

TBM



Therapeutic Behavior Management

TBM:FosterCare

Workbook for Foster Parents

SAMPLE

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TBM/FosterCare

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Part 1

“What Would YOU Do?”

1. Andy is an angry 11-year-old boy who has been with your family for about 3 weeks. At first, he was quiet, refusing to interact much with any of the children or adults in your home. Eventually, he opened up a little, but only to your spouse. No matter how hard you try to engage him, Andy won't make eye contact or answer your questions.

Today, you try to win his trust with a gift. **“Hey Andy, look what I have for you! I know you like the Hobbit movies, so I got you the Hobbit book! I thought maybe we could read it together tonight before bedtime. What do you say?”** You hold the book out to him, but Andrew tenses and refuses to even acknowledge you. Frustrated, you push the book roughly into his hands. He snatches it, tears off the cover, and throws it back at you. Tears in his eyes, he stomps down the hall to his bedroom and slams the door.

What would be your initial intervention?

- Physically hold him to prevent further destruction of property.
- Give him time to calm down, then discuss it later with your spouse.
- Give him consequences (e.g., no TV time) for destroying the book.
- Go to his room and ask why he has such a problem with you.

2. Nikki is an 8-year-old who has been with your family for almost a year. She is often charming and sweet with adults, but has trouble making friends. She is very possessive of her own things, yet has been known to steal things that belong to others.

Yesterday, a handheld video game went missing from another child's room. At dinner, you say: **“If anyone knows where it is, or maybe ‘borrowed’ it but forgot to ask, please let me know. Jamie really loves that game and he'd like to have it back.”** Nikki looks you right in the eye and swears she has no idea where it is. Later, you hear electronic sounds from her room, and find her under the covers playing Jamie's game. Shocked, you demand to know why she lied. Nikki says, **“Whatever! I just found it! Why are you always accusing me of stuff I didn't do?”**



What would be your initial intervention?

- Physically grab her and walk her to Jamie's room to apologize.
- Let her have time to calm down and think about what she's done.
- Directly address the dishonesty, and perhaps give fair consequences (e.g., loss of privileges).
- Use active listening to get her to open up and talk about her feelings.



3. Keisha is a quiet 15-year-old girl with a history of cutting herself. She's been living with you and your family for the past few months. You know that she's been having a hard time adjusting to her new school, but she seldom opens up to give you details.

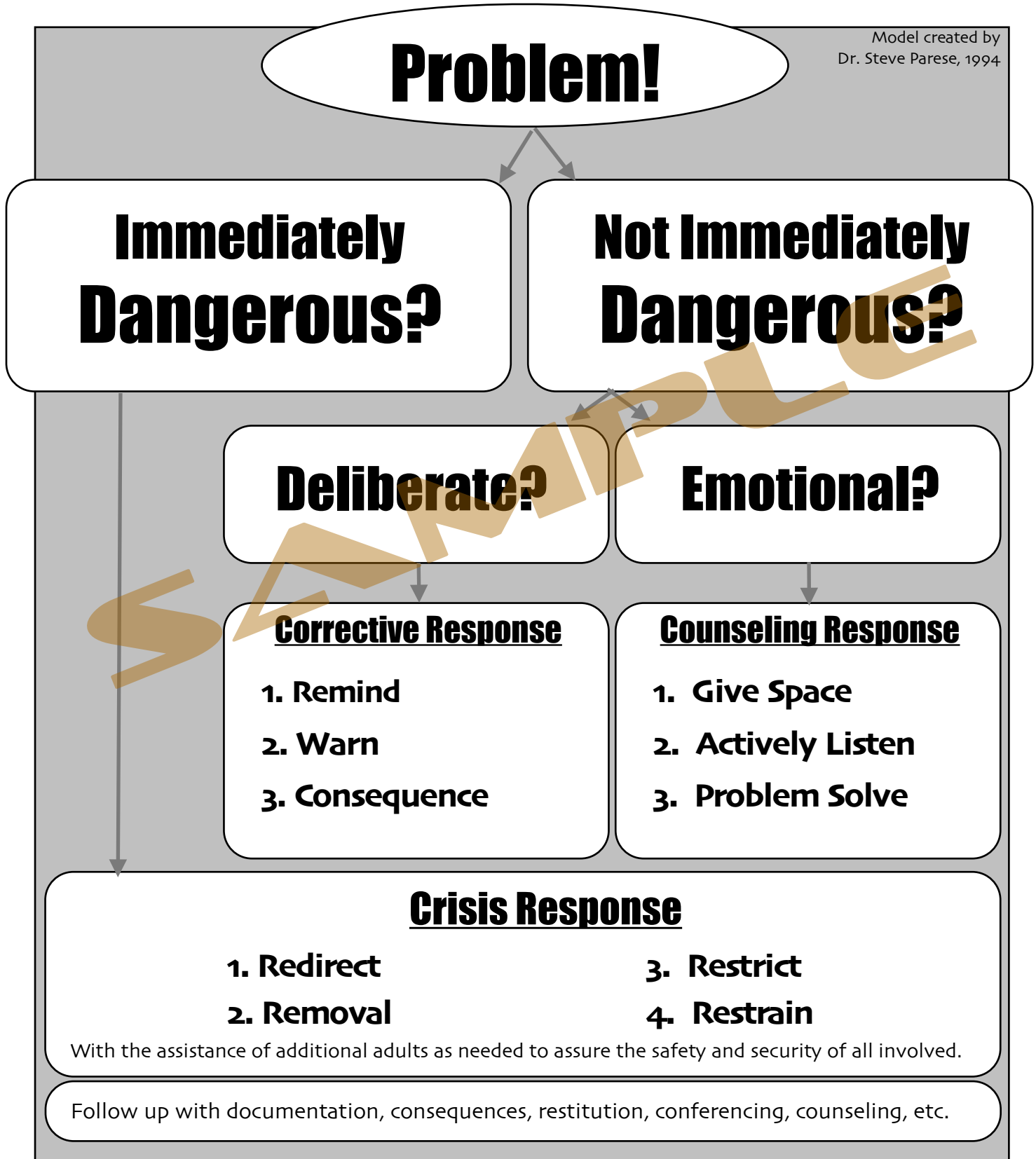
Tonight, Keisha is using the family's computer in the living room when she suddenly stands up and screams, **“Oh, no you didn't! You @#%*-ing b---!”** She runs to her bedroom and begins trashing the room. As you and your spouse peer in, you see her throw a heavy object toward her mirror, shattering glass onto the floor. Several pieces of glass are within reach as Keisha slumps to the floor, crying hysterically.

What would be your initial intervention?

- Physically restrain her to keep her from hurting herself with the glass.
- Leave the room to give her time to calm down.
- Give her consequences for breaking the mirror (e.g., earn money to pay for it).
- Speak softly to reassure her while removing the broken glass.

TBM Model

The TBM Model suggests that decisions in crisis should be made by first assessing the level of imminent danger, then determining the psychological source of the issue. Deliberate or intentional problems can often be handled with rules (corrective behavior management), but overwhelming emotional crises require relationships (counseling and de-escalation).



Deliberate vs Emotional

IMMEDIATELY DANGEROUS:

Definition: _____

Crisis Response

- | | |
|-------------|-------------|
| 1. Redirect | 3. Restrict |
| 2. Remove | 4. Restrain |

With the assistance of additional adults as needed to assure the safety and security of all involved.

