



TBM

Therapeutic Behavior Management

Crisis Management for Safer Schools



SAMPLE

Staff Workbook

Name: _____

For direct staff training with currently certified TACT2 Instructors (2013+)

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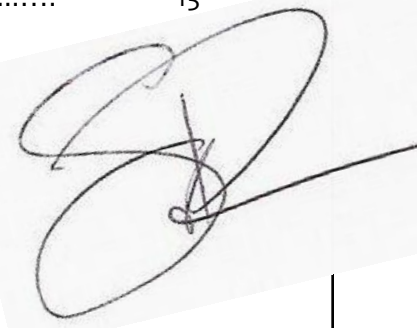
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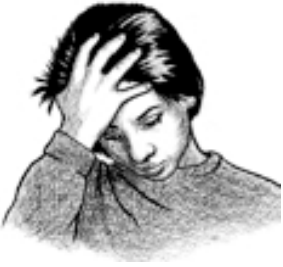


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Revised February 2013

'What Would You Do?' Survey



SITUATION 1. Alex and Bobby

Alex is a very bright student in your 5th grade class. He has Asperger's Syndrome, and is often rigid about following the rules to the letter. Not surprisingly, Alex has problems making friends, and is often the victim of teasing and bullying.

In the cafeteria today, you observe Alex lecturing Bobby, a bigger 6th grader. Alex insists: **"You have to wait your turn, Bobby. That's the rule. You have to wait, wait your turn. You HAVE to."**

Bobby pushes him away, laughing: **"Shut up, you freak."** Alex stumbles and falls while others laugh, but climbs quickly back to his feet. Though he shows little emotion, you can tell he is getting agitated. **"You HAVE to wait Bobby! Go to the back of the line. That's the RULE!"** Bobby grabs his arm and yanks him around: **"I said SHUT UP, you little twerp!"**

1. What would be your initial intervention with Bobby?
 - a. Physically restrain him to protect Alex.
 - b. Firmly redirect him to release Alex and back off.
 - c. Playfully remind him to control his temper.
 - d. Speak softly and gently to de-escalate him.
2. What would be your initial intervention with Alex?
 - a. Physically escort him from the lunch room to prevent escalation.
 - b. Warn him about losing privileges unless he stops nagging.
 - c. Let him experience the natural consequences of his behavior (e.g., getting punched).
 - d. Get him to leave the area and use active listening to calm him.



SITUATION 2. DeAnne and Elizabeth

DeAnne is a popular 16-year-old in your science class. She is a capable student but has a serious mean streak. When confronted, DeAnne often justifies: **"I only pick on my friends. It's just for fun. Get a sense of humor!"**

Her latest so-called 'friend' is Elizabeth, a sullen new "Goth Girl" who lives with a foster family nearby after being removed from her mother's home. Exactly what happened, you don't know, but from the scars on her wrists and arms and the haunted look on her face, you can see that Elizabeth has been through a lot.

Today, DeAnne is taunting Elizabeth about her loose fitting black clothes. **"What's the matter, Lizzy? Did Goodwill run out of your size? I saw a dumpster out back -- maybe you can dive for a new pair of shoes after school today!"**

3. What would be your initial intervention with DeAnne?
 - a. Physically escort her from the room.
 - b. Confront her teasing with a warning of consequences.
 - c. Leave the two of them to figure it out.
 - d. Process DeAnne's feelings of dislike for Elizabeth.

Elizabeth stares back at DeAnne, her voice filled with hate: **"Maybe I'll give you a red smile from ear to ear, b---. What do you think?"** She reaches into her oversized purse, and pulls her hand halfway out. Though you cannot see a weapon, DeAnne pales and the whole class gasps.

4. What would be your initial intervention with Elizabeth?
 - a. Physically restrain her to prevent a violent assault.
 - b. Ask her (or DeAnne) to leave the room quietly while alerting the office.
 - c. Ignore the situation, since she is probably bluffing.
 - d. Acknowledge her right to be angry and try to de-escalate her.



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).

Model created by
Dr. Steve Parese, 1994

Problem!

**Immediately
Dangerous?**

**Not Immediately
Dangerous?**

Deliberate?

Emotional?

Corrective Response

1. Surface Management
2. Warnings *
3. Consequences

Counseling Response

1. Give Space *
2. Active Listening
3. Problem Solving *

Crisis Response

1. Redirection
2. Removal
3. Restriction *
4. Restraint *

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

Follow up with documentation, consequences, restitution, conferencing, counseling, etc.

* These skills are taught in the 3-day TACT2 program but are not included in the 1-day TBM program.

