



TBM

Therapeutic Behavior Management

TBM/Elementary

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"Therapeutic Behavior Management for Elementary Schools" (TBM/Elementary) is written and owned by Steve Parese, Ed.D. It is intended to be delivered ONLY by certified trainers. TBM/Elementary consists of a trainer manual, workbook, and PowerPoint CD, no portion of which may be copied for any purpose without the express written permission of the author. TBM/Elementary is based on the "Therapeutic Aggression Control Techniques v.2" program, in use since 1997 in group homes, alternative schools, residential treatment centers, etc. around the nation.

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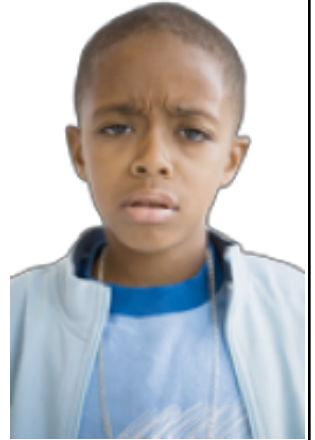
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'What Would You Do?' Survey

1. Todd was once one of your best 3rd graders, but he has become very challenging since his parents split up 3 months ago. He stomps around moodily, refusing even the simplest requests. He ignores prompts and encouragements, but becomes explosive when given consequences.

It is Monday morning, and Todd spent the weekend with his father, who just dropped him off at school. He walks into school wearing red basketball shoes rather than the required black dress shoes. A staff member says: "Good morning, Todd. Got your black shoes in your bag, I hope? You know you can't wear those to school."



"Shut up! Shut up! Why are people always messing with me! Leave me alone!" Todd screams, running off down the hall toward his classroom with tears in his eyes.

1. What would you do FIRST to manage this situation with Todd?
- Physically hold him to protect him from possible harm.
 - Give him consequences for disrespecting staff.
 - Explain to him that ALL students must follow the school's dress code.
 - Follow him slowly, speaking gently to de-escalate him.

2. Brittany is a bossy child in your 1st grade class. She can be helpful at times, but she is also very rigid about following the rules, and can sometimes get aggressive when other students break them.

As today's recess ends, Brittany and her classmates are asked to get in an orderly line. Andy, who spent 3 minutes off to the side for misbehavior, tries to sneak into line behind Brittany. She pushes him out of line and shouts, "Don't even TRY that with me, Andrew Matthews! You go to the back of the line right now, or I will punch you right in your face!"

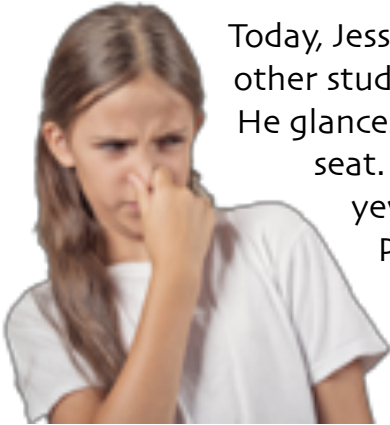


2. What would you do FIRST to manage this situation with Brittany?

- Physically remove her to protect Andy from assault.
- Immediately move her to the back of the line for threatening.
- Prompt her to use a nicer voice/words when correcting other students.
- Use active listening techniques to discuss why this issue matters to her so much.

'What Would You Do?' Survey

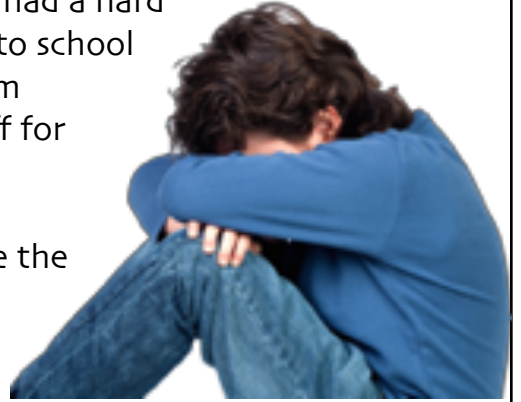
3. & 4. Jesse is a new student in your 4th grade class, and has had a hard time fitting in. He lives in a very poor home and often comes to school dirty. This makes him an easy target for teasing, especially from Heather, the class bully. As a result, Jesse relies heavily on staff for encouragement and reassurance.



Today, Jesse slips into class 10 minutes late while the other students are completing quiet seatwork.

He glances anxiously at you as he finds his seat. Heather grins and whispers: "Pee-yew! What's that SMELL? Oh, it's

Piggy! Oink-Oink!" The class erupts in giggles as several other students making oinking sounds. Jesse' face turns bright red as he runs to the back of the room, hiding under the computer desk.



3. What would you do FIRST to manage Jesse in this situation?

- a. Physically move him back to his seat.
- b. Give him consequences for being late and out of his seat.
- c. Explain to him why the other students don't like him.
- d. Give him time to calm down on his own.

