staff kindness are essential to the success of any therapeutic program
and are the fundamental reason why young people in crisis learn
to develop trusting relationships with adults.
Kindness is the emotional coat
that we wrap around a young person in crisis
to provide human warmth and hope.

Dr. Nicholas Long

- ❖ They will not remember what we said.
- ❖ They will not even remember what we did.
- ❖ But they will never forget how we made them feel.

Summary:

1. LSCI is a verbal strategy that helps adults work with children and youth to build a trusting relationship which leads to real changes in overcoming self-defeating patterns and learning to make better choices in life.
2. LSCI is a psycho-educational strategy that traces its roots to the work of Bill Morse, David Wineman, Fritz Redl and even Anna Freud.
3. LSCI views crisis as an opportunity for a child to gain insight into behavior and move toward positive behavioral change.
4. The skills of LSCI can be used to address six of the most common patterns of self-defeating behavior.

7. DIFFERENCES IN PSYCHOLOGICAL WORLDS

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YOUTH IN STRESS & HELPING ADULTS

7. THE DIFFERENCES IN PSYCHOLOGICAL WORLDS		
	Youth in Stress-Reaction:	Helpful Adult-Reaction:
Perceptions	Concrete One-dimensional	Diverse Multi-dimensional
Thoughts	Illogical Irrational Cognitive Traps	Logical Cognitively-Based
Feelings	Flooded Explosive	Accepts & controls
Behaviors	Does not accept responsibility for behavior	Accepts responsibility for behavior

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What can these images teach us about how to approach a youth under stress?

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Video Viewing Guide: Frank and the Belt

Observe the video *Frank and the Belt.* In small groups, discuss the following:

1. Use the graphic organizer below to record your observations about Frank and Mr. Daniels. How does the video illustrate the *Differences in Psychological Worlds*?

	Youth in Stress—Reaction:	**Helpful Adult—Reaction:**
Perceptions		
Thoughts		
Feelings		
Behaviors		

2. If you could sit down with Mr. Daniels today, what advice would you give him?

_____
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"If ever there is an object involved in a crisis, 'Fall in love with the object.'" Dr. Nicholas Long

"Put yourself in the psychological shoes of the child." Dr. Fritz Redl

Summary:
1. LSCI takes into account key differences in the psychological worlds of helping adults and youth in stress.
2. Young people are often concrete in their perceptions. Under stress, they have difficulty considering things from alternate points of view.
3. In stressful situations, a child's thinking may become illogical. LSCI helps young people challenge their irrational beliefs and illogical thinking.
4. In a crisis, young people can become explosive and flooded by their feelings. Helping adults can show young people how to accept and control overwhelming emotions.
5. For some young people, accepting responsibility for behavior is like admitting failure. It is a painful process and one that benefits from adult support.

8. THE BRAIN:
STRESS & MEMORY

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8. THE BRAIN, STRESS & MEMORY

The Triune Brain

Paul D. MacLean

Neocortex:
Rational or Thinking Brain

Limbic Brain:
Emotional or Feeling Brain

Reptilian Brain:
Instinctual or Dinosaur Brain

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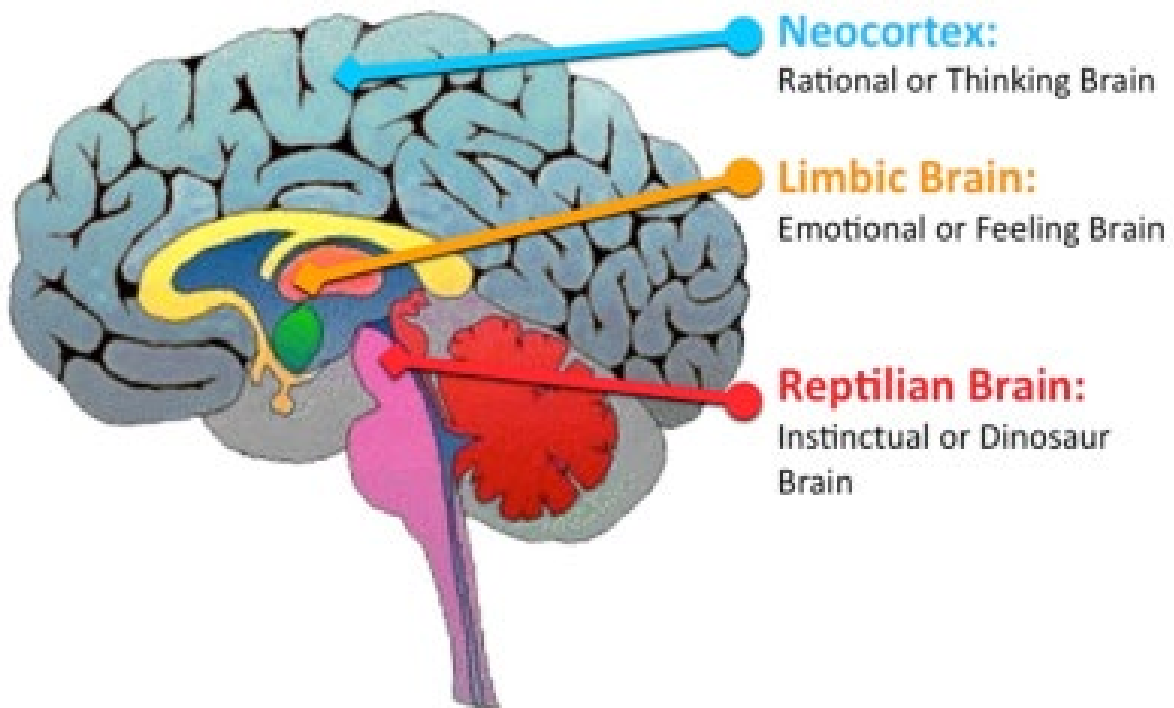
Brain Stem
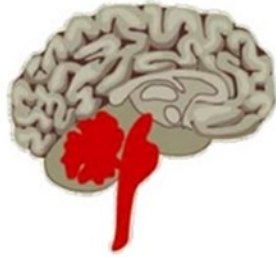
Survival Functions – State Memories

Limbic System

Hippocampus

Amygdala
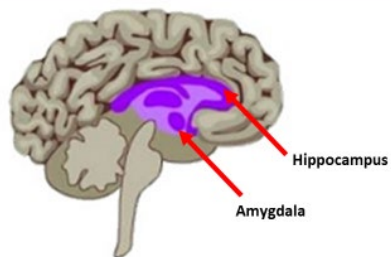
Emotional and Sensory Memories

Neocortex

Rational Brain

Four Types of Stress

Developmental Stress

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Physical Stress

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Psychological Stress

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Reality Stress

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Time Stamp

When stressful and traumatic events occur, the memories of those events are stored in a part of the brain, the **limbic system**, where **there's no language.** If there is no language, then there's **no ability to time stamp** and effectively process the event.

Video Viewing Guide: *Dr. Daniel Siegel's Hand Brain Model*

- What are your noticings, wonderings and take-aways?

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- Why is this important for this course?

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Effects of Toxic Stress & Trauma on Brain Development in Early Childhood

- The brain's stress response can become hyper-sensitized when it is repeatedly exposed to toxic stress and traumatic events such as chronic hunger, violence, separation from loved ones and emotional abuse and not given the support to recover.
- For boys, toxic stress and trauma more often looks like hyper-arousal: inability to focus, becoming angry quickly, or showing aggression.
- For girls, toxic stress and trauma more often presents as disassociation. In a school or treatment setting, this can look like shyness or zoning out.

(Dr. Bruce Perry)

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Summary:

1. The **brain stem** is responsible for survival functions, such as heart rate and respiration. "State" memories are stored in the brain stem and can be triggered during periods of stress (e.g., why your heart beats faster when you are nervous).
2. The **limbic system** is the emotion center of the brain. It plays the major role in the body's response to stress. "Sensory" memories are stored in the limbic system. This part of the brain has no language.
3. The limbic system houses the **amygdala**, which is responsible for the fight, flight, or freeze reaction.
4. The **neocortex** is the executive functioning center of the brain, where planning, problem-solving, reasoning, and abstract thought all take place. This is also the storage area for facts, figures, dates, numbers, etc.
5. The memories of a child who lives in chronic stress, or who has suffered trauma, are stored largely in the **limbic system**, where there is no language. Without language and the ability to "time stamp" a troubling event, the difficult memories are always live and playing in the background.
6. These young people operate at a constantly high state of arousal—at **toxic stress levels**—and experience many events in their environment as safety threats and emotional triggers.
7. **The goal of LSCI is to bring language to emotion**—to interrupt repetitive trauma and crisis re-enactment patterns.

9. STAGES OF CHILD DEVELOPMENT

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HOW OUR PERCEPTIONS ARE FORMED

9. STAGES OF CHILD DEVELOPMENT
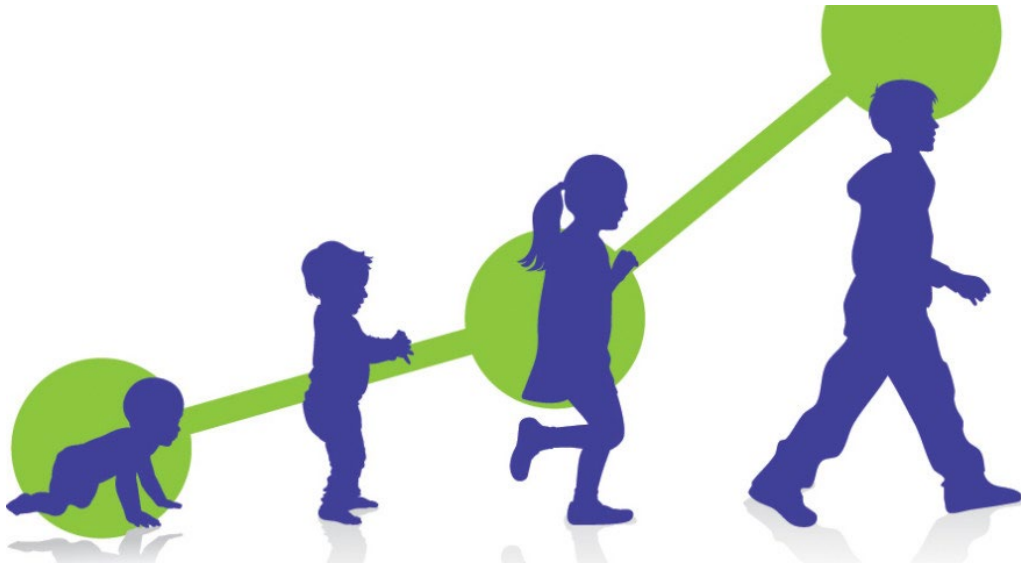
Developmental Stage	Existential Question	Irrational Belief if Not Resolved
Abandonment (Birth to 2 years)	Is the world a safe place?	I can't trust anyone but myself— I'll do whatever it takes to meet my needs!
Inadequacy (3 to 5 years)	Can I measure up to my parents' expectations?	I'll never measure up, so why try?
Guilt (6 to 9 years)	Can I measure up to my own expectations?	I'm no good so I deserve to be punished!
Conflict (10 to 12 years)	Can I measure up to my peers' expectations?	I'm an outcast so screw them all!
Identity (13-18 years)	Do I have what it takes to be the kind of adult I want to be?	I don't have what it takes to make it; I'm lost!

Remember: Everyone goes through these developmental stressors. It's a normal, natural part of life. How young people progress through each of these stages shapes how they *perceive* the world, other people and themselves.

Developmental Anxieties & Stress	Positive Strategies to help youth successfully complete this stage

Developmental Anxieties & Stress

Stage 1: Abandonment (Ages Birth to 2 years)

Is the world a safe place?

Reality Stress	Physical Stress
Will someone care for me? Will my basic needs be met?	Comforted, held, and kept warm, dry & full vs. Lacking nurturing touch, and left cold, wet, hungry

Irrational Beliefs if Not Resolved

I can't trust anyone but myself—
I'll do whatever it takes to meet my needs!

Developmental Anxieties & Stress

Stage 2: Inadequacy (Ages 3 to 5 years)

Can I measure up to my parents' expectations?

Reality Stress	Physical Stress
I can't seem to do anything quite right.	Complete dependence on caregivers for nutrition, rest, exercise, hygiene

Irrational Beliefs if Not Resolved

I'll never measure up, so why try?

Developmental Anxieties & Stress

Stage 3: Guilt (Ages 6 to 9 years)

Can I measure up to my own expectations?

Reality Stress	Physical Stress
Compared to others, my weaknesses and failures become realities.	Conforming to the demands of school: sitting still, managing bodily demands

Irrational Beliefs if Not Resolved

I'm no good so I deserve to be punished!

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Developmental Anxieties & Stress

Stage 4: Conflict (Ages 10 to 12 years)

Can I measure up to my peers' expectations?

Reality Stress	Physical Stress
I must compete for acceptance.	*Hormones, growth, body type, personal appearance*

Irrational Beliefs if Not Resolved

I'm an outcast so screw them all!

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Developmental Anxieties & Stress

Stage 5: Identity (Ages 13 to 18 years)

Do I have what it takes to make it as a self-sufficient adult?

Reality Stress	Physical Stress
I must independently handle adult challenges.	*Adjustment: Demands of work, school, independence*

Irrational Beliefs if Not Resolved

I don't have what it takes to make it; I'm lost!

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Summary:

1. A child's perceptions and beliefs about the world are heavily influenced by how the existential questions of each developmental stage are resolved.
2. The perceptions a child forms from their earliest stages can become the operating principles that drive the way the child approaches life.
3. **Stage**   **Existential Question**
   1st-Abandonment (Birth-2 years)   Is the world a safe place?
   2nd-Inadequacy (3-5 years)   Can I measure up to my parents' expectations?
   3rd-Guilt (6-9 years)   Can I measure up to my own expectations?
   4th-Conflict (10-12 years)   Can I measure up to my peers' expectations?
   5th-Identity (13-18 years)   Do I have what it takes to make it as a self-sufficient adult?

