



Student Interview

What do people call you?

How old are you?

When is your next birthday?

Why are you here?

What do you think could worry your parents/teachers about you?

What grade are you in?

What part of school do you like best?

What do you dislike about school?

What kind of grades do you make?

What is your best subject?

Why?

What is your worst subject?

Why?

How do you get along with the teachers?

How do you get along with other kids in school?

What do you do for fun?

Who is your best friend?

What sorts of things do you do together?

Do you have many friends in your neighborhood?



Any girl(boy) friends?

Do you want to be married, at what age, do you want to have kids?

What would you like to do when you grow up? Why?

Are there other things you would like to do?

Do you take after your father or mother?

Who is your hero?

If you could change something about yourself, what would it be?

Do you get angry with yourself sometimes? About what?

How are you different from other kids?

How are other kids different from you?

Describe your father.

What does he like about you?

What does he bug you about?

How about your mother?

Do you have brothers, sisters, what ages, what are they like?

How do you guys get along?



If you had three wishes, what would they be?

What would you do with a lot of money?

What is the best age to be? Why?

Describe your own magic world.

If you could be any animal, which would you choose? Why?

What kind of animal would you make your father?

Your mother?

Your brothers and sisters?

What do you worry about?

What makes you nervous?

What could make you unhappy or sad?

What do you do when you are unhappy?

What makes you angry?

What makes you glad?



What frightens you?

What do you do when you are frightened?

What are mothers good for?

Fathers?

Who loves you?

Who do you love?

Who do you like?

What is the best thing that could happen to you?

What is the worst thing that could happen to you?

Which one person would you like with you on a deserted island?

What would you like this counseling/evaluation to do for you?

What would you like me to tell your parents about you?

Teachers?

What would me to have your parents to do for you?

What would you like your teachers to do for you?

In what ways could your parents help you with your problems?

Maybe you have some questions for me?



Student Behavior Survey

Are you a good student now?

Could you be a better student?

What are three things you are good at in school?

What are things other people would say about you that make you sound like a good student?

What are things that are hard for you at school?

What are things you do that might make other people have uncomfortable or negative thoughts about you at school?

What is the one main thing you would like to improve about yourself at school?

How will you do this?

Do you want any help, and who would you like help from?

Parent Questionnaire

Child's name _____ Date _____

Birthdate _____ Age _____ Gender _____

Home Address _____

Phone _____

School _____ Person filling this out _____

People living in the household:

Name	Relationship to Child	Age
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Primary language spoken in the home _____

Was the child adopted? _____ If yes, at what age? _____ Do they know? _____

Briefly describe your child's difficulties: _____

How long has this been a concern? _____

When did you first notice? _____

What makes the problem better? _____

Worse? _____

Any recent changes in behavior? _____

Previous treatment, what type and by whom? _____

Any medical illnesses? _____

Medications? _____



Please circle any behavior or problem displayed by your child:

speech hearing language vision coordination making friends keeping friends won't share prefers to be alone sibling rivalry aggressive shy or timid easily tires prefers things over people danger to self or others (describe) lies steals injures self often runs away conflicts over video games low self-esteem blames others argumentative fights with other kids mood swings	unusual fears, habits, mannerisms, describe wets bed bites nails sucks thumb temper tantrums nightmares trouble sleeping rocks back and forth bangs head holds breath eats poorly restricted diet stubborn soils self too active fidgety distracts easily disorganized clumsy blank spells daydreams too much impulsive worries a lot risk-taker too many accidents fails to learn from experience feels he/she is bad slow to learn	doesn't read faces doesn't understand feelings of others trouble following directions difficulty expressing self takes drugs aches and pains disobedient seeking attention restless jealous feels hopeless nervous does not show feelings immature constant supervision needed vulnerable to peer pressure angers easily accepting criticism sad, unhappy poor attention span poor memory sets fires afraid of new situations trouble transitioning eats inedible objects not toilet trained Other concerns:



Has this child shown any of this behavior in the last three months?

- | | |
|-------------------------------|-----------------------------------|
| Sexually provocative behavior | Fearful of babysitter or relative |
| Fear of bathroom or bathing | Fearful of strangers |
| Separation anxiety | Fearful of a parent |
| Extreme school anxiety | Appears dazed, drugged, or groggy |
| Fear at bedtime | Other recent problems: |
| Won't sleep alone | |
| Won't go to bed | |
| Loss of bladder control | |

Educational History

Circle any current school problems:

- | | | |
|----------------|-------------------|-----------------------------|
| Reading | Paying attention | Getting along with teacher |
| Math | Sitting still | Getting along with children |
| Spelling | Waiting turn | Dislikes school |
| Writing | Respecting others | |
| Other subjects | Remembering | |

Age starting Kindergarten? _____ Current Grade? _____
Special Education, what kind? _____

Have they been held back a grade? _____
Have they received any special tutoring or therapy in school? _____

Has school performance become worse recently? _____

Has your child missed a lot of school? _____

Developmental History

Pregnancy- Anything unexpected? _____

Birth- Was the baby born full term, did they have any difficulty? _____

Infancy and toddler years- were any developmental milestones delayed? _____



Medical History

Please list any significant health history including injuries, illnesses, treatments, and medications: _____

What kinds of emotional, learning, and physical health problems are in the family history? _____

Other Information

What are your child's favorite activities? _____

Least favorite? _____

Do they appear to have video game or other types of addiction? _____

How do they sleep? _____

Do they go to bed on time and get up when asked? _____

How is their diet, are they picky, do you think they eat healthy? _____

Does your child do chores, and what are they? _____

Any trouble with the law? _____



Is this child responsible with their own hygiene? _____

Can they care for a pet? _____

Is their behavior age-appropriate? _____

What do you enjoy doing with your child? _____

What are your most satisfying ways of helping this child? _____

What are your child's assets and strengths? _____

How do you discipline your child? _____

What are the effects of the discipline? _____

What prompted you to seek help for your child? _____

Anything else that would be helpful to know about this child? _____

What have been the stresses on the family, including financial, moving, illness, death, trouble with siblings, divorce? _____



Place a check next to each statement below if you would like help in that area:

Someone to talk to about my problems.
Help in dealing with problems with husband/wife.
More time to be with my child.
Information about my child's abilities.
Childcare help.
Help and information about behavior problems.
Better/more frequent therapy services for my child.
Counseling to help me cope with the situation.
More information about how I can help my child.
Help with sibling rivalry/jealousy of siblings.
More information about nutrition.
Special Equipment.
Friends who have a child like mine.
More time for myself.
More time to be with my spouse or friends.

What else would you like help with?





Sentence Completions

1. I feel sad when..._____
2. In school..._____
3. I wish... _____
4. My favorite..._____
5. Other kids..._____
6. The worst thing..._____
7. Sometimes..._____
8. My Mom..._____
9. I often think..._____
10. If I only had..._____
11. The worst..._____
12. Friends..._____
13. At night..._____
14. My biggest problem..._____
15. Reading..._____
16. What I like best about myself..._____
17. My future..._____
18. I don't want to be..._____
19. I could work better..._____
20. My family..._____
21. I feel safe when..._____
22. My life would be better..._____



23. Other kids think I am..._____
24. I look..._____
25. Most of the time I feel..._____
26. Girls..._____
27. When I try..._____
28. I'm best..._____
29. Teachers care about..._____
30. My Dad..._____
31. Working means..._____
32. What I'd most like to do is..._____
33. I hate..._____
34. The most boring thing..._____
35. For me, fun is..._____
36. My Mom wants me to..._____
37. If you want to be my friend..._____
38. It's fun to pretend..._____
39. My Dad wishes I would..._____
40. I do not like to think about..._____
41. If I want to do one thing, and my friend wants to do something else..._____
42. Police..._____
43. When I get stressed, I..._____
44. When you work with other kids..._____
45. When someone tries to help me..._____



Draw a picture of you in school. Include as many details as you can think of, and try to include at least one other student and a teacher.



IEP Behavioral and Counseling Goal Menu

Aggression

_____ will demonstrate being mad the right way ___% of observed trials.

_____ will use appropriate strategies to calm themselves with prompts ___% of observed trials.

_____ will allow themselves to be mad or frustrated without hurting 90% of observed opportunities.

_____ will refrain from physical aggression (i.e. kicking, hitting, pushing, tripping) across all environments in school, for 4 consecutive weeks, with all adults and children as measured by event data.

_____ will refrain from aggression (i.e. hitting, kicking, pushing) 100% of the day, across all environments, with all adults and children as measured by special education event data, over 8 consecutive weeks.

Class Participation

_____ will demonstrate raising her hand to participate in whole class and/or small group instruction, 80% of the time in 5 out of 5 intervals, as measured by teacher observations.

_____ will respond when called upon 80% of observed trials.

Coping Skills/ Emotional Regulation/ Self-Regulation

In the classroom environment, _____ will utilize positive self-talk and coping strategies to handle stressful situations or work demands in which he/she manifests anxious or withdrawn behavior (i.e. putting head down, saying he/she can't do something), demonstrated by engaging in the 30 minute activity or situation in a calm and positive manner with one prompt on 2/3 occasions.

In counseling sessions, _____ will accurately identify feelings and appropriate coping strategies when presented with real or imagined situations with 80% accuracy on 4 out of 5 trials.

When _____ becomes upset, frustrated, or angry, he will use a self-regulation/coping strategy (movement break, deep breathing, quiet space break, deep pressure/heavy work activity, etc.) to avoid engaging in an unexpected behavior, with one reminder, on 4 out of 5 opportunities, as measured by observations and documentation.



_____ will improve his self-regulation skills as demonstrated through utilizing a tool (e.g. inner coach, sensory support, calming break) to aid in regulating to an expected emotional state (e.g. green zone - which is when we feel calm, happy, content, and focused) with one adult reminder on 8 out of 10 instances in a small group setting, as measured over two week period

_____ will improve insight on regulation as demonstrated by identifying the instances where he/she could have benefited from utilizing a tool to aid in regulation and determine what tool would have been beneficial for each instance with 80% accuracy.

