



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

**Managing Number One, First!**

**&**

**Staying Motivated to  
Do the Job!**

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## 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!



## “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.

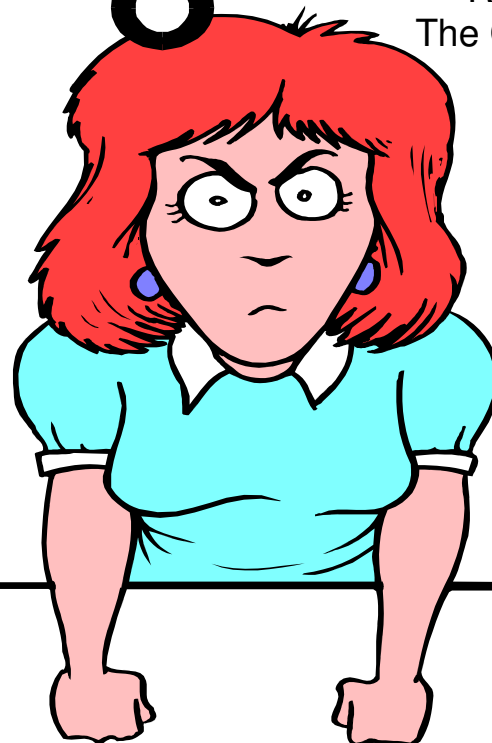
Strategies to use in order to keep your cool:

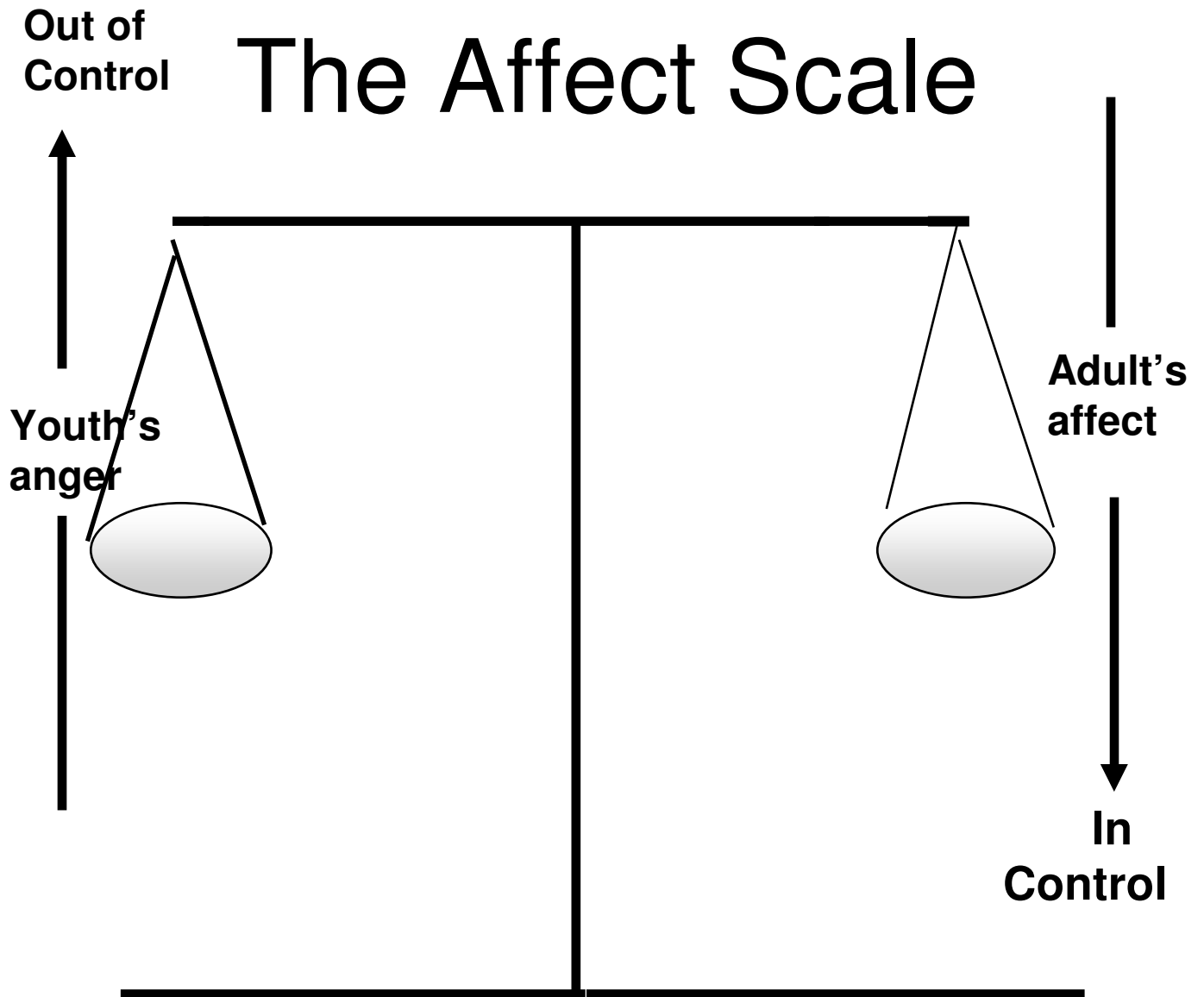
1. Think about the principle of lack of support being related to punitive actions – and don't go there. Think: *"I can do anything for 90 more minutes!"*
2. Visualize yourself walking to your car at the end of a brutal shift with a BIG smile on your face *thinking "I kept my cool all during the shift. 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!



