

# Life Space Crisis Intervention: Introduction to Staff

## Resources that will be helpful:

- Talking Points for the LSCI training
- Worksheets
- Article to handout for staff on the Conflict Cycle
- Conflict Cycle Diagram
- Movie clips – Access on You tube –see below. Need to be able to project film clip.
- Haim Ginott quote.

## Time: 1 hr.

### A. Introduction: (15 minutes)

“Life Space Crisis Intervention involves the conscious use of problems that occur at school to promote growth, development, learning, and accountability.”

Think about some of the challenging students you have worked with over the years and some of the frustrations you have encountered with their behaviors...*Points don't matter, consequences don't matter, secretively wish they didn't come back tomorrow. We all have kids like this.* These are the students we want to talk about during this time today.

Before we get too much into the content let's take some time to complete this worksheet.

### The Behavioral Symptom Worksheet

\*\*\*Other Worksheet: It was called *My Views: Dealing with Troubled and Troubling Youth*.

Brief discussion after completing Worksheet :

Ask the audience to list outloud characteristics and see where some of the characteristic fit... List the “inconsistent” ones on the board. There was no “right or wrong” answers here. These are the differences in OUR beliefs and perspectives. Now that we have seen our inconsistency- how is that helpful to kids. Think about the impact on our students having all these differences in values and beliefs. What does a student learn from us...We know that students, especially our more at risk students, do better with consistent and predictable responses. LSCI provides us a means to provide that consistency and predictability.

How many students do we have that:

- We wish hadn't returned this year.... Or
- weren't here today.....or
- we feel like... or

We have all made mistakes at different times with these challenging kids...

LSCI will provide us behavior management skills, and tips to avoid power struggles and help us in our efforts to be more consistent and predictable.

One thing we want to notice is the difference between “troubled” and “troubling”.

# Life Space Crisis Intervention: Introduction to Staff

We want to begin to break patterns of behavior...

“Students in stress create in adults their feelings, and if not trained, the adults will mirror their behavior.”

Or... “The problems kids cause are not the causes of their problems”

Or...The iceberg- We will be attending to the behavior, although if we don’t look below the surface we will not get to the REAL issue.

We are going to use this Cognitive Behavioral Intervention process to help us with this...

(Use one of the two clips to work your way through the conflict cycle... \*\* See individual film clip pages for reference.)

## B. THE CONFLICT CYCLE... (30 minutes)

(Use a blank conflict cycle diagram to work from.)

1. An incident occurs (frustration, failure, etc.) that **ACTIVATES** a troubled student’s irrational beliefs (e.g., “Nothing good ever happens to me,” “Adults are unfair!”), which in turn defines it as a stressful incident.
2. These negative beliefs and thoughts determine and **TRIGGER** the intensity of the student’s feelings.
3. These intense feelings – not the student’s rational forces – **DRIVE** his or her inappropriate behaviors.
4. The inappropriate behaviors (yelling, threatening, sarcasm, refusing to speak) **INCITE** adults.
5. Adults not only pick up the student’s feelings, but also they frequently **MIRROR** the student’s behaviors (yell back, threaten, etc.).
6. These negative adult **REACTIONS** increase the student’s level of stress, escalating the conflict into a self-defeating crisis.
7. Although the student may lose this battle (i.e., he or she is punished), the student wins the war! His or her **SELF-FULFILLING PROPHECY** (irrational belief about adults) is **REINFORCED**. Therefore, the student has no motivation to change or alter the irrational beliefs or the inappropriate behaviors.

# Life Space Crisis Intervention: Introduction to Staff

## Breakfast Club Movie Clip (clip runs approximately 5 minutes)

The scene is when the students are in the library “not supposed to be monkey business” quoted; watch until you see the Principal’s face outside of room sigh. <http://www.youtube.com/watch?v=y8qb9TRqZsM&feature=related> not quite long enough

Bender (Judd Nelson)	system estrangement kid
Claire (Molly Ringwald)	
Brian (Anthony Hall)	New Tools
Allison (Ally Shelly)	
Andy (Emilo Estevez)	

### Debrief:

- How many of you have a Bender?
- Why did Bender unscrew the door? Fun, Bored, Power, and Reinforce his belief system- the Principal’s reaction was just like Bender’s fathers. He expected his principal’s reaction and was consistent with the world around him.

