

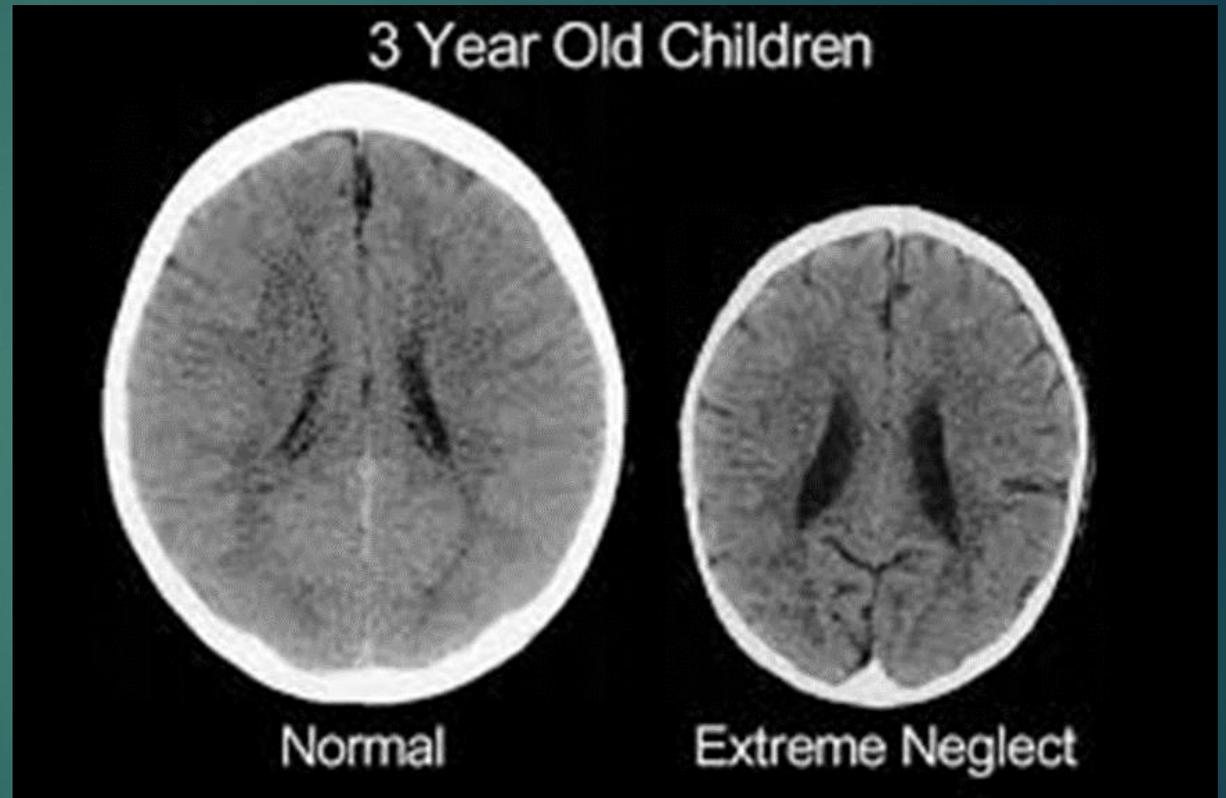


Tips and Tricks for Effective Communication with Students

SUSAN PALACIOS, PHD, LPC

COMMUNITY MENTAL HEALTH PROGRAM ADMINISTRATOR

Our kids
often
come
from hard
places!



ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



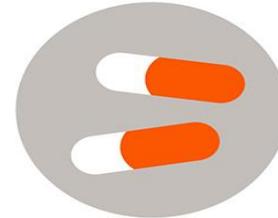
Mental Illness



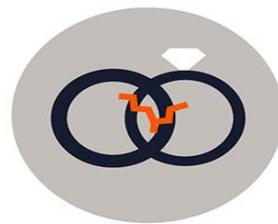
Incarcerated Relative



Mother treated violently



Substance Abuse

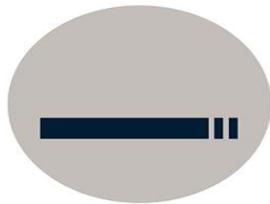


Divorce

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



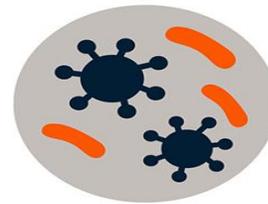
Diabetes



Depression



Suicide attempts



STDs



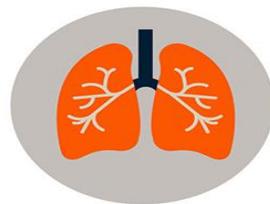
Heart disease



Cancer



Stroke



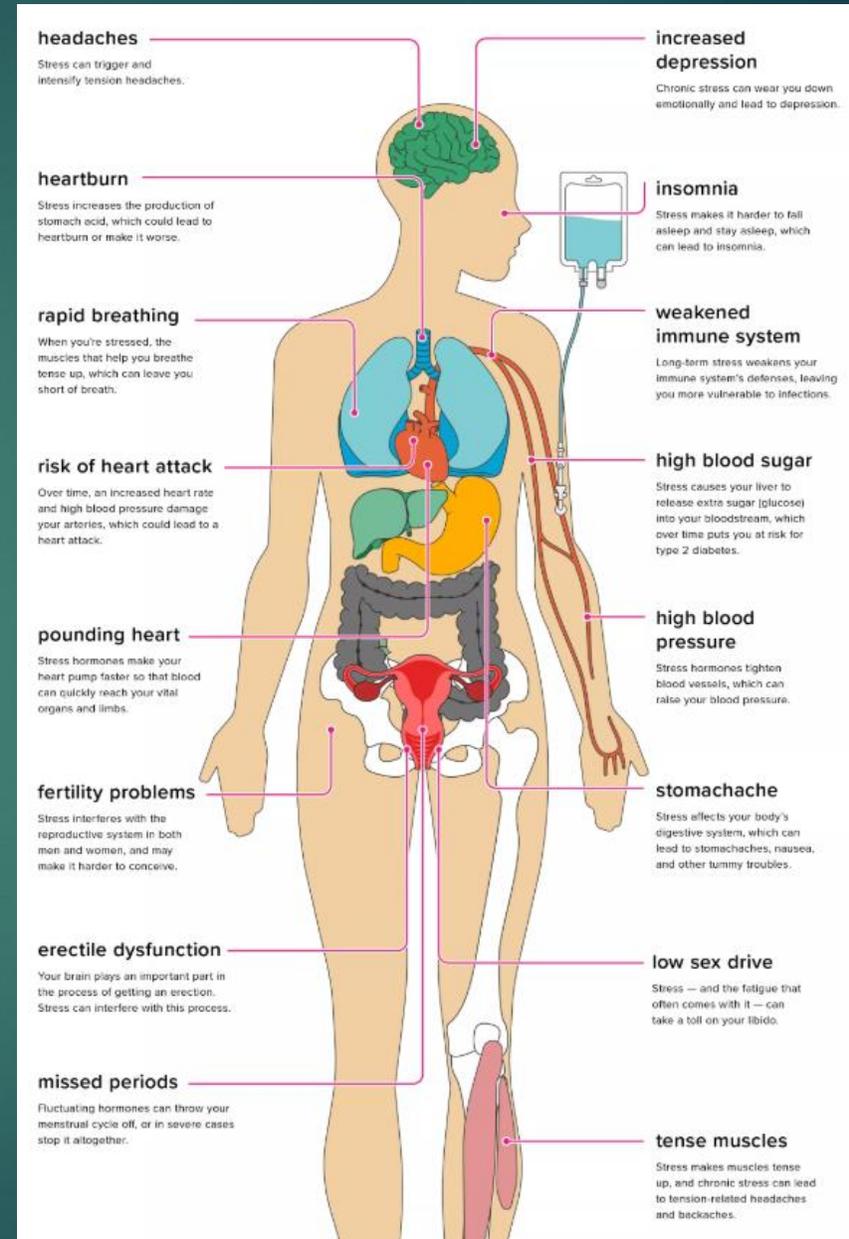
COPD



Broken bones

Stress and the Body

- Increased Depression