10. HOW CHILDREN & YOUTH MANAGE INTENSE EMOTIONS UNDER STRESS

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TYPES OF MEMORY

CHOICES IN MANAGING FEELINGS

DEFENSE MECHANISMS

10. HOW CHILDREN & YOUTH MANAGE INTENSE EMOTIONS UNDER STRESS

Types of Memory

Implicit Memory
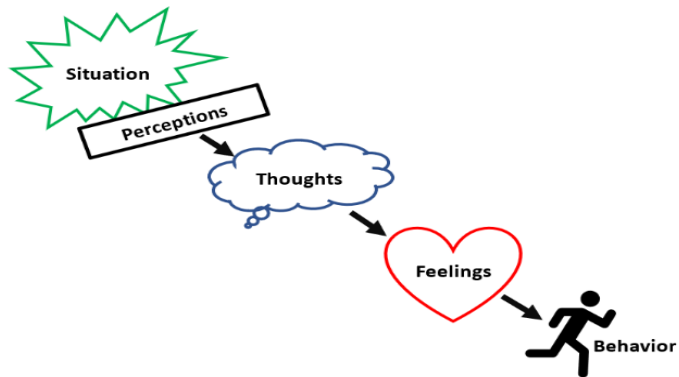- Associated with stress and trauma
- Stored in the limbic system
- Sensory, not language-based

Explicit Memory
- Available to language
- We think about memories in words
- How we think about memories influences how we feel

We Have Choices in How Feelings Are Expressed

- Perceptions drive thoughts

- Thoughts drive feelings

- Feelings drive behaviors

Three Choices in Managing Personal Feelings

Act them out

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Deny and defend
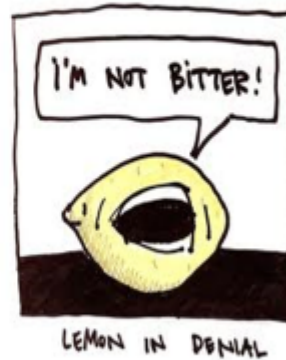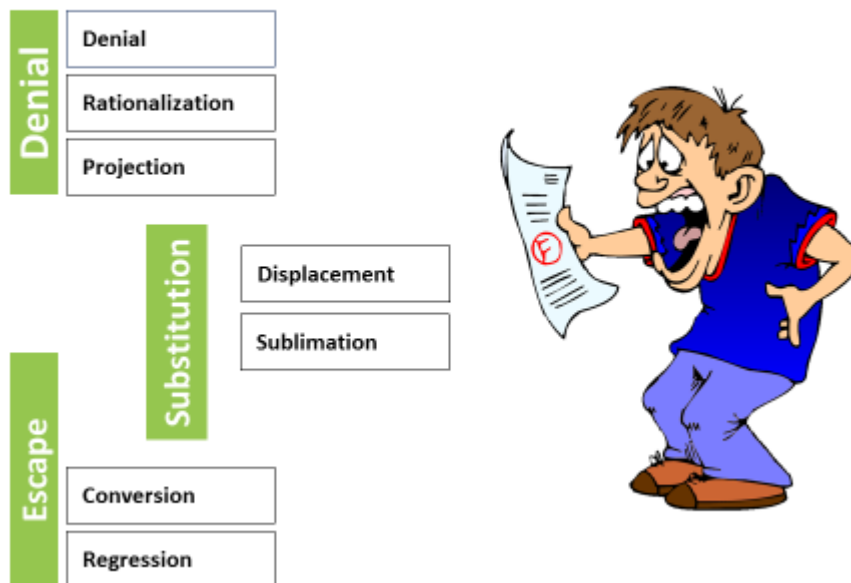
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Accept and own

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Defense Mechanisms

Defense mechanisms are behaviors that are unconsciously used to protect a person from overwhelming stress and anxiety.

I'M NOT BITTER!

LEMON IN DENIAL

Seven Defense Mechanisms

Denial	
	Denial
	Rationalization
	Projection

Substitution	
	Displacement
	Sublimation

Escape	
	Conversion
	Regression

Seven Defense Mechanisms to Know

Defense mechanism are also called <u>mental mechanisms</u> which are unconscious defensive behavior adjustments. We use mental mechanisms to compensate for an environmental lack, overcome insecurity, defend our pride, shift the blame from ourselves, provide a self-alibi, retreat from a problem "with honor" and to "save face." Despite nagging conscience, we justify our actions in some way or other. In all cases, we are defending against the inner self. The object is prevention of inner conflict and establishment of inner peace. Everyone uses defense mechanisms from time to time. They become a problem, however, when their repeated use shields us from eventually coming to terms with the true source of stress.

Denial	The ability to defend against painful feelings by not recognizing their sources.
Rationalization	A conscious effort to defend an action which has produced a feeling of guilt by coming up with a "good reason" for the behavior instead of facing the real reason.
Projection	Another form of alibi; attributing motive or blame to someone else or something; attributing one's own feelings to another. Often, a person can feel threatened by their own feelings, so they accuse others of having those same feelings.
Displacement	Transferring an emotional reaction to a substitute when it cannot be directed toward the one who caused it.
Sublimation	Changing the direction of one's drive toward a worthy and acceptable goal. An adolescent who wants to hurt someone when angry, takes it out on the basketball court. This mechanism lies behind many success stories.
Conversion	Transferring distress to a physical manifestation such as illness or "pain" (psychosomatic).
Regression	Retreating from one's responsibilities and problems by an attempt to return to the comfort of earlier years by engaging in behaviors reminiscent of those times (rocking, thumb sucking).

Summary:
1. **Implicit memory** is stored in the limbic system. It is the kind of memory associated with stress and trauma. Implicit memory is sensory, and not language-based.
2. **Explicit memories** are language-based. We can think about these memories in words and how we think about these memories leads to how we feel about them.
3. One of the goals of LSCI is to move "raw" memories and thoughts from the part of the brain that doesn't have language to the part of the brain that does, so that young people come to realize they have choices in the way they express their feelings.
4. We have three choices when it comes to expressing our feelings: We can act them out, deny and defend them, or accept and own them. Youths may use defense mechanisms as protection against stress and anxiety.
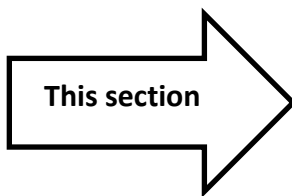
11. LANGUAGE & THINKING

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COGNITIVE THEORY

11. LANGUAGE & THINKING

Types of Memory

Implicit Memory
- Associated with stress and trauma
- Stored in the limbic system
- Sensory, not language-based

This section →

Explicit Memory
- Available to language
- We think about them in words
- How we think about them influences how we feel

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Cognitive Theory

- **Stream of Consciousness:** Continuous flow of observation and thought in the present.
- **Perceptual Set:** Tendency to perceive things in a certain way. Personal history shapes perceptions.
- **Active Self-Talk:** Conscious internal dialogue filtered by the Perceptual Set.

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Cognitive Theory

Stream of Consciousness

- Kids may be wordless, but they are never thoughtless.
- They are flooded with "consciousness."
- Kids may become confused or silent as they sort through their many thoughts in search of an acceptable response.

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
Perceptual Set

- Pre-disposed mindsets (beliefs based on personal experience) influence the stream of consciousness.
- All experiences are filtered through our Perceptual Set and shape our feelings about events:

Event	Your feelings?
Reading aloud	👍 👎 👎
Running a mile	👍 👎 👎
Doing a math problem	👍 👎 👎
Socializing during lunch	👍 👎 👎
Any everyday event	👍 👎 👎

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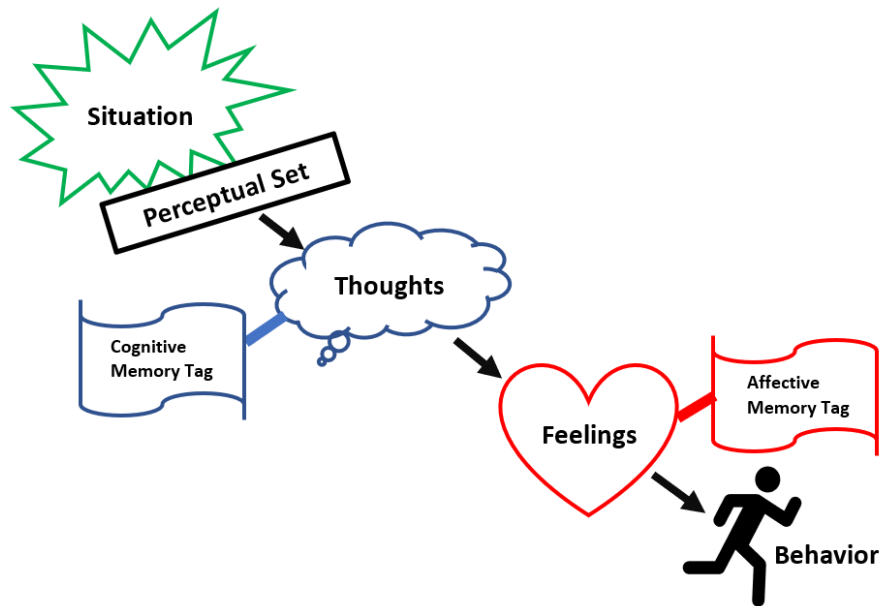
Each of us has a private Memory Bank. We create Personal Meaning with every experience.
Perceptual Set:

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Cognitive Memory Tags:

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Affective Memory Tags:

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Active Self-Talk

- Our Perceptual Set triggers an interpretation of an event and influences what we say to ourselves; our internal dialogue.
- Self-talk generates associated feelings; it's not the event which causes the feeling, it's how we think about it.
- Some self-talk is irrational.

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Darrell suspected someone had once again slipped him a spoon with the concave side reversed.

It's not the event which causes the feeling...

It's HOW you think about it.

**Common Irrational Beliefs of
Children and Youth**

1. I must be good at everything I do (otherwise, I am a failure).
2. Everyone must like me (otherwise, I am a loser).
3. If people do things I don't like, they are bad people (and they must be punished)!
4. Everything must go my way all the time (otherwise, I am unimportant).
5. I never have any control over what happens to me in my life (and therefore I am not responsible for my problems).
6. When something bad happens to me, I can never forget it (and I must think about it all the time).

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Activity: Common Irrational Beliefs of Children and Youth

Directions: Transform the following irrational beliefs to rational, realistic beliefs. Note the terms "must" and "should," or "always" and "never," which usually lead to irrational thinking.

1. I must be good at everything I do (otherwise, I am a failure).   *Rational belief: I don't have to be good at everything I do. It's ok to make mistakes. (I am not a failure if I make mistakes).*
2. Everyone must like me (otherwise, I am a loser).
3. If people do things I don't like, they are bad people (and they must be punished)!
4. Everything must go my way all the time (otherwise, I am unimportant).
5. I never have any control over what happens to me in my life (and, therefore, I am not responsible for my problems).
6. When something bad happens to me, I can never forget it (and I must think about it all the time).

Cognitive Traps
Adapted from *The Good Feeling Handbook*

1. **MENTAL FILTER:** You pick out a single negative detail and dwell on it exclusively. One word of criticism erases all the praise you've received.

2. **DISCOUNTING THE POSITIVE:** You reject positive experiences by insisting they "don't count." If you do a good job, you tell yourself that anyone could have done as well.

3. **JUMPING TO CONCLUSIONS:** You interpret things negatively when there are no facts to support your conclusion. Two common variations are FORTUNE-TELLING (you infer that someone is reacting negatively to you) and MIND-READING (you assume and predict that things will turn out badly).

4. **EMOTIONAL REASONING:** You assume that your negative emotions reflect the way things really are: "I feel guilty so I must be a rotten person."

5. **"SHOULD" STATEMENTS:** You tell yourself that things should be the way you hoped or expected them to be. Many people try to motivate themselves with SHOULDS and SHOULDN'TS, as if they had to be punished before they could be expected to do anything.

Activity: Match the Cognitive Traps with the Following Statements

A. "I feel like a loser because I forgot to buy tickets to the game and now it's sold out. I am such a loser and an idiot."
_____

B. "So I got an 'A' on my project—big deal! Everyone is going to get an 'A'."
_____

C. "If I had told staff that I was feeling upset this morning, they just would have told me to sit down in my seat, anyway. They wouldn't have tried to help me."
_____

D. "Mr. Gallagher should give me a break here. I shouldn't be expected to complete all of my work when he knows I have a big soccer tournament this week."
_____

E.   A child is having a good school day but loses one point for wearing a hat inside the school building after recess. When the child find outs they will not have a "perfect" school day, the child explodes, feeling their goal is shattered.

_____

Most kids with challenging behaviors are not motivated to seek self-improvement programs, but to seek ways of justifying their faulty thinking.

Cognitive Restructuring

How to change irrational beliefs to more rational beliefs:

1st - Gain awareness of negative thought habits

2nd - Learn to challenge or *dispute* the negative thought habits

3rd - Substitute positive, life-enhancing thoughts and beliefs

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People are disturbed not by things, but by the view which they take of them.

--- Epictetus,
1st Century A.D.

Cognitive Restructuring

The process of helping a person change a self-defeating mind-set to a more positive one is called **cognitive restructuring.**

In order to change perceptions and feelings we must tap into the young person's self-talk. This requires excellent **listening skills** including:

Attending, Reassuring, Affirming, Decoding, Validating

You can change the young person's self-talk!

