

CLEAR Behavior Support Planning Process

Creating a Shared, Optimistic View of Youth at Risk



Vikki Hennard, PhD

Which Michael
Scott Are You?



Too many children begin their lives in poverty, without secure attachments.

Too many experience the pain of household stress, abuse, and neglect.





Many young people can't
concentrate on
challenging tasks...

A person with dark skin and curly hair is sitting on a grey couch. They have their hands pressed against their face, with fingers spread, in a gesture of distress or stress. They are wearing a light blue short-sleeved shirt with a dark blue floral pattern. A tattoo is visible on their left forearm. The background is dark and out of focus, showing the wooden frame of the couch. The lighting is warm and soft, coming from the side.

...Or cope with stress.

Many young people believe they have no adult to trust or talk to. They worry things will never get better.

How do youth learn to
regulate all of their emotions
if it isn't modeled or taught
at home?

To help...



we must first understand
youth and their behavior.

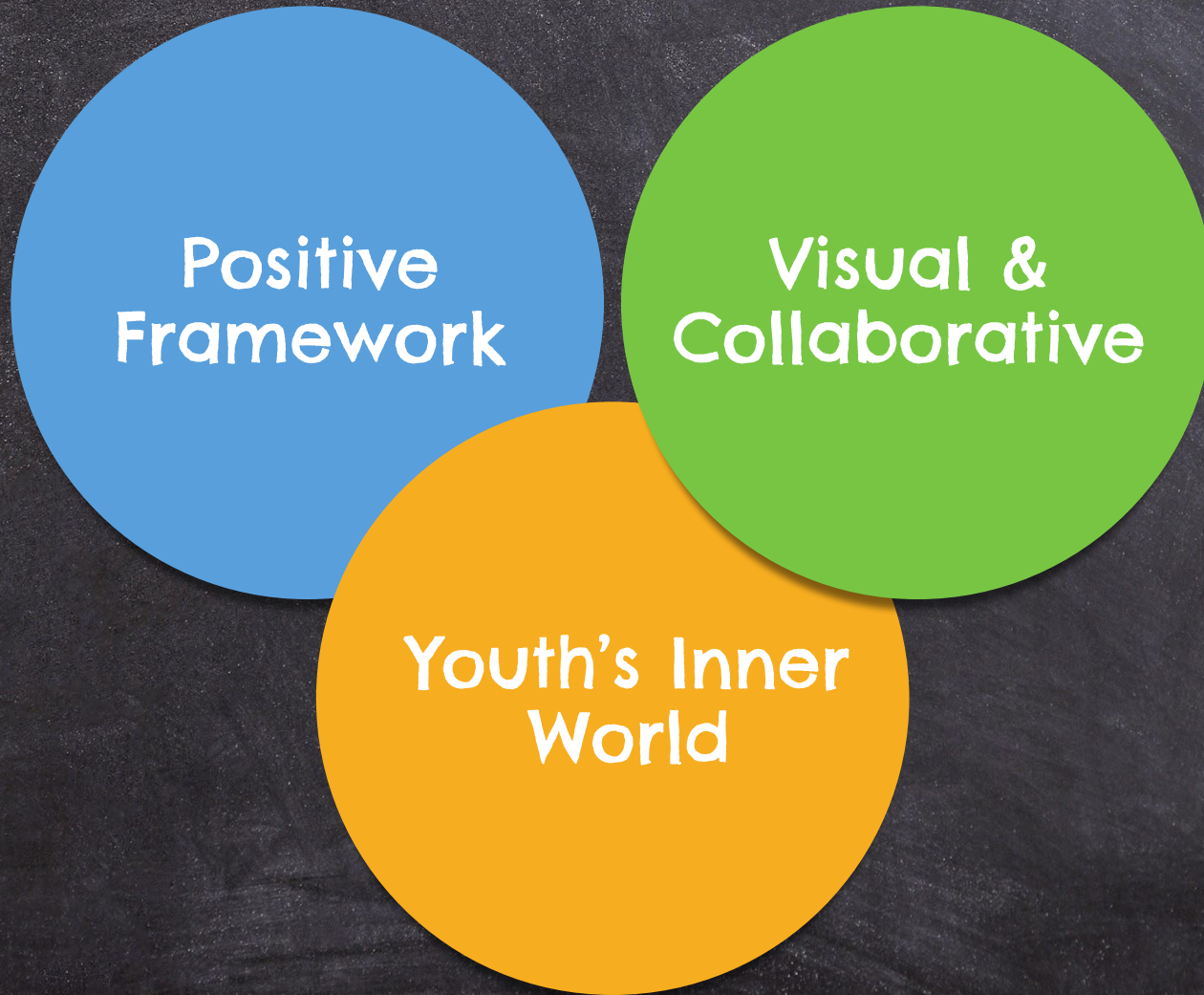


Creating a Shared, Optimistic View of Youth at Risk





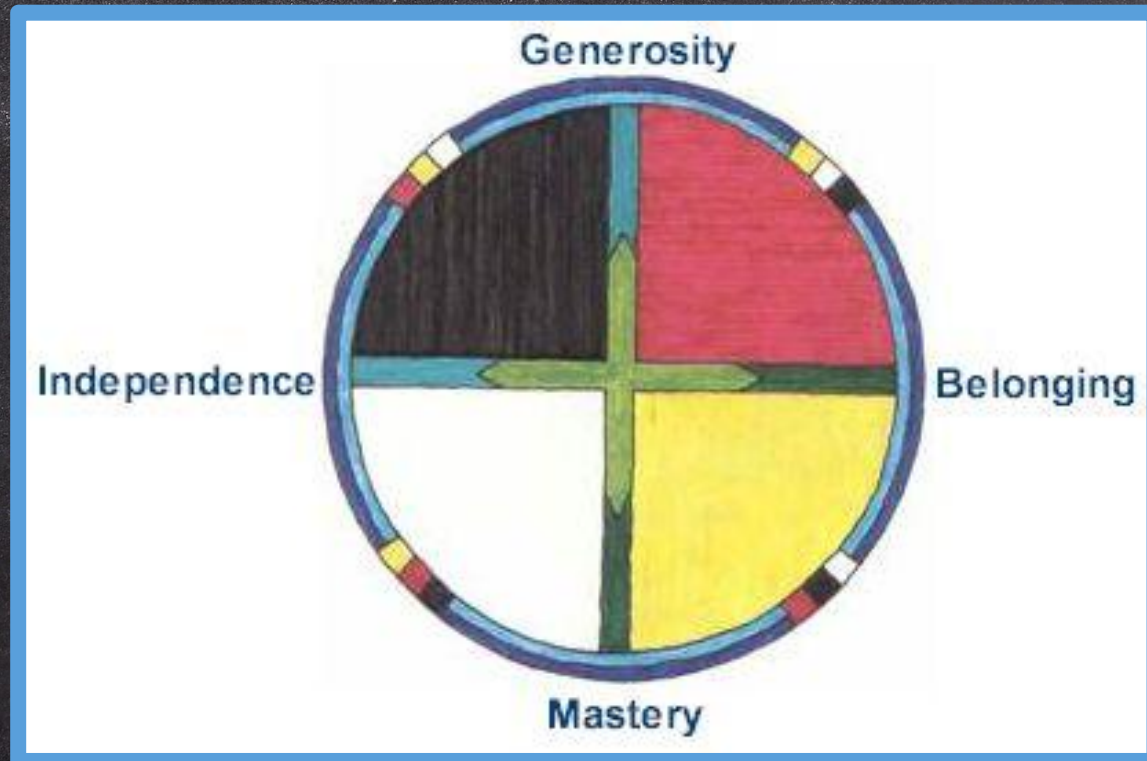
CLEAR Behavior Support Planning Process



Positive
Framework

In 1 or 2 words, what do you want most
for the youth that you work with?

WELL-BEING VS WELL-BEHAVED



(Brendtro, Brokenleg, VanBockern 2001; 2019)

ReSilience

Positive
Framework

Family and other relationships, as well as community and cultural factors add or reduce stress for young persons. But it is the ability of individuals to utilize internal strengths that reflect a positive focus, such as hope and creative problem solving, that is a key indicator for resilience in responding to life stressors and developing well-being.

