

The Art of Kid Whispering: Reaching the Inside Kid

Mark Freado, MA


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Email: freado@growingedgetraining.com
Mobile: 614-783-6314

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THE ART OF KID WHISPERING - CHAMBERS & FREADO 2015



**THE ART OF KID WHISPERING
REACHING THE INSIDE KID**

JAMIE CHAMBERS & MARK FREADO



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"Each of us must come to care about everyone else's children.

We must recognize that the welfare of our children and grandchildren is intimately linked to the welfare of all other people's children.

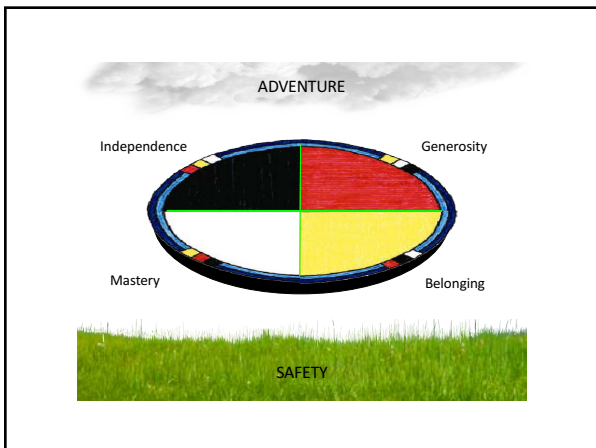
After all, when one of our children needs lifesaving surgery, someone else's child will perform it.

If one of our children is threatened or harmed by violence, someone else's child will be responsible for the violent act.

The good life for your own children can be secured only if a good life is also secured for all other people's children."


Lillian Katz





The Art of Kid Whispering:

GUIDEBOOK
FOR PARTICIPANTS IN THE KID WHISPERING TRAINING




The Art of Kid Whispering:
Reaching the Inside Kid Workshop.

Goals and Outcomes

INTRODUCTION

Horse Whisperer

- A **horse whisperer** is a horse trainer who adopts a sympathetic view of the motives, needs, and desires of the horse, based on modern equine psychology.
- The term goes back to the early nineteenth century when an Irish horseman, Daniel Sullivan, made a name for himself in England by rehabilitating horses that had become vicious and intractable due to abuse or accidental trauma.




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INTRODUCTION


Kid Whisperer

- “A **‘Kid Whisperer’** is a teacher-counselor who adopts a compassionate view of the motives, needs, and desires of youth, based on modern strength-based psychology.
- A **‘Kid Whisperer’** is one who attempts to connect with youth that had become vicious and intractable due to abuse or accidental trauma.”



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"We must learn the gentle Art of Connecting to kids and building on their Strengths"



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Search Institute
20 Internal
20 External

www.search-institute.org

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Support
Empowerment
Boundaries & Expectations
Constructive Use of Time

Commitment to Learning
Positive Values
Social Competencies
Positive Identity

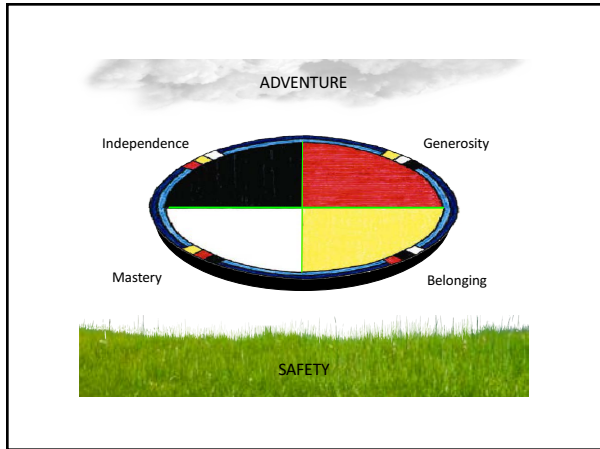
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Healing Trauma


1. Create a Context of Safety
2. Express the Trauma Without Being Re-Traumatized
3. Healthy Experiences Repeated Frequently Over Time



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“Not only must we challenge kid’s pain-based responses, we must manage ours!!”



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Pain – Based Casing

- **SAFETY THREAT**
- **INTERPERSONAL THREAT**
- **EASY MARK**
- **IRRELEVANT**

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INTRODUCTION

“Ordinary folk can be great at this, but if you don’t have no try in you, you won’t even be ordinary. . .”

