

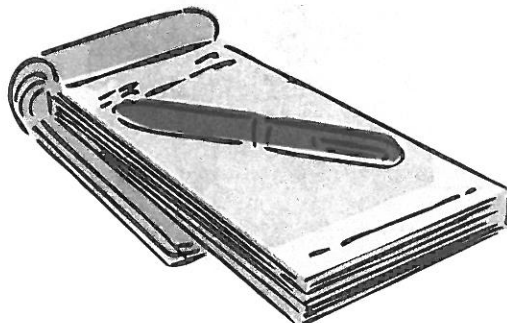
APPENDIX E

Milieu-Systems Materials

- Staff Self-Care Plan** 339
- This brief form can be used to support staff in developing a concrete plan for both in-the-moment and ongoing self-care techniques.
- Sensory Toolbox Guidelines** 340
- This page provides an example of guidelines for a systems-level modulation intervention, a “Sensory Toolbox.” The concrete guidelines provide staff with structure around ways to facilitate youth’s use of, and experimentation with, modulation tools, and helps to support a common language (e.g., around “energy”) and a consistent routine around tool use. This structure also supports dyadic attunement, as staff members engage with youth around modulation strategies.
- Taking a Break** 341
- This form provides an example of a processing form to be used by staff and youth when a child/adolescent has earned a “break” or “time-out” due to minor-level behavior. This form supports youth in recognizing affect, energy, level of control, and specific coping strategies that will support successful reengagement with the larger group.
- Processing Form** 343
- Similar to the “Taking a Break” form, this provides an example of a processing form to be used by staff and youth when a child/adolescent has earned a specific consequence or limit for behavior. This form supports youth in recognizing precipitating triggers for behavior, affect, energy, level of control, and specific coping strategies that will support successful reengagement with the larger group.
- Youth Processing Packet** 346
- This packet is designed to be used with youth after they have earned a consequence or limit for behavior, and should be implemented between child/adolescents and staff members after the children/adolescents have regained control of emotions and behavior. The packet supports youth in identifying triggers for behavior, body clues, energy/arousal level, feelings clues, and thinking clues, and helps youth to engage in problem solving around future coping and affect expression skills, such as accessing resources.

Staff Self-Care Plan

Name: _____ Date: _____



Two **in-the-moment strategies** (e.g., counting to 10, taking three deep breaths, reciting my ABC's) that I will practice when dealing with challenging youth behaviors are:

1. _____

2. _____

Two **long-term strategies** (e.g., getting together with friends, doing something I enjoy) that I will practice upon leaving work are:

1. _____

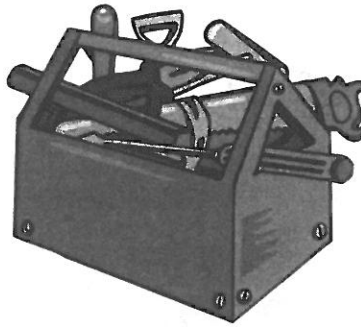
2. _____

Staff Signature/date of review

Supervisor Signature/date

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Sensory Toolbox Guidelines



1. Youth should be *supervised* at all times when using tools in the cart/box.
2. Staff person should begin intervention with a *quick energy check-in* prior to selecting a tool: "Where is your energy at right now—high, medium, or low?"
3. Staff person should guide discussion about changing energy: "Do we want your energy to change by getting lower or higher?"
4. Staff person should provide choices and suggestions about tools to try and frame the exercise as an *experiment*.
5. Staff person should engage in each selected activity with the youth for a specified period of time.
6. Following each activity staff person should *repeat the energy check-in*.
7. When staff person and youth agree that "tool time" is finished, youth should *return the sensory tool directly to the staff person* who is leading this intervention.

Note: This process can be used with additional activity-based strategies such as taking walks, playing basketball, doing art, etc.

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Taking a Break

Name of Student: _____ Date: _____

Procedure: This form should be completed by staff in discussion with student when a **break or time-out** from the group has been earned due to minor behaviors, such as being disrespectful or failure to follow directions.

I understand that I earned a break because I was:

I think that I was feeling: Happy Sad Mad Worried Other _____

(circle all that apply) when I earned a break.