4. What would you do FIRST to manage Heather in this situation?

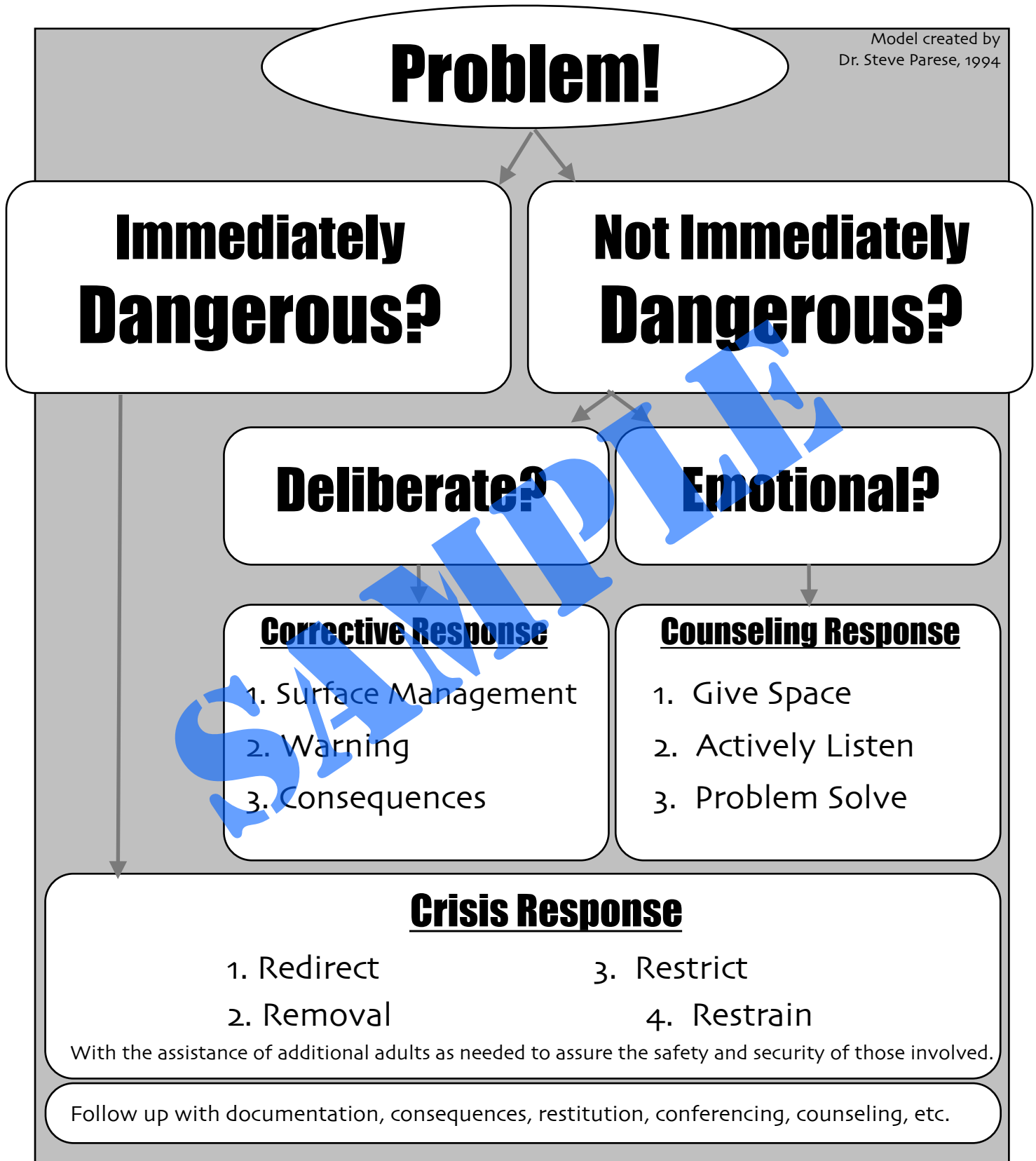
- a. Physically remove her from the classroom.
- b. Directly address the teasing (either as a class, or privately with Heather).
- c. Gently remind everyone to be a little nicer.
- d. Counsel Heather to improve empathy for kids who are "different."

Brainstorm a List of Common Misbehaviors in this School

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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 emotional crises require interventions based on RELATIONSHIPS (counseling and de-escalation).



Deliberate vs Emotional

IMMEDIATELY DANGEROUS:

Definition: _____

Crisis Response

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

DELIBERATE MISBEHAVIOR:

Definition: _____

Corrective Response

1. Surface Management
2. Warning
3. Consequences

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 child's thinking?		
ISSUES Are there other stressful issues occurring at the same time?		



Key Point 1. Working with challenging elementary school students requires good judgment and sound skills. 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 requires strong RELATIONSHIPS.

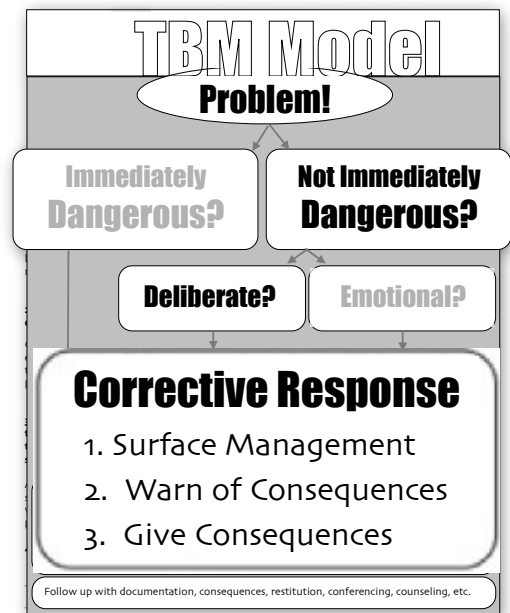
Part 2

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 suggests that all people are drawn to activities and relationships which meet four basic social needs. Most children have adopted healthy, socially acceptable ways to meet these needs, but those from harsh environments may have learned to use unhealthy or unacceptable behaviors instead.

Love • Belonging		Power • Importance	
<u>Negative activities:</u>	<u>Positive alternatives:</u>	<u>Negative activities:</u>	<u>Positive alternatives:</u>
Fun • Pleasure		Freedom • Individuality	
<u>Negative activities:</u>	<u>Positive alternatives:</u>	<u>Negative activities:</u>	<u>Positive alternatives:</u>

Based on work by Dr. William Glasser

Skill: Surface Management

Minor misbehaviors can often be managed without classroom disruption using the surface management techniques described below. How many of these are you ALREADY using?

