

Grace Orchard Family Day (1 June 2013)

Workshop 2

Working with Youth with Behavioural Challenges

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Agenda

1. Preparing your child for independent living
2. Managing challenging behaviours
3. Communicating with your child

Video Clip

Rocky Balboa



Rocky Balboa (Clip)

- **Rocky Balboa**: Yo, don't I got some rights?
Boxing Commissioner: What rights do you think you're referring to?
Rocky Balboa: Rights, like in that official piece of paper they wrote down the street there?
Boxing Commissioner: That's the Bill of Rights.
Rocky Balboa: Yeah, yeah. Bill of Rights. Don't it say something about going after what makes you happy?
Boxing Commissioner: No, that's the pursuit of happiness. But what's your point
Rocky Balboa: **My point is I'm pursuing something and nobody looks too happy about it.**
Boxing Commissioner: But... we're just looking out for your interests.
Rocky Balboa: I appreciate that, but maybe you're looking out for your interests just a little bit more. I mean you shouldn't be asking people to come down here and pay the freight on something they paid, it still ain't good enough, I mean you think that's right? **I mean maybe you're doing your job but why you gotta stop me from doing mine? Cause if you're willing to go through all the battling you got to go through to get where you want to get, who's got the right to stop you? I mean maybe some of you guys got something you never finished, something you really want to do, something you never said to someone, something... and you're told no, even after you paid your dues? Who's got the right to tell you that, who? Nobody! It's your right to listen to your gut, it ain't nobody's right to say no after you earned the right to be where you want to be and do what you want to do!... You know, the older I get the more things I gotta leave behind, that's life. The only thing I'm asking you guys to leave on the table... is what's right.**

Preparing your child for independent living

1. Why bother?
2. When do you start?
3. How to teach?

Why bother? Independent Living

Assuming child has learnt relevant vocational skills (e.g. stamina in working long hours, work ethics, deferred gratification), **functional life skills are equally important and needed before child can be in successful independent employment.**

What are functional life skills?

- Buying food from hawker centers, food courts, ...
- Taking public transport (bus, MRT)
- Money skills (enough money, paying, correct change, budgeting, personal financial management)
- Seeing doctor (behavior, expectation, payment)
- Buying groceries from supermarket/wet market/pharmacy
- Cooking/preparing food for breakfast, lunch and dinner
- Personal hygiene (e.g. bathing, cutting finger nails, washing hands)
- Washing and folding clothes
- Requesting for help when in trouble
- Banking skills (withdrawal, deposit, paying bills)
- Communication and social skills (telephone skills, ethics, filling in application forms, and non-verbal communication skills – proxemics, kinesics, vocalics, ...).
- Self-medication and first aid.
- Finding your way around (street directory, bus guides, MRT guides)

Whose responsibility? Who can effectively teach?

Who can complete the teaching before child turns 18?

What is Mediated Learning Experience? Why Bother?

- Passive Acceptance Vs Active Modification

Source : Mentis, Dunn-Bernstein & Mentis (2008). Mediated Learning : Teaching, Tasks, and Tools to Unlock Cognitive Potential (2nd ed.)

