

# Trust Building Tools for Talking with Youth During Times of Conflict

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“The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult. These relationships provide the personalized responsiveness, scaffolding, and protection that buffer children from developmental disruption.

They also build key capacities—such as the ability to... regulate behavior—that enable children to respond adaptively to adversity and thrive.”

(Center on the Developing Child, Harvard University, 2016)

# Punishing vs. Teaching

Traditional School Punishment	LSCI-Inspired Discipline
Based on a system of punishment & reward	Based on teaching & helping kids solve a problem
Rote b=c formula	Gives misbehavior a context; students see how their actions impact others.
Makes the school culture adversarial	Cultivates community, working together & mutual respect
Supports the labeling of children into "good" and "bad."	Focus is on the behavior as a 'bad choice', not on the student as a 'bad kid.'
Bandage approach with few lasting effects; Students learn little	Children develop new skills and apply them to future situations
PUTS CHILDREN DOWN	BUILDS CHILDREN UP

Notes

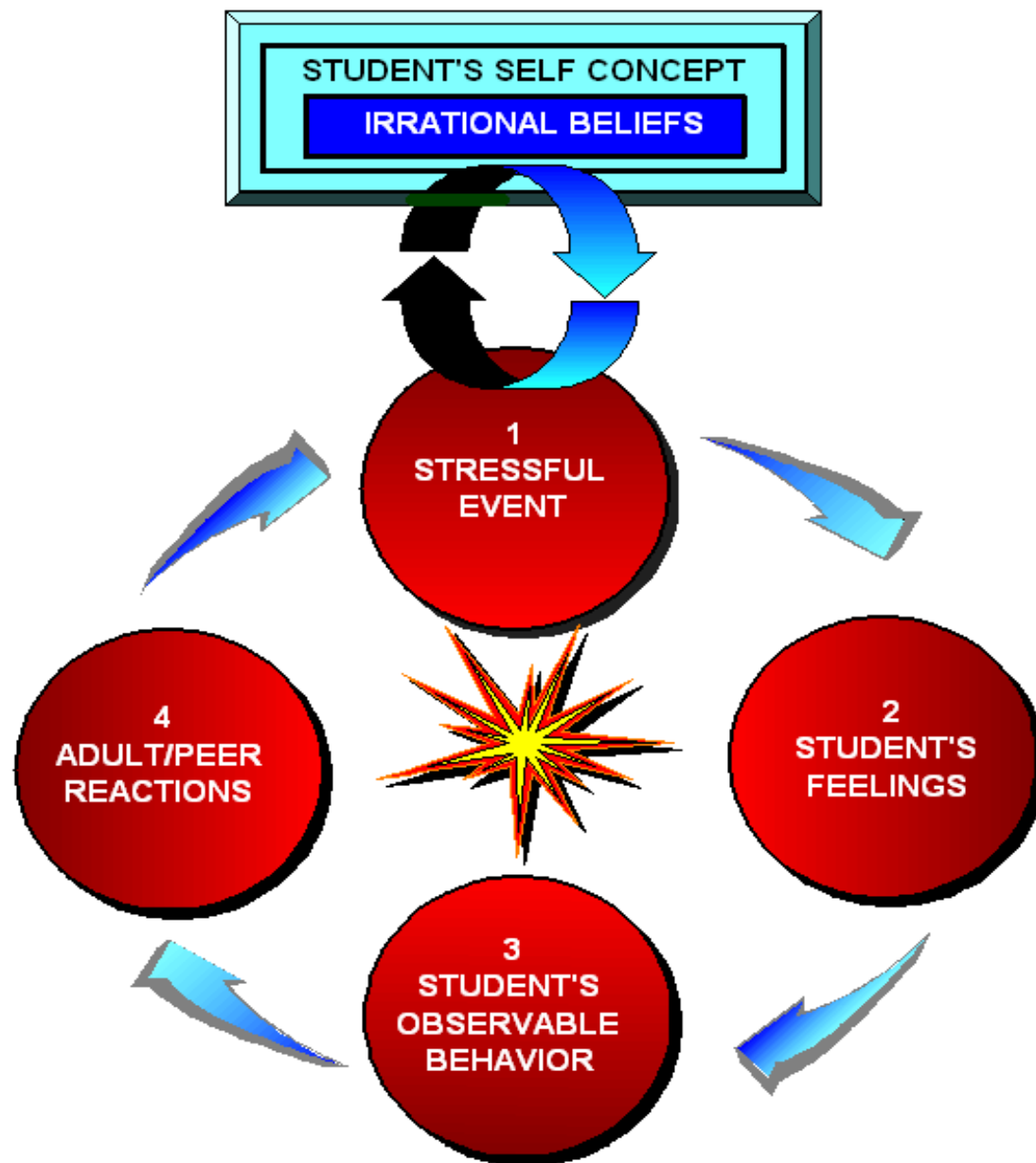
“With most kids, a crisis is a **predictable** and **repetitive part** of a **cycle** of ineffective behavior. For young people to be able to **change** a pattern of behavior into something more effective and socially acceptable, they **must see that pattern**. The best way to show them that pattern is for a **caring adult** to [enter] into the middle of a crisis with them.”