1. Planned ignoring

"I'm glad to see that most of you have put away your projects like I asked. Thanks Jim, Sarah, Bill..." (Temporarily ignoring Tom, who hasn't begun cleaning up.)

2. Proximity control

"So once you've finished page 16..." (Wandering to stand within a few feet of Jennie, who has been whispering to her neighbor) "... go on to page 17, please."

3. Non-verbal signal

"Let's go ahead and open our textbooks, please." (Catching Shakira's eye and pointing to the textbook in your own hand).

4. Friendly reminder

"Table manners, please."

5. Interest boosting

"You look bored, Susan. If you've finished your seatwork, would you mind looking up something on the computer for me?"

6. Humor

"My hearing aid must be acting up, cuz I thought I just heard whispering when everyone should be working..."

7. Antiseptic bouncing

"Hey Jesse?" (who is being teased) "How about doing me a quick favor? I need 10 copies of this. Would you run up to the office and wait while Miss Jones copies it?"

8. Tag-teaming

"Mr. Davis? Would you see if you can help Todd get back on track? He and I seem to be having a hard time this morning."



Label each intervention according to the type of Surface Management technique it represents.

_____ 1. "Nikki, I've accidentally spilled something. Would you mind running to the girls' room and getting me some wet paper towels?"

_____ 2. "Brittany?" (Raised eyebrows at her intimidating tone)

_____ 3. "Sure, Ms. Johnson, I'd be glad to help. Alex, how about helping me for a little while with the new bulletin board in the hall?"

_____ 4. "Heather, you can read your novel if you've finished the writing assignment already."

_____ 5. "I notice that Alex, Jesse, and Aaron have lined up nice and quiet like I asked." (Looking away from Pete, who is not yet in line.)



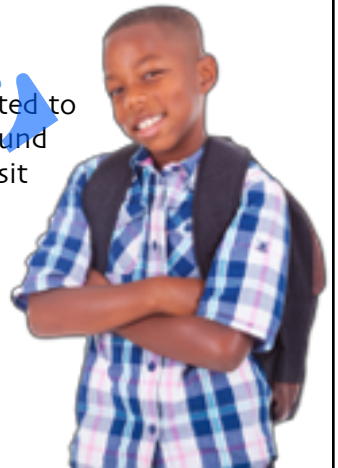
Understanding Consequences

A warning of consequences can help students make better choices, and often deters deliberate misbehavior. But if consequences seem like “threats,” they often lead to more resistance and resentment. Understanding different types of consequences helps us use them most effectively.

DEFINITION	EXAMPLE
NATURAL consequences occur on their own, without staff involvement. Feelings are natural.	Todd stayed up late playing video games: He falls asleep in school today. His mother is angry at him for disobeying.
LOGICAL consequences are applied by adults, and make sense b/c they are directly tied to behavior.	He has to make up class time during recess. His father makes him go to bed early tonight.
PUNITIVE consequences are also applied by adults, but do not match the behavior or go too far.	He gets 3 days of after school detention. He is banned from baseball for a week.

Jayden's Consequences

Your classroom has clear expectations about unsafe behavior: “All students are expected to put safety first. Don’t hurt others or damage school property.” Jayden is running around the room smacking students on the head during a lesson, ignoring your prompts to sit down. No one’s been hurt yet, but other students are getting angry.



Categorize each consequence below as Natural, Logical, or Punitive.

- [N] [L] [P] 1. Jayden is asked to leave the room until he calms down.
- [N] [L] [P] 2. He gets two extra pages of homework.
- [N] [L] [P] 3. Jayden can’t go to recess for the rest of the week.
- [N] [L] [P] 4. His grandmother will be called about his behavior.
- [N] [L] [P] 5. His grandmother will be angry with him.
- [N] [L] [P] 6. Jayden might fall and get hurt.
- [N] [L] [P] 7. The other students won’t want to play with him later.
- [N] [L] [P] 8. Jayden will have to apologize to the rest of class for interrupting the lesson.
- [N] [L] [P] 9. He misses important content and does poorly on a test/assignment.

GROUP ACTIVITY: First, choose a MODERATELY SERIOUS DELIBERATE MISBEHAVIOR.

Misbehavior: _____

Then list one Natural, one Logical, and one Punitive Consequence.

- [N] [L] [P] 1. _____
- [N] [L] [P] 2. _____
- [N] [L] [P] 3. _____

Skill: Addressing Misbehavior

Give reasonable consequences for deliberate misbehavior when other techniques have failed to encourage good choices in compliance with fair rules.

To Give Consequences:

A support staff person might address Jayden:

Step 1: MISBEHAVIOR

"Jayden, your teacher asked you several times to sit down and focus on the lesson, but you ignored her."

