



B4 Providing Social Emotional and Behavioral Support for Young People in the Community

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Garden 2

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CASA PACIFICA

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Providing
 Social,
 Emotional, and
 Behavior
 Support for
 Young People
 in the
 Community

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Casa Pacifica's Community Based Services in Ventura and Santa Barbara Counties provide a wide range of social, emotional, and behavioral support for youth ages 2 – 22 years in various community settings including schools, homes, and group homes, to name a few.

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The Phases of Treatment

1

Engagement and Assessment

2

Implementation

3

Fade Out and Closure

4

The Phases of Treatment

Each stage you are in will guide which intervention you choose to use


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Engagement and Assessment

Rapport Building, Orientation and Family Engagement Techniques

Stages:

- Orientation of Family
- Cultural Competence
- Observation and Assessment
- Identification of Skill Development Needs
- Crisis Plan



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Introducing Yourself to the Family

Key Strategies:

- Demonstrate respect and empathy for family members
- Be aware of your own biases and preconceptions
- Validate the importance of partnership with the family

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Introducing Yourself to the Family

Key Strategies:

- Take time to orient the youth/family to you and the program
- Take time to get to know the family, their strengths, and their culture
- Use family-friendly language

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Introducing Yourself to the Family

- Explain to the family and/or youth further about why you are seeing them
- Remember to remain non-judgmental
- Encourage hope and positive expectations
 - You may discuss areas of concern/difficulties the caregivers are experiencing with their youth, and/or the youth is experiencing with their parents

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What do Youth and Families Want?

- Be flexible in where/how work is done
- Ask for feedback throughout services
- Keep your commitments, arrive on time, and don't mention other client's schedules/appointments
 - (i.e. "I am not available at that time", vs. "I have another client scheduled at that time")

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Rapport Building



- Get creative with building rapport with the child and his or her family.
- It is just as important to build rapport with the caregivers as with the youth.
- Without parent buy in, you will not get very far.

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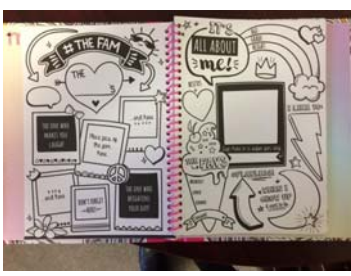
Rapport Building

[Parent-Caregiver Meeting Sample Questions.doc](#)

[Getting to know you - client Rapport Building.doc](#)

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Getting to Know You...



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Rapport Building Activities





It's All In Your Head





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Rapport Building Activities





Therapy Masks



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Rapport Building Activities



Art Journal Idea...



This blog article describes my art journal prompts that you can try too.

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Rapport Building and Assessment - Family shield

Likes

Long Term Goals

Talents/Strengths

Immediate Goal

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Rapport Building

- What about assessments?
 - CANS
 - NSNP/YVAPP
 - RISK ASSESSMENT
- What do you use?

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Phase 2 – Implementation of Treatment

- Feeling ID
- Mood Scaling
- Identifying supports
- Self Esteem Building
- Self-Soothing Skills
- Relaxation Skills
- Impulse Control Skills
- Frustration Tolerance Skills
- Anger Management
- Coping Skills
- Parent Training


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Identifying Supports
Tree of support




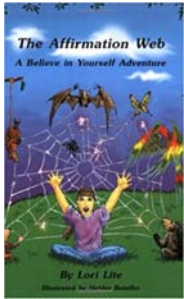
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Self Esteem Building



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Self-Esteem Building



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Self Soothing

Stress Ball

Items

- colorful balloon
- play dough
- Help ☺

Steps

1. Pick balloon color
2. Pick play dough
3. Roll play dough like a worm
4. Pick helper ☺
5. Place playdough inside
6. Ask Helper ☺ for help
7. Helper will tie up balloon

KEEP CALM AND TAKE A DEEP BREATH

KIDS YOGA Deck



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Relaxation Skills




[Progressive Muscle Relaxation](#)