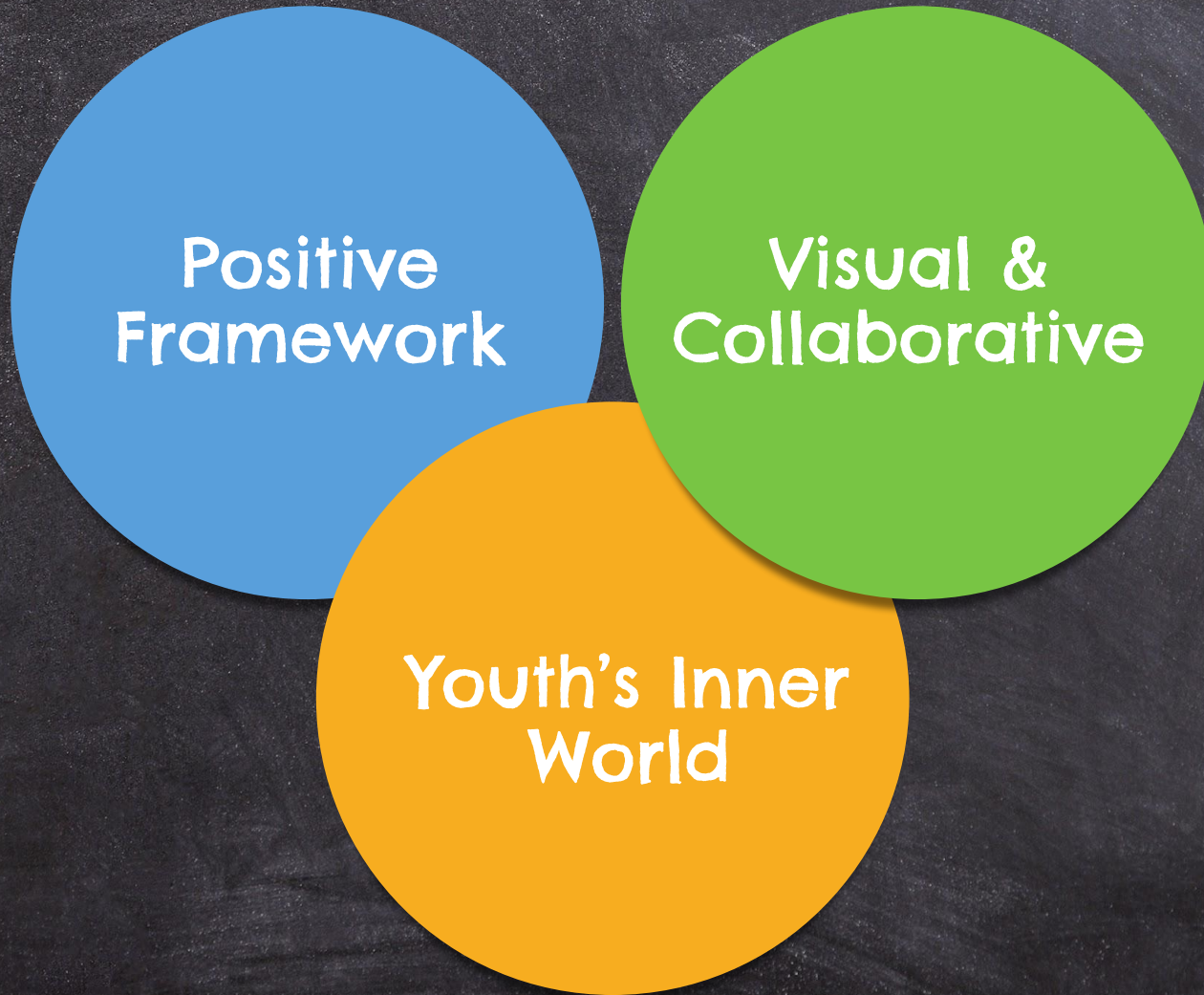
Flach, 2004



*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

CLEAR Behavior Support Planning Process



Youth's
Inner
World

CLEAR

[Beyond] A Functional Behavior Assessment



Behavior

Stressor or Trigger

Outcome



Thoughts

Feelings

Beliefs

Personal
experience

Toxic
Stress

Youth's
Inner
World

Trust



Children trust persons who make them feel safe.

Youth's
Inner
World

ReSpect



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

Youth's
Inner
World

UNDERSTANDING



Understanding comes from knowing how
another interprets the world.