Summary:

1. **Stream of consciousness** refers to the continuous flow of thoughts going through our minds. It is our awareness of what is happening in the moment and is always ongoing.
2. Our **perceptual set** is the tendency to perceive things in a certain way. Personal history shapes perceptions.
3. **Active self-talk** is the constant internal dialogue we have with ourselves. It is heavily influenced by our perceptual set. What we say to ourselves generates how we think.
4. It's not the event that causes the feeling; it's how we think about it.
5. LSCI uses this understanding of the link between perceptions, thoughts, and feelings to help the child create lasting changes in behavior.
6. Under stress, young people often experience irrational self-talk that drives self-defeating behavior. LSCI helps young people examine and change their irrational self-talk, in order to bring about real changes in behavior.
7. Young people engage in five rigid patterns of perceiving and thinking known as **Cognitive Traps**. Each of these thinking errors contributes to a negative operating mind-set and distances the young person from taking responsibility to improve their behavior.
8. **Cognitive Restructuring** uses good listening: attending, reassuring, affirming, decoding and validating skills to change a child's operating mindset and self-talk. This requires an awareness of irrational beliefs, knowing how to challenge or *dispute* them, and replace them with a rational, life-enhancing beliefs.

12. THE CONFLICT CYCLE

_____

HOW STRESS CAN DRIVE BEHAVIOR

12. THE CONFLICT CYCLE

Activity: Experiences and Beliefs

STUDENT'S SELF CONCEPT
IRRATIONAL BELIEFS

1
STRESSFUL
EVENT

4
ADULT/PEER
REACTIONS

2
STUDENT'S
FEELINGS

3
STUDENT'S
OBSERVABLE
BEHAVIOR
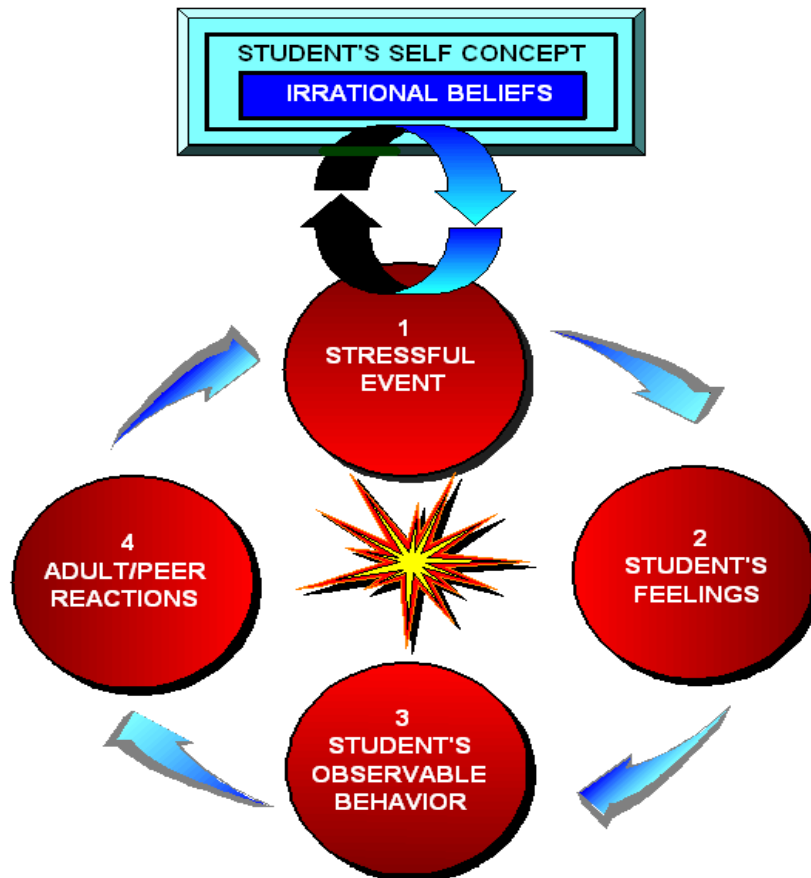
Focus Questions:

How do early negative childhood experiences develop into irrational beliefs?

How do irrational beliefs develop into self-fulfilling prophecies?

(A) First, each group will brainstorm possible early negative or traumatic experiences which may have occurred in your young people's lives during the first five years, which are critical years of child development.

_____
_____
_____
_____
_____
_____

(B) Next, choose one negative experience from the list and discuss irrational beliefs which may have resulted. Irrational beliefs are formed by age 6 or 7.

Negative Experience:	
Irrational Beliefs about Self	"I am …"
Irrational Beliefs about Adults	"All adults are …"
Irrational Beliefs about Life	"Life…"

_____
_____
_____
_____
_____

How do Rational Beliefs Become Irrational?

Child thinks…

- "…my caregiver neglected/abused me."
    (Fact, True. This is a Rational Belief.)
- "…my caregiver can't be counted on to meet my needs."
    (Fact, True. This is a Rational Belief.)
- "…THEREFORE, ALL ADULTS in the future will neglect my needs."
    (Not a fact, False. This is an Irrational Belief.)

Overgeneralization is the process of taking single events and broadly generalizing them to all circumstances. You use the words ALWAYS or NEVER when you think about it.

_____
_____
_____
_____

Beliefs Become Self-fulfilling Prophecies

"I don't trust adults. I have to look out for myself."

"Life is awful—it will never get better."

"I must be stupid if I make mistakes."

What kids believe about themselves is more important in determining their behavior than any facts about them.

_____
_____
_____
_____
_____

The Conflict Cycle

1. STUDENT'S STRESSFUL EVENT
2. STUDENT'S THOUGHTS
3. STUDENT'S FEELINGS
4. STUDENT'S BEHAVIOR
5. REACTION OF ADULTS AND PEERS

_____
_____
_____
_____

The Conflict Cycle

Youth thinks: Adults are all unfair…I can't trust anyone… I can't do anything right!

Youth's Stressful Event

Youth is angry, scared, or sad

Youth yells, threatens, etc.

Adult yells, threatens, etc.
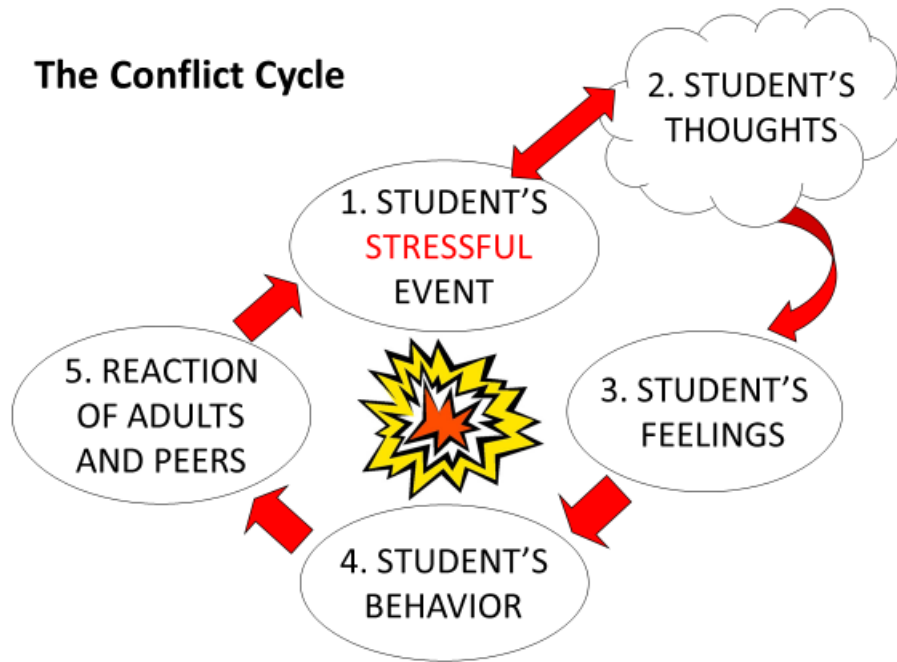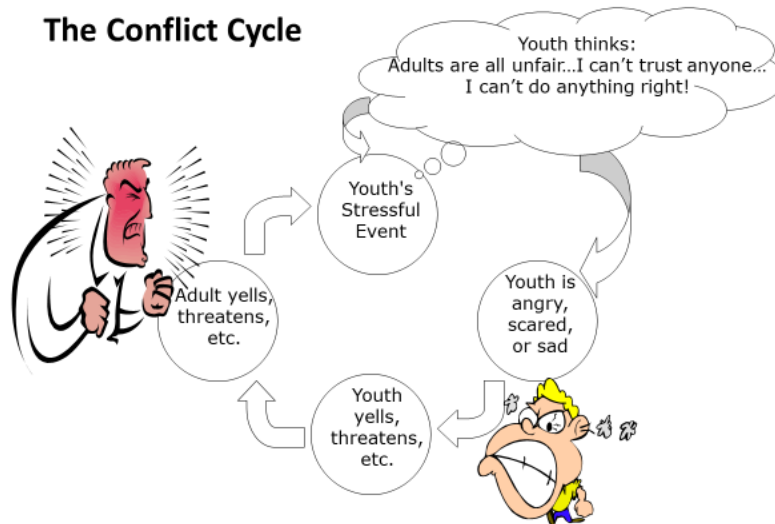
In what ways is the adult mirroring the young person?

_____
_____
_____

The Conflict Cycle

CRISIS

INCIDENT

EVENT

If the staff member uses angry words and tones, the conflict will get worse!

_____
_____
_____
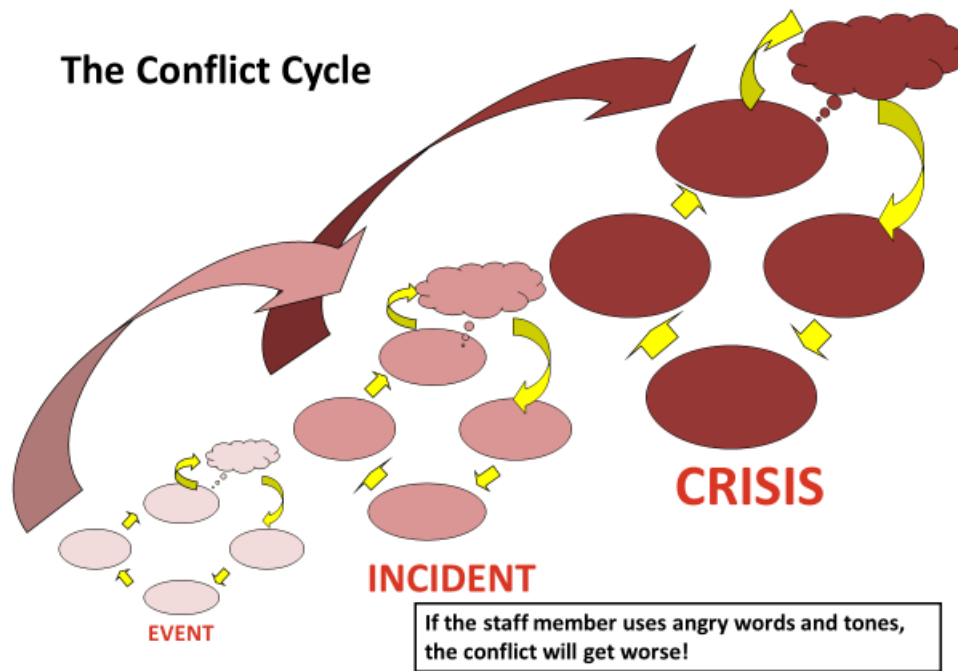
Mirror Neurons

Video Viewing Guide: *Mirror Neurons*
What are the important take-aways? How does this information relate to the Conflict Cycle?

_____
_____
_____
_____
_____

Young people in stress create the same feelings in adults

If adults are not aware of the "Conflict Cycle," ADULTS COPY THE YOUTH'S BEHAVIOR as well as the FEELINGS!

In other words,

THE ADULT ACTS LIKE THE YOUNG PERSON!

_____

_____

_____

The Conflict Cycle Paradigm

- A *STRESSFUL EVENT* occurs which activates the irrational beliefs of a young person.
- These *NEGATIVE THOUGHTS* determine and trigger feelings.
- *FEELINGS*, not rational forces, drive inappropriate behaviors.
- Inappropriate *BEHAVIORS* incite adults.
- Adults take on the young person's feelings and may *MIRROR* their behaviors.
- This negative adult *REACTION* increases the young person's stress, escalating the conflict into a self-defeating power struggle.
- The young person's *SELF-FULFILLING PROPHECY* (irrational beliefs) is *REINFORCED;* the young person has no motivation to change thinking or behavior.