When presented with a problem (non-preferred task, frustrating situation, criticism/correction), _____ will accurately determine the size of the problem (big problem, little problem) and determine the appropriate emotional response (take a break, talk with teacher, take a deep breath, replace frustration with good thoughts, etc.) and return to task at hand in 4 out of 5 trials as measured by teacher charted data.

When given a frustrating situation (i.e. undesired task, demand, and/or undesired peer behavior), with one prompt _____ will utilize coping strategies (i.e. take a break, deep breaths, etc.) and return to and remain on task with a calm body and mind for a minimum of 10 minutes with an average of 95% over 8 consecutive school weeks, across all classroom environments.

When presented with a situation known by _____ to be anxiety or frustration producing for him (i.e. non-preferred task, unexpected obstacle such as _____, tasks perceived as too difficult, unfamiliar adult, and non-preferred adult), he will independently demonstrate an appropriate emotional response through finding a solution to his problem or using a strategy to regulate back to an expected emotional state (take a break, talk with teacher, etc.) and return to task at hand within 2 minutes, for an average of 80% of instances both throughout all environments and within each environment.

Self-Monitoring

_____ will demonstrate the ability to recognize expected and unexpected behaviors as well as rate his own behavior as part of his self-monitoring system with 80% accuracy as compared to teacher ratings of behavior.

_____ will demonstrate the ability to accurately recognize her level of anxiety through the use of a visual self-rating system (e.g. feelings thermometer) with 80% accuracy, as compared to teacher observations and data.



Self -Control

_____ will show self-control of his/her body and voice (good personal space, keeping hands/ arms/legs near body, and appropriate voice level) in relation to the expected levels of the classroom and peers around him for 80% of a 20 minute period.

_____ will demonstrate self-control in the classroom through raising his/her hand and waiting to be called on by the teacher when he/she has a question in class, with 80% accuracy in 5 out of 5 trials, as measured by teacher observation and data collection.

On-Task/ Work Completion

When given a task or direction _____ will begin the task within 1 minute and remain on task for a minimum of 10 minutes independently with no more than 2 prompts on 8 out of 10 independent tasks, as measured by staff data.

Given a maximum of one verbal cue, _____ will attend to a non-preferred, small-group activity and/or independent assignment, without protest, and remain on task with no task avoidance (bathroom, getting a jacket, tying shoes, sharpening pencil, etc.) for 20 minutes, in 3 out of 4 trials, as measured by observations and staff documentation.

_____ will demonstrate on task-behavior in the general education setting for 75% of intervals during a 10 minute period, with the use of an appropriate fidget and one adult reminder, in 4/5 trials, as measured by observation and data.

_____ will attend (sit still, eyes on teacher, hands to self, quiet voice) to a task during large and small group instruction across settings for a 10 minute period with no more than 1 teacher prompt in 4 out of 5 trials as measured by teacher charted data.

With movement breaks and the use of self-regulation strategies, _____ will demonstrate the ability to attend to a task for an average 75% of intervals in a 20 minute class period.

With the use of taught self-regulation strategies and self-monitoring checklists, _____ will independently begin a task (including non-preferred tasks) within 2 minutes of direction for an average of 80% of opportunities, across environments.

With the use of taught self-regulation strategies and self-monitoring checklists, once _____ has began an independent task, he will then remain focused on the task for at least 10 minutes, free from adult prompts, for an average of 80% of opportunities, across environments.

When given an assigned task, _____ will independently complete an assignment/task, and ask for assistance, if needed, with 80% accuracy in 5 out of 5 consecutive trials, in a small group setting, as measured by teacher-charted observations.

When given a non-preferred task paired with the use of self-regulation strategies and rewards systems, _____ will begin the task within 1 minute, and complete the appropriately modified



version of the task within a predesignated appropriate amount of time (with use of timer) on 8 out of 10 opportunities, as measured by staff data.

Anxiety

In counseling sessions, _____ will accurately identify situations that can be anxiety producing and appropriate coping strategies or relaxation techniques when presented with real or imagined situations with 80% accuracy on 4 out of 5 trials.

_____ will demonstrate the ability to accurately recognize her level of anxiety through the use of a visual self-rating system (e.g. feelings thermometer) with 80% accuracy, as compared to teacher observations and data.

Negative Comments and Gestures

With the use of Cognitive Behavioral Intervention (strategy of learning to regulate thoughts and beliefs in counseling paired with daily reinforcement as tools are utilized), _____ will reduce instances of negative comments and gestures to an average of 1 instance per hour, across all classroom settings, as measured over 6 trial days.

Non-Compliance/ Following Directions

When given a frustrating situation (i.e. non-preferred task, not being able to choose preferred activity such as computers, etc) _____ will engage in no more than 20 minutes of non-compliance over a week period as measured through time sampling data.

Given a three step functional direction from an adult, _____ will complete all three steps with a maximum of 1 additional prompt in 4 out of 5 trials as measured by teacher observation and data.

Through the use of Self-Monitoring checklists, _____ will reduce instances of Passive Non-Compliance (becomes purposely and increasingly distracted through ignoring tasks, demands, or staff directives) to an average of 20% of intervals or less, both across all educational environments and within each educational environment, as measured across a one week period.

During a 20 minute academic task, _____ will respond to staff directives in an expected manner within 1 minute and with one reminder on 4 out of 5 trials, as measured by teacher observation and data.

Peer Interactions/ Social Skills

During unstructured play times, _____ will interact with peers in an appropriate manner through maintaining personal space and a respectful voice for an average 80% of intervals, measured over a 2 week period



_____ will decrease inappropriate verbal comments (such as "you are weird" or "you are a loser") to 1 time per week or less by responding appropriately when his/her feelings are hurt (use words, talk to a teacher, walk away, stay calm) and seeking attention in appropriate ways (asking a friend to play, initiating conversation, giving a compliment) in 4 out of 5 trials as measured by teacher charted data.

During unstructured play (recess, choice time), _____ will play (participate, share, follow directions/rules, take turns) with 1-2 peers for 10 minutes with no more than 1 adult prompt in 4 out of 5 opportunities as measured by teacher/staff data and observation.

Social/Emotional Problem Solving

When given scenarios of social conflicts, _____ will demonstrate problem solving skills by identifying the problem and generating two solutions appropriate to the situation in 4/5 trials, as measured by data collection.

Organization of Materials

_____ will organize his/her materials in a binder or folder and will bring assignments to and from school with 80% accuracy as measured by binder/agenda checks and teacher records.

_____ will organize his/her materials in a binder or folder and will bring assignments to and from school with 80% accuracy as measured by binder/agenda checks and teacher records.

Given helpful organizational strategies, _____ will present with organized school materials (folders, books, assignments, supplies) in his desk 3/4 times, 3 weeks in a row, as measured by review of his student planner, timely completion of assignments, and teacher report.

_____ will independently perform the task of writing his HW legibly in his planner and compile needed assignments in his binder with 80% accuracy in 5 out of 5 consecutive trials as measured by teacher-charted observations/ planner checks.

Get more counseling forms and techniques by visiting www.intensivecareforyou.com, check out my book *Counseling Tools for Kids in Schools*, available in pdf so you can download, print, and put the forms, templates, and strategies directly to work for you.

IEP Goal Writing Resources

[Writing SMART IEP's - Wrightslaw](#)

[Developing SMART IEP goals for behavior problems](#)

[Determining and writing effective IEP goals](#)



[Tips for making IEP goals measurable](#)

[The importance of SMART IEP goals](#)

Online Goal Bank Resources

[Goal Book - specific measurable IEP goals](#)

[IEP goals and objectives bank, Oregon](#)

[Classroom goal bank](#)

Solution Focus

There's a problem inherent in counseling people about their problems. The risk is that we are modeling and training to notice and focus on failures and problems. As soon as one gets better another is chosen or created. One way to overcome this risk is to be solution focused. In solution focused brief therapy the person is not the problem they are bothered by the problem and the person who discusses the problem. We make subtle but important shifts as counselors when we meet with our clients, asking when they were not bothered by the problem, how will they know, or what will they seem themselves doing differently when the problem is getting better, and discussing what they are doing right and successes.

Here is how we can use language to facilitate people taking action to meet goals:

1. People have resources to solve their own problems. "Wow- how did you do that?" "Who else noticed you?" "When this problem is not happening, what will you see yourself doing?"
2. Change is inevitable. Focus the conversation on how things will be different rather than on how things are the same. "What is different about the times when you get your work done and stay in class?" "How did you help them not have the problem?" "How are you keeping things from getting worse?"
3. Your job is to call out and expand the changes. Find what is working, when the problem is not happening, call it out as important and valuable. "What have you done that went well or wasn't a problem?" "Remember how you were this time last year? Can you see how different you are now, the progress you have made?" "If you keep going at this rate, I wonder what you will be doing 6 months from now?"
4. History and thorough analysis of the problem is not necessary. "Can you remember a time when this problem was not bothering you? How can you make that happen again?"
5. Why the problem happened is not necessary. If you are working with kids whose executive functions, especially metacognition, are delayed, they don't know what they did let alone why, ditto for the memory of all people for events that occurred while they were very upset. "How much of the day were you not angry today?" "How do you limit the number of times you blurt out without being called on?"
6. Small changes can lead to bigger global changes. Optimism, confidence, and motivation can help a person overcome all kinds of obstacles. Trust me, I've seen miracle shifts in demeanor, behavior, and family systems happen in days after years of suffering. "What has happened since last time that you would like to continue?" "How do you keep yourself from _____ so much of the time?" "What other areas have you noticed good things you have done?"
7. Even if they are a kid, and have IEP goals, let them define some of their own goals. If you as a therapist and your client have not agreed on explicit and clearly stated goals, you may have no therapeutic alliance. You are not on the same team. "What would you like to see happening in your life as a result of us working together?" "What is the problem that most bothers you that you would like help with first?" "Would you



be okay with learning how to use your smart brain in even smarter ways and feeling the way you want to more often?”