Youth's
inner
World

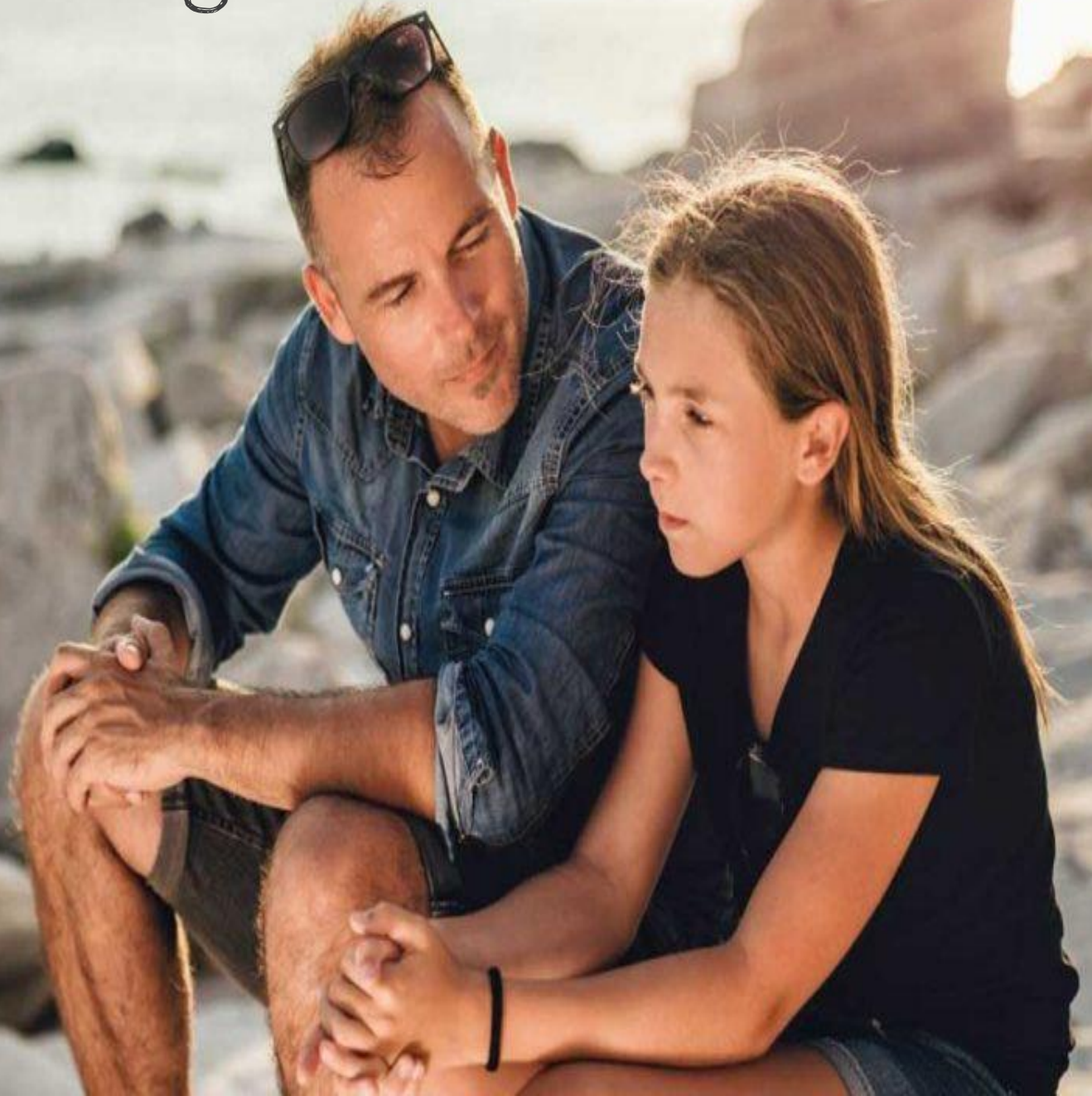
EMPOWERMENT

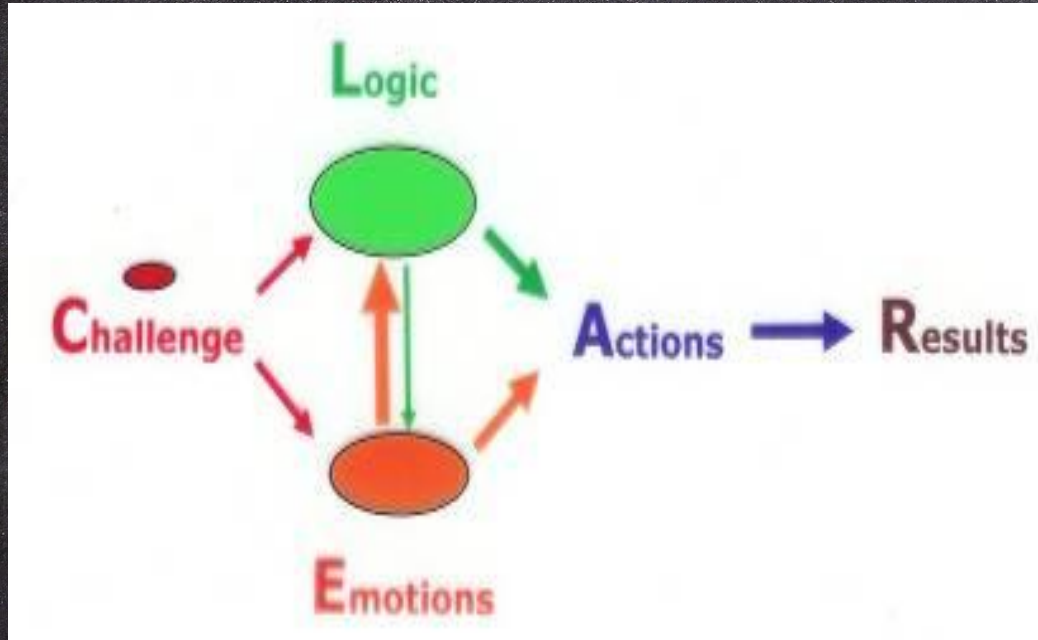


To empower is to encourage and draw out;
to capitalize on strengths.

