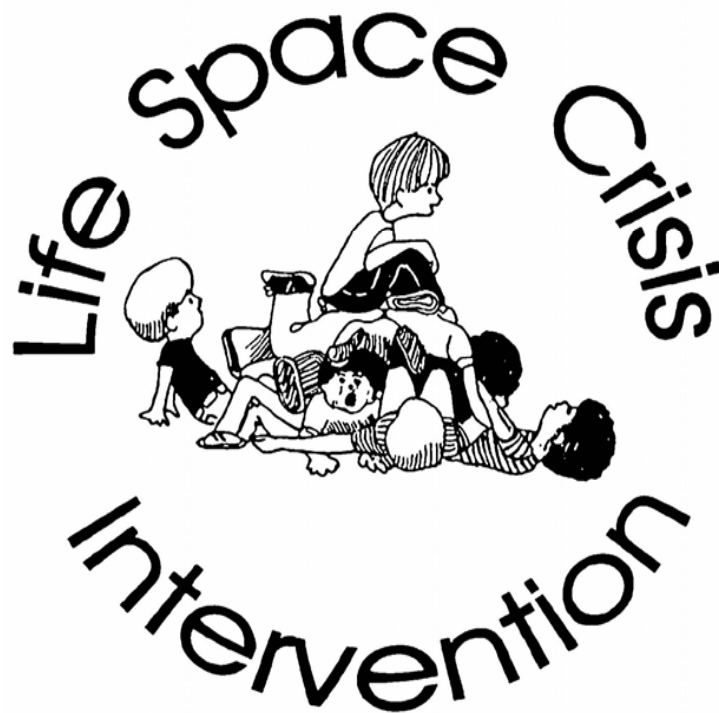


**KHLim**

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Copenhagen

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ASSOCIATIE  
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# Contents

- LSCI a short draw & history
- LSCI effects research
- Important issues
- Situation as example
- Everyone in the game

# LSCI a short draw

A therapeutic /methodical, verbal strategy that creates the opportunity to help youngsters in crisis.

This method allows us to use a crisis of a youngster as a:

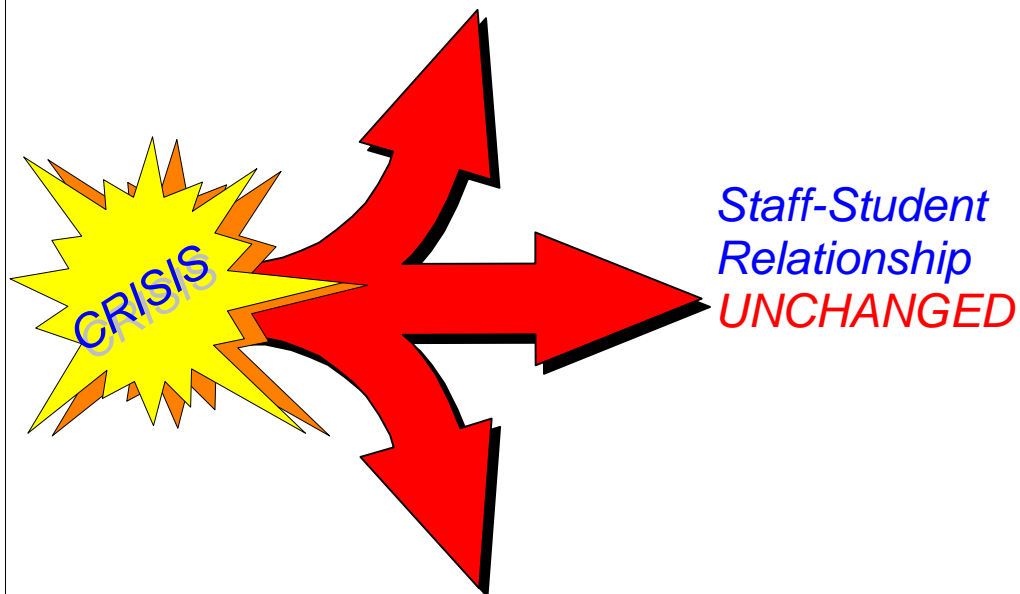
- possibility to understand.
- moment to learn

