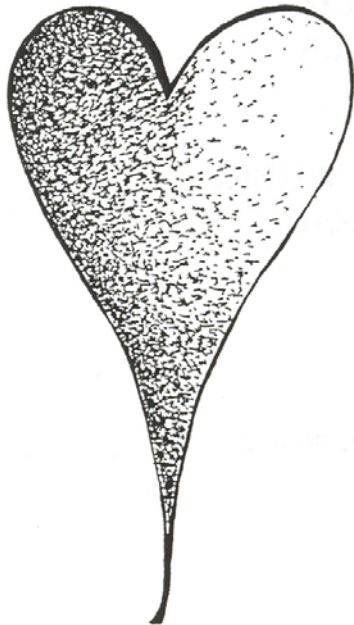


Broken Hearts
And
Cracked Foundations:
Creating A Therapeutic Environment
For Aggressive and Violent Youth



AUTHORITATIVE!!



- Loving
- Rules
- Negotiation
- Consequences w/ Respect
- Still in charge

HIGH STRUCTURE

Authoritarian



- Rule without Relationship
- High Control
- "I am in charge!"

HIGH WARMTH

LOW WARMTH

INDULGENT



- Spoiling
 - Kid is in charge
 - Kid gets what ever he/she wants
 - Kids can't learn from mistakes
- "Whatever gets me through the day."

NEGLECTFUL



- No time for kids
- Kids feel unimportant

LOW STRUCTURE

Adapted from
Baumrind. (2001). *Journal of Early Adolescence* 11(1)

Common Characteristics of Aggressive Youth

Adapted from Crick N.R. & Dodge K.A. *Child Development*.1996

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

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

2) AGGRESSION AND RETALIATION IS THE PREFERRED 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

(mini cultural anthropologists) see hand out

This 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

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

4) SPIRITUAL EMPTINESS

Past spiritual experiences were often punitive and rules oriented

They need a non-punitive spiritual experienced

They need to see beyond their little world.

If everything in their world stinks- at least I am a part of a bigger picture.

**** INTERVENTIONS**

Administer consequences within the framework of respect (See
Consequences handout)

Work on impulse control skills

Set goals

Confront their faulty thinking

Stop and think techniques

Help with alternative explanations (help him/her see the non-hostile cues)

- He just bumped you by mistake
- Maybe he is having a bad day, have you ever had a bad day?
- What might be another reason for his/her behavior?

Kids Are Mini -Cultural Anthropologists

They observe the world around them and see how it works

Our task is to be strikingly different than what they already have written in their note pad.

Notepad- 7 years old Subject: Family members and TV

What I learned today

This is how people treat each other

This is how people get what they want

This is what they do when they are angry

Notepad- 15 Years old

Subject: Staff at _____

What I learned today

This is how people treat each other

This is how people get what they want

This is what they do when they are angry

CONSEQUENCES

When we give a consequence, do we give the client the message:

- ✓ I am still behind you
- ✓ I am with you
- ✓ You are still a good kid
- ✓ I want you to learn from this experience
- ✓ You CAN do better next time
- ✓ You have the power to change your life

OR do we give the message

- ✓ You are stupid
- ✓ You are a moron
- ✓ You are a idiot
- ✓ You will never learn
- ✓ I've got the power

KEY PHRASING

YOU HAVE A CHOICE

YOU CAN _____

OR YOU CAN _____

IF YOU _____ THEN

THIS WILL HAPPEN _____

BUT IF YOU _____ THEN

THIS WILL HAPPEN _____

Only use an “If then” that you can follow-up on. In other words, don’t mention a consequence that you can’t give.

When attempting to counteract non-compliant behavior, try using these phrases on your unit. Imagine what may happen if all of your staff used these phrases like a broken record.

Avoid saying “You gotta” and “You better” and try saying ...

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

Adapted from lecture from Teresa Brewer

YOU SET THE TEMPERATURE!

Are you the temperature gauge?

What does the temperature gauge do?

It goes up and down depending upon the temperature of the surroundings.

When things "heat up" on your unit, do you heat up also?