Youth's
Inner
World

Listening to Their Stories





CLEAR

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

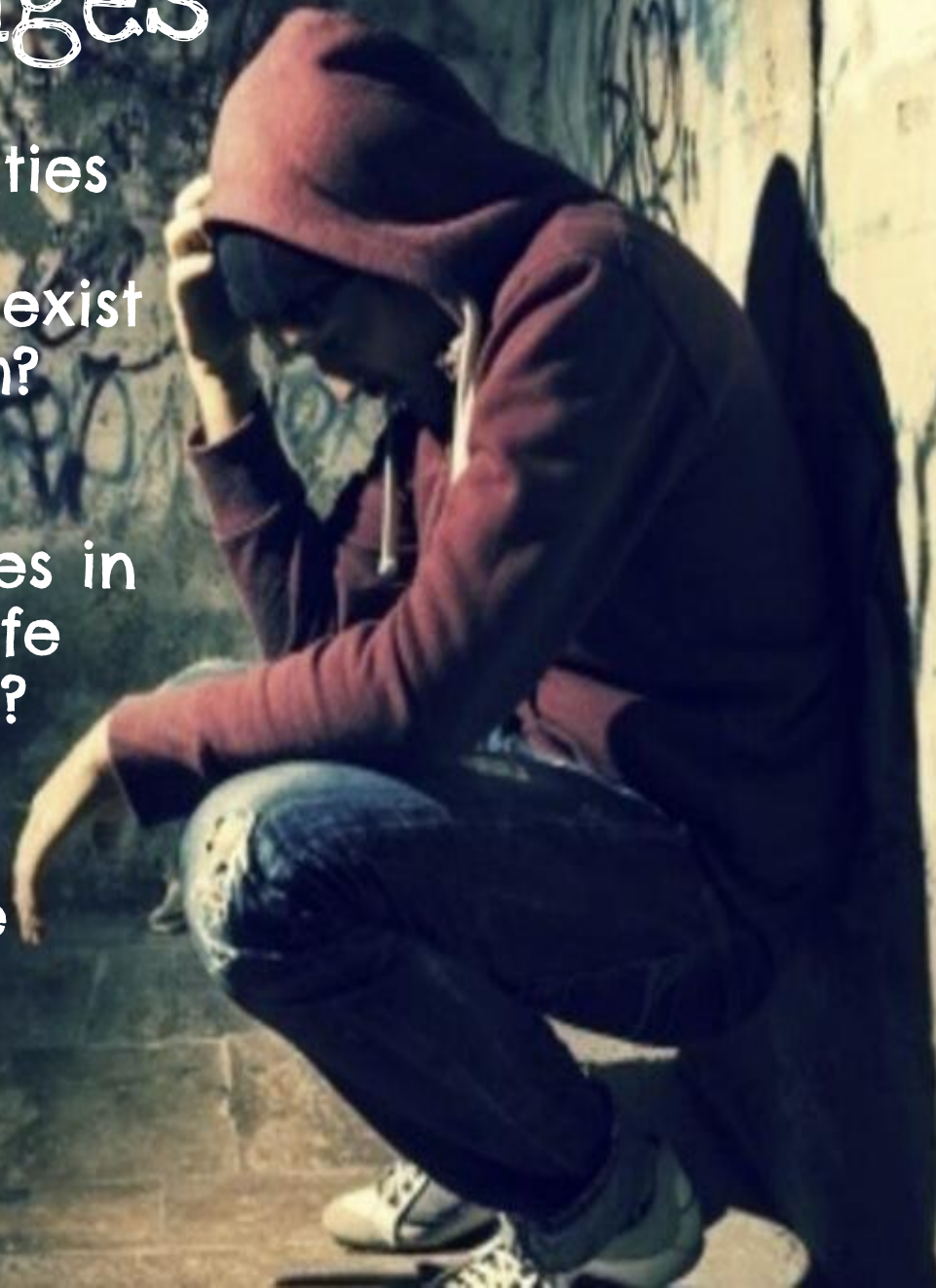
Results are consequences or outcomes of behavior

Challenges

What difficulties and/or deficiencies exist for the youth?

What circumstances in the youth's life create stress?

What people or events trigger problematic behavior?



Logic

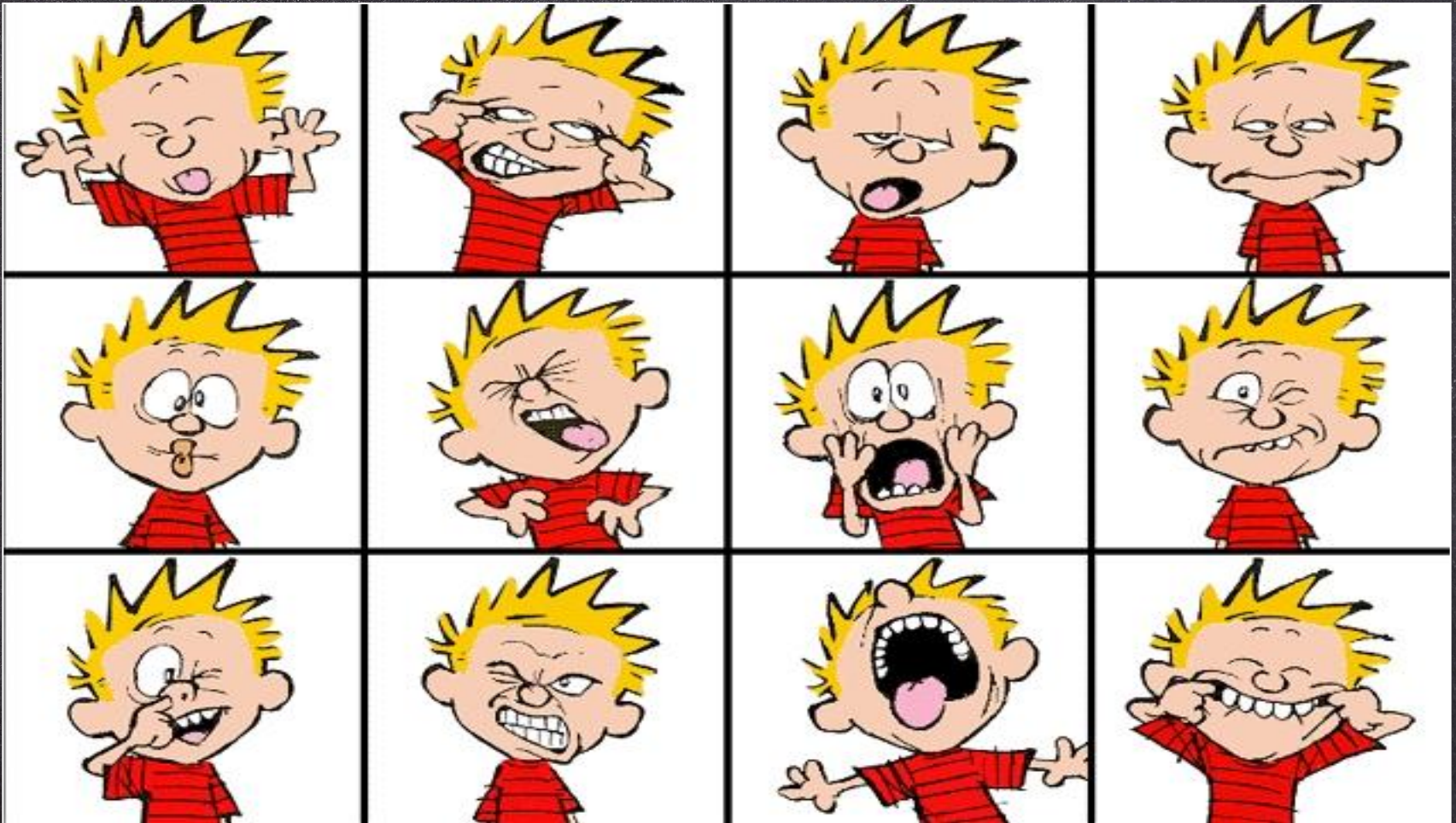
What does the youth believe about self or others?