8. Big changes fast are possible. Only problems are hard. Solutions can be easy. Once you know the solution, you say, “Oh, of course!” “What will you be doing when this problem no longer bothers you at all?” “Who would you have to be if you gave up this (thought, feeling, behavior)?” “On a scale from 1-10, how confident do you feel that you will be able to do better this week now?” If they give an encouraging number, say, “That feels good, right?” while you nod your head, trying to get them to mirror your nod, and when they say yes, keep nodding and say “Really good.” “How much progress do you think you have made, on a scale from 1-10? How will you keep that going?” “How worry did you feel, from 1-10, when we first started? How about now? And if you were to move up just a point or two on that scale, what would you see yourself doing differently, or how would you know?” (In my private practice, when I first started, I had a number of folks who only came in once. I was worried about this, and wanted to find out what I was doing wrong, so I sent out surveys after my second year of practice to about 600 families. I asked them to rate their experience and improvement with questions and 1-5 scales- Likert scales, and let them include notes on the back, gave them a stamped envelope to send it back in. I got 462 back, and man, was I gritting my teeth to hear the criticism. There was no criticism, in fact, quite the opposite- and many people said they got the changes they were looking for from meeting one time. How about that?)
9. There is no one right way to think about things. We are in no position to judge how hard things are for someone else or what their experience might be like. We borrow a trick from the consultation model by not minimizing or contradicting a clients’ report of how severe things are. “How do you know the difference between hatred and annoyance?” “What is the difference between depression and feeling a little down?” “When you have a panic attack, what happens?”
10. We do not focus on what we cannot change. “We can’t control the person who is “making you” mad, we can’t make school go away.” What you can influence and manage is how you think and feel, and how bothered you become about the things you can’t change. Nobody can make you do anything without your permission and cooperation. “How do you do well with other people or in other settings, and how can you use those strategies in this situation?”

If it works don’t fix it. If everything you are trying is not working, do something completely different. Keep it simple. Approach each session as if it were your last and only. Failure is a success at ruling out what doesn’t work.

Sources

- Berg, I. K. (1994). *Family Based Services: A Solution-focused Approach*. New York: Norton.
- Bonnington, S. B. (1993). Solution-focused brief therapy: Helpful interventions for school counselors. *School Counselor*, 41, 126-128.
- Metcalf, L. (1995). *Counseling Toward Solutions: A practical solution-focused program for working with students, teachers, and parents*. Englewood Cliffs, NJ: Center for Applied Research in Education.







Garden of the Mind

Ten minute secret to eternal success:

Use this analogy to teach the concept of cognitive-behavioral therapy- how to change your feelings and behavior by changing thoughts, battle depression and anxiety, overcome obstacles, and create mental health for yourself.

Have you ever noticed how sometimes a garden has a fence around it? Why does it have a fence? Well, it's there to keep the bad stuff out and the good stuff in, right? This is what fences are for. Fences are boundaries, keeping the good in and the bad out. Boundaries are something you create and maintain for protection. Good boundaries are a little flexible or permeable. Your cell walls are flexible boundaries, they let the good stuff in and keep the toxins out. Your skin is a boundary- they keep you inside; not you outside, they keep infectious bacteria out and let food and air in. Same thing with a fence, it still let's air and water in for the garden to grow, but not deer and rabbits who will damage the garden.

Now, this all makes sense when we talk about a garden. For some reason, human beings tend to get this backwards when it comes to their thoughts. We tend to forget about all the stuff that is good and working right about ourselves and our lives, and focus, repeating over and over, negative thoughts, things we *don't* like, what didn't go well, what might go wrong, thoughts that cause us distress. Who is making those thoughts? Would it be helpful to have a conversation with the maker of our thoughts? Ask them to make thoughts of gratitude, review what feels good to think about, what is right about us, reassurance that we will be okay in the future, let go regrets of the past?

If we are to care for our mind, care for ourselves, like a good gardener would lovingly tend their garden, we would cast out the negative thoughts, the unwanted thoughts, the bugs and parasites, like weeds being thrown outside the fence of a garden.

Continuing to repeat and believe your negative thoughts is like watering the weeds in your garden instead of pulling them out. They grow fast and pretty soon, they crowd out all the good stuff and you will notice how prickly and uncomfortable they are. They will crowd out all the fruits and vegetables you truly desire.

If you like watermelon, and you would like watermelon to grow in your garden so you can enjoy it, what would you need to first do? Plant watermelon seeds, right? Okay, so that's easy in a garden, just stick the seeds in the ground, pay attention to them by watering them and pulling the weeds, and watch what happens. Watermelons appear like magic for you to harvest, and oh, how sweet!

The process of making what you want to be true in your experience of reality is much the same. How do you plant the seeds of what you want to grow in the garden of your mind and your life? You begin by deciding what you want. You get as clear as you can



about what you want, and you create a clear vision of what it looks like, feels like, how will your experience be different when your dreams come true?

I suggest creating a dream book. See the document I created for you called “Dream Book.” Get a nice book, preferably leather bound so it’s durable and can last, and write a dream you have on each page. Not a dream from when you are sleeping, but a dream that is a waking wish you have for yourself and your world. Then get images from magazines, photographs, or google images that best matches how your dream looks to you. Print it and paste it or tape it below the text you wrote about your dream. It’s okay if you pick two or three images. Every night before you go to sleep, and in the morning when you wake up, take a few minutes to look at the images and read through your dreams. Practice feeling how it would feel, as if the dream were already true. Know that these things will happen, that they are already happening. This is how you plant the seeds of what you want to grow in the garden of your mind, and this will help you make your dreams come true. Not sure if you believe me? Try it for two weeks and see what happens. What do you have to lose? Your fears and unwanted thoughts?

I also suggest after a week or two that you go back and rewrite dreams in the present tense. Rather than “I want to feel secure most of the time,” “I am feeling secure most of the time,” instead of “I want to make a million dollars,” “I am making a million dollars.”

Sometimes I ask people if they have heard the phrase “train of thought.” If they are kids they may have seen the movie “Shark Boy and Lava Girl.” which has a train of thought, literally, in it. Once they understand what train of thought means, I ask them where they are on their thought train. Are they in the caboose, just along for the ride, a victim of whatever thought their brain comes up with? Or are they the conductor or engineer, up in the engine of the train, able to slow down, stop, speed up, or change tracks if they don’t like where they are going? Where would they like to be?

When we want abundant produce we prepare the soil, pull the weeds and throw them out, and plant the seeds of the good things we want to see, feel, smell, and taste.

Your mind is like this garden, too. Except sometimes we get confused and keep the good thoughts out and the bad in. Tend the garden of your mind carefully, pull the weeds of negative, fearful, and unhelpful thoughts, and throw them outside the fence. Plant the seeds of your dreams and hopes, thoughts that feel good, by taking a few moments daily to reflect on your dreams and imagine them coming true in as much detail as you can. If a drought comes give them more water. If a freeze comes don’t lie in a bed of weeds and despair, pull out those weeds and plant some new seeds. Keep it up and you can’t help but be successful living in the garden of your dreams.

Go to www.intensivecareforyou.com and look in “Resources for Free” for more.

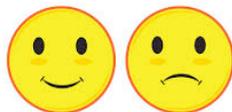




Rational vs. Irrational Thoughts Practice

State that your brain is making thoughts all the time, some of them are true, some of them are not. Thoughts that are true, or make sense, are called rational thoughts. Thoughts that are not true, or don't make sense, are called irrational thoughts. Say that you are going to read some thoughts, and ask your subject to give a thumbs up if the thought is true, and a thumbs down if the thought is not true.

I can't stand it when things aren't fair.
When things aren't fair, I can handle it.
I never do anything right.
Everybody makes mistakes.
I make mistakes but most of the time I get it right.
Mistakes are horrible.
Mistakes are normal, and help me learn.
If other people break the rules, I have to make sure they are punished.
It is not my job to make everyone else follow the rules.
Asking for help is shameful and bad.
Asking for help is smart and good.
I would make better grades if they taught me the right way.
I won't always agree with the way my teacher does things.
Winning is the most important thing.
Games and competition are for having fun.
I could be happy if I had everything I wanted.
You have to be happy with yourself.
Everybody should like me.
Not everyone will like me.
Everyone should always treat me fairly and exactly the way I want to be treated.
Life is not always fair but usually it is.
If someone makes fun of me I have to retaliate.
I don't have to let what others say make me upset.
People and situations make me feel the way I do.
Nobody can make me feel anything without my permission and cooperation.
I create my own feelings with the way I think about what happens.
If something doesn't seem easy it's best not to try.
Trying when it's difficult is how we learn and grow.
I never get to do anything fun.
All I ever do is work.
Life has boring moments.





Dream Book

This is a beautiful way for a student to establish a sense of purpose and start planting the seeds of what they want to grow in the garden of their mind (Please also read “Garden of the Mind”).

Ideally, a dream book will be a special and leather-bound book so it will last, even and especially when it’s owner falls asleep with it in bed.

The Dream Book’s user should be instructed as follows:

- 1.) On each page, as you think of one, write a dream you have for yourself.
- 2.) Go to Google Images, or other source of images, such as your own photos, or even better you can create your own symbol or drawing to represent each of the dreams written in your Dream Book and tape or paste it into the page with your written description.
- 3.) At night right before you go to sleep, review your dreams, and try to take a few moments as you arise in the morning to see yourself living the dreams you want.

Rationale:

- 1.) Writing your goals and focusing on a specific image of the goal helps you be clear and specific about your vision and intention.
- 2.) Regular dream review helps you stay focused and encourages accountability, in addition to replacing negative and discouraging thoughts that can be obstacles.

Focusing your conscious attention on what you want to create rather than your fears and what you are afraid might happen helps you harness that 95% of mental activity that we are not aware of and put it to work for us. We remember best what we studied right before we went to sleep and as we walk through daily life we can prime ourselves to notice opportunities to realize our dreams and evidence that they are already true or are in the process of becoming true. Use the “Dream Book Menu” for more ideas.

Try this yourself for a week and send me an email to tell me what you notice. I think you will be amazed at how quickly your experience and perspective can change.