_____

_____

_____

_____

_____

Conflict Cycle Role-Play
Use the Conflict Cycle below to record your noticings, wonderings, and take-aways about the role-play:

1.Students Stressful Event

2.Student's Thoughts:

Conflict Cycle

5.Adult's Reaction:

3.Student's Feelings:

4.Student's Behavior:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
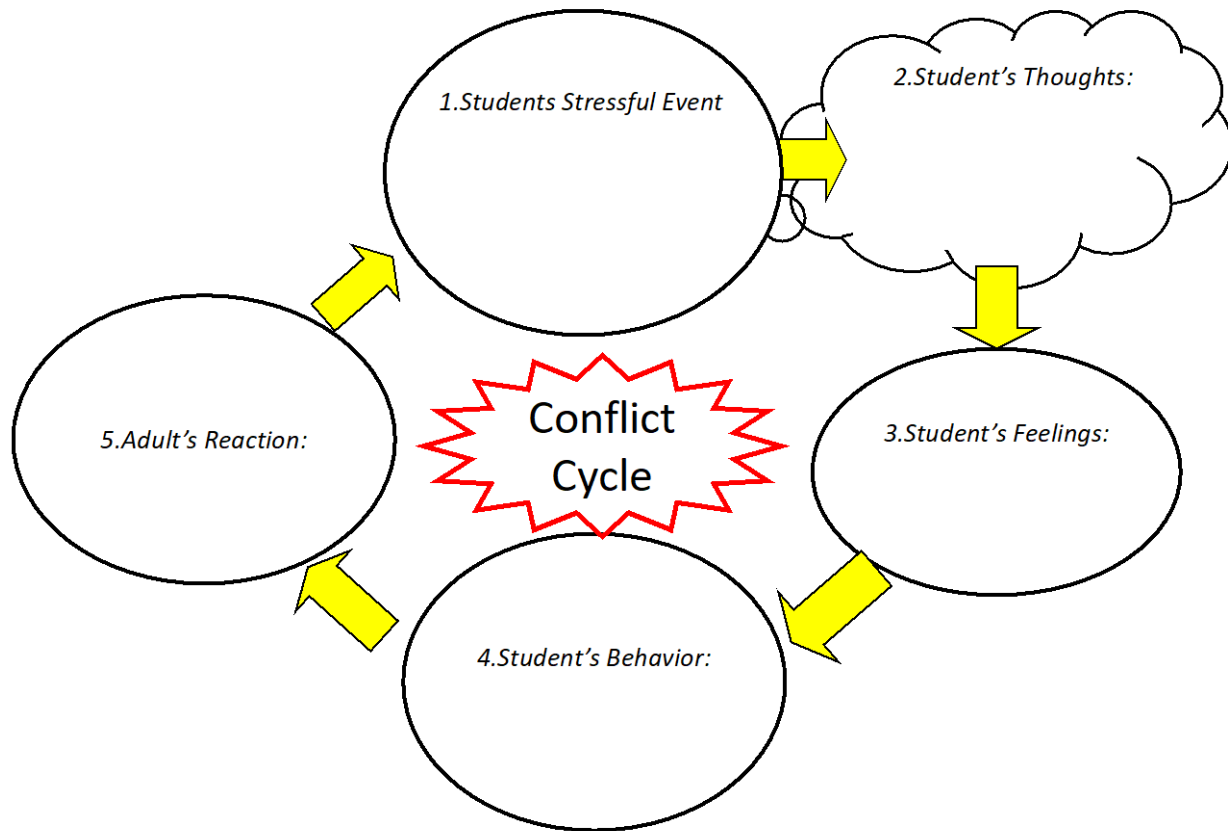
Activity: Personal Conflict Cycle
Describe a Conflict Cycle that you have observed in your setting. Change names for confidentiality. Use the circular or chart template. Trace three cycles of stressful event, thoughts, feelings, behavior and adult reaction. Show how the adult copied the youth's feelings and behaviors, thus escalating the conflict.

Personal Conflict Cycle: Circular Template
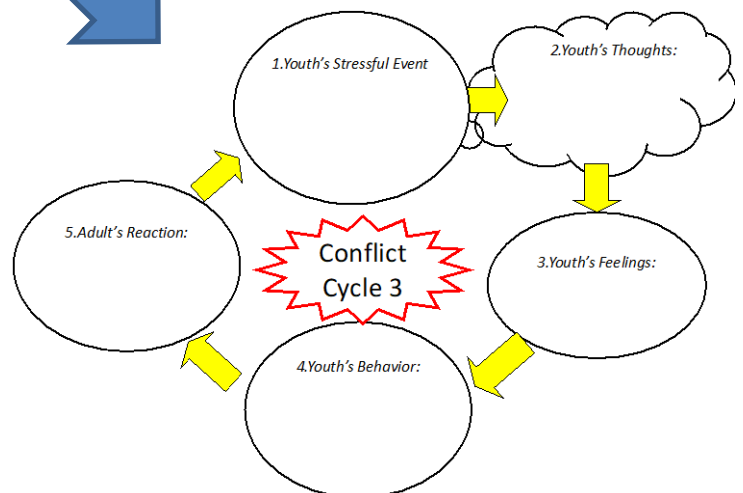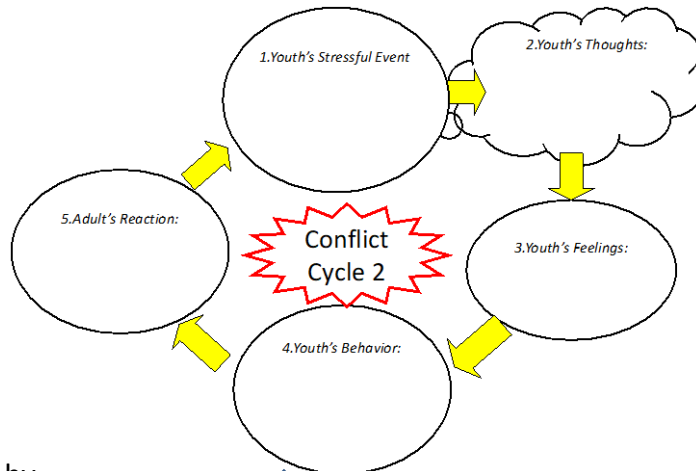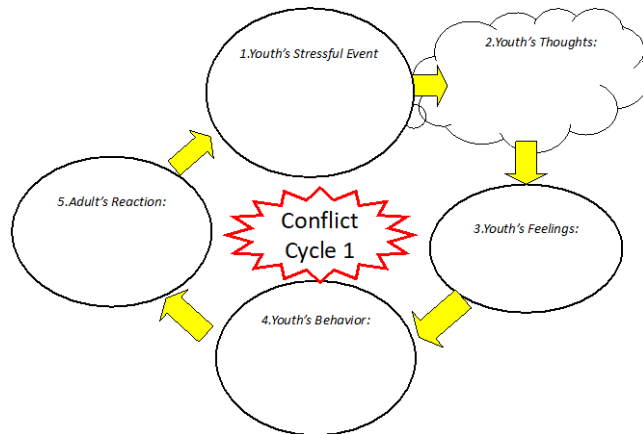
1.Youth's Stressful Event

2.Youth's Thoughts:

5.Adult's Reaction:

Conflict Cycle 1

3.Youth's Feelings:

4.Youth's Behavior:

1.Youth's Stressful Event

2.Youth's Thoughts:

5.Adult's Reaction:

Conflict Cycle 2

3.Youth's Feelings:

4.Youth's Behavior:

How did the adult escalate the situation by copying the youth's feelings and behavior?

1.Youth's Stressful Event

2.Youth's Thoughts:

5.Adult's Reaction:

Conflict Cycle 3

3.Youth's Feelings:

4.Youth's Behavior:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Personal Conflict Cycle: Chart Template

Directions: Fill in your own example of a Conflict Cycle that you have observed. Change names for confidentiality.

Cycle 1 Youth's Stressful Event:

_____

Youth's Thoughts (Hypothetical):

_____

Youth's Feelings (Hypothetical):

_____

Youth's Observable Behavior:

_____

Adult's Reaction:

_____

Cycle 2 Adult's Reaction (above) becomes New Stressful Event:

_____

Youth's Thoughts (Hypothetical):

_____

Youth's Feelings (Hypothetical):

_____

Youth's Observable Behavior:

_____

Adult's Reaction:

_____

Cycle 3 Adult's Reaction (above) becomes New Stressful Event:

_____

Youth's Thoughts (Hypothetical):

_____

Youth's Feelings (Hypothetical):

_____

Youth's Observable Behavior:

_____

Adult's Reaction:

_____

How did the adult escalate the situation by copying the youth's feelings and behavior?

_____
_____
_____

Video Viewing Guide: Directions will be provided by Trainer.

_____
_____
_____

Video Viewing Guide: *Trenton and the Saw*
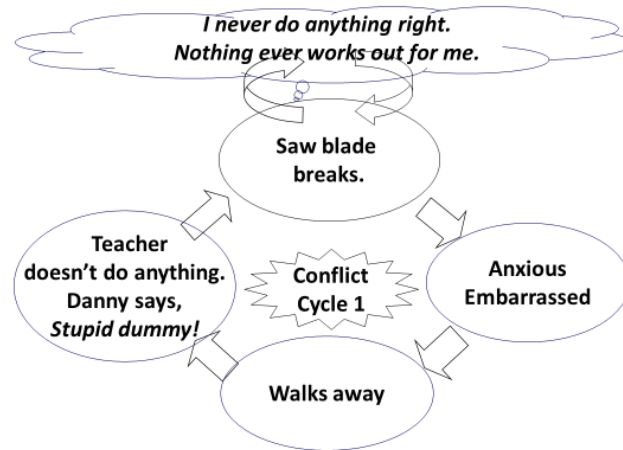
How might the teacher have responded differently to Trenton and the saw breaking?
…to Danny and his negative comments?

_____
_____
_____
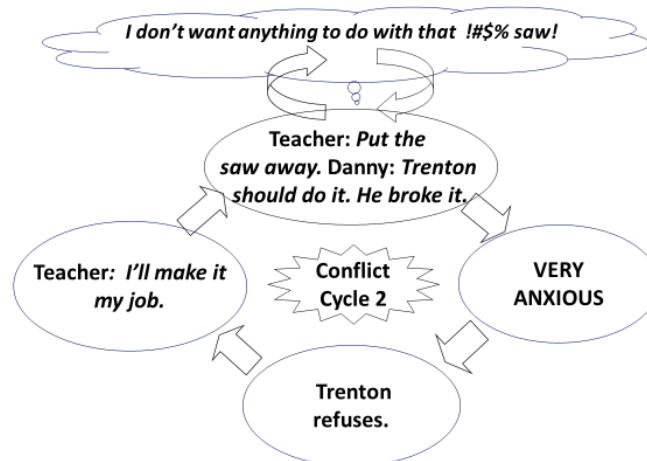
Why was the request to "Put the saw away" stressful for Trenton?

_____
_____
_____

I can't do anything right!

Teacher: *Since you two guys can't decide, I'll make it my job.*

Teacher: *No, I said it was my job.* Teacher puts the saw away.

Conflict Cycle 3

Frustrated Upset

Trenton attempts to put the saw away.
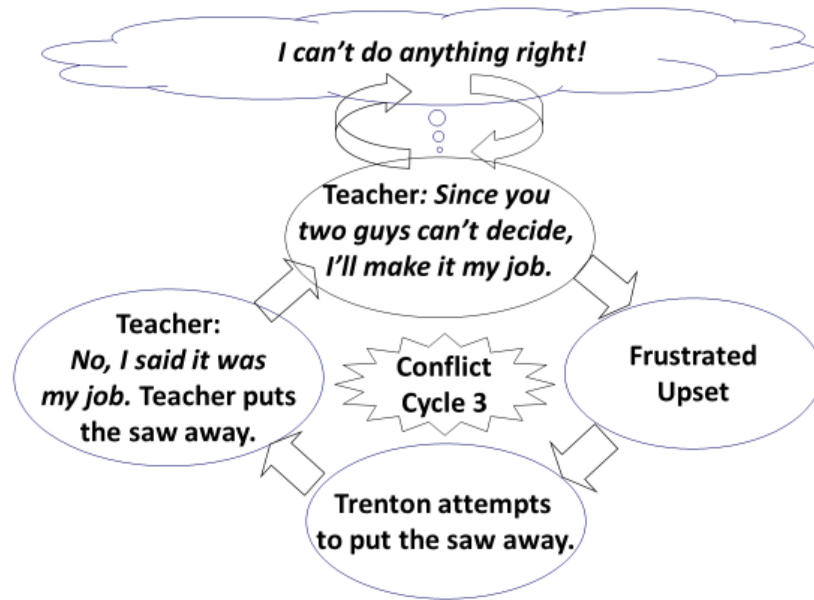
Why was this teacher's response not helpful? What would have been a better response?

_____

_____

_____

Nothing ever works out for me. I hate the #$%$ teacher—she wants me to fail!

Trenton has left the room without permission. Teacher hauls him back.

Teacher is shocked

Conflict Cycle 4

FURIOUS!

Trenton slaps teacher
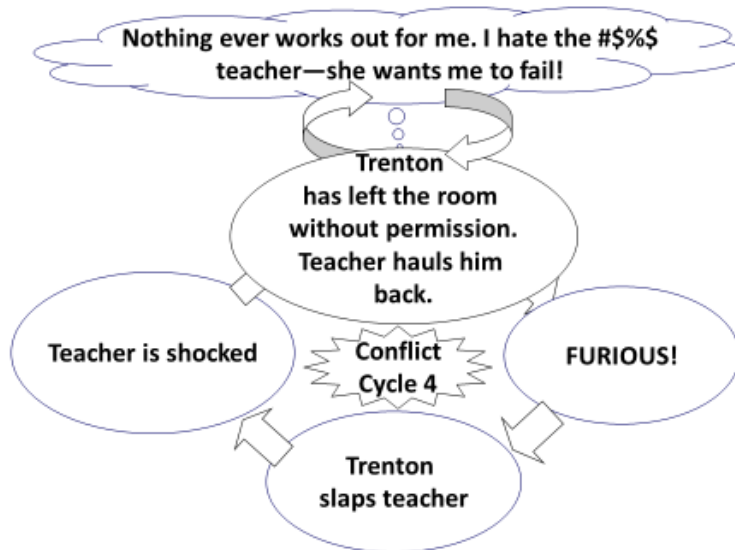
What supports need to be in place for young people who are emotionally upset and their negative behaviors are escalating?

_____

_____

_____

Unbroken, the Conflict Cycle spirals into crisis

CRISIS

Cycle 3 INCIDENT EXPANDS
Stress — Feelings & Anxieties — Behavior — Others' Reaction

Cycle 2 INCIDENT
Stress — Feelings & Anxieties — Behavior — Others' Reaction

Cycle 1 EVENT
Stress — Feelings & Anxieties — Behavior — Others' Reaction

Cycle 3 – The teacher puts the saw away.

