

De-escalation and Relationship Building Skills

Applying the Foundations of Life Space Crisis Intervention

Ken Kramberg

The Power Of Language

Self Defeating vs. Bad Behavior

Cooperative Problem Solving

Discipline approach

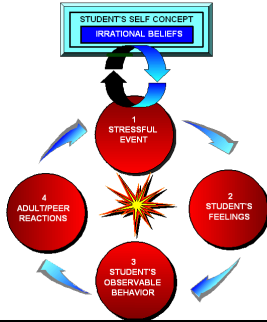
CHILDREN WHO ARE HEARD LISTEN

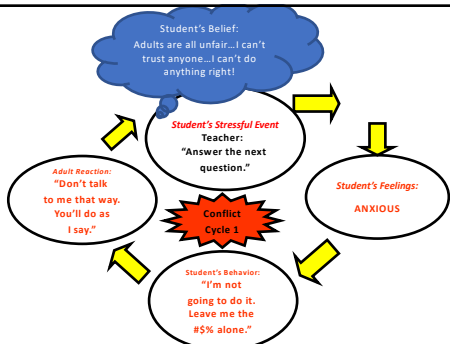
Kids want to tell their story

WHEN DEALING WITH IN AN EMOTIONALLY CHARGED EVENT

- **YOU MUST DEAL WITH THE FEELINGS FIRST**
- BEFORE YOU CAN DEAL WITH THE BEHAVIOR
- FEELINGS , THOUGHTS , BEHAVIOR

THE CONFLICT CYCLE

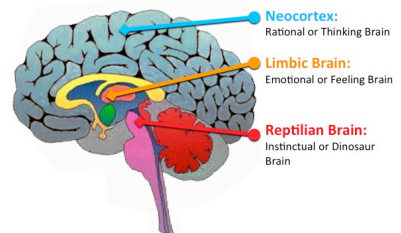






CONFLICT CYCLE PARADIGM

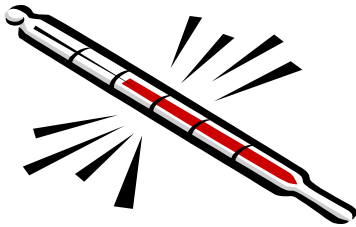
- A **STRESSFUL EVENT** occurs which activates a troubled student's irrational beliefs.
- These **NEGATIVE THOUGHTS** determine and trigger feelings.
- **FEELINGS**, not rational forces, drive inappropriate behaviors.
- Inappropriate **BEHAVIORS** incite adults.
- Adults take on the student's feelings and may **MIRROR** his behaviors.
- This negative adult **REACTION** increases the student's stress, escalating the conflict into a self-defeating power struggle.
- The student's **SELF-FULFILLING PROPHECY** (irrational beliefs) is **REINFORCED**; the student has no motivation to change thinking or behavior.





COGNITIVE THEORY

- Stream of Consciousness:
- Perceptual Set:
- Active Self-Talk:



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

1 DRAIN OFF

Drain off the student's intense emotions by **acknowledging the feelings**

2 TIMELINE

Use **affirming** and listening skills to discover the student's point of view

3 CENTRAL ISSUE

Identify the student's vital interest and **give them their choices**

THE "SCRIPT"

- Acknowledge the feelings: Make 2-3 validating statements
- Affirm : Make 2-3 affirming statements
- Get the child's perspective and restate
- Set limits and give choices as needed