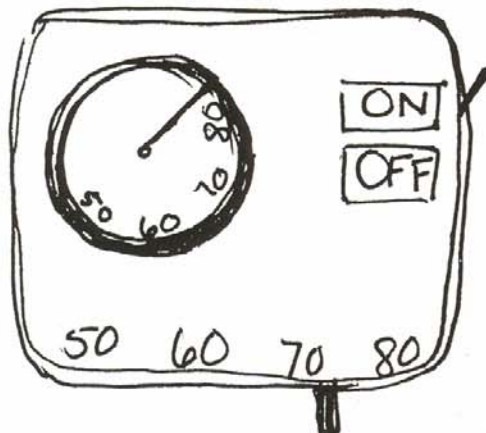


Or are you the thermostat?

What does the thermostat do?

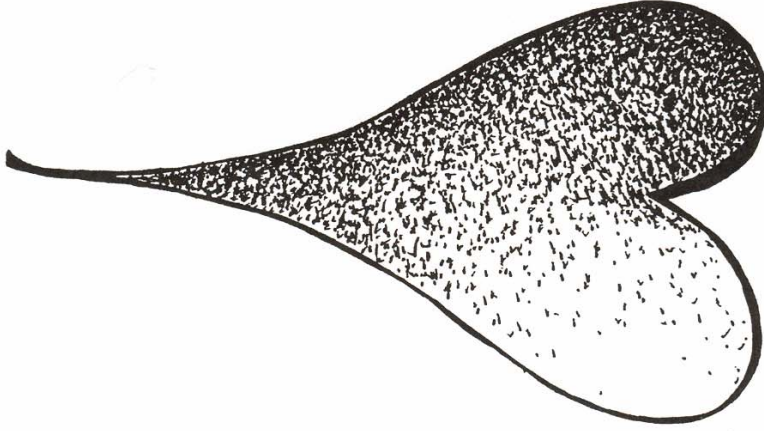
It remains stable, steady, constant no matter what the temperature is.

When things "heat up" on your unit do you remain calm – and influence others to remain calm?



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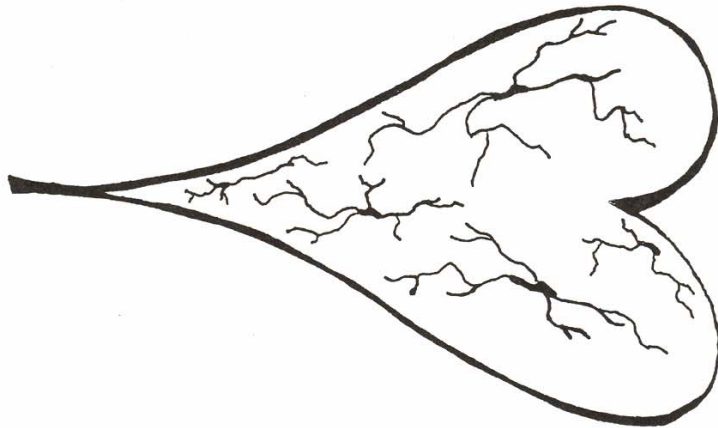
WORLD VIEW



A set of ten horizontal lines for writing.