Step 2: EFFECTS

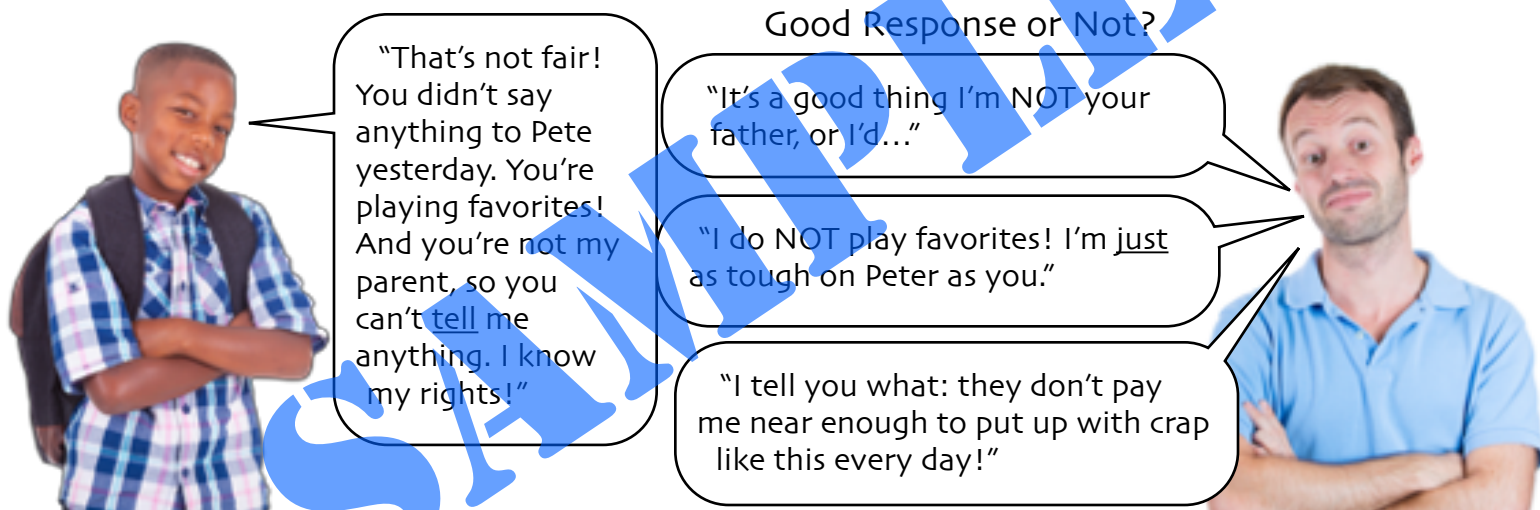
"Your behavior is distracting everyone from learning."

Step 3: CONSEQUENCES or CLEAR DIRECTIVE

"I'd like you to come with me to the Support Room."

Avoiding Power Struggles

Problematic students will often respond to consequences with some sort of angry retort. It can be exceptionally challenging to remain professional in moments like these!



Good tactics when kids 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 staff assist. Ask for/allow staff with better relationships to step in and persuade the student to comply.
- ✓ Allow a small face saving gesture or comment without giving additional consequences unless absolutely necessary.

Practice with Consequences

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

Addressing Heather's Teasing

Heather is a verbal bully in your classroom, and often teases vulnerable kids such as Jesse. When Jesse entered the classroom earlier today, Heather humiliated him:

"Pee-yew! What's that SMELL? Oh, it's Piggy! Oink-Oink!"



Later, you decide to address this behavior one-on-one with Heather.

"Heather, I want to talk with you:

Misbehavior: "Earlier this morning, you _____."

Effects: "I have to be honest: I am _____. We have rules about teasing, and what you said to Jesse was _____."

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



Think of a deliberate situation with a student in your class or school. Write a statement that directly addresses the behavior (and possibly gives consequences).

ADDRESS THE MISBEHAVIOR:

1. MISBEHAVIOR: _____

2. EFFECTS: _____

3. CONSEQUENCES or DIRECTIVE: _____



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 often be prevented when children are given prosocial ways to fill their social needs, or quickly handled with a variety of surface management techniques.

The only legitimate purpose of consequences is to encourage children to make better choices. Natural or logical consequences are often far more effective than punitive in this regard.

Part 3

Emotional Conflict Cycle

Dr. Nicholas Long's "Conflict Cycle" illustrates how high stress turns minor incidents into major problems. **A seemingly small issue may trigger an avalanche of powerful feelings in a student. If unmanaged, these overwhelming emotions can lead to impulse behaviors that** quickly escalate into a real crisis, especially when peers or adults react negatively, aggravating the situation.



List Stressful Home Issues:

Example: Parents divorcing.

List Stressful School/Academic Issues:

Example: Anxious about EOG tests.

List Stressful Personal/Peer Issues:

Examples: Stomach ache.

DIRECTIONS: Track each element of the Conflict Cycle. First, put a star beside the triggering **** INCIDENT ****. Then, circle Jesse's **FEELINGS**. Underline his impulse **BEHAVIORS**. Box others' negative **REACTIONS**.

Jesse (9) is a new student from a very poor, very dysfunctional family. As a result, his clothes are often dirty and his hygiene is poor. Today, Jesse is in Mr. Taylor's Health class, trying to avoid his teacher's attention. Jesse's previous experiences with Coach Taylor in PE class have made him nervous around the man, so he is hoping to stay under the radar this morning.

"So today, we're talking about personal hygiene. Who knows what the word 'hygiene' means?" Mr. Taylor asks the class. A voice yells out: "Don't ask Jesse. He don't know squat about hygiene!"

The classroom erupts with laughter, and even Mr. Taylor chuckles. Jesse suddenly feels his face go red with shame and embarrassment. He glances toward the other student and mumbles under his breath: "Leave me alone, you frikkin' ahole..."

Several of the other children overhear the comment, and one gasps loudly: "Ooooooh! Did you hear that? He called Coach Taylor an @\$shole!" In a loud, angry voice, Mr. Taylor confronts Jesse: "Did you just curse me out, son?"

Jesse feels his throat close up with panic. Terrified, he tries to explain, but no words come out. With nowhere to hide, he just stares down at his health book, ignoring the question.

The other students whisper excitedly as Mr. Taylor snatches the textbook out of Jesse's hands. He squats down in front of him and says in a low voice: "Answer me, son, and don't you dare lie to me. Did you call me a name, or not?"

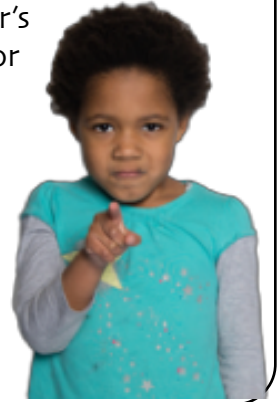


Impact of Childhood Trauma

Some of our most difficult children are those who have been traumatized by violence, abuse, or chronic neglect in their lives. Recurring abuse makes children exquisitely sensitive to embarrassment, and affects them physically, emotionally and behaviorally in profound ways.