Principal’s Conflict Cycle: Stressful event- door not propped open anymore  
Principal Feeling- challenged, pissed off  
Principal’s Behavior-“WHO CLOSED THAT DOOR?” Confronting, yelling. “DO YOU WANT ME TO YANK YOU OUT OF THAT SEAT AND SHAKE IT OUT OF YOU?”

Bender’s Conflict Cycle: Stressful event- comment from Principal: “THE NEXT SCREW THAT FALLS OUT AND IT’S GOING TO BE YOU BENDER”  
Student Feeling- challenged, pissed off, you are just like my father  
Student Behavior-“EAT MY SHORTS”

### Power Struggle or Double Struggle Begins:

“Eat my Shorts” ..... “What did you say to me?” .....back and forth. The principal took the situation as a personal attack.

- What did Bender expect the principal to do? What was Bender’s goal? This is how Bender sees his role as setting himself up to get into trouble.
- How do we reinforce patterns with students?

### What could you have done differently?

- Planfully Ignored (basket “C” of explosive child)
- “Gosh, since the door won’t stay open anymore, I am going to have to stay in here all day.(Natural consequence)
- “Wow, the door closes.” (simple acknowledgement of fact)

OR

# Life Space Crisis Intervention: Introduction to Staff

## Goodwill Hunting (clip runs approximately 5 minutes)

*The scene starts when three men are in the therapist office "It's a poker game with this kid; don't let him know what you've got..." Then therapist Sean McGuire meets Will for first counseling appoint. Stop after Will gets choked and Sean's face is shown. <http://www.youtube.com/watch?v=JQf7O3GeHVk> (youtube: Goodwill Hunting First Meeting*

Will: "Like what you've done with the place" (deflecting), banter back and forth, Will testing out what Sean knows about the world, and dismissing when the therapist does know something..... "Maybe you married the wrong woman"

### Debrief:

Therapist's Conflict Cycle: Stressful event- When Will states "maybe you married the wrong woman"

Therapist's Feeling- Vulnerable, inadequate to deal with that job

Therapist's Behavior- Grabbed Will's neck

Will's Conflict Cycle: Stressful event- Coming into therapy, possibly being exposed

Will's Feeling- Defended

Will's Behavior- Attacking his therapist and looking for the therapist's weakness, that is Will's best defense

- Why did Will act that way? **He was setting up the world to be predictable, getting choked was what he expected out of adults.**

After several failing attempts with different psychologist, Will is assigned to Sean McGuire, a therapist who's a childhood friend of Professor Lambeau. Difficult to break, Will maintains the tough-guy appearance, subsiding personal fears and weaknesses. Not easy for Sean, he manages to break Will's unwillingness to open up; uncovering a troubled past as an abused orphan. Once the trust was established, Sean then becomes a mentor to Will, offering guidance throughout his life. However, the relationship also helped Sean, the therapist, to reflect on his own life struggles; in turn, becoming a process of reflection and life-changing transformation for both Sean and Will.

<http://www.buzzle.com/articles/at-the-movies-adult-learning-theory.html>

First a stressful event... there is the possibility for learning if we support the learning process.

# Life Space Crisis Intervention: Introduction to Staff

- Each conflict triggers a stressful event in the other
- We don't want to reinforce the student's belief system and pattern
- We want to change so that he/she can change.
- We don't want to be counter-aggressive.
- All relationships are damaged when the conflict cycle is played out.

## C. In our building ...how we are going to use this information... (10 minutes)

By being aware of the conflict cycle, we are more likely to not become a part of the predictable and usual outcomes for our students.

We want to ask all of you as staff to think of the one or two students that came to mind as you heard this presentation and begin to notice their behavior patterns. We want to think in terms of what are their stressful events and what does their cycle look like. As you become better able at recognizing their patterns you will better be able to not become a part of/or contribute to that cycle and we can intervene earlier to help those students unlearn their self-defeating behaviors.

We have ? (number) of people who have been trained to conduct Life Space Crisis Interventions with students who have found themselves in a crisis situation. These people will work to support these students to be able to choose differently for a different outcome and be able to support the adults to not engage in the cycle...and will help transition the students back into the classrooms, and provide support to you as the adults who are learning new language and skills as well.

(Then describe how this might look...) Jerry is upset before he ever gets to class and when.... "an example".

## D. End with the Haim Ginott quote. ( 5 minutes)

I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis

will be escalated or de-escalated, and a child humanized or de-humanized.

*Between Teacher and Child*