

**"Use the
Force, Luke!"**



Managing Number One, First!

&

**Staying Motivated to
do the Job!**

**Irving Plotkin
Retired Special Educator
Jedi Knight**

**Charlie Appelstein, MSW
charlieap@comcast.net
www.charliea.com
Facebook.com/charlietraining**



Understanding, Normalizing, and Learning from our Feelings

Think: *“What must have occurred in this youth’s life to get him or her to make me feel this way? Behavior is a message.”*

Typical Feelings and/or Traps

1. Angry
2. Frustrated
3. Out-of-Control
4. Disgusted
5. Guilty
6. Jealous
7. Sexual
8. Afraid
9. Hopeless
10. Overwhelmed
11. Add your own

Influenced by:

Personal baggage, limited resources, quality and quantity of supervision, training and temperament.

Feelings: Yes

Inappropriate Actions: NO!

All feelings are okay. Learn from them. They’re diagnostic.



“Check Your Baggage at the Door”



This is a reflective questionnaire about who you are and why you're here. No one will see this document but you. It is given to increase your self-awareness about past experiences and how they can influence present day decisions, practices, and attitudes.

Were you raised in a happy home?

Did you receive enough attention from both parents?

What kind of limit setting did your folks employ? (e.g. spanking, yelling, logical consequences, punishment, etc.)

Were your parents physically affectionate to you?

What kind of values were taught and modeled?

Were there a lot of rules and structure in your home?

Did your childhood experiences influence your decision to work with kids?

What baggage should you check at the door?

What should come through?

The Observing Ego

“I’m REALLY ticked...I could just - it’s okay. Stay cool...ALL feelings are normal. Learn from this. I’m suffering a bad self-esteem injury, but in a little while it will heal.

Respond instead of **React**.

Use the Force, Betty!

...I mean, Luke.”

Lack of support leads to punitive actions.

Strategies to use in order to keep your cool:

1. Think about the principle of lack of support being related to punitive actions – and don’t go there. Think: *“I can do anything for 90 more minutes!”*
2. Visualize yourself walking to your car at the end of a brutal shift with a BIG smile on your face *thinking “I kept my cool all during the shift. I didn’t “react” like some of others. I did good!”*
3. Think about tomorrow: *If I respond instead of react to the end of the shift, my relationships will grow stronger...and the job will get easier.*
4. Think about a M.A.S.H. Unit: *When I’m at my worst, I need to give it my best!*
5. **Use the Force, Luke!** *Don’t succumb to the Dark Side.*

Respond =
The Golden Rule

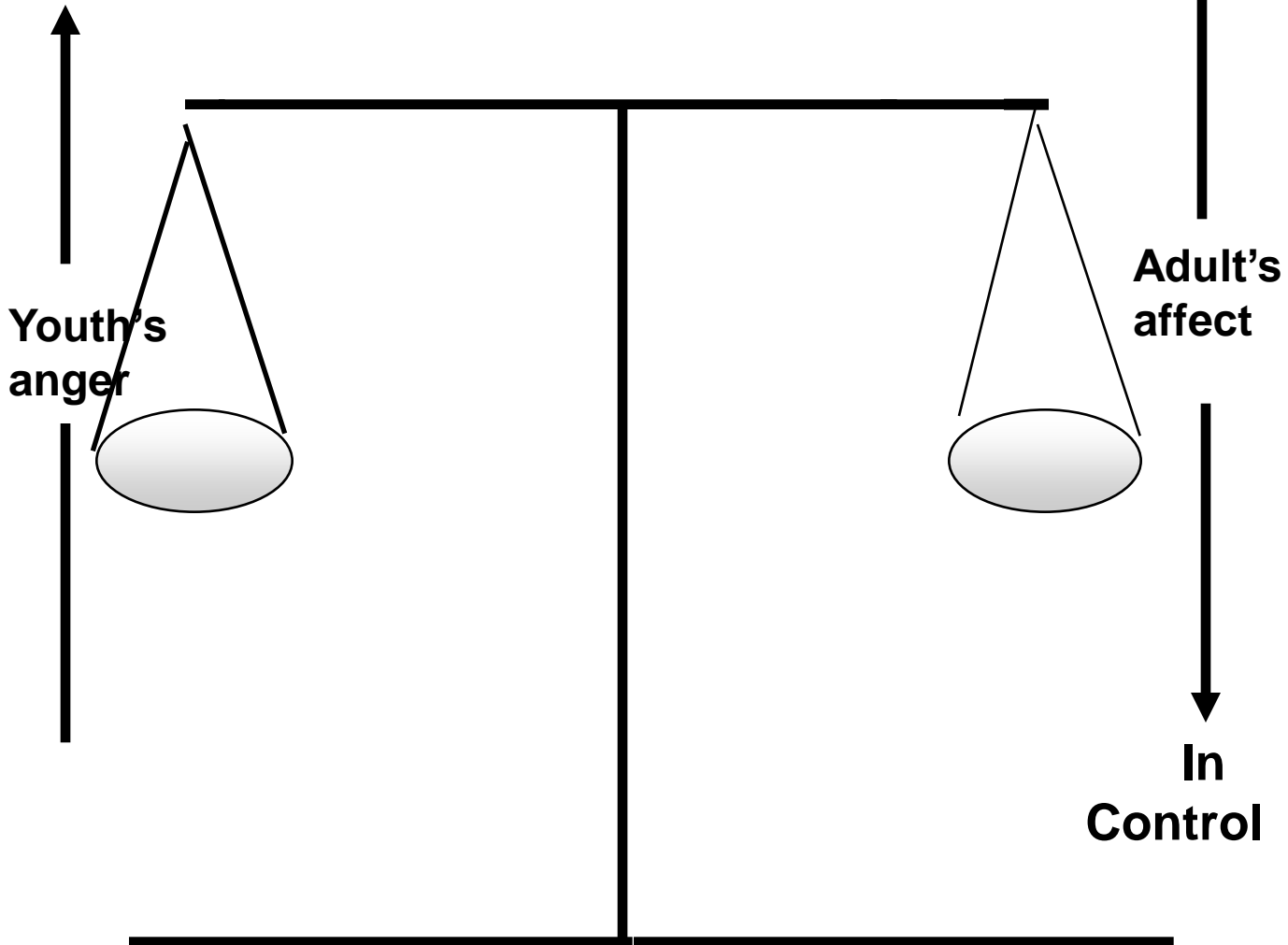
Don’t say or do anything to a youth or group that you wouldn’t want said or done to you.