DELIBERATE MISBEHAVIOR:

Definition: _____

Corrective Response

1. Remind
2. Warning
3. Consequence

EMOTIONAL CRISIS:

Definition: _____

Counseling Response

1. Give Space
2. Actively Listen
3. Problem Solve

Diagnostic Cue	Deliberate	Emotional
BEHAVIOR How typical is this behavior under normal conditions?		
EXPRESSIONS How much stress is visible in face, voice, body language, etc?		
THINKING How clear and rational is the youth's thinking?		
ISSUES Are there other stressful issues occurring at the same time?		

Adult Anger Traps

Despite our best intentions, there may be times when we react personally to challenging youth, especially in our own homes. A deeper understanding of our own anger traps can help us defend against emotional overreactions, allowing us to remain clear, calm, and focused instead.

1. Outside Stress

Leftover stress from other problems makes it easy to overreact to a minor situation, turning exhaustion into anger at a youth.

2. Embarrassment

We feel helpless or inadequate trying to handle a challenging situation, then turn embarrassment into anger.

3. Shock or Fear

We feel a natural sense of shock or fear in response to a threatening situation, then turn anxiety into anger at the youth.

4. Values Violation

We become offended when a child's behavior violates one of our core values or beliefs, triggering feelings of intense righteous anger.

5. Authority Challenge

We engage in an angry power struggle with a defiant youth, determined to establish control at almost any cost.

Based on work by Dr. Nicholas Long



Things That Make You Go “Grrrr!”

What pushed your buttons?

Why did it bother you so much?

What did you FEEL like doing?

Example: When Nikki flat out lied about taking Jamie's video game.

I believe that you should be honest when you've made a mistake.

Smack that lie right off her lips!

What pushed your buttons?

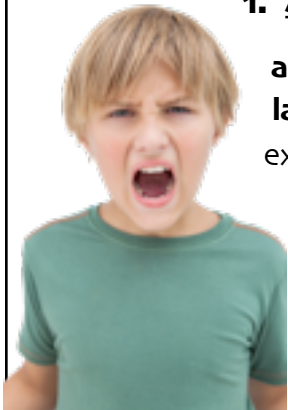
Why did it bother you so much?

What did you FEEL like doing?

Avoiding Power Struggles

When tempted to engage in a power struggle with a frustrating child, try to remember these things.

1. About FOSTER CHILDREN IN CRISIS:



a. **Remember that stress acts like a magnifying glass, making small problems seem larger than they are.** Be aware of the stressors in your youth's lives. Avoid putting extra stress on a child whose coping skills are already maxed out.

b. **Remember that a child's past experiences give him a very different way of perceiving events than you have, especially if he has experienced childhood trauma.** However unreasonable or unfair this perception seems to you, it is very REAL to him. Try to see things through his eyes before reacting to his behavior.

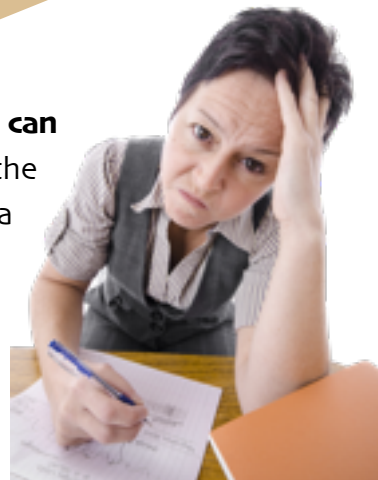
c. **Remember that during conflict, a troubled child may be her own worst enemy.** She will defend, deny, blame, rationalize, and regress from owning her feelings or taking responsibility for her behavior. Don't try to reason with her when you can see she is highly agitated. Back off, and give her time to cool off first.

2. About ADULTS DURING CRISIS:

a. **Remember that outside stress (such as a bad cold or problems at home) can make it harder to tolerate the situational stress of a conflict.** Be aware of the stressors acting on you, and be able to tell what you are reacting to in a crisis. Reduce your stress if possible before entering tense situations.

b. **Remember that everyone has sensitive issues that set them off.** Know your hot spots and anger traps before problems occur. Admit to yourself when you are getting angry or overwhelmed. Take a deep breath and slow down, walk away for a minute, or ask for help from others.

c. **Remember to catch yourself using sarcasm, belittling comments, or accusations when you are angry.** Trying to beat emotional children at their own game lowers us to their level, and reinforces their negative perceptions of adults. Apologize if necessary (without expecting one in return) and make a habit of letting go of grudges. Every day is a new day, another chance to start fresh!



Key Point 1. Working with challenging foster children requires a great deal of self-control and self-awareness.

The TBM Model provides a framework for interventions, based first on assessing the danger level, then the psychological source of the problem. Dangerous situations require us to put SAFETY first. Deliberate problems can often be managed with reasonable RULES, but de-escalating overwhelming emotional crises require strong RELATIONSHIPS.

Part 2

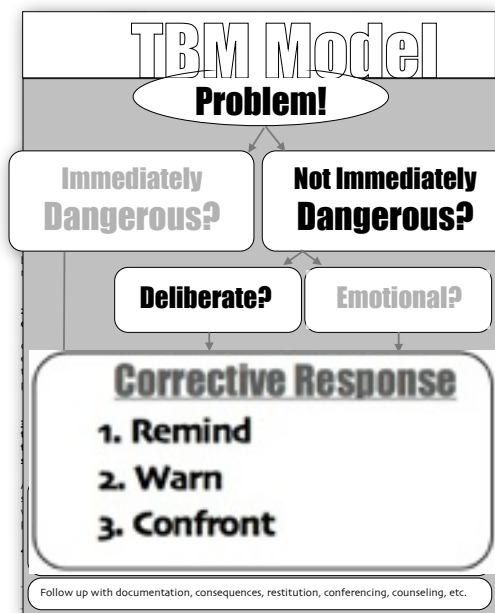
Part 2: Dealing with Deliberate Misbehavior

Deliberate Problems

Some behavior problems are DELIBERATE. These require interventions based more on RULES than relationships.

Diagnostic Cues of Deliberate Misbehavior:

1. BEHAVIOR is _____
2. EXPRESSIONS are _____
3. THINKING is often _____
4. Outside ISSUES are _____



Needs-Fulfilling Misbehavior

Dr. William Glasser's work suggests that human beings are motivated toward activities and relationships which **meet four basic social needs**. Most children have learned healthy, socially acceptable ways to meet these needs, but **troubled youth often rely on inappropriate behaviors instead**.

Love • Belonging	
<u>Negative activities:</u>	<u>Positive alternatives:</u>

Power • Importance	
<u>Negative activities:</u>	<u>Positive alternatives:</u>

Fun • Pleasure	
<u>Negative activities:</u>	<u>Positive alternatives:</u>

Freedom • Individuality	
<u>Negative activities:</u>	<u>Positive alternatives:</u>

Based on work by
Dr. William Glasser

Clear Values & Rules

Clearly stated, consistently enforced rules can prevent a great deal of deliberate misbehavior. Rules that are grounded in core values make expectations logical and reinforce character development.

1. First, identify core values of your home.



VALUE: Privacy

VALUE: Responsibility

2. Then, frame clear behavioral expectations or rules in terms of these core values.

RULE: "In this house, we respect each other's privacy, so you are not allowed in other children's bedrooms when they are not there."

EXPECTATION: "We expect that everyone will be responsible, and pick up after themselves."

Write one of your house rules or expectations:

Three Types of Consequences

Telling children about the consequences of their choices can often prevent minor problems. But if consequences seem like threats, youth may react with resistance and resentment. Understanding three different types of consequences reduces power struggles and helps children make better decisions.