Deliberate vs Emotional

IMMEDIATELY DANGEROUS:

Definition: _____

Crisis Response

1. Redirection
2. Removal
3. Restriction
4. Restraint

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

DELIBERATE MISBEHAVIOR:

Definition: _____

Corrective Response

1. Surface Management
2. Warnings
3. Consequences

EMOTIONAL CRISIS:

Definition: _____

Counseling Response

1. Give Space
2. Active Listening
3. Problem Solving

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

Functional Misbehavior

Deliberate behavior is a rational choice to act in a way which meets our needs. Dr. William Glasser's work suggests that all human beings are motivated toward activities and relationships which meet four basic social needs. Most responsible adults have learned healthy, socially acceptable ways to meet their needs, but **troubled children and youth often rely on inappropriate behaviors which violate the rules or rights of others.**

Based on work by
Dr. William Glasser

Love • Belonging		Power • Importance	
<u>WE fill this need with:</u>	<u>Some KIDS fill it with:</u>	<u>WE fill this need with:</u>	<u>Some KIDS fill it with:</u>

Fun • Pleasure		Freedom • Individuality	
<u>WE fill this need with:</u>	<u>Some KIDS fill it with:</u>	<u>WE fill this need with:</u>	<u>Some KIDS fill it with:</u>

Values-Based Rules & Consequences

Clearly stated, consistently enforced rules can prevent a great deal of deliberate misbehavior.

Rules that are grounded in school values not only make expectations crystal clear, but also reinforce character development. When consequences are fair and consistently enforced, students may conclude that deliberate misbehavior just isn't worth the price.



1. Before creating rules, identify core values of your school/class.

VALUE: Safety

VALUE: Staying on task

2. Frame behavioral rules in terms of core values.

RULE: "To keep our school SAFE, no verbal intimidation or physical bullying will be tolerated."

RULE: "To help students STAY ON TASK and complete their work, all cell phones must remain in your bags or lockers during class time."

Your rule: _____



3. Plan clear, fair, enforceable consequences for violated rules.

CONSEQUENCE: "Students who are verbally or physically intimidating will spend the rest of the day in In-School Suspension doing class work."

CONSEQUENCE: "Any cell phone seen in class may be confiscated by staff until the end of the school day."

Your consequence: _____

4. When giving consequences, reinforce core values.

CONSEQUENCES FOR BOBBY'S BULLYING: "Bobby, I've talked to you before about your intimidating comments. Stuff like that makes everyone feel unsafe. Report to ISS for the rest of the day."

CONSEQUENCES FOR BRITTANY'S CELL PHONE USE: "Brittany, it's impossible for you to stay on task when you're messing with your cell phone. You know the rules: If I see it in your hand again, you'll lose it for the rest of the day."

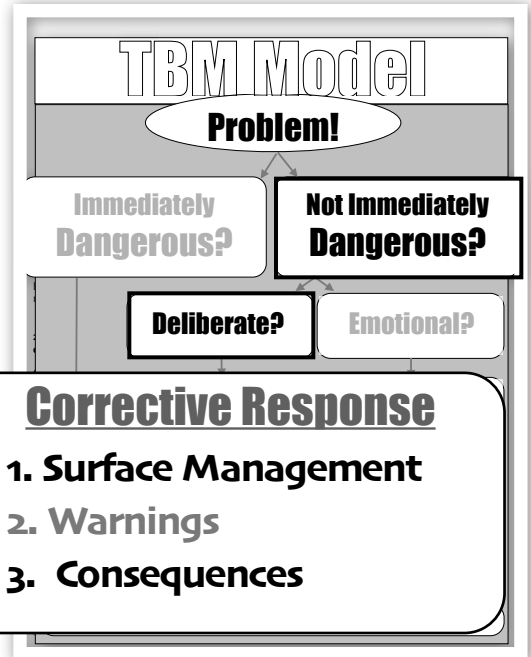


Corrective Responses

Corrective responses rely upon **RULES** more than relationships. Use them when problems are the result of intentional **DELIBERATE CHOICES** to misbehave.

Diagnostic Cues of Deliberate Misbehavior:

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



Skill of Surface Management

Surface Management skills are used to distract or deter minor misbehaviors, getting a student back on track without the use of consequences.

Some of these techniques include:

- | | |
|----------------------|------------------------|
| 1. Planned ignoring | 5. Interest boosting |
| 2. Proximity control | 6. Disarming humor |
| 3. Non-verbal signal | 7. Antiseptic bouncing |
| 4. Friendly reminder | 8. Tag-teaming |

Drawn in part from work by Dr. Nicholas Long

GROUP ACTIVITY: List a number of minor misbehaviors you deal with in your school.



Surface Management Examples

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 yet done so).

2. Proximity control

"So once you've divided the numerator..." (Wandering to stand within a few feet of Jarod, who has been whispering to his neighbor) "... into the denominator, you should have your answer."



3. Non-verbal signal

"Let's go ahead and open our Physics textbooks to page 34." (Catching Shakira's eye and pointing to the textbook in your own hand).

4. Friendly reminder

"Walter, what's the rule about feet on the furniture?"

5. Interest boosting

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

6. Disarming humor

"Shooting? Did somebody say shooting? You MUST be talking about shooting pool, cuz we all know we're not supposed to talk about any other kind in school, right?"

7. Antiseptic bouncing

"Hey William?" (who is being teased by Raymond) "How about doing me a quick favor? I need 10 copies of this right away. 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 James get back on track? He seems to be having a problem with me for some reason this morning."

SAMPLE

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

_____ 1. "Elizabeth, I'm out of paper for the printer. Would you mind going to the main office and asking the secretary for a ream or two?"



