

Developing and Using Rationales for Working with Transition-Aged Youth and Young Adults

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Mod Rationales PPT & HANDOUT



Developing and Using Rationales for Working with Transition-Aged Youth and Young Adults

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Rationale: Illustration

Appropriate Behavior >>>>likely>>>>

Positive Natural Consequences

Rationale: What is it?

- A statement of the benefits the young person may encounter by engaging in the appropriate behavior, using new skills or avoiding inappropriate behavior.

Rationale: Example or Not?

- “Maybe he will give you a raise.”

Rationale: Example or Not?

- If you learn to greet people appropriately, you can use this skill on your job interview and it will be more likely that you'll get the job.

Rationale: Illustration

Appropriate Behavior >>>>likely>>>>

Positive Natural Consequences

Inappropriate Behavior >>>>likely>>>>

Negative Natural Consequences

Rationale: What is it?

- A statement of the benefits the young person may encounter by engaging in the appropriate behavior, using new skills or avoiding inappropriate behavior.
- A statement of the risk or negative consequences a student could encounter for engaging in inappropriate behavior or failing to engage in the appropriate behavior.

Rationale: Example or Not?

- “Try to be nicer next time.”

Rationale: Example or Not?

- “You’re fired.”

Donald Trump

Rationale: Example or Not?

- When you cheat in class you're likely to get caught and may lose your place on the wrestling team.

Functional Rationales

Be behaviorally specific.

- ❖ Focus on the skill verses single behavior.
- ❖ Target new skill or alternative skill.

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- ❖ Briefly describe likely negative consequences or risks.
- ❖ Consequences: Material, social, physical, emotional.
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Ensure that consequence “personal” to youth.

- ❖ Relate to young person’s likes, dislikes, and desires.
- ❖ Ensure rationale fits young person’s situation.
- ❖ Include possible impact on self &/or others.

Rationale: Example or Not?

- “If you let me know where you are, I’ll be more likely to let you go other places on your own.”
- “If you get out of bed by 7, you’ll make it to school on time to complete your math assignment in class so you’re likely to get your afternoon privileges and not have to go to that mandatory study hall.”

Rationale: Example or Not?

- “When you listen for a break in a conversation before you jump in, you’re more likely to get the other person’s full attention and get said what you want.”
- “If you learn that some people are very offended by the use of swear words, you’re more likely to be able to keep this next job that you’re wanting.”

Rationale: Example or Not?

- “You really handled that situation well. By controlling your anger, you were able to avoid the likelihood of your supervisor reprimanding you or firing you. You should be proud of yourself in managing this situation so well.”
- “If you learn to follow instructions, you’re more likely to keep this next job and get that raise at three months. This would give you more money for your CD collection and going to the movies you like.”

Rationale: Example or Not?

- “If you can continue to demonstrate that you can leave your classroom and do what you said, its more likely that your teacher will trust you and allow you to do more things you request.”
- “If you learn to say what you want in an clear, but pleasant way, you’re more likely to get what you want.”

Rationale: Example or Not?

- “Job supervisors give lots of instructions. If you do what’s being asked of you, you’re more likely to be in line for a raise.”

Practice Makes Functional

- Think about the skills or behaviors that your young people exhibit appropriately, inappropriately, or might benefit from using.
- Create rationales for use with your youth and young people.
- Rationales – Participant Competency Enhancement Manual.
 - Create Rationales – pp. 3 - 4.
 - Checklist on Components – p. 5.

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Benefits to Young People

- Learn that their choices make differences in their lives.
- Link between their behavior & natural outcomes.
- Learn about assuming responsibility for themselves.
 - Less likely to play victim role.
 - Less likely to blame others.
- Assists them in building a relationship of trust with the person who uses rationales.
 - Not arbitrary or self-serving advice.
 - Person has youth's best interests at heart.

Three Additives !!

- **Care Statements**
 - **Positive Descriptive Praise**
 - **Offer of Assistance**
-
- These statements can be used throughout any interaction with young people.
-
- The use of these with some rationales:
 - Help build your relationship with YP.
 - Strengthen the power of your rationales.

Care Statement – Quality?

- “You’re really doing well in managing your anger here in your group home. I know that this skill will make it more likely that you’ll be able to get back on the junior basketball league. I really care about you and want you to succeed in all your goals.”

Care Statement – Quality?

- “You will probably be arrested and may have to serve prison time. You know you’re grandmother will be so upset with you!”

Care Statement – Quality?

- “I care about your achieving whatever you go for. That’s why I continue to encourage you to finish your high school degree. As you know, its your ticket to that internship in carpentry that you want.”

Care Statement – Quality?

- “When you let your mother know where you are so she doesn’t worry about you, she will be more likely to trust you and let you do more things on your own.”

“I know you care about your mother and don’t want her to be under any more stress than she already is with her work.”

Care Statement & Offer of Assistance - Quality?

- If you engage in unprotected sex, your girl friend may become pregnant and you two have said that you don't want to have a child now. Julie really wants to finish her computer programming certificate course work so she can do this kind of work at home to help support a family some day.

I know you really care about making your relationship with Julie work out long term -- and this will be more likely if you listen to her needs and wishes.

Do you think it would be helpful for you two to learn more about safe sex, abstinence, and birth control?



Care Statement – Quality?

- “As you learn to present your concerns and needs with your boyfriend in a less threatening way, its more likely that he’ll be more responsive to your needs. I care about you’re experiencing positive relationships so that you’ll find the mutually supportive benefits from such.”

Care Statement & Offer of Assistance – Quality?

When you are able to “manage your anger,” it is more likely that people will want to be around you and that you’ll be able to keep your next job.

I really care about you and would be willing to help you learn alternative ways to get what you want.

