

Creating Safe and Respectful Environments CD Tool Group Leader Guide

Activities and Lesson Enhancers

The following questions and activities can be used during the CD presentation to help enhance the learning experience of the trainees. There is a “pause” button directly beneath the video on the computer screen so that you can easily stop and restart the presentation for discussion.

It is recommended that the following discussion questions and activities be reviewed prior to the training. Given the amount of time that these activities may take, it may not be possible to use them all in one training session. Select those activities and questions that will best engage your group in the areas most important to your facility.

I. Professionalism

A. How do young people get to be the way they are? (6:48)

1. Just prior to showing this section, ask the training group one or more of the following questions:
 - What experiences during childhood and adolescence shape the values we hold and the behaviors we display?
 - To what degree are our values and behaviors a product of genetic/biological influences like mental illness, physical illness, developmental delays etc?
 - Why is it that some kids from troubled families or neighborhoods violate society’s laws and others do not?

2. Just after showing this section ask the following question:
 - What do you think of some of the officers’ ideas about how these kids became the way they are?
 - Why should we be concerned about the reasons kids end up in our facility?
 - What are some of the difficult aspects of working with the youth in this center?
 - What are some good things that come from working with these youth?

B. Professionalism is... (9:00)

1. Just prior to showing this section, ask the training group one or both of the following questions:

- What does it mean to behave in a professional way when you are dealing with youth?
- Why are we stressing the importance of behaving in a professional way when dealing with these youth?

2. Role-Play

Break the trainees into small groups. Ask them to do a 2-3 minute skit depicting a typical interaction between a disrespectful youth and an officer/youth worker. Instruct them to do it in two versions. The first version should show an officer acting in a non-professional way and the second a professional way. After each group acts out the scenario have them discuss the following:

- What are the benefits of dealing with the youth in a professional way?
- Why do we sometimes slip into unprofessional ways of behaving?

C. Do not counter attack (12:01)

Just prior to showing this section, ask the training group one or more of the following questions:

- Why do we sometimes get angry at the youth?
- How can our anger affect the way we act with the youth?
- Why do we sometimes say or do things out of anger when dealing with the youth?
- What are some things we can do to keep our selves from reacting negatively out of anger?

D. Why do kids ask “Who’s working tonight?” (14:49)

Just prior to showing this section, ask the training group one or more of the following questions:

- Why do staff bend the rules sometimes?
- Is it OK to bend the rules? If so, when?
- What can we do as staff to be more consistent in applying the rules and policies of the center?

E. The man on the subway (15:56)

Just after showing this section, ask the training group one or more of the following questions:

- Has anybody had an experience like this where their initial impressions turned out to be wrong?
- Why did the observing man's feelings change about the father?

F. Journey to war (19:24)

Just after showing this section, ask the training group one or more of the following questions:

- What types of experiences change people long after they have happened?

G. Survival skills discussion (26:02)

Just after showing this section, ask the training group one or more of the following questions:

- Think about some of the behaviors the youth in our center display that is very problematic. What kind of environments might have contributed to the development of that particular behavior?

II. Creating Safe and Respectful Environments

A. External and interpersonal environments (29:40)

Just after showing this section, ask the training group one or more of the following questions:

- Think about different kinds of environments you have experienced. A vacation resort, a sporting event, a concert. What kinds of things do you find in each of these environments and what is the intended effect of these on your mood and behaviors?

B. Let's have a party (31:00)

After watching the segment on "Let's Have a Party" (0:31:00), stop the presentation and ask:

- What is the mission of our facility?
- If you don't know what the mission statement is, who can you ask or where can you find it?
- Would you add anything to the facility's mission statement or change anything given the opportunity?

C. The Crisis Cycle (35:00)

Prior to showing this section, give the trainees a copy of the crisis cycle diagram.

D. Pre-crisis warning signs (40:20)

- 1. Interpersonal (40:52)**
- 2. Environmental (42:26)**
- 3. Personal (44:15)**

Identifying Pre-crisis warning signs discussion. (Use this question after the discussion in the video at (00:47:00.)

- What are some of the Interpersonal, Environmental and Personal Pre-Crisis warning signs that you saw while on your last shift?
- During the last week?
- Have participants write their answers down either on a board or on paper and discuss the pre-crisis warning signs.
- What interventions did they use or which might they consider using in the future to bring the environment back down to Safe and Respectful?

III. The 16 Strategies

A. Setting limits (49:44)

1. Prior to showing this section, ask the group the following questions:

- Why do some people struggle to set limits with youth?

2. Suggested Activity: After showing this section, create teams of three. Ask the first team to respond to your presentation of a child doing something that requires a limit (such as cursing, threatening another, horseplay with another youth, throwing things in the house etc) Ask each member of the team to do one part of the three-part limiting setting process. Go to each team and present a new opportunity to respond.

B. Positive reinforcement (51:36)

Suggested Activity: After this section, play the “Yes, Yes, No, No” game.

Create two teams of two participants. Hand one member of each team the goal paper. On one paper is the following instructions. “You are to guide your partner to complete the following three tasks. 1. Take a marker and write at least three letters on the easel pad, 2. Open and close a door in the room and 3. pick anything up. Tell the one member he/she can make no sound or movement other than the word yes. The other team gets a similar task but the only word they can say is no. See which team completes the task faster.

This activity will highlight the power of positive reinforcement over negative in helping people know and do the right thing.

C. I statements (58:32)

Practice turning these into “I” statements or information statements:

- a. “You’d better clean this room right now.”

Possible answers:

"The room needs to be clean before breakfast."

"I need you to clean this room before we can go to rec."

b. "You have an attitude problem."

Possible answers:

"I don't like the way you're speaking to me right now."

"In this center we treat each other respectfully."

D. Identify the 16 Strategies in the video (1:06:18)

Suggested Activity: View the video at the end as a group and have officers call out or mark on their hand-outs of the 16 strategies when they see one of the strategies in use. Discuss how many of these strategies are already used regularly by officers and staff and which new strategies might be tried on the next shift.

Some of the skills and concepts demonstrated in the vignette are as follows:

- c. 1:06:38 – Pre-crisis warning sign for staff
- d. 1:06:58 – Pre-crisis warning sign for staff (late coming in)
- e. 1:07:07 – Pre-crisis warning sign for youth – (resident's birthday)
- f. 1:07:28 – Horseplay scene demonstrates Limit Setting technique and promoting the safe and respectful environment
- g. 1:08:11 – Give choices rather than orders when possible
- h. 1:08:55 – Give residents a way to comply with dignity
- i. 1:09:24 – Validate feelings prior to re-directing, promote the safe and respectful environment
- j. 1:10:41 – Positive reinforcement
- k. 1:11:09 – Remove the audience
- l. 1:11:49 – Validate feelings prior to redirecting
- m. 1:12:17 – Give choices instead of orders when possible
- n. 1:12:53 – Restore the physical environment
- o. 1:13:10 – No war stories for 30 minutes

* The officer shows numerous examples of "modeling" behavior by how he interacts with residents, despite the fact that they are cursing or acting out.