_____ 2. "Bobby?" (Raised eyebrows at his 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. "Brittany, I KNOW I'm not seeing you reaching in your purse for your you-know-what..."

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



Understanding Consequences

Careful use of consequences can be an effective deterrent to deliberate misbehavior. But if they seem like “threats,” consequences often lead to resistance and resentment. Understanding different types of consequences helps avoid power struggles so challenging youth make better decisions.

DEFINITION	EXAMPLE Bobby stayed up late playing video games:
NATURAL consequences occur on their own, without any staff intervention.	<ul style="list-style-type: none"> • He is tired in school today. • He does poorly on a test.
LOGICAL consequences are applied by others but are directly tied to behavior.	<ul style="list-style-type: none"> • He has to go to bed early tonight. • He loses his video games for a week.
PUNITIVE consequences are applied by others but either do not fit the behavior, or go to extremes.	<ul style="list-style-type: none"> • He gets grounded for a week. • He has to do extra dishes tonight.



Brittany's Story

The school has clear rules about cell phones: **“To help students stay on task and complete their work, all cell phones must remain in bags or lockers during class time. Otherwise, teachers may confiscate them until the end of the day.”** Despite this, Brittany often sneakily texts her pals when she thinks no one is watching. Today, you see her slip her iPhone out of her back pocket.

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

- [N] [L] [P] 1. Brittany's phone may be confiscated for the rest of the day.
- [N] [L] [P] 2. She could have to do an extra 2 hours of homework.
- [N] [L] [P] 3. Brittany wouldn't be allowed to go to Friday's Homecoming game or dance.
- [N] [L] [P] 4. Brittany's parents would be notified about her behavior.
- [N] [L] [P] 5. Her mother could be angry with her.
- [N] [L] [P] 6. Brittany might have to sing a song in front of the cafeteria to get her phone back.
- [N] [L] [P] 7. She might feel embarrassed about getting caught in front of everyone.
- [N] [L] [P] 8. Brittany could have to apologize to the rest of class for interrupting the lesson.

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

Misbehavior: _____

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

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



Skill of 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

in clear, concrete terms

Step 2: DESCRIBE EFFECTS

emphasizing core values

Step 3: GIVE CONSEQUENCES

using a matter-of-fact tone

For Example:

"Brittany, I asked you when you came in today to put the cell phone away, and you've ignored me."

"It's important to stay focused on learning, and that phone is pulling you and everyone else off task."

"You know the rules: You lose it for the rest of the day. Put your iPhone here in the phone box."

Avoiding Power Struggles

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

Good Response or Not?

Young woman: "That's not fair! You didn't say anything to Lizzy yesterday. You're playing favorites! And you're not my parent, so you can't tell me anything. I know my rights!"

Man: "It's a good thing I'm NOT your parent, or I'd..."

Young woman: "I do NOT play favorites! I'm just as tough on Elizabeth as I am on you."

Man: "I tell you what: the Board of Ed 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 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.

DeAnne & Brittany's Story



One of your trusted students finds you 30 minutes before school ends:

"I just thought you should know: DeAnne and Brittany and some other girl jumped Elizabeth in the girls' room after lunch today. They beat her up pretty bad. And about an hour ago, DeAnne posted a video of the whole thing on Facebook. Don't tell her it was me that told you, but that's just not right!"

A quick look online confirms the story: a 2-minute video of a brutal beating, narrated by the cynical voice of DeAnne. You report the incident to your principal, and together pull DeAnne and Brittany aside for a serious talk:

Misbehavior: "Girls, we just found out about _____."

Effects/Values: "I am _____. In this school _____ matters, and what you did was _____."

Consequences: "We will be investigating this incident, but for now, you are _____."

Brittany looks ashamed of herself, but DeAnne says: "That's fine. I hate this stupid place anyway!"

Angry response: _____

Calm response: _____

SAMPLE

GROUP ACTIVITY: Return to the moderately serious behavior from page 9. Imagine that the student has ignored your attempts at Surface Management, and you have to give consequences for the behavior. Keep your statement short to avoid arguments and power struggles.



SITUATION: _____

GIVING CONSEQUENCES:

1. MISBEHAVIOR: _____

2 EMPHASIZE VALUES: _____

3. CONSEQUENCES: _____

Impact of Stress

Emotional behavior is an impulsive reaction to high stress or distorted thinking. Even rational people can act irrationally when stressful problems become overwhelming.