Descriptive Praise & Rationales

- “I’m so proud of all the progress you’ve made in getting along with your teachers over the past three months. Your improved grades from this and your studying should make it likely that you’ll get into that nursing program you want.”

Descriptive Praise & Rationales

- “As you learn to present your concerns and needs with your boyfriend in a less threatening way, its more likely that he’ll be more responsive to your needs. You should feel very proud of how you’re doing in learning to be more assertive, rather than expressing everything in rage. Clearly this has paid off in your work place as shown by your recent raise!”

Practice Opportunity

- On your worksheet:
- Add a ***Positive Descriptive Praise*** statement to at least two of your rationales.
- Add a ***Care Statement*** to at least two of your rationales.
- Add an ***Offer of Assistance*** to at least two of your rationales.
- **Practice** using some of these as “additives” with your rationales.

Benefits to YOU for Using Rationales

- Young people like to be around people who give reasons.
- Youth are more likely to do what you ask.
- Youth are more likely to listen to your suggestions.
- Youth seem to understand that there's a reason for what is being asked – not arbitrary or self-serving.
- Helps in the development & maintenance of relationships.

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Was the quality of the interaction appropriate for the situation?

- Solicit youth's input throughout interactions.
- Acknowledge youth's input (active listening).
- Remain non-judgmental
- Pleasant & steady voice tone (avoid lecturing).
- Express enthusiasm where appropriate.
- Facial expressions/Eye contact/Body language match. to
- Express empathy, concern, care, &/or encouragement.
- Offer assistance, as appropriate.
- Set limits and expectations, as necessary.
- Use positive descriptive praise.

Strengthening *Personal* Features

- 1A. TF, “I know your wanting to finish up your AA college degree and are concerned your grades are slipping. You mentioned that you’re having a tough time staying awake in your classes. What do your think is causing this?”
- YP, “We’ll the instructors are really boring!”
- TF, “Might anything else be contributing to this problem?”
- YP, “Well, I guess I am staying up late watch all those cable shows.”

Strengthening *Personal* Features

- TF, “There’s little you can do about ‘boring’ instructors. What do you think you might be able to do so you can stay awake in class and make sure you complete your degree this next semester?”
- YP, “I guess I should get in to a regular study and sleep schedule like I used to do.”

Strengthening *Personal* Features

- TF, “Your schooling and your energy really seemed to be doing well when you lived that schedule. What do you think would assist you in getting back into that a schedule that will give you enough study time and sleep time?”
- YP and TF continue to figure out what supports, if any the YP might need to accomplish his/her goal.

Strengthening *Personal* Features

- 1B. An example of a brief statement of the above rationale is:
 - “If you don’t get your sleep at night, you’re more like to dose off or day dream in class and not get the passing grades you need to complete your AA degree this next semester.”

Strengthening *Personal* Features

- 2A. Another example of a lead into the personalizing of a rationale follows:
- “Because of your history of lies, it seems your group home staff don’t trust you. How might you go about changing your “reputation” so that staff will let you do more things on your own in the community?”

Strengthening *Personal* Features

- 2B. This may lead to the following type of rationale:
- “You can build trust with others by being honest with them. As your reputation improves, the adults around you are more likely to let you do more things on your own.”

Strengthening *Personal* Features

- 3A. This process helps you in learning what the YP would find beneficial (maximize benefit or minimize risk) for him/her.
- This information will help you in being more effective in your interactions with young people, because you'll be able to ***personalize*** rationales with him/her.

Rationale: What is it?

- A statement of the benefits the young person may encounter by engaging in the appropriate behavior, using new skills, or avoiding inappropriate behavior.
- A statement of the risk or negative consequences a student could encounter for engaging in inappropriate behavior, or failing to engage in the appropriate behavior.
- A statement that teaches concern for others by describing the effects of the youth's behavior on others.

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Creating Future-Oriented, Personalized Rationales

- Develop rationales that are meaningful to transition-age youth.
- Understanding and appreciation of the youth's hopes, dreams and strengths.
- One effective and engaging way is to “paint a picture.”

Future-Oriented Rationales: Example

Let's say you have been drafted by the Lakers and it's a tense game, the Lakers only have a two-point lead at the half and you have been sitting the bench. You are feeling really frustrated and know you can play better than the guy playing point guard.

Cont.

Future-Oriented Rationales: Example

On the way to the locker room at half-time you say, “Coach am I gonna get in the game the second half?” He frowns at you and says, “no”. If you accept no you might say, “Okay, coach, I just want you to know I’m ready.”

Cont.



Future-Oriented Rationales: Example

Or if you choose not to accept no you might say, “Why not, you are not being fair, I can play as good as the other guys, you need to let me in the game.”

- What do you think is going to happen if you “accept no”?
- If you cannot accept no and argue with the coach, what do you think will happen?

Future-Oriented Rationales: Making It Functional

- The Transition Facilitator “paints a picture” by using dialogue and details of the scene to make the situation come alive for the youth.
- The context is a future that is important to the youth.
- The Transition Facilitator invites the youth to examine the consequences of different responses to the situation.

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Please consider visiting our websites

- National Center on Youth Transition – NCYT website
 - <http://ncyt.fmhi.usf.edu>
- Transition to Independence Process - TIP website
 - <http://tip.fmhi.usf.edu>
 - TIP System Development and Operations Manual
 - Personnel Training Modules
 - Theory and Research Basis for TIP System
- Contact us for agency and systems capacity building.
 - Community systems development, partnering, & planning.
 - Including youth and parent involvement
 - Technical assistance on program implementation.
 - Competency-Based Training and Training-of-Trainer Workshops.
 - Supervisory and coaching methods.
 - Technical assistance & instrumentation on evaluation & continuing quality improvement.