Cycle 2 – The teacher asks Trenton to put the saw away

Cycle 1 - Trenton breaks the saw blade

_____
_____
_____
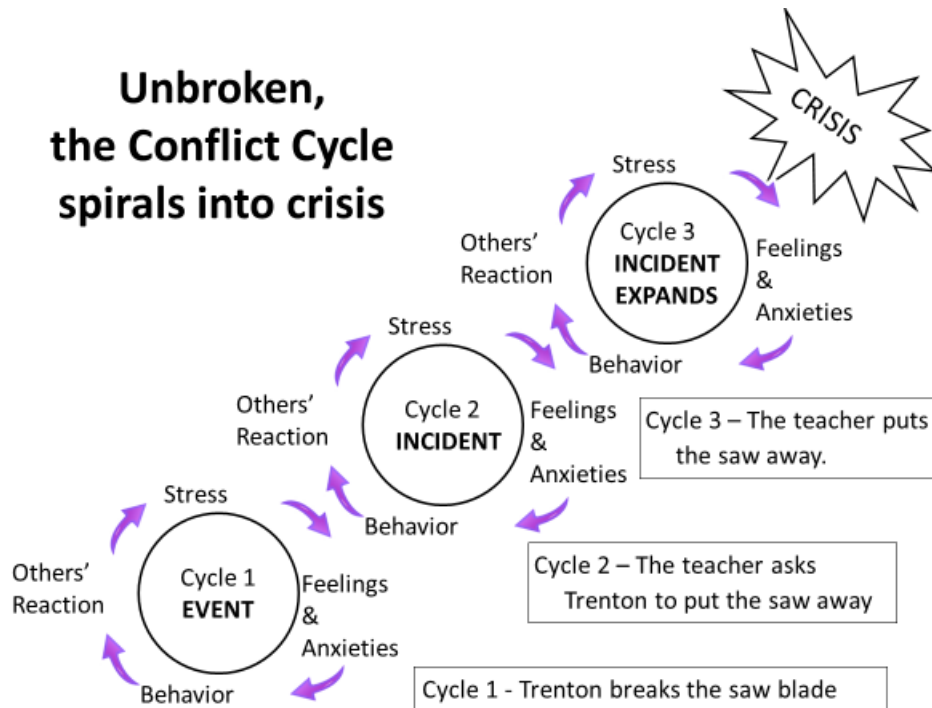
Summary:

1. The **Conflict Cycle™** is LSCI's major paradigm for understanding the dynamics of the interactions between youths in stress and staff who work with them.
2. Young people in stress create the same feelings in adults. If adults are not aware of the Conflict Cycle, adults copy the youth's behavior as well as the feelings. In other words, the adult acts like the young person!
3. The discovery of the brain's **mirror neurons** helps explain the copying effect of feelings and behavior.
4. Understanding the Conflict Cycle is the first line of defense against reinforcing the young person's irrational beliefs and self-fulfilling prophecies.

_____
_____
_____

13. BREAKING THE CONFLICT CYCLE

_____

TURNING CONFLICT CYCLES INTO COPING CYCLES

13. BREAKING THE CONFLICT CYCLE

_____
_____
_____

_____
_____
_____
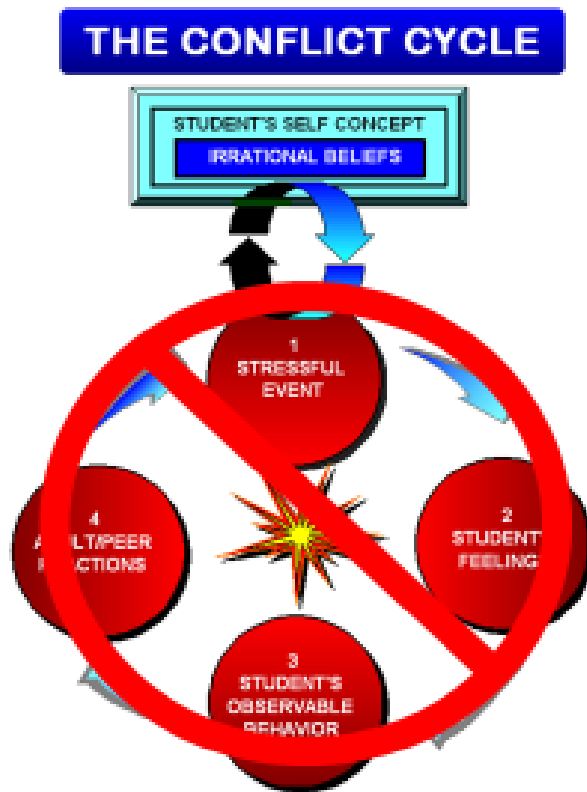
When little people are
overwhelmed by big emotions,
it's our job to share our calm,
not to join their chaos.
L.R. Knost

_____
_____
_____

Adults must **remember** to
take the "high road"
when faced with stressful situations,
BUT,
Young people have to **learn** to
take the "high road"
when faced with stressful situations

It is our job to teach them how…..

_____
_____
_____
_____
_____
_____

The Conflict Cycle occurs
when both the adult and
the young person react at
the "low road" level.

_____
_____
_____
_____
_____
_____

Activity: Quick Write

What does every young person need in order to develop a positive self-concept?

_____
_____
_____
_____
_____
_____
_____
_____

The Impact of YOU Messages:
- Can't you do anything right?
- With your attitude you'll never amount to anything.
- You are a disappointment to me, your friends, and your family.
- You apologize immediately!
- Don't you dare use that language with me!
- Why do you have to be so disgusting?
- You better start acting your age!
- You have no respect for anyone or anything!
- You don't listen to anyone, do you?
- You never use your head.
- You're more trouble than you're worth.

_____
_____
_____

"I" Messages are:
- Helpful in interrupting a power struggle
- Helpful in releasing adult stress in a healthy way
- Less likely to provoke more aggression
- Less threatening to others

_____
_____
_____

YOU Messages rob kids of their dignity.

Anger, resentment, and disrespect are the result.

"I" Messages help the adult to calm down.

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_____
_____
_____

Activity: "I" Messages

• I am feeling _____
     (emotion)

• "I" Messages are said to yourself in order to help you to calm down.

Examples:
I am feeling frustrated... annoyed... irritated... upset ...angry

Activity: Practice using an "I" Messages instead of the previous YOU Message. Each participant will practice one statement. This is a self-talk calming strategy.

_____
_____
_____

Adult Personal Calming Strategies

Develop a Plan for Personal Calming Strategies:

❑ I will acknowledge my feelings to myself ("I am feeling frustrated, irritated, or angry").
❑ I will take a step back to give more personal space to both of us.
❑ I will lower my voice and keep my tone professional.
❑ I will take a deep breath.
❑ I will count to 10.
❑ I will visualize a calming memory.
❑ I will use positive self-talk ("I can handle this").
❑ _____

_____
_____
_____

What's the difference?

Thermostat   **Thermometer**

Remember, during a crisis act like a thermostat, not like a thermometer!

_____
_____
_____
_____

Remember Q-TIP!

- Quit
- Taking
- It
- Personally

_____
_____
_____
_____

Personal Plan for Button Pushing			
What am I sensitive about?	**What do I THINK & FEEL when a young person tries to push my buttons?**	**What is my typical response?**	**How can I change my typical response?**

Four Adult Choices to Youth Behavior:

1. **Permit it**   _____
    _____
    _____

2. **Tolerate it**   _____
    _____
    _____

3. **Stop it**   _____
    _____
    _____

4. **Prevent it**   _____
    _____
    _____

Adult Intervention as a Form of
Value Teaching

1. *Protect the Ongoing Program*
2. *Protect Young People from Physical Harm*
3. *Protect Young People from Psychological Harm*
4. *Protect Young People's Property*
5. *Protect Young People's Psychological Space*
6. *Protect Building and Equipment*

What word is common in this chart?

_____

Why is it important to teach these values?

_____
_____
_____

Structure in the setting is like guard rails on a high bridge…

What structures are in place in your setting (classroom and school; agency, etc.)?

_____
_____
_____
_____

Behavior Support Strategies

- Ways to effectively manage difficult situations within the classroom
- Helpful in avoiding power struggles
- Can break the Conflict Cycle
- Most will help a child in need without taking away from the rest of the young people

Behavior Support Strategies include:

1. Planned Ignoring / Positive Attention
2. Signal Interference
3. Proximity Control
4. Interest Boosting
5. Support from Humor
6. Hurdle Help
7. Support from Routines
8. Diversion and Re-direction
9. Antiseptic Bouncing
10. Encouragement Rather than Criticism
11. Prompting / Anticipation Planning
12. Rewards / Reinforcement
13. Consequences / Not Threats

Behavior Support Strategies
Surface Management Strategies
Adapted from Fritz Redl and Other Sources

1. **Planned Ignoring / Positive Attention**
   Many youths engage in negative behavior to receive attention from the teacher or peers. For some youths, negative attention is better than no attention. It is better to ignore the inappropriate attention-getting misbehavior and ***give specific, descriptive praise to the youths who are acting appropriately*** (e.g., "Joe, thank you for sitting quietly. Chris, I appreciate that you raised your hand.") When the ***target youth stops making noise or raises their hand, the appropriate behavior should immediately be acknowledged and attended*** (e.g., "Thank you for sitting quietly" or "Thank you for remembering to raise your hand"). Be aware that older youths may prefer praise to be private rather than public.

2. **Signal Interference**
   There are a number of non-verbal signals that a teacher may use to show awareness and disapproval of what is happening. These strategies include eye contact, hand gestures, snapping fingers, clearing throat, facial frowns and body postures. These non-verbal techniques are most effective at the beginning stages of misbehavior, especially when there is a relationship with the youth.

3. **Proximity Control**
   Teachers need to be highly aware of the early stages of misbehavior by constantly scanning the room and looking and listening for any signs of behavior which is out of the ordinary. At the first signs of a youth having a problem, it is sometimes helpful to move near the youth. The physical proximity of the adult is often enough to reduce unacceptable behavior.

4. **Interest Boosting**
   Sometimes the purpose or content of the lesson appears meaningless to the lives of the youths. This can be alleviated by getting to know the youths and what is important to them. Incorporating their interests into the lessons will improve motivation.

5. **Support from Humor**
   Laughter can serve several useful functions. It can reassure the youth that they have little reason for anxiety. By handling an incident with humor, the teacher retains the leadership of the group, while wiping out the anxiety. Humor should be genial and kind. There is no place for sarcasm or ridicule.

6. **Hurdle Help**
   Some youths misbehave in school when they do not understand some aspect of the work. If this occurs, provide some assistance and help the youth over the hurdle of what seems difficult. The teacher's strategy is to help the child with the task at hand in order to prevent the misconduct.

7. **Support from Routines**
   In some groups problems arise because children do not know what is expected of them. The establishment of clear rules and routines meets this need. Consistent daily management and organization are the best tools to support positive behavior.

8. **Diversion and Re-direction**
   Sometimes a growing restlessness becomes evident with the youth or the class as a whole. Rather than concentrate on the over-excitement, it may be wise to change the nature of the activity or re-direct the youths to a new focus of interest/activity.

9. **Antiseptic Bouncing**
   There are times when a youth is extremely upset, on the verge of an emotional meltdown, and the teacher may decide that the youth needs to be away from the class temporarily to calm down and for the class to calm down as well. The youth is removed from the situation, non-punitively, by delivering a message to the office or doing a task out of the room. This is way of preventing a frustration from accelerating to a crisis.

10. **Encouragement Rather Than Criticism**
    "Catching the child doing something good" is a more effective way to shape behavior than criticism. Praise youths by giving specific, descriptive examples of their academics and behavior that highlight positive gains. Youths are better able to "own" concrete examples of their accomplishments rather than general praise.

11. **Prompting / Anticipation Planning**
    Some new situations are hard for children to manage. Often a brief description of what the situation may be like or what limitations may be anticipated will enable the group to feel more relaxed in the face of the challenging event.

12. **Rewards/Reinforcement**
    Receiving a reward or reinforcement is one way to acknowledge and promote behavior that is appropriate. Reinforcement should always be paired with verbal praise so the youth understands the direct connection between their behavior and the reward. Initially, the youth may need instant gratification to encourage personal growth. Start where the youth is at and gradually delay the reinforcement or require more to get it so that the youth can progress. Success breeds success.

13. **Consequences/Not Threats**
    Youths choose their own behavior. It is often helpful to clearly state the consequences of the choices that youths may make, acknowledging that they have the power to choose their own behavior. Encourage them to choose wisely. Threats undermine relationships, put the locus of control on the adult, and create anxiety. Consequences encourage responsible decision-making.

Thoughts to Ponder
"The children must get plenty of love and affection
whether they deserve it or not: they must be assured of the basic quota of
happy, recreational experiences whether they seem to have it coming or not.
In short, love and affection, as well as the granting of gratifying life
situations, cannot be made the bargaining tools of educational or even
therapeutic motivation, but must be kept tax-free as minimal parts of the
youngsters' diet, irrespective of the problems of deservedness." (Fritz Redl, 1952)

I've come to the frightening conclusion
that I am the decisive element in the classroom
It's my personal approach that creates the climate;
it's my daily mood that makes the weather.
As a teacher, I possess a tremendous power
to make a child's life miserable or joyous.
I can be a tool of torture, or an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations, it is my response that decides whether a
crisis will be escalated or de-escalated
or a child humanized or de-humanized.

-Haim Ginott

_____
_____
_____
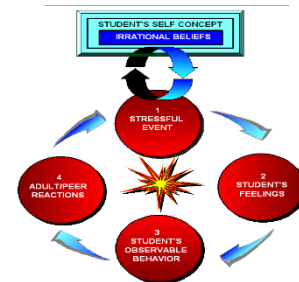
Summary:

1. To **"Break the Conflict Cycle"** we must do what's best for the young person, not act on our feelings. In effect, we must act like a thermostat, not a thermometer.
2. *YOU Messages* fuel Conflict Cycles.
3. *"I" Messages*, in contrast, model a healthy way to cope with stress and help the adult to stay calm.
4. We have **choices** when responding to young people's behavior: we can permit, tolerate, stop or prevent behavior.
5. When we stop behavior, it is the opportunity to teach **values of protection**. We protect the ongoing program; protect young people from physical and psychological harm; protect young people's property, psychological space, and the building and equipment.
6. Each setting (classroom & school, agency, etc.) provides **structure and support** to keep young people safe and secure.
7. There are many **positive behavior strategies** or surface management strategies that staff may use in the moment.
8. Staff have the ability to **"hurt or heal"** in every encounter with a youth. Staff response to a youth crisis will either escalate or de-escalate the situation.