Case #1: Jesse (9) lives in a small trailer with his mother and his 6-year-old sister Tammy. Because of his mother's drug issues, Jesse has been responsible for his sister's well-being since he was 5 or 6 years old. He lives in constant fear of his mother's drunken boyfriend, and had watched her get beaten up many times. For months, he's kept a kitchen knife hidden beneath his pillow, just in case.

Case #2: Nikki (7) has been living with her aunt in an urban housing project since her mother died two years ago. Last summer, 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 an STD, the result of sexual abuse by a male neighbor who had been babysitting her, and whose "secret" she had been forced to keep for weeks.



DIRECTIONS: Imagine that these two children are in YOUR classroom or school. How might their daily behavior be impacted by their past traumas?

Results of childhood trauma may include:

Based on work by
Dr. Gordan Hodas

Physical Injuries Bruises, broken bones, scarring, malnutrition, head injuries

Physical Changes Physical and developmental disabilities, traumatic brain injury, hormone changes

PTSD Symptoms Dissociation (unresponsiveness), hyperarousal, re-experiencing (flashbacks)

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

Trauma-Linked Behavior in Elementary Schools (age 5-11):

Internalizing behaviors:

Externalizing behaviors:

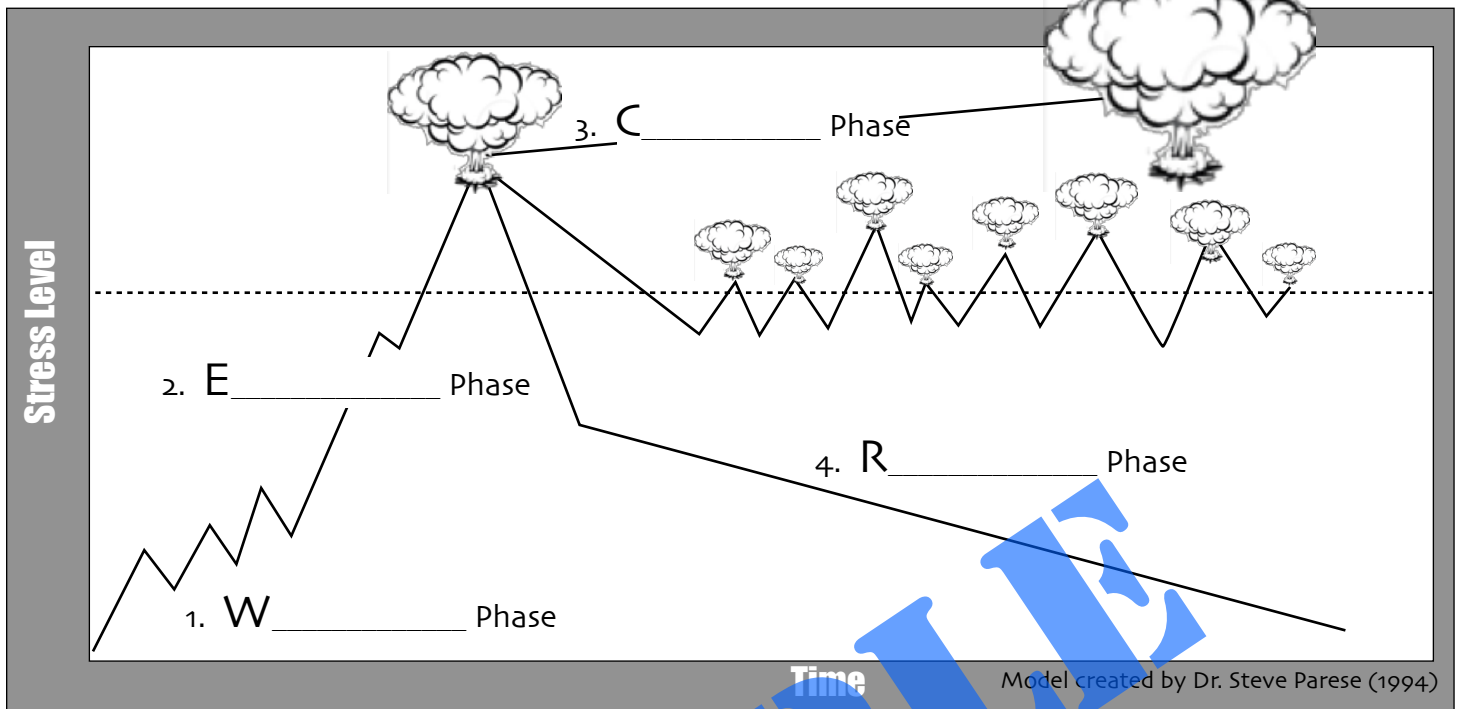


In addition, victims of sexual abuse:

Often exhibit either complete _____ or _____

Escalation Model

Overwhelming stress can act like a magnifying glass, causing children to misperceive and overreact to problem situations. An understanding of the predictable phases of an escalating emotional crisis can help us respond more effectively to growing 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>	

Jesse's Phases of Escalation



Jesse lives in a small trailer with his mother, her alcoholic boyfriend Bill, and his 6-year-old sister Tammy. Jesse 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 Jesse'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. The two of them planned to work on Jesse's Social Studies project for a few hours on Saturday morning, then go to a college football game in the afternoon.

On Friday night, however, Jesse's mom and her boyfriend Bill got into a violent fight. When Jesse 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 Jesse was standing guard over his little sister... just in case.

Jesse's mom had just gotten back home from the hospital when Tim arrived to pick him up at 9:00AM the next morning. Jesse 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 Jesse in an affectionate headlock. They'd horse-played like this many times before, but this time, Jesse flinched away.

"Whatever," Jesse 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..." Jesse 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.