Happy



Sad



Mad



Worried

I earned a break from the group because I was not fully in control of my emotions/behavior. I can learn about how much control I have right now by checking the following:

(Use these questions as a guide to help assess student's experience in the moment.)

_____ Where's my energy level? Low Medium High

_____ How does my body feel? Breathing (fast or slow); heartbeat (fast or slow); muscles (tense like uncooked spaghetti or loose like cooked spaghetti) _____

_____ What am I thinking right now? _____

_____ What am I feeling right now? _____

_____ What are my triggers right now? _____

On a scale of 1 to 5, my self-control is:

1-----2-----3-----4-----5
No control Little control Not sure Okay control Good control

(Give examples of no control and good control: an engine overheating and exploding versus an engine that is running smoothly; a train running off the tracks versus a train running at a comfortable speed for its passengers.)

(cont.)

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Taking a Break (page 2 of 2)

Staff will know I am in control when I am able to:

- Stay in the designated break area until staff gives me permission to leave.
- Talk with staff in a safe, respectful way.
- Focus on myself, not my peers.
- Listen to staff.
- Follow staff directions.
- Practice a sensory skill of my choice right now (*for at least 1 minute and make note of which skill used*).
- Join routines when staff and I agree I am ready.
- Other _____

How will I show staff I am ready to join community routines? _____

I would like staff to help me stay on track by (*try to encourage student input here and note any observations you think are important; consider check-ins, reminders, play a game during quiet time, etc.*):

When I return to the community, I will do the following in order to help myself stay on track:

Follow up with supervisor/clinician to review student response to this discussion and finalize any decisions regarding repair work, safety agreement, or precaution status.

Staff member/date and time

Processing Form

Name of student: _____

"How Do I Know When I Am in Control and Ready to Be Part of the Community Again?"

Procedure: This form should be completed by staff in discussion with student when a consequence or time-out has been earned. It should be completed away from the group.

I understand that I earned a consequence/time-out because I was:

This is what happened right before I earned a consequence (*check all that apply*):

- Someone said something to me.
 I was asked to do something I did not want to do.
 Something happened that scared me.
 I could not do something that I wanted to do.
 I heard bad news.
 I was feeling something I did not like.
 I was thinking about something I DO LIKE to think about.
 My body felt uncomfortable.
 I was thinking about something I DO NOT LIKE to think about.
 I had an unpleasant memory.
 I felt unsafe (because) _____
 Other _____

I think that I was feeling: Happy Sad Mad Worried
Other _____ (*circle all that apply*) when I earned a consequence.



Happy



Sad



Mad



Worried

(cont.)

Processing Form (page 2 of 3)

I earned a consequence because I was not fully in control of my emotions/behavior. I can learn about how much control I have right now by checking the following:

(Use these questions as a guide to help assess youth's experience in the moment. Responses to all questions are not necessary, but the more information you get, the better able we are to assess readiness for reentry into the program/community.)

- _____ Where's my energy level? Low Medium High
- _____ How does my body feel? Breathing (fast or slow); heartbeat (fast or slow); muscles (tense like uncooked spaghetti or loose like cooked spaghetti)
- _____
- _____ What am I thinking right now? _____
- _____ What am I feeling right now? _____
- _____ What are my triggers right now? _____

On a scale of 1 to 5, my self-control is:

1-----2-----3-----4-----5
No control Little control Not sure Okay control Good control

Give examples of no control and good control: an engine overheating and exploding versus an engine that is running smoothly; a train running off the tracks versus a train running at a comfortable speed for its passengers.

Staff will know I am in control when I am able to:

- _____ Stay in the designated break area until staff gives me permission to leave.
- _____ Talk with staff in a safe, respectful way.
- _____ Focus on myself, not my peers.
- _____ Listen to staff.
- _____ Follow staff directions.
- _____ Accept my consequence *(if appropriate)*.
- _____ Agree to and follow a safety plan *(if I need or have one)*.
- _____ Practice a sensory skill or use a sensory tool of my choice right now *(for at least 1 minute and make note of which skill used)*.
- _____ Join routines when staff and I agree I am ready.
- _____ Other

How will I show staff I am ready to join community routines?

(cont.)