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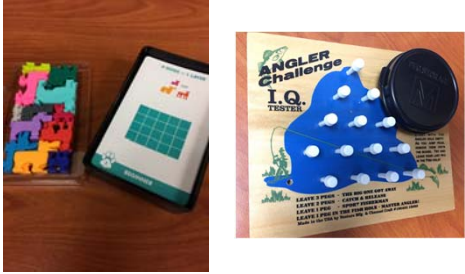
Coping Skills
Expressive Art Projects






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Frustration Tolerance



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Impulse Control Skills




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Frustration Tolerance



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Frustration Tolerance




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Anger Management

It's OKAY

Everyone feels mad sometimes. It's only natural. In fact, it's good to feel mad sometimes and it's good to let out your anger instead of keeping it inside you. Letting go of your anger in healthy ways almost always helps you feel better, and less angry.



List three things that make you feel mad.

1.

2.

3.

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Anger Management



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Anger Management

Positive Self Calming Thoughts I Can Say When I am Feeling Angry:

- I'm not in charge of how this will be done.
- I can stay calm.
- I can stay calm.
- I'm going to take a time out now.
- If I stay calm, things will work out better.
- I can take charge of how I act.
- I don't have to get mad.
- I'm going to be a child again. We can talk later.
- It's okay. I can deal with this.
- I don't have to throw a temper tantrum.
- I can talk calmly about this.
- This is no big deal.
- I can handle this.
- I can talk with my voice.
- I will take three deep breaths and sit down quietly.

If I cannot think of anything positive to say, I can always say:
IT'S OKAY TO FEEL THIS WAY.

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Anger Management


Sometimes tearing paper can make a person feel better when they are feeling mad or sad or angry or frustrated.



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Coping Skills

Coping Skills Wheel
9 Ways to Handle Big Emotions





Coping Skills
I can use these coping skills when I am angry:

- Punch my pillow
- Vell into pillow
- Play sports
- Take Cool Down Time
- Think of a happy place
- Write them a note
- Draw or write
- Lemon Squeeze
- Take Deep Breaths
- Count to 10


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Coping Skills

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Coping Skills
Problem Solving Sorting



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Parent/Caregiver Meeting

- Remember whenever you teach a child/youth an intervention/skill, share what you are teaching to the parent/caregiver as well, so they can recognize to encourage and praise the child/youth for using their newly acquired skill, as well as use effective prompts and responses that will aid in goal progression and attainment.

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Parent/Caregiver Meetings

- The frequency of parent meetings will be different on a case by case basis.
- The caregiver's involvement may depend on the age of your client as well as the parent's role within the target behavior goals.
 - You may have an older client whose caregiver is less involved than if the client were younger.

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Parent/Caregiver Meetings

Ideas and Topics to Consider:

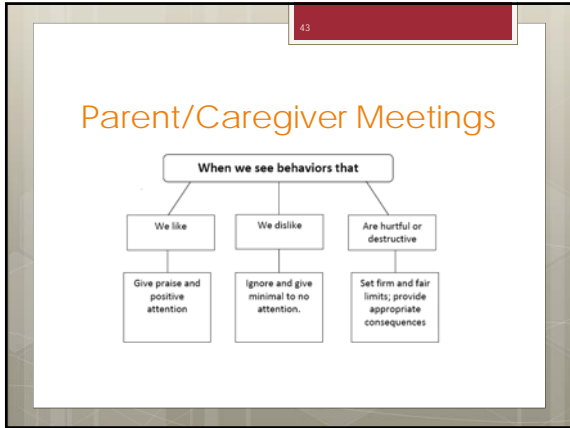
- Coaching/modeling
- Have a family meeting
- How to give effective instructions
- Developing a home structure with house rules, clear limits, rewards and consequences.
- Develop a family schedule

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Parent/Caregiver Meetings

Ideas and Topics to Consider cont'd:

- Create parent visual reminders
- Family goal setting
- Setting clear expectations
- Avoiding power struggles
- How to give praise and constructive criticism



