MANAGING CRISIS SITUATIONS

STRATEGIES FOR REDIRECTING BEHAVIORS

IDENTIFYING SYMPTOMS

Adolescent Behaviors:

April 26, 2017

Young Adult Librarians Presentation

Healthy minds for healthy lives

The Providence Center
Typical behaviors during this stage of development include:

- Strong focus on peer group, wanting to fit in
- Searching for new role models outside of family
- Exploring areas of interests, developing new skills and abilities
- Exploring/trying new ideas, new sports, hobbies, etc.
- More focus on self, can seem to be self-absorbed
- Emotional ups and downs, increase in moodiness due to hormonal changes
- Increase in arguments and conflicts at home (other settings as well) - can respect and authority figures
- Increased oppositional behaviors and defiance toward parents and other peers
- Withdrawing from family life-separating from family and spending more time with friends
- Physical awkwardness, more self-conscious about appearance
- Changing one's appearance, trying different styles, looks
- A sense of morality - what's right and wrong
- Skills and abilities, and negotiating struggles with social interactions, fitting in, and developing self and personal identity.
- Working on independence, role of interests and self

Adolescents at this stage of psycho-social development known as identity vs role development stage.
Thoughts or expressions of self-harm or self-destructive behavior

Major changes in eating and sleeping patterns

Frequent somatic complaints

Increased irritability, anger or hostility

Difficulty communicating feelings or emotions

Low self-esteem

Isolation from family and peers

Persistent boredom; low energy

Hopelessness

Decreased interest in activities or inability to enjoy previous favorite activities

Frequent sadness, tearfulness, crying

**DEPRESSION**

Difficulty accepting responsibility for behavior/places others

Deliberate attempts to annoy or hurt others

Active defiance/refusal to comply with adult rules and requests

Often questions rules

Excessive arguing with adults

Frequent temper tantrums

**OPPOSITIONAL DEFIEANT DISORDER**

Trouble following multiple adult instructions

Interruptions or intrudes on others

Seems to be "on the go"

Difficulty with organization/loses things frequently

Trouble listening or trouble finishing work

Impatience

Inattention to details/carless mistakes

Difficulty paying attention/easily distracted

**ADHD**

Symptoms of Potential Mental Health Issues in Teens
Decrease in motivational level
loss of interests in previously enjoyed activities
Social withdrawal
Declining grades
New rebellious or oppositional behaviors
Negating items from
Changes in sleeping habits
Significant changes to sleep or eating patterns
Significant mood fluctuations
Skipping school
Changes in peer group
Physical symptoms; smell of alcohol, marihuana, slurred speech, red eyes, etc.

Substance Use
Increased sensitivity to loud noises, lights, certain textures
Can seem to be eccentric
Difficulty with change and transitions
difficultly or done in the "wrong way"
sometimes like everything to be the same, may get upset if something is done
Difficulty with reading or understanding body language and social cues
Difficulty understanding the feelings of others
Restricted or repetitive interests
Focuss on their own interests but may not notice that others are not as interested in what
Difficulty relating to other people

Autism Spectrum Disorder (ASD)
Repeated high risk taking behaviors
Thinking more quickly; thoughts appear to be on "fast forward"
Attention moves constantly from one subject to another
Increase in talking; talking too much, too fast and cannot be interrupted
Feeling tired
Decreased need for sleep; being able to go with little or no sleep for days without
Great increase in energy
Exaggerated sense of importance or popularity
Unrealistic highs in self-esteem; for example someone who may feel all powerful or

Bipolar Disorder
Adolescents Need Structure

- Structure, Leadership, Responsibility, Creativity, Approval, Affirmation, Positive Challenges

Adolescents Need Structure:

- Rules should be clear, consistent.
- Include consequences as well as rewards. Create a strategy or plan where appropriate behavior can be reinforced. For example, provide a reward or token for positive behaviors that can be utilized for raffle drawing at the end of the week.
- Or, reward could be informal role at library, more time on the computer, etc.

Develop a Contingency Model

- Learn to have clear expectations and consequences for behavior. This allows them to have role and can increase sense of responsibility to comply with rules they have contributed in creating.

Avoid Power Struggles

- Review rules, suggest alternative behaviors, encourage problem-solving strategies.
- Talk with or redirect adolescents separately, apart from peer group, if possible, as peer approval can be motivating.

Look for Opportunities to Develop Rapport

- Explore ideas of weekly or every other week group for idea sharing.
- Easier to re-direct behavior or set limits when have rapport with an adolescent. E.g., have a teacher refer adolescent to school social worker or counselor. It would be helpful to talk to connect them with school staff as well as social workers + counselors.
Create Visual Reminders / Aids Regarding Rules.

Adolescents as well as those with ADHD or ASD respond better to visual aids. Have adolescents take active role in creating visuals if possible regarding limits rules; or creating posters or art that can be place in library areas.

Giving Instructions/Reminders One Step at a Time

For Adolescents with either ADHD or ASD issuing instructions one step at a time can be more helpful than giving multiple requests at once.

