

Low warmth/high limits – Authoritarian

Key word: Compliance

This person is in favor of boot camp prisons and wonders why this group home can't be more like one. He considers himself the "super staff" and thinks other should be like him. He often accuses the unit Clinician or other staff of being weak and promotes an "us – them" attitude between clinical staff and front line staff. From the time he walks in the door to the time he reaches the staff office to hang up his coat, he has given at least 5 consequences. He is often vocal at staff meetings and says things like "these kids have got to learn they can't get away with this stuff." Or "We are the ones that are with the kids all day - we know what really is going on. Clients often comply with him, and many times he runs a good shift. However it is often through yelling and verbal and physical intimidation. The compliance is short lived and he does not teach the client long term problem solving or coping skills. During groups -- he is the one talking, often preaching with a lot of "should's" and "you gotta's." He is quick to initiate physical restraint and views the use of verbal de-escalation skills as a weakness. He believes highly in the point system and relies on it to motivate the clients.

High Warmth/High limits – Authoritative

Key word and phrase: Relationships

Key phrase: long term learning

This staff is a healthy mix of warmth and limits. He believes in the power of relationships and may be frustrated with the limitations of the point system. This staff DOES issue consequences but is careful to do so within the framework of respect. He may be prone to "think outside the box" and give creative natural consequences. These consequences are given to encourage long term learning vs to insure compliance or punishment. Staff members who prefer quick compliance may be uncomfortable with the time this staff member gives clients to "make a good choice."

Interesting....

The Authoritarian has difficulty seeing the difference between the Indulgent and the Authoritative. They often accuse the Authoritative of being indulgent or weak.

Discussion questions

Why don't boot camps work? Sample comments on this issue below:

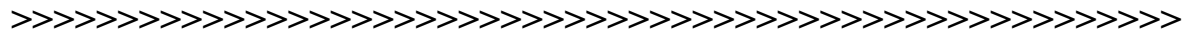
We have heard the phrase "rose colored glasses" referring to those who see the world in a rosy- Poly Anna-naive fashion.

If we think of the dark colored glasses through which our clients see the world (especially our CD clients), we may come up with... the one who can intimidate, or be stronger is the one who wins. Power and control is the way to go. I get power and influence people through intimidation and physical strength.

Boot camp programs tend to reinforce these values. Compliance is through intimidation and having the power. It is external control vs internal character. Community based programs that work with youth after they come out of boot camp settings see a reoccurring phenomenon. For the first two weeks the youth are saying "Yes Sir and yes Ma'am". But after they are away from the external control it is back to "#%#& you and the #%\$@& horse you rode in on. Programs with staff that model the respect that we expect of the youth and programs built on relationships, rather than compliance tend to have more long term success.*

You may wish to discuss the positive and negatives of each quadrant.

Try to stay away from labeling specific staff names in a group and comparing who is the better staff.



Common Characteristics of Aggressive Youth Speakers guide

In this section you will explain 4 common Characteristics of Conduct Disordered Youth

In this section of the speakers guide, the comments from the handout are in **bold**. (this is to keep you from having to look back and forth)

Have you ever heard of seeing the world through rose colored glasses? What does this mean?

Our clients see the world through dark colored glasses. Average events and motivations of others are seen through this negative filter.

1) HOSTILE ATTRIBUTION BIAS

Fancy Phrase for - they see the world as hostile and interpret average everyday events as hostile or threatening.

Hypersensitivity to negative social cues (Ready to go off at a moments notice.)

Insensitivity to positive social cues. (Has difficulty seeing or recognizing positive intentions of others and may view kindness as weakness or as manipulation.)

Interprets events as evidence that others are hostile (Book on table story.)

Assuming the worst

Negative world view

The book on the edge of the table story:

Put a book half way on the table. Then say...lets say student "A" has to go in-between other students and walk close to this table and he accidentally knocks this book off the table (physically walk by and knock off the book with your leg)

Now, what is student "B" going to do? (point to the desk that had the book) What is He is going to do? Go off? Get toe to toe with student "A"?

What is he thinking about student "A" who knocked off the book?