DEFINITION

EXAMPLE

Jamie stayed up too late playing video games:

NATURAL consequences occur on their own, without any adult intervention. (Feelings are natural consequences.)

[N] [L] [P] 1. Jamie is tired in school today.

[N] [L] [P] 2. He gets grounded for a week.

[N] [L] [P] 3. He does poorly on a test.

LOGICAL consequences are applied by others, but are directly tied to behavior.

[N] [L] [P] 4. He has to go to bed early tonight.

[N] [L] [P] 5. His foster parents are upset with him.

PUNITIVE consequences are applied by others, but either do not fit the behavior or go to extremes.

[N] [L] [P] 6. He feels bad about upsetting them.

[N] [L] [P] 7. He loses his video games for a week.

[N] [L] [P] 8. He has to do extra dishes tonight.

Correction Skill: Giving Consequences

Give consequences for a deliberate misbehavior when other appeals have failed to encourage compliance with the rules.

To Give Consequences:

Step 1: DESCRIBE MISBEHAVIOR

Step 2: EXPLAIN EFFECTS

Step 3: GIVE DIRECTIONS or CONSEQUENCES

Addressing Nikki's theft and dishonesty:

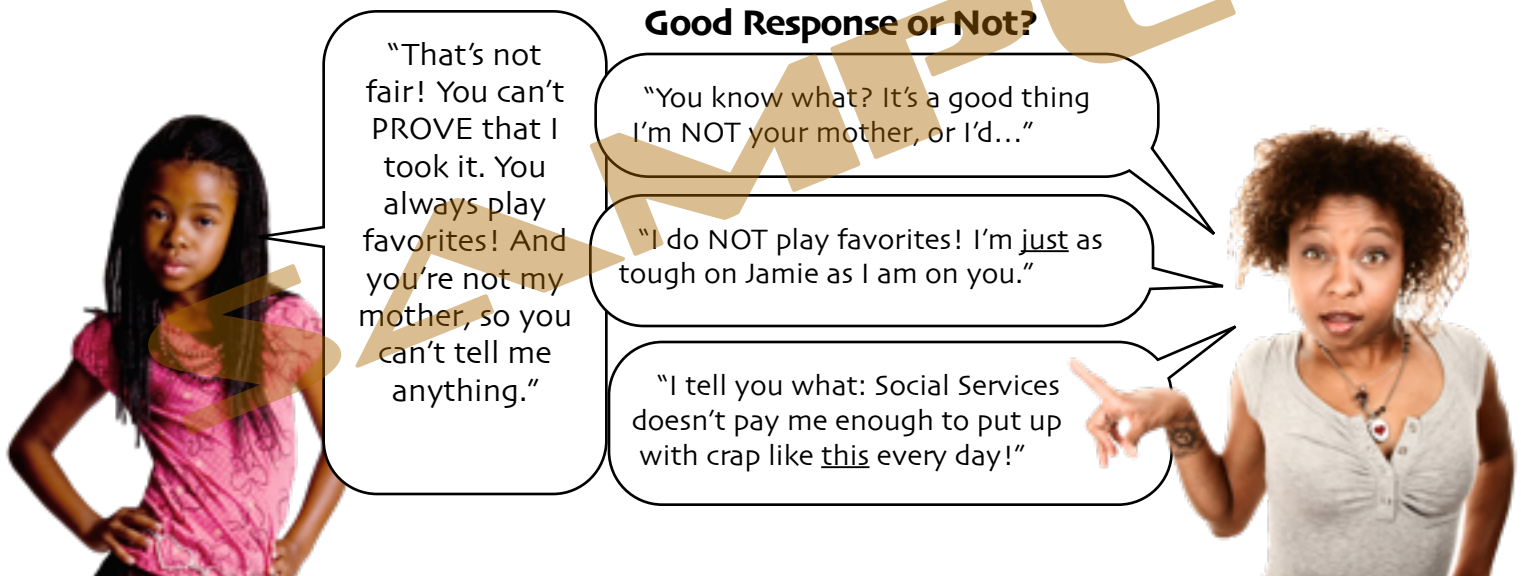
"Nikki, earlier tonight you swore you hadn't seen Jamie's video game, and now it turns out you had it all along."

"Honesty is important, and this really disappoints me."

"You have to return the game to Jamie right now, and find a way to make this right, or you'll lose privileges for a week."

Avoiding Power Struggles

Typically, children will respond to consequences with some sort of angry retort. It can be exceptionally challenging to remain calm and professional in moments like these!



Good Response or Not?

"That's not fair! You can't PROVE that I took it. You always play favorites! And you're not my mother, so you can't tell me anything."

"You know what? It's a good thing I'm NOT your mother, or I'd..."

"I do NOT play favorites! I'm just as tough on Jamie as I am on you."

"I tell you what: Social Services doesn't pay me enough to put up with crap like this every day!"

Good tactics when youth argue about consequences

- ✓ **Lower your own tone.** A softer, lower-pitched tone of voice is less likely to provoke a reaction.
- ✓ **Check your body language.** Stay alert, but relax your body to appear less defensive. Avoid angry facial expressions or gestures, such as finger pointing.
- ✓ **Refocus on the issue.** Don't get distracted by defending your decision against accusations of favoritism. Refuse to argue, and restate your request.
- ✓ **Let other adults help out.** Ask for/allow other adults to step in and persuade the youth to comply.
- ✓ **Allow a small face saving gesture** or comment without giving additional consequences unless absolutely necessary.

Practice Giving Consequences

Framing consequences using the steps described helps us to remain in professional mode in highly stressful situations. By describing the effects and emphasizing values, this approach assures that youth understand not only WHAT they've done wrong, but WHY it is wrong.

Addressing Camille's Gossiping

Keisha is a withdrawn 15-year-old girl who has been staying in your home with you, your spouse, and your two children. Today, you overheard Camille, your 16-year-old daughter, talking on the phone:

Camille: "OMG! She is just so disgusting! All that gunk in her hair and eyes. No wonder none of the guys wants anything to do with her! And she is so bizarre, too! Do you know she trashed her room last night? What? She got jumped in school yesterday? No kidding!"



YOU: "Camille, get off the phone right now. We need to talk:

Misbehavior: "I just overheard you _____."

Effects: "I have to be honest: I am _____. We have rules about gossiping and what I just heard was so _____."

Directions or Consequences: "I want you to _____."



Think of a deliberate situation with a foster child in your care. Write a statement that directly addresses the behavior (and possibly gives consequences).