14. LISTENING SKILLS

_____

ATTENDING, REASSURING, AFFIRMING, DECODING AND VALIDATING

LIFE SPACE CRISIS
INTERVENTION
Turning Problem Situations into Learning Opportunities

14. LISTENING SKILLS

Chinese Symbol for Listening

Ears
King
Eyes
Undivided Attention
Heart

What does this mean to you? Why is this important?

_____
_____
_____

When young people learn how to communicate positively about their needs and emotional experiences, they are able to develop empathy and compassion.

Effective Listening involves Five Skills
Attending
Reassuring
Affirming
Decoding
Validating

Attending Skills:
- Being fully present with the young person
- Attending to verbal and non-verbal communication
- Managing counter-aggression
- Being aware of one's own verbal and non-verbal messages to the young person
- Establishing "resonance" with the young person, so that they sense at a subconscious level that you "feel their feelings"

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Effective and Ineffective Attending Skills

Ineffective Use	Nonverbal Mode of Communication	Effective Use
Doing any of these things will probably close off or slow down the conversation		*These behaviors encourage talk because they show acceptance and respect for the other person*
Distant or very close	*Space*	Approximately arm's length
Away	*Movement*	Toward
Slouching; rigid; seated, leaning away	*Posture*	Relaxed but attentive; seated leaning slightly toward
Absent, defiant, jittery	*Eye Contact*	Regular
You continue with what you are doing before responding; in a hurry	*Time*	Respond at first opportunity; share time with the youth
Used to keep distance between the persons	*Feet and Legs (when sitting)*	Comfortable and natural
Used as a barrier	*Furniture*	Used to draw persons together
Does not match feelings; scowl; blank look	*Facial Expressions*	Matches your feelings
Compete for attention with your words	*Gestures*	Unobtrusive
Obvious, distracting	*Mannerisms*	Highlight your words; other's feelings; smile
Very loud or very soft	*Voice; Volume*	Clearly audible
Impatient or staccato; very slow or hesitant	*Voice; Rate*	Average or a bit slower
Apathetic; sleepy, jumpy, pushy	*Energy Level*	Alert; stays alert throughout a long conversation

_____
_____
_____

Verbal and Non-verbal Communication

The meaning transmitted from
any interaction is the result of:

Facial Expression 55%

Tone of Voice 38%

➕ Words 7%

───────────────────

100% Communication

_____
_____
_____
_____

Video Viewing Guide: *Davon*

• As you observe the Davon video, what clue did they miss?

_____
_____

• What type of stress was Davon experiencing? Consider his body language.

_____
_____

• Did Davon repeat the clue? Why or why not?

_____
_____

• How did Davon show his frustration?

_____
_____

• What advice would you give to the interviewer(s)?

_____
_____

Reassuring Skills

Helpful Reassuring Statements:
- "I am here to help."
- "I'm sure we can figure this out together."
- "We're going to work this out."
- "The more I hear things from your point of view, the better I'll be able to help."
- "When we talk about this, perhaps you'll feel better."

Activity: Reassuring Skills

What are your thoughts and feelings related to this activity?

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_____
_____
_____

Affirming Skills

Affirming statements communicate a positive view of youth by recognizing strengths they possess or constructive behaviors they exhibit.

Helpful Affirming Statements:
- "I like the way you're using words."
- "You're doing a great job settling down and getting ready to talk about this."
- "Thank you for telling me that."
- "Thank you for being patient."
- "You are handling a difficult situation really well."
- "I can see that was hard for you to say."
- "You are really trying to get yourself together."

How do you like to be affirmed?

_____
_____
_____

What affirming statements have you used with your young people?

_____
_____
_____

Decoding

If you connect a feeling to a youth's behavior, and if the youth accepts it, the youth is less likely to act out this feeling in destructive behavior.

_____
_____
_____

Decoding:
Go Backwards
in the
Conflict Cycle

3rd, Validate the thoughts and source of the stress. Paraphrase what happened.

YOUTH'S STRESSFUL EVENT

YOUTH'S THOUGHTS

REACTION OF ADULTS AND PEERS

2nd, Name the → "You seem_____"

YOUTH'S FEELINGS

1st, You observe the behavior

YOUTH'S BEHAVIOR
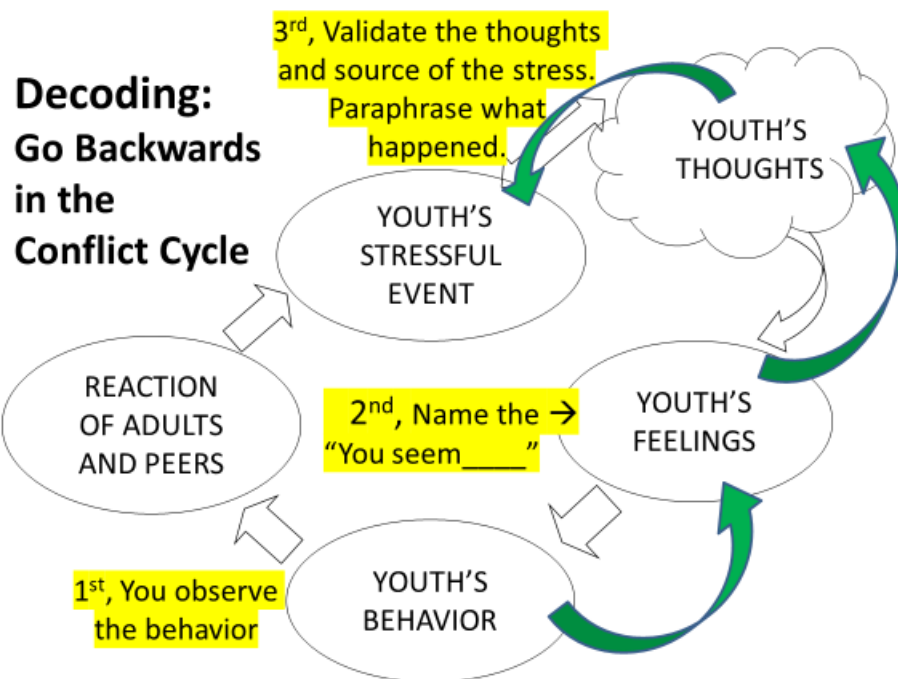
When we look at the Conflict Cycle, we see decoding as starting with observing the behavior and taking it back to feelings and saying "You seem _____" and name the feeling. For example, "You seem frustrated… or you seem sad… or angry…etc." Then we take it back to what was stressful for the youth. We validate the thoughts and source of the stress by paraphrasing what the youth said or what happened to the youth. "Things didn't turn out the way you planned…or…I hear you saying that the work is too hard..."

_____
_____
_____

Levels of Decoding Feelings

Emotion	High Intensity	Moderate Intensity	Low Intensity
Happiness	Excited Thrilled Overjoyed Ecstatic Elated Jubilant	Up Happy Optimistic Cheerful Enthusiastic Joyful	Pleased Glad Content Relaxed Satisfied Calm
Sadness	Despairing Hopeless Depressed Crushed Miserable Abandoned Defeated Desolate	Dejected Dismayed Disillusioned Lonely Bad Unhappy Pessimistic Sad Hurt Lost	Down Discouraged Blue Alone Left Out
Fear	Panicked Terrified Afraid Frightened Scared Overwhelmed	Worried Shaky Tense Anxious Threatened Agitated Jittery Jumpy Defensive	Concerned Preoccupied Nervous Uncomfortable Uptight Uneasy Apprehensive Hesitant Edgy
Uncertainty	Bewildered Disoriented Mistrustful Confused	Doubtful Mixed Up Insecure Skeptical Puzzled	Unsure Surprised Uncertain Undecided Bothered Something on your mind

Levels of Decoding Feelings (Continued)

Emotion	High Intensity	Moderate Intensity	Low Intensity
Anger	Outraged Hostile Furious Angry Harsh Hateful Mean Vindictive Stirred Up Steamed	Aggravated Irritated Offended Mad Frustrated Resentful Sore Upset Impatient Obstinate	Perturbed Annoyed Grouchy Hassled Bothered Disagreeable
Strength, Potency	Powerful Authoritative Forceful Potent Fearless	Tough Important Confident Energetic Brave Courageous Daring Assured Self-Confident Skillful Strong	Determined Firm Able Adequate
Weakness, Inadequacy	Ashamed Powerless Cowardly Exhausted Unimportant	Embarrassed Demoralized Inadequate Helpless Useless Inept Incapable Incompetent	Frail Meek Unable Weak Vulnerable Worn Out Shaken

Decoding statements acknowledge the young person's feelings.
Validating statements convey to the young person that you non-judgmentally accept their
thoughts and feelings as important, real and understandable. You really hear them.

Activity: Decode! Validate!

Using the art of *decoding and validating* to diffuse anger and invite the youth to talk.
Please remember that we validate by paraphrasing what was said or what happened.

Decode the feeling and paraphrase the youth's perception. Put yourself in their psychological shoes.

Youth's Statement	Common <u>*Untrained*</u> Adult Response	*Decoding and Validating* Response
1. I can't do anything right!	That's not true! You do many things right!	*You sound frustrated* that things didn't turn out the way you expected.
2. My parents are going to KILL me!		
3. They deserved it! They were looking at me!		
4. You don't care about me. Nobody cares about me.		
5. The teacher never does anything about it!		
6. I don't have any friends!		
7. The teacher is out to get me— They hate me and that's why I get in trouble.		
8. I was just borrowing it. I don't understand why everyone's making a big deal out of it!		
9. Why don't you just drop me off at detention (jail)! That's where I'm headed anyway!		

> The most important listening skill
> Is to listen to
> What is not being said!

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The Art of Decoding

On his first visit to kindergarten, while mother was still with him, Bruce, age five, looked over the paintings on the wall and asked loudly, "Who made these ugly pictures?" Mother was embarrassed. She looked at her son disapprovingly and hastened to tell him, "It's not nice to call the pictures ugly when they are so pretty."

The teacher, who understood the meaning of the questions, smiled and said, "In here you don't have to paint pretty pictures. You can paint mean pictures if you feel like it." A big smile appeared on Bruce's face, for now he had the answer to his hidden question, "What happens to a boy who doesn't paint so well?"

Next Bruce picked up a broken fire engine and asked self-righteously, "Who broke this fire engine?" Mother answered, "What difference does it make to you who broke it? You don't know anyone here."

Bruce was not really interested in names. He wanted to find out what happened to boys who break toys. Understanding the question, the teacher gave an appropriate answer. "Toys are for playing. Sometimes they get broken. It happens."

Bruce seemed satisfied. His interviewing skill had netted him the necessary information: "This grownup is pretty nice. She does not get angry quickly, even when a picture comes out ugly or a toy is broken. I don't have to be afraid. It is safe to stay here." Bruce waved good-bye to his mother and went over to the teacher to start his first day in kindergarten.

Bruce is age 5. What is the developmental anxiety that he is experiencing?
_____

How did the teacher decode what he said to the underlying meaning behind the words?
_____
_____
_____

Listening Skills

Entering the Dialogue

Attending
- Being fully present with the young person
- Attending to verbal and non-verbal communication

Responding—Reassuring and Affirming
- Keeping the dialogue going
- Reducing stress by reassuring and affirming statements
- Remaining non-judgmental
- Building trust

Decoding and Validating
- Searching for the meaning behind the message
- Listening to what is not being said

_____
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Deepening the Dialogue

Attending
- Remaining fully present
- Being aware of one's own verbal and non-verbal messages to the young person

Responding—Reassuring and Affirming
- Summarizing and checking for understanding
- Creating a sense of mutual problem-solving

Decoding and Validating
- Connecting feelings and behavior
- Adding more meaning
- Leading young person to insight

_____
_____

Summary
1. When we are listening to young people, we are always trying to **link emotions with words**.
2. It's difficult for many young people to sit down and dialogue with an adult. It's up to the adult to create the right conditions for making a youth feel heard and understood.
3. **Attending, reassuring, affirming, decoding and validating skills** are critical to effectively listening to a youth and encouraging the youth to link emotions and language.
4. **Non-verbal communication** is an essential component of good listening; studies show that the majority of meaning in communication comes from facial expression and tone of voice, not the actual words.

15. THE STRUCTURE OF LSCI

_____

SIX PATTERNS
&
SIX STAGES

15. THE STRUCTURE OF LSCI

The Six LSCI Interventions

Red Flag:
Identify the real source of stress

Reality Check:
Organize perceptions of reality

New Tools:
Build Social-Emotional Skills

Benign Confrontation:
Challenge Unacceptable Behaviors

Regulate & Restore:
Strengthen self-control

Peer Manipulation:
Expose peer exploitation

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Cognitive Map of the Six Stages of LSCI

Stages	
Stage 1: Drain Off Staff *de-escalating skills* to drain off the youth's intense feelings while controlling one's counter-aggressive reactions	**Diagnostic Stages**
Stage 2: Timeline Staff *relationship skills* to obtain and validate the youth's perception of the crisis	
Stage 3: Central Issue Staff *diagnostic skills* to determine if the crisis represents one of the six LSCI patterns of self-defeating behavior	
Stage 4: Insight Staff *clinical skills* to pursue the youth's specific pattern of self-defeating behavior for personal insight and accountability	**Reclaiming Stages**
Stage 5: New Skills Staff *empowering skills* to teach the youth new social skills to overcome the youth's pattern of self-defeating behavior	
Stage 6: Transfer of Learning Staff *consultation and contracting skills* to help the youth re-enter the activity and to reinforce and generalize new social skills	

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Stage 1 – Drain Off

Youth Stage	Staff Stage	Staff Skills
Crisis Stage	*De-Escalation Stage*	*De-Escalation Skills*
I'm upset and out of control!	I need to drain off the youth's intense feelings and help them regain control of their emotions, put words to their feelings, and calm their bodies.	• Understanding the dynamics of the Conflict Cycle • Listening • Attending • Reassuring • Affirming • Validating • Decoding

_____

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Examine the ***Drain off or De-escalation Stage*** from the ***Life Space Crisis Intervention Interviewing Skills Quality of Intervention Rating Tool (Skill Checklist).*** Record your noticings, wonderings, and take-aways.