Dan M. “Buck” Brannaman is a horse trainer and a leading practitioner

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INTRODUCTION: “beyond language”

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INTRODUCTION



Look, then Listen Again

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INTRODUCTION



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INTRODUCTION


ASSUMPTIONS



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INTRODUCTION: “assumptions”


- Behavior may be an attempt to do the best they can with what they have to work with.
- At all stages of childhood and adolescent development the presence of a safe, significant adult is essential
- It is the professional’s responsibility to recognize that behavior is only part of a young person’s communication



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INTRODUCTION: “assumptions”


- It is critical to understand pain-based responses
- Some children learn to hide in plain sight
- When you accept and meet the challenge of addressing a youth’s unique needs, progress toward healing is likely to result



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INTRODUCTION: “assumptions”


- Family relationships are critical for our youth and cannot be replaced or erased
- Attachment and challenge, in a therapeutic context are critical needs for youth today
- Healing happens developmentally and incrementally
- The chronological age and developmental age of a young person may not be the same



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Developmental Stages

- Abandonment
- Inadequacy
- Guilt
- Conflict
- Identity




Mary Margaret Wood
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INTRODUCTION

NEEDS

Identity – fidelity
Industry – competence
Initiative – Purpose
Autonomy – Willpower
Trust - Hope



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INTRODUCTION


Needs at Each Developmental Level

- SAFETY
- PHYSIOLOGICAL
- BELONGING/LOVE
- ESTEEM
- IDENTITY



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MASTER THE DANCE



"Children seem to negotiate their emotional injuries by utilizing two basic drives that can guide their behaviors. The first drive is to master what is painful or confusing, restoring a sense of control and mastery; the second drive is to avoid painful emotions, thereby eluding attempts to engage in therapeutic work."

Klaus G. Haring Ph.D. and treatment of children: Integrating directive and nondirective approaches

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MASTER THE DANCE:



"see,
hear, &
feel the
beat"

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MASTER THE DANCE



"The reality of the other person is not in what he reveals to you but in what he cannot reveal to you. Therefore, if you would understand him, listen not to what he says but rather to what he does not say."

Kahlil Gibran

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MASTER THE DANCE: “common dances”

FIGHT: HURT OR BE HURT


- **Threat Display** I am dangerous.
- **Power Display** I am the boss.
- **Pay Back** I'll make them suffer.

FLIGHT: HIDE OR BE HURT

- **Isolate** Shut out people.
- **Retreat** Shut out the pain.
- **Escape** I can't take any more.

FREEZE: SHUT DOWN OR BE HURT

- **Dissociate** PUT DISTANCE BETWEEN YOU
- **Submit** GIVE IN HOPING IT STOPS
- **Numbing** TURN YOUR FEELINGS



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MASTER THE DANCE: “common dances”

FOOL: OUTSMART THEM

- **Deceiving** Charm and disarm.
- **Diversion** Act dumb or crazy.
- **Mind Games** Insult and provoke.

FOLLOW: BAND TOGETHER

- **Peer Power** Follow friends.
- **Alpha Power** Follow a leader.
- **Contagion** Follow the crowd.



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MASTER THE DANCE:


- **SAFETY THREAT**
- **INTERPERSONAL THREAT**
- **EASY MARK**
- **IRRELEVANT**




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MASTER THE DANCE:

**Jordan:
A Costume of Denial**



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MASTER THE DANCE:

According to Goldstein (2001) there are four typical strategies of resistance youth will employ:


1. Withholding communication or being silent.
2. Controlling conversation content.
3. Manipulating or out-witting the youth worker.
4. Violating boundary rules.



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MASTER THE DANCE:

**Jordan:
Exploring the
Costume**





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MASTER THE DANCE:


The Reachable Moment

- Recognize
- Respond



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MASTER THE DANCE:



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MASTER THE DANCE:

Jordan:
On the Cusp of
Confronting Pain




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CATCHING THE REACHABLE MOMENT



“Change never comes all at once or easily; it is sometimes an exceedingly slow process in which we ought to expect to backslide periodically. This is a time to be especially tender with ourselves, to have faith in ourselves.”


Gershen Kaufman & Lev Raphael.
Dynamics of power: fighting shame & building self-esteem.