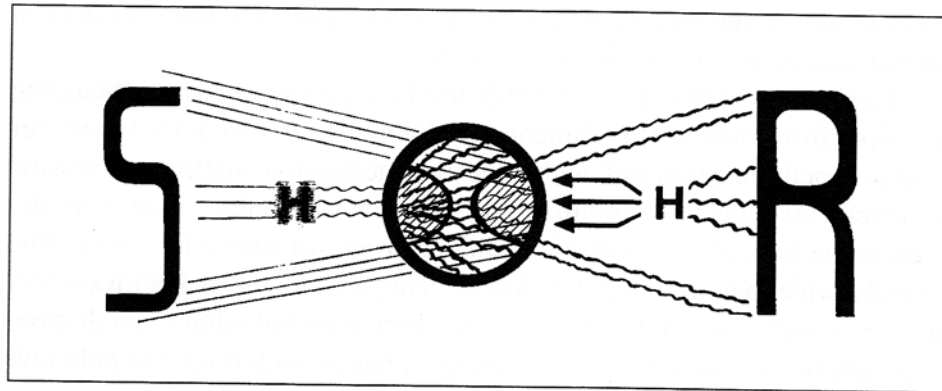


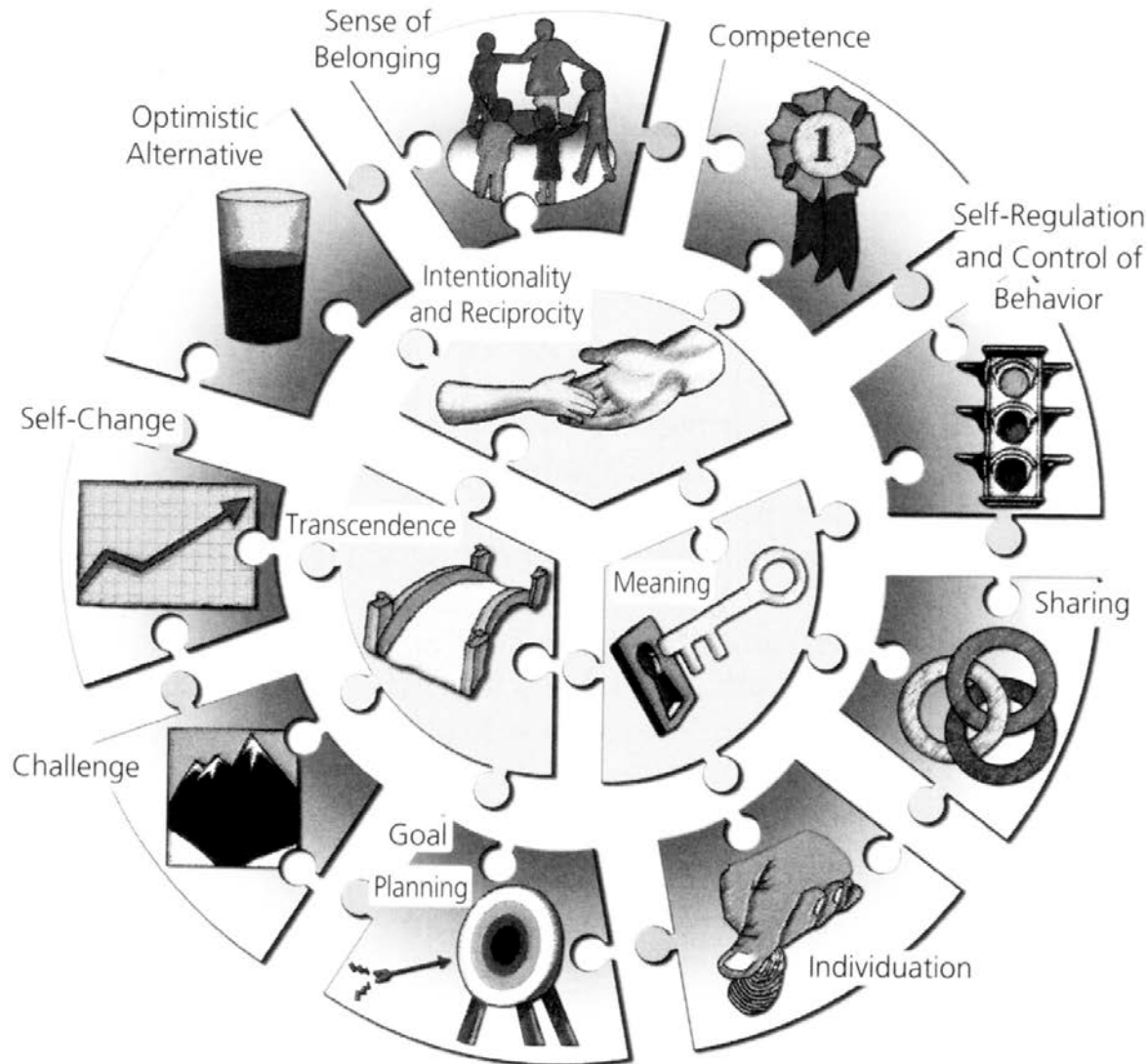
Figure 4.2. Mediated Learning Experience (MLE) model.