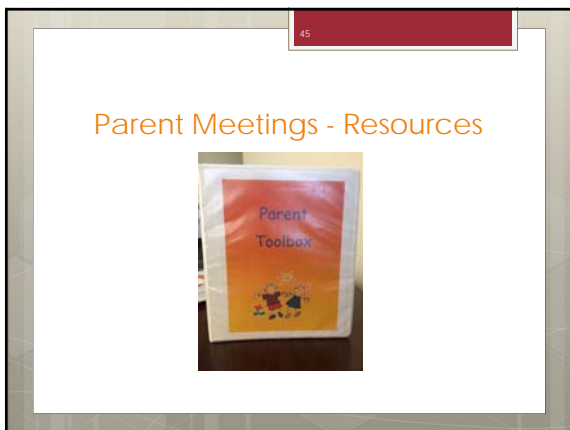
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Additional Topics for Caregiver Meetings

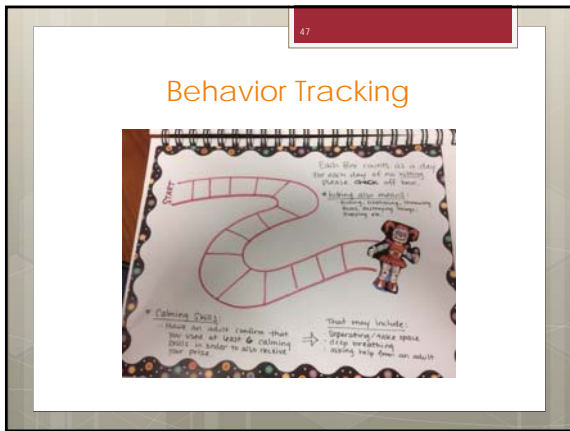
[Adult Behavior Responses.doc](#)

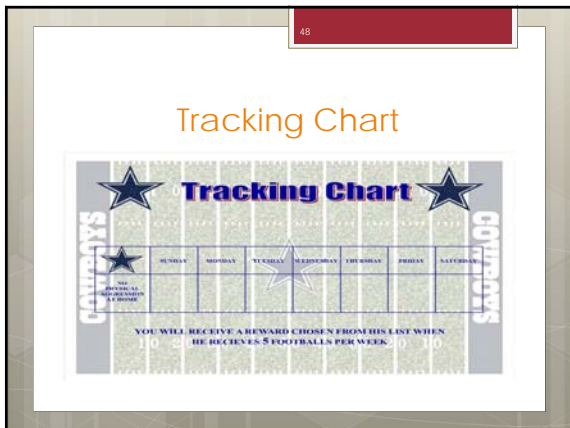
[10 behavior principles.doc](#)

[Limit Setting and Power Struggle Alternatives.doc](#)









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Parent Training

Household Expectations

Sister	Brother
CHORES: <ul style="list-style-type: none"> Clean up dog poop Picking out the trash in the living room and bathroom. Making her bed, putting clothes away 	CHORES: <ul style="list-style-type: none"> Pick up the kitchen trash and recycling Doing the dishes Making bed and putting clothes away

When you complete your chores for the day, then you can leave the house.

- Check in with mom before leaving the house (get permission)
- Call in / check in at ourfaw

Consequence for Physical Aggression: No computer/TV for half an hour while you calm down.

**Encourage them to use her coping skill box

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Phase 3

Fade Out and Closure

- In reality – transitioning services starts from the very beginning, in which everything you develop and implement is in partnership with the client and the caregivers. You are constantly problem solving with them to identify what are the things they can and want to continue when you are gone.
- Your job is to monitor effectiveness and encourage the client and caregivers to use the strategies they find effective.

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Phase 3

Transition and Fade out

As you are getting ready to terminate/graduation/end services – keep the following in mind:

- You no longer quickly answer questions, but instead ask questions of your own
 - What do you think about your choices?
 - Did you get the outcome you wanted?
 - Does that sound like a strategy we discussed that was effective?
 - Who can you turn to for support?
 - I'm not sure, what do you think?
 - Let's review what we've discussed in the past and see if one of those options sound good right now.