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MASTER THE DANCE:


**Jordan:
Gentle Encouragement**



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MASTER THE DANCE:


**Jordan:
Seeking Solutions**



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CATCHING THE REACHABLE MOMENT

"Letting Silence Happen"



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Icon of a person and a dog

CATCHING THE REACHABLE MOMENT



JOIN UP

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Icon of a person and a dog


MASTER THE DANCE:

Jordan:
Collaboration

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Icon of a person and a dog

CATCHING THE REACHABLE MOMENT



“Teachable Moment”


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MASTER THE DANCE:

**Jordan:
Making Plans &
Taking Control**

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WHERE TRAUMA ENDS, SHAME BEGINS



“We knew that the most important thing we could do, the absolutely essential ingredient for recovery, was our insistence on safety. Violence to others was forbidden; violence to self was given an explanatory meaning. Self-destructive impulses were explained as the desperate attempt to signal distress, a nonverbal way of sharing an unspeakable story” p. 141

Sandra Bloom
Creating sanctuary: toward the evolution of sane societies

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WHERE TRAUMA ENDS, SHAME BEGINS

Adverse Childhood Experiences (ACEs)

If the U.S. eradicated child abuse and neglect, half of all incidents of depression and domestic violence, and two thirds of all incidents of alcoholism, drug abuse, and sexual assaults, and suicide attempts would be cured. Adapted from Felitti et al, 1998




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WHERE TRAUMA ENDS, SHAME BEGINS

Household Dysfunction

- Substance Abuse
- Parental Discord
- Mental Illness
- Domestic Violence
- Criminal Behavior



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WHERE TRAUMA ENDS, SHAME BEGINS

Adverse Childhood Experiences (ACEs)

Abuse

- Physical Abuse
- Sexual Abuse
- Psychological Abuse



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WHERE TRAUMA ENDS, SHAME BEGINS

Adverse Childhood Experiences (ACEs)

Neglect



- Emotional Neglect¹
- Physical Neglect¹



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WHERE TRAUMA ENDS, SHAME BEGINS

SHAME BINDING



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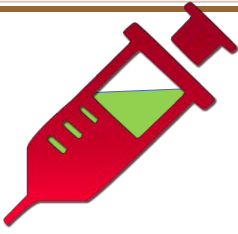
WHERE TRAUMA ENDS, SHAME BEGINS

**Internalization
Of
Shame**




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WHERE TRAUMA ENDS, SHAME BEGINS



Adaptation
Imprinting
Sensitization



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WHERE TRAUMA ENDS, SHAME BEGINS

Do you see
A musician
or a girl?




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WHERE TRAUMA ENDS, SHAME BEGINS




Over-activation
Deprivation



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COSTUMES




"Traumatized children often act as though there is no past and no future, just the present. And, the present becomes a repetition of what children could not change, often the script traumatized children came to believe about themselves" p.267.

Richard Kagan,
Rebuilding attachments with traumatized children: Healing from losses, violence, abuse, and neglect

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COSTUMES



**Designing
for a
Purpose**

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COSTUMES




**2 Basic
Categories:**


- Externalizing
- Internalizing

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COSTUMES



"Iyeska"



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COSTUMES


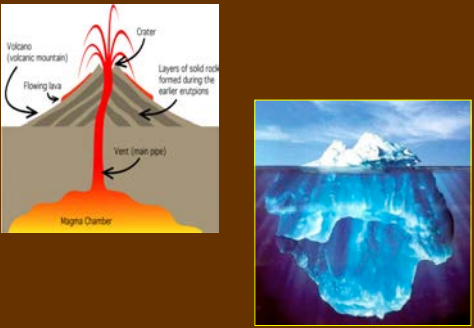


Everyday is Halloween!!




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COSTUMES



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COSTUMES




- **DISRUPTIVE & PASSIVE**

| | |
|--|---|
| <p>Qualities of a disruptive costume:</p> <ul style="list-style-type: none"> ▫ resents authority ▫ impulsive, quick to anger ▫ non-insightful ▫ prone to blaming and accusing others | <p>Qualities of a passive costume:</p> <ul style="list-style-type: none"> ▫ excessively self-conscious ▫ appearing negative but mostly confused ▫ prone to inappropriate behavior ▫ withdraws following a mistake |
|--|---|

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COSTUMES




- **LEADER & FOLLOWER**

| | |
|---|---|
| <p>Qualities of a leading costume:</p> <ul style="list-style-type: none"> ▫ charming ▫ not anxious ▫ understands how to assess power structure ▫ cool demeanor often incites adults | <p>Qualities of the following costume:</p> <ul style="list-style-type: none"> ▫ joining new groups of peers engaging in questionable behavior ▫ isolation from parents ▫ seeks acceptance at any price ▫ accepting and naïve ▫ tender-hearted loyalist |
|---|---|