<u>Imagine this highly stressful day:</u>	<u>STRESS FACTOR</u>
✓ You've been grieving the loss of a close friend just 4 weeks ago.	0 +1 +2 +__
✓ You and your spouse had a big argument about money last night.	0 +1 +2 +__
✓ You slept poorly last night and woke up tired, with an aching back.	0 +1 +2 +__
✓ Your kids bickered and argued this morning, and your spouse was no help... again.	0 +1 +2 +__
✓ You rushed to work and got a \$200 speeding ticket you can't afford (and will have to explain).	0 +1 +2 +__
✓ You arrived 10 minutes late and got confronted by your angry supervisor.	0 +1 +2 +__
✓ Your supervisor sent a group e-mail warning everyone about being late.	0 +1 +2 +__
✓ Your allergies are kicking in: congestion; pounding sinus headache; itchy, watery eyes.	0 +1 +2 +__
✓ You were accidentally elbowed in the eye while trying to help with a restraint.	0 +1 +2 +__

Trigger: Your spouse just texted that s/he would miss your kids' school play tonight. **TOTAL =** _____

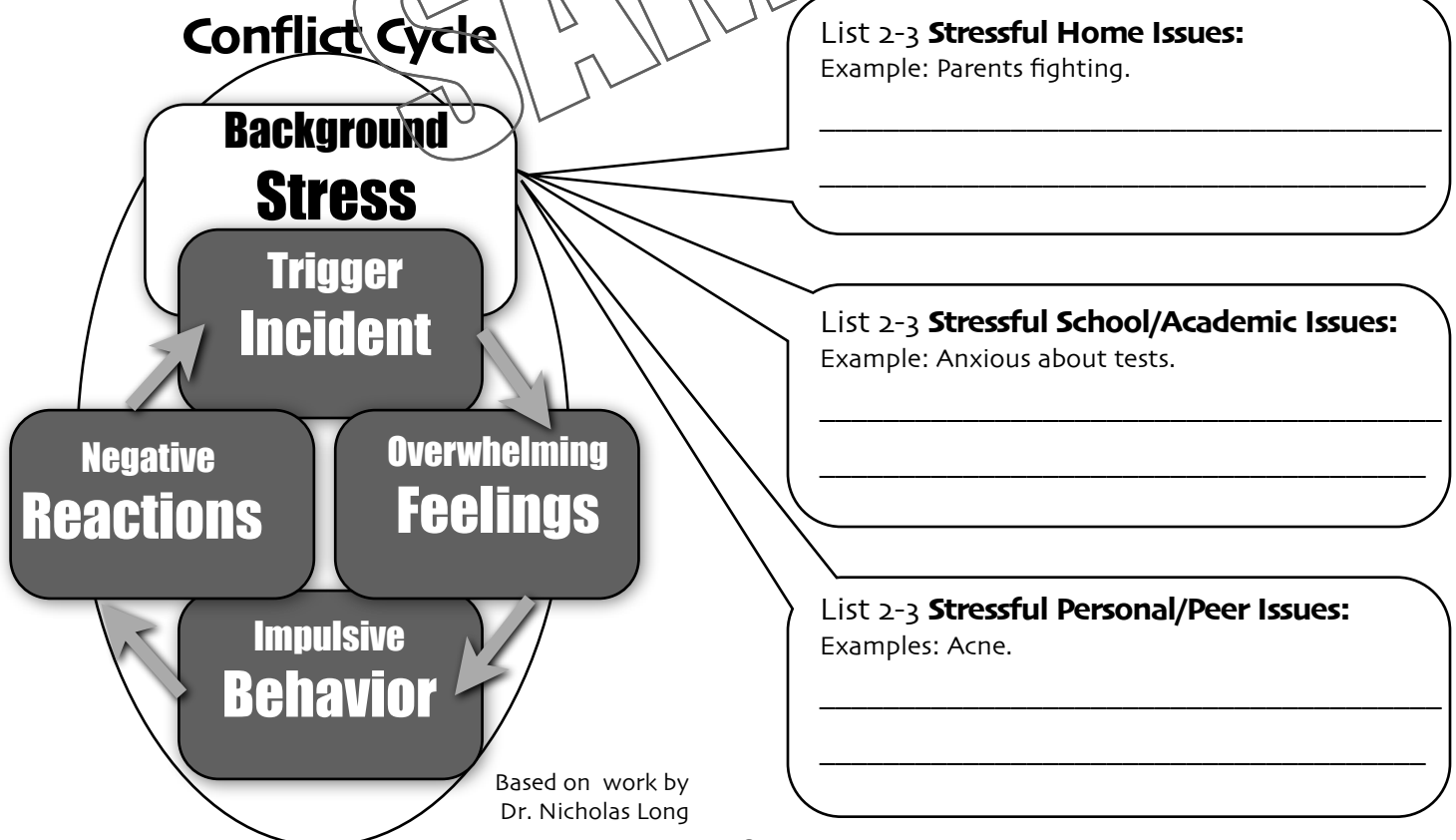
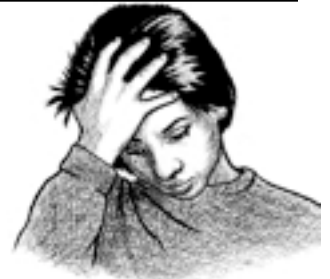
I MIGHT BELIEVE/THINK:

I MIGHT FEEL:

I'D WANT TO:

Stress & Low Self-Esteem = Conflict in Students

Dr. Nicholas Long's "Conflict Cycle" model illustrates how high background stress (including self-esteem issues) can make a minor incident seem like a major problem to a troubled student. A small issue may trigger an avalanche of powerful feelings in a youth, leading to impulsive behaviors that quickly escalate into a crisis, especially if peers or staff react negatively, aggravating the situation.



