


MAXIMIZE
YOUTH
MINISTRY



TOUGH C.A.S.E. SYSTEM[®]

CHILD. AND. SITUATIONAL. EVALUATION

A step-by-step guide for handling problems
without damaging relationships.

It is all too common for adults to react instead of
respond when a child or teen misbehaves. By following
this guide you can be sure you are getting the whole
story and making the best disciplinary decision
possible

The Tough C.A.S.E. System is not designed to tell you
exactly what you should do in every situation. Rather,
it will walk you through the steps to ensure you have a
full understanding of the situation so that you can
make the most the best decision possible for that
specific situation.

For more details please visit
MAXIMIZEYOUTHMINISTRY.COM[®]
Created by Mikel Wesley Collins



S.L.E.E.P

Separate

Listen
S.A.M.P.L.E.

Evaluate
R.E.E.D.

Explain

Past - Present - Future

Pray



SEPARATE

When a problem occurs, it is likely going to be chaotic and full of stress. Any attempt to communicate with a stressed, emotional child or teen will be nearly impossible. So the first step is to immediately separate the child from the situation and bring them to a calming environment if possible. This will help them calm down and communicate more effectively, as well as establishing you as the one in control.

LISTEN

Once the child or teen has calmed down you can start to communicate with them. At this point, your goal is to understand how they feel, why they misbehaved (if they did) and their understanding of what happened. Mentally go through the S.A.M.P.L.E. questions to be sure you are looking at every angle. Listen to understand, not to gather a list of their mistakes that you can use against them later.

Remember: Giving a speech is not communicating

LISTEN

S.A.M.P.L.E.

Suppressed

Do they feel heard? Are they being ignored by the leader or other kids? Are they struggling to get the attention they want or need? Is this behavior an attempt to be seen?

Ashamed

Are they embarrassed? Were they possibly trying to cover up something or make people forget something they were ashamed of?

Misunderstood

Did they understand that what they did was wrong? Did they have a misunderstanding with another child? Is it possible that you are misunderstanding the situation?

Phobia

Were they scared? Was this behavior triggered by fear or a desire to protect themselves from something?

Last Food or Drink

When was the last time they had something to eat or drink. Dehydration and low blood sugar can negatively effect behavior and cognitive function.

Earlier trauma

Did something happened that triggered a previous traumatic memory or experience for the child? This can often be connected with Fear and Shame.

ALL OF THESE ARE REASONS A CHILD MIGHT MISBEHAVE. THEY COULD HAVE MORE THAN ONE OF THESE REASONS, OR THEY COULD HAVE NONE. BUT JUST BECAUSE THEY HAVE A GOOD REASON FOR THE MISBEHAVIOR DOES NOT MEAN WE CAN ALLOW IT TO CONTINUE.

EVALUATE

Once you have listened to the child or teen and you are sure you understand them it is time to evaluate the situation as a whole. Use R.E.E.D. to make sure you are looking at the situation from all angles before moving forward.

R.E.E.D.

REPEATED

is this the first time this child or teen has misbehaved in this way?
If not, why has the misbehavior been repeated? What needs to change to keep it from happening again?

EVENTS LEADING UP TO THE INCIDENT

What was happening before the incident took place? Follow the chain of events all the way back to the source.

EYE-WITNESS

Did you or anyone else see what happened? Talk with everyone who was there.

DECIDE

What is going to happen next?
Is this a CARE first or CORRECT first situation.

EVALUATE

The purpose of discipline is always to stop the misbehavior with the minimum amount of punishment (correction). There are situations where the child/teen does not need to be punished at all, instead they need help learning how to behave correctly (care). Most of the time however, you will need both to care and to correct the child/teen. In these situations, you have to decide which is needed first.

CARE FIRST

Care First and Care Only are situations where providing for the needs of the child/teen will be the most effective way of preventing a repeat of the misbehavior. These are most often going to be situations related to an earlier trauma or misunderstanding.

Remember: If Care First situations are repeating themselves, you may need to switch to Correct First.

CORRECT FIRST

Correct First situations are more common than Care First. Most of the time if the misbehavior is being repeated it is a sign that the Correction needs to be increased.

Remember: Being clear about the rules and expectations up front will make correction go much smoother for everyone involved.



EXPLAIN

It is incredibly important that we are clear about our reasoning and expectations with the Children/Teens. This shows them respect and helps them understand that we care about them. Even if they disagree with us.

Once you have determined the best course of action make sure the child/teen understands what is happening and why it is happening. Go through the Past - Present - Future format to make sure you communicate everything that needs to be said.

Remember: Anytime a child/teen asks "why?" saying "Because I said so." is not an acceptable answer

Past-Present-Future

PAST


EXPLAIN: What they did wrong; Why it was wrong; What they did right; Why it was right.

PRESENT

EXPLAIN: What is going to happen next; Why that is happening.

FUTURE

EXPLAIN: What the expectations are moving forward; Why it's better for them to behave that way; What will happen if they continue to misbehave





PRAY

Every discipline problem is an opportunity for ministry. Treating a child/teen with love and respect when they are in trouble instead of anger and annoyance will likely set you apart from most of the other adults in their life. This is your chance to show them that you genuinely love them and point them to Christ who is the source of that love.

Taking time to pray with the child/teen will do several things:

- End what might have been a tense and emotional discussion with positivity.
- Shift the focus of the child/teen off of their own mistakes and on to Christ
- Help you see the Child/Teen as Christ see's them and not as a source of problems.
- Help communicate that you love the child/teen and you are not their enemy.

Remember: We need to encourage the child/teen to be dependent on Christ, not on us. God will always be there for them, we will not be, even if we wish we could.



WANT TO LEARN MORE?

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