

Stage & Message the Brain Should Receive	Actions to Give Someone This Message	Scripts – Things to Say – To Give Someone This Message
<p>“Being” 0 to 6 mo.</p> <p>I'm glad you are alive.</p> <p>You belong.</p> <p>What you need is important</p> <p>You can grow at your own pace.</p> <p>You can feel all of your feelings.</p> <p>I love you and I care for you willingly.</p>	<ul style="list-style-type: none"> • Look for positive reframes for challenging behaviors. Explore & share how it helps them and then help them find another way to do it. • Ensure needs are met • Go shopping together for needs • Make a shopping list together, go through the list and determine wants vs. needs • Affirm feelings • Key ring of affirmations for different cues • Validation • Show you care through body language, attention, words, etc. • Honor requests and use yes... when... • Reflect, honor and connect • Show strong affection • Use their name • Side by side activities • Social stories • Daily affirmations with staff • Ownership of room • Safe spaces in the house <p>For Children</p> <ul style="list-style-type: none"> • Peek-a-Boo • Read a book together • Positive, encouraging facial expressions 	<ul style="list-style-type: none"> • You will always have what you need. • Instead of shaming the age the person is acting, ask questions about what they are enjoying or learning from the activity instead of shutting them down. • I'm glad you're alive. • I'm glad you're here. • It's nice to see you today. • I'm glad we're friends. <p>More Actions to support this affirmation:</p> <ul style="list-style-type: none"> • Need food or clothes? Shop together to help the person always get what they need. Go through the list and determine wants vs. needs very concretely. Reinforces the concept that they have the ability to find a way to get what they need. Highlight when they have done this in a positive way. • Affirm feelings and that it is okay to feel, even when having a meltdown. • Cook together. Sit down and plan meals together, what groceries are needed, etc. Encourage the person to hold the list and pull them from the shelves, prepare for the meal • Use affirmations so the person begins to ask for those affirmations in turn. • Key ring of affirmations for different cues • Instead of shaming the age person is acting, ask questions about what they are enjoying or learning from the activity instead of shutting them down.

Created by the Resilience Project (2014 - 2017) with funding support from Ohio DODD and OHMAS. The Resilience Project is a collaboration among Hamilton and Clermont County Boards of DD, Finding Hope Consulting, Greater Cincinnati Behavioral Health Services and Lighthouse Youth Services.

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<p>“Doing” 6 to 18 mo.</p> <p>You can explore & experiment & I will support and protect you.</p> <p>You can use all of your senses when you explore.</p> <p>You can do things as many times as you need to.</p> <p>You can know what you know.</p> <p>You can be interested in everything.</p> <p>I like to watch you initiate, grow, and learn.</p> <p>I love you when you are active & when you are quiet.</p>	<ul style="list-style-type: none"> • Try new activities and experience new things together (i.e. cooking, gardening, shopping) • Go to the park for exercise • Prompt communication in various ways through self-exploration • Inclusion in the community (i.e. pottery class) • Allow for failures: Be open to letting the person experience the consequences of his or her choices/actions • Frame failure as a part of learning • Celebrate attempts • Reassurance • Allow the person time to process before responding • Withhold personal bias • Encourage the person to make his or her own choices and conclusions • Do not judge the play or experimentation the person chooses • Show the person things they may have missed out on • Encourage the person to explore as long as they want without judgment • Use different textures and mediums to explore and experiment • Use encouraging words during exploration • Let the person choose who they would like to accompany them • Honor the person’s wishes to continue or discontinue an activity <p>For Children</p> <ul style="list-style-type: none"> • Build a fort together and use it as a safe place • Go to the park to play together 	<p>Actions -</p> <ul style="list-style-type: none"> • Trying new activities/experiences together like cooking, gardening, and hiking. • Sandwich intervention- “What is something that happened today that you really liked? If you had a magic wand, what is something you want to change? What is something you want to do?” • Build a fort together and use it as a safe place. • Going to the park and trying new things. • Cooking/shopping, playing with recipe. • Inclusion in the community... i.e. pottery class, hiking club. • Determine things they like/ don’t like and get out there.

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<p>“Thinking”</p> <p>18 mo. to 3 years</p> <p>I'm glad you are starting to think for yourself.</p> <p>It's okay for you to be angry, and I won't let you hurt yourself or others.</p> <p>You can say no and push and test limits as much as you need to.</p> <p>You can learn to think for yourself and I will think for myself.</p> <p>You can think and feel at the same time.</p> <p>You can know what you need and ask for help.</p> <p>You can become separate from me and I will continue to love you.</p>	<ul style="list-style-type: none"> • Create a choice board—a fun activity, a social event (look through the entertainment section of your local arts newspaper!), chores in an order the person chooses • Replacement activities • Connect rules with safety • Give the person the means to communicate even when they shut down • Bring in more playful/creative activities • Explore self-care and allow the person to take initiative with positive encouragement • Recognize anger and validate the emotion • Explore additional ways to express anger • Help the person identify emotions and where they feel them physically • Encourage the person to ask questions about others to find out who they are • Encourage discussion around likes and dislikes • Offer replacement activities • Connect rules with safety • Give them the means to communicate even when they shut down • Create a choice board—a fun activity, a social event (look through Citybeat!), chores in an order the person chooses <p>For Children</p> <ul style="list-style-type: none"> • Create a choice board- dramatic play, building something, playdoh • Follow the leader type games • ‘Messy trays’: i.e. shaving cream on a cafeteria tray 	<ul style="list-style-type: none"> • I like how creative you are. • I like the ideas you've come up with. • I feel (emotion) so I'm going to draw (something related to emotion). • It's okay, it happens. We can clean it up... • Go ahead and give it a try. • You can do it. • If you need help, I'll be here.

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<p>“Identity and Power” 3 to 6 years</p> <p>You can explore who you are and find out who other people are.</p> <p>You can be powerful and ask for help at the same time.</p> <p>You can try out different roles and ways of being powerful.</p> <p>You can learn the results of your behavior.</p> <p>All of your feelings are okay with me.</p> <p>You can learn what is pretend and what is real.</p>	<ul style="list-style-type: none"> • Role-playing emotions • Role-play changing active situations into calm situations • Ask about unsafe imaginary characters and how to make them safe • Identify that all feelings are okay, portraying all emotions back to the person • Represent emotions with the colors of a rainbow • Give the person options for choice to benefit their learning. Allow him or her to lead as you follow them. • Allow the person to ask and answer questions • Provide options for choice i.e. game choices, clothing, radio station, TV show etc. • Find out what the person wants and offer an opportunity to explore that (empowerment) • Highlight and celebrate choices. • Identify thinking errors and explore ways to correct them • Role-playing emotions • Active situations to calm situations (role-play) • Ask about unsafe imaginary characters and how to make them safe • Identifying that all feelings are okay, portraying all emotions back to the person • Emotions as the color of the rainbow • <i>For Children</i> • Imaginary and pretend play • Matching games 	<ul style="list-style-type: none"> • You are powerful • What do you want to do? • How do you feel about that? • You are important. • Don't let your anger be the boss of you. • It's okay to express your feelings in a safe way.
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<p>“Structure” 6 to 12 years</p> <p>You can think before you say yes or no and learn from your mistakes.</p> <p>You can trust your intuition to help you decide what to do.</p> <p>You can find a way of doing things that works for you.</p> <p>You can learn the rules that help you live with others.</p> <p>You can learn when and how to disagree.</p> <p>You can think for yourself and get help instead of staying in distress.</p> <p>I love you even when we differ; I love growing with you.</p> <p>Stage & Message the Brain Should Receive</p>	<ul style="list-style-type: none"> • Connect sensory needs to safety, replacement behaviors • Stop and think cue cards • Develop ground rules together (connecting them to safety) • Allow time to think before making a decision • Utilize games to understand rules, structure, order, etc. • Role-modeling respectful behaviors 	<ul style="list-style-type: none"> • I really appreciate how you’re expressing how you feel. • What are some reasons you think that might be a problem? • Remember, we made the rules together. • What’s another way you can say that? • Validate anger and ask the person what they are going to do with it.
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<p>“Identity, Sexuality & Separation” 13 to 19 years</p> <p>You can know who you are and learn and practice skills for independence.</p> <p>You can learn the difference between sex and nurturing and be responsible for your needs and behaviors.</p> <p>You can grow in your female or maleness and still be dependent at times.</p> <p>I look forward to knowing you as an adult.</p> <p>You can develop your own interests, relationships, and causes.</p> <p>You can learn to use old skills in new ways.</p>	<ul style="list-style-type: none"> • Allow for more independence and support interdependence • Support families in allowing opportunities for choice • More choices • Choice fishbowl of unexpected/planned activities • Acknowledge that sexuality is a continuum/spectrum • Acknowledge that there’s no right or wrong • Discuss what the person is curious about and find safe ways to express this feeling • Make collages of what appeals to the person • Build up a sense of self by reinforcing their interest, even if it’s different than their families, community, etc. • Give the person opportunities to lead sessions • Express that sexual needs need to be handled in a safe and responsible way • Explore other ways the person can feel loved and cared for • Use body mandalas to delineate feelings • Separate sex and affection without shame • Sand tray or inside/outside of paper bag; create who you are, who you want to be • Allow for more independence • Support families to allow opportunities for choice • Offer more choices • Offer a choice fishbowl of unplanned/planned activities 	<ul style="list-style-type: none"> • You’re the expert on yourself. • You have the right to _____. • Whoever you are, you are great. • You can be yourself and try. • Sometimes you have to try something to see if it fits. • It’s okay to have sexual needs. • You can be an adult and still ask for help/need others.
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“Dependence, Performance and Inter-dependence Adulthood

Your needs are important.

You can be uniquely yourself and honor the uniqueness of others.

You can be dependent and interdependent.

Through the years you can expand your commitments to your own growth, to your family, your friends, your community, and to all humankind.

You can build and examine your commitments to your value and causes, your roles, and your tasks.

- Experience different things
- Go and do things in the community with other ordinary citizens
- Give the person opportunities to do the things that are important to them
- Identify goals of the person that coincide with community goals and who in the community can help them
- Nature integration
- Job skills and connections
- Spirituality
- Treat each person as a unique individual, despite a group setting
- Connect the person to other people in the community who share their common interests
- Help the person set goals
- Help the person to listen to others and respect them
- Schedule and follow through with activities
- Create a scrapbook or life map of important events in the person's life
- Lean on each other; recognize that we don't have to be alone

- The things that matter to you are important.
- You can be yourself and respect the differences of others.
- You can ask for help or do it on your own (reinforce successes).
- As you grow, continue to build your interests and connections to others.
- You can build your commitment to things important in your life and how they help you develop as an adult.