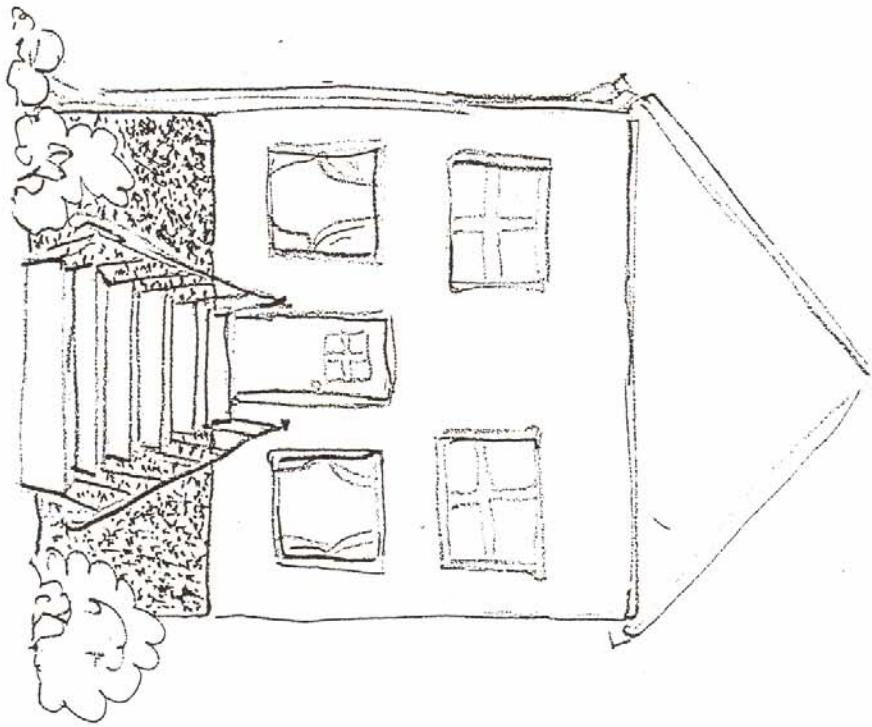
Drawings by Melissa Grote

WORLD VIEW

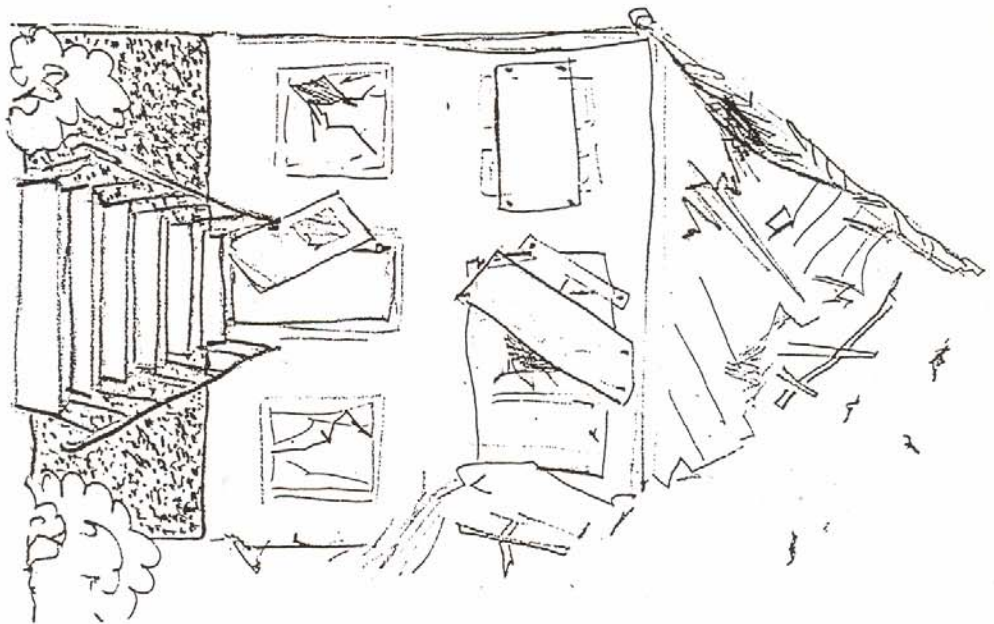


A set of ten horizontal lines for writing.