1. DRAIN 0FF or DE-ESCALATION	Rating	
Reassurance: *"I am here to help. We're going to work this out."*	0	1
Decoding: *"I can see that you're upset…(name the feeling and validate)*	0	1
Validation: *…and not for nothing. Something important must have happened."*	0	1
Affirmation: *"I like the way you're using words. You used to use your fists. That shows progress."*	0	1
Support: *Show by your words, voice tones, and posture that you care and want to help.*	0	1
Remember: Do not begin the Timeline until the youth has begun to calm down.		

_____

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Video Viewing Guide: *Drain Off Skills*
As you observe the video, which strategies did the adult use? How did the strategies help the youth in crisis?

_____

_____

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Stage 2 – Timeline

Youth Stage	Staff Stage	Staff Skills
Timeline Stage	*Relationship Stage*	*Interviewing Skills*
This is what happened to me as I remember it.	*I need to encourage the youth to tell their story; to feel heard and understood. I need to validate the youth's perceptions, thoughts and feelings about the crisis.*	• Asking questions based on the Conflict Cycle • Listening • Attending • Reassuring • Affirming • Decoding • Validating

_____
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Essential Questions to Find Out *What Happened*

Who? What? Where? When? Duration? Frequency? Intensity? Contagion?

The Timeline

- *WHAT HAPPENED?*
  Who? What? Where? When? Duration? Frequency? Intensity? Contagion?

- *WHAT THOUGHTS WENT THROUGH YOUR MIND?*
  What were you saying to yourself?

- *HOW DID YOU FEEL?*
  How strong were your feelings on a scale of 1 – 10?

- *WHAT DID YOU DO?*
  How did you show your feelings?

- *HOW DID OTHERS REACT?*
  What did the adults do? What did the peers do?

_____
_____
_____
_____

Questions to Ask to Obtain a Good Timeline

SELF CONCEPT & IRRATIONAL BELIEFS

STRESS
Help me understand . .
What happened?
Where did it happen?
When did it happen?
Who was involved?
How long did it go on?
How tough was it?
How often does it happen?
Were others involved?
(Look for patterns.)

THOUGHTS
"What went through your mind?"
You must have had some thoughts about that."
"What were you saying to yourself
at this point?"

OTHERS' REACTIONS
How did the adult ... peer(s)
... security ... etc. respond?

Then what happened?

FEELINGS
How did that make you feel?
On a scale of 1 to 10, how angry...
sad... disappointed... etc. were you?
(Determine Intensity.)

BEHAVIOR
What did you do when you
were feeling ... (so upset)?

How did you show your
feelings?

On a scale of 1 to 10, how
(hard did you hit ... loud did
you yell ... etc?

_____
_____
_____
_____

Timeline Demonstration and Participant Practice

Trainer will demonstrate how to ask the questions during the Timeline.
Then participants will practice with a partner. Ask questions to fill in one cycle.
- Open-ended questions only.
- No WHY questions.
- Do not offer solutions, just find out what happened.
Afterwards, give feedback. How did it feel to be asked the questions? Share out.

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Activity: Timeline Practice – *Using the Conflict Cycle Questions*

In this activity, the youth's statement provides some information that we can use as an entry point to find out the five parts of the Conflict Cycle. Ask questions to find out the other parts of the Conflict Cycle: Stressful event, thoughts, feelings, behavior and adult/peer reaction. Ask questions for one cycle only.

For each statement:
a) Identify which of the five parts of the Conflict Cycle (stress, thoughts, feelings, behavior, reaction) that the statement provides some information.
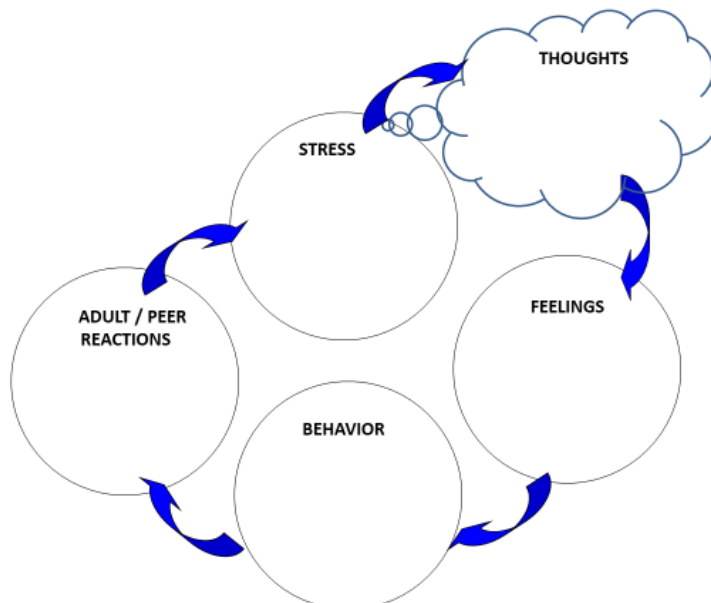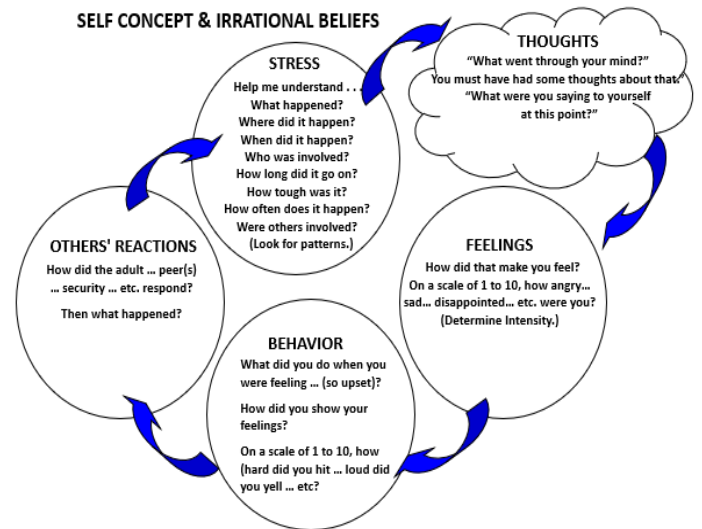
b) Ask questions to find out the other parts. Youth ad libs the answers. Each participant will practice one statement with a partner.

Young Person's Statement:
1. I'm always being left out.
2. They keep messing with me and I'm sick and tired of it.
3. I didn't mean to break it.
4. They're always getting on my back.
5. I was just trying to have lunch with them.
6. I was on the bus and that's when it happened.

Use the graphic organizer to record responses:

Questions to Ask to Obtain a Good Timeline

SELF CONCEPT & IRRATIONAL BELIEFS

STRESS
Help me understand . . .
What happened?
Where did it happen?
When did it happen?
Who was involved?
How long did it go on?
How tough was it?
How often does it happen?
Were others involved?
(Look for patterns.)

THOUGHTS
"What went through your mind?"
You must have had some thoughts about that.
"What were you saying to yourself at this point?"

FEELINGS
How did that make you feel?
On a scale of 1 to 10, how angry… sad… disappointed… etc. were you?
(Determine Intensity.)

BEHAVIOR
What did you do when you were feeling … (so upset)?
How did you show your feelings?
On a scale of 1 to 10, how (hard did you hit … loud did you yell … etc?

OTHERS' REACTIONS
How did the adult … peer(s) … security … etc. respond?
Then what happened?

Most kids in crisis want to tell their story but lack the necessary skills and trust.

LSCI helps the youth and staff build a
relationship based on trust which leads to
changes in perceptions, thoughts,
feelings, and behavior

Examine the *Timeline Stage* of the *Life Space Crisis Intervention Interviewing Skills Quality of Intervention Rating Tool (Skill Checklist).*

2. TIMELINE	Rating	
Ask Questions: *Use the Conflict Cycle to find out the sequence of events.*		
• *"Help me understand what happened... Where? When? Who else?...etc."*	0	1
• *"What were you saying to yourself at the time?*	0	1
• *"How did you feel...?" (Scaling 1-10)*	0	1
• *"What did you do?"*	0	1
• *"What did others (adults/peers) do?*	0	1
• *"What happened next?"*	0	1
• *"How were you feeling this morning (Check for Red Flags)?"*	0	1
• *"Has this happened before?" (Look for a pattern)*	0	1
Active Listening:	0	1
• **Elaboration:** *"Tell me more about..."*	0	1
• **Neutral phrases to encourage talking:** *"Uh-huh...I see...Oh?"*	0	1
• **Paraphrase:** *Repeat what was said in your own words.*	0	1
• **Clarification:** *"What do you mean by 'messing' with you?"*	0	1
• **Summarizing:** *"Let me see if I have it straight...(then repeat what you heard)"*	0	1
• **Affirming:** *Frequently give positive statements. "Thank you for speaking with me." "You are doing a good job of remembering what happened."*	0	1
Pursuit of Clues: *Listen for unusual comments. "You had to get up at 2 am?"*	0	1
Drain-Off Skills: *If the youth becomes emotional, use drain-off skills.*	0	1
Remember: Really listen. Ask questions to discover the youth's point of view. Don't ask "Why?" Avoid trying to solve the problem. Learn about the issue from their point of view.		

Observe the Jason role-play. Which active listening strategies were used? What were your noticings, wonderings, and take-aways about the Timeline stage? Turn and talk. Share out.

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Stage 3 – Central Issue

Youth Stage	Staff Stage	Staff Skills
Central Issue Stage	*Diagnostic Stage*	*Diagnostic Skills*
So this is the central issue of my crisis!	*I need to determine:* 1. *Is this crisis characteristic of how this youth perceives, thinks, feels, and behaves during a crisis?* 2. *Is this crisis best managed by a short-term intervention, in order to get the youth back into the program?* 3. *Is this crisis best managed by using one of the six LSCI's?*	• *Understanding the youth's history and current stressors* • *Knowing the six LSCI's and selecting the right one* • *Stating the central issue in developmentally appropriate language*

_____

_____

_____

Examine the **Central Issue Stage** from the ***Life Space Crisis Intervention Interviewing Skills Quality of Intervention Rating Tool (Skill Checklist)*** and the Central Issues of each Reclaiming Intervention. Record your noticings, wonderings, and take-aways.

3. CENTRAL ISSUE	Rating
Determine if this is one of the 6 LSCI self-defeating patterns of behavior and whether or not to move forward into a full LSCI. If appropriate to continue, identify which of the Reclaiming Interventions (patterns) seems to be occurring for this youth. Central Issue is your "A-Ha" moment—your realization of the pattern. During the Insight Stage, you will begin to help the youth to see the pattern.	0 1
State the Central Issue in age-appropriate language. Use the information from the Timeline to make it concrete for the young person. This is the beginning of the shift from your understanding of the self-defeating pattern to helping them realize the self-defeating pattern.	0 1

Six Interventions and *Central Issues of Each One*	
Red Flag – *Displacement*	Benign Confrontation – *Displays no guilt, assumes role of victim, no desire to change*
Reality Check – *Errors in perception*	Regulate & Restore – *Guilt and punishment*
New Tools – *Right attitude, wrong behavior*	Peer Manipulation – *Peer exploitation*

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Stage 4 – Insight

Youth Stage	Staff Stage	Staff Skills
Insight Stage	*Clinical Stage*	*Counseling Skills*
Now I understand how I contribute to my crisis and make it worse.	*I need to facilitate the youth's insight into their pattern of self-defeating behavior.*	Carry out the most appropriate LSCI

_____
_____
_____

Examine the **Insight Stage** from the **Life Space Crisis Intervention Interviewing Skills Quality of Intervention Rating Tool (Skill Checklist)** and the Central Issues of each Reclaiming Intervention. Record your noticings, wonderings, and take-aways.

4. INSIGHT	Rating
Selected LSCI is carried out.	
Review the Timeline using Socratic method of questioning and examples from the youth's experience to help them gain insight: • Ask questions that will lead the youth to understanding • Ask questions so that the youth will gain a new perspective • Ask questions about other similar incidents, helping the youth to see the pattern, "Could it be possible?" • Ask questions that will lead the youth to an understanding of how this behavior is affecting their life	0 1
If the youth is <u>not able to accept the Insight</u>, plant the seed for future interventions ("It is just something to think about…"), **move to New Skills. If the youth accepts the Insight (i.e., sees or considers the self-defeating pattern), move to New Skills.**	0 1
Remember: Do NOT lecture or moralize. LEAD the youth to insight by asking questions (except in New Tools Intervention) and using concrete examples.	

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Stage 5 – New Skills

Youth Stage	Staff Stage	Staff Skills
New Skills Stage	*Empowering Stage*	*Cognitive & Behavior Support Skills*
These are the social skills I need to improve my interpersonal relationships.	*I need to teach specific skills that will help the youth improve their self-concept and interpersonal relationships.*	• Pro-social skills • Self-monitoring skills • Self-control skills • Role-playing skills

_____

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Examine the **New Skills Stage** from the *Life Space Crisis Intervention Interviewing Skills Quality of Intervention Rating Tool (Skill Checklist)* and the Central Issues of each Reclaiming Intervention. Record your noticings, wonderings, and take-aways.

5. NEW SKILLS	Rating	
Develop a personal plan with new social skills or new practical strategies based on insight. • Brainstorm potential solutions. • Discuss pros and cons of each solution. • Ask the youth which solution they want to use. Which option is most likely to help?	0	1
Teach the social skill or strategies in a developmentally appropriate manner.	0	1
Role-play/rehearse the new social skill in a few contexts. If the youth suggests something that you think will not be successful, one strategy might be to say, "Ok, if you do that, let's follow that through—what would happen next?"	0	1
Discuss consequences of behavior (suspension, restitution, loss of privileges, etc.).	0	1
Remember: Rehearse so that the youth will be successful with the new skill.		