Source : Feuerstein, R., Rand, Y. & Feuerstein, R. S. (2006). *Don't accept me as I am : helping the Low Functioning Person Excel*(Rev. and Enlarged Ed.) Israel: ICELP Publications.

Mediated Learning Experience 12 Criteria

Source : Mentis, Dunn-Bernstein & Mentis (2008).

Mediated Learning : Teaching, Tasks, and Tools to Unlock Cognitive Potential (2nd ed.)



Our Preparation

- Learning by doing – Social Cultural Learning
- Our children are exposed to mediated learning experience of appropriate functional skills, whenever and wherever possible, in daily and weekly activities. Examples include
 - Housekeeping (wake-up routines, folding clothes, sweeping, mopping, vacuuming)
 - Meal at home (breakfast, lunch, dinner)
 - Meal outside home (buffet, à la carte)
 - Taking transport (car, bus, MRT, ferry, planes, cruise ship, roller coaster,)
 - Playing games (e.g. winning and losing gracefully)
 - Being helpful at home (e.g. helping to set up the table for meals, washing after meals)
 - Self-care skills (cutting nails, bathing, applying plasters or lotions)

Implementation: Taking Public Transport



Implementation: Taking Public Transport



Implementation: Taking Public Transport



Investigation of safer routes for taking of public buses

Implementation: Taking Public Transport



Hand Phone Skills

- Calling
- Receiving
- Reading SMS
- Sending SMS



Identification of location

Insight

- Assessing and Teaching Functional Skills for more Independent Community Access involves mediation learning experience by both parents whenever and wherever possible.
- Parents need to understand that it will be a lifelong process and they need to start now.

Managing challenging behaviours

- Functional Behaviour Assessment refers to a process for gathering information about a problem behavior to understand and describe the reasons (functions) why it occurs.
 - Assumption 1: All behavior is functional
 - Assumption 2: Intervention is to replace problem behavior with acceptable behavior for the identified function
- FBA information is then used for development of proactive and comprehensive interventions known as the Behavior Intervention Plans (BIPs)
- Essentially to understand function of problem behavior (FBA) and to replace problem behavior with appropriate behavior (BIPs) to achieve similar function.