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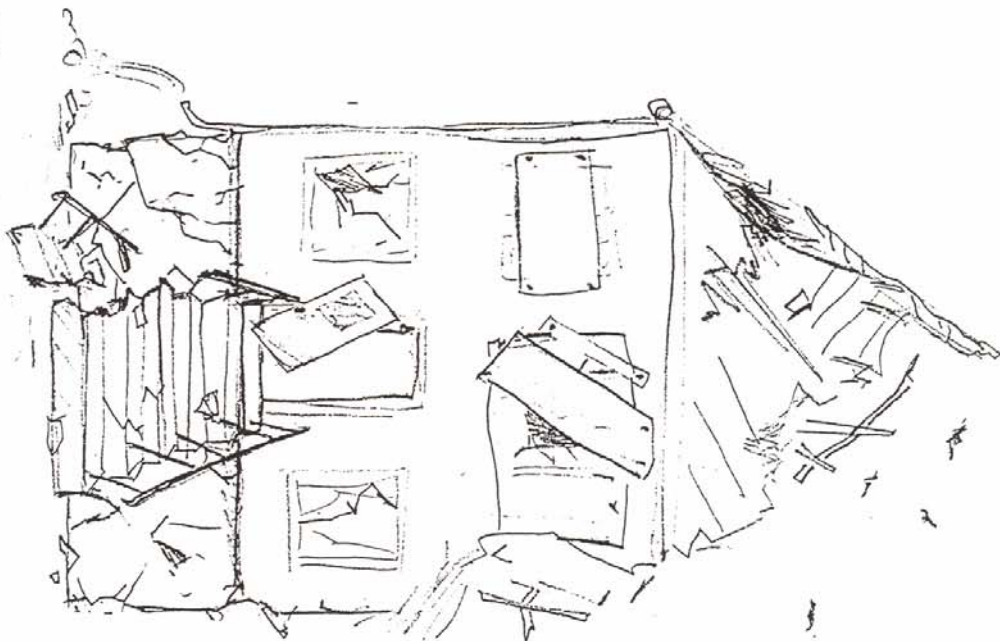