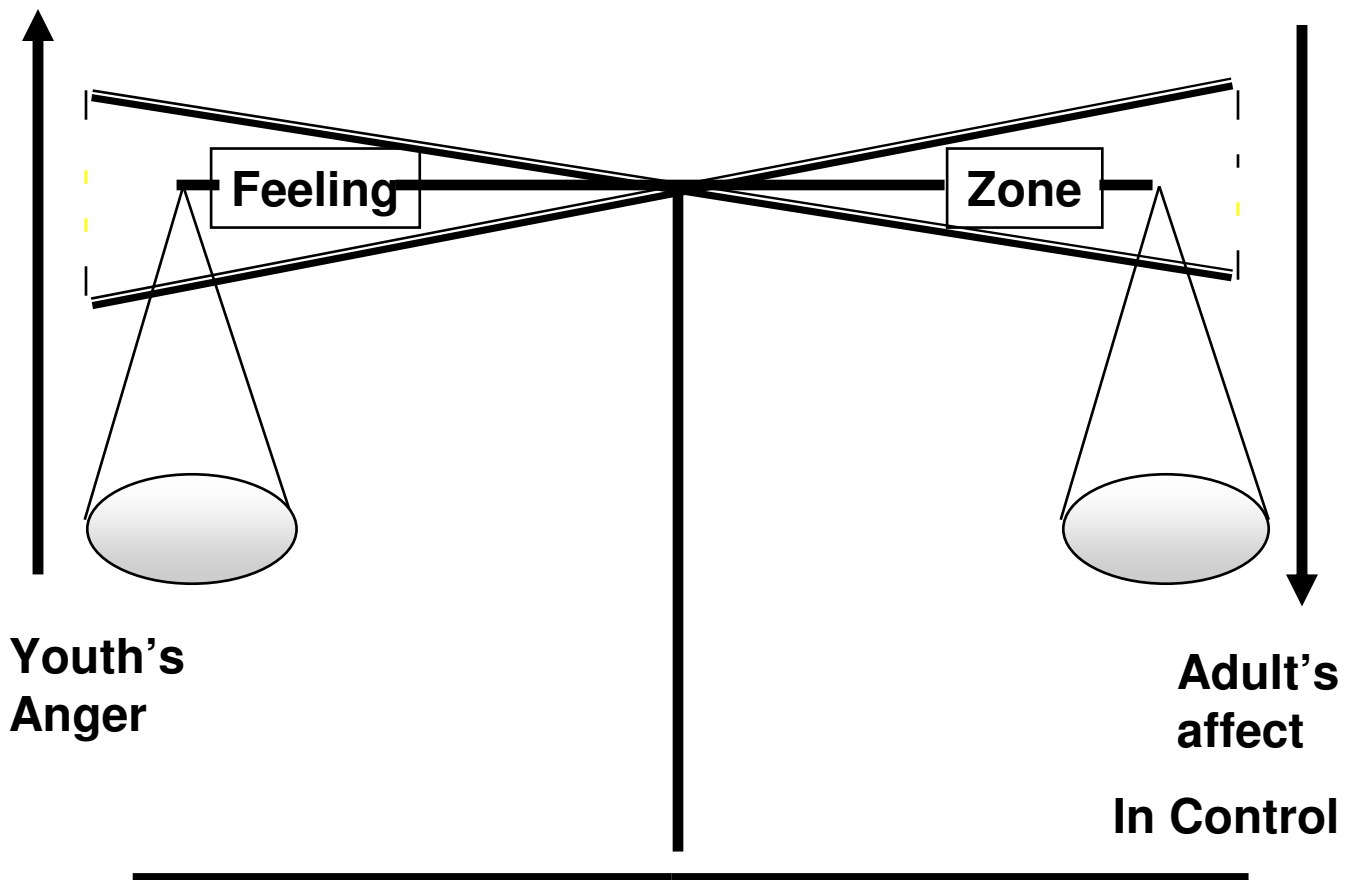


**Key: Establish inverse relationship**

*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.