(Nawrocki, 2007, p. 8)

## Today we will explore skills to Transform adult responses to troubling behavior

- ◆ **Fine tune listening skills** that foster relationships and resiliency
- ◆ **Clarify destructive patterns of behavior** that block youth from social emotional progress
- ◆ **Structure constructive dialogue** following a significant behavioral incident
- ◆ **Successfully deescalate** extreme behavior through verbal skills that build relationship

# THE CONFLICT CYCLE



Notes:

# The Art of Listening

The path to self-regulation for troubled children and youth

- **Emotions** are processed in the right hemisphere, and done so nonverbally & subconsciously
- **Language** to communicate about emotions is processed in the left hemisphere
- Learning to “**link**” the two hemispheres through interaction with a caring adult provides the first step towards effectively understanding and **self-regulating** feelings and behaviors
- When kids learn how to communicate positively about their needs and emotional experiences, they are able to develop **empathy and compassion**

## Effective Listening Involves Five Skills

Attending  
Reassuring  
Affirming  
Validating  
Decoding



## Attending Skills

- Being **fully present** with the student
- Attending to **verbal and non-verbal** communication
- **Managing** counter-aggression
- **Being aware** of one's own verbal and non-verbal messages to the student
- **Establishing "resonance"** with the student, so that he senses at a subconscious level that you "feel his feelings"

## Reassuring Skills–**Helpful Statements**

- "I am here to help."
- "I want to understand exactly what happened."
- "I want to understand things from your point of view."
- "I'm sure we can figure this out together."
- "We're going to work this out."
- "It takes courage to talk about what you are thinking and feeling."
- "The more I hear things from your point of view, the better I'll be able to help"

## Affirming Skills

### Helpful Statements

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



I HEAR  
YOU

### Validating Skills

Validating statements convey to the student that you non-judgmentally accept their thoughts, feelings and behaviors as important, real and understandable. You really hear them.

## Timeline: The 7 Essential Questions

Where?

When?

Target?

Duration?

Frequency?

Intensity?

Contagion?



## The Timeline

### WHAT HAPPENED?

Where? When? Target? Duration? Frequency? Intensity? Contagion?

### WHAT THOUGHTS WENT THROUGH YOUR MIND?

What were you saying to yourself?

### HOW DID YOU FEEL?

How strong were your feelings on a scale of 1 – 10?

### WHAT DID YOU DO?

How did you show your feelings?

### HOW DID OTHERS REACT?

Did the end result of this situation make things better or worse for you?



## Questions to Ask to Obtain a Good Timeline

### SELF CONCEPT & IRRATIONAL BELIEFS

### THOUGHTS



"What went through your mind?"

You must have had some thoughts about that."

"What were you saying to yourself at this point?"

## Cognitive Map of the Six Stages of LSCI

### Stage 1: Drain Off

Staff de-escalating skills to drain off the student's intense feelings while controlling one's counter-aggressive reactions

### Stage 2: Timeline

Staff relationship skills to obtain and validate the student's perception of the crisis

### Stage 3: Central Issue

Staff diagnostic skills to determine if the crisis represents one of the six LSCI patterns of self-defeating behavior

### Stage 4: Insight

Staff clinical skills to pursue the student's specific pattern of self-defeating behavior for personal insight and accountability

### Stage 5: New Skills

Staff empowering skills to teach the student new social skills to overcome his pattern of self-defeating behavior

### Stage 6: Transfer of Training

Staff consultation and contracting skills to help the student re-enter the classroom and to reinforce and generalize new social skills

Diagnostic Stages

Reclaiming Stages

# LSCI

Life Space Crisis Intervention

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Given the ever-increasing constraints on time, travel, and continuing education funding, we now offer you the option to complete three of our trainings online, using our video-based training modules, presented by LSCI master Trainers, you can gain advanced skills for helping kids from the comfort of your home or the convenience of your office – on your own schedule!

## ***The online programs available from LSCI include:***



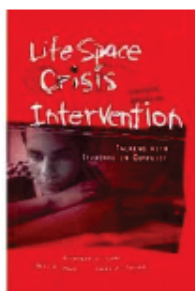
### **Introduction to Life Space Crisis Intervention:**

***Advanced, Verbal Skills for Professional Staff  
Working with Challenging Children and Youth***



### **The Angry Smile:**

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