Self esteem is fragile even when it’s good!



Out of
Control

The Affect Scale

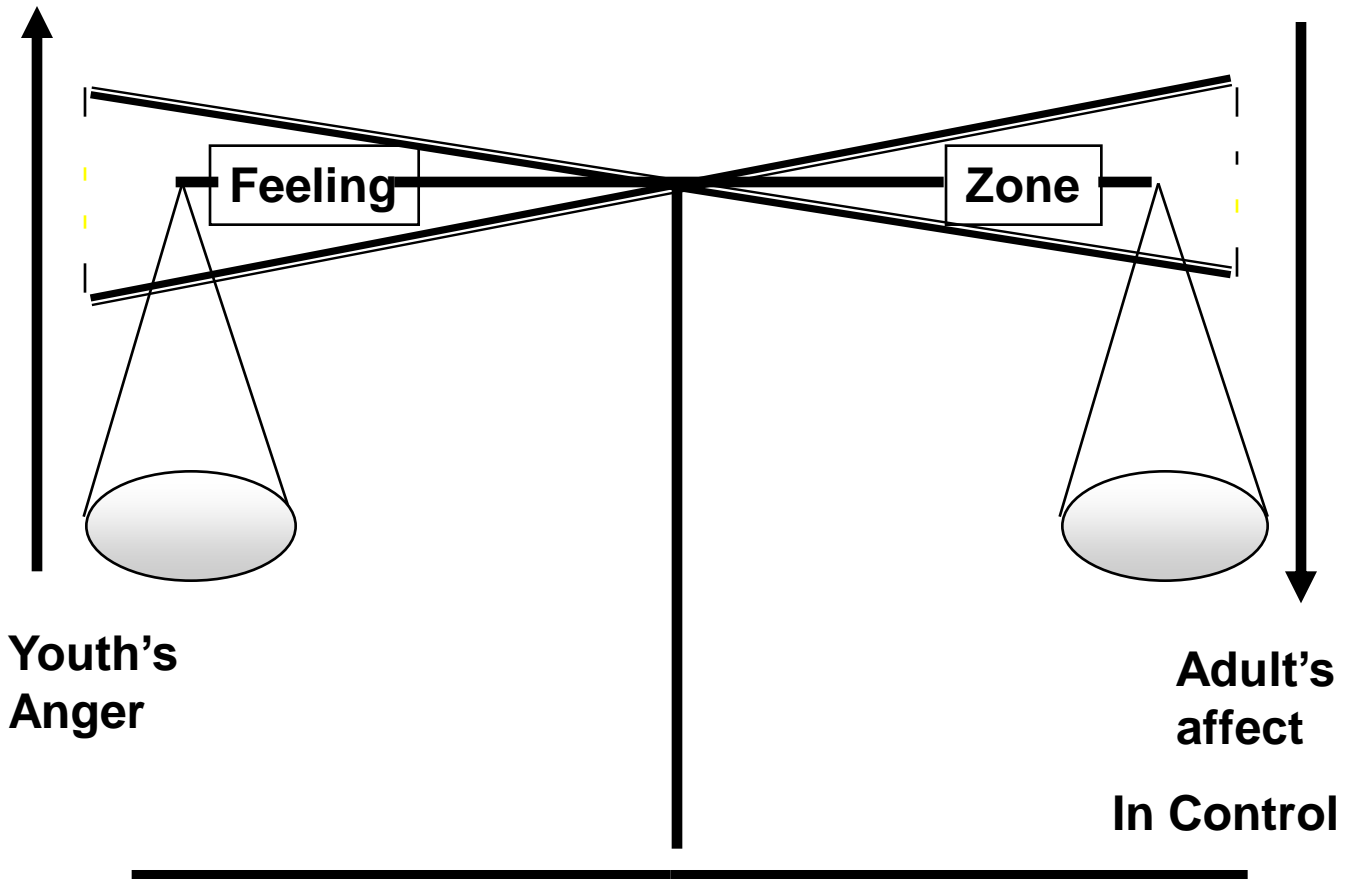


Key: Establish inverse relationship

As they get louder, you become more quiet

Loss of
Control

The Affect Scale



Inside the “feeling zone” there is room to model affect-laden content.

Said in a controlled, but somewhat expressive manner:

“John, I’m really upset about the choice you just made.”

“Mary, I’m angry about that decision...”

