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Crisis Communication & Prompting and Shaping

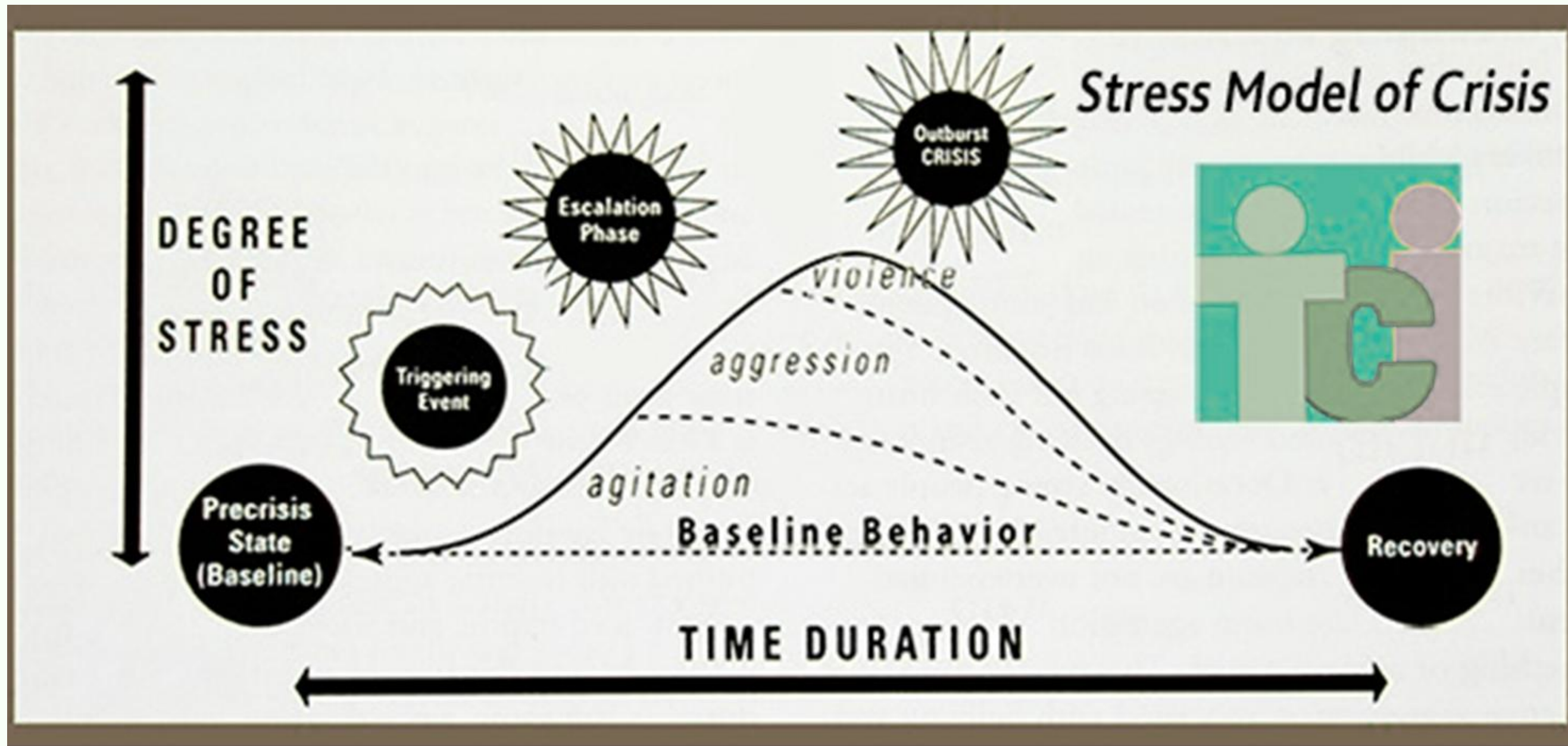
Logisitics

-  We will be recording this presentation. Please refrain from using your child's name and/or additional identifying information
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Skill Building for Co-Regulation Strategies in TCI



Stress Model of Crisis



The Four Questions



What am I feeling?