- Stomachache
- Tense Muscles
- Pounding Heart
- Rapid Breathing
- Fidgety
- Inability to concentrate
- Dysregulation
- Insomnia
- Prefrontal Cortex offline



The kids who need
the most love will ask
for it in the most
unloving ways.

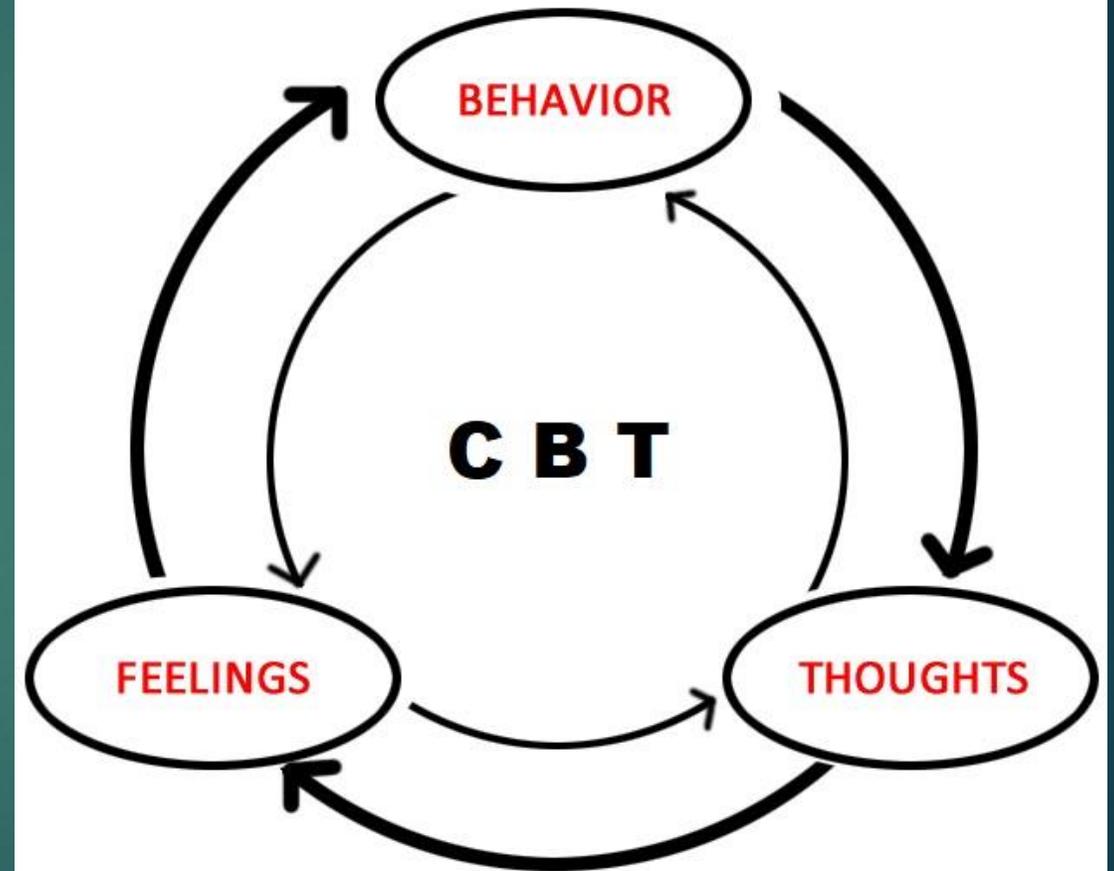


Made with  by recitethis.com



Cognitive Behavioral Theory

- CBT – Dr. Aaron Beck
- Thinking Drives Behavior
- Changing the way you think about a situation can change the way you feel and change the way you behave.
- Recognizing “thinking errors” can help you gain a healthier understanding of situations and the motives of others.



Unhelpful Thinking Styles

All or nothing thinking



Sometimes called 'black and white thinking'

*If I'm not perfect I have failed
Either I do it right or not at all*

Over-generalising

*"everything is always rubbish"
"nothing good ever happens"*

Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

Mental filter



Only paying attention to certain types of evidence

Noticing our failures but not seeing our successes

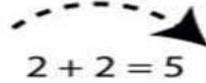
Disqualifying the positive



Discounting the good things that have happened or that you have done for some reason or another

That doesn't count

Jumping to conclusions



$2 + 2 = 5$

There are two key types of jumping to conclusions:

- **Mind reading** (imagining we know what others are thinking)
- **Fortune telling** (predicting the future)

Magnification (catastrophising) & minimisation



Blowing things out of proportion (catastrophising), or inappropriately shrinking something to make it seem less important

Emotional reasoning



Assuming that because we feel a certain way what we think must be true

I feel embarrassed so I must be an idiot

should
must

Using critical words like 'should', 'must', or 'ought' can make us feel guilty, or like we have already failed

If we apply 'shoulds' to other people the result is often frustration

Labelling



Assigning labels to ourselves or other people

*I'm a loser
I'm completely useless
They're such an idiot*

Personalisation

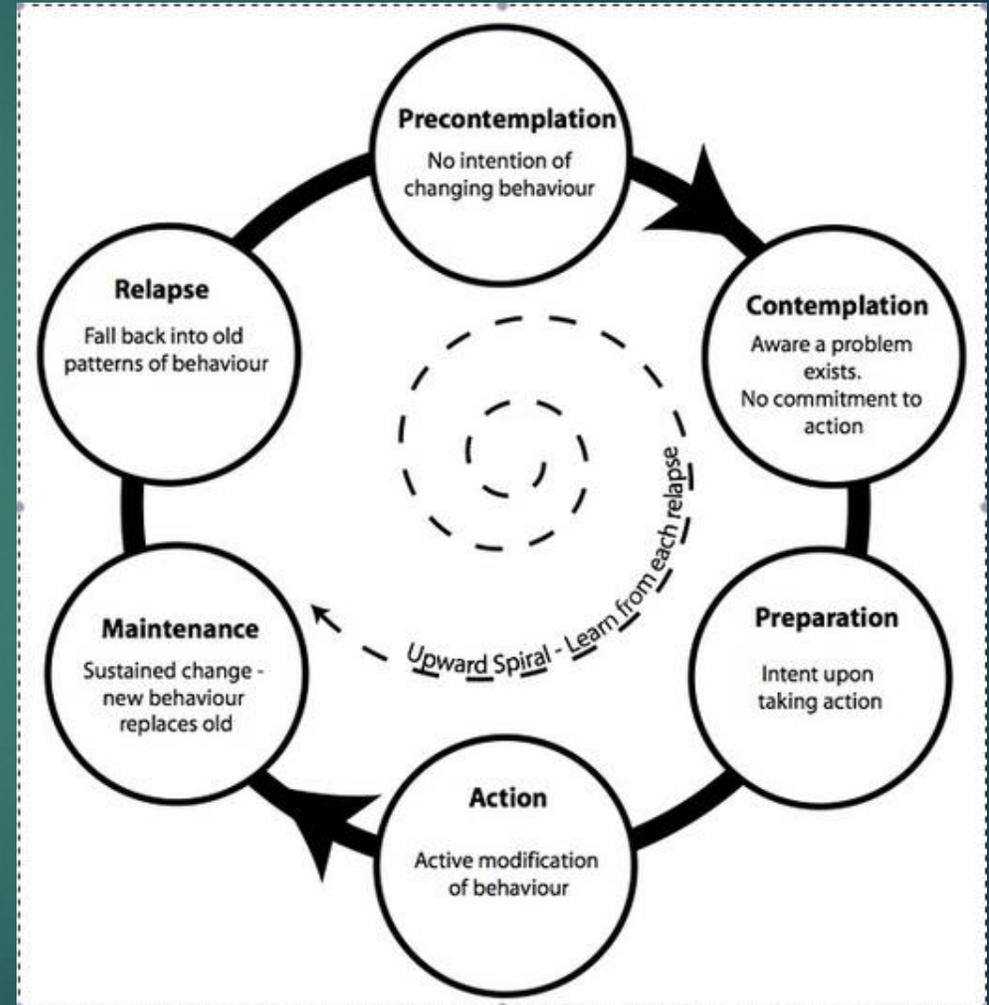
"this is my fault"

Blaming yourself or taking responsibility for something that wasn't completely your fault

Conversely, blaming other people for something that was your fault

Motivational Interviewing

- MI – Based on work of Carl Rogers, William R. Miller and Stephen Rollnick
- Helps clients find their own motivation for making positive decisions and changes.
- Uses Stages of Change to help client move through ambivalence



Dialectical Behavioral Therapy

- DBT – Dr. Marsha Linehan
- Cognitive – helps client identify assumptions, beliefs
- 4 modules
 - Mindfulness: the practice of being fully aware and present in this one moment
 - Distress Tolerance: how to tolerate pain in difficult situations, not change it
 - Emotion Regulation: how to change emotions that you want to change
 - Interpersonal Effectiveness: how to ask for what you want and say no while maintaining self-respect and relationships with others

Distress Tolerance Skill 1: TIPP



TEMPERATURE

Change your body temperature. Splash your face with cold water, hold an ice cube, let car AC blow on your face, take a cold shower



INTENSE EXERCISE

Do intense exercise to match your intense emotion. Sprint to the end of the street, do jumping jacks, push ups, intense dancing



PACED BREATHING

Try Box Breathing: Breathe in for 4 seconds, hold it for 4 seconds, breathe out 4, and hold 4. Start again, and continue until you feel more calm.



PAIRED MUSCLE RELAXATION

Focus on 1 muscle group at a time. Tighten your muscles as much as possible for 5 seconds. Then release & relax. Repeat with other muscle groups.

@the.love.therapist

Strength Based

- abilities, talents, competencies, and accomplishments in any range of settings from home to school and work
- values and traditions
- interests, hopes, dreams, aspirations, and motivation
- resources and assets, both monetary/economic, social, and interpersonal
- unique individual attributes (physical, psychological, performance capabilities, sense of humor)
- circumstances at home, school, work or in the community that have worked well in the past
- family members, relatives, friends, and other “natural supports” (both formal and informal relationships) within the community

Tips and Tricks

- Ask permission
- Pick your moment
- Be proactive – game plan
- Code words
- Educate others
- Remember – the kids aren't giving you a hard time, they are having hard time!

Suicide Risk Warning Signs

- Talking or joking about suicide
- Seeking out weapons, pills or other ways to die
- Making statements about feeling hopeless, helpless, or worthless
- Writing social media posts about death, dying, or suicide
- Giving away prized possessions
- Saying goodbye as if it is for good
- Withdrawal from activities once enjoyed
- Changes in behavior: school attendance, grades, eating or sleeping habits, drugs alcohol, friendships, mood swings, personality changes

What to do

- ASK THE QUESTIONS!
- Know your protocol!
- Do not leave the child alone
- Follow through

What we do matters!

“The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.”

— Bruce D. Perry, *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook*





Questions?

SUSAN PALACIOS PHD, LPC
SUSAN.PALACIOS@TJJD.TEXAS.GOV