# Goal of LSCI

- Selfregulating behaviour based on values
- This selfregulation is only possible for children if:
  - \*adults are confidential
  - \*they understand situations

## Three Possible Outcomes of a Crisis

Staff-Student  
Relationship  
**IMPROVED**



Staff-Student  
Relationship  
**UNCHANGED**

Staff-Student  
Relationship  
**DAMAGED**

# LSCI history

- *Freud*
- *Aichhorn*
- *Redl en Wineman*
- *Long, Wood, Fecser*
- *(LSCI instituut, Wachington DC)*
- *(LSCI in Europa)*

# LSCI effects research

- Naslund (1987):
  - Rose school, Washington, 28 seriously disturbed youngsters, 1404 LSCI consult.
  - Registration of crisis: number, cause, occurrence of physical violence, type of LSCI consultation...
  - Result:  
Decrease in the use of the crisis room, increase in classroom work, decrease in loss of self control, increase in the spontaneous request for LSCI, youngsters use LSCI to deal w. their one stress.

# LSCI effects research

- Dawson (2003)
  - School for problematic youngsters in New York; 45 y. divided in experim & control group
  - Staff of the experim gr. received LSCI training
  - Results:
    - number of crisis ↓
    - students attendance ↑
    - staff competence in dealing with crisis sit. ↑

# LSCI effects research

- Franky D'Oosterlinck et al, Belgium (2006)  
Youngsters with behavioral & emotional disorders in residential care → before and after LSCI knowl. of staff
  - Positive effect on aggression and hostility, LSCI consultation leads to a reduction off destrucitve and painful thoughts, feelings...
  - Youngsters attache significance to the quality off the relationscip with tutor and the tutors LSCI skills

# Knowledge of

- Psychological differences between adults & youth
- Defensive mechanisms (stress)
- Cognitive theory (incl cogn. traps)
- Dynamics of the conflict cycle
- Communication skills incl. destructive impact of counteraggression

# Differences in psychol. worlds

|            | Adult                        | Youngster                         |
|------------|------------------------------|-----------------------------------|
| Perceiving | Diverse<br>multidimensional  | Concrete<br>One dimensional       |
| Thinking   | Logical                      | Illogical<br>Omnipotent/irr.trap  |
| Feeling    | Accepts<br>controls          | Flooded<br>explosive              |
| Behaving   | Responsible for<br>behaviour | Does not accept<br>responsibility |