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Stage 6 – Transfer of Learning

Youth Stage	Staff Stage	Staff Skills
Transfer of Learning Stage	*Transfer & Follow-up Stage*	*Transfer & Follow-up Skills*
This is how I need to behave to get more of my needs met when I return to class/activity.	*I need to prepare the youth to return to their program. I need to reinforce their new insights and social skills.*	• Understanding group dynamics of the program • Collaboration with significant staff • Assisting co-workers in developing positive reinforcement programs

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Examine the *Transfer of Learning Stage* from the *Life Space Crisis Intervention Interviewing Skills Quality of Intervention Rating Tool (Skill Checklist).* Record your noticings, wonderings, and take-aways.

6. TRANSFER OF TRAINING	Rating	
Discuss current activity and how peers/staff may react to youth's return.	0	1
Role-play the youth's re-entry to current activity/class.	0	1
Share the plan with key staff, discuss ways to help the youth with the plan.	0	1
Remember: Rehearse so the youth will be successful returning to the ongoing activity.		

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Life Space Crisis Intervention Interviewing Skills (Checklist)
Quality of Intervention Rating Tool

Rating Scale:
0 = Skill was not evident/ used   1 = Skill was observed during intervention

1. DRAIN 0FF or DE-ESCALATION	Rating
Reassurance: *"I am here to help. We're going to work this out."*	0 1
Decoding: *"I can see that you're upset…(name the feeling and validate)*	0 1
Validation: *…and not for nothing. Something important must have happened."*	0 1
Affirmation: *"I like the way you're using words. You used to use your fists. That shows progress."*	0 1
Support: *Show by your words, voice tones, and posture that you care and want to help.*	0 1
Remember: Do not begin the Timeline until the youth has begun to calm down.	

2. TIMELINE	Rating
Ask Questions: *Use the Conflict Cycle to find out the sequence of events.*	
• *"Help me understand what happened... Where? When? Who else?...etc."*	0 1
• *"What were you saying to yourself at the time?*	0 1
• *"How did you feel…?" (Scaling 1-10)*	0 1
• *"What did you do?"*	0 1
• *"What did others (adults/peers) do?*	0 1
• *"What happened next?"*	0 1
• *"How were you feeling this morning (Check for Red Flags)?"*	0 1
• *"Has this happened before?" (Look for a pattern)*	0 1
Active Listening:	0 1
• **Elaboration:** *"Tell me more about..."*	0 1
• **Neutral phrases to encourage talking:** *"Uh-huh…I see…Oh?"*	0 1
• **Paraphrase:** *Repeat what was said in your own words.*	0 1
• **Clarification:** *"What do you mean by 'messing' with you?"*	0 1
• **Summarizing:** *"Let me see if I have it straight…(then repeat what you heard)"*	0 1
• **Affirming:** *Frequently give positive statements. "Thank you for speaking with me." "You are doing a good job of remembering what happened."*	0 1
Pursuit of Clues: *Listen for unusual comments. "You had to get up at 2 am?"*	0 1
Drain-Off Skills: *If the youth becomes emotional, use drain-off skills.*	0 1
Remember: Really listen. Ask questions to discover the youth's point of view. Don't ask "Why?" Avoid trying to solve the problem. Learn about the issue from their point of view.	

3. CENTRAL ISSUE	Rating
Determine if this is one of the 6 LSCI self-defeating patterns of behavior and whether or not to move forward into a full LSCI. If appropriate to continue, identify which of the Reclaiming Interventions (patterns) seems to be occurring for this youth. Central Issue is your "A-Ha" moment—your realization of the pattern. During the Insight Stage, you will begin to help the youth to see the pattern.	0 1
State the Central Issue in age-appropriate language. Use the information from the Timeline to make it concrete for the young person. This is the beginning of the shift from your understanding of the self-defeating pattern to helping them realize the self-defeating pattern.	0 1

4. INSIGHT	Rating	
Selected LSCI is carried out.		
Review the Timeline using Socratic method of questioning and examples from the youth's experience to help them gain insight: • Ask questions that will lead the youth to understanding • Ask questions so that the youth will gain a new perspective • Ask questions about other similar incidents, helping the youth to see the pattern, "Could it be possible?" • Ask questions that will lead the youth to an understanding of how this behavior is affecting their life	**0**	**1**
If the youth is <u>not able to accept the Insight</u>, plant the seed for future interventions ("It is just something to think about…"), **move to New Skills. If the youth accepts the Insight (i.e., sees or considers the self-defeating pattern), move to New Skills.**	**0**	**1**
Remember: Do NOT lecture or moralize. LEAD the youth to insight by asking questions (except in New Tools Intervention) and using concrete examples.		

5. NEW SKILLS	Rating	
Develop a personal plan with new social skills or new practical strategies based on insight. • Brainstorm potential solutions. • Discuss pros and cons of each solution. • Ask the youth which solution they want to use. Which option is most likely to help?	**0**	**1**
Teach the social skill or strategies in a developmentally appropriate manner.	**0**	**1**
Role-play/rehearse the new social skill in a few contexts. If the youth suggests something that you think will not be successful, one strategy might be to say, "Ok, if you do that, let's follow that through—what would happen next?"	**0**	**1**
Discuss consequences of behavior (suspension, restitution, loss of privileges, etc.).	**0**	**1**
Remember: Rehearse so that the youth will be successful with the new skill.		

6. TRANSFER OF LEARNING	Rating	
Discuss current activity and how peers/staff may react to youth's return.	**0**	**1**
Role-play the youth's re-entry to current activity/class.	**0**	**1**
Share the plan with key staff, discuss ways to help the youth with the plan.	**0**	**1**
Remember: Rehearse so the youth will be successful returning to the ongoing activity.		

Revised from Muscott, Mann & Muscott (2014) and Dawson (2008)

Cognitive Map of the Six Stages of LSCI

Stage 1: Drain Off Staff *de-escalating skills* to drain off the youth's intense feelings while controlling one's counter-aggressive reactions	**Diagnostic Stages**
Stage 2: Timeline Staff *relationship skills* to obtain and validate the youth's perception of the crisis	
Stage 3: Central Issue Staff *diagnostic skills* to determine if the crisis represents one of the six LSCI patterns of self-defeating behavior	
Stage 4: Insight Staff *clinical skills* to pursue the youth's specific pattern of self-defeating behavior for personal insight and accountability	**Reclaiming Stages**
Stage 5: New Skills Staff *empowering skills* to teach the youth new social skills to overcome the youth's pattern of self-defeating behavior	
Stage 6: Transfer of Learning Staff *consultation and contracting skills* to help the youth re-enter the activity and to reinforce and generalize new social skills	

Summary

1. LSCI includes six interventions; Each of the interventions follows the same basic six-stage structure.
2. **Drain Off, Timeline, and Central Issue** are considered **Diagnostic Stages**. The helping adult carries out the stages and then makes a decision about whether or not to complete a full Reclaiming Intervention. **Insight, New Skills, and Transfer of Learning** are considered **Reclaiming Stages.**
3. The **six-stage LSCI process** is used when the conflict is characteristic of the youth's pattern of perceiving, thinking, feeling, and behaving and can help the youth gain insight into their self-destructive pattern of behavior.
4. Stage 1 is used to help drain off some of the youth's hyper-arousal and get to a place where the youth can connect language with emotion.
5. The **Drain Off** stage requires good de-escalation skills, abundant affirmations, and a good understanding of the Conflict Cycle so that the adult avoids getting drawn into a conflict.
6. In the **Timeline** stage, we encourage the youth to tell the story from their point of view and gain an understanding of the youth's perception of the events.
7. In the **Insight** stage, we use the information from the Timeline to re-frame the youth's perception of the issue.
8. **Role-playing and rehearsal** are important in Stage 5 New Skills, so that young people can try out new skills.
9. The stages of LSCI do not usually progress "neatly" from one stage to the next, but rather flow together and **allow flexibility** in moving back and forth between stages, as necessary.

THE RED FLAG INTERVENTION:
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IDENTIFYING

THE REAL SOURCE OF STRESS

THE RED FLAG INTERVENTION

Identifying the Real Source of the Stress

A Red Flag Crisis is explosive and difficult to manage because the youth is actively resistant to help and is their own worst enemy. Like a child drowning emotionally, they use their last breath to push their head underwater.

When you jump in the water to rescue a drowning person, frequently you end up struggling with them.

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Nothing comes from nothing.
Nothing is so small that it can't be blown out of proportion.

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The Need for Drain Off

Drain Off Techniques:
- Attend to the young person
- Maintain reassuring communication
- Use plenty of affirmation
- Validate the feeling
- Decode the meaning behind the message

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Video Viewing Guide: *"Not going to open that book"*
Which Drain Off Techniques did the teacher use?

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Use the **Red Flag Intervention** with youth who:

- Over-react to normal rules and procedures with emotional outbursts
- Attempt to create a no-win situation by engaging staff in a power struggle which ultimately results in more rejection and feelings of alienation.

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Youth's Perception:

"Everybody is against me. No one understands what's going on with me and no one cares. I can't take it!"

Process & Diagnostic Stages

1. Recognize that the young person's behavior is different today.
2. De-escalate self-defeating behaviors and determine the source of the intense feelings and behaviors.
3. The adult controls personal counter-aggressive feelings toward the youth while working through multiple layers of resistance.

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The Role of Trauma in a Red Flag Crisis

- Children who withhold emotional expression until they reach a safe setting demonstrate a degree of emotional control not available to seriously traumatized children.
- Their fight or flight reaction is under some level of modulation, though it is likely not conscious.
- Yet, children who wait to express their anger, resentment, or fear have a paradoxical problem; the real-life struggles that are the source of their stress require support systems, but their unleashing of threatening or harmful behavior upon "safe" individuals alienates the would-be supporters. In that way, their underlying belief that they are unworthy is validated.
- The LSCI process helps adults avoid furthering the child's self-fulfilling prophecy and helps children gain self-awareness and insight into their self-destructive pattern.

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The Sequence of a Red Flag Intervention
- The young person experiences a stressful situation at home (e.g. is beaten, over stimulated)
- The experience triggers intense feelings of helplessness, anger, guilt, etc.
- These feelings are not expressed to the abusive person for fear of retaliation.
- They contain the feelings until they board the bus or enter the school building.
- Rather than ask for help, they act out their feelings in the safer environment by creating intense conflict with staff.
- They over-react to normal requests.
- They actually want to fight with staff.
- They interpretation of interactions is illogical.
- They quickly create massive counter-aggressive feelings in staff.
- THIS IS THE DYNAMIC OF DISPLACEMENT!

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Outcome Goals
1. To identify the source of the Red Flag problem:
   - Carry-In: Problem occurs early in the day. The real problem happened before school in other setting: The home, the community, or during the commute.
   - Carry-Over: Frustration occurs in one setting (e.g., classroom) and is carried over and acted out in the next class.
   - Tap-In: Problem occurs during a discussion or task which triggers a personal issue. Youth is overwhelmed and acts out.
2. To identify the dynamics of displacement and to acknowledge that the problems kids cause are not the causes of their problems.
3. To practice new ways of managing the thoughts which arouse intense feelings and drive problem behavior.

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Youth's New Insight
- Someone does understand my personal pain and can read beyond my behavior.
- I need to talk to staff about my real problems and not create new ones.
- I need to stop this self-defeating pattern of behavior.

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The problems kids cause are not the causes of their problems.

The Six Stages of a Red Flag Intervention

1. Drain Off	Youth overreacts to normal, reasonable request. Youth is furious! *"I see you're upset…Something important must have happened for you to be this angry… I am here to help…I hear you…"*
2. Timeline	**Start with the present. Take the Timeline back to earlier in time to discover the REAL PROBLEM… Work backward in time to a point when everything was okay. Then slowly move forward, listening for *clues*. Find out how they perceived, thought, felt, and acted. Discover their "video" of the event.** *"I know you're angry now, but how did you feel the period before this?...or…How did you feel coming in today?"* *"Help me to understand…what happened, who, who else, when, where, how…"* *"What thoughts did you have when that happened?" "How did you feel?" What did you do or think of doing? What did the adult do…peers? And then what happened?"*
3. Central Issue	**Red Flag:** ***Displacement*** **Carry-in** (real problem happened at home, in the community, or during commute) **Carry-over** (real problem happened the period before) **Tap-in** (real problem happened in past—trauma was revisited by a discussion, video, activity which brought up a personal sensitivity)
4. Insight	**Identify the source of the problem. Affirm the youth:** *"You had to go through a difficult time, but still were able to come to school. That took courage."* **Then teach displacement by asking the following questions:** *"Who were you mad at?"* *"Who received your anger?"* *"Did they deserve it?"* *"Has this happened before?" (If "Yes" then say, "I'm glad we are talking about this.")*
5. New Skills	**Plan: I need to recognize misplaced anger. I need to ask for help about the real problem.** **If safety and well-being of the youth is a concern, follow your agency/school's policy to take appropriate safeguards.** **Help the youth understand that a similar problem may occur again.** *Say, "Whom do you trust here? Whom can you talk to when you are having a tough time at home (in the neighborhood, school) or with a difficult memory that reoccurs?* *"Tell me the names of two adults here that you are comfortable talking to. Check in with one of them when you have had a problem. I'll let them know. Let's rehearse."* **Provide opportunity for restitution, as appropriate.** **If applicable, discuss consequences for behavior. (NYCDOE: Consult Discipline Code)**
6. Transfer of Learning	*"We need to get you ready for your return to your class/activity now. Let's review your plan… Do you want me to talk to your teacher/staff member or do you want to? What will the other kids say when you return? How will you handle it? Let's practice."* **Talk to the two adults that the youth identified and ask them to be on the alert if the youth is in distress and needs to talk. Share plan with key staff.**

Activity: Observe the Six Stages of a Red Flag Intervention

Directions: As you observe the role-play of a Red Flag Intervention, note the evidence of the Red Flag strategies for each of the six stages. Record your noticings, wonderings and take-aways for each stage. Discuss with small group. Share out.

Drain Off
Timeline
Central Issue
Insight
New Skills
Transfer of Learning