My Dream Book has all kinds of dreams in it- from materialism and vanity to goals of lofty nobility. For example, the first image and dream I put in my book was a 2014 Mustang that was lowered and had staggered wheels. That image is on the left, and within a few months, the one on the right is mine, and it’s way cooler than the one I imagined! I also have goals to be a great and loving husband, and



“I am
successful helping thousands heal.”
brad@bradmasoncounselor.com



Menu of sample dreams

Get some good images for each page or draw symbols!

Try re-writing from I want to I am, and rehearse these at least once a day for a week, and then let me know what happens! Instead of I want to be successful, I am successful! Use the following categories to help generate more dream ideas.

Aging

I am going to continue exercising and staying fit into my 70's, 80's, and 90's.
rewrite: I am continuing to exercise and staying fit into my 90's.

Work

I'd like to love what I do and make enough to live comfortably.
rewrite: I love what I do and make enough to live comfortably.

Relationships

To meet someone who loves me no matter what, knows my shortcomings, and forgives me, someone I can love back the same way, someone who appreciates me.
To spend time every week doing something with friends just for the fun of it.

Love

I am loving/loved without limits.

Mental health

To be free from fear and anxiety.
rewrite: I am free from fear and anxiety.
I am confident and secure.

Spiritual

To connect with a higher power.
rewrite: I am connecting with a higher power.

Physical health

To remain free of pain and disease.
rewrite: I am free of pain and disease.

Social relevance

I want to impact the people I live with in positive ways.
rewrite: I am impacting the people I live with in positive ways.
I want more and closer friends and colleagues.
I am making closer and more friends and colleagues.



Material

House, geographical location, money, car, x-box, computer, games, jewelry

Academic performance

To make a reasonable effort and make the grades I need to do what I want. (which is?) (Watch out for try my best, or try your best- if you have someone who thinks like me, and some of the people I see- this creates a terrible dilemma. How do you know when it was your best or what that is? You can always look back and say you could have tried harder, worked longer, so how do you know when to let yourself off the hook? My Dad always told me that, and I thought about it... if I am running track and I try my best... well, I would be dead at the end, right? Because if I was still alive I didn't give it everything I have.

Special Interest Achievement

Sports

Video Games

Art

State of Mind

To be free from fear and anxiety

To value myself

To feel a sense of purpose

Obstacles to overcome

Doubt

Negative thoughts

illness

lack of energy

lack of confidence

Fantasies?

When your counselee or child perceives you as helping them clarify their dreams and making them come true, you form a therapeutic alliance, an influential and mutually beneficial relationship. Put yourself in the role of the person who helps them make their dream come true.

After some goals have been written come back to them and try writing them in the present tense instead of future. There's a trap in the semantics of "I wish..." which might create "I will be happy when..." or "I don't" or "I'm not." For example, I will be happy when I have a lot of money, I don't do my best in school, I'm not exercising and staying in shape. This is an excerpt from **Your Dream Book**, (Brad Mason, 2016) a beautiful workbook and visual experience available at www.intensivecareforyou.com



Thinking Errors

1. Overgeneralization- Nobody cares, everybody hates me, watch out for words like never, always, can't everybody, nobody, have to, all.
2. Global labeling- All lawyers are greedy, I'm stupid, life is a rat-race, it's hopeless.
3. Filtering- ignoring the good and focusing on the negative
4. Polarized thinking or extremism- it's all black or it's all white, if I make one mistake I'm no good, one strike and your out, if I don't win this time then I'm a failure.
5. Self-blame- makes you think that every time things go wrong it must be your fault. Characterized by excessive apologizing.
6. Personalization- you think that others are blaming you for what they don't like. When someone complains, you get defensive.
7. Mind reading- You think you know what others are thinking, it's about you, and it's bad.
8. Control fallacy- You think you are responsible for everything, you think you have to make others follow rules or do the right thing.
9. Emotional reasoning- You think your feelings are facts and they characterize you and your life- just because you feel bad at the moment, your whole life is bad.
10. Heaven's reward- you think you are supposed to be rewarded for living right, and maybe you think anybody who breaks the rules should be punished, that the universe is supposed to make life fair.
11. I can't- When you say you can't as an excuse for not trying.
12. Psychic predicting- You know what's going to happen and it's bad.
13. Inflating- Making things out to be worse than they are. It's horrible! I'll die!
14. Helpless victim- When you claim your emotions or someone else's actions MADE your feelings or behaviors happen.
15. Power play- You always have to win or be right. You won't be wrong.

Remember, your thoughts are so powerful they create your reality.



Thinking Errors Practice

Your thoughts are so powerful they create your reality. Where do your feelings come from? What happens, or how you think about what happens? For example, it could start raining, and I could think, "Oh no- this is going to ruin everything, I'm supposed to go fishing!" I could be really mad about the rain, and stay mad about it all day. Or, I could think, "Awesome! I'm so glad it's raining! I hope it rains all day, then my grass won't need to be watered, and maybe the river will fill up so I can go canoeing!" I could be happy about the rain all day. So it's the same event- the rain- and depending on how I think about it, I could be either happy or mad. There's where your choice and power lie.

Read the above passage and then the items below, and see if you or the person you are working with can identify the category of thinking error from the Thinking Errors sheet. Then try generating a smarter or better feeling way to think- make a better thought.

1. Sam raises his hand in class, and the teacher calls on someone else. Sam thinks, "My teacher doesn't care about me."
2. Beth has trouble figuring out the answer to the first problem on her Math test. She thinks, "I can't do anything right. I'm terrible at Math!"
3. Steve wakes up and doesn't feel all that great. He thinks, "If I have to go to school today, I'll die!"
4. Peter's Mom is running late to pick him up from school. He thinks, "Oh my God, she must have had an accident and gotten killed!"
5. Mary realizes there is a small hole in her shirt sleeve. She thinks, "Oh no, everyone is going to think I'm a slob!"
6. Matt asks if he can join a group in a game at recess, and they tell him no. Matt thinks, "Nobody ever wants to play with me. The kids at this school are all mean."
7. Leo sees someone cut into the lunch line up in front of him. He yells at the other student, goes up to him and pushes him when he doesn't respond, and here comes the principal, who tells him to stop and go back to his place in line. Leo argues with the principal, refuses to go back in line, and ends up going to the office. He thinks, "That's not fair. I always follow the rules, and that kid needs to learn his lesson. I'm going to get him back tomorrow."
8. Leah's counselor asks her to try asking some classmates if she can sit with them at lunch. Leah says, "I can't."
9. Tanya kicks a girl for telling her she's stupid. Tanya tells her teacher, "It's not my fault, she called me stupid!" When Tanya goes home she pushes her little brother and tells her parents she can't help it, because the kids at school were mean to her and her teacher isn't fair.
10. Bart says that the best player in the NBA ever was Michael Jordan. Kevin disagrees and says it's Magic Johnson. Bart argues, and keeps insisting he's right after the teacher tells him to be quiet.
11. Karen is at home and her parents are arguing. Karen thinks, "I must have done something really bad."



12. Mike goes home and his mother tells him to take out the trash. Mike thinks, "I hate taking out the trash. My life sucks."
13. Alex has been good in school all year and made almost all A's. He tries out for the school play and doesn't get the part. "That's not fair. The kid who got picked isn't even as good a student as me. I never get what I deserve."
14. Barbara asks Kara over to play after school. Kara says, "I can't, I have a lot of homework. Barbara thinks, "Kara's just being mean and doesn't like me." Barbara tells Kara, "Fine, see if I ever ask you over again."
15. Nelson is playing baseball and he strikes out. He throws the bat and marches off the field saying "I'm never playing this game again. I never get a hit."
16. Mason works really hard on a writing assignment, and Mr. Nelson gives him a B. Mason crumples up the paper and throws it in the trash. He tells Mr. Nelson, "That's not fair, I did everything right, you should have given me an A."

Many people have difficulty stepping outside of their thoughts to think about what they are thinking about or doing. This is a vital thinking skill called metacognition. How do you edit your thoughts, inhibit impulses, or recognize your behavior does not fit in the context if you don't think about what you are thinking or doing? Some people think in pictures and don't use self-talk at all, which makes it hard to question, correct, and guide yourself. Emotional control and behavior control aren't there. This is why teaching self-talk is so important. Then you can make a thought, and think about it. Is this true, correct, accurate? You don't have to believe all your thoughts. You are not your thoughts, you are the observer of your thoughts, because you can notice a thought that isn't right or feels bad, and make a better thought.

Sometimes I explain daydreaming to people, and make sure they understand the concept, and then ask them, "Do you ever daydream?" and they say, "No." When asked what they are or were thinking, they will say, "I don't know," or "Nothing."

We use the term "train of thought" to describe our stream of consciousness. I like to ask, "Where are you on your thought train? Are you on the caboose, just along for the ride, a victim of your thoughts? Would you rather be on the caboose as a passenger, or up in the engine as the conductor or engineer, driving the train, slowing down by putting on the brakes or speeding up, switching tracks when you don't like where you're going?"

Your brain makes thoughts all the time. Many of these thoughts are just garbage. They can be wrong, repeated unnecessarily, they can be worry thoughts about the future or angry thoughts about past regrets. What would happen if you tried to drive by watching the rear-view mirror? And if you are staying upset about past events, well, I like to tell this story. You've seen that image of Santa Claus with his big bag of toys over his shoulder, right? What if someone had a bag like that, and everywhere they went, when they found dog poop on the ground, they scooped it into the bag. Then they said, "Man, I hate this stuff. It's heavy and it stinks. What would you tell this person? And if you are worrying about something bad happening in the future, isn't that like living as if the bad event were true now, and living with the fear all the way from now until the future moment when the bad thing may or may not happen? Why would you want to do that?"



Make a list of all your worries and fears on one side of a page, and on the other, write down what those worries ever did for you. Nothing, right? You see, your body doesn't know the difference between what you think, what you imagine, what you dream, and what's real. Have you ever had that dream where you are falling or someone is trying to get you, and you wake up, and your heart is beating really fast and you feel scared for a few minutes until you tell yourself, it's alright, it was just a dream, I'm okay? See, all of what happens in your mind is real for your body, and while you don't have complete control over your thoughts, you can decide which ones to believe and you can make new, better things to think or think about. You can practice thought replacement, or thought stopping. You can say to your thoughts, inside your head, "That's nonsense, I don't believe you."