Notes

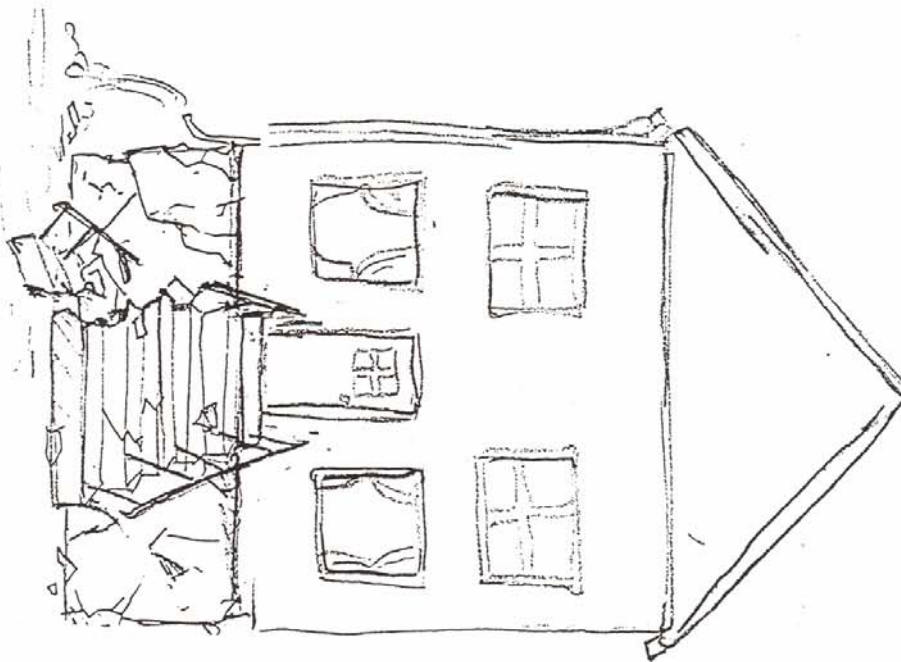


Drawings by Tracy Frugoli

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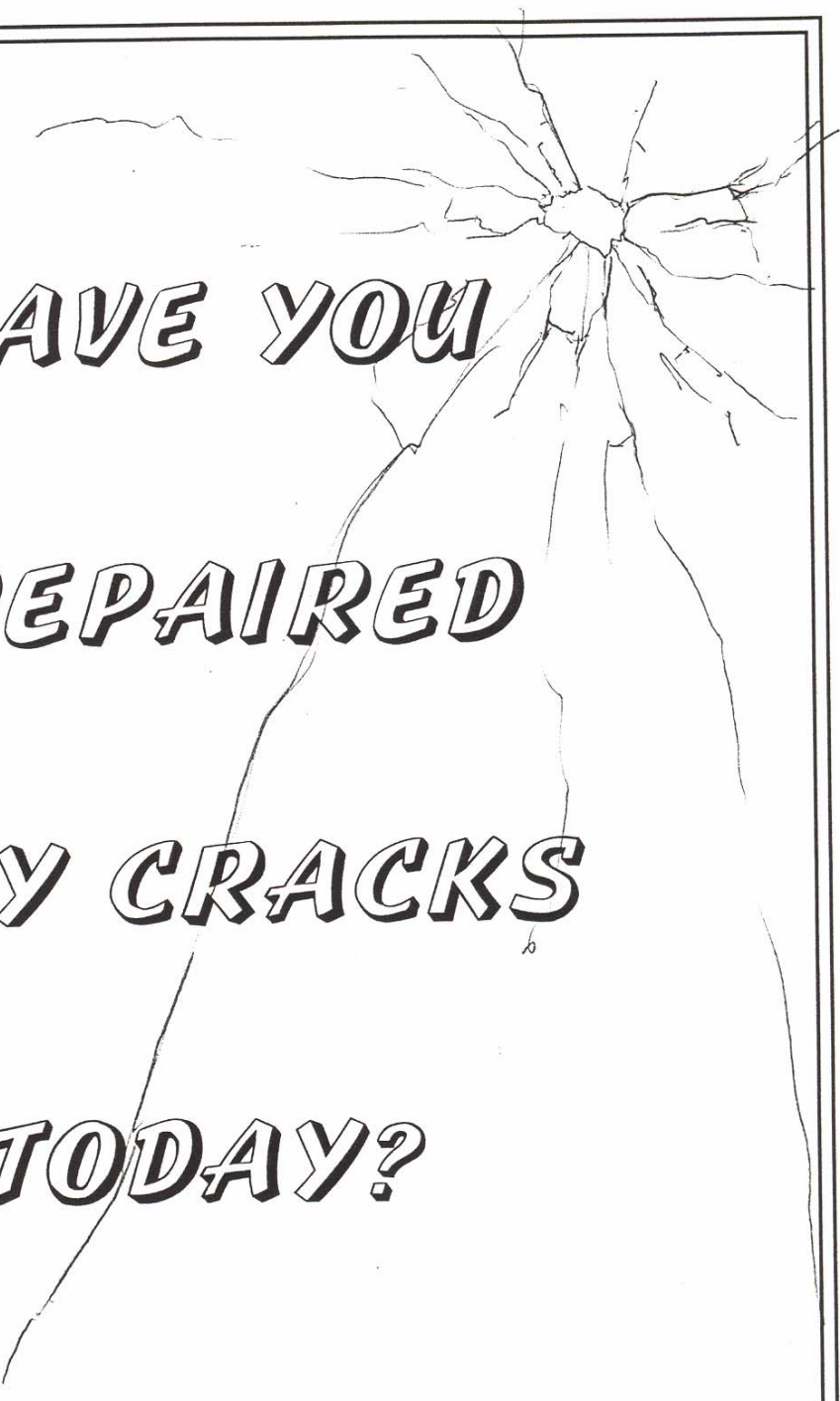


Notes



Drawings by Tracy Frugoli

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**HAVE YOU
REPAIRED
ANY CRACKS
TODAY?**

Staff Initials

The Point System

Is Not Magic.

By Itself,

It Will Not

Heal

Our Clients

YOUR GIFTS AT WORK

What would you say is your purpose or role here
at _____ ?

What specials gifts of relating to kids do you bring?

Name one gift or talent you can use to relate or connect with a
client that you and your supervisor agree that you can use next
week.

Since our last supervision, what clients have you made a connection with?

CLIENT _____ DATE _____

ACTIVITY OR CONVERSATION

CLIENT _____ DATE _____

ACTIVITY OR CONVERSATION

CLIENT _____ DATE _____

ACTIVITY OR CONVERSATION

CLIENT _____ DATE _____

ACTIVITY OR CONVERSATION