Jesse'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 Jesse 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.

Jesse suddenly couldn't think straight. An explosion of panic and shame rush through him as he pushed Tim back, staggering him. Tears were pouring down his face as he shouted furiously, "No, you can't! She's sick! Just go away! Go away!" Jesse ran to the trailer and slammed the door.

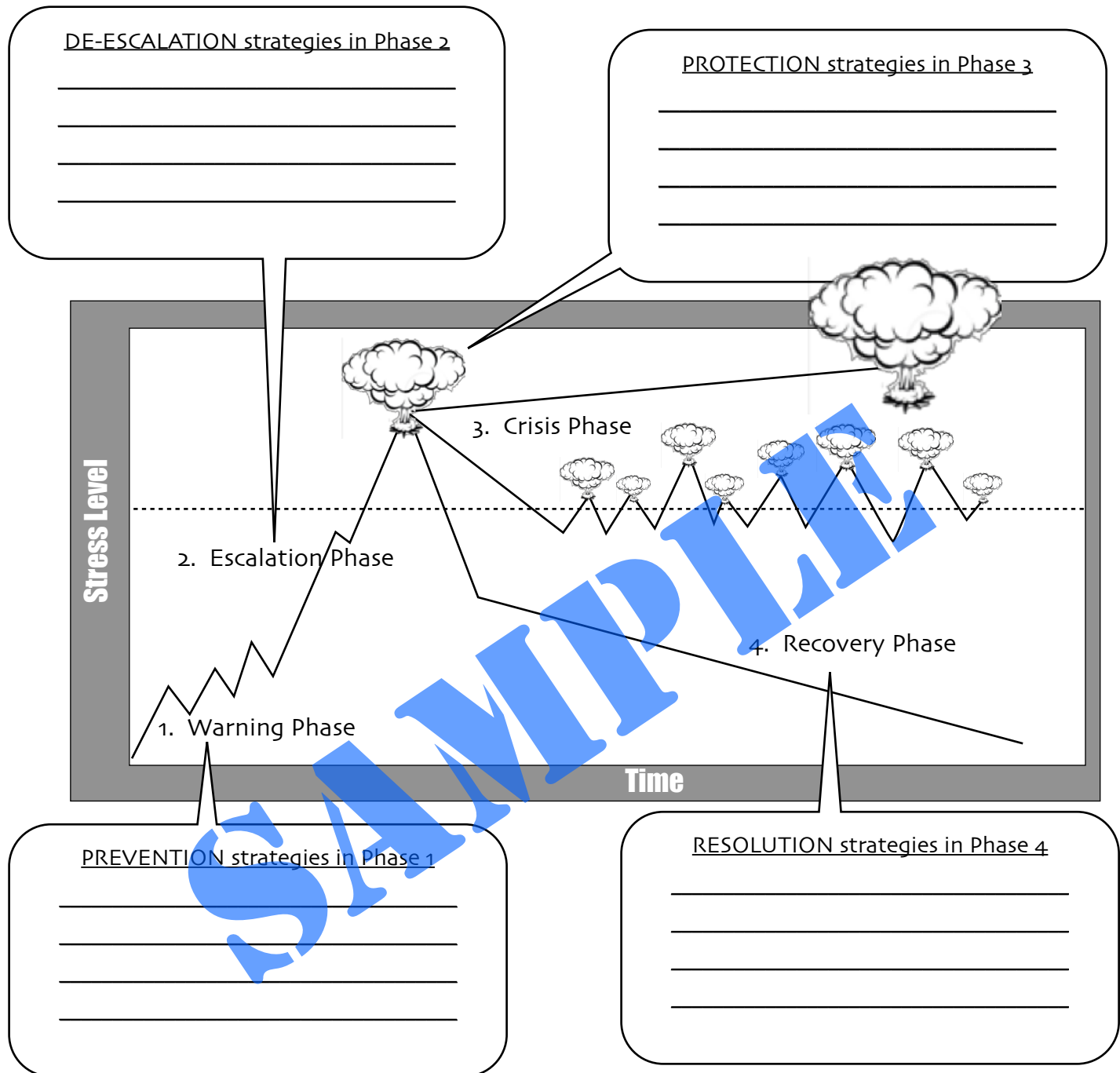
Tim's heart pounded as he leaned against his car. 'What the @#\$% was THAT all about?' he thought. He felt as frustrated as Jesse, wondering what was REALLY going on in that home.



1. Underline three specific events that contributed to Jesse's crisis with Tim.
2. Underline three physical warning signs that Tim missed during Jesse's Warning Phase.
3. Circle five strong emotions Jesse experiences.
4. Put a large "E" where Jesse 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 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 in stress may be triggered by a minor problem, then become overwhelmed and overreact impulsively to adults. Those who have suffered childhood trauma are easily escalated and 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 stressful situations. It is also helpful to understand the differences between youth who externalize their feelings and those who internalize instead.

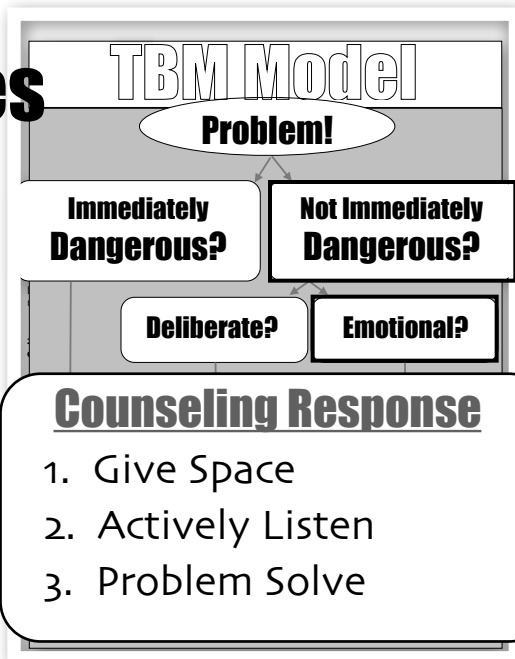
Part 4

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 _____



Skill: Giving Space

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

Nikki (7) is a 2nd grader who has been through a great deal of abandonment and abuse. Today, she refuses to go to music class with the new teacher, Mr. Shelton. When you ask her a third time to join the group, she explodes. It's hard to know whether she's in real crisis or just throwing a temper tantrum, so you decide to play it safe and give her space:

To GIVE SPACE:

For Example:

Step 1: ACKNOWLEDGE FEELINGS

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

Step 2: SUGGEST TIME ALONE

"Why don't you take a _____."

