



# Welcome

Rogers treats children, adolescents and adults with:

- OCD and anxiety disorders
- Depression and mood disorders
- Eating disorders
- Posttraumatic Stress Disorder
- Addiction



**800-767-4411**  
[rogershospital.org](http://rogershospital.org)



# Teaching DEAR MAN

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Karin Beal, M.Ed., MSW, CAPSW

Coordinator of Behavior Management Services

# Learning Objectives

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At the end of the presentation, participants will be able to:

- 1. Identify the different components of DEAR MAN.**
- 2. Explain how to teach children how to describe and express their thoughts and feelings in a way people want to listen.**
- 3. Distinguish the difference between willingness and willfulness, the names of different emotions, and the difference between facts, thoughts, feelings, and interpretations.**
- 4. Assess and then encourage and teach others to effectively implement the intervention strategies.**

# DEAR MAN

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- D – Describe
- E – Express
- A – Appear Confident
- R – Reinforce
- M – Mindfulness
- A – Assert Yourself
- N – Negotiate

[..\Sectionals\drafts.ideas\DEAR MAN\DEAR MAN handouts and worksheets.pdf](#)

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# Mindfulness

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- WHAT Skills
  - Observe – be aware
  - Describe – name your experience
  - Participate – be willing; be involved
- HOW Skills
  - Nonjudgmental - accepting
  - Effective – practice makes...
  - One-Mindfully – be in this moment

# Willingness vs Willfulness

## Willingness - thoughts

- Ready to do something without being forced
- Helpful
- Cooperative
- Participate
- Enthusiastic
- Ready to listen and learn
- Offered voluntarily
- Ready to solve a problem

## Willfulness - thoughts

- Having one's own way
- Said or done on purpose, deliberate
- Bossy
- Demanding
- Attitude
- Statements/Thoughts:
  - I need it
  - NO!
  - You can't make me
  - I'll get even
  - I don't want to do that...
  - Leave me alone!!!

# Willingness vs Willfulness continued

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## Willingness - Behaviors

- Sitting on my bottom, legs in front
- Head is up
- Body is quiet
- Mouth is quiet
- Eyes are closed or eye contact is gentle
- Palms resting gently on lap with palms pointed upwards
- I control my breathing so my breathing doesn't control me
- I pay attention to the moment, if I get distracted I allow the thoughts to pass by and "come back to center"

## Willfulness - Behaviors

- Screaming
  - Sassy/talking back
  - Sarcasm
  - Kicking
  - Hitting
  - Disrespectful
  - Mad face
  - Rolling eyes
  - Grabbing
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# Mindfulness continued

## Mindful Moments



## Sitting Still Like a Frog

[..\..\Preconference\Sitting Like a Frog mindfulness for children\05 The Pause Button.m4a](#)



## Sitting Still Like a Frog

Mindfulness Exercises for Kids  
(and Their Parents)



Simple mindfulness practices to help your child deal with anxiety, improve concentration, and handle difficult emotions

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Foreword by Jon Kabat-Zinn



# Express

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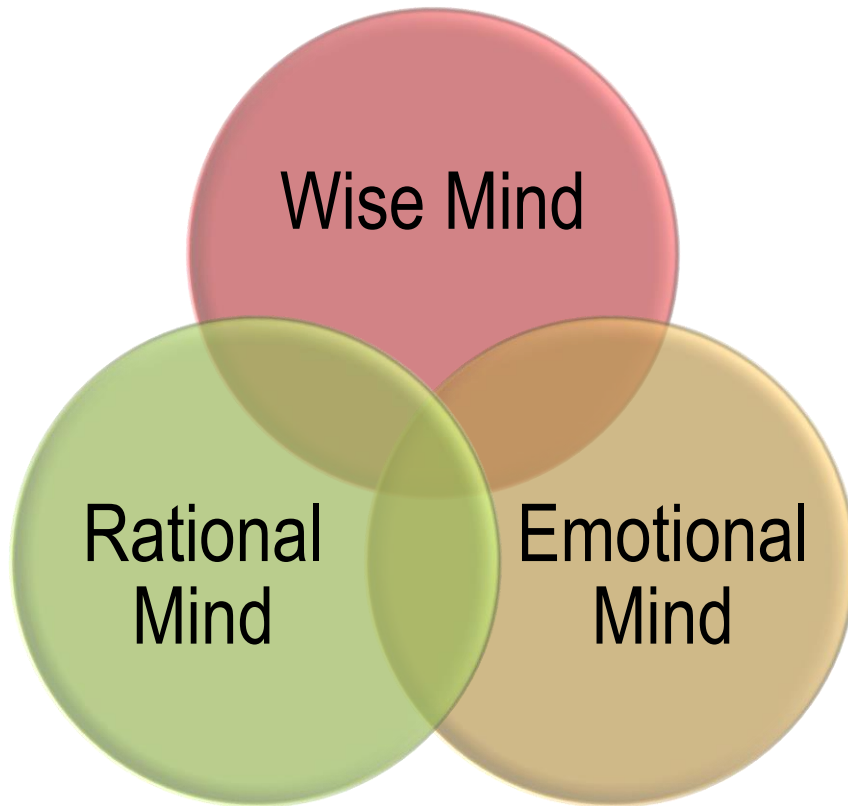
- Observe the emotion being experienced
- Accept there is more than one emotion
- Name the emotions, rate the intensity
- Describe the emotion – this is also the “I feel...”
  - [..\..\..\Preconference\Feeling Embarrassed.pdf](#)

# Describe

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- Describe the facts
  - Resist interpretations, thoughts, and judgments
  - Talk in a way people want to listen
  - Use language such as, “My perception is...”, “I saw...”, “I heard...”
  - This is the same as the “mindfulness WHAT skill” discussed earlier
  - Be in Wise Mind first...
  - Practice
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# Wise Mind



- Rational Mind – Facts
- Emotional Mind
  - Feelings
  - Thoughts
  - Interpretations
  - Judgements
  - Impulsive
  - Revenge
- Wise Mind
  - Nonjudgmental
  - Validating
  - Expressing
  - Willing
  - Problem solving

# Reinforce

1. Adults reinforce behavior
  2. We teach kids to feel good about being honest and responsible
  3. Recognize when a kid is using the skill and teach them to reward others
- Kids will go out of their way to avoid the negative event or their perception of a negative event
  - We reinforce all behaviors through our interactions

## Positive Reinforcement

- Separate who I am from what I do
- Recognize when the “correct” behavior or skill is being used
- Teach children how to make the “responsible” choice
- Use encouragement to set the stage for the child to choose to do what is “right”
- Use the “yes approach”
- Use the word “and” instead of “but”

# Appear Confident

## Be Assertive

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- Look at the person talking and use gentle eye contact
  - Speak up for myself
  - Use willingness to express myself
  - Talk in a voice people want to listen to
  - Ask for what I want (resist the language “I need...” or “you need...”)
  - Trust myself and others
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# Negotiate

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- Willingness to listen to others point of view, opinion, thoughts, perceptions
- Be willing to compromise, collaborate, and/or accept alternatives
- Time the interaction for the benefit of everyone

# Resources

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- A clinicians guide to think good – feel good: Using CBT with children and young people. By Paul Stallard. 2005. John Wiley & Sons, Ltd, West Sussex, England.
- DBT skills training manual, 2<sup>nd</sup> edition. By Marsha M. Linehan. 2015. The Guilford Press, New York, NY
- DBT skills training handouts and worksheets, 2<sup>nd</sup> edition. By Marsha M. Linehan. 2015. The Guilford Press, New York, NY.
- DBT skills manual for adolescents. By Jill H. Rathus and Alec L. Miller. 2015. The Guilford Press, New York, NY.
- The expanded Dialectical Behavior Therapy skills training manual: Practical DBT for self-help, and individual & group treatment settings. By Lane Pederson. 2012. PESI Publishing and Media, Eau Claire, WI.
- Dialectical Behavior Therapy Skills, 101 mindfulness exercises and other fun activities for children and adolescents: A learning supplement. 2009. By Kimberly Christensen, Gage N. Riddoch, and Julie Eggers Huber. AuthorHouse, Bloomington, IN.

# Thank you

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