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 create “malign memories” which may come to define a child’s outlook on him/herself, adults, and life in general.

Case #1: Anthony (12) lives in a small trailer with his mother, her current boyfriend, and his 6-year-old sister Tammy, who has Fetal Alcohol Syndrome. Because of his mother’s issues, Anthony has been largely responsible for his sister’s well-being since he was 6 or 7 years old. He lives in constant fear of his mother’s drunken boyfriend, and has witnessed her beatings many times. He keeps a kitchen knife hidden beneath his pillow, and dreams of stabbing the man who terrorizes his mother.

Case #2: When Joseph (9) was 8 years old, he lived with his aunt and his cousins for a time, spending his after school hours in the home of an unemployed male neighbor. A high fever led to a trip to the emergency room, which revealed that Joseph had contracted gonorrhea -- the result of repeated sodomy by the neighbor whose “secret” he had kept for 2 months.

Case #3: When Keisha (14) was 6 years old, a Child Protective Services worker removed her from her crack-addicted mother’s home in the middle of the night. The CPS report indicates that she was malnourished, and had been sexually molested many times. 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: Choose one of these cases, and imagine that s/he is in YOUR classroom or care. How might their daily behavior be impacted by their past trauma and current circumstances?

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 symptoms: _____

Externalizing symptoms: _____

2. Adolescent (age 12-17)

Internalizing symptoms: _____

Externalizing symptoms: _____

3. Victims of sexual abuse

Often exhibit either complete _____ or _____

Impact of Childhood Trauma



Elizabeth's Story

Elizabeth is a sullen 16-year-old girl in your class. She dresses in black clothes, makeup and jewelry, and has a number of scars on her wrists and arms -- enough to scare off most of the other students in school. After her "red smile" threat toward DeAnne (which thankfully turned out to be a bluff) and the assault that followed, you decided to get more information from the school counselor and her foster parents.

SCHOOL COUNSELOR: "Elizabeth is a very troubled young lady, though Lord knows she's got a right to be. Her records say that her mother prostituted her for drug money from the time she was 13, and that was after years of sexual abuse from mom's long line of messed up live-in boyfriends. It looks like she's

been in a couple of adolescent psych units where she was treated for STDs, depression, eating disorders, borderline personality disorder... you name it. The poor girl. It's amazing that she's survived all those years with anything even close to sanity."

FOSTER MOTHER (on phone): "Beth -- we call her Beth -- has been with us for about 5 weeks. The first few weeks were pretty rough. She barely came out of her room, and seldom ate anything at all. She's doing a little better now, except when she hears from her mother on Facebook. That shuts her down for days. We've seen the new cuts on her arms, but we were told not to try to stop her unless it looked like she was trying to ... you know. She just listens to her angry music on her iPod, writes her angry thoughts in her journal, and talks to God knows who all night on Facebook.... Yes, we got a call about the incident in your class today. She really likes you a lot, so I'm surprised she acted up in your class. She came home from school early and went straight to her room, and won't come out. What? There was a fight after school? No, she hasn't said a thing...."

Trauma Informed Self-Assessment

Building therapeutic relationships with traumatized children and youth requires great self-awareness, as well as strong behavior management and crisis resolution skills.

Honestly rate yourself on a 4-point rating scale.

- 1= Very limited.** I could probably use a lot of work in this area.
- 2= A little weak.** I could probably use some work in this area.
- 3= Reasonably strong.** I don't need any real work in this area.
- 4= Very strong.** I can help others improve in this area.

I am able to:

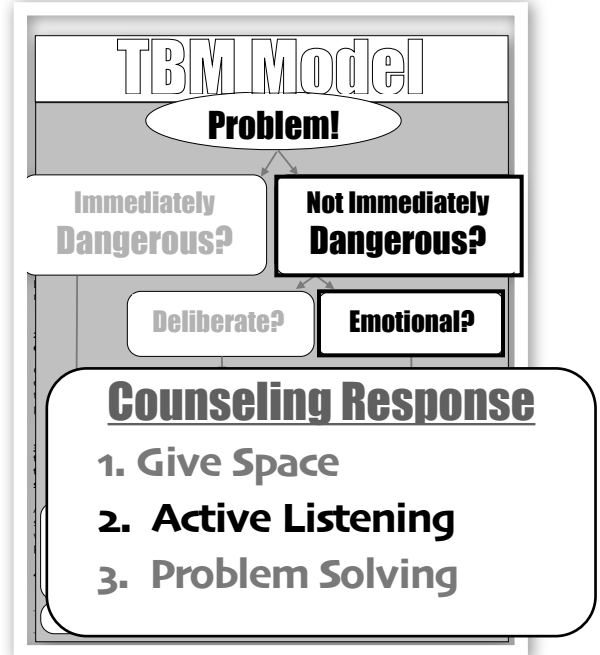
- a. Keep living/learning environments calm and safe (both physically and emotionally).
- b. Depersonalize issues and manage my own emotions, even when I am triggered.
- c. Protect children from re-traumatization by stopping bullying and intimidation.
- d. Redirect minor misbehavior and enforce rules without angry power struggles.
- e. De-escalate emotional crises by helping youth calm down and talk about their feelings.
- f. Remain hands-off unless absolutely necessary to protect a child's safety.
- g. Thoroughly and calmly process crises after stressful situations/restraints.
- h. Use other staff to help me with problems beyond my own level of expertise.



