

CPRI Brake Shop: TREATMENT SUPPORT SHEET

SELF MANAGEMENT TREATMENT

This treatment will work most effectively, and gains will be optimized if the principles, skills, and exercise it promotes are universally understood and applied in the lives of our clientele.

In this spirit then, as well as to foster good communication with our community partners, the following information is intended to aid them (e.g. residence workers, school staff, community agency personnel, family members) in supporting the treatment we are providing at this time.

We hope it is of benefit; our clinic is also always receptive to feedback. Community partners requiring a programming consultation from our team may feel free to contact our clinic Case Management Coordinator for this purpose at (519) 858-2774.

Lastly, pending guardian consent and patient assent, any involved community partners as listed above are encouraged to attend at least some treatment sessions. Attendance via videoconference can be arranged.

Medications are to remain stable for the duration of treatment;

- If this creates a problem, please notify our clinic to discuss.

Following Session One:

- Clients are provided with frustration beaker sheets and detour passes to begin using in their home and community environments where they experience episodes of rage.
- Clients can begin experimenting with completing these frustration beaker sheets at home and school to increase their awareness of their level of frustration; adults can assist in this by asking periodically where the client feels his/her 'beaker level' is at or by providing guidance (e.g., "when most people talk that loudly, that means their beakers are pretty full. Are you sure yours is that low?")
- Introductory handout sheets (e.g. "Putting the Brakes on Rage") are given to guardians in Session One; guardians are free to make additional copies of these handouts for others (e.g. teachers).
- Guardians/Cheerleaders can access Dr. Ross Greene's DVD, "Parenting the Explosive Child" to learn more about the Collaborative and Proactive Solutions model for problem solving. This video can be borrowed from CPRI's Family Resource Centre or found at your public library. Another resource is the www.livesinthebalance.org website. Videos supporting this learning is included in the "Problem Solving" Sessions.

Following Session Two:

- Participants have begun to learn more about which 'leaky brakes' fill their frustration beakers.
- During the week participants are encouraged to continue their detective work on discovering which leaky brakes are filling their frustration beakers so they can share these further examples next session; adults can assist by involving the client in discussions regarding 'beaker fillers' (e.g., 'wow that vacuum cleaner sure seemed to fill your beaker! Did it? What was it about the vacuum that filled your beaker? Was it the noise? Let's look at the sheet – which 'leaky brake' do you think that would be?")

Following Session Three:

- Participants have begun to learn about their own unique ‘Early Warning System’: physical, emotional, and thinking clues that the frustration beaker is beginning to fill (but is nowhere near full yet). An ‘Early Warning System’ (e.g. increased tics) doesn’t tell you that you are already frustrated – it lets you know long before you are frustrated and ‘full’ so that you still have time to do something about it!
- During the week participants are encouraged to continue to develop an increased awareness of their own unique ‘Early Warning System’.
- Guardians are provided with their own copy of “How Do I Know My Beaker Is Filling” worksheet which can be completed independently and/or used in reference with the client.

Following Session Four:

- Participants have begun to learn strategies to assist in emptying their frustration beakers. Many tangible examples are provided, and opportunities are given to share with others relaxation strategies they have already found to be successful.
- During the week clients are encouraged to practice relaxation strategies such as the Breathing Triangle and Guided Muscle Relaxation demonstrated in this session.
- During the week clients are encouraged to practice old and new relaxation strategies when they become aware of their Early Warning Signs; adults could help to monitor beaker levels, remind clients of the relaxation strategies they’ve learned, and model their use.
- Guardians are reminded to provide us with the names of any extra guests who will be attending Session 5 (adults only).

Following Session Five:

- Guardians are introduced to the Collaborative & Proactive Solutions (CPS) Model, created by Dr. Ross Greene, Psychologist.
- During the week all involved adults are encouraged to read the handouts provided to guardians that further describe CPS (Baskets A, B, C).
- During the week guardians and teachers should complete the “Which Basket Is It?” worksheet in preparation for next session and/or to create a plan for using CPS with the client. A properly completed worksheet will have many more items in Basket B than either Basket A or C.
- During the week adults are encouraged to begin experimenting with using Basket B approach to solve problems.

Following Session Six:

- Clients are introduced to the CPS Model.
- During the week clients are encouraged to complete the “Using Basket B” handout in preparation for next session; adults can assist by coaching the client to consider both people’s concerns in each scenario to generate the best possible solutions. Be careful not to play ‘genius’ (i.e. simply providing the answer for the client), as this does not teach the necessary thinking skills.
- Developing this new approach to solving problems may be hindered by mistrust borne of old approaches to solving problems. To help foster trust and create a ‘clean slate’, plan a symbolic outing or activity (e.g. a cake). This outing or activity is meant to emphasize in a concrete way that in the past both you the adult and the client have been ‘set up’ by the full beaker, but from now on it isn’t going to win anymore – you will be learning and working together.
- During the week adults are encouraged to commence using Basket B to resolve the first issue on their, “Which Basket Is It?” worksheet. A “Basket B Worksheet” is provided in case this may assist in following the steps of the CPS approach.

Following Sessions Seven to Nine:

- Guardians and clients continue to practice CPS using problems identified on their “Which Basket Is It?” worksheet.
- During the week adults should continue work on using Basket B proactively – that is, discussing the next problem to be solved on the worksheet in advance and devising possible solutions to it before that issue arises again.
- Through client feedback and discussion of your own observations, continue to add information to the, “What Fills My Beaker?”, “How Do I Know My Beaker Is Filling?”, and “How Do I Empty My Beaker?” worksheets.

Following Session Nine:

- This is Celebration Time! The Self Management Group has finished. Guardians and clients are now familiar with Basket B and have experienced some success with the CPS model. Adults should spend some time focussing on the gains made and reinforcing the efforts made by clients.
- Continue practicing self-management strategies from sessions 2 to 4 as well as using Basket B, towards continued efforts at reducing rage episodes.
- Ensure that the 2 “Tune-Up” session dates are on your calendar!

Referrals to all Brake Shop treatment groups are requested & arranged through the Brake Shop Case Management Coordinator.

For more information on Self Management visit our website (www.leakybrakes.ca)

For more information on the CPS Model please visit the official websites (www.livesinthebalance.org and www.ccps.info/)