Did he do it on purpose? Did he see the reason why student "B" had to walk so close to the table?

Aspects of this bias

- **They show an incomplete utilization of environmental cues, and an over attribution of hostile intent.**
- **They don't see the total picture**
- **They seem to see what they want to see**
- **They gather evidence to support their negative world view**
- **Life sucks, take care of #1.**
- **Cooperation with authority means your are a punk**

Our clients see the world though dark colored glasses. They interpret the world and the motivations of others as having hostile intent. (because they have a hostile intent.)

2) AGGRESSION AND RETALIATION IS THE PREFERED OPTION

They seem to have adapted standards of conduct that support the use of aggression.

They have drawn the conclusion that aggression and intimidation is successful in interpersonal relationships and the way to get what you want.

Where do they learn it? Families Neighborhoods Media

Kids are like mini cultural anthropologists (see “Kids Are Mini –Cultural Anthropologists” hand out)

Refer to “Kids Are Mini –Cultural Anthropologists” hand out

SAY...

Kids are like mini cultural anthropologists

What do cultural anthropologists do?

They study people and what makes them tick?

Kids are like mini cultural anthropologists. They walk around with their little mental notepad... or lap top ☺

Their brains are data sponges. They study the world around them, constantly gathering information of how to interact and fit in this world.

What makes people mad? How do people act when they are mad?

How do people get power?

What does it mean to be a man – woman?

While explaining the note pad put out your hand palm up and act like you are writing on a pad. And say:

“Mom nags dad

Dad hits mom

Mom stops nagging.”

“Referee of WWF makes a bad call

Wrestlers stuff Referee in the trunk of a car.

Referee stops making bad calls.”

Make the point that our clients LEARN that aggression and retaliation is the preferred option.

But now stress the point that our clients are writing a new note pad! (Note the second note pad on the hand out)

What are they learning from us?

The staff member that can intimidate runs a smooth shift?

The staff who is quick to restrain or give point fines gets what he wants?

Or

You are safe

You are not like the others

There is another way to resolve conflict and influence people.

This Belief is often associated with poor problem solving skills. They often have a “victim stance” and because they think they are the victim, they feel they have the right to strike back

**Discuss theories of
External locus of control and
Learned helplessness theory-**

3) BELIEVE THEY ARE IMMUNE FROM CONSEQUENCES

Make the point that the victim stance is the foundation of this belief.

I should be exempt from consequences because of the way I was treated, or because I am special. (Sound like any of your clients?)

YOU HAVE A CHOICE

YOU CAN _____

OR YOU CAN _____

IF YOU _____ THEN

THIS WILL HAPPEN _____

BUT IF YOU _____ THEN

THIS WILL HAPPEN _____

BUT IT IS YOUR CHOICE.

Give an example like...

YOU CAN Refuse to go to your room during shift change

OR YOU CAN go to your room during shift change

IF YOU go to your room during shift change THEN

You will earn your shift change points and MAYBE earn enough points to go on today's activity

BUT IF YOU refuse to go to your room during shift change THEN

You may not earn today's activity which would really be a bummer cause I was hoping to go with you.

BUT IT IS YOUR CHOICE.

Then you can follow it up with one or a couple of these 3 wonderful phrases...

I AM TRUSTING YOU TO MAKE A WISE CHOICE

I KNOW YOU CAN MAKE A WISE CHOICE

I BELIEVE IN YOU THAT YOU WILL MAKE A WISE CHOICE

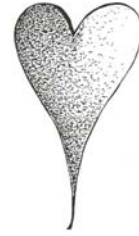
Do you see how you are avoiding the power struggle here? You are not saying "you gotta go to your room or else!" You are putting the responsibility for the decision on the client.

House Heart exercise

See figure 1 (heart with dots)

Draw an outline of a big heart on the board. Ask the group how many times a child 0-8 should hear the phrase "I love you." The group will say hundreds. Start making many dots in the heart. Ask the group how many hugs should a child get between the ages 0-8? Hundreds. Put more dots in the heart.