Another strategy for feeling better is called "mindfulness." This means to try and focus all your awareness on the present moment. What do you hear? Try to hear at least three different sounds. What do you feel? Try to notice at least three different sensations. What do you see? Here's the thing. The past isn't real, it's gone, it's not now. The future isn't real, either, it's not here, we can't know what it will be. The only thing that is real is right now, the present. This is all we really have, the only place we exist. We don't exist in the past or the future. Right now, what do you have to be grateful for? Make a list of what you like about yourself. Maybe you have a healthy body, all your arms and legs, everything may work the way it's supposed to. Maybe you are a good artist, friendly, funny, creative, good at Math, and so on.

Do you have people in your life who love and care for you, a home with a roof that doesn't leak, air conditioning for the summer to keep you cool, a bed to sleep in, food to eat? This is called gratitude. Make this a list you can look at as school starts, write it on your mirror with a dry erase marker, review it before you go to sleep. Stay focused on what is good and right. One more thing about the present. The present is eternal, it always is. You have always been in the present moment and always will be. And in this present moment, you have everything you need. If you don't have it and you are still here, you must not really need it. You always have had and will have everything you need, as long as you are here, it can't be any other way. Mind bending, right?

Make a dream book, use the form I created called "garden of the mind." Start planting your mindgarden, growing what you want and pulling the weeds of negative thoughts.

Next I want you to start using the "Thought Record" every day to record the thoughts you have either right before or during a time you are upset or stressed. Bring your "Thought Record" sheets back to me so we can look at them and make sure you are learning how to notice and correct your thoughts. This way, you are learning to use your smart brain in even smarter ways. Because if your brain makes thoughts that are inaccurate, not true, or feel bad, and you can make new thoughts that are more accurate, you are becoming smarter and able to feel better more often. Would you be okay with being smarter and feeling better?



Thought Record

What happened before I started feeling bad, mad worried, or stressed?	What did I feel; emotions or body sensations?	How intense were my feelings from 1-10?

Word-for-word, what were my thoughts or self-talk? Rate how believable the thoughts were 1-10	Thinking errors-use your thinking errors sheet to find a label the type of error	Create a thought that is smarter, makes more sense, is more accurate, or feels better, then rate how believable the new thought is 1-10



Bullies (From Brad Mason at www.intensivecareforyou.com)

There was once a man who liked to go to the park and throw out breadcrumbs. The longer he went, and the more breadcrumbs he threw out, the more pigeons flocked around him. The man did not like this, he was very upset by the pigeons flying all around him. The man was afraid, angry, and felt very wronged by the pigeons behavior, fluttering all about him, making their sounds, why, he said, won't they just leave me alone?

Don't they know I don't like them all around me like this? Because the man did not like these pigeons and felt they were wrong to fly and strut all around him, he began going to the park even more often and throwing out more breadcrumbs in his defiance and outrage. This of course encouraged the pigeons, and made more of them come to him more often.

What advice would you give the man who liked to go to the park and throw out breadcrumbs? What behaviors do you think are like breadcrumbs to bullies, encouraging them to come around more often and do what you do not like more? What could you do instead?

Consider treating the victims rather than the bullies. To me there is something very strange about punishing bullies, and we know from research that this does not work. Why would it? Isn't it modeling using your power against someone less powerful to make them behave the way you want? And so the bully, once punished, after doing his time in ISS or whatever, goes out and takes from others with lessor power he or she doesn't approve of.

Please don't misunderstand. I'm not saying we should blame the targets of bullying for the bad behavior. I am saying that if you look at research about bullying prevention, the programs that target the bullies don't work. I am saying let's empower children who have suffered with skills to stand up and solve the problem without violence or making things worse.

Early warning signs ie the precursors of bullying behavior:

- Irritability, impatience, moodiness from an early age.
- Tendency to perceive others as having hostile intent- such as seeing others as meanly making them lose with hostile intent rather than just trying to win as expected in the game.
- Quick retaliation for real or imagined threats.
- Trouble identifying feelings, acts out rather than communicating.
- Difficulty recognizing their pain and the pain of others.
- Abusive or neglectful home environment.

Developing class rules to deal with bullying:

1. Discuss what is bullying, get examples from the students.



2. Teach that if everyone sticks together, no one is left out and a bully can't isolate or pick on anyone.
3. Teach the difference between tattling and telling. Telling is when something could be dangerous and someone could get hurt. Otherwise, write it or draw it and put it in the tattlebox. Letting the teacher know that someone is being verbally or physically abusive is not tattling.
4. Present and discuss these rules about bullying:
 - We agree no student will be permitted to bully another student.
 - We agree we will help any student being bullied by telling them to stop and/or getting help from an adult.
 - We agree not to exclude any student from an activity in school or on the playground.
5. Post the rules in the classroom.

How do you teach a target to deal with bullying?

-First of all, don't tell them they are the victim, use the word target. There is an important semantic difference here.

-Don't make yourself a big target- how does your posture show weakness and invite a bully? Practice proper posture, confidence in tone of voice, pitch voice lower, gait and style of walking. If it's a boy they shouldn't be prancing with their hands held higher than their waist. Chest out, shoulders back, chin high, gaze direct, not confrontational glaring, not fearful looking away. Observe the student and interview peers for any other behaviors they may be engaging in that may make them a big target for bullying. Point out that sometimes we fake it until we make it. Play poker with some loose change so they understand how to bluff.

-Don't show a big reaction- remember the pigeons and breadcrumbs story.

-Build self-esteem (for more information and techniques for self-esteem see my video and accompanying ebook).

-Remind them that nobody can make you feel anything without your permission and cooperation. Tell the student you want to play a game with them. Explain that you want them to imagine that you have put \$500 or even \$1,000 dollars on the corner of the table or desk. Say that they can win the money by not getting upset while you make fun of them and call them names. Ask them if they could win. If they don't smile right away, say, "Sure, you could, you'd sit there smiling thinking about all the money you are getting from this fool who is making it easy for you. See? As long as you decide that there is no way you are going to make you feel upset, I can't make you." I've done this scores of times and nearly all the kids get it, unless they are really concrete or entrenched and trained in victim mentality. "Refuse to give them the power to make you mad.



-Do not defend yourself from verbal taunts, accusations, name-calling. It takes two to create a conflict, if you defend yourself an enemy is automatically created.

-Hit them back? Well, that's a controversial answer, you'd better not say that if you work for the school, especially if you haven't consulted with the parents yet. Personally, I trained my kids to hit back if they are being hurt and can't get away. Punch them in the nose or kick them in the balls, if they have them. Telling is the teacher answer, but socially this can backfire through disrespect into more bullying, and many students have reported to me that they told the teacher and it didn't help. At least if you fight back, even if you get beat up the bully and your peers will respect you after and the bullying may stop, so socially, and for the targets' own self-respect, trying to get at least one really good lick in on the bully may be the better answer if the target is getting physically hurt and abused. I do definitely think you should alert the parents to the problem, and inquire how they plan to advise their child.

-Get a big friend.

-Help the student to get a group to hang out with to reduce isolation and create more safety. Maybe introduce them to a group you think they could fit in with; ask the group to take the person in. Maybe it's a group of kids who are sometimes labeled as misfits, emo, nerds, jocks, hicks, rockers, whatever.

-Teach about victim mentality.

-Give up your idea of rights and fairness. Are there laws that make people treat each other well and make the world fair? Are their laws against teasing? Are there laws that say you have the right to a life of fairness? How about in nature- if you are a little fuzzy creature running around in the woods, do you have the right not to be eaten by a bigger fuzzy creature? No, it's just whatever happens happens. You have to make your own way, and if you expect life to be fair, you are setting yourself up for a lifetime of disappointment. Learn to say to yourself, "I wish life was fair all the time, and I'm glad that usually it is and most of the time I am treated nicely, I can handle a few problems now and then." Point out that to believe "I must be treated fairly and the way I want to be treated by everyone all the time or else I am going to have a huge meltdown" is ridiculous.

-Watch out for the "shoulds." This is a way to trick yourself into being upset about things that you can't change. You can control yourself and your reactions, not others. If someone always greets you by calling you a fool, and you think they should not do this, you will be upset. You may as well wake up tomorrow and yell "NOOOO! the sky is blue and I think it should be red!" It would be more accurate to say to yourself, or even the other person, "Oh, that's exactly what you should say to me, because that's usually what you say." However the world is, that's exactly the way it should be. Practice acceptance.



-Don't keep it a secret- get help, don't be embarrassed to confer with friends or an adult. This is why people live together in groups. We are here to help each other. Many times have I met with a family who tells me the bullying went on a long time before the kid spoke out about it, especially kids on the autism spectrum.

-Throw them off-balance by stepping towards them, making eye-contact, and saying something really nice to them, or just say "Thanks for the feedback," or "I'll think about that," "You would say that," "I welcome the opportunity to demonstrate I can control myself." Smile and keep walking.

-The student can also say, "Feel free to give me any criticism you want, because I've already decided nothing you can say can hurt or upset me." Remember, don't get upset, or don't show it. This makes you look like you are in control and makes the bully look more and more like a jerk if they continue.

-Ask the student to list, check, or circle the strategies they are most comfortable with trying. Explain that nothing works all the time, and if they try one strategy several times, it simply means it is time to try something else. This is how we solve problems, through effort, action, change, and experimentation.

-When I was an elementary school counselor, I had a simple strategy that worked. I told the complaining target that he was going to have to confront the offending party in person in my office with me present to keep them safe. I taught and had them practice the "When you _____, I feel _____, and I want you to _____." Sometimes if they seemed nervous I had them write out the script for themselves. Typically they don't really want to do this. I explained that I would then tell the other student that if I heard about the problem again, we would be having this meeting again in my office. Since this generally feels weird and awkward for them, they stop. I also got the target to practice standing up for themselves, teaching them a valuable skill and empowering them to deal with problems themselves and feel strong enough to handle it.

