



# CBTS NEWSLETTER

FEBRUARY 2009

CBTS

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## SELF-ESTEEM AND SELF-WORTH

"Positive self-esteem is achieved through properly interpreting yourself through accurate, positive and healthy internal dialogue. For many kids, self-esteem is measured as a function of what they accomplish or accumulate externally, from the world, in the form of grades, trophies, recognition or material stuff. But this form of esteem can be elusive, fickle and completely vulnerable to the whims of the external world. When kids keep trying to meet internal needs from the outside that can only truly be met from the inside, they'll never hit the spot. True self-esteem is internally defined; it comes from the inside out. It means that you love, believe in and accept yourself because you accept and appreciate that you a unique, quality and authentic person.

In children, true self-esteem, along with confidence, hope and optimism, is generated by internal dialogue that tells children they are okay, loved, appreciated and special. Positive and realistic self-talk also creates children who live up to their own expectancies (in contrast to those imposed by other people). Clarity of focus and cognitive efficiency are enhanced as well. Having high self-esteem and high self-confidence will ensure that those self-expectancies are high yet realistic, and carry your children to their highest possible level of achievement and performance.

Trying to boost a child's self-esteem with random, overblown, false or insincere praise independent of actual achievement is not a good idea. Unconditional love is one thing; giving a child a trophy for coming in last in a race is another. Children who are led to believe they can do something, when indeed they cannot, will suffer greater disappointment later. There's a delicate balance here, and at the tipping point one finds realistic encouragement and confidence about the task at hand.

If you suspect your child may be sabotaging himself with disruptive self-talk, you should work together to create a new, more accurate internal dialogue. As your child begins to think differently and behave more authentically, he'll begin to experience a new, more positive history that will predicct a new future of successful life endeavors in a variety of pursuits."

(cont.)

First, help your child recognize some of these negative self-talk traps by asking him or her to write down or tell you the "bad things that I say to myself"; for example, "I'm not good in math...I worry about getting bad grades...I won't do well on my test." Be careful to remain age appropriate in discussing this with your child or you will just be talking with yourself. Children hear what they understand.

Next, you can use a technique with your child called fact-finding to see if there is any validity to the negative self-talk. Ask: "Why do you think your thoughts are true or not true?" Your child might respond by saying: "I got As and Bs on my report card last time, so I do get good grades...I got a B on my test last time...my teacher says I do well in math." The point is to help your child identify whether these thoughts are correct or incorrect. As you work through this exercise you may discover that a thought is true, such as "I'm a bad speller." Look upon this opportunity as a teachable moment, asking your child: "What could you do differently now to change that?" Have your child come up with his or her own plan for improvement, such as studying a little longer or spending more time checking over assignments for spelling errors. When your child is involved in devising the solution, he has ownership in the plan and is better motivated to carry it through.

As a way to eliminate any negative self-talk and build self-confidence, teach your child how to substitute, and practice, positive responses. For example:

*I'll do the best I can, and that will be the best I can do.*

*I studied hard For the test, so I should do well.*

*I worked hard on my homework.*

*I'll be okay. I can do this.*



Another key to developing your children's self-esteem is acknowledging their self-worth. Self-worth refers to things we have come to believe about our importance and value. If children don't have feelings of self-worth, they're less resilient in facing adversity, and they have trouble solving problems out in the world. Effectively helping your children develop their self-worth demands that you help them maximize all their distinctive gifts and qualities—and let them know that they do matter in their family and in their society.

The exercise on page five is one you can do with your children. It is designed to help them acknowledge their gifts and their importance in your family. Have them fill it out and possibly display it in their room. That way, they can see the positive and affirming foundation of who they have become."

"Raising an emotionally healthy child is a worthy goal, since children with mental and emotional strength do better at coping with whatever life hurls in their path. Emotionally healthy children tend to be more resilient and more able to bounce back from setbacks and disappointments. Here are some steps you can take to help your children enhance their emotional well-being:

Let your children know they are entitled to their emotions, that it's normal to feel angry, sad or frustrated and that it's okay to share these feelings. Give them the opportunity to express themselves without fear of judgment or retribution; this enhances mental and emotional stability because they have appropriate outlets.

Emotional expression is healthy.

Talk to your children about the fact that they own their feelings. Their sadness or anger is not caused by someone else. They are not mad because someone else mad them mad. They're angry or sad because of how they choose to respond. Emotional responses are triggered by our interpretation--the meaning we assign to a situation--and our corresponding reaction to that interpretation. In other words, our emotions flow from the meaning we attach to situations. By helping your children understand this connection, you can help them become more accountable for how they react to stressful situations and problems in their lives. Whatever the situation, they can choose their reactions.

- Respect your children's need to grieve, be sad or joyful or to cry in privacy.

**As in almost every aspect of purposeful parenting, you must model good emotional and mental stability. Be a role model your children will remember - how strong you were, how resilient you were, how you held things together when life seems like it was breaking apart.**

- Encourage your children to articulate the different emotions that they have experienced, and teach them coping skills for managing different emotions. You might try the exercise on the next page with them."

## Mental and Emotional Stability (PRS)

Which of the following emotions have you felt over the last six months?

Anger	Happiness	Fear	Contentment	Joy
Dread	Excitement	Frustration	Concern	Panic
Contentment	Satisfaction	Pleasure	Irritation	Pressure
Sorrow	Intimidation	Worry	Sadness	Terror

In what situation have you experienced these emotions?