Key: If the youth escalates through the zone, the adult’s affect should grow more muted.

Content vs. Message



“You won’t be around next week?”

2 weeks later...

“*You*...won’t be around next week.”



Use “I” or “We” instead of “You” and start requests with “Please” and finish with “Thank you.” Proper language sends supportive messages.

Body Messages



“C’mon dude...let’s get it done, and then we can boogey. NBD brother.”

NBD = No Big Deal!

VS.

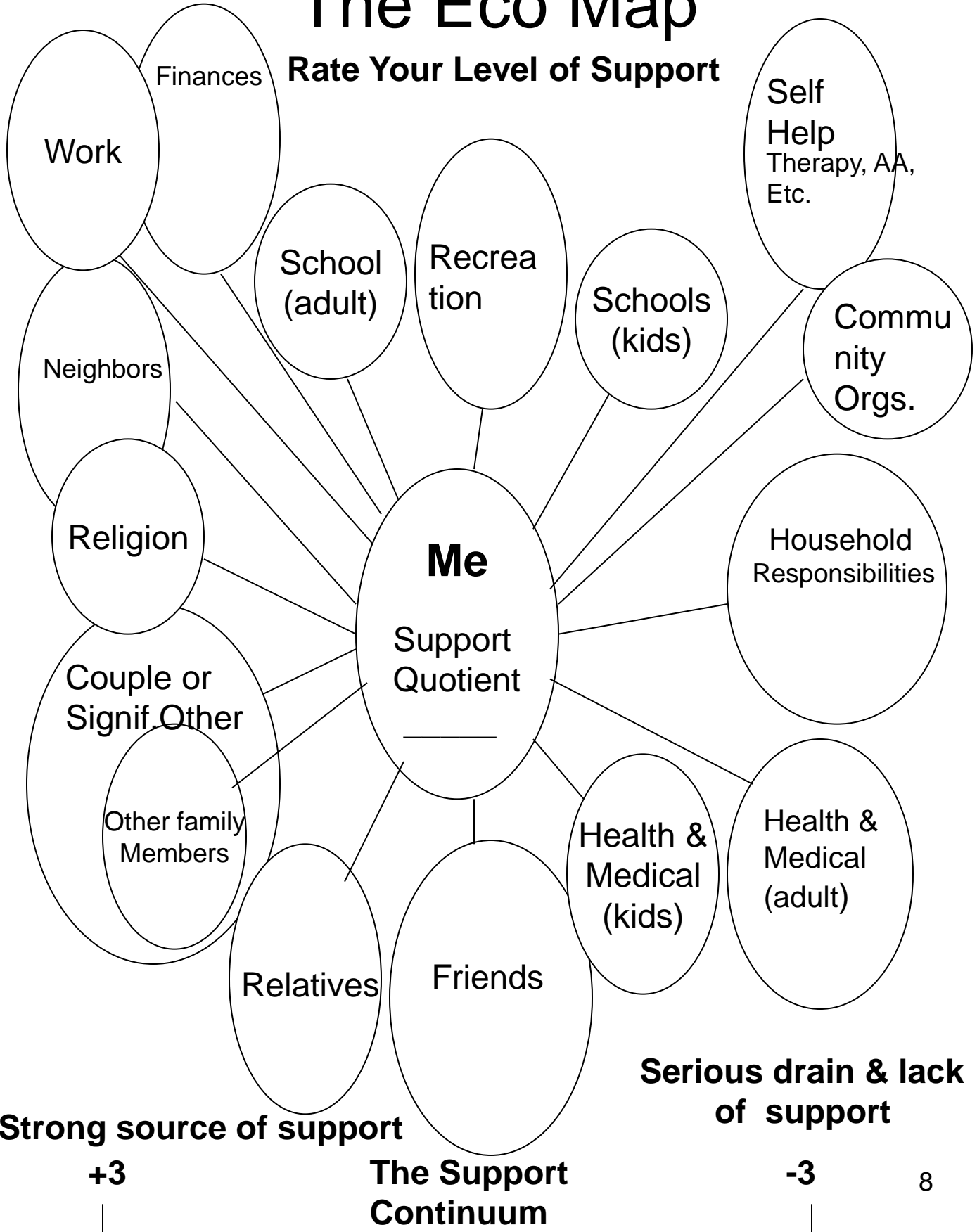
“You need to get it done now!”