LSCI Institute



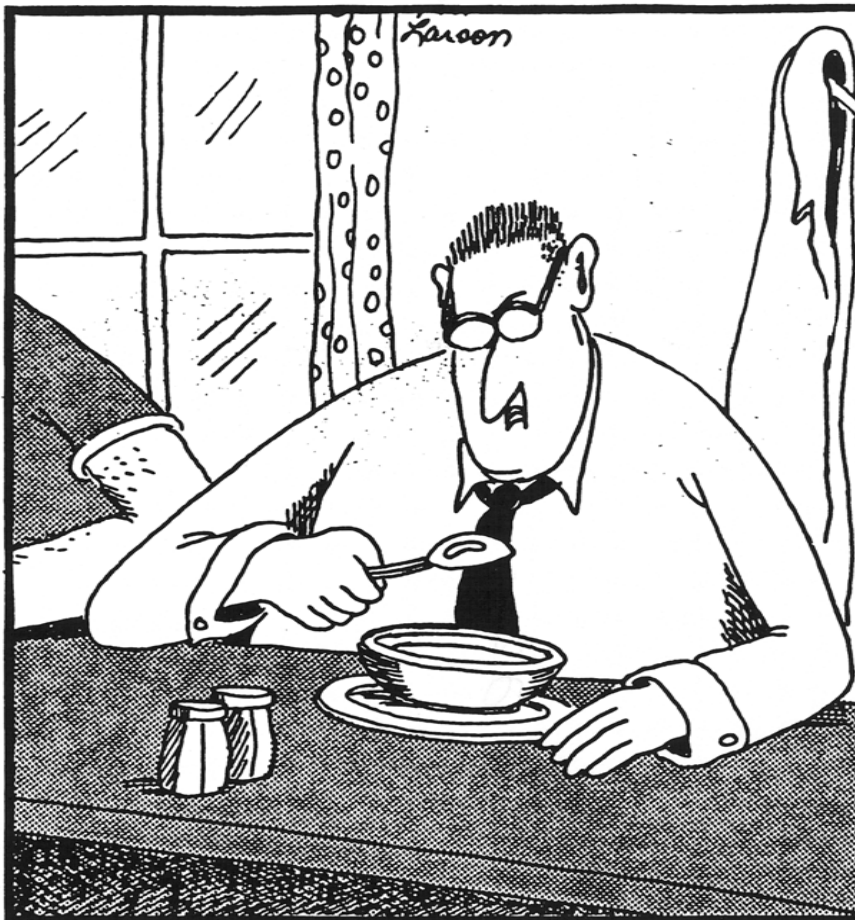


# Defense mechanisms

- Regression
- Rationalization
- Sublimation
- Projection
- Displacement
- Denial
- Conversion

# Five Cognitive Traps

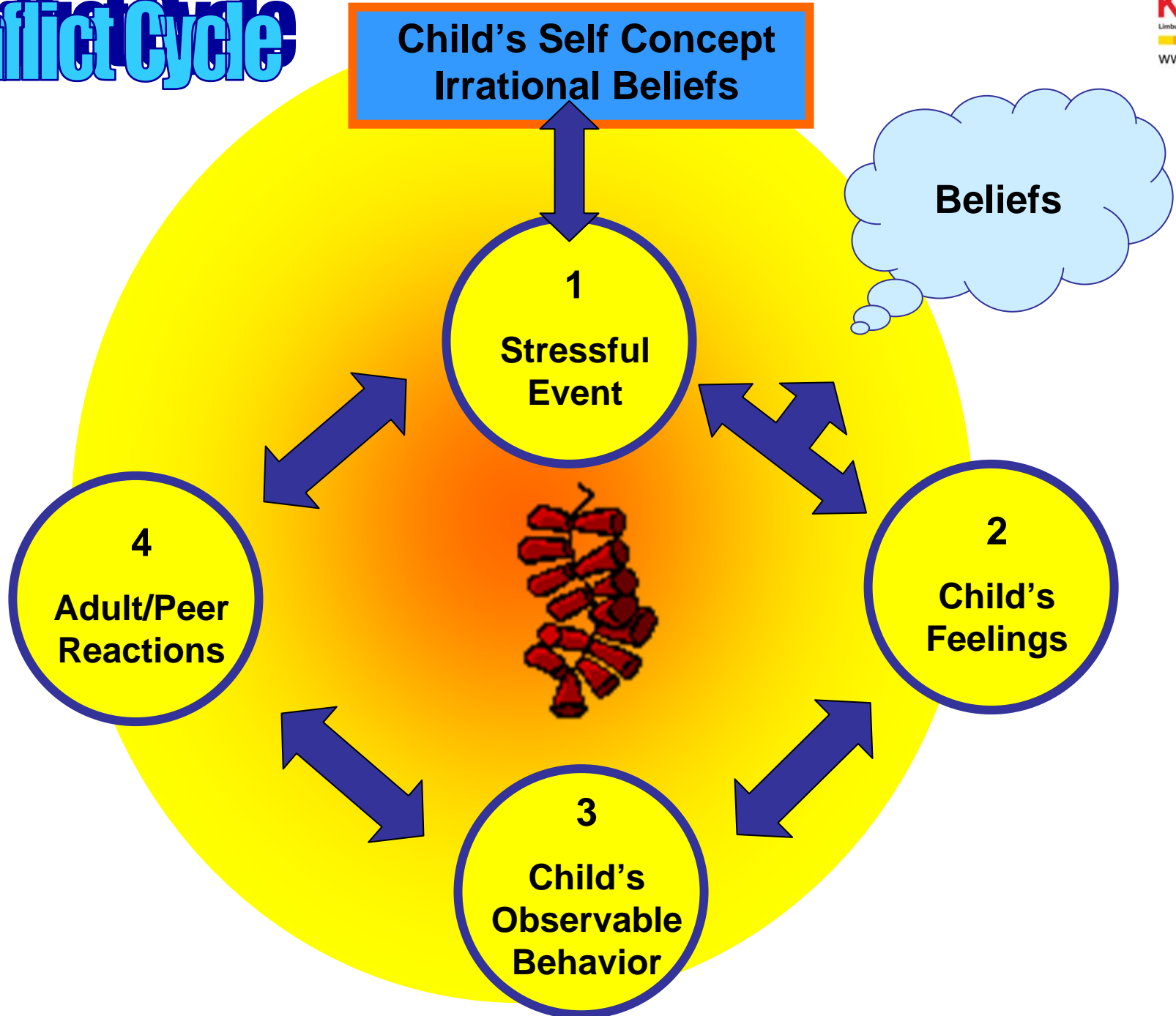
- ⌚ **Mental Filter**
- ⌚ **Discounting the Positive**
- ⌚ **Jumping to Conclusions**
- ⌚ **Emotional Reasoning**
- ⌚ **"Should" Statements**