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How have you handled them and how do you feel about the ways you have managed yourself?

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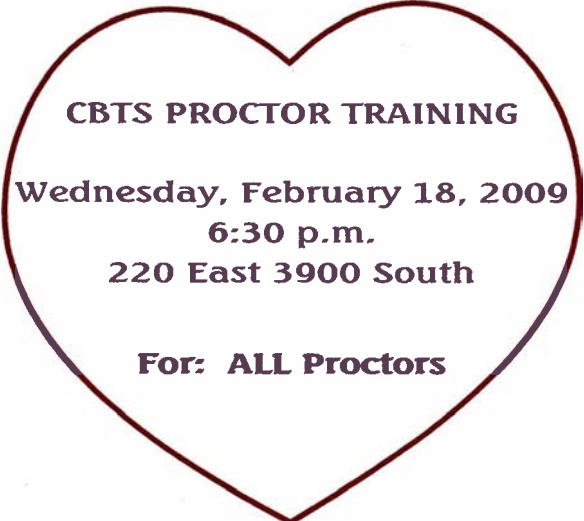
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The following are suggestions for handling and managing emotions. Do these work for you and can you add any other suggestions to the list?

Relaxation strategies?	_____
Distraction?	_____
Reading books?	_____
Negotiation?	_____
Humor?	_____
Playing games?	_____
Listening to music?	_____
Talking it out?	_____
Other:	_____
	_____
	_____



**CBTS PROCTOR TRAINING**

**Wednesday, February 18, 2009**  
**6:30 p.m.**  
**220 East 3900 South**

**For: ALL Proctors**

**CPR/FIRST AID CERTIFICATION**

West Jordan Library (1970 W. 7800 So.)  
Wednesday, February 25 5:30 p.m.

West Valley Library (2880 W. 3650 So.)  
Thursday, February 5 5:30 p.m.

Hunter Library (4800 W. 4100 So.)  
Monday, February 9 5:30 p.m.

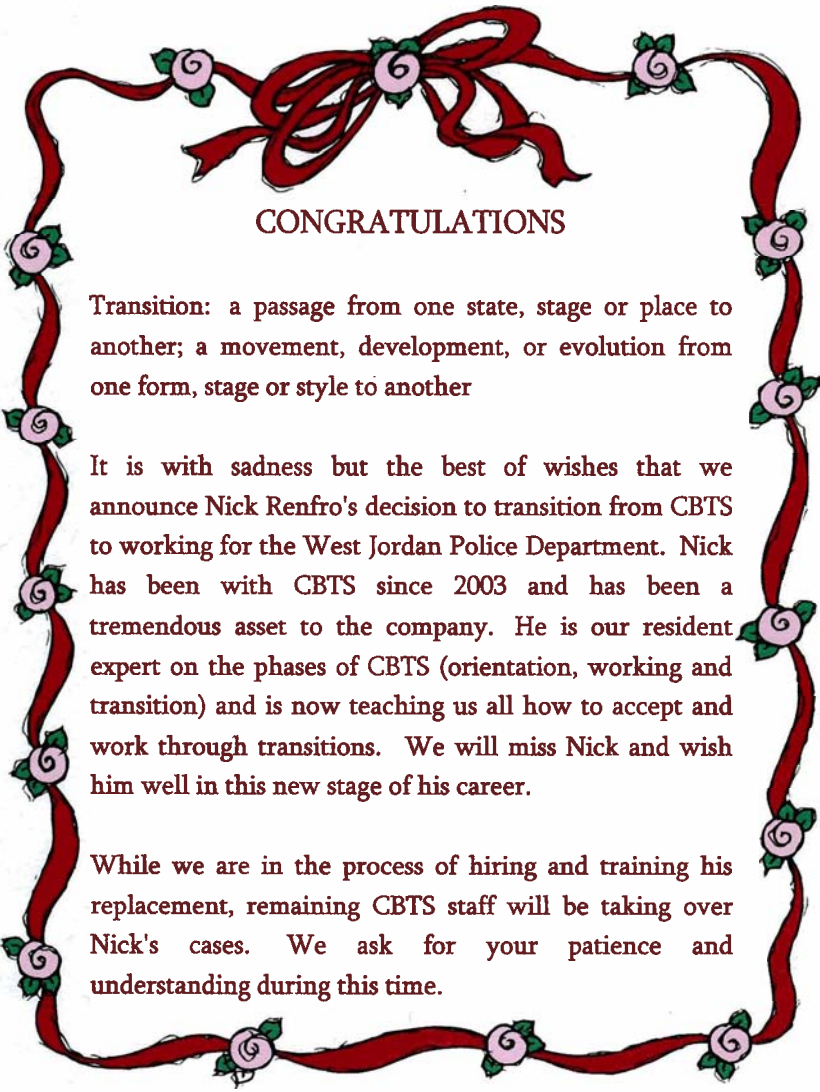
Sandy Library (10075 So. 1350 E.)  
Saturday, February 21 10:15 a.m.

For more information contact Save-A- Heart at 582-7114. If you attend one of these courses make certain you let them know you are with CBTS.

**F.Y.I.**

**OUR INTERN, Alyssa White, is in the process of assessing which proctors are behind in their yearly training hours. If you are behind, Alyssa will be inviting you into the office to select from a variety of training topics we currently have available. In order to maintain your proctor license you MUST have the required number of yearly training hours. Attending Proctor Training will provide you with 2