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COSTUMES



- **IMPULSIVE ACTING OUT & ACTING IN**

| | |
|--|--|
| <p>Qualities of the acting out costume:</p> <ul style="list-style-type: none"> ▫ alienating ▫ self-shaped toughness ▫ simplistic problem solving ▫ often history of abuse and/or abuse ▫ offers self as a target for punishment | <p>Qualities of the acting in costume:</p> <ul style="list-style-type: none"> ▫ low mood ▫ refuses to talk ▫ shyness ▫ full of self-contempt ▫ unable to see the positive ▫ sets impossibly high standards for himself |
|--|--|


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COSTUMES



- EXPLOSIVE & ARGUMENTATIVE

| | |
|--|---|
| <p>Qualities of the explosive costume:</p> <ul style="list-style-type: none"> ▫ escalating ▫ Over-reacting to normal requests ▫ Seeking a power struggle ▫ Black & white, win loose thinking ▫ Easy to reject or punish | <p>Qualities of the argumentative costume:</p> <ul style="list-style-type: none"> ▫ Intensely distorted ▫ Easily triggered leading to misperception ▫ Subjective logic & conclusions ▫ Attempts to test limits & boundaries |
|--|---|



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COSTUMES




My other ride is your mother.




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THE INSIDE KID HAS INSIDE



"Children seem to negotiate their emotional injuries by utilizing two basic drives that can guide their behaviors. The first drive is to master what is painful or confusing, restoring a sense of control and mastery; the second drive is to avoid painful emotions, thereby eluding attempts to engage in therapeutic work" p. 8

Eliana Gil
Helping abused and traumatized children: Integrating directive and nondirective approaches



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THE INSIDE KID HAS INSIDE NEEDS
"Tipping Points for Change"



COMPASSION

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THE INSIDE KID HAS INSIDE NEEDS
"Tipping Points for Change"



COMPASSION
INFLUENCE

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THE INSIDE KID HAS INSIDE NEEDS
"Tipping Points for Change"



COMPASSION
INFLUENCE
PLAYFULNESS

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THE INSIDE KID HAS INSIDE NEEDS
"Tipping Points for Change"

COMPASSION
INFLUENCE
PLAYFULNESS
CONTEXT

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THE INSIDE KID HAS INSIDE NEEDS
"Tipping Points for Change"

COMPASSION
INFLUENCE
PLAYFULNESS
CONTEXT


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KID WHISPERING SKILLS


"Trauma happens in relationships, so it can only be healed in relationships. Art can't provide healing. It can be cathartic and therapeutic but a relationship is a three-part journey."
Alanis Moissette

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KID WHISPERING SKILLS: CHAPTER
6



- **ENGAGING**
- **CLARIFYING**
- **DECIPHERING**
- **RESPONDING**



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KID WHISPERING SKILLS: CHAPTER
6

CONNECT WITH



EYE CONTACT



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KID WHISPERING SKILLS: CHAPTER
6

- **VOCAL PRESENTATION**



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KID WHISPERING SKILLS: CHAPTER
6

Conversation Tracking

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KID WHISPERING SKILLS: CHAPTER
6

- BODY LANGUAGE**

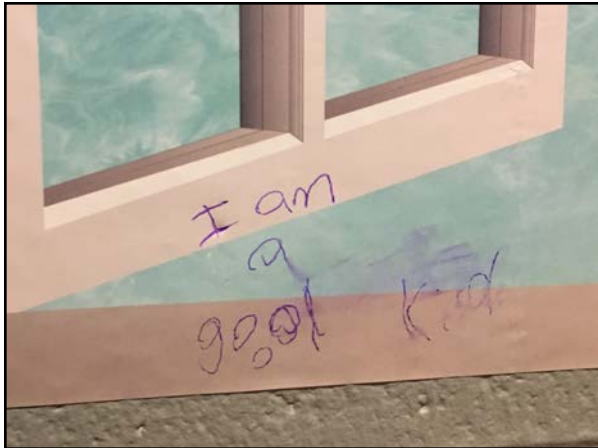
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KID WHISPERING SKILLS: CHAPTER
6