What does the child feel, need, or want?



How is the environment affecting the child?



How do I best respond?

What does the Child Feel, Need, or Want?

Feelings: Frustration, anger, shame, sadness

Needs: To feel safe, physical needs (food, sleep, movement, pain relief)

Wants: Acceptance, recognition, control, to be treated fairly, escape from challenging/uncomfortable situations. access to people/things.

What feeling, need, or desire is your child communicating through their behavior?

Asking yourself this question can help you avoid judgments (“he is spoiled” or “she is being manipulative”) and focus on what is driving the behavior in THIS moment.

Forms of Communication



Non-Verbal

Eye Contact

Smile

Posture

Mirroring

Verbal






**Positive
Reinforcement**

Remembering

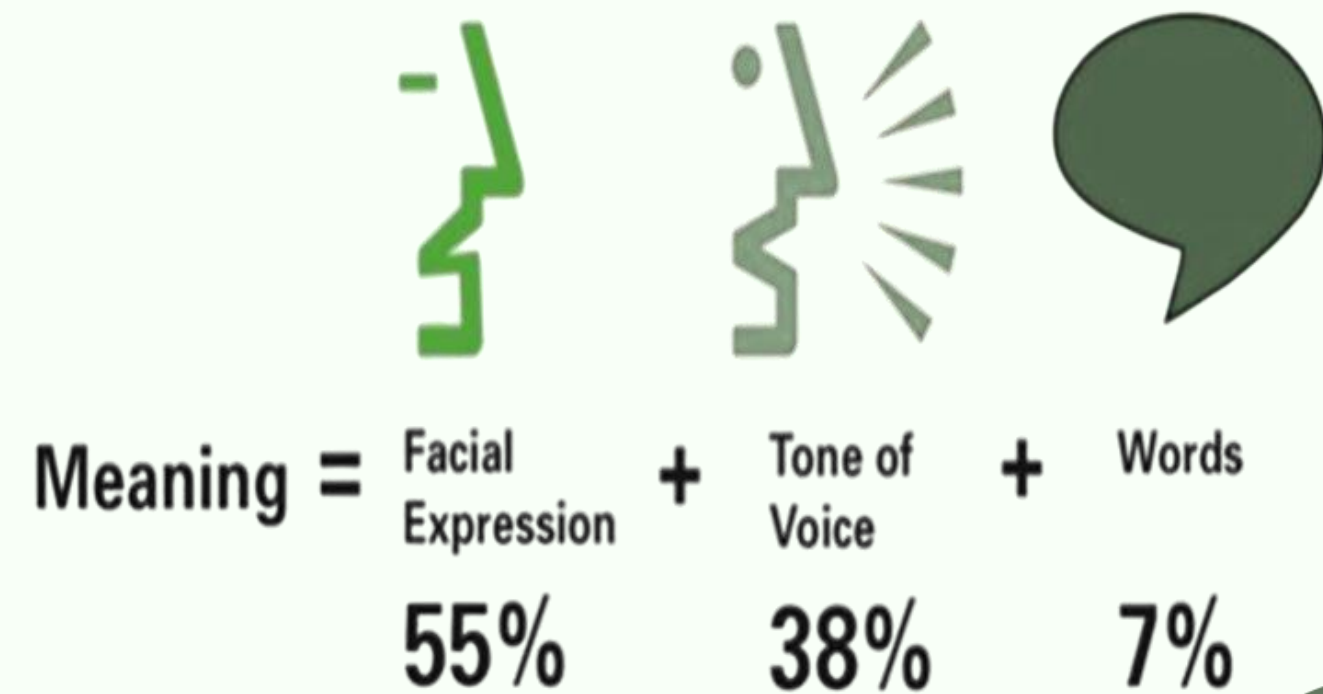
**Demonstrating
Concern**

Non-Verbal Techniques

Convey Meaning and Understanding Through:

-  Silence
-  Facial Expressions
-  Nods
-  Physical Proximity
-  Eye Contact

MEANING IN SPOKEN COMMUNICATION DURING TIMES OF CRISIS



Verbal Techniques

Encouraging and Eliciting Techniques

- ☀️ Tone of Voice
- ☀️ Door Openers
- ☀️ Closed/Open Questions
- ☀️ Minimal Encouragements
- ☀️ Avoid “Why” Questions

These techniques can help the child verbally express their feelings and concerns. This can help them understand what they are experiencing.