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Phase 3 Transition and Fade out

As you are getting ready to terminate/graduation/end services – keep the following in mind:

- No longer active skills building, but reviewing with the child/youth which skills are working and which are not
- Active problem solving with the child and family
- Make sure to identify long term supports

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Phase 3 Transition and Fade out

Examples:

Eco Map of Support
Parent Tool Box
Set back prevention plan

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Saying Goodbye

- Ending should always be a joint decision between the clinician and the client and or family
 - Remember, some children have not had a healthy goodbye – this is their chance to have one
 - Keep the child's needs in mind, not our own
 - It's ok for them to be sad
 - Sometimes there can be an increase in behaviors or symptoms as anxiety increases for the parents and the youth at the thought of doing things without you – prepare them for this

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Saying Goodbye

- When you are able, plan your final visit with your client
 - Assess the need for a transitional object – not all client's need this
- Make sure you know in advance what you will do if the client or family tries to give you a gift

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Examples of a Final visit

- Graduation of a program
- Saying goodbye
- Transitional Objects
- Goodbye Gifts
- Setback prevention Plan

[Sample Setback- Relapse Prevention Plan.doc](#)

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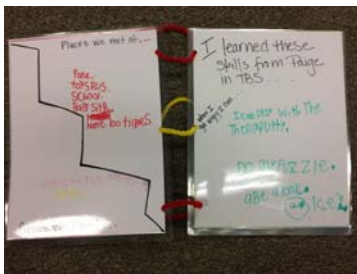
Closure/Celebration



Transitional Objects Puzzle Creation



Transitional Tools



Transitional Project





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Internet Resources

The internet is filled with countless more resources – but the following are some of our favorite go-to's

www.gonoodle.com
www.teacherspayteachers.com
<https://www.smilingmind.com.au/> (app)

Virtual Hope Box App

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10 Behavior Principles You Need To Know



Most behaviors....

1. *Are learned.* Some behaviors may be influenced by biological factors, but most are learned. For instance, the shy kid can learn social skills to become more confident in groups, the aggressive kid can learn anger management skills, and the impulsive kid can learn skills and techniques to stop and think before acting.
2. *Can be changed.* Most behaviors can be changed by using proven research-based techniques.
3. *Need intervention.* Don't expect your child to change on his own. His behavior will most likely only get worse without your intervention.
4. *Take time to change.* Behavior change takes time. Don't expect your Saturday night lecture to make more than a dent in your kid's behavior on Sunday. Give you and your kid time. Learning new behavior habits generally take a minimum of 21 days of repetition.
5. *Require commitment.* Long-term commitment is necessary for meaningful and permanent change. There's no getting around it; parenting is tough work.
6. *Must have a substitute.* No behavior will change permanently unless you teach your child another behavior to replace it. Without a substitute behavior, chances are he'll revert to using the old misbehavior.
7. *Require a good example.* Behaviors are learned best by seeing it done right, so make sure your own behaviors or examples are ones you want your kids to emulate.
8. *Demand practice.* Behavior change requires practice. You'd never tell a child to go out and throw a pass at a game by just handing him a football when the game is just starting. You would first have helped him practice for weeks before that. The same is true for learning any other new behavior, so practice, practice, practice until he can do the new behavior on his own.
9. *Benefit from encouragement.* Be encouraging every step along the way: from willingness to try, the first efforts and small successes, the recoveries from setbacks, to the maximum amount of improvement. Behavior change is hard and deserves to be encouraged, acknowledged, and celebrated.
10. *Are never too late to change.* Even if the problem has been going on a long time, don't despair. Help is available.

Responses to the three types of Behaviors

Praise Behaviors You Like

- Make eye contact and be near your child
- Praise by naming the behavior you like
- Praise non-verbally with a thumbs-up, a hug, a smile, a wink
- Don't spoil praise by saying something like "That was great, but why can't you do that everyday?"
- Younger children (approx 10 and under) be very warm and praise anywhere
- Older children, especially teens, be slightly warm and praise in private
- Praising increases corporation and it is good for self-esteem
- Praising increases cooperation as it gives children the attention they are seeking