What thinking errors exist?

What is youth saying to self or others?



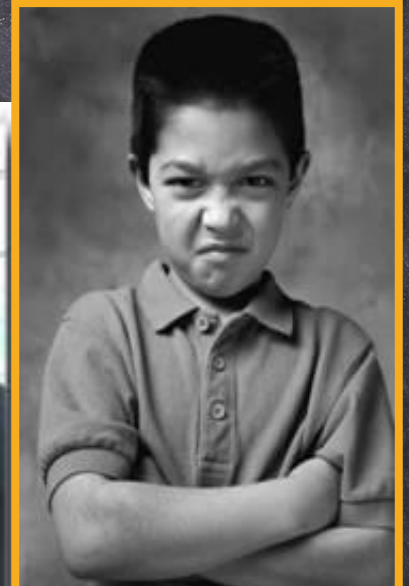
Emotions



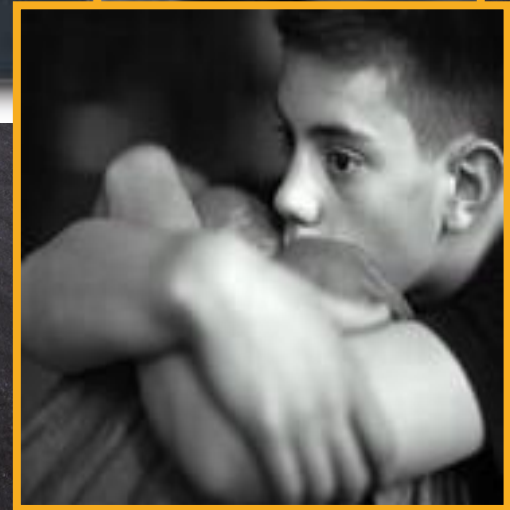
What feelings are motivating behavior?

Actions

How does the youth cope with the challenges?



What does the youth do or say?