ADDRESS THE MISBEHAVIOR:

1. MISBEHAVIOR: _____

2. EFFECTS: _____

3. DIRECTIONS or CONSEQUENCES: _____



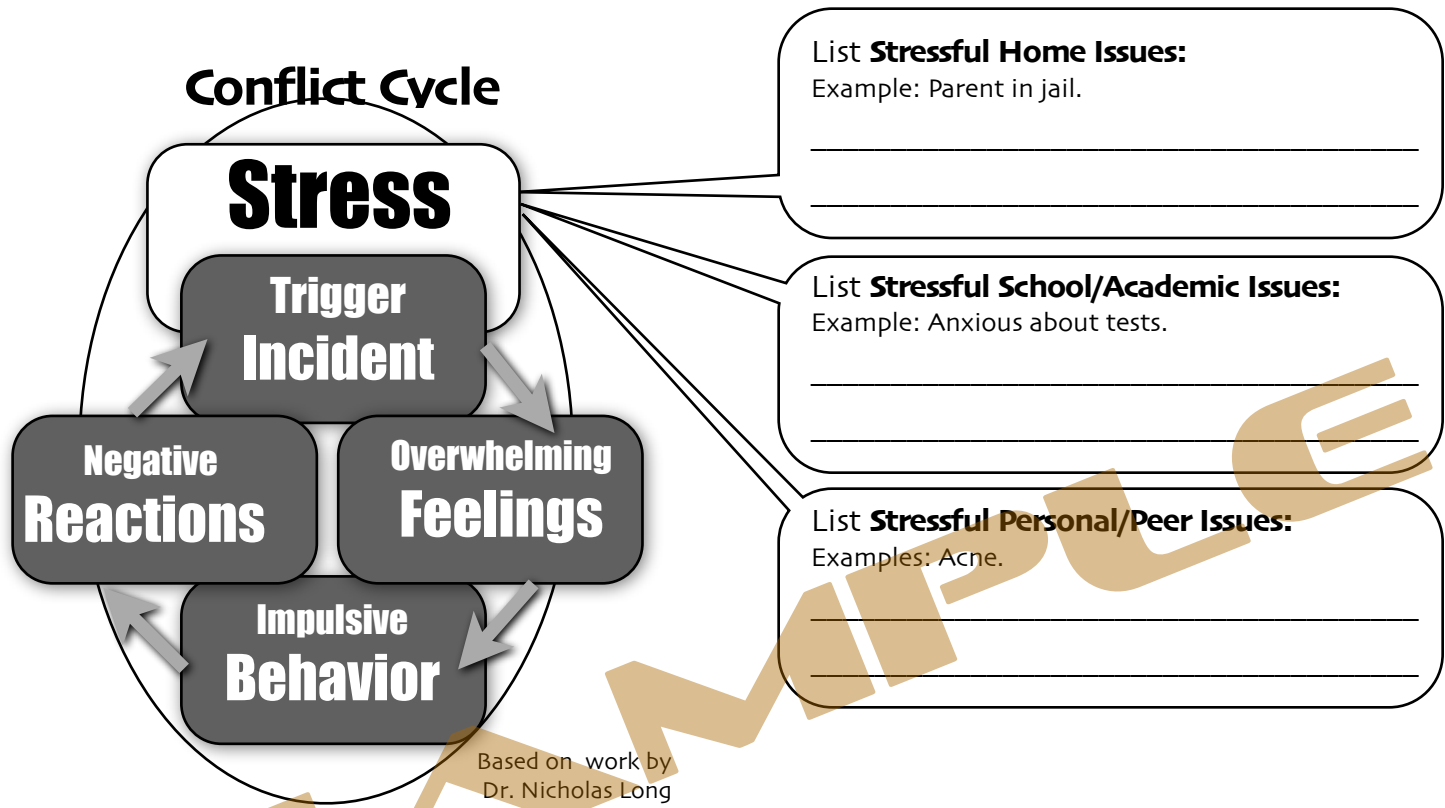
Key Point 2. Deliberate misbehavior is a rational choice which meets a child's short-term social needs, often violating the rules or rights of others. Deliberate misbehavior can be reduced with clearly stated, consistently enforced rules which are grounded in core values.

When it is necessary to enforce rules, natural and logical consequences are often more effective than punitive ones, since they create far less resistance and resentment.

Part 3

Emotional Conflict Cycle

Dr. Nicholas Long's "Conflict Cycle" illustrates how high stress can make a minor incident seem like a major problem to a troubled youth. A small issue may trigger an avalanche of powerful feelings, leading to impulse behaviors that quickly escalate into a crisis, especially if peers or adults react negatively, aggravating the situation.



Track each element of the Conflict Cycle in the story. Circle Andy's FEELINGS, and underline his BEHAVIORS.

Andy's Conflict Cycle

Andy is an 11-year-old boy who was removed from his mother's home just three weeks ago. Since then, he's been feeling completely stressed out: worried about his little sister, angry with his mother, and betrayed by his 'Big Brother' Tim, whom he suspects called Social Services on his mother.

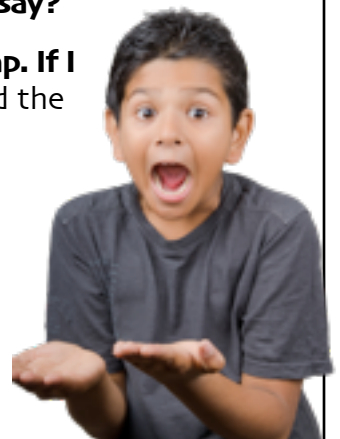
Earlier today, one of his new foster parents approached him holding a book: **"Hey Andy, look what I have for you! I know you like the Hobbit movies, so I got you the Hobbit book! I thought maybe we could read it together tonight before bedtime. What do you say?"**

Andy felt immediately suspicious, thinking: **'I'm not falling for that 'trust me' crap. If I don't give in, then sooner or later they'll send me back home.'** So he just ignored the book, clenching his fists and refusing to look up.

But a few seconds later, he felt the edge of the book shoved hard into his hand. The unexpected pain made him furious! **"Leave me alone!"** he screamed. He grabbed the book and impulsively tore it apart, then ran to his room in tears.

"Fine! Stay there!" his foster parent yelled angrily through the door.

Andy collapsed on the bed, overwhelmed with grief, anger, and guilt. He cried to himself: **"Why is all this happening? It's not fair! I just want to go home!"**



Impact of Childhood Trauma

Some of our most difficult children and youth are those who have been traumatized by violence, abuse, or chronic neglect earlier in their lives. Recurring abuse events can come to define a child's outlook on him/herself, adults, and life in general.

Case #1: Until a month ago, Andy lived in a small trailer with his mother, her current boyfriend, and his 6-year-old sister Tammy. Because of his mother's issues, Andy had been largely responsible for his sister's well-being since he was 6 or 7 years old. He lived in constant fear of his mother's drunken boyfriend, and had watched her getting beaten up many times. For many months, he kept a kitchen knife hidden beneath his pillow, just in case.

Case #2: Nikki's mother died shortly after her birth, and she grew up with her aunt and uncle in an urban housing project. At age 6, she contracted a high fever and was taken to the ER. She was removed from her aunt's home after it was discovered that she had contracted gonorrhea, the result of repeated sexual abuse by a male neighbor who had been babysitting her, and whose "secret" she had been forced to keep for months.

Case #3: When Keisha was 7 years old, a Child Protective Services worker removed her from her addicted mother's home in the middle of the night. Keisha has spent most of the past 8 years being bounced from one family member or foster home to the next, seldom spending more than 6 months in one place. She sleeps poorly at night and often cuts her arms in stressful situations.



DIRECTIONS: Imagine that one of these children is placed in YOUR home. How might his or her daily behavior be impacted by past trauma?

Results of childhood trauma may include:

Physical Injuries

Bruises, broken bones, scarring, malnutrition, head injuries

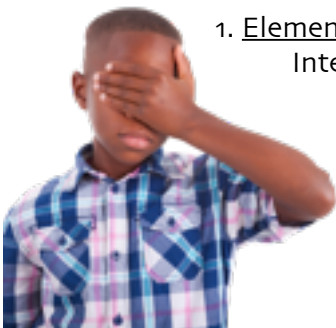
Physical Changes

Physical and developmental disabilities, traumatic brain injury, hormonal changes

PTSD Symptoms

Dissociation (dazed unresponsiveness), hyperarousal, re-experiencing (flashbacks)

Emotional & Behavioral Issues Hopelessness, powerlessness, and shame are prevalent in almost all victims. Depending upon personality, circumstances, and gender, abused children may **internalize** their hopelessness, powerlessness, and shame as withdrawn depression, or **externalize** the same feelings as aggressive anger.