Understanding Responses

Reflective Responses

These responses communicate that we are listening and understand what the child is expressing. Understanding responses can also help children sort out what is happening to them. They can help diffuse strong emotions.

Summarization

	Intensity	Emotion
"You feel	a little bit	sad/angry?"
"You feel	quite	helpless/depressed?"
"You feel	very	stressed?"
"You feel	extremely	embarrassed?"

Active Listening

A combination of non-verbal and verbal techniques.

Through active listening, you can:

- ☀️ **Identify** what a young person is feeling
- ☀️ **Communicate** that understanding back to them

Co-Regulation occurs when...

We help children **express their feelings and then reflect and validate those feelings.**

They will begin to **calm down.**

As adults, **we model** effective communication skills.

Road Blocks to Communication

 Interrupting

 Blaming

 Shamming


 Labeling

 Assuming

 Criticizing

 Minimizing the problem or the child's feelings

 Trying to solve the problem for the child

 Trying to "cheer them up."

Prompting

- ☀️ Prompting is a cue or direction for someone to begin a behavior.
- ☀️ Giving a prompt increases the chance that the behaviors will be performed
- ☀️ When prompting, it is important to give a clear and specific definition of the behavior you want them to do.

Effective Prompts

- ☀️ Be Specific and Assertive: Tell your child exactly what you want, and how you want it. Be direct, do not prompt in questioning (ok?)
- ☀️ Be calm: Keep a neutral or positive tone of voice when giving a prompt, say please.
- ☀️ Be Close: Stay near your child (without touch) and make eye contact
- ☀️ Break it down: if a problem can be broken down, prompt for each smaller parts.

Important Terms



Positive Opposite:

Is the positive behavior you want your child to do



Reinforcement:

Increases or strengthens a behavior.

Shaping: Step by Step

Shaping involves reinforcing minor improvements toward the new behavior in a step-by-step manner.

Shaping is the process of teaching a new behavior by reinforcing small steps towards that behavior.

Shaping is an extremely useful technique for behaviors that are:

- ☀ Inconsistent (Low Rate)
- ☀ Non-existent
- ☀ Very Complex

Appropriate Behaviors to Shape

Skill

- ☀ Cleaning Up
- ☀ Bedtime routine
- ☀ Speaking respectfully when frustrated

Frequency

- ☀ Accepting a limit
- ☀ Being kind to a sibling
- ☀ Following directions
- ☀ Completing school work/homework

Duration

- ☀ Waiting patiently
- ☀ Reading
- ☀ Sitting in class
- ☀ Sitting at the dinner table
- ☀ Shutting off video games

Shaping Guidelines

- ☀ Define the beginning behavior and the foal behavior
- ☀ Reinforce the beginning behavior until it occurs consistently (4-6 times)
- ☀ Slowly increase the requirement
- ☀ Acknowledge the behavioral steps. ("You put away the plate.")
- ☀ Save reinforcement for a behavior that still isn't mastered (Clearing all the dishes)

Shaping Guidelines Continued

- ☀ Be clear and specific in defining the beginning behavior and the goal behavior
- ☀ Reinforce the beginning behavior until this behavior happens consistently (this step will take time, AT LEAST 4-6 times in a row)
- ☀ Any small improvement towards the goal behavior should be reinforced.
- ☀ Acknowledge previous behaviors that were mastered
- ☀ Give consistent reinforcement after the behavior occurs.

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Thank You!