Processing Form (page 3 of 3)

I would like staff to help me stay on track by *(try to encourage youth input here and note any observations you think are important; consider check-ins, reminders, play a game during quiet time, etc.)*:

When I return to the community, I will do the following in order to help myself stay on track:

Follow up with supervisor/clinician to review student response to this discussion and finalize any decisions regarding repair work, safety agreement, or precaution status.

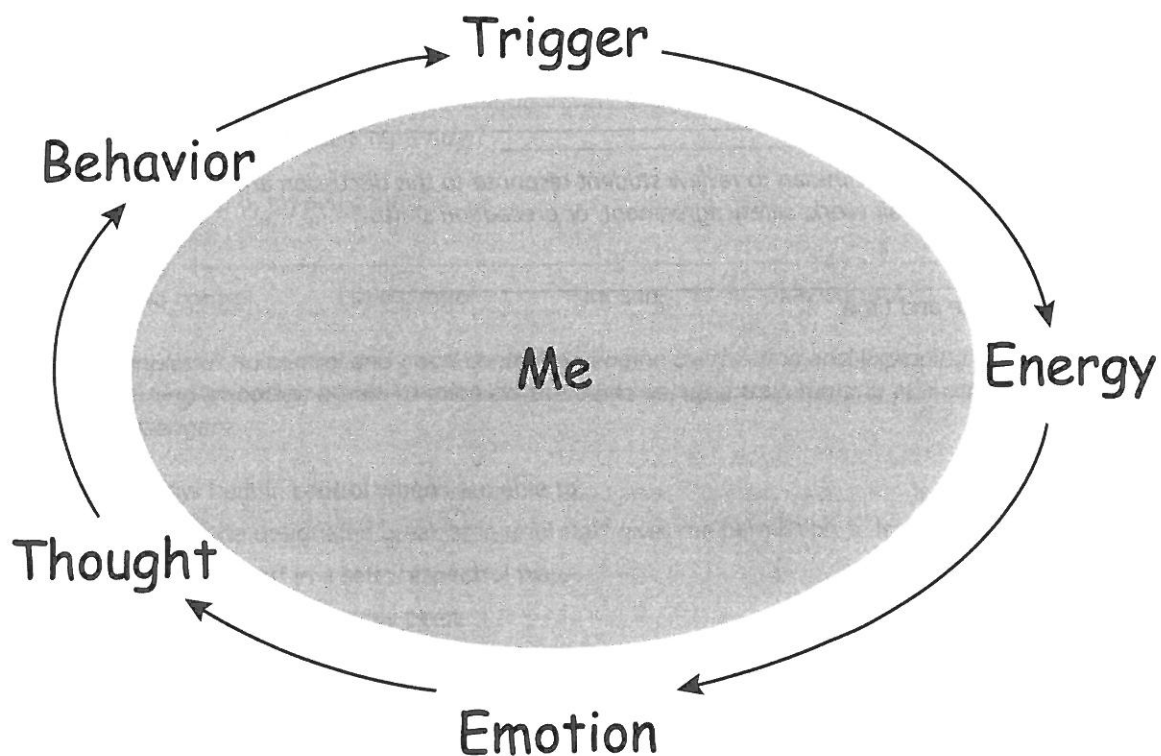
Staff member/date and time

Youth Processing Packet

Becoming a "Feelings Detective" by Completing My Processing Packet

Understanding the Link between My Energy, Feelings, Behaviors, and Thoughts

Name _____



(cont.)

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Youth Processing Packet (page 2 of 12)

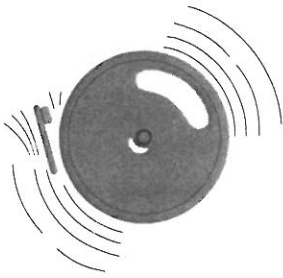
This Happened Right Before I Earned a Consequence/Time-Out

Please check off all of the things that happened right before you earned a consequence:

- Someone said something to me.
- I was asked to do something I did not want to do.
- Something happened that scared me.
- I could not do something that I wanted to do.
- I heard bad news.
- I was feeling something I did not like.
- I was thinking about something I DO LIKE to think about.
- My body felt uncomfortable.
- I was thinking about something I DO NOT LIKE to think about.
- I had an unpleasant memory
- I felt unsafe (because) _____
- Other _____

(cont.)