See how many wonderful teaching opportunities the gift of unfairness and criticism by others offers?

-Check out www.bullies2buddies.com for more strategies.
or go here for the free video course from my website to use in teaching CBT for managing fears: <http://intensivecareforyou.com/>

School or class-wide techniques for bully prevention:

-Teach what conflict is. Conflict can simply be a disagreement and is a normal part of relationships. Demonstrate how a conflict can be resolved without fireworks, such as yelling or fighting. "Let's play Chutes and Ladders!" "No, I really want to play checkers." "Okay, let's play checkers, then if we have time, can we play my game?" "Sure." For more advanced students teach the difference between the conflict styles of aggressive, passive-aggressive, submissive (victim), and assertive.



-Train students in conflict resolution. For a simple list see the document “Solve Your Own Problem.” Emphasize the importance of a cooperative nature in groups, finding solutions that provide mutual benefits and de-emphasizing the need to win or be right. Provide a step-by-step concrete process for solving a problem.

-Train peer mediators, there are many structured programs available out there for this. Have the student work in pairs and rotate the roles so they all get a chance to practice. Make this a first through twelfth grade procedure.

I hope this helps you help those you love! For more tools visit my video course website, I also published a book Counseling Tools for Kids in Schools with 150 pages of strategies that are quick and easy to understand and put to work for you. You will also find Autism Asperger: Understanding from the Inside Out here.
<http://intensivecareforyou.com/e-books/>



Behavior Management Tricks and Treats

Dot-to-dot: This one is fun. Get yourself some Crayola Changeable markers. Copy some dot-to-dots in the students preferred themes. With the clear end of the changeable marker, make stars over some of the numbered dots, and make them at random intervals- put two or three in a row, skip 7, and so on.

Every time you catch the student meeting their goal, or not having the problem behavior, and you could have a special signal for this, or tap them on the left shoulder, the student connects one more dot with the colored side of the changeable marker. When they make a line through the dot with the star, it will change color. This can mean an instant reward, credit towards a reward, or a chance to draw from a lottery of possible rewards. Hint: The orange one doesn't change as visibly as the darker markers.

Lottery: See the document called "I did it lottery ticket" for more details. Lotteries are great because you can really leverage your rewards and the randomization is automated. Random is much better than predictable when it comes to behavior management. The only thing you want to be consistent with is your expectation. Adult expectations have consistently been shown to have a very powerful effect on kids behavior and learning. Most of us have heard of the study where the teachers were told that the blue eyed students were smarter than the brown eyed students. At the end of the grading period, guess what happened? The blue-eyed students had higher grades and scored higher on their standardized academic testing. Talk about your thoughts being so powerful they create your reality! Whew! If you have one really big prize, it doesn't matter how slim the odds are of winning, it will motivate human behavior anyway. So then you can mix a bunch of smaller rewards like those on the "praise ways" document or just no-winner drawings. It's pretty easy for you to "rig" these things, too. Make it look like an accident that the prize got awarded to this certain kid at this particular time when it's well-deserved and needed.

Response Cost: This works well for interrupting and attention-seeking behaviors. If you can put something like tickets in a baggie that equal minutes of computer time, or cookies in a bag for dessert. You tell them you will say "first warning!" After that, say nothing and remove a ticket or take a cookie and eat it for each transgression. One time there was a young student with learning disabilities who according to the teacher was "constantly raising her hand and asking questions." The school psychologists gave her about 8 paper clips for the day, she had to use one every time she wanted to ask the teacher a question. Problem solved.

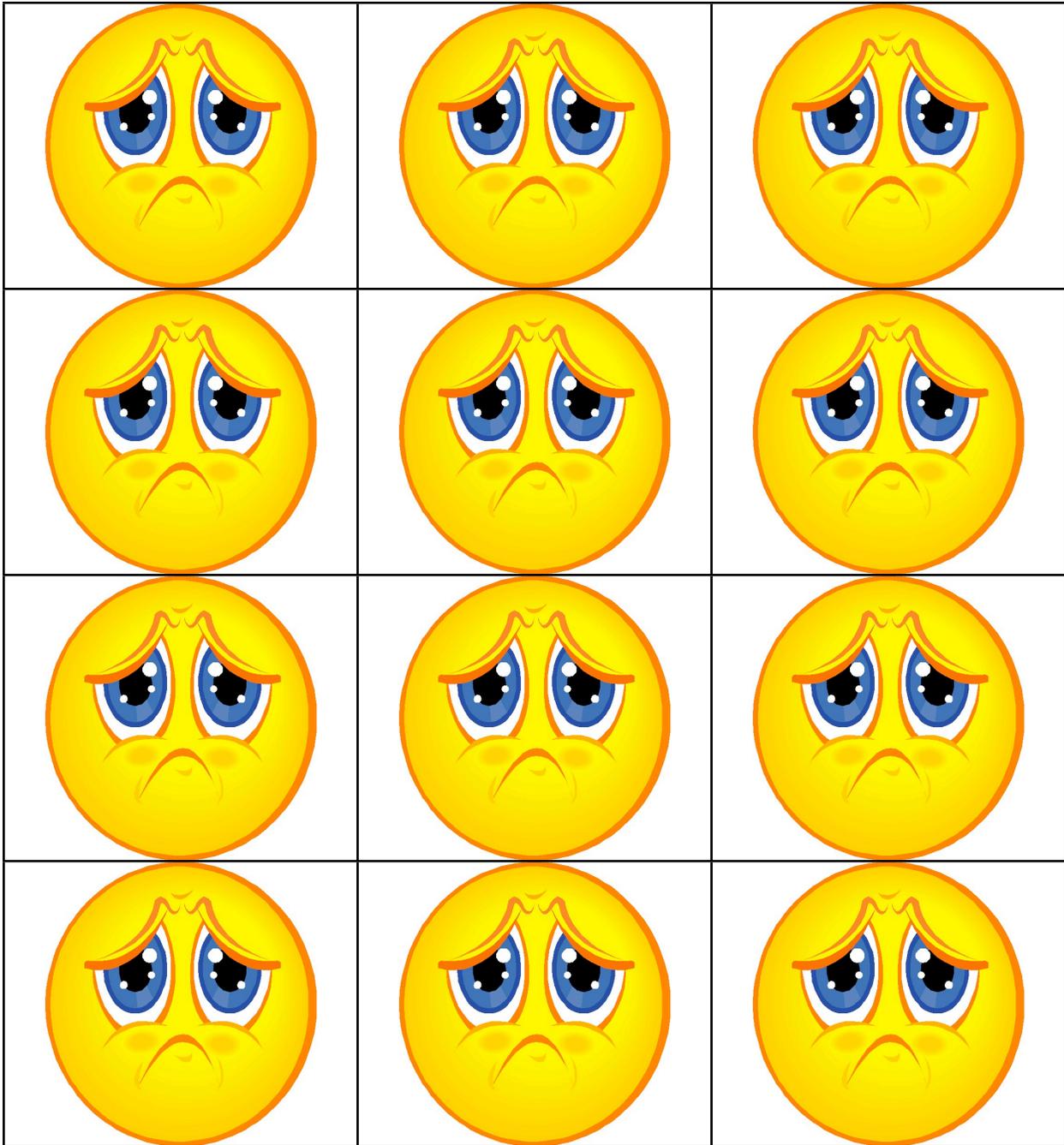
Oppositional-defiant behaviors: Get the free course in the Resources for Free at www.intensivecareforyou.com, this is a great course to refer parents and teachers to who are struggling with challenging behaviors at home or in the classroom.



Write the student or class name on the back of ticket and put it in a jar. You can also mix in "I didn't lottery tickets" so when you draw, there either is or isn't a reward. Use the document "Praise Ways" for ideas of lots of small rewards, and try to give both whole class and individual rewards- cut out the names of the rewards from the page they are typed on to make small strips that can be drawn at random (or not random-shhh). Put a couple of bigger rewards in there that the whole class knows about- like ice cream or pizza or a movie, etc. Make your lottery drawings random- don't let them know when it will happen, but if you do at least one a day that's fun and good.

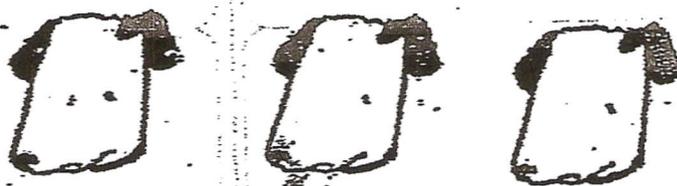


I DIDN'T LOTTERY TICKET



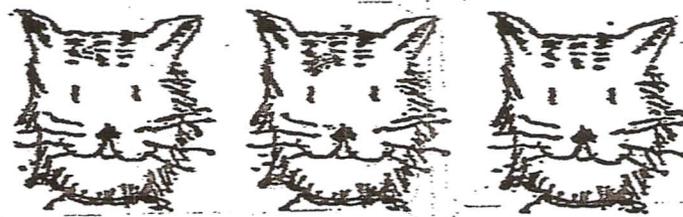
Put these in your drawing container when you don't like what's happening with the class or the student. I don't think it's necessary to write the name on the ticket. It also might be a good idea to purge the drawing box of tickets once a month or so. Reward yourself for how many more positives you gave compared to negatives. You also might do some sort of class bonus for positives minus negatives = minutes of free time on last day of month or something to that effect.





I remembered _____ times.

I forgot _____ times.



I remembered _____ times.

I forgot _____ times.

Rules and Expectations

About 3 should do it. Two rules that should cover it: Do what your parents ask, Be gentle with your body and your words. Think about including one "Bonus Behavior" such as using your energy to make your brother feel good, to place emphasis on something you really want to see. Once they have mastered this, move onto your next priority. Be clever and manipulative- have inflation or adjust how much they get to emphasize what you really want them to do and make this the best way for them to get the most of what they want.

Chores and Responsibilities

Points	

Brush your teeth, go to bed on time, homework, feed the dog, trash, dishes. You can pay them points at the end of the day as well as randomly just to share your appreciation, and you can offer points to encourage behavior when they are hesitating or balking.