How many times, after coloring a picture of a purple forest and the child shows it to mom or dad should the parent say "You like purple!" And put the picture on the fridge. More dots in the heart.



Make the point about a graphic in the news paper, If you blow it up what do you see? Dots.

This is attachment.

Make a list next to the heart.

What is this kids world view? What is his view of the world?

Write the phrase; **The world is...**

You are looking for words like safe, loving, good

Then write **I Am...**

Ask the crowd to fill in...

You are looking for things like

Loved, safe, capable, healthy

Now draw another heart see figure 2 (heart with cracks)

Ask about the world view of our clients.

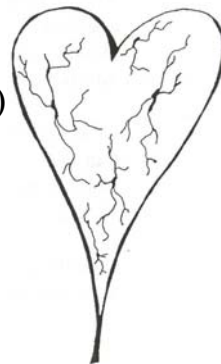
Ask the crowd to fill in...

The world is...

You should get responses like

F'd up, Unsafe, Uncertain

Every time the crowd mentions a phrase draw a crack in the heart.



Ask them to fill in the phrase

I am...

You should get responses like

Unsafe, a failure, stupid, entitled

Every time the crowd mentions a phrase, continue to draw a crack in the heart. In the end you end up with cracked up heart.

And...drawing from our earlier discussion we can add to this list..

Look out for #1

Those who are here to help you really hurt you

Cooperating with authority = punk

Make the point we are in the crack repairing business

LETS MAKE IT A HOUSE

This exercise is more effective if on an overhead or while board you draw and redraw the houses as the lesson progresses.

see figure 3 (good house)

Now think of the solid or cracked heart as the foundation of a house.

Notice this nice house with a nice solid foundation. Lets say this kid has pretty good attachment.

But then a storm comes... (see figure 4 damaged house/good foundation)...

divorce...mom lets a batterer or an offender move in the house. There is trauma-- damage to the house. They go to counseling.

What does counseling do? It fixes the house.



This is a model of kids who are usually successful in foster care or after school counseling programs.

Now let's look at this house. Figure 5 (damaged house/ cracked foundation)

Notice the cracked foundation and the damaged house.



Let's think about the clients we get in residential placement.

They come to us with multiple trauma issues (damaged house) and often severe attachment issues (damaged foundation – they do not necessarily meet the diagnostic criteria for Reactive Attachment disorder.)

See figure 6. (repaired house/ cracked foundation)They are with us for a few months or years. We teach them all kinds of anger control skills. They can run a group on pro-social life skills. We dealt with the trauma. They have new insight. We fixed the house...but they seem to just not get it.

They learned the material but didn't integrate it. How many times have you read a report that says something like "John has learned the skills covered in counseling, and can quote the steps of each skill, but he continues to have difficulty using these skills in real life..."

They still have a cracked up foundation.

It took years to mess it up-- it may take years to fix it.

Make the point again We are in the crack repairing business

Ask the crowd.

How can we repair the cracks?

Talk about connections.

How can we connect with our clients?

If you have draw a house with a cracked foundation on the board, fill in the foundation as you or the crowd makes the following points. You should end up with a solid foundation

The more connections our kids have, the less aggressive behavior they will have.

As you list ways of connecting make the cracks in the foundation solid.

Make these points

The connections you make with the clients playing basketball are as important as the work clinicians do in their offices. Repair a crack

You play a board game with a client- repair a crack

Every positive interaction you have with a client repairs a crack.

Am I saying that all theses kids need is lots of love and a pat on the back? No

Remember "Immunity from consequences?" They NEED consequences-- but...

When you give a consequence within the framework of respect, you repair a crack... YOU ARE NOT LIKE THEIR OLD NOTE PAD

When you give a kid "unconditional time" (spend time with him – not because he earned it, because he needs it) you fix a crack

When you do a physical restraint respectfully, within policy and according to training.... you fix a crack.

When you model appropriate conflict resolution with a co-worker... you fix a crack.

WE ARE IN THE CRACK REPAIRING BUSINESS.

The rest of the hand outs in the packet should be self explanatory.

Encourage supervisors to use the forms at the end of the hand outs.