The Body's Alarm System (for staff to teach or remind students)



We all have a built-in alarm system that signals us when we might be in danger. One reason why human beings have been able to survive over time is because our brain recognizes signals around us that tell us danger might be coming. This helps our bodies prepare to deal with danger when it comes.

FALSE ALARMS

- False alarms can happen when we hear, or see, or feel something that reminds us of bad things that used to happen. Those reminders are called "triggers."
- Different people have different reminders. Reminders can be people, places, smells, sounds, touch, taste, certain emotions, etc.

WHAT HAPPENS WHEN THE ALARM GOES OFF?

- Once our alarm goes off, our brain preps our body for action. When that happens, our body fills with "fuel" to prepare us for dealing with danger, and this fuel feels like energy in our body.
- The fuel gives us the energy to fight, or **get away**, or freeze. When our body has all that energy, we have to do something.
 - ◆ So—some kids will suddenly feel really angry or want to argue or fight with someone. Some kids just feel antsy or jumpy.
 - ◆ Some kids want to hide in a corner or get as far away as they can—and sometimes they don't even know why.
 - ◆ Other kids will suddenly feel really shut down, like someone flipped a switch and turned them off.
- All of these are ways your body is trying to deal with something that it thinks is dangerous.

(cont.)

My False Alarm Goes Off When . . .



Please think about and have staff write down anything that might have happened before you earned a consequence/time-out that could have reminded you of something bad, sad, or scary that happened to you before you came to this program. It's important to learn about what kinds of reminders might feel dangerous to you and how your body reacts when those reminders are around.

False Alarm or Trigger

1. Hearing people yell, loud tone of voice

Reminds Me of . . .

Times when I was yelled at a lot.

When I think about this now I feel:



Happy



Sad



Scared/Worried



Angry

Other

2. Feeling alone, being ignored

Times when I did not get enough attention when I was little.

When I think about this now I feel:



Happy



Sad



Scared/Worried



Angry

Other

Staff Reminder: When learning about student triggers, please respond by validating what you hear and referring any further detail to therapy.

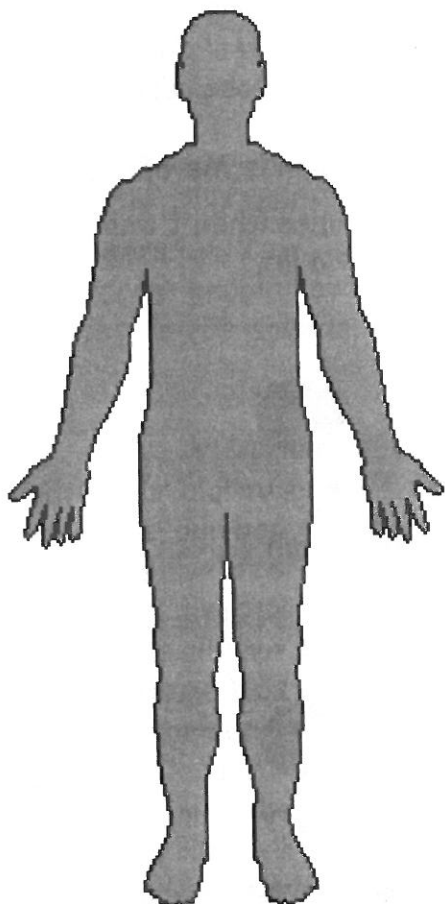
"It makes sense that you feel _____ now or that you react by _____ when _____ happened because you've been through some really hard things. We can't talk a lot about your past now but if it's okay with you, I'd like to let your therapist know that we talked about this today so that you can follow up with her or him."

(cont.)

Noticing My Energy and Body Clues

When my alarm went off, my energy was (please circle):

High Medium Low



I know that my energy was _____ because my body clues were:

Breathing (please check):

Fast Medium Slow

Heartbeat: (please check):

Fast Medium Slow

Muscles (please check):

Tense like uncooked spaghetti

Relaxed like cooked spaghetti

Body Temperature: Hot Warm Cold

Other Body Clues: _____

(cont.)