Speak to youth at eye level or below. Approach them in a calm manner. Be careful about your pace, posture, tone, facial expression, hand movements and body position.



The Eco Map

Rate Your Level of Support



Strong source of support

Serious drain & lack of support

+3

The Support Continuum

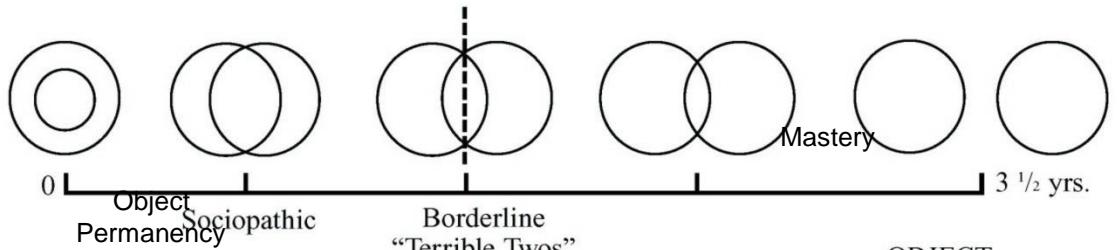
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THE HOLDING ENVIRONMENT

“A Total Environment Provision”

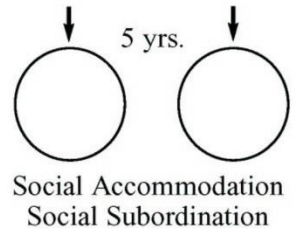
TASK: “good enough parenting”



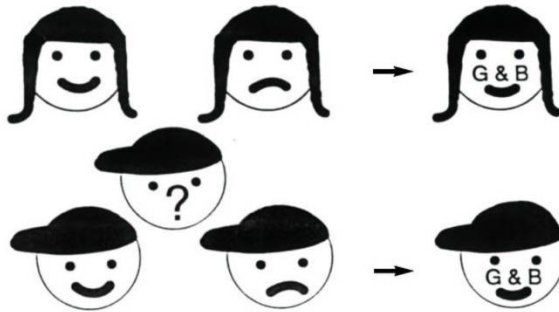
Separation-Individuation

SPLITTING MECHANISM
Good mother/Bad mother

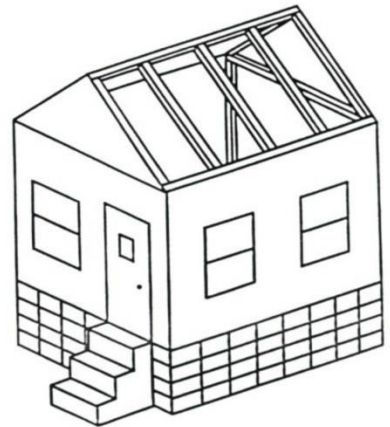
OBJECT
CONSTANCY
cohesive self
sense of self



TASK: merge the good and bad introjects



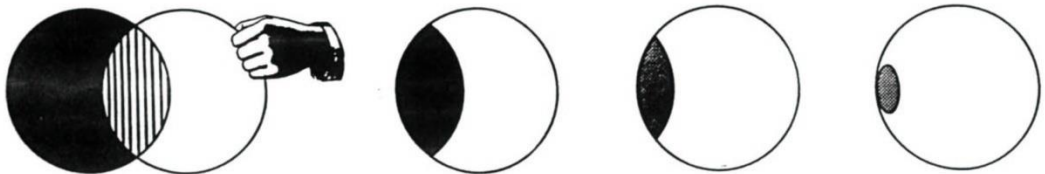
Foundation



GOAL: Filling in the emptiness

Effect of Separation

FILLERS VS. TALKERS
DEFICITS VS. CONFLICT



13-17 years old = Second Phase of Separation-Individuation
In other words: “I’m moving on. I’m separating from my parents. I’m thinking about:

- Who I am?
- Where I’m going?
- What I’ll be?
- Where do I fit in?
- Changes in my body?
- Sexuality?