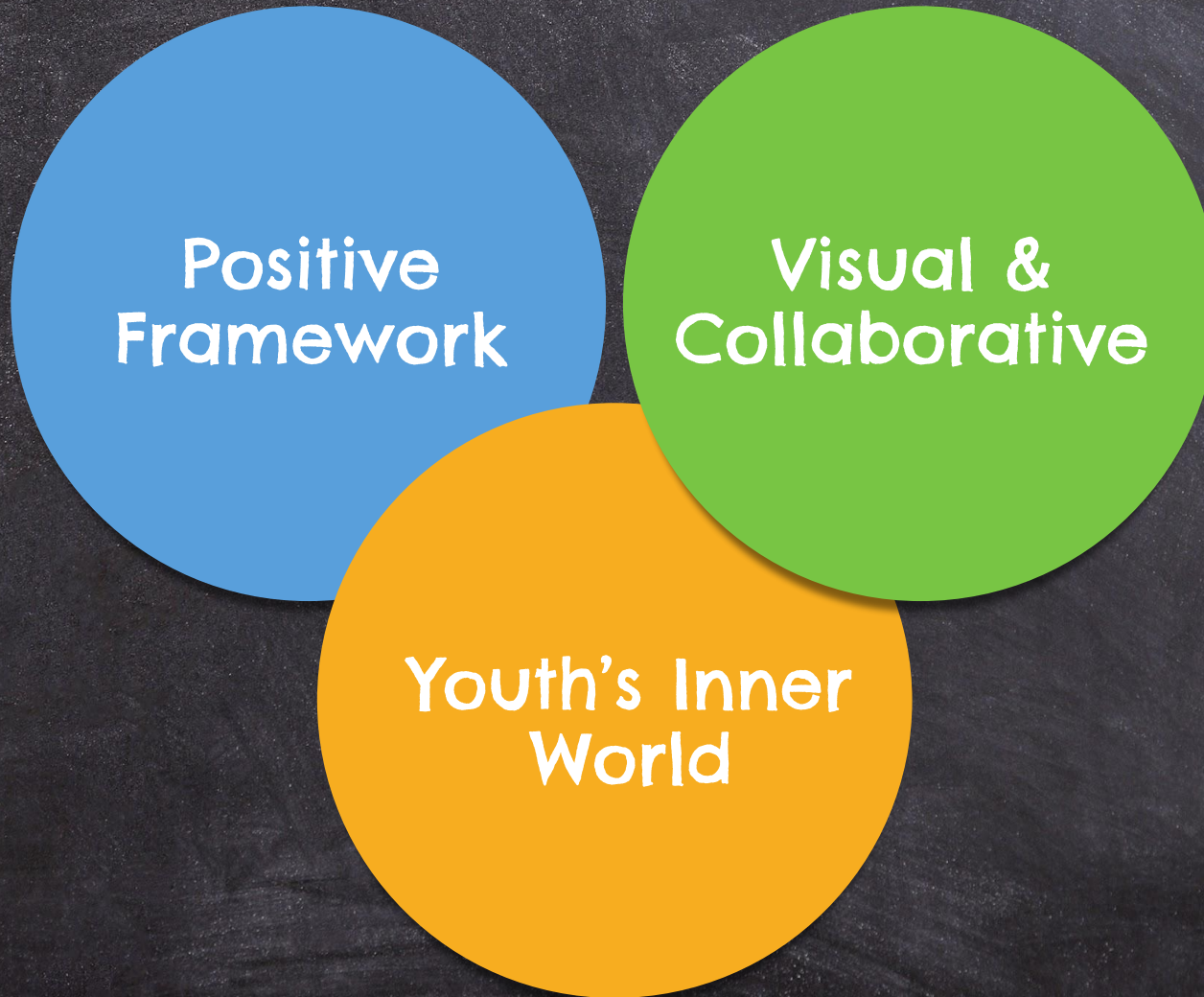
Results

How do others respond to the behavior?

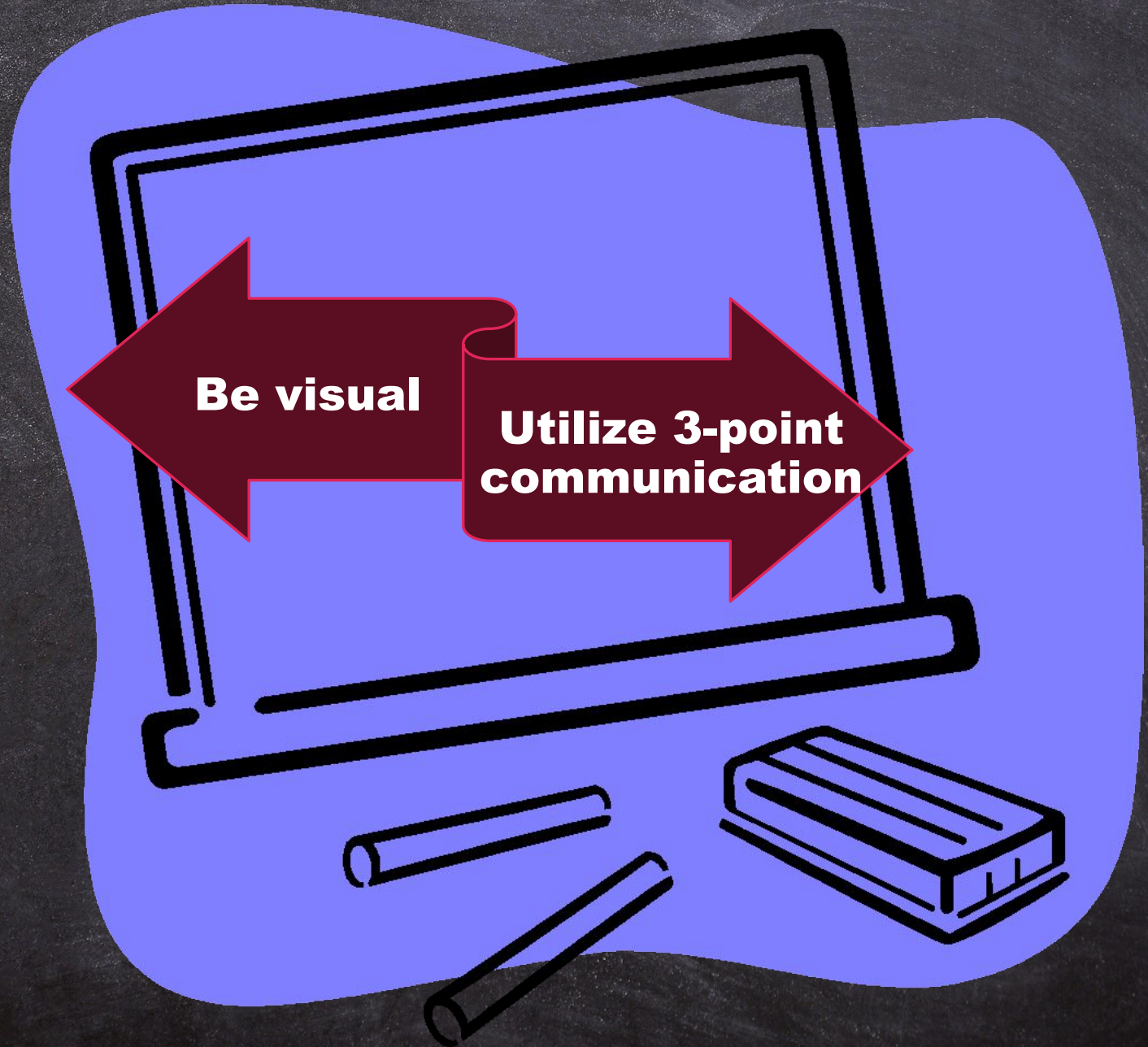
What does the youth get or avoid?