1. Elementary (age 5-11)

Internalizing behaviors: _____

Externalizing behaviors: _____

2. Adolescent (age 12-17)

Internalizing behaviors: _____

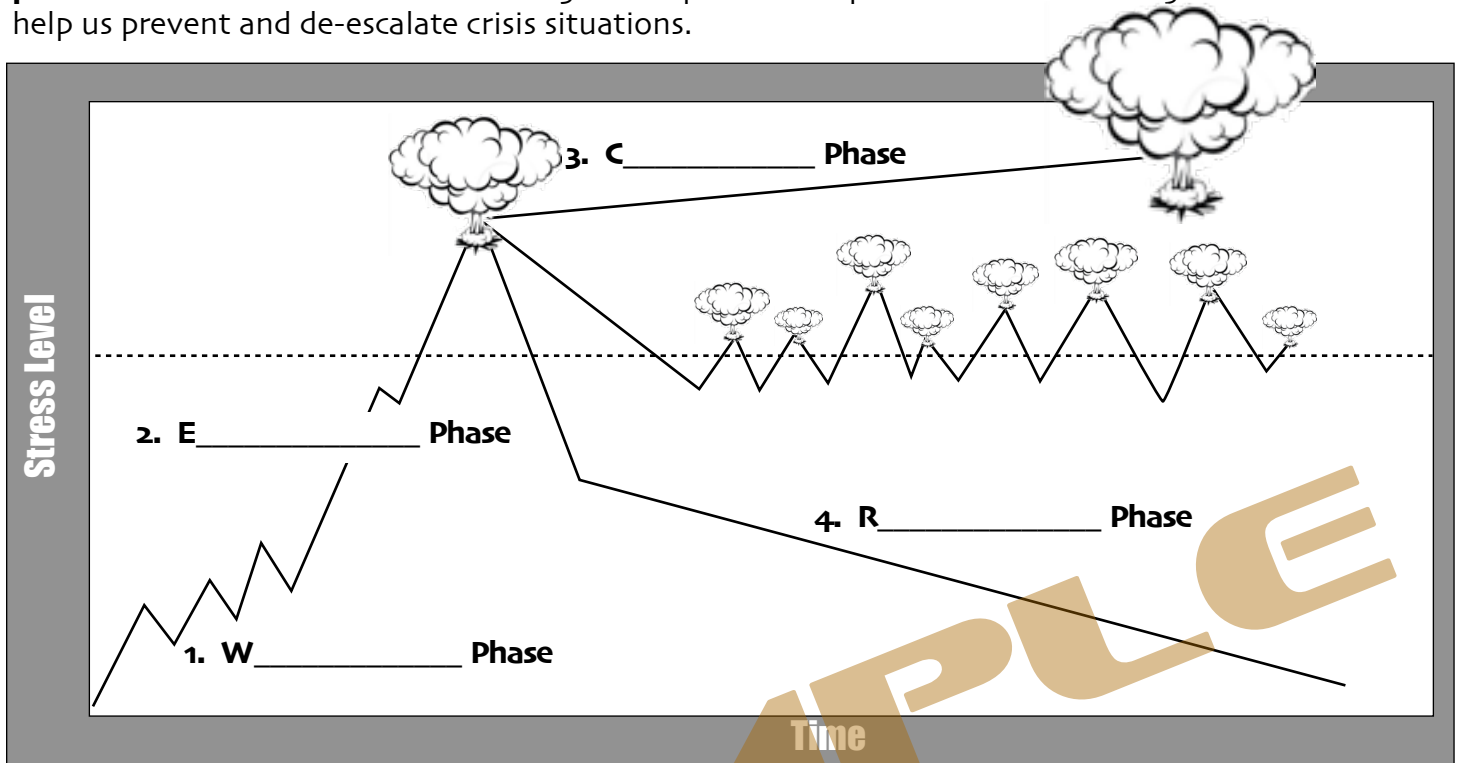
Externalizing behaviors: _____

3. Victims of sexual abuse

Often exhibit either complete _____ or _____

Escalation Model

Overwhelming stress can act like a magnifying glass, causing youth to misperceive and overreact to problem situations. An understanding of the predictable phases of an escalating emotional crisis can help us prevent and de-escalate crisis situations.



Signs & Symptoms of Each Phase <small>Indicators of this phase:</small>	Goal <small>Adults should focus on:</small>
1. Warning Phase: Stress manageable. Rational discussion still possible. Physically uptight but coping. <u>Externalizers:</u> <u>Internalizers:</u>	
2. Escalation Phase: Stress growing quickly. Thinking & discussion far less rational. Coping skills at limit. <u>Externalizers:</u> <u>Internalizers:</u>	
3. Crisis Phase: Stress completely unmanageable. Perceptions distorted. Coping skills overwhelmed. <u>Externalizers:</u> <u>Internalizers:</u>	
4. Recovery Phase: Stress gradually reducing. Rational discussion in 10-15 min. Coping skills returning. <u>Externalizers:</u> <u>Internalizers:</u>	

Andy's Phases of Escalation



Until a month ago, Andy had been living in a small trailer with his mother, her alcoholic boyfriend Bill, and his 6-year-old sister Tammy. Andy always did his best to be "the man of the house," but he couldn't always protect his mom or his sister from Bill's drunken rages.

One of the few good things in Andy's life was his relationship with his 'Big Brother' Tim. It had taken a long time to learn to trust Tim, but in the past year, they had gotten very close. They planned to work on Andy's 5th grade Social Studies project for a few hours on Saturday morning, then go to a college football game in the afternoon.

On Friday night, however, Andy's mom and her boyfriend Bill got into a violent fight. When Andy tried to get in the middle, Bill grabbed him by the throat and shoved him roughly out the trailer's front door. Hours later, Bill was gone, his mom was in the hospital, and Andy was standing guard over his sister... just in case Bill returned.

Andy's mom had just gotten back home when Tim arrived to pick Andy up at 9:00AM the next morning. Andy was exhausted after staying up most of the night. He was hungry, irritable, and still sore.

"Hey champ! What do you say? Got your homework packed up and ready to go?"

Tim asked, wrapping Andy in an affectionate headlock. They'd horse-played like this many times before, but this time Andy flinched away.

"Whatever," Andy mumbled cynically. He was being unusually rude.

"Whatever? C'mon kiddo, let's go. I've got all the arts and crafts stuff at my place. We've only got a few hours before we have to leave for the game."

"I don't know. I'm kinda tired..." Andy said nervously, not meeting Tim's eye. He felt guilty lying to his Big Brother, but he couldn't leave his mom alone, and he was too ashamed to tell Tim the truth.

"Well, you shouldn't have spent all night playing 'Gears of War' then!" Tim teased with a smile.

Andy's face got tight, his eyes narrowed, and his jaw clenched with sudden anger. He screamed:

"You know what? You don't know sh--, so maybe you should just keep your stupid mouth shut!"

Tim was shocked. He'd only been joking! He knew that Andy could be difficult, but this was too much! His face got hard, and in a stern voice, he said: **"You know what? Maybe I should see your mother!"** He started walking toward the trailer.