Drawn in part from research by Dr. Gordon Hodas (2006) "Responding to childhood trauma: The promise and practice of trauma informed care."

Counseling Responses

Counseling responses rely upon **RELATIONSHIPS** more than **rules**. Use them when problems are the result of **OVERWHELMING EMOTIONAL STRESS**.



Diagnostic Cues of Emotional Crisis:

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

Skill of 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 also the most basic: LISTENING. Open-hearted listening allows a highly emotional youth to vent to someone who cares, while offering us an opportunity to gather information and offer help. There are three levels of Active Listening:

- (1) Attending (2) Decoding (3) Reflecting

Level 1 Listening: ATTENDING

Good listening is more than just waiting your turn to talk. Good listeners show genuine concern and a willingness to help in what they DO and what they SAY.

DIRECTIONS: Mark "G" for good and "B" for bad habits. How do these impact a student?

THINGS WE DO:

- | | |
|---|---|
| <input type="checkbox"/> Interrupting constantly | <input type="checkbox"/> Checking a text |
| <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 |

THINGS WE SAY:

- | | |
|--|--|
| <input type="checkbox"/> "Tell me more about what happened..." | <input type="checkbox"/> "You 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"/> "You've had a hard day..." |
| <input type="checkbox"/> "Here's what you SHOULD have done..." | <input type="checkbox"/> "I see what you mean..." |



Level 2 Listening: DECODING

Much of a speaker's real meaning is communicated non-verbally or para-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

Decoding 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).

Decoding Example: "I hear you SAYING you're okay, but you sure don't LOOK okay. You look upset. What's going on?"

Decoding Example: "On a good day, you walk in here smiling and upbeat. Today, you're dragging your feet, your face all sad, looking like you barely slept. So seriously... what's different today?"



Level 3 Listening: REFLECTING

Reflective listening paraphrases what we hear students saying and feeling, without attempting to give advice or ask challenging questions. To use this technique, offer your full attention, decode both verbal and non-verbal messages, then briefly repeat what you've heard in your own words.

A formula like the one below can be helpful when first learning reflective listening:

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

"It sounds like you had a really **miserable bus ride** into school."

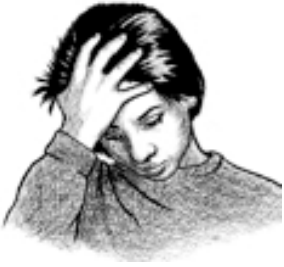
"It looks like you're **really upset** about **what happened to your classmate.**"



"So your teacher confiscated your phone, and now you're **worried** about **what your parents will do.**"

Reflective Listening Examples

DIRECTIONS: Fill in the blanks to create a good Reflective Listening response in each situation.



1. STAFF (in hall): "Alex, I'm concerned about what happened between you and Bobby in the cafeteria just now. It looked like there was almost a fight. What happened in there today?"

Alex (looking away): **"Well, I was in line for lunch and he tried to cut in line in front of me. You're supposed to wait your turn, that's the rule, right? So I told him that and he pushed me down. That's all. But he should have followed the rules."**

Reflective response:

"It sounds like you got _____ when Bobby _____.
_____. Can you tell me more?"

2. STAFF (in ISS): "Brittany, do you have a minute? I want to talk with you more about the incident with Elizabeth yesterday. It's not like you to do something so... heartless. Can you tell me how you got involved?"

Brittany (looking down): **"I know, I feel terrible! And not just because I'm in trouble either, honestly. For some reason, DeAnne absolutely HATES Elizabeth, and she talked me into helping her. I'm not trying to blame DeAnne for what I did, but I just can't seem to say no to her when she puts me on the spot."**

Reflective response:

"I can see that you're feeling _____ about _____.
_____. How exactly did DeAnne talk you into it?"



3. STAFF (hallway, the day after the assault): "Good morning, Elizabeth. I'm glad you came to school today. Are you doing okay?"

Elizabeth (irritated): **"I'm FINE! Why is everyone always asking me how I'm doing? I'm not going to OFF myself or cut anybody's throat, if that's what you mean!"**

Reflective response:

"It looks like you are really _____, and I don't blame you a bit. Let's talk for a minute, okay?"

Part 3: Managing Emotional Problems
Active Listening with Elizabeth

STAFF (decoding): "Elizabeth, it's not like you to be so rude to me. I know you've had it rough lately. I'd be glad to listen if it helps..."

Elizabeth: "I'm sorry, but my life **SUCKS!** Everything is going wrong and it's never going to get better. ... You remember how DeAnne was teasing me about my clothes being from Goodwill and how I said something about giving her a red smile?"



STAFF: "Of course. Her comments must have been terribly _____."

Elizabeth: "No, actually... I was **PISSED**. Her with all her money and snobby friends, looking down on me like she's better than me. I'd like to see her survive what I've had to go through."