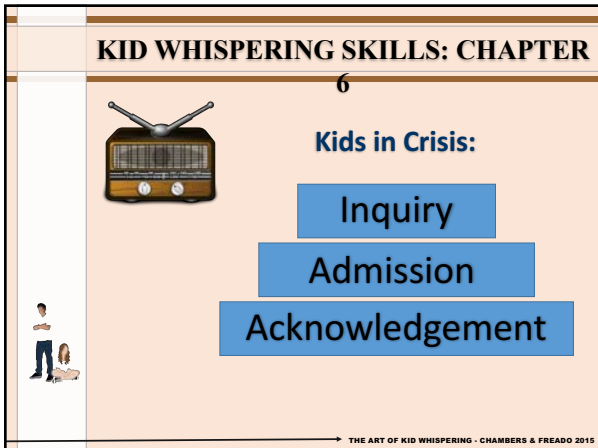
Three A's of Social Reinforcement

- Attention
- Acknowledgement
- Affirmation


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KID WHISPERING SKILLS: CHAPTER
6




Kids in Routine:

Curious

Respectful Approach




Requires Access




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KID WHISPERING SKILLS: CHAPTER
6

"Meaningful Presence"




✓ **Passion**
✓ **Power**
✓ **Patience**




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KID WHISPERING SKILLS: CHAPTER
7



- **ENGAGING**
- **CLARIFYING**
- **DECIPHERING**
- **RESPONDING**



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KID WHISPERING SKILLS: CHAPTER

7


20 Minutes of Darkness



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KID WHISPERING SKILLS: CHAPTER

7



Asking "good questions"

"You ask questions about what I'm talking about."

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KID WHISPERING SKILLS: CHAPTER

7

Let the healing begin

Recommendations:

- Counseling Interventions
 - Individual in the detention center
 - Family in the detention center
 - Release for counseling in the office
 - Reunification





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KID WHISPERING SKILLS: CHAPTER
7

Inquiry Distinctions



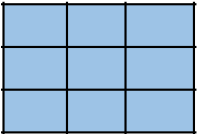
The Power of Questions:
What is the difference between
Open & Closed Questions?



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KID WHISPERING SKILLS: CHAPTER
7

Story Boarding




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KID WHISPERING SKILLS: CHAPTER
8



- ENGAGING
- CLARIFYING
- DECIPHERING
- RESPONDING



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KID WHISPERING SKILLS: CHAPTER
8



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KID WHISPERING SKILLS: CHAPTER
8

We will help our kids locate the following:

- commonalities and differences
- feelings and emotions
- internal and interpersonal conflicts
- personal and interpersonal nonverbal behavior
- needs and values both positive and negative
- personal and community goals

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KID WHISPERING SKILLS: CHAPTER
8

HELPFUL LINKING IS DECODING

1. PERCEPTIONS, FEELINGS AND BEHAVIORS
2. PAST, PRESENT AND FUTURE
3. IMPACT AND RELATIONSHIPS
4. EXPECTATIONS AND OUTCOMES

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KID WHISPERING SKILLS: CHAPTER 8

“Interactive Conflict Cycle”
by Nicholas Long, PhD, Chambers, & Freado

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KID WHISPERING SKILLS: CHAPTER 9

RESPONDING SKILLS

“The process of detachment is second wellspring of living consciously. The essence of detachment is learning to step back from a particular feeling or situation in order to observe it consciously and then let go of it” p. 72.

Gershen Kaufman & Lev Raphael
Dynamics of power: fighting shame & building self-esteem.

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KID WHISPERING SKILLS: CHAPTER 9


Now we get to talk.

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KID WHISPERING SKILLS: CHAPTER 9

REFLECTING:

- CONTENT
- FEELING
- MEANING
- PROCESS




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KID WHISPERING SKILLS: CHAPTER 9

METHODS:

- CONFRONTING
- AFFIRMING
- ENCOURAGING
- INTERPRETING
- CHALLENGING




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KID WHISPERING SKILLS: CHAPTER 9

REFRAMING:

- PURPOSE
- IMPACT OF KIDS BEHAVIOR




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KID WHISPERING SKILLS: CHAPTER 9

REFRAMING:

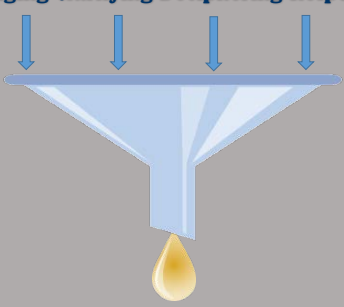
SHOWING THE:
+ SIDE OF SHABBY &
- SIDE OF POSITIVE
BEHAVIOR



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KID WHISPERING SKILLS: CHAPTER 9

Engaging Clarifying Deciphering Responding



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COSTUMES



My other ride
is your mother.

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KID WHISPERING CONTACT:

Growing Edge Training, LLC

**Information about this or
other training events:
wendy@growingedgetraining.com**



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