Andy suddenly couldn't think straight. He felt an explosion of panic and shame rush through him. He pushed Tim back, staggering the larger man. Tears were pouring down his face as he shouted furiously, **"No, you can't! She's sick! Just go away! Go away!"**

Tim's heart was pounding as he got in his car. **"What the @#\$% was THAT all about?"** he thought, as confused and frustrated as Andy, wondering what was REALLY going on in that home.

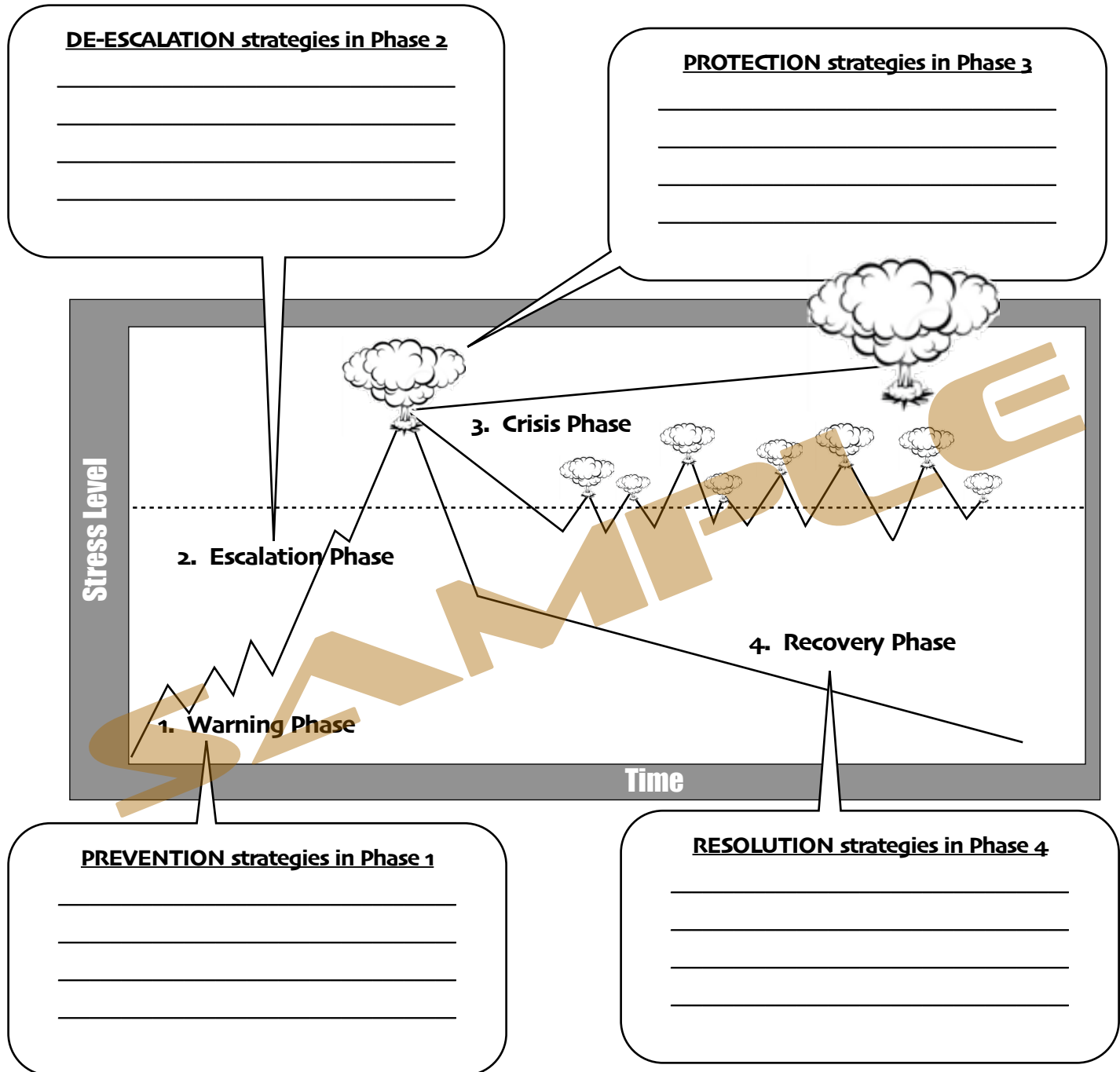


1. Underline three specific events that contributed to Andy's crisis with Tim.
2. Underline three physical warning signs that Tim missed in Andy's Warning Phase.
3. Circle five (strong emotions) Andy experiences.
4. Put a large "E" where Andy crosses into the Escalation Phase.
5. Put a large "C" where he crosses into the Crisis Phase.

Strategies for Each Phase

When we know which phase a child is in, we will have a better idea of which strategies we should use.

Each phase of the Escalation Model has a unique goal and specific strategies that may be helpful.



Key Point 3. Emotional behavior is an irrational, impulsive reaction to high stress. Children may be triggered by a minor problem, then become overwhelmed and overreact impulsively to adults. Those who have suffered childhood trauma are especially sensitive to shaming and embarrassment.

An understanding of the predictable phases of escalating crisis can help adults choose the best strategies to calm or manage a stressful situation. It is also helpful to understand the differences between youth who externalize their feelings and those who internalize instead.

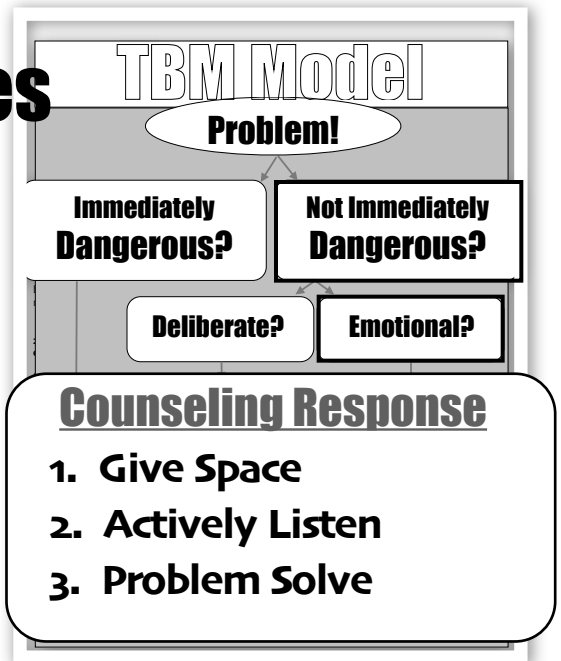
Part 4

Counseling Responses

Some behavior problems are EMOTIONAL. These require interventions based more on RELATIONSHIPS than rules.

Diagnostic Cues of Emotional Behavior:

1. BEHAVIOR is _____
2. EXPRESSIONS are _____
3. THINKING is often _____
4. Outside ISSUES are _____



Counseling Skill 1: Giving Space

Give space when an emotionally overwhelmed child is **PHYSICALLY SAFE** but **unable to talk rationally**.

Keisha is a new foster child in your home. Something she just saw online upset her, and she ran upstairs crying. You got there in time to see her shatter the mirror hanging on her bedroom wall. She looks shocked for a moment, then slumps to the floor, crying hysterically. You enter quietly to clean up the glass closest to her, then ask if she's okay, but she doesn't answer.

To GIVE SPACE:**Step 1: ACKNOWLEDGE FEELINGS****Step 2: SUGGEST TIME ALONE****Step 3: SET LIMITS**For Example:

"I can see how _____ you are right now."

"Why don't you take a _____."

"You can _____
and I'll just sit over here in case you want to talk."

Think of a **SPECIFIC** situation in which a foster child in your care might be acting out because s/he is emotionally worked up about **something else**.



