

## **CEU Information**

### **No Such Thing As a Bad Kid:**

Understanding and Responding to Children, Youth & Families Struggling with Emotional and Behavioral Challenges Using a Positive, Trauma-Informed, Strength-Based Approach

### **Workshop Description:**

Strength-based practice is an emerging approach to guiding at-risk children, youth and families that is exceptionally positive and inspiring. Its focus is on strength-building rather than flaw-fixing. It begins with the belief that every individual has or can develop strengths and utilize past successes to mitigate problem behavior and enhance functioning. This presentation will highlight many of the key principles and techniques of this transforming modality.

Areas covered include: What is strength-based practice & the power of a positive attitude & culture; the effects of trauma and positive emotions on the brain, and how and why to create trauma-informed treatment environments; changing negative mindsets and the deleterious effects of pejorative labeling; strength-based communication principles and techniques - including reframing, using solution-focused questions, positive-predicting, the millimeter acknowledgement, and inspirational metaphors; self-esteem building & activities for at-risk children and youth; how to help cognitively inflexible young people; the importance of being family-friendly; why, how, and when to use incentives; the importance of controlling personal emotions (i.e. managing number one first); core strength-based verbal interventions including de-escalation techniques; respectful, relationship-based limit setting; and a host of creative cognitive behavioral strategies.

### **Learning Objectives**

Attending this continuing education activity, participants will be able to:

1. Describe the major principles of a strength-based approach to working with at-risk children and youth.
2. Discuss the importance of personal self-awareness and self-management in working with at-risk children, youth, and families.
3. Cite specific strength-based verbal interventions that help professionals engage and motivate at-risk children, youth, and families

4. Discuss innovative strategies for enhancing self-esteem in at-risk youth.
5. Describe specific techniques for changing the negative mindsets many at-risk kids harbor.
5. Describe at least two specific cognitive-behavioral techniques that can help at-risk children, youth, and their parents to better self-manage their actions.

### **Bibliography:**

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