Ignore Behaviors You Dislike

- Ignoring is removing the attention that a child is seeking
- Ignore with your behaviors **and** your emotions
- Turn away and don't talk while ignoring
- Ignore by focusing on something else
- Ignoring gives the message "I don't like this behavior"
- Ignoring only works when followed by praise for good behaviors
- Ignoring is "waiting" for a behavior you like so that you can praise
- When you ignore at first the misbehavior will increase, after continued consistency it will decrease
- Sometimes it is effective to tell your child that you will be ignoring the behaviors
- If the behavior you dislike becomes destructive you will have to use limit-setting and consequences

Give Effective Commands/Limit Setting

- First give an alert-5 minutes is enough
- Then give First Command
 - Make eye contact
 - Be in the room with your child
 - Make your command short and specific
 - Phrase as a statement don't ask a question
 - Name the behavior you want
 - Never lecture or make negative comments
 - Praise as soon as soon as your child tries or starts to comply
 - Remember you may have to repeat yourself
- Let them know what the consequence will be if they do not comply
- Let them know the choice is theirs
 - "If you do not turn off the TV now, you will lose 20 minutes of TV time tomorrow. You let me know if you want to keep your TV time for tomorrow by turning of the TV now. The choice is yours"

Getting to know you

1. Do you have a nickname?
2. What do you prefer to be called/What would you like me to call you?
3. How Old Are You?
4. Where Were You Born?
5. What Is Your Favorite Food?
6. What Is Your Favorite Color?
7. What Makes You Laugh?
8. Who is your favorite music artist?
9. What One Item That You Own Means The Most To You?
10. What Was Your Favorite Toy When You Were A Child or Now?
11. What has been one of your successful/proudest Moments?
12. What Kind Of Hobbies Do You Have?
13. What Is The One Thing You Hate To Do?
14. What Is Your Favorite Subject In School?
15. What Kind Of Job Would You Like or Have?
16. Who Is Your Hero?
17. What Are You Really Good At Doing?

18. If You Could Be Someone Else For A Day Who Would You Be?
19. If you could be any animal what kind of animal would you be and why?
20. What animal would you not want to be and why?
21. If you had 3 wishes, what would they be?
 - 1.
 - 2.
 - 3.
22. What is one of the scariest things that has happened to you
23. What did you do to make yourself feel better?
24. What is one thing that makes you angry?
25. What do you do when you're angry that makes you feel better?
26. Tell me about your home – who lives there
27. Do you have your own personal space room?
28. What do you like about your personal space/room?
29. What do you wish was different about your personal space/room?
30. Who handles the discipline in your home?
31. What is something you really like about yourself?
32. If you could change one thing about yourself, what would it be? Why?
33. What do you hope will be better by coming here?
34. Is there anything you want to ask me?

Limit Setting and Power Struggle Alternatives:

1. “When, then” statements: An assertive way to set and maintain a limit without using authoritarian language.

Ex. **When** you sweep under the table, **then** you can go over to your friend’s house.

When you are honest with us about your grades, **then** you will gain our trust.

When you ask me respectfully, **then** I’d be happy to give you a ride.

2. Using “Not Willing” statements: An alternative to using “No” while maintaining power over your choices as a parent.

Ex. *Child: Why don’t you give me a ride to school?*

Parent: When you ask more respectfully, then I’d be happy to give you a ride to school.

Child: Well I’m not going to.

Parent: Okay, Then I’m not willing to give you a ride. (Try using a matter-of-fact tone to reinforce that you are not engaging in a power struggle, but simply stating what you are willing or not willing to do).

3. Broken Record Approach: Repeating a set limit to demonstrate that the parent is not willing to change the limit, thus encouraging the child to disengage from a power struggle.

Ex. *Child: Can I please, please go to the YMCA?*

Parent: When you finish your assignment, then you can go to the YMCA.

Child: Can’t I do it when I get back?

Parent: When you finish your assignment, then you can go to the YMCA.

4. Planned ignoring: Setting a limit and then avoid any power struggle by stating the limit once and then informing the child you will be ignoring them when they try to engage in a power struggle.

Ex. *Child: Mom can I go to the mall to meet some friends?*

Parent: We are going to your aunt’s house today, remember?