STAFF: "I can see that DeAnne really _____."



Elizabeth: "Yeah! And I got her back too. I didn't really have a knife or anything, but it really freaked her out when she thought I might slit her throat. It was worth all the trouble just to see the look on her face! All morning, I could see her looking at me in the halls, then looking away. It made me laugh every time I saw her. But I never expected that she'd jump me!"

STAFF: "So at first you felt _____ about scaring DeAnne. But later you were _____ that she jumped you."

Elizabeth: "Exactly! But what gets me the most is that Brittany was helping her. I thought we were cool with each other, but I guess not. There was a third girl who grabbed me from behind -- I never saw who -- and then DeAnne sucker punched me. Then they started kicking me and spitting all over me..."

STAFF: "I'm so sorry, Elizabeth. It must have been incredibly _____."

Elizabeth (beginning to cry): "And I'm like crying and puking all over myself, and Brittany is using her iPhone to video the whole thing! And then DeAnne posts it all on Facebook! I've been beaten up a LOT worse, believe me, but I've never had to watch it over and over again online. And now **EVERYONE** has seen it, and my life is basically over!"

STAFF: "I can't tell you how sorry I am that this happened to you, Elizabeth. Not only did you have to deal with what happened in the girls' room, but now you're _____ that _____."

Elizabeth (wiping tears away and walking away): "Whatever... I'm going to end this one way or another. You'll see."

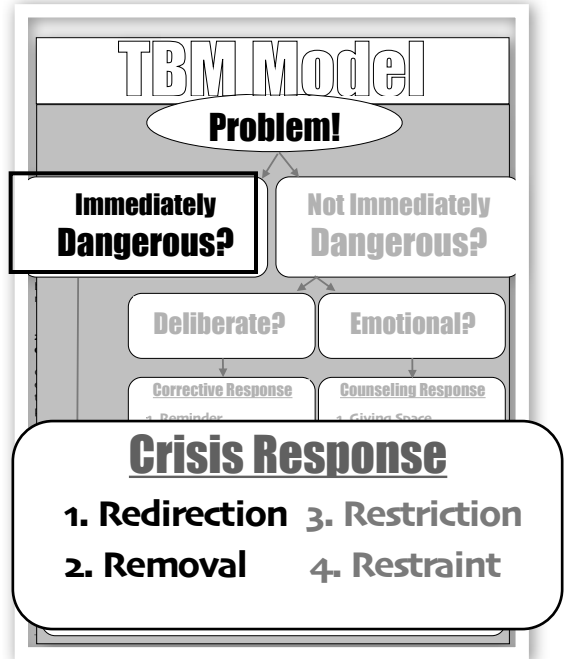
What advice would you give this staff member? What would YOU do or say at this point?

Crisis Responses

Crisis responses focus on safety and security.

Use them when problems are on their way to becoming IMMEDIATELY DANGEROUS, regardless of the psychological source.

Conditions considered Immediately Dangerous:



Responses

1. Redirection
2. Removal
3. Restriction
4. Restraint

Description

- Issuing a clear, calm request for a safer behavior.
- Moving youth to a safer location (verbally or physically).
- Keeping youth in a safe area or out of an unsafe one.
- Physically holding a youth until s/he is safe.

Situational Judgment in Crisis

DIRECTIONS: Choose one or more crisis responses for each situation. Explain your choices.



- _____ 1. After lunch, you see Bobby shove Alex into a wall and knee him in the groin. A group of other boys is nearby, cheering Bobby on.
- _____ 2. A few minutes later, Bobby is walking down the hall beside you when he is suddenly struck in the head by an apple. He turns and sees Alex about to throw an orange. A nearby staff member, Mr. Jones, laughs: **“Way to go Alex! Nice shot!”** Bobby lunges in Alex’s direction.
- _____ 3. A few hours after talking with Elizabeth, you see her eyeing DeAnne, who has just stepped into the girls’ room with Brittany. Elizabeth fumbles in her purse, and a box cutter drops to the floor. She quickly grabs it, then bolts toward the girls’ room in a panic.
- _____ 4. You call for a nearby colleague to join you, and rush into the girls’ room. DeAnne is sitting on the floor in shock, grasping her bleeding forearm. Brittany cries: **“Elizabeth did it! DeAnne grabbed her and tried to choke her out and Elizabeth cut her! Oh my GOD!”** Elizabeth has backed herself into a corner, holding the bloody box cutter in front of her with both hands. Her eyes are unfocused and her hands are trembling wildly.



Managing Volatile Situations

Step 1. ASSESS THE SITUATION

Step 2. ESTABLISH YOURSELF

Step 3. INTERVENE

Option 1. REDIRECTION

Option 3: RESTRICTION

Option 2. REMOVAL

Option 4: RESTRAINT

Step 1. ASSESS THE SITUATION

- How dangerous is the situation? Are weapons involved?
- How large and/or irrational is the person?
- Are other students or staff in danger?
- Should I wait for additional staff or police back-up, or initiate this right now?
- Is physical intervention needed, or can I talk this situation down?
- Can a physical restraint be done safely in this setting without causing more harm?