Rewards

Price/point	
30	Stay up 15 minutes late
50	Watch a movie
30	TV- points per 30" 2 hours max
	Video Games- points=minutes maximum 1 hour/day
30	Preferred Snack (popcorn, trail mix, ice cream, etc)
25	Preferred Drink (Dixie cup of soda, juice, gatorade, milk)
50	Mystery Prize
150	Go to a movie (when available)
	Points= pennies maximum \$10.00/week
45	Internet access per hour
	Time with your phone- xpoints per day or hour
20	Having a friend over
50	Order pizza
	Taxi service- xpoints/mile
60	Trip to the store
20	30" skateboarding time
75	Different meal than family is having limit 1x/week
	Make a list of what you want on the back!



Praise Ways!~

- 1" extra recess- whole class
- 3" sit on desk and talk at end of day
- Lunch with you or in special place w/flowers
- Teach a lesson
- Wear funny hat/mask
- Sit in special place- dress it up
- Pat on back
- Dance a jig or sing a song for them
- Show & Tell
- Free Time- computer, read, do nothing
- Bean bag chair
- Box in corner with fiddle toys
- Erase chalkboard
- Deliver message
- Cartoon magazine
- Junk toys
- Phone call
- Scream/Group scream "Yahoo"
- Structured celebration march
- Musical chairs
- Play song on radio
- Picture on Wall of Fame in hall
- Help someone
- Read to Kinder class
- Change marquis
- Make picture for wall
- Make funny face/funny noise
- Tell joke
- You tell a joke
- Change order of instruction
- 5" of backward day
- Tell a story
- Ask a question
- Lie down 5 minutes
- Stretch break
- Trip to office- horns and whistles
- Send email home
- First in line
- Trip to library
- Work with clay
- Sensory toys
- Turn out the lights
- You tell a joke
- Change order of instruction
- 5" of backward day
- Tell a story
- Ask a question
- Lie down 5 minutes
- Stretch break
- Trip to office- horns and whistles
- Send email home
- First in line
- Trip to library
- Work with clay
- Sensory toys
- Turn out the lights



Making the Good Times Get Bigger and Last Longer

Words of Appreciation and Gratitude

Energizing Efforts

I like the way you did what I asked the first time, thanks for working on being respectful.

When it was time to go you got ready and got in the car without being reminded. You were annoyed with your brother and you walked away. Thanks for letting yourself be mad without hurting.

Thanks for accepting no for an answer without arguing. You know how to cooperate.

You got started on your homework right away without a reminder.

Great job sharing with your sister. I really like the way you have been working on that.

I like the way you were honest, that shows integrity.

You put away the dishes without being asked. Thank you for being responsible, now here's the keys to your new Ferrari.

Noticing the Absence of Problems

Great job being responsible and respectful at school. No calls from the principal in a week!

I appreciate the way you have been polite with your mother and I.

You guys have been home for almost an hour thanks for working on getting along and not screaming in the house, that's showing self-control.

Thanks for not eating snacks without permission this week, that's respect.

You are doing a good job of not losing your temper by not hitting when you are mad.

I don't like you arguing but I do see you are not throwing or breaking anything, you are making progress and learning to control yourself!

Wow, you are really being responsible, we haven't gotten a grade alert in weeks!



Stress Triggers

You don't get what you want
Changing activities
Change in schedule
Surprises
You hurt yourself by accident
Someone hurts you
Yelling
Being corrected
Arguing
Horseplay
Bright lights
Noisy like a cafeteria
Homework
Writing
Counseling
Other people breaking rules
Eating sounds
Loud noises
Your parents
Being late
Thinking you might fail
Needing help
Someone looking at you
Looking people in the eyes
Bedtime
Shower/bath
Certain smells
Losing a game
Bullying/Teasing
Making a mistake
Riding the bus
What else?



Stress Signs

Heart beats faster
Muscles feel tight
Headache
Stomach ache
Butterflies
Nausea- feel sick
Tightness in chest
Tightness in throat
Throat hurts
Heart feels squeezed
You get louder
You get quieter
You shut down- can't think or talk
Want to run away
Want to hide
Tightness in head
Fists clench
Sweaty hands
Crying
Breathing faster
Clenching teeth
Breaking or throwing things
Need to go to the bathroom
Laughing
Turn red in the face
Dry mouth
Frowning
Want to hurt someone
Dizzy
Eyes wide
Cursing
Shaky legs
Shaky voice
Skin feels hot
Skin feels cold
Skin feels prickly
Pacing
Pulling hair
Biting nails
Picking at skin
What else? _____



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with Brad Mason, LPC

*Helping the leaders of children who struggle
find answers that work*

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Stress Management Strategies

Play a game
Do something physical-exercise
Swimming
Yoga
Team sports
Weight lifting
Go for a walk
Don't have caffeine
Do anything fun
Talk about it with someone you like
Drink water
Think happy thoughts
Use positive self-talk
Mentally escape, take an imaginary vacation
Say good things to yourself
Take deep breaths
Close your eyes and relax
"Worst case scenario," think how much worse it *could* be
Count your blessings; think about the good parts about your life
Don't be an overachiever- be happy with doing well even if you do not have the best performance
Talk to a counselor or relative
Be politely direct with the person who you are stressed with
Exercise please!
Meditate
Hot bath or shower
Paint
Draw
Build something with materials you have- from legos to trash
Ride your bike or run
Go to your favorite store and check out the cool stuff
Have a popsicle or chew ice
Chew gum
Watch a movie or TV
Play a video game
Do research on something you are interested in
Read a book
Can you think of more?



My Tools for Feelings Menu

Talking Tools Can talking to other people help you fix your feelings?
Who can you talk to?
Ask for help?

Mental Tools Thoughts that dissolve anxious or angry feelings?
That's okay, I can handle it.
Rate the size of the problem on a scale from 1-10, with 10 being the worst problem you could imagine.
Worst case scenario: What's the worst thing that could happen?
Use my Thinking Errors document and see if what you are thinking is really true and if you can make a thought that is more accurate and/or feels better to you.
Count your blessings- think of all you have to be grateful for- do you have a roof that doesn't leak, air conditioning, a healthy body, people who care about you, food to eat, a good bed to sleep in?
Pray.

Relaxation Tools What have I learned to do to calm myself?
Meditations- see my meditations document for techniques.
Relaxation- see my relaxation tips document!
Breathing.
Use your imagination to go to a better place.
Hot bath.
Aroma therapy.
Massage.

Doing Tools What can I do that will help me change unpleasant, disorganized thoughts and feelings into a sense of well being and focus?



Exercise- work out, run, walk, ride a bike, yoga, swim, jump on a trampoline, jumping jacks, stretching- how else do you like to get your blood pumping?

Go somewhere different.

Clean or organize your stuff.

Build something.

Draw, color, paint, make something from clay.

Go take some pictures.

Play a game, a video game.

Other Tools Humor, Special Interest, Acting- How can these help?

Tools that don't work What do you do or think sometimes that makes things worse?

I can't handle it.

I can't stand it.

I can't.

It's not fair.

This shouldn't happen.

Hitting, kicking, yelling, hurting, biting, hurting yourself, saying mean things to others, breaking things.



Stressometer

Feels Like

I Can Try To

5

4

3

2

1

Suggest animals or weather patterns to go with different levels of stress, this can help some (younger especially) children anchor the concept of gradations and begin developing awareness and some vocabulary for appropriate communication.



What I do
When I'm angry

- I withdraw or pull away
- I use alcohol or drugs
- I get sad / depressed
- I think about hurting someone
- Temper tantrum
- I ignore it
- I let it happen
- I separate myself from what I want
- I curse
- I yell
- I hit something
- I hurt myself
- I throw things
- I break things
- I doubt myself
- I eat
- I talk to someone
- I walk away
- I go to sleep
- I think about hurting myself
- I feel powerful
- I try to figure out why
- I try to distract my perception
- I think before I act
- I listen to music
- I do something relaxing
- I journal - write about it
- I create solutions
- I decide about it
- I let myself be angry
- I play the victim
- I go somewhere safe
- I let myself cry
- I blame others
- I need someone to talk to
- I distract myself
- I feel guilty
- I get hot flashes
- I get confused
- I cry
- I feel sick
- I exercise
- I tense muscles
- I get revenge
- I argue
- I wake demands
- I forget about it
- I tell others negative things about who I'm mad at
- I say things I don't mean
- I withdraw



Stressometer

Feels Like

I Can Try To

5

4

3

2

1

Suggest animals or weather patterns to go with different levels of stress, this can help some (younger especially) children anchor the concept of gradations and begin developing awareness and some vocabulary for appropriate communication.



Get ready to relax. You can sit in a chair or lie down on a bed.

Close your eyes, and take a deep breath in.... now breathe out.

Breathe in.... and breathe out.

Keep breathing slowly like this. Feel how it relaxes you to breathe deeply.

Now squeeze your hands closed into fists. Pretend that you are squeezing a ball in each hand... gripping tighter... squeeze even tighter... Right now, your muscles are tense.

And now relax. Let your hands go limp. Now your hands feel relaxed. See how relaxed your hands feel. See how tense feels different from relaxed. Relaxation is a way to make your whole body feel relaxed like your hands are now.

One way to relax your body is by breathing deeply. Imagine that your body is like a balloon. When you breathe in, feel your chest and sides expanding, like a balloon filling with air. When you breathe out, imagine your body is like a balloon shrinking with the air being let out.

Breathe in like a balloon being blown up. Now breathe out, like the air is being let out of a balloon. Let the air out by blowing the air through your mouth.

Breathe in through your nose, imagining your body expanding like a balloon.... and now imagine letting the end of the balloon go, and the air rushing out as you breathe out through your mouth.

As you breathe in this time, raise your arms above your head. When you breathe out, lower your arms.

Breathe in. Reach your hands above your head, stretching high up... stretching.... and now lower your arms to your sides and relax. Breathe out.

Raise your arms and breathe in.... lower your arms and breathe out....

Raise your arms and breathe in.... lower your arms and breathe out....