Child: I don’t want to go today, can I please go to the mall?

Parent: We are going to your aunt’s house today. If you continue to ask about the mall, then I am going to ignore you.

5. Give choices when setting limits:

Ex. Child is frustrated.

Parent: You can either take a deep breath, walk away if you need to, or you will be unable to get on the computer tonight.

Ex. Child speaks to you rudely.

Parent: You can choose to phrase that more politely or I will not be willing to listen to you.

Ex. Child is to receive consequences.

Parent: You can either lose T.V privileges for the night or have an early bed time.

Remember

-Make specific observations, not judgments (ex. “I see there is still trash on the floor” vs. “You never pick up your messes when I ask you”).

-Offer support/empathy

-Take space if you need to. You can always come back to resolve a conflict.

-Try telling your child what you want them to do instead of what you don’t want them to do (this helps to make what you want very clear).

-Remember to praise the behaviors that you like and removing attention from behaviors you don’t like!

Muscle Relaxation

These exercises will help you relax all the muscles in your body.

1. **Right hand and forearm:** make a fist and release
2. **Right upper arm:** bend the arm and “show off your muscles,” release
3. **Left hand and forearm:** make a fist and release
4. **Left upper arm:** bend the arm and tighten the muscles, release
5. **Forehead:** raise your eyebrows and relax your face
6. **Eyes and cheeks:** squeeze the eyes, relax
7. **Mouth and jaw:** clench your teeth and pull the corners of the mouth back, relax
8. **Shoulder and neck:** lock your hands behind the neck and push back the head against this resistance, pull up your shoulders and press your head against their resistance, let your shoulders hang, relax
9. **Chest and back:** breathe in deeply and hold your breath pressing the shoulders together at the back breath normally
10. **Belly:** tighten the abdominal muscles (or draw in the belly), release
11. **Right hand thigh:** shovel the right foot forward against resistance, release
12. **Right hand calf:** lift up the right heel (be careful not to cramp), release
13. **Right foot:** crook the toes, release
14. **Left hand thigh:** shovel your left foot forward, relax
15. **Left hand calf:** lift up the left heel, release
16. **Left foot:** crook the toes, release



Sample Questions for a Parent/Caregiver Meeting:

Use the questions as a guide to join with the family and get to know them - this is not meant to be an interview, but some ideas of how to engage a family into a positive discussion about them

What are your strengths/likes as a family?

Do you have family routines/traditions?

How do you celebrate Holiday's and Special Occasions?

What are your child's strengths/likes?

What's working for you right now as a family?

What do you think leads up to your child's behaviors (i.e. triggers)?

With whom, where, and what time of the day does it typically happen?

How do you respond during the behavior?

How do you respond after the behavior?

What do you think is the function of the behavior (what need is the child trying to get met by the behavior)?

Do you think that there are any other factors that could be attributed to this behavior?

What would you like to see happen with services?

How do you see my role in helping you and your family get there?

Items to Discuss:



Setback Prevention Plan

STRENGTHS:

What is something new you learned about yourself?

Parent/guardian: What did you learn about your child during this process?

DIFFICULTIES:

What were some of the barriers you faced?

What do you see as future barriers, which may be a challenge for you?

Parent/guardian: What was the biggest challenge for you?

SKILLS:

What new skills did you develop since working with us?

What skills helped you in meeting your Goals?

Parent/Guardian: In what ways will you be able to support the use of these skills?

TRIGGERS:

What were the triggers that led up to past behaviors?

Where may those triggers continue to show up? How will you handle them differently?

What can you do when you notice yourself becoming anxious, angry, frustrated, sad, etc?

Parent/guardian: What signs may your child show you, which tell you they may need extra support?

What can you do support your child when they are triggered?



Setback Prevention Plan

SUPPORT SYSTEMS

FAMILY:

COMMUNITY (church, friends, teachers, coaches, neighbors):

EMERGENCY CONTACT NUMBERS:

CIRT 1-866-431-2478

Proactive:

Crisis:

911/POLICE (request a CIT/BSU officer)

Behaviors:

CURRENT SAFETY PLAN IN PLACE: