

Dive In! The CLEAR™ Support Planning Process

Creating a Shared, Optimistic View of At-Risk Youth



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CLEAR™ SUPPORT PLANNING PROCESS

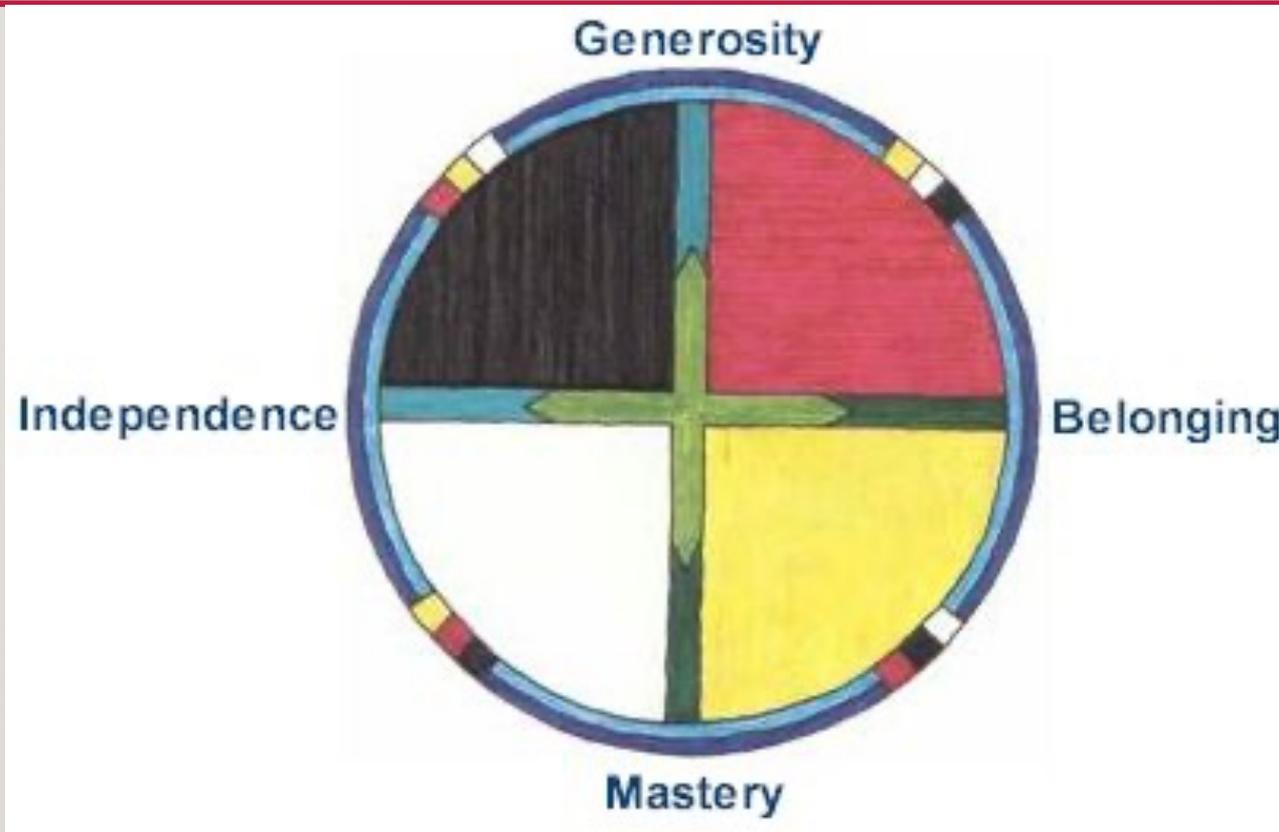
Positive
Framework

Visual &
Collaborative

Child-
Centered

Positive
Framework

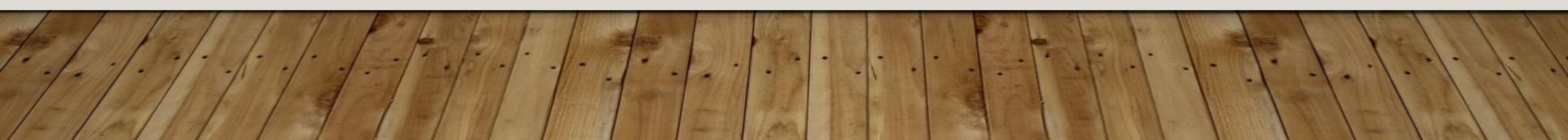
WELL-BEING VS WELL-BEHAVED



(Brendtro, Brokenleg, VanBockern 2001)

*Words are important. If you want to
care for something, you call it a
flower. If you want to kill
something, you call it a weed.*

- Don Coyhis



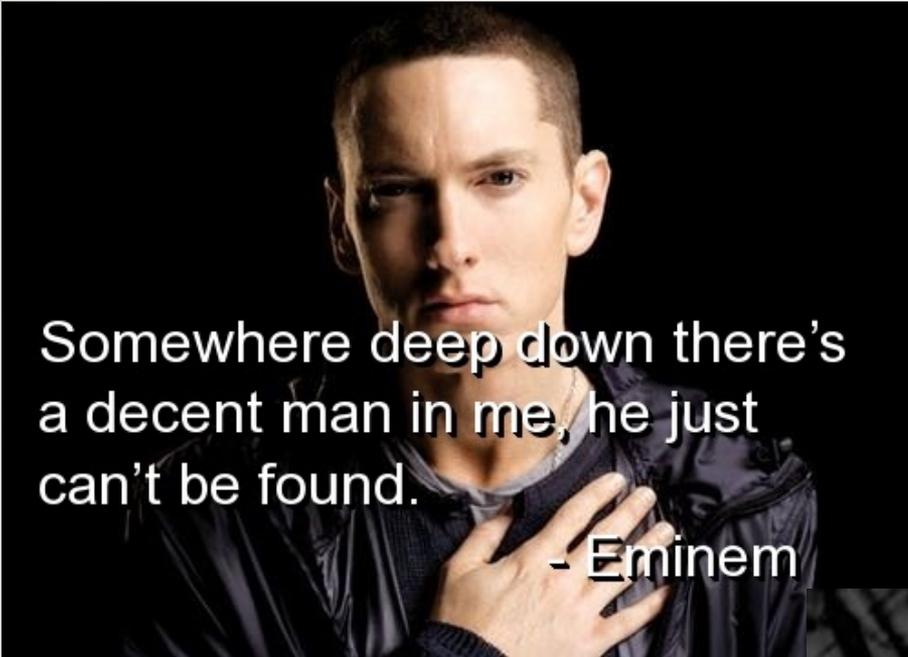


WHAT ARE HIS
CHALLENGES?

WHAT IS HIS
POTENTIAL?

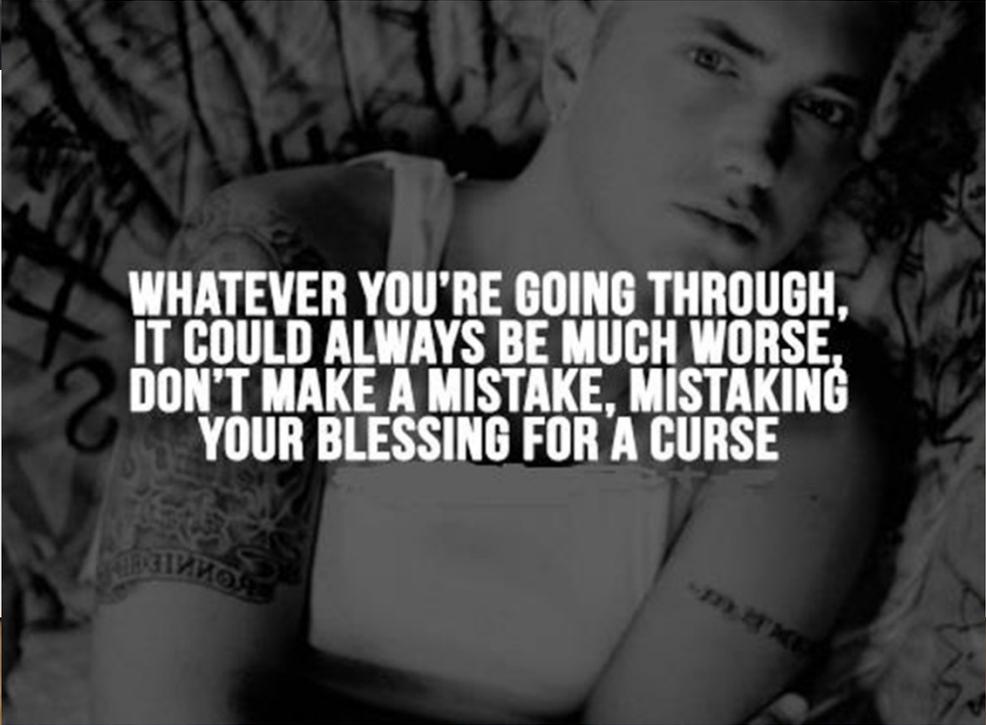
WHO IS THIS?

- He was born following a complicated birth that nearly killed his mother
- Moved around from state to state and city to city without staying in a house for more than a year
- Mother had addiction and charges of abuse/neglect
- Was bullied and was a minority in his community
- Beat up so badly that he suffered a head injury
- Father never spoke to him despite his sending letters
- Truant and had poor grades- dropped out of high school
- Got in trouble with the law
- Worked odd jobs to help with his mother's bills
- Dealing with prescription drug dependence
- Uncle committed suicide and was responsible for helping him to have interest in writing
- Writes about killing people, rape, incest, violence, drugs

A portrait of Eminem, looking directly at the camera with a serious expression. He is wearing a dark jacket and has his hand on his chest.

Somewhere deep down there's
a decent man in me, he just
can't be found.

- Eminem

A close-up, black and white photograph of Eminem's arm, showing several tattoos. The text is overlaid on the image.

**WHATEVER YOU'RE GOING THROUGH,
IT COULD ALWAYS BE MUCH WORSE,
DON'T MAKE A MISTAKE, MISTAKING
YOUR BLESSING FOR A CURSE**

Child-
Centered

CLEAR™ BEYOND A FUNCTIONAL BEHAVIOR ASSESSMENT



Child-
Centered

TRUST



Children trust persons who make them feel safe.

Child-
Centered

RESPECT



Respect comes from giving positive regard for the feelings, wishes, rights, or traditions of others.

Child-
Centered

UNDERSTANDING



Understanding comes from knowing how another interprets the world.

Child-
Centered

EMPOWERMENT



To empower is to encourage and draw out; to capitalize on strengths.

Child-
Centered

LISTENING TO THEIR STORIES

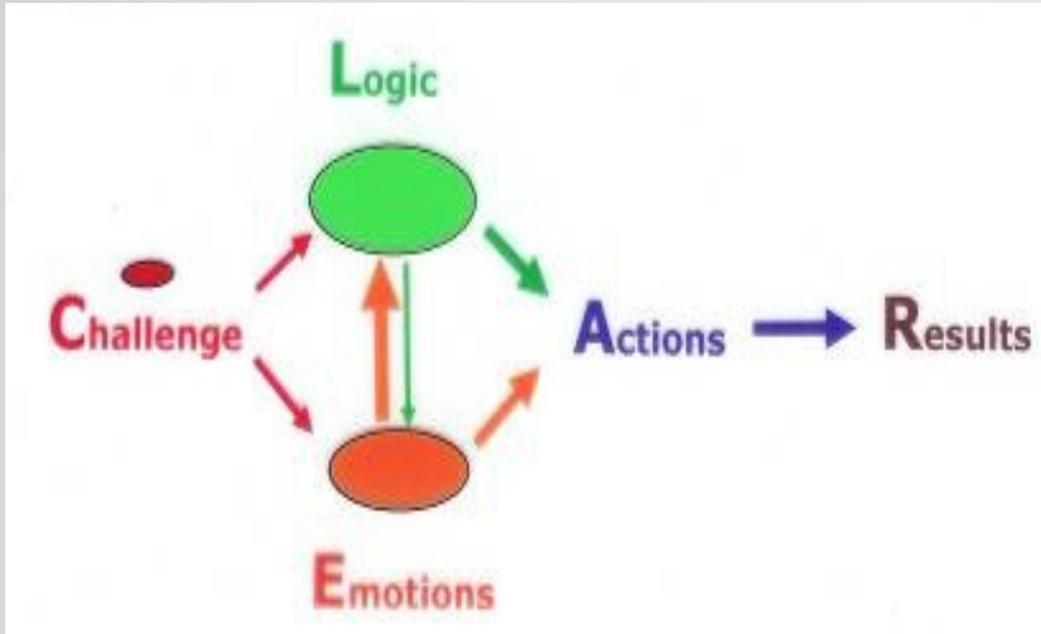
Trust

Respect

Understanding

Empowerment

Child-
Centered



(Brendtro, L. & du Toit, L., 2005)

Challenge is an event or circumstance that produce stress

Logic is an individual's unique way of thinking

Emotions motivate and prepare for action

Actions are coping behaviors directed to a goal

Results are consequences or outcomes of behavior

CHALLENGES

WHAT NEEDS, DIFFICULTIES, AND DEFICIENCIES EXIST FOR THE STUDENT? WHAT CIRCUMSTANCES IN THE STUDENT'S LIFE CREATE STRESS?

WHAT EVENTS ARE MAKING PROBLEM BEHAVIOR MORE LIKELY TO OCCUR?
(INCLUDE WHERE, WHEN, WITH WHOM)

WHAT EVENTS TRIGGER PROBLEM BEHAVIOR?



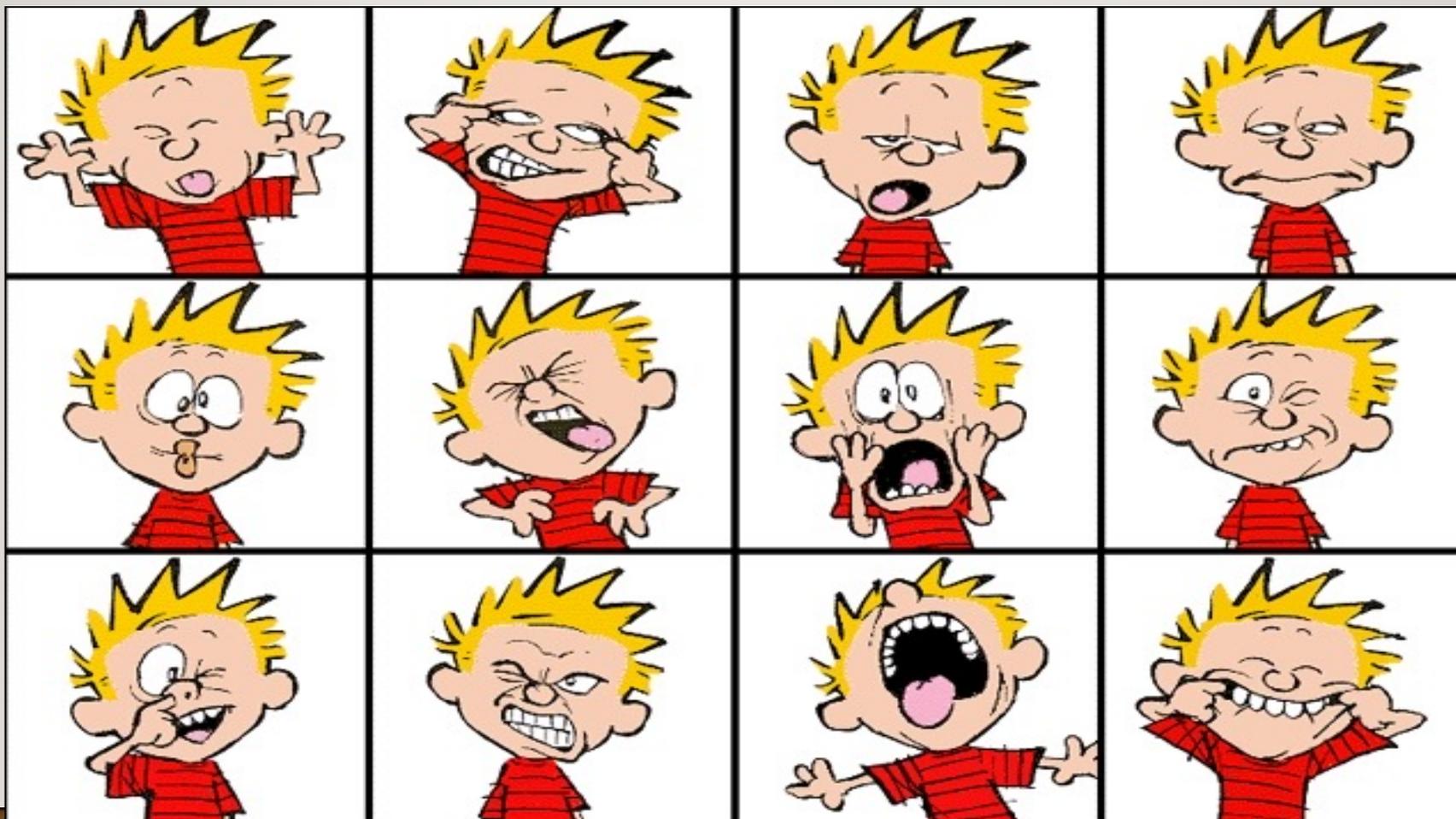
Private Logic

What does student believe about self and others? What thinking errors exist?
What is student saying to self (or out loud)?



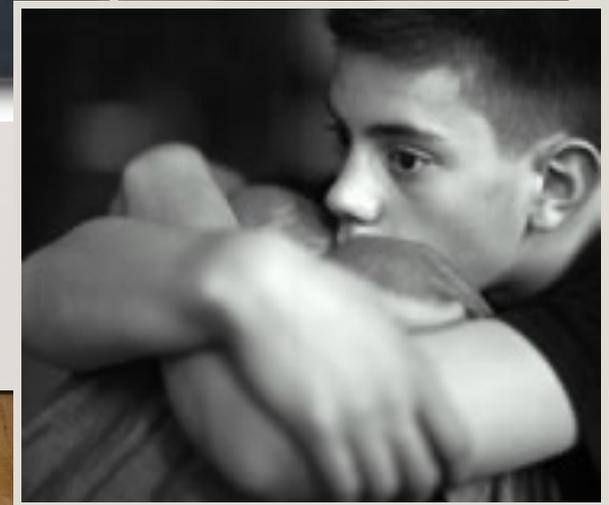
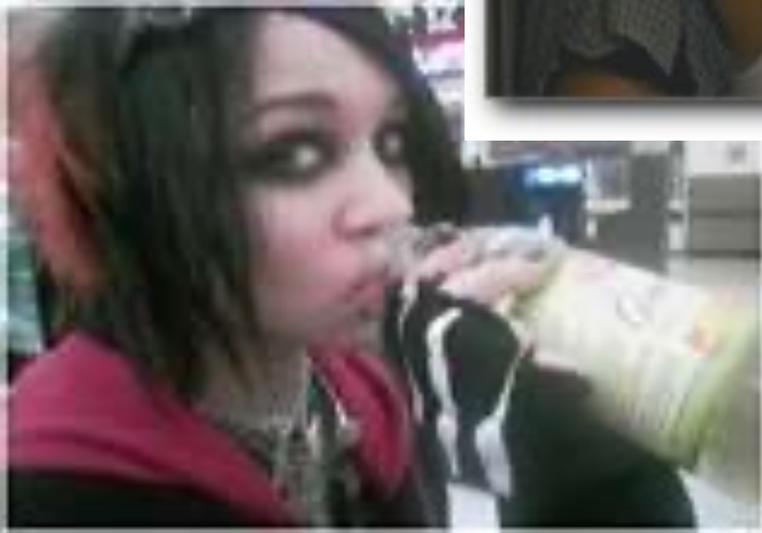
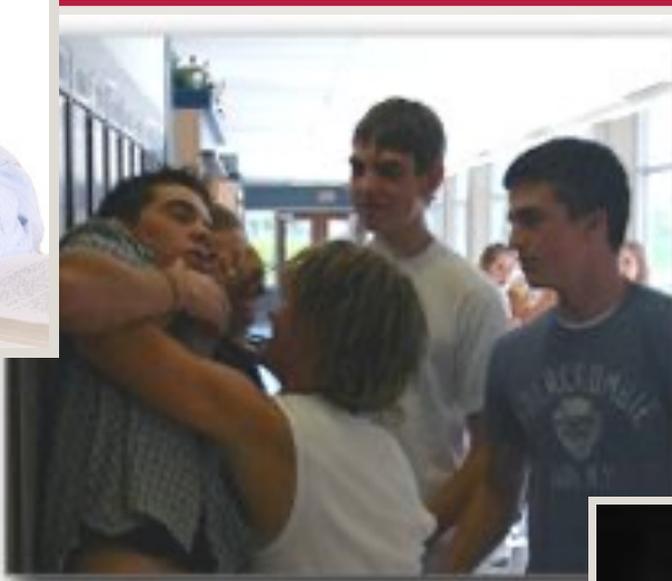
EMOTIONS

WHAT FEELINGS ARE MOTIVATING BEHAVIORS?



ACTIONS

HOW DOES STUDENT COPE WITH THE CHALLENGES? DESCRIBE WHAT STUDENT DOES & SAYS IN OBSERVABLE TERMS (INCLUDE HOW OFTEN, HOW LONG, HOW INTENSE)



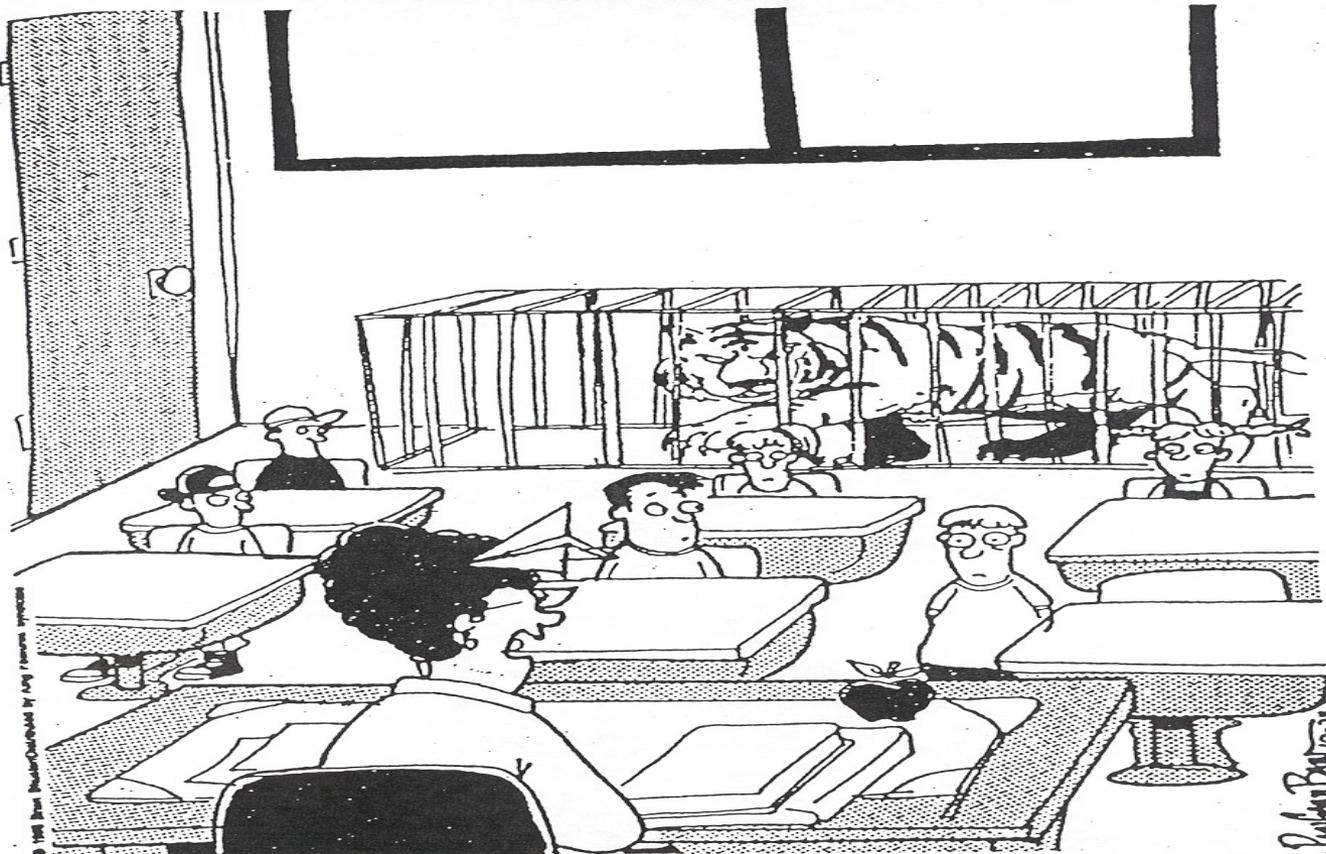
RESULTS

HOW DO OTHERS RESPOND TO THE BEHAVIOR? HOW ARE INTERPERSONAL RELATIONSHIPS AFFECTED? HOW ARE ACCESS TO CURRICULUM & EDUCATIONAL PERFORMANCE AFFECTED? WHAT DOES STUDENT GET OR AVOID?

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EXPRESS-NEWS, San Antonio, Texas, Saturday, October 28, 1995. Recyclable

CHAOS



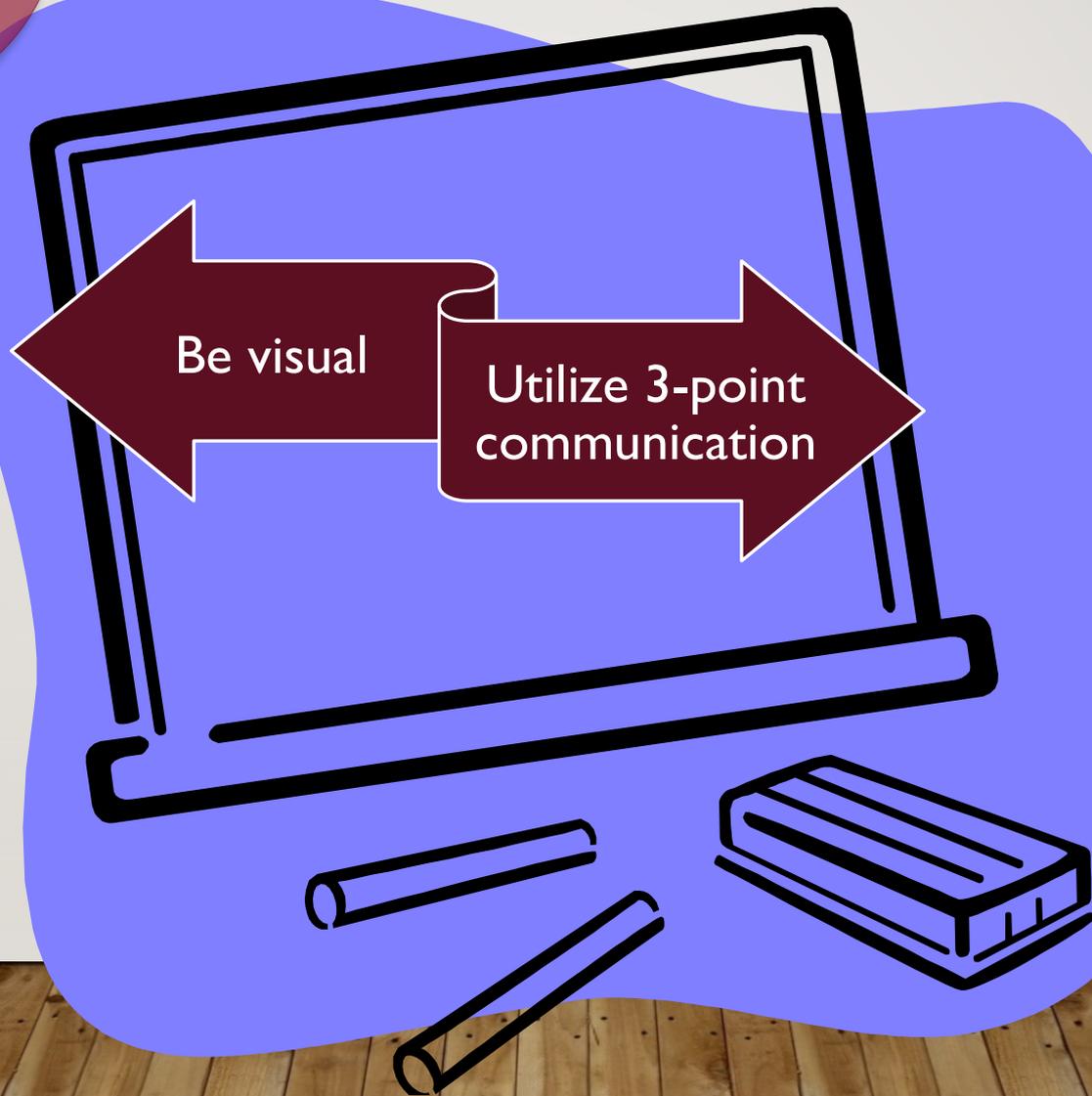
"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

The Quality of Staff Teamwork Predicts Youth Outcomes

1. Team cohesion
2. Team involvement
3. Belief in program
4. Optimism for youth success

(Brendtro et. al, 2019; Golf & Osgood, 1992)

Visual &
Collaborative



Be visual

Utilize 3-point
communication

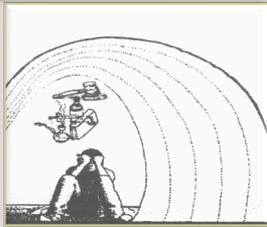
Positive
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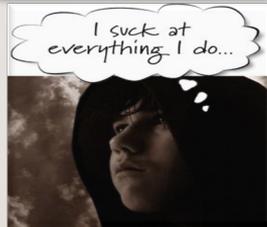
CLEAR™ TEAM MEETING

Challenges



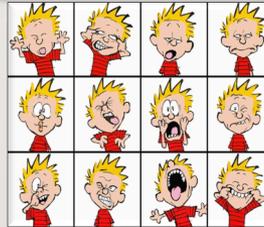
- Things that are difficult
- Deficiencies or differences (consider disorders and disability)
- Circumstances that cause stress

Logic



- Child's perception
- Child's thoughts

Emotions



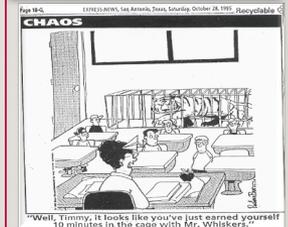
- States of emotion
- Feelings resulting from thoughts

Actions



- Coping behaviors

Results



- Consequences
- Resulting thoughts and feelings
- Negative beliefs reinforced
- Needs met (immediate)



THE CLEAR™ MEETING

- Parents, relatives, support persons
- Student (if appropriate)
- Principal
- Teachers (especially those who have been successful w/student)
- Social worker, school counselor,
teacher consultant, school psychologist, behavior consultant
- Therapist, probation officer, doctor, psychiatrist
- In-home care workers, agency staff

CLEAR FACILITATION SKILLS

Plan ahead

- Prepare: have information available; be able to speak for student if they are not present
- Get right people to the meeting
- Set up room for shared discussion around whiteboard
- Use computer template; note-taker; time-keeper; agenda

Positive framework

- Connect to make everyone feel comfortable and valued
- Explain purpose, process, time agenda

Manage discussion

- Actively listen: Pause, Paraphrase, Pose questions
- Clarify: build upon what is said
- Organize & record discussion on board; keep conversation flowing
- Keep discussion focused but allow for stories, especially from parents who often need help articulating what they want to share.

DATA SOURCES

“Not everything that counts can be counted and not everything that can be counted counts.” - Albert Einstein

- Records Review (CA-60)
- Report cards, discipline records, attendance, school changes
- Positive Behavior Support and Intervention Plans or other intervention records
- Individual Education Plans/special services
- Agency Reports
- Student interview
- Input of participants : parents, others who care

QUESTIONS TO ASK YOURSELVES

- What do you know about yourself when you are in a situation where a student behaves in this way?
- What do you want to be paying attention to in your own thinking?
- What kind of support might be useful to you?
- What might it take to build a shared commitment to supporting this student?

QUESTIONS TO ASK YOUR GROUP

- In what ways are thinking and perception errors impacting behavior?
- In what ways is lack of emotional regulation impacting behavior?
- What strategies have helped in the past with similar challenges?
- What are the current ways we are teaching the skills? How much time are we currently dedicating to teaching and practicing the skills?