Look for Opportunities to Identify Strengths and Provide Affirmation

Many adolescents are feeling awkward, self-conscious and trying to find their areas of strength. Look for opportunities to provide reinforcement or affirmation if an adolescent has completed a task or has been helpful to someone else etc.

Develop Opportunities for Positive Challenges with Reward for Completion

Example: 21 Day Gratitude Challenge

See website or resource page to see 21 Day Gratitude Challenge.
Managing a Crisis

Verbal De-escalation

This is a method that we use during a potentially dangerous or threatening situation in an attempt to prevent an individual from harming us, themselves or others.

There are 2 types of interventions we can use in these situations:

- **Non-Verbal Interventions**
  - Body Language, Facial Expressions, Level of Eye Contact, Gestures, Posture, Movement
  - Respect personal space.
  - Convey a willingness to help.
  - Convey that you are in control.
  - Indicate you are open, receptive and willing to help the individual in distress.

- **Verbal Interventions**
  - **Components**
    - 1. Tone
    - 2. Volume
    - 3. Cadence

SPEAK IN A LOW, CALM VOICE OR HELP CALM DOWN SOMEONE WHO IS VULNERABLE...
Tips For Verbal Interventions

- Identify yourself
- Offer to help
- Encourage verbalization
- Identify the problem
- Provide Reassurance
- Try to solve the problem
- Provide Alternatives
- It is ok to not have all the answers

DON'T
- Overreact
- Argue
- Make false promises - respect is lost when there is no follow through
- Overcomplicate
- Presume to know
- Get in power struggle
- Judge
- Fake Attention - really listen to what the other person is saying
- De-escalate

DO
- Remain Calm
- Treat with respect
- Keep it simple
- Validate Feelings
- Follow Through
- Listen
- Be open Minded
- Give Undivided Attention
- Get Assistance

Get all stuff on board
Rational Detachment

- The ability to stay in control of one's own behavior without taking acting out behavior personally.
- Our goal is not only to keep them and ourselves safe but also to help them gain control over their behavior so these episodes are not repeated endlessly.

Self-Assessment

- How am I reacting?
- Am I composed?
- Am I thinking clearly?
- Am I taking any baggage into this interaction?
- Do I have a plan in case this interaction goes poorly?

Precipitating Factors

- Internal or external causes of behavior over which staff have little or no control.
- Staff behaviors and attitudes affect staff. It's not just our behavior but also our attitudes and experiences that affect staff.

Integrated Experience

- Behaviors of the individuals with whom the staff interact also affect staff.
Need for Hospitalization

- Child is in imminent and substantial risk of physical harm to the person himself as manifested by behavior or threats evidencing homicidal or other violent behavior.
- Child is in imminent and substantial risk of physical harm to others as manifested by behavior which has created a grave and persistent risk to his physical health and safety.

![Image of text]
www.GratitudeChallenge.com

The Gratitude Pledge

https://www.samhsa.gov/

Substance Abuse and Mental Health Services Administration (Free Materials)

https://www.ysasa.a/e/are/thehub/2016/02/reality-scopper-random-acts-of-kindness-for-young-adults

Random Acts of Kindness for Young Adults

http://www.aacap.org/

American Academy of Child and Adolescent Psychiatry, Facts for Families

References/Resources
<table>
<thead>
<tr>
<th>Phrase of Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>You're such a smart kid.</td>
</tr>
<tr>
<td>Great answer.</td>
</tr>
<tr>
<td>Wonderfully inspired.</td>
</tr>
<tr>
<td>Great teacher.</td>
</tr>
<tr>
<td>Exceptional work.</td>
</tr>
<tr>
<td>Sound basis.</td>
</tr>
<tr>
<td>Good sport.</td>
</tr>
<tr>
<td>Keep up the good work.</td>
</tr>
<tr>
<td>You're so neat.</td>
</tr>
<tr>
<td>You're very brave.</td>
</tr>
<tr>
<td>Daniele.</td>
</tr>
<tr>
<td>You're a joy.</td>
</tr>
<tr>
<td>You're a real pal.</td>
</tr>
<tr>
<td>I listen to you.</td>
</tr>
<tr>
<td>You're a super listener.</td>
</tr>
<tr>
<td>You're very responsible.</td>
</tr>
<tr>
<td>You're a big help.</td>
</tr>
<tr>
<td>Notice work.</td>
</tr>
<tr>
<td>You're an angel.</td>
</tr>
<tr>
<td>Exceptional.</td>
</tr>
<tr>
<td>Impress me.</td>
</tr>
<tr>
<td>Hunts for answers.</td>
</tr>
<tr>
<td>Looks good.</td>
</tr>
<tr>
<td>Right on.</td>
</tr>
<tr>
<td>You did it.</td>
</tr>
<tr>
<td>Exceptional.</td>
</tr>
<tr>
<td>You make me happy.</td>
</tr>
<tr>
<td>You're special.</td>
</tr>
<tr>
<td>Wonderfull.</td>
</tr>
<tr>
<td>Great job.</td>
</tr>
<tr>
<td>You're great.</td>
</tr>
<tr>
<td>I love you.</td>
</tr>
<tr>
<td>101 Phrases of Praise</td>
</tr>
</tbody>
</table>
THE GRATITUDE CHALLENGE