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## Body Messages



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

NBD = No Big Deal!

**VS.**

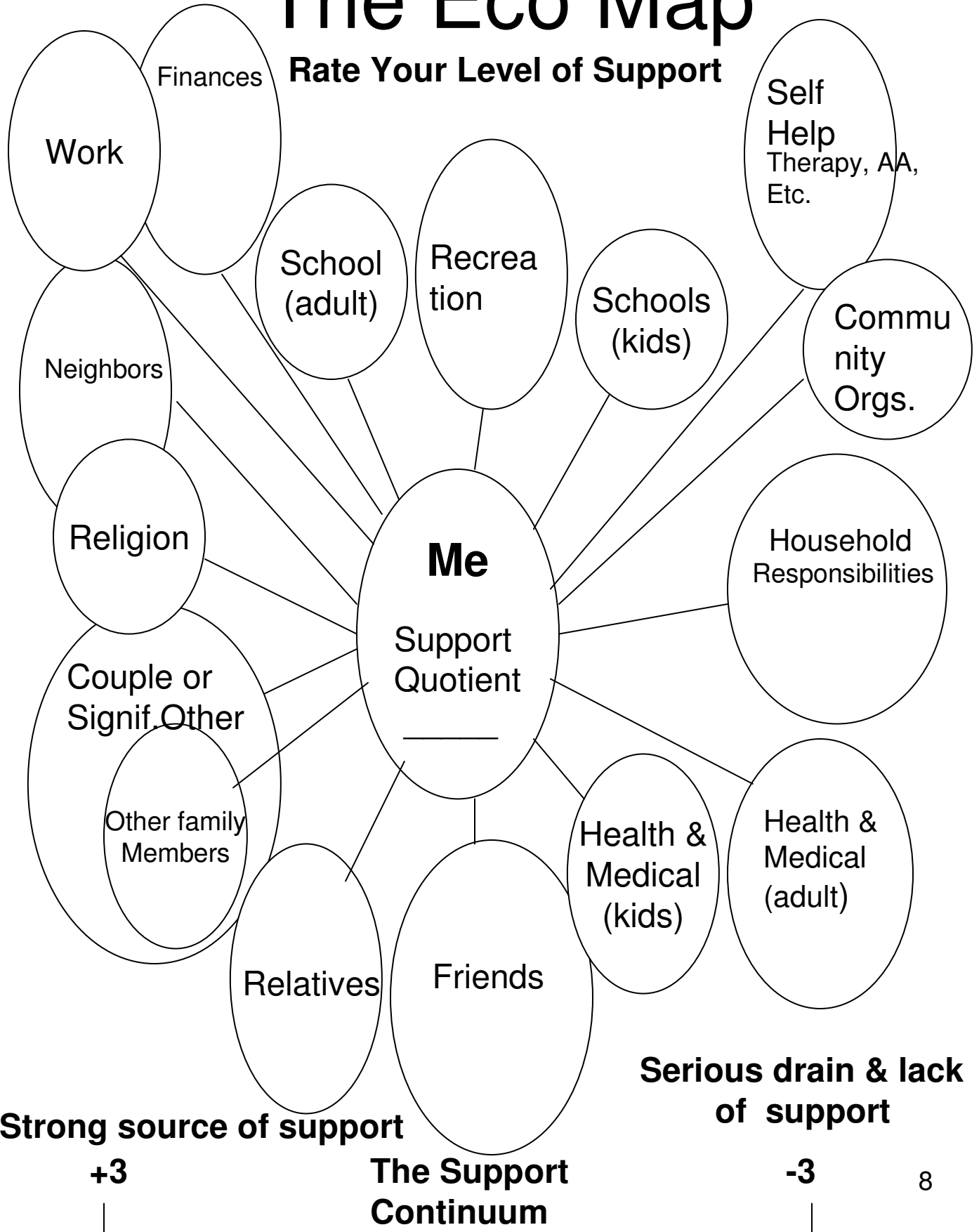
“You need to get it done now!”