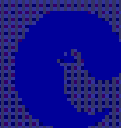
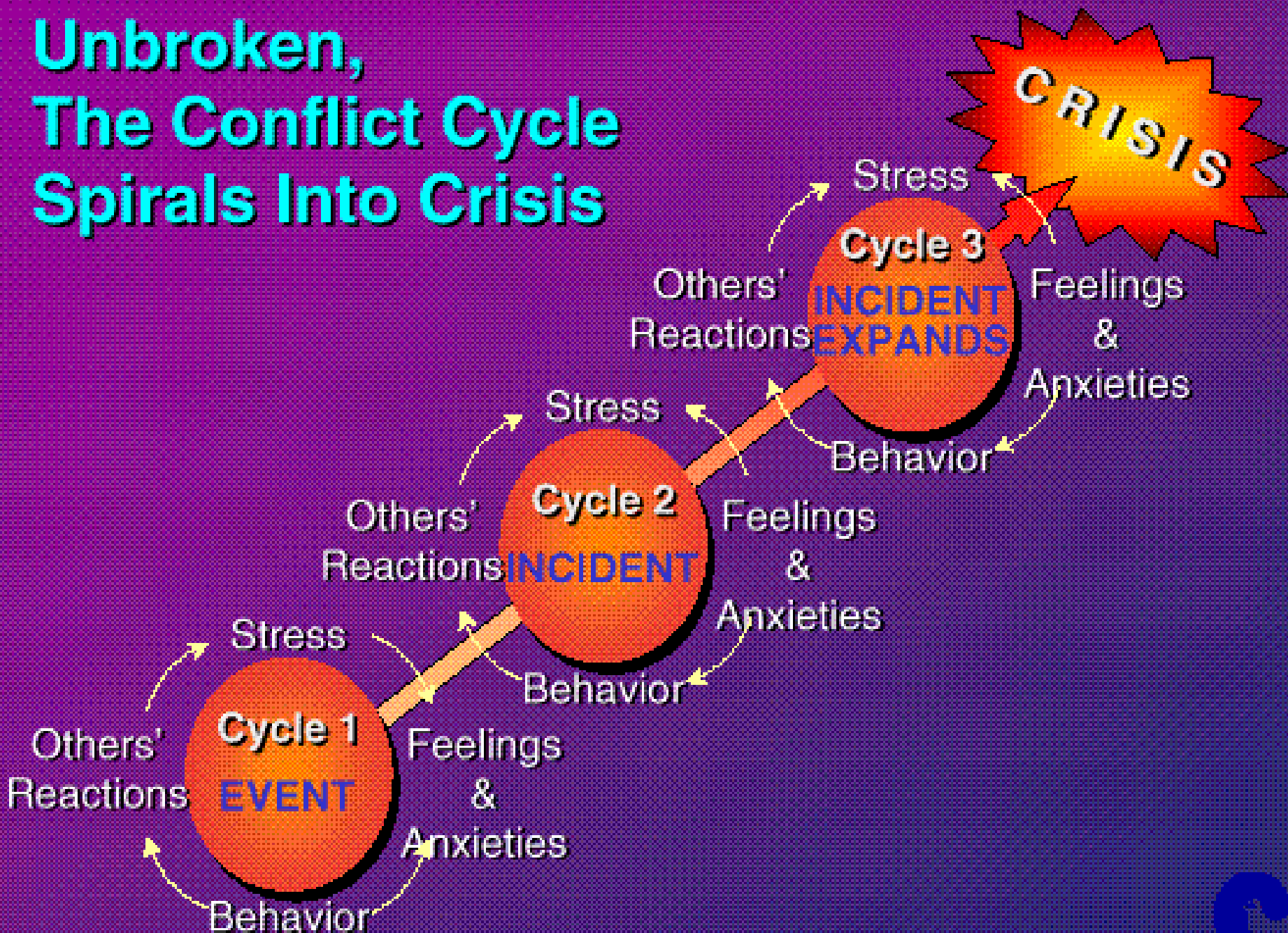
**Darrell suspected someone had once again slipped him a spoon with the concave side reversed.**

**It's not the event which causes the feeling . . .  
It's how you think about it!**

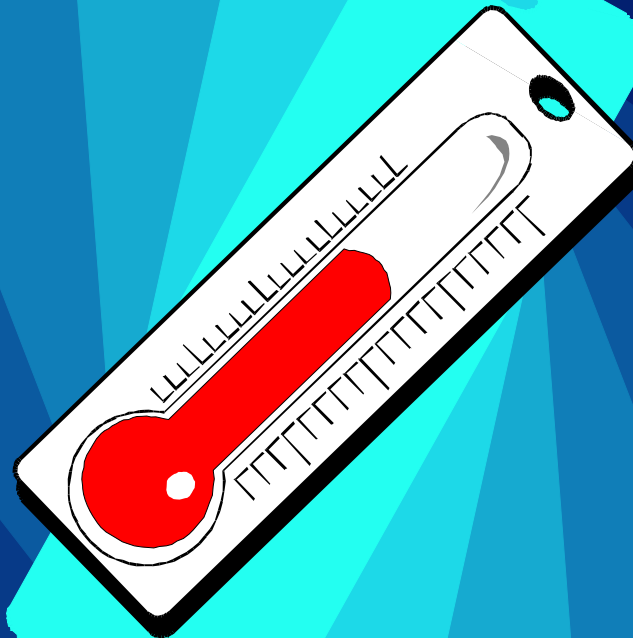
# Conflict Cycle



# Unbroken, The Conflict Cycle Spirals Into Crisis



Remember,  
during crisis, act  
like a thermostat,  
not like a  
thermometer!



# Important communication tools

- Attending
- Listening
- Responding
- decoding

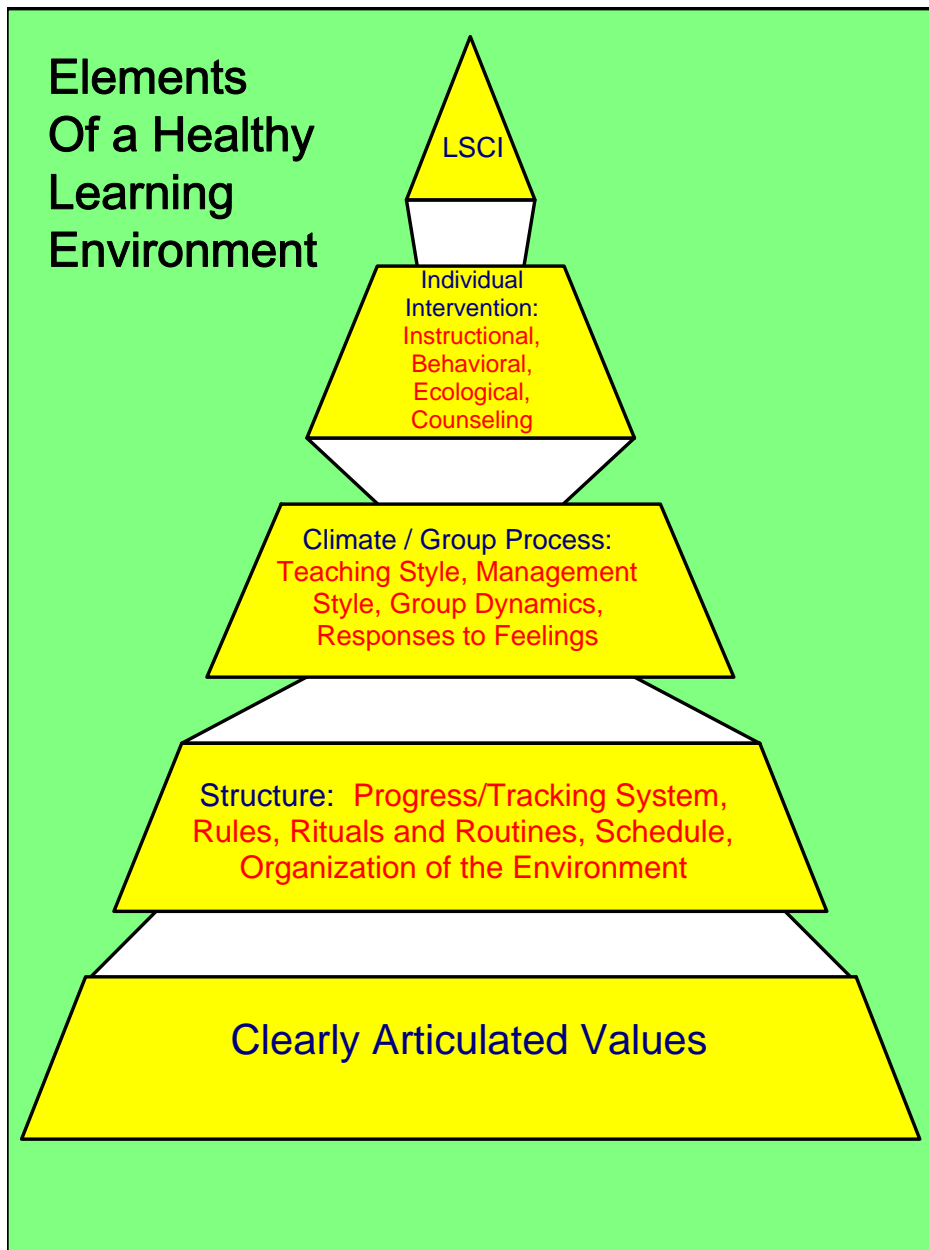
# MEANING AND COMMUNICATION

The meaning transmitted from any interaction is the result of:





**Structure  
is like the  
guardrails on  
a high-level  
bridge.**



# 6 stages of LSCI

- Stage 1: Drain off
- Stage 2: Timeline
- Stage 3: Central issue
  
- Stage 4: insight
- Stage 5: new skills
- stage 6: transfer of training

# The 6 reclaiming interventions

- Red Flag (important problems)
- New Tools (poor social skills)
- Reality Rub (errors in perception)
- Massaging numb values (driven by guilt)
- Symptom estrangement (justifying harmful behaviour)
- Manipulation of body boundaries (exploitation of peers)

# LSCI, Talking with students in conflict

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