Step 3: SET LIMITS

"You can _____ and I'll sit right over here."

Think of a **SPECIFIC** situation in which a child in your classroom or school is acting out because s/he is emotionally worked up about something else.



Skill: Active Listening

Use Active Listening when an emotional youth is CALM ENOUGH to begin talking things out, 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 good and "B" for bad listening habits. How would these impact a child in crisis?

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"/> "Looks 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

% of Actual Meaning	Communicated through
%	Facial expressions, body language, posture
%	Tone of voice, inflection, volume, rate
%	Actual words chosen

lines and interpret what is NOT said.

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 students 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.

"It sounds like you feel _____ about/because of _____."

"It sounds like you're not happy about going to music class, Nikki."

"I can see how mad you got when Andy cut in line today, Brittany."

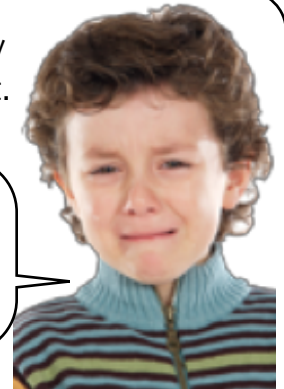
"It looks like something happened in Health class that really upset you, Jesse."

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



1. Staff: "Jesse, I'm concerned about what happened earlier today. All I know is that there was a problem in health class. I heard you got upset and ran out. Can you tell me more about what happened?"

Jesse (crying): "I hate this school! All the kids make fun of me! And I hate Mr. Taylor's class too. He's always mean to me and I don't like him. I just want to go home! My sister needs me! Why can't I just go home?"



List Jesse's FEELINGS:

REASONS for feeling that way:

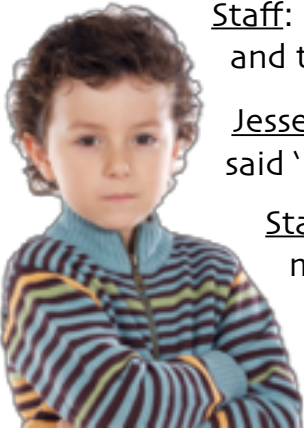
Create an understanding, reflective response. Do NOT give advice or try to solve the problem.

"It sounds like you're _____ about/because/with _____."

"It sounds like _____."

~ Continued on next page ~

Active Listening Examples



Staff: "I can hear how upset you are with Mr. Taylor. Can you take a deep breath and tell me more about what happened in class today?"

Jesse (upset): "He asked if anyone knew what HYGIENE meant and someone said 'Don't ask Jesse,' and everyone started laughing -- including HIM!"

Staff: "So you felt really _____ (feeling) when someone made a mean comment about you. And you felt even worse when it looked like Mr. Taylor _____ (situation). What happened next?"

Jesse (calmer): "I cursed at the boy who was teasing me. I know I shouldn't have, but I was just so MAD! But then he made it sound like I was cursing at Mr. Taylor! And Mr. Taylor got in my face and tried to make me admit to calling him a bad name, but I didn't do it! I was so scared I couldn't say a thing. So I just ran out! He tried to grab me, but I got away from him and came here."

Staff: "So you're saying that you got really _____ (feeling) and cursed at one of your classmates. But Mr. Taylor thought you'd cursed at him. And when he confronted you, you felt _____ (feeling), so you _____ (behavior). Jesse, I'm sorry that you've had such a bad morning. Nobody deserves to feel so _____ all the time. Stay here and relax for a bit. We'll see what we can do to fix this situation."

2. It is Monday morning. Todd spent the past weekend with his father, who dropped him off at school. Todd came through the doors wearing red basketball shoes rather than the required black dress shoes.

Staff: "Good morning, Todd. Got your black shoes in your bag, I hope? You know you can't wear those to school."

Todd (rudely, running off): "Shut up! Shut up! Why are people always messing with me! Leave me alone!"

Staff (following slowly, hunkering down): "Okay... What's going on this morning Todd?"

Todd (sniffling, looking down): "I'm fine! Just get offa me!"

Staff (decoding): "You don't look _____ (feeling). You look _____ (feeling)."

Todd (sniffling, looking down): "Yeah, you'd be messed up too. My shoes are at my momma's house, but-but-but my daddy called her bad names and said these shoes was good enough and-and-and now I'm gonna get in trouble and I won't get my level!"

Staff: "So you're _____ (feeling) about/because/over _____ (situation). Now I understand. Let's see what we can do about this, ok?"



Adult Anger Traps

Despite our best intentions, there may be times when we react personally to challenging children. 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 student.

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 child.

4. Values Violation

We become offended when a student'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 child, determined to establish control at almost any cost.

Based on work by Dr. Nicholas Long



Things That Make You Go “Grrrr!”

Write about a school-related situation that upset you. Focus only on the triggering incident.