Step 2. ESTABLISH YOURSELF

a. Approach the situation calmly.

- **Make eye contact, appearing centered and competent.**
- Introduce yourself if needed; call person by first name, if known.
- **State that you are here to help.**
- Allow at least 3-4 feet of space and avoid touching the person.

b. Monitor your tone of voice, expressions, and body language.

- **Pitch your voice low, speaking clearly.**
- Maintain an open and concerned expression, but not anxious or overly friendly.
- **Stand firmly, hands low, slightly turned, in a non-threatening posture.**



Step 3. INTERVENE with Redirection, Removal, Restriction or Restraint

OPTION 1 REDIRECTION: Issuing a clear, calm request for safer behavior.

Get the individual's attention and calmly, clearly request a specific safer behavior. Avoid angry commands or vague phrases such as "Stop that" or "Cut that out." Use a softer tone with emotionally overwhelmed youth.



"Elizabeth, look at me. Put the box cutter on the floor."

In Situation 1: "Bobby, I need you to _____
_____."

OPTION 2 REMOVAL: Moving youth to a safer location (verbally or physically).

a. Remove the **AGGRESSOR**.

When the acting out individual is the primary source of danger, it may be best to remove him/her from the setting. If a strong relationship exists, use it to influence the youth.

"Thank you for putting that down, Elizabeth. I want to help you work this out without anyone getting hurt worse. Will you come with me to my office? Please?"



In Situation 2: "Alex, look at me. I need you to: _____."
_____."

b. Remove the **TARGET**.

If the aggressor is focused on a single target (student or staff) and the target is cooperative, it may be safer and faster to remove that individual.



"DeAnne, listen to me. Elizabeth and I are going to try to talk this out. I want you to go behind me and out the door, straight to the nurse's office. Go now please."

In Situation 2: With a firm hand on Bobby's arm: "Bobby, listen to me. We are going to: _____."
_____."

c. Remove the **AGGRAVATOR**.

Sometimes, a passive aggressive manipulator (or self-righteous staff member) may be escalating the situation with aggravating comments or actions. In this case, it may be better to remove him or her first, often making the aggressor more compliant.

"Brittany, your comments are NOT making this situation better. Elizabeth, stay put for a moment while Mr. Johnson walks Brittany down to the guidance counselor's office."



In Situation 2: "Mr. Jones? _____."
_____."

d. Remove the **AUDIENCE**.

An audience may excite a deliberate aggressor or embarrass an emotionally overwhelmed youth. In these cases, removing on-lookers may de-escalate the youth, limit contagion, and reduce the number of potential victims.

"Alright kids. Get to class please. I'll take care of this."

OPTION 3 RESTRICTION: Keeping students in a safe area or out of an unsafe one.

Use verbal and/or physical interventions to keep dangerous youth from leaving a safe area, or to prevent them from entering unsafe areas where more harm might be caused.

"DeAnne, we're trying to calm Elizabeth down right now. Do NOT try to get back into the girls' room. You WON'T be allowed. Now go to the nurse's office please."

OPTION 4 RESTRAINT: Physically holding youth against their will until safe.

If properly trained, use safe, approved physical interventions with the minimum force necessary to keep a dangerously out of control youth from hurting themselves or others.

Professional training in safe and effective physical intervention techniques is available as an optional part of the TBM program. These techniques are designed to be learned and practiced only under the guidance of a certified TACT₂ or TBM physical instructor.

For more information, contact Dr. Steve Parese at SBParese@aol.com or visit www.TACT2.com.



SAMPLE



TBM

Therapeutic Behavior Management

Key Points



1. Effective education requires a safe and orderly learning environment, which can be disrupted by the frustrating problems of difficult children and youth. In today's complex world, decisions regarding crisis management must be grounded in a strong understanding of emotional, behavioral and mental health.

The TBM Model provides a professional framework for interventions, based first on assessing the danger level, then on understanding the psychological source of the problem. Deliberate problems can often be handled with reasonable RULES, but overwhelming emotional crises require strong RELATIONSHIPS.



2. Deliberate misbehavior is a rational choice which meets a student'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 create a culture of safety and order. Many times, students can be distracted or deterred from misbehaviors using surface management techniques. When these fail, it is necessary to enforce rules and apply fair consequences. Rules framed in terms of school values (such as safety and responsibility) can be especially effective.



3. Emotional behavior is an irrational, impulsive reaction to high stress or distorted thinking. Stressed out students may become overwhelmed, then overreact to otherwise minor problems.

An understanding of childhood trauma gives staff valuable insights needed to build relationships with children and youth with low self-esteem. Active listening can be a useful strategy to help emotional students calm down and resolve problems.



4. Dangerous behaviors present a significant threat of harm to self or others, and damage the safe learning environment necessary for education. Our goal is to de-escalate these situations and assure school safety using the minimum force necessary.

After carefully assessing the situation, staff have four options: Redirect the youth; Remove the youth, the aggravator, the target or the audience; Restrict the youth to a safe area (or from an unsafe one); or if trained and able, Restrain physically. Making the best choice requires a cool head, strong self-awareness, and solid professional skills.