Counseling Skill 2: Active Listening

Use Active Listening when an emotional youth is **CALM ENOUGH** to begin talking rationally, but is not yet ready to problem solve.

One of the most powerful crisis intervention tools is good LISTENING. Open-hearted listening allows a highly emotional child to vent to someone who cares, while offering us an opportunity to gather information and (later) offer helpful advice. There are three levels of Active Listening:

1. Attending
2. Decoding
3. Reflecting

Active Listening 1: ATTENDING

Good listening is more than just waiting our turn to talk. **We communicate our concern and willingness to help both by what we DO and by what we SAY when kids are upset.**

Mark "G" for generally good and "B" for generally bad habits. How would these impact a youth?

THINGS WE DO:

- | | |
|---|---|
| <input type="checkbox"/> Interrupting constantly | <input type="checkbox"/> Rolling your eyes |
| <input type="checkbox"/> Making some eye contact | <input type="checkbox"/> Tapping a pencil |
| <input type="checkbox"/> Nodding at the right times | <input type="checkbox"/> Leaning in |
| <input type="checkbox"/> Quickly checking a text | <input type="checkbox"/> Looking at a watch |

THINGS WE SAY:

- | | |
|--|--|
| <input type="checkbox"/> "Tell me more about what happened..." | <input type="checkbox"/> "You really need to get over it..." |
| <input type="checkbox"/> "That's nothing! You think that's bad?" | <input type="checkbox"/> "What about HER point of view?" |
| <input type="checkbox"/> "That must have been upsetting..." | <input type="checkbox"/> "Seems like you've had a hard day..." |
| <input type="checkbox"/> "Here's what you SHOULD have done..." | <input type="checkbox"/> "I see what you mean..." |



Active Listening 2: DECODING

Much of a child's real meaning is communicated non-verbally. **Good listeners learn to read between lines and interpret what is NOT said.**

% of Actual Meaning	Communicated through
%	Facial expressions & body language
%	Tone of voice & inflection
%	Actual words chosen

Tip: Pay attention to and decode discrepancies between verbal messages ("I'm fine, really.") and non-verbal messages (upset expression, tense body language, trembling voice).

Active Listening 3: REFLECTING

Reflective listening paraphrases what we hear youth **saying** and **feeling**, without attempting to insert our own opinions or give unsolicited advice. Instead, we offer our full attention, decode non-verbal messages, then briefly summarize what we've heard in our own words.

REFLECTING: "It sounds like you feel _____ because/about _____."
emotion reason

"It sounds like you're nervous about tomorrow's visit with your aunt, Nikki."

"It looks like something you saw online really upset you, Keisha."

"I can see how mad you are about losing your free time privileges over the video game, Jamie."

In each statement, circle the **FEELING**, and underline the **REASON**.



1. Foster Parent: "Andy, I'm concerned about what happened earlier tonight. All I know is that Dale offered you a book, and you tore it up. What was that all about?"

Andy (looking away): "I didn't mean to hurt Dale's feelings. I feel kinda bad about ruining the book, but I just don't want to be here. I want to go home! I miss my sister. She really needs me! Why can't I just go home?"



List Andy's FEELINGS:

REASONS for feeling that way:

Create an understanding, reflective response. Do NOT give advice or try to solve the problem.

"It sounds like you are _____ about _____." **or**

"I can see how _____ this is for you, being _____."

Part 4: De-Escalating Emotional Issues

Practice with Reflective Listening

2. Foster Parents (after cleaning up broken glass): "Keisha, we can see how upset you are. We want to help if we can. But we're confused because we don't know what's going on."



Keisha (crying): **"Leave me alone. I don't want to talk about it. Okay, you really wanna know? I got JUMPED in school today by these two b--- who totally hate me, and now it's all over Facebook and Twitter and everything! So I'm never going back to that school – EVER – and you can't make me!"**

List some of Keisha's FEELINGS:

Create an understanding, reflective response:

"Oh, Keisha! I am so sorry! I don't blame you for feeling/being _____ about _____." or

"I can imagine how _____ you are about _____."

3. Write an emotional statement one of YOUR foster kids might make:



Your Reflective response: ("Sounds like you feel ____ about ____.")

"_____
_____."



Key Point 4. When youth are acting out because of stressful emotional issues, basic counseling is more effective than giving consequences. Our goal is to help upset children calm down, so they can eventually resolve the problem.

Giving space is useful when children are safe but too upset to talk. Active listening encourages them to de-escalate further by venting to a caring adult. Problem solving should be used only when youth are ready to discuss better ways to handle future problems.

AN INSPIRATIONAL QUOTE



"I've come to the frightening conclusion that I am the decisive element in the classroom (or my home). It's my personal approach that creates the climate; it's my daily mood that makes the weather.

"As a teacher (or a parent), I possess 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.

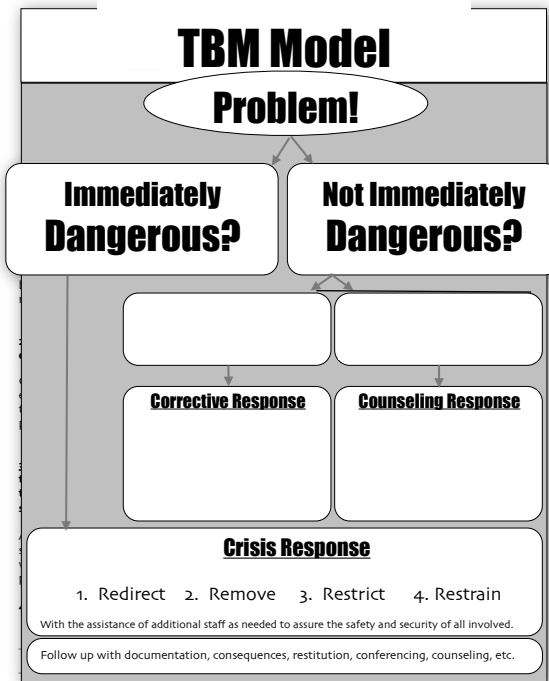
"In all situations, it is my response that decides whether a crisis will be escalated or de-escalated or a child humanized or dehumanized."

Dr. Haim Ginott (1972). "Teacher and Child: A Book for Parents and Teachers."

Review for TBM Written Test

Part 1: STAYING PROFESSIONAL

1. Fill in the blanks on the charts below to recall the TBM Model and diagnostic cues (WB p 3-4).



	Deliberate	Emotional
Behavior		
Expressions		
Thinking		
Outside Issues		

2. Match each of the Anger Traps with its description (WB p 5).

Outside Stress

a. Getting angry when a defiant child won't do what we tell them to do.

Embarrassment

b. Getting angry when a child disrespects one of our core beliefs.

Shock / Fear

c. Getting angry when we feel helpless or ashamed.

Values Violation

d. Getting angry when we feel overloaded with other problems.

Authority Challenge

e. Getting angry when we feel scared or frightened.

Part 2: DEALING WITH DELIBERATE MISBEHAVIOR

3. Describe four social needs, and a negative behavior for each (WB p 7).

a. Need: _____ (Misbehavior: _____)

b. Need: _____ (Misbehavior: _____)

c. Need: _____ (Misbehavior: _____)

d. Need: _____ (Misbehavior: _____)

4. List three kinds of consequences, and describe an example of each (WB p 8).

a. _____:

b. _____:

c. _____:

Part 3: UNDERSTANDING EMOTIONAL PROBLEMS

5. How does childhood trauma affect the behavior of children and youth? (WB p 12-13)

Describe 3 ways that internalizers may act out.