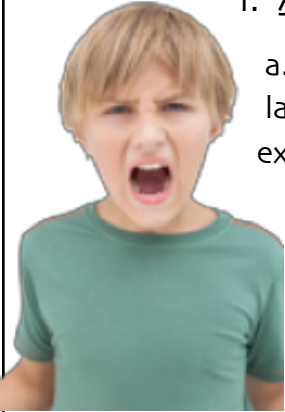
Example: Jesse got teased by his classmates over his hygiene, then a staff member (Coach Taylor) made it worse by trying to intimidate and humiliate him.

For thought/discussion: Which Anger Traps were involved in your incident?

Keeping a Professional Perspective

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

1. About 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 students' lives. Avoid putting extra stress on a child whose coping skills are already maxed out.

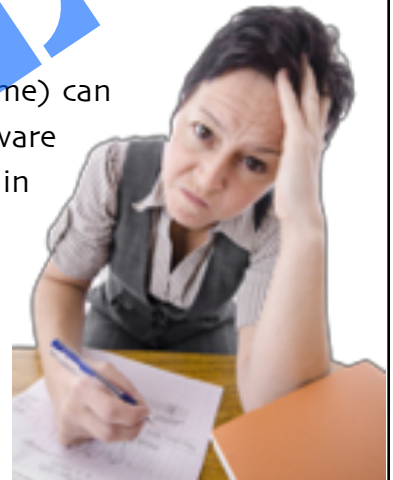
b. Remember that a child's past experiences give him a very different way of perceiving events than you have, especially if he has experienced trauma. However unreasonable or unfair this perception seems to you, it is very REAL to him. Try to see things through his eyes before reacting to his behavior.

c. Remember that during conflict, an emotional 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 US as ADULTS:

a. Remember that outside stress (such as a bad cold or problems at home) can make it harder for us 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 another chance to start fresh!



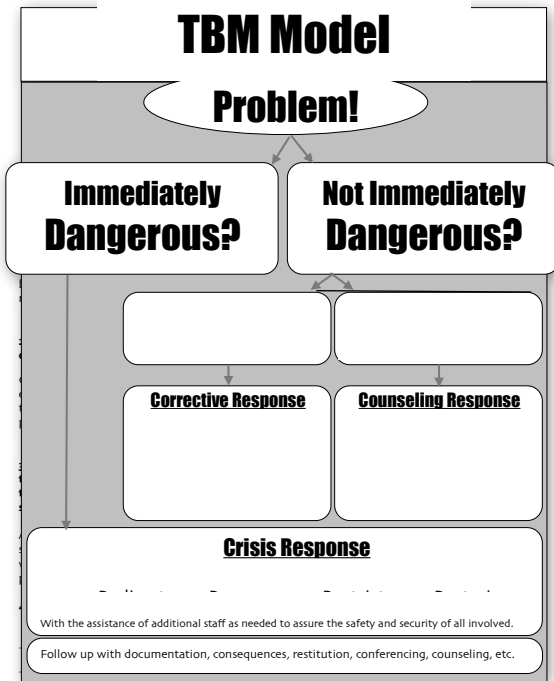
Key Point 4. When children are acting out because of stressful emotional issues, basic counseling is more effective than giving consequences. Giving space is useful when children are safe but too upset to talk. Active listening (attending, decoding and reflecting) encourages them to de-escalate further by venting to a caring adult.

Our goal in emotional situations is helping students de-escalate and resolve their problems. We can only do this if we are able to stay calm and focused, avoiding power struggles and anger traps.

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 4-5).



	Deliberate	Emotional
Behavior		
Expressions		
Thinking		
Outside Issues		

Part 2: DEALING WITH DELIBERATE MISBEHAVIOR

2. Describe four social needs, and a negative behavior for each (WB p 6).

- Need: _____ (Misbehavior: _____)
- Need: _____ (Misbehavior: _____)
- Need: _____ (Misbehavior: _____)
- Need: _____ (Misbehavior: _____)

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

- _____:
- _____:
- _____:

Part 3: UNDERSTANDING EMOTIONAL PROBLEMS

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

Describe 3 ways that internalizers may act out. Describe 3 ways externalizers may act out.

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

5. 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

6. List three things to say when giving space to an upset child (WB p 16).

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

7. List the three levels of active listening, and match each with its description (WB p 17).

- | | |
|----------------|--|
| 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 |

8. Reflective listening often follows a formula such as the one below. What goes in each blank (WB 18)?

"It sounds like you are _____ about _____."

9. Match each of the Anger Traps with its description (WB p 20).

- | | |
|---------------------|---|
| Outside Stress | a. Getting angry when a defiant child won't do what we ask. |
| Embarrassment | b. Getting angry when a child disrespects 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. |

10. Use the TBM model to analyze each of the situations from WB p 2-3.

Character	Immediately Dangerous or not?	Deliberate or emotional?	What response would the TBM model recommend?
1. Todd runs off when questioned over shoes	Dangerous or Not Dangerous	Deliberate or Emotional	
2. Brittany yells at a line cutter	Dangerous or Not Dangerous	Deliberate or Emotional	
3. Jesse hides under the computer table	Dangerous or Not Dangerous	Deliberate or Emotional	
4. Heather teases Jesse about his hygiene	Dangerous or Not Dangerous	Deliberate or Emotional	

Inspirational Quote from Dr. Haim Ginott



"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 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."

"Therapeutic Behavior Management for Elementary Schools" (TBM/Elementary) is part of a larger series which includes:

TBM/HighSchool: For educators working with challenging middle and high school students;

TBM/FosterCare: For foster care parents caring for difficult children in their homes;

TBM/DD: For staff serving older youth and adults with developmental disabilities; and

Therapeutic Aggression Control Techniques (TACT₂): For youth care workers in settings such as alternative schools, residential treatment centers, group homes, etc.

I welcome your reflections on your experiences as teachers of challenging kids, and your thoughts about this curriculum. If you would like to share your insights, or want information about becoming an instructor in one of these curricula, please contact me:

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