Communicating with your child

FIGURE 7.1 KOHLBERG'S LEVELS AND STAGES OF MORAL DEVELOPMENT

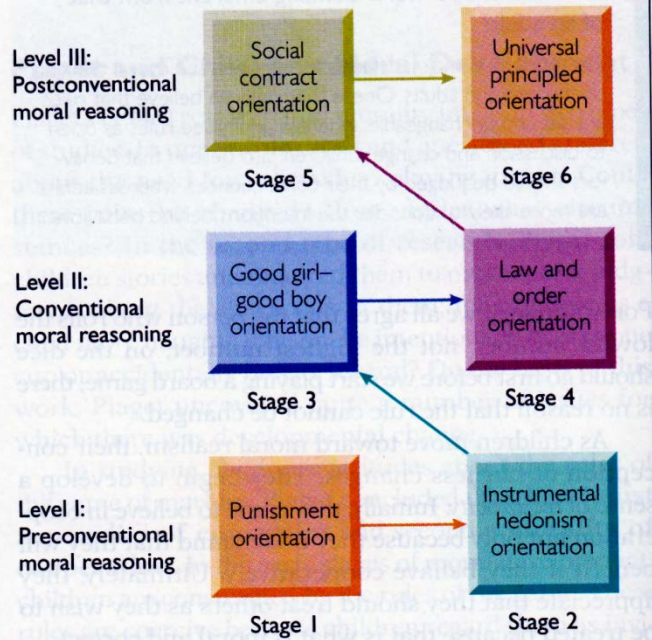
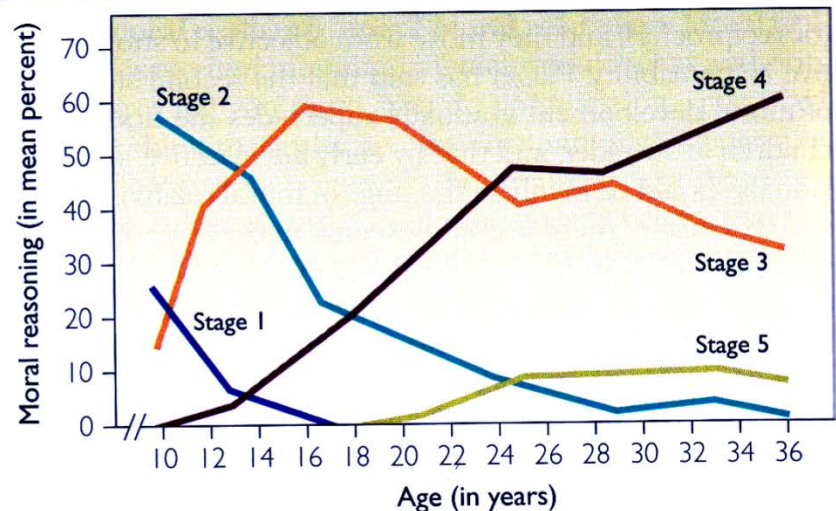


TABLE 10.1 AGES AND STAGES IN PSYCHOSOCIAL DEVELOPMENT

AGE	STAGE
Infancy	Autosocial: Boys and girls are interested only in themselves.
About ages 2–7	They seek companionship of other children regardless of sex.
About ages 8–12	Homosocial: Children prefer to play with others of the same sex; some antagonism exists between the sexes.
Ages 13–14	Heterosocial: Girls and boys become interested in one another.
Ages 15–16	Some boys and girls pair off.
Ages 17–18	The majority of adolescents "go with" someone.

FIGURE 7.2 MORAL REASONING STAGE AND AGE LEVEL (FROM THE 20-YEAR LONGITUDINAL FOLLOW-UP OF KOHLBERG'S FIRST STUDY OF ADOLESCENT BOYS)

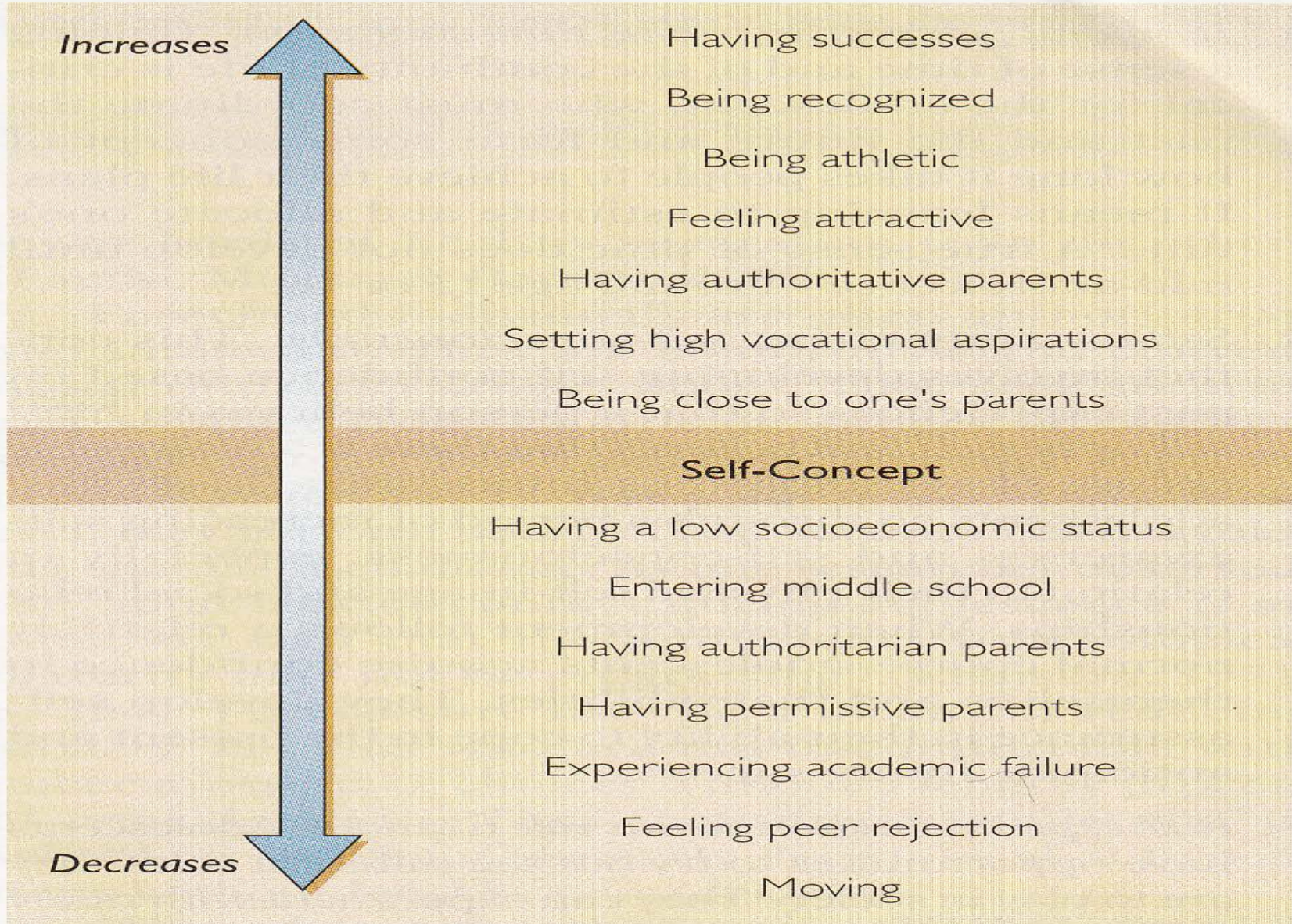
Source: From L. Kohlberg, *Moral Reasoning in Adolescence* (Boston: Allyn and Bacon, 1994), p. 200. Copyright © 1994 Pearson Education. Used with permission.



Source: Dolgin, 2011, p. 37, 178

FIGURE 6.2 FACTORS THAT AFFECT ADOLESCENTS' SELF-ESTEEM

Source: Dolgin, 2011, p. 157



Development of Identity and Self

Identity is the sense of self, individuals' personal understanding of own existence, and what they want in life (Own perception of Role and Purpose in life) **Identity = Self + Role and Purpose in life**

Self is an individual's awareness of his or her own personal characteristics and level of functioning (Ciccarelli & White, 2012)

Self = Self-concept (cognitive) + Self-esteem (emotional)

Self-concept is individuals' cognitive assessment of their physical, social, and academic *competence* (**self assessment of own ability**) from interaction with important, significant people in one's life

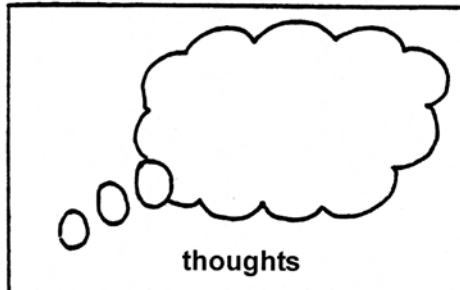
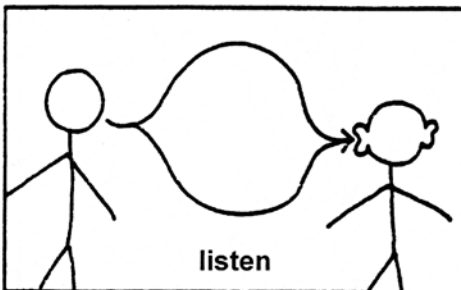
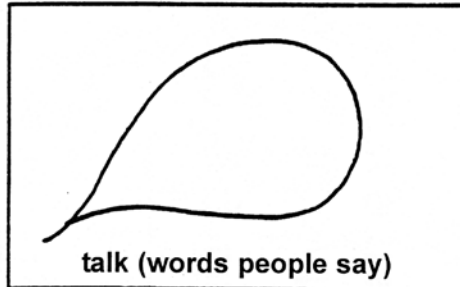
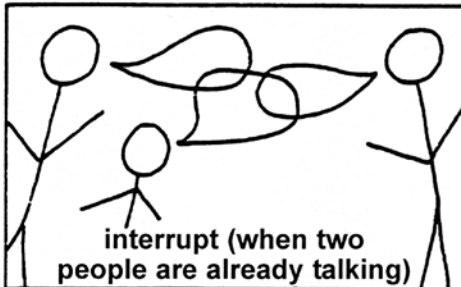
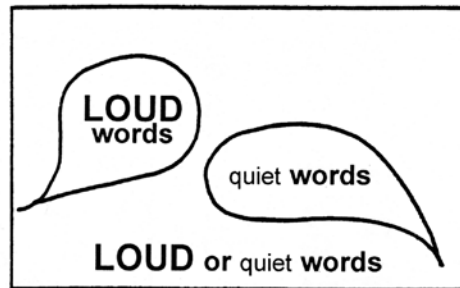
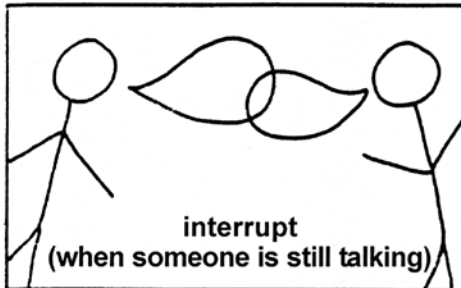
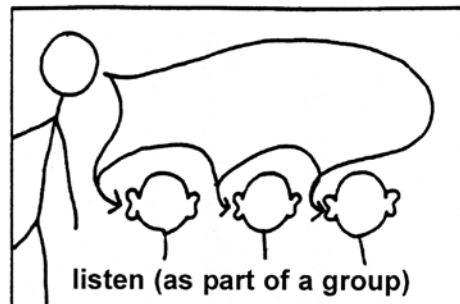
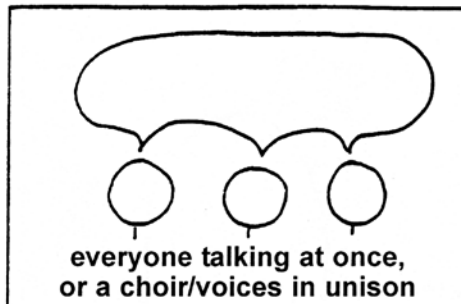
- academic self-concept
- social self-concept
- physical self-concept

Self-esteem/Self-worth - Emotional self-evaluation from interaction with important, significant people in one's life

Modified Comic Strip

- 3 A3 size papers. Colour pens/pencils if available
- Use stick figures and simple drawings of the scenario of contention.
- First : Student's Perspective
- Second : Perspectives of Others
- Third : Jointly work out an approach to the resolve the problem faced

Conversation Symbols Dictionary



Source:
Gray, 1994, p. 21

Conversation Colors

green: good ideas, happy, friendly

red: bad ideas, teasing, anger, unfriendly

blue: sad, uncomfortable

brown: comfortable, cozy

purple: proud

yellow: frightened

black: facts, things we know

orange: questions

combinations of colors: confused

Source:

Gray, 1994, p. 39

Question and Answer