Now relax and keep your arms at your sides, while you continue breathing slowly and deeply.

Remember the difference between tense and relaxed. Tighten your leg muscles to make both of your legs tense. Squeeze tighter... tighter.. and now relax.

Let your legs become very relaxed. Each leg is as floppy as a piece of string.

Your legs feel heavy. The muscles are loose.

Now tense your arms. Make the muscles very tight and tense. Tighter.... and now relax. Your arms are relaxed, limp and loose as pieces of string.

See how it feels to be relaxed. Your legs and arms are relaxed.

Now let your whole body become relaxed. See how relaxed you can make your body.... loosening every muscle.... no tension at all.....

Your body feels heavy and relaxed.

Relax even more by noticing your breathing again. See how calm your breathing is. In.... and out..... in.... and out...

Keep breathing and simply relax. There is nothing you need to do right now except relax quietly. (pause)

See how calm and relaxed you feel. It feels good to relax.

Your relaxation time is finished now, and it is time to return to your usual activities. Keep your eyes closed for a little longer while you wake up your body and your mind by wiggling your fingers and toes..... moving your arms and legs.....



Get Ready to Relax

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Relaxation Tips

1. Deep breathing is an effective way of slowing down the body's natural response to stress. It slows down the heart rate, lowers blood pressure and gives the feeling of being in control. This simple technique can be done by anyone, simply breath in deeply, hold the breath and release it slowly. Repeat the deep breathing until you feel relaxed.

2. Progressive muscle relaxation is a wonderful relaxation technique that is accomplished by tensing and then relaxing different muscle groups in your body. Your Family Clinic offers excellent instructions on guiding young children in the technique of progressive muscle relaxation. Detailed instructions for performing this technique for older children and adults can be found on the HypnoGenesis website.

3. Visualization, also known as [[Free Guided Relaxation|visual guided imagery]], uses your imagination to calm and relax your mind. Children should imagine their favorite calm, peaceful place or focus on beautiful places. Encourage them to think of happy memories of loved ones. Visualization slows down the chatter of the mind and helps release negative thoughts and worries. Often this technique follows progressive muscle relaxation, which first relaxes the muscles and then calms the mind. A great technique to use with a child involves imagining their favorite relaxing color. The color should be one that makes them feel peaceful and safe. Have the child imagine taking in the color with each breath and sending it throughout their body as they exhale until they are filled with their special beautiful, relaxing color. A soothing sound, a special aroma or the feeling of warmth or light can be used in place of the color.

4. Exercise is a great form of relaxation. Walking, running and playing are all ways to exercise that children love. However, do not overlook exercising to music. There are many excellent exercise CDs and DVDs for all age groups.

5. Laughter is a wonderful stress reliever and helps the body to relax tense muscles. It releases chemicals in the body that reduce tension and pain.

6. Listening to calming music helps to calm and focus the mind regardless of age. Even very young children may enjoy listening to relaxing classical music or the music of Enya or Arkenstone.

7. Stretching relaxes built up tension in the muscles. Teach your child how to stretch each muscle group and feel muscles relax.

8. Meditation techniques, such as yoga or transcendental meditation, relax the mind and body.

9. Cuddle with a pet or a hug a loved one. The relaxation response is automatic when you cuddle or pet your dog or cat or give an unexpected hug to a loved one. Blood pressure lowers and stress hormones decrease.



Relaxation Tips

10. Toe tensing draws tension down from the rest of the body. This simple exercise involves laying on your back and allowing yourself to sense your toes. Use your toe muscles to pull all ten toes back in the direction of your face and hold to the count of ten. Relax your toes and hold to the count of ten. Repeat the exercise ten times.



Accountability Sheet

Name _____ Date _____

Day of Week	Anger 0-5*	Sadness 0-5*	Avoidance 0-5*	Anxiety 0-5*
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-

Rate 0-5 for your degree of unease (-) and code 0-7 for skills used

*Used Skills

- 0= Not thought about or used
- 1= Thought about, not used, didn't want to
- 2= Thought about, not used, wanted to
- 3= Tried but couldn't use them
- 4= Tried, could do them but they didn't help
- 5= Tried, could use them, helped
- 6= Didn't try, used them, didn't help
- 7= Didn't try, used them, helped



Check The Skill and Day(s) Practiced

	Mon	Tues	Wed	Thu	Fri	Sat	Sun



SUICIDE RISK ASSESSMENT

	HIGH RISK	MEDIUM RISK	LOW RISK
1. Previous attempts	<input type="checkbox"/> Yes <input type="checkbox"/> # of attempts	<input type="checkbox"/> suicide gestures plans, thoughts	<input type="checkbox"/> Suicidal thoughts feelings, no gestures
2. Current suicide plan	<input type="checkbox"/> Well thought out, knows when, where, how	<input type="checkbox"/> Some specifics	<input type="checkbox"/> Has not thought out details
A. Details			
B. availability of means	<input type="checkbox"/> have in hand	<input type="checkbox"/> available close by	<input type="checkbox"/> not available, will have to get
C. Time	<input type="checkbox"/> immediately Within a few hours	<input type="checkbox"/> within days	<input type="checkbox"/> no specific time
D. Lethality of method	<input type="checkbox"/> high	<input type="checkbox"/> medium, may not Die	<input type="checkbox"/> low chance of death
clients impression			
interviewers view	<input type="checkbox"/> high	<input type="checkbox"/> medium, may not die	<input type="checkbox"/> low chance of death
E. Chance of rescue	<input type="checkbox"/> no one near Isolated	<input type="checkbox"/> others possibly	<input type="checkbox"/> others present
F. Recent mood Elevation	<input type="checkbox"/> increase; after depression	<input type="checkbox"/> moderate evidence	
G. Death wish	<input type="checkbox"/> states wish To die	<input type="checkbox"/> mild wish to die	<input type="checkbox"/> hope of rescue
H. suicide plan or Death preoccupation	<input type="checkbox"/> several statements, drawings, Writings, giving away possessions, made will	<input type="checkbox"/> at least one observation	
I Impulsivity, lack Control	<input type="checkbox"/> no self control, impulsive	<input type="checkbox"/> has some control	<input type="checkbox"/> can delay impulsiveness
J. Reasons for dying	<input type="checkbox"/> sees no Reason to live	<input type="checkbox"/> reasons for dying = or outweigh those For living	<input type="checkbox"/> reason for living outweigh those for dying
K. No fear of suicide	<input type="checkbox"/> no fear of Death	<input type="checkbox"/> some fear of death	<input type="checkbox"/> fear of consequences out- weighs desire to die
3. Exposoure to suicide family member/friend	<input type="checkbox"/> completed suicide	<input type="checkbox"/> attempted suicide	<input type="checkbox"/> describes attempts
4. Emotional Condition			
A. mental illness	<input type="checkbox"/> treated or Diagnosed	<input type="checkbox"/> long standing or moderate	<input type="checkbox"/> occaisional difficulties
B. depression/ hopelessness	<input type="checkbox"/> serious, pervasive	<input type="checkbox"/> moderate	<input type="checkbox"/> feels down
C. disintegration Of behavior	<input type="checkbox"/> disorganization	<input type="checkbox"/> some disruption	<input type="checkbox"/> minor changes
D. self-destructive Behavior	<input type="checkbox"/> high	<input type="checkbox"/> medium	<input type="checkbox"/> low
E. alcohol and drug Abuse	<input type="checkbox"/> heavy	<input type="checkbox"/> occaisional	<input type="checkbox"/> low

- | | | | |
|--|--|---|---|
| F. Panic attacks | <input type="checkbox"/> yes | <input type="checkbox"/> occasional | <input type="checkbox"/> no |
| G. Coping skills | <input type="checkbox"/> inability | <input type="checkbox"/> variability | <input type="checkbox"/> strengths available |
| 5. Current Stresses or losses | <input type="checkbox"/> severe reaction to loss | <input type="checkbox"/> moderate | <input type="checkbox"/> mild reaction |
| 6. Medical problem | <input type="checkbox"/> chronic, debilitating | <input type="checkbox"/> acute or short term | <input type="checkbox"/> transient |
| 7. Social isolation | <input type="checkbox"/> without friends | <input type="checkbox"/> some friends, but a loner | <input type="checkbox"/> some friends |
| 8. Rejection of social or religious contacts | <input type="checkbox"/> high | <input type="checkbox"/> medium | <input type="checkbox"/> low |
| 9. Physical/sexual abuse and neglect | <input type="checkbox"/> ongoing | <input type="checkbox"/> mild/moderate | <input type="checkbox"/> possible |
| 10. Family violence | <input type="checkbox"/> chronic | <input type="checkbox"/> moderate | <input type="checkbox"/> mild |
| 11. Sexual Identity concerns | <input type="checkbox"/> significant conflict about identity | <input type="checkbox"/> conflict but some support | <input type="checkbox"/> concerned, but supported |
| 12. Family | | | |
| A. Contribution To problem | <input type="checkbox"/> denies suicide rejects youth | <input type="checkbox"/> family available, but ambivalent | <input type="checkbox"/> family upset but willing to help |
| B. Pressure to Achieve | <input type="checkbox"/> perfectionistic; demanding | <input type="checkbox"/> high expectations | <input type="checkbox"/> communicates satisfaction |

Contract

I, _____ will not take any actions to end my life until I talk with you, _____.

If I feel suicidal, I will contact you as soon as possible # _____.

If you are not available, I will also call 512 472 HELP (4357) the 24 hour hotline for assistance.

Signatures

Youth

Adult

Date

_____ LOCATION

STAY ALIVE CONTRACT

I, _____ (YOUTH NAME), WILL NOT TAKE ANY ACTIONS TO
END MY LIFE UNTIL I TALK WITH YOU, _____ (ADULT
NAME). IF I FEEL SUICIDAL, I WILL CONTACT YOU AS SOON AS POSSIBLE
(PHONE NO: _____). IF YOU ARE NOT AVAILABLE, I WILL ALSO CALL
472-HELP (24 HOUR HOT LINE) FOR ASSISTANCE.

SIGNATURES:

YOUTH

ADULT

DATE