

- this happens to you? In your chest, heart, throat?”
- Encourage the use of direct “I” messages: “I feel mad!” “I feel sad.”
- Teach her how to use emotional outlets that will work in different situations.
 - Help the person do the following: Use a diary to write out feelings. Paint a sad or angry picture. Go for a walk to cool down. Punch a pillow to vent anger. Request time for counseling to talk out feelings with the support person.
 - Teach the person how to slow things down. Teach her how to use self-relaxation, humor and visualization.
 - Have the person blow on a hand-drawn picture of a cup of coffee to cool it off.
 - Have the person put her hand on her forehead and say, “Thought, get out of my head. Go into my hand.” Then, have the person throw the thought away.
 - Teach the person how to handle correction without exploding. Use role-playing to practice accepting correction.
 - Teach the person that she can ask for help, and that it is all right for her to ask for help as a way of controlling distress situations.
 - Teach *when* to ask for help. This starts with learning to recognize one’s own tension then using it as a signal to ask for help.
 - Teach *how* to ask for help. This starts with saying, “I cannot do it by myself.” Then, teach the person how to assert herself using her most effective way of asking for help.
 - Create a written explanation that the emotionally fragile person can hand to a support person who does not understand her limitations.

Key to Training



Use positive intervention with the person. Employ motivation and skill development programs, and teach alternative coping skills over time.



The goal of these training techniques is to develop more frequent positive emotional interactions between the support staff and the individual. She requires a great deal of positive interaction so that negative behavior is not the only means she has of obtaining intense contact with the support person.

- Pay a lot of positive attention to naturally occurring behaviors that are cooperative and responsive. Catch the person “being good.” Reinforce every such behavior.
- Make sure positive feedback—for whatever the person is able to do—far outweighs negative feedback or corrections for inadequate behavior.
 - Create daily opportunities for positive interactions so they occur at least four times more often than negative interactions.
- Increase the amount of positive feedback the person receives simply for “being in the game of life.” The person will likely receive this attention like manna from heaven.