1. _____
2. _____
3. _____

Describe 3 ways externalizers may act out.

1. _____
2. _____
3. _____

6. List four phases of an escalating crisis, and the main goal for each phase (WB p 13).

1. _____ Phase: Goal is _____
2. _____ Phase: Goal is _____
3. _____ Phase: Goal is _____
4. _____ Phase: Goal is _____

Part 4: DE-ESCALATING EMOTIONAL ISSUES

7. List three things to say when giving space to an upset child (WB p 17).

1. Acknowledge their _____, 2. Suggest _____,
3. Set reasonable _____.

8. List the three levels of active listening, and match each with its description (WB p 18).

- | | |
|----------------|--|
| Level 1: _____ | a. Repeating back what you hear, in your own words |
| Level 2: _____ | b. Using nods, posture, etc. to show you are listening |
| Level 3: _____ | c. Reading body language and facial expressions |

9. Reflective listening often follows a formula such as the one below. What goes in each blank (WB 19)?

"Sounds like you are _____ about _____."

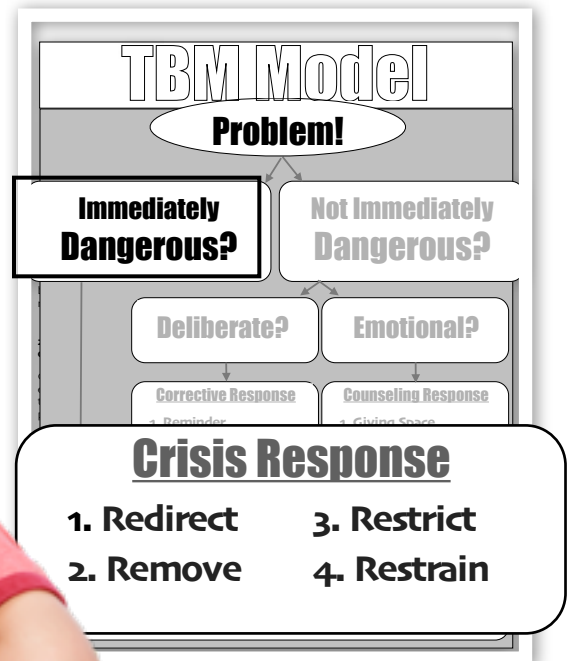
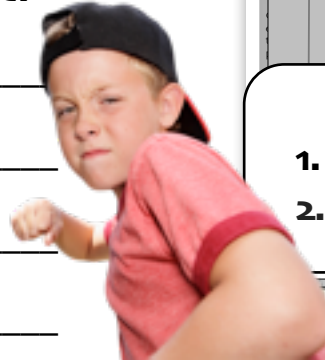
10. Use the TBM model to analyze each of the situations from WB p 2.

Character	Immediately Dangerous or not?	Deliberate or emotional?	What response would the TBM model recommend?
1. Andy rips the cover from a book	Dangerous / Not Dangerous	Deliberate / Emotional	
2. Nikki lies about taking the game	Dangerous / Not Dangerous	Deliberate / Emotional	
3. Keisha breaks the mirror in her bedroom	Dangerous / Not Dangerous	Deliberate / Emotional	

Crisis Responses

Occasionally, behavior problems become DANGEROUS. Regardless of their psychological source, these situations require a calm CRISIS RESPONSE to ensure safety.

'Immediately Dangerous' conditions include:



Crisis Responses in Volatile Situations

1. **Redirect:** Issuing a clear, calm request for a safer behavior.

"Keisha, please look at me. Move over here, away from the broken glass."

2. **Remove:** Moving youth to a safer location (verbally or physically).

Remove AGGRESSOR: "Andy, please go to your room until you can calm down."

Remove AUDIENCE: "Why don't we all go outside while Dale talks with Andy."

Remove AGGRAVATOR: "Nikki, your comments are making this situation worse."

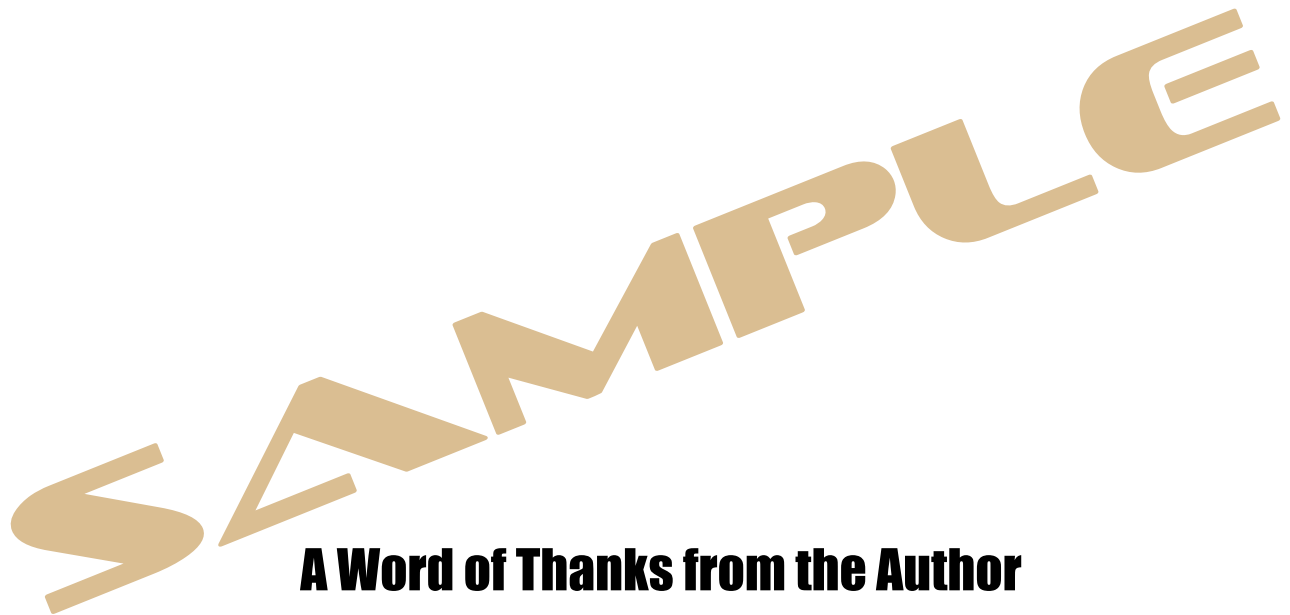
Remove TARGET: "Keisha, help me in the kitchen for a few minutes, ok?"

3. **Restrict:** Keeping youth in a safe area or out of an unsafe one.

"I'm sorry, Keisha. You have to stay out of your room until the broken glass is removed."

4. **Restrain:** Physically holding a youth until s/he is safe.

Using approved techniques and the minimum force needed to safely manage the situation. (TBM offers optional physical skills for holding or escorting youth; additional training required.)



A Word of Thanks from the Author

To all of you amazing foster parents:

Thank you for opening your hearts and your homes to children and youth in foster care. Many of these children have been abused, neglected, ignored or abandoned by their biological families, and they should be thankful to adults like you who provide them with safe, secure, and healthy homes. Yet for many complicated reasons, it is hard for them to say "Thank you for giving me what my own parents could not." Despite this, please do not underestimate the importance of what you do. Your daily acts of generosity and kindness are life-changing. You are the quiet heroes of our generation, and I salute you.

I welcome your reflections on your experiences as foster parents, and your thoughts about this training program. Please feel free to email me:

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