How are interpersonal relationships affected?

CLEAR Behavior Support Planning Process



Visual &
Collaborative





CLEAR TEAM MEETING

Challenges	Logic	Emotions	Actions	Results
<ul style="list-style-type: none">• Things that are difficult• Deficiencies or differences (consider disorders and disability)• Circumstances that cause stress	<ul style="list-style-type: none">• Child's perception• Child's thoughts	<ul style="list-style-type: none">• States of emotion• Feelings resulting from thoughts	<ul style="list-style-type: none">• Coping behaviors	<ul style="list-style-type: none">• Consequences• Resulting thoughts and feelings• Negative beliefs reinforced• Needs met (immediate)



The Interview |

Student: Jack
Date: _____

Challenges/ Stressor

What factors contributed to/ triggered this incident?

Going to dad's in 2 weeks; this morning mom promised bike if good until then

Lilly said she couldn't "hang out" after school

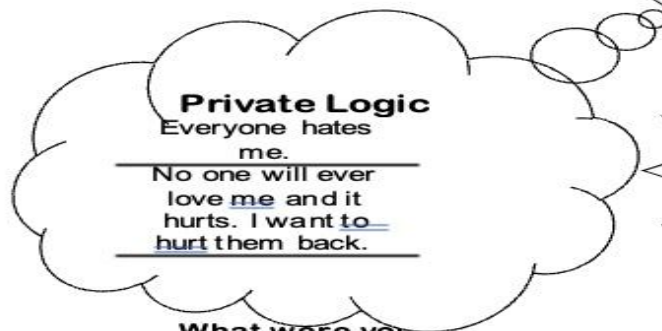
Teacher talking fast

Results

What happened or will happen now?



What reaction did you get in response to this behavior?



Felt worse. "Why won't anyone love me? I no good. I'm not smart. That's why no one wants me."



CLEAR TEAM MEETING

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

The Teachers

- "He won't try the work even though I know he can do it. He gets frustrated very easily."
- "Jack is very disrespectful. The things he says to me are very inappropriate."
- "When Jack wants to be, he can be nice. He tries to be helpful when he is in my room for lunch detention."
- "Jack is one of those kids that you're going to read about someday. He's going to be in the news for killing someone."

The Parent (mom)

- "I could never handle that kid. He was bad from the start."
- "He's just like his father, a real hot-head."
- "Yah, I was telling him the other day that he needed to get his act together or he won't get to see his dad. I reminded him about the bike he was trying to earn. He was doing so good I didn't want him to blow it. But what does he do? He yells at me and tells me to keep the bike, and kicks the door on his way out."
- "He is a funny kid. He can get the whole room laughing."
- "When it's just the two of us, he helps me a lot."

The Therapist

- "Jack struggles with an attachment disorder. It is difficult to get him to trust people."
- "Jack has a lot of anger about his parents' circumstances. He blames himself for their contempt for each other."
- "Jack wants to be a better person."

Jack (our youth)

- "If Someone else is acknowledged and I don't get acknowledged, I must be doing something wrong."
- "My parents would be better off without me."
- "I make everyone crazy."
- "I'm a loose cannon."
- "See, I knew she (Lilly) hated me."
- "Teachers talk too fast and then yell at me for not paying attention."
- "I will never show them that they hurt me."
- "Adults blame me for everything."
- "I hate writing."



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; 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; complete process in time allotted



DATA SOURCES

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

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vhennard@regis.edu