Youth Processing Packet (page 6 of 12)

Noticing My Feelings Clues

When my alarm went off and I was triggered, I felt (please circle all that apply):



Sad



Scared/Worried



Angry or Frustrated



Happy



Confused



Disappointed

Other (draw in)

I know that I felt _____ because:

My behavior was: _____

My energy was: _____

My thoughts were: _____

My body felt: _____

Other clues? _____

(cont.)

Noticing My Behavior Clues



These are the behaviors that show me and others that I was triggered or very upset (circle all that apply):

- Asking to talk to staff
- Asking to go to the nurse because of a stomachache, headache, etc.
- Not following staff directions
- Going to my room to be alone
- Yelling at a staff person
- Yelling at another student
- Trying to break something
- Trying to hurt myself
- Trying to hurt someone else

Other "clue behaviors" that tell me and others that I am triggered or very upset (staff should list):

1. _____
2. _____

(cont.)

Youth Processing Packet (page 8 of 12)

Noticing My Thinking Clues



These are the thoughts that show me and others that I am triggered or very upset (circle all that apply):

- Thinking that staff is mean or out to get me
- Thinking that students are mean or out to get me
- Thinking something negative about myself, like that I am bad or stupid
- Thinking that nobody cares about me
- Thinking that things will never get better
- Thinking about hurting myself
- Thinking about hurting someone else
- Thinking about running away

Other "clue thoughts" that tell me and others that I am triggered or very upset (staff should list):

1. _____

2. _____

(cont.)

**What Tools Can I Use to Stay in Control and Get What I Need
When I Am Triggered or Very Upset?**

1. The next time that I become triggered or upset, my goal is to _____

instead of doing something that is hurtful to myself or others or that leads to a consequence.

2. When _____ happens the next time, I will try to do something to get into my "comfort zone" before I do anything else.

When _____ happens and my energy is high/low, then I will try to practice _____

_____ from the list(s) below:

Remember: YOU have the power to change what you feel! When your energy is HIGH or Medium HIGH and uncomfortable and your feelings are big, start with one of these TOOLS and then try one from the LOW-energy list.

- Walk around the building one time with staff permission.
- Use the balance board.
- Play catch with someone.
- Play catch by yourself.
- Run in place.
- Do 10 jumping jacks.
- Do 10 push-ups (challenge staff to do more!).
- Dance.
- Sing a song.
- Squeeze a stress ball as hard as you can.
- Hold a weighted ball.
- Try out the body sack.
- Or . . . think of some other ways to MOVE YOUR BODY!

(cont.)

When your energy is LOW or Medium LOW and uncomfortable, and you need to wake up your mind and body, start with one of these TOOLS and then try one other tool from the HIGH-energy list.

- Listen to quiet music.
 - Read a book.
 - Sit down and play a quick game of cards.
 - Blow Bubbles or just BREATHE slowly.
 - Draw a picture.
 - Write a poem or write in a journal.
 - Balance the peacock feather.
 - Squeeze a stuffed animal.
 - Use the sensory belt.
 - Use the weighted lap blanket.
 - Play with a Koosh ball or some other sensory tool.
 - Manipulate the Rubik's Cube or a puzzle.
 - Talk to someone OR think of some other way to WAKE UP YOUR BODY.
3. When I'm triggered or upset, it helps me when staff . . .
-
-
-

4. When I'm calm, I'm going to tell someone that I'm upset and that what I need to reach my goal is one or more of the following resources:

Identifying Resources: Choose the top three people whom you feel comfortable talking to:

- 1.
- 2.
- 3.

Using Your Resources:

- a. Picking your moment: Please circle the best time to ask staff member for help:
 - ◆ When another student is having a hard time.
 - ◆ When he/she is talking to another student.

(cont.)

- ◆ When he/she is talking to another staff person.
- ◆ When he/she is asking you if you need a check-in.
- ◆ When he/she is not busy with something else.
- ◆ Other _____

b. Using My Skills to Get What I need:

- ◆ I will use a _____ tone of voice.
- ◆ The kinds of words that I will use will include:

- ◆ The kinds of behavior that I will show will include: _____

I will know that I have reached my goal when:

I know that I can reach my goal because (identify two positive things about yourself):

1. _____
2. _____

(cont.)

Youth Processing Packet (page 12 of 12)

Processing Packet Review



I reviewed my packet with _____ on _____.

Student Name (signature)

Caregiver signature and date