Date: __________________________

Signature: _______________________

My life unique. From this day forward, I commit to living on the brighter side of life, and to giving thanks for the relationships, experiences, and opportunities that make photos and connecting with friends. I promise to take note of life's little blessings and activities on my gratitude calendar, including writing journal entries, taking

With a hopeful outlook, I promise to fulfill the items of the gratitude challenge. Over the next 21 days, I pledge to complete the

THE GRATITUDE PLEDGE
TAKE NOTE. GIVE THANKS.

WWW.GRATITUDECHALLENGE.COM

sponsored by tiny*prints

Welcome to The Gratitude Challenge, a 21-day project created to help you take note of the brighter side of life.

At Tiny Prints, we believe that sharing gratitude for everyday experiences can revitalize our commitment to living life in a sensational way. As a result, we invite you to spend a few minutes each day appreciating all of life's little blessings through the following list of tasks.

Many of the activities will ask you to write down things for which you feel grateful. Please feel free to do so in any medium available to you, whether that's in a journal or on a personal blog. Remember to attend to each item on its assigned day, and don't skip ahead! It's important to be present and perform each directive at its own pace.
WEEK 1:  
**BE GRATEFUL FOR WHAT YOU HAVE**

<table>
<thead>
<tr>
<th>DAY</th>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Today you start The Gratitude Challenge. Sign the contract and make a commitment to take note and give thanks for the next 21 days. Express why you accepted this challenge and what you hope to achieve from it.</td>
</tr>
<tr>
<td>2</td>
<td>Use the alphabet as a fun and quick format for making a list of things for which you feel grateful. Share this list with your social network through email, a blog post or a Facebook or MySpace page.</td>
</tr>
<tr>
<td>3</td>
<td>Write about something you feel grateful for in your life today.</td>
</tr>
<tr>
<td>4</td>
<td>Write a short message of thanks for some of the “negative” things in your life.</td>
</tr>
<tr>
<td>5</td>
<td>Take five minutes to write about how grateful you are for all of the wonderful things that you currently have in your life. Don’t long for what you don’t possess—instead, take stock of all the blessings you already enjoy.</td>
</tr>
<tr>
<td>6</td>
<td>Take a few minutes to call someone you haven’t talked to in a while. Tell them how much you appreciate them.</td>
</tr>
<tr>
<td>7</td>
<td>Take a picture of one thing, person, place or specific moment that makes you feel grateful. Share it with your social network.</td>
</tr>
</tbody>
</table>
### WEEK 2: BE GRATEFUL FOR EVERYTHING AROUND YOU

<table>
<thead>
<tr>
<th>DAY</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Send thank you notes to five people who deserve a little recognition.</td>
</tr>
<tr>
<td>9</td>
<td>Enjoy the people around you. Take a moment to appreciate their unique talents, abilities and personalities.</td>
</tr>
<tr>
<td>10</td>
<td>Pick one of your five senses to focus on each day. Take note of how many gifts come to you via that single port of entry. Write about this experience.</td>
</tr>
<tr>
<td>11</td>
<td>Try to see the world through the eyes of a child. Think about the things you take for granted on a daily basis, and then express gratitude for everything down to the basic necessities that sustain your current life.</td>
</tr>
<tr>
<td>12</td>
<td>Today, make the effort to live life with a positive outlook. Restrain from criticizing the people around you. Dare to see the glass half full. Listen more than you speak. Give freely of yourself. Practice kindness at every opportunity.</td>
</tr>
<tr>
<td>13</td>
<td>Pick three friends or family members you see regularly. View their actions and gestures through a positive lens, assuming their goodness and witnessing their best intentions.</td>
</tr>
<tr>
<td>14</td>
<td>It's been two weeks since you started The Gratitude Challenge. Write about how The Challenge has changed your perspective thus far.</td>
</tr>
</tbody>
</table>
WEEK 3:
BE GRATEFUL FOR WHO YOU ARE

DAY 15
Take the time to focus on yourself. Appreciate and give thanks for your unique personality, skills and talents.

DAY 16
Stand in front of the mirror for five minutes and focus on at least five things that you love about yourself. Write them down in your journal.

DAY 17
Write about something you feel grateful for in your life today.

DAY 18
For the past three days, you have focused on appreciating what makes you unique. Write about all the things that make you so lovable. Take a moment to appreciate your personal style, talents and charm.

DAY 19
Have confidence in all the choices you have made today and be grateful for being able to believe in yourself.

DAY 20
As The Challenge winds down, write a thank you note to yourself. Thank yourself for taking the time to stop and focus on all the little things for which you feel grateful.

DAY 21
Reflect on the 21 days of The Gratitude Challenge and what this process has meant to you.