

Welcome




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Teaching DEAR MAN

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 Monday, October 1, 2018



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Learning Objectives

At the end of the presentation, participants will be able to:

1. Identify the different components of DEAR MAN.
2. Explain how to teach children how to describe and express their thoughts and feelings in a way people want to listen.
3. Distinguish the difference between willingness and willfulness, the names of different emotions, and the difference between facts, thoughts, feelings, and interpretations.
4. Distinguish the different names of emotions and the difference between facts, thoughts, feelings and interpretations.

DEAR MAN

- D – Describe
- E – Express
- A – Appear Confident
- R – Reinforce
- M – Mindfulness
- A – Assert Yourself
- N – Negotiate

Mindfulness

- WHAT Skills
 - Observe – be aware
 - Describe – name your experience
 - Participate – be willing; be involved
- HOW Skills
 - Nonjudgmental - accepting
 - **Effective – practice makes...**
 - One-Mindfully – be in this moment
- Practice – Buzz Ring, Telestrations, book – “Take the Time”, “The Judgmental Flower”

Mindfulness continued

Mindful Moments



Sitting Still Like a Frog
[www.preconference.org/Preconference/Sitting Like a Frog mindfulness for children/5. The Pause Button.mla](http://www.preconference.org/Preconference/Sitting%20Like%20a%20Frog%20mindfulness%20for%20children%20The%20Pause%20Button.mla)



Willingness vs Willfulness

<p>Willingness - thoughts</p> <ul style="list-style-type: none"> • Ready to do something without being forced • Helpful • Cooperative • Participate • Enthusiastic • Ready to listen and learn • Offered voluntarily • Ready to solve a problem 	<p>Willfulness - thoughts</p> <ul style="list-style-type: none"> • Having one's own way • Said or done on purpose, deliberate • Bossy • Demanding • Attitude • Statements/Thoughts: <ul style="list-style-type: none"> – I need it – NO! – You can't make me – I'll get even – I don't want to do that... – Leave me alone!!!
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Willingness vs Willfulness continued

<p>Willingness - Behaviors</p> <ul style="list-style-type: none"> • Sitting on my bottom, legs in front • Head is up • Body is quiet • Mouth is quiet • Eyes are closed or eye contact is gentle • Palms resting gently on lap with palms pointed upwards • I control my breathing so my breathing doesn't control me • I pay attention to the moment, if I get distracted I allow the thoughts to pass by and "come back to center" 	<p>Willfulness - Behaviors</p> <ul style="list-style-type: none"> • Screaming • Sassy/talking back • Sarcasm • Kicking • Hitting • Disrespectful • Mad face • Rolling eyes • Grabbing
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Book – "I just want to do it my way"; game – change your seat

Express

- Observe the emotion being experienced
- Accept there is more than one emotion
- Name the emotions, rate the intensity
- Describe the emotion – this is also the "I feel..."
- [Handouts](#)
- [Feelings Baseball, book - Double Dip Feelings](#)

Describe

- Describe the facts
- Resist interpretations, thoughts, and judgments
- Talk in a way people want to listen
- Use language such as, "My perception is...", "I saw...", "I heard..."
- This is the same as the "mindfulness WHAT skill" discussed earlier
- Be in Wise Mind first...
- Practice – Suspend, Jenga
- Book "what were you thinking"

Wise Mind

The diagram consists of three overlapping circles. A green circle on the left is labeled 'Rational Mind'. A yellow circle on the right is labeled 'Emotional Mind'. A red circle at the top, overlapping both the green and yellow circles, is labeled 'Wise Mind'.

- Rational Mind – Facts
- Emotional Mind
 - Feelings
 - Thoughts
 - Interpretations
 - Judgements
 - Impulsive
 - Revenge
- Wise Mind
 - Nonjudgmental
 - Validating
 - Expressing
 - Willing
 - Problem solving

Reinforce

1. Adults reinforce behavior
2. We teach kids to feel good about being honest and responsible
3. Recognize when a kid is using the skill and teach them to reward others

- Kids will go out of their way to avoid the negative event or their perception of a negative event
- We reinforce all behaviors through our interactions

Positive Reinforcement

- Separate who I am from what I do
- Recognize when the "correct" behavior or skill is being used
- Teach children how to make the "responsible" choice
- Use encouragement to set the stage for the child to choose to do what is "right"
- Use the "yes approach"
- Use the word "and" instead of "but"

**Appear Confident
Be Assertive**

- Look at the person talking and use gentle eye contact
- Speak up for myself
- Use willingness to express myself
- Talk in a voice people want to listen to
- Ask for what I want (resist the language “I need...” or “you need...”)
- Trust myself and others
- [Game – “Life with the Wright Family”](#), book – “But it’s not my fault”

Negotiate

- Willingness to listen to others point of view, opinion, thoughts, perceptions
- Be willing to compromise, collaborate, and/or accept alternatives
- Time the interaction for the benefit of everyone
- [Dear Man Bill of Rights](#)
- [Game – 5 second rule; Traffic Jam](#)

Resources

- A clinicians guide to think good – feel good: Using CBT with children and young people. By Paul Stallard. 2005. John Wiley & Sons, Ltd, West Sussex, England.
- DBT skills training manual, 2nd edition. By Marsha M. Linehan. 2015. The Guilford Press, New York, NY
- DBT skills training handouts and worksheets, 2nd edition. By Marsha M. Linehan. 2015. The Guilford Press, New York, NY.
- DBT skills manual for adolescents. By Jill H. Rathus and Alec L. Miller. 2015. The Guilford Press, New York, NY.
- The expanded Dialectical Behavior Therapy skills training manual: Practical DBT for self-help, and individual & group treatment settings. By Lane Pederson. 2012. PESI Publishing and Media, Eau Claire, WI.
- Dialectical Behavior Therapy Skills, 101 mindfulness exercises and other fun activities for children and adolescents: A learning supplement. 2009. By Kimberly Christensen, Gage N. Riddoch, and Julie Eggers Huber. AuthorHouse, Bloomington, IN.

Take-home message

Enhancing verbal communication is a skill building approach used as a prevention and intervention technique.

Teaching individuals to use DEAR MAN will replace challenging behaviors while reducing frequency, duration, and intensity of challenging behaviors.



Questions?

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