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

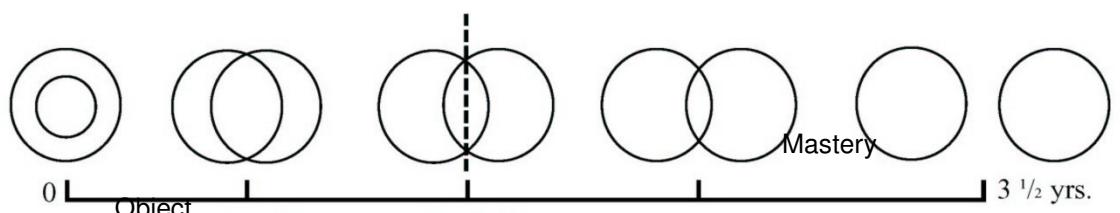




# THE HOLDING ENVIRONMENT

## "A Total Environment Provision"

TASK: "good enough parenting"



0  
Object Permanency  
Sociopathic  
Borderline  
"Terrible Twos"  
Separation-Individuation

Mastery

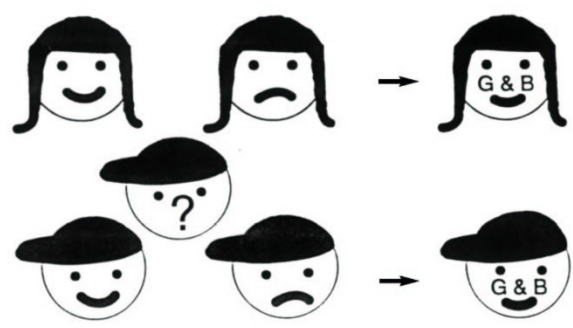
3 1/2 yrs.

OBJECT  
CONSTANCY  
cohesive self  
sense of self

SPLITTING MECHANISM  
Good mother/Bad mother

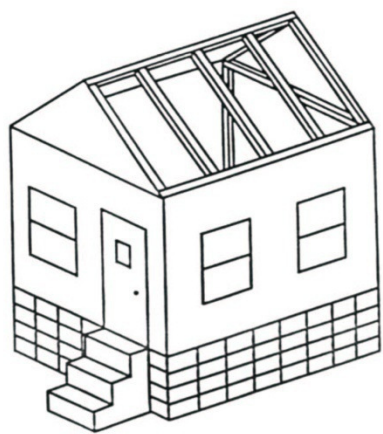
5 yrs.

TASK:  
merge the good  
and bad introjects



Social Accommodation  
Social Subordination

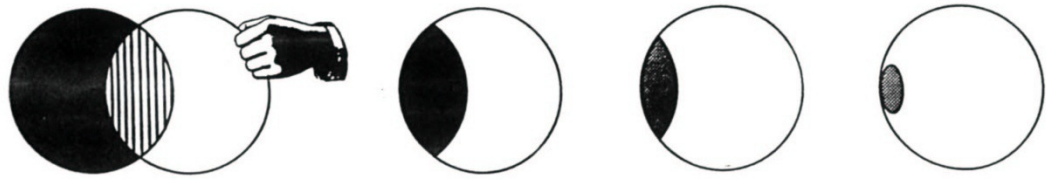
Foundation



FILLERS VS. TALKERS  
DEFICITS VS. CONFLICT

GOAL:  
Filling in the emptiness

Effect of Separation



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?

## Splitting

Individuals whose developmental needs get skewed, primarily during the terrible two's period, tend to do a lot of *splitting*. In other words, they try to get the adults in their lives at odds with one another.

Splitting is a normal developmental occurrence that rears its head during the terrible twos, when a child is beginning to separate and individuate and doesn't want to be told what to do. When the emerging two year old hears "No" for the first time, it causes stress, prompting the child to split: "When mom's being good to me, that must be the good mom. When she's saying 'No,' that's the bad mom." If parents remain balanced (i.e. set reasonable limits but stay warm and loving) during the "splitting" (terrible two) period, the child emerges with a good sense of self and understands that mom (and dad) can be both good or bad, but is one cohesive person, and I am too.

Youth who tend to seriously split the important adults in their lives, often do so because it brings them back to the developmental stage they still need to master. If the adult caregivers refrain from splitting and stay balanced in their approach to such youth, treatment progresses.

Splitting is a stress reaction. When one feels stress, in the haste to relieve it, polarization occurs: Whatever is causing the stress is bad, and the individual is good (i.e. a split occurs)

The stress of working in an under-supported social service setting coupled with the developmental need for some at-risk children and youth to provoke disharmony among the staff members, often results in programs having a great deal of inter-personal and departmental splitting. Therefore, it is essential for professionals to avoid splitting at all costs:

*Splitting stops a youth – and a program – from moving forward.*

Youth: My mother said you guys are too punitive.

Teacher: I like your mother. I'll give her a call to make sure we're on the same page.

**Tip:** Whenever you feel yourself being drawn into a "split" think:

*"I'm not as good as I think and they're not as bad. Stress and a number of other factors is causing me to polarize (i.e. See things in black-and-white terms) Stop it. Find the middle ground. Communicate more. Don't be played like a puppet. Stay professional.*

Every school and child welfare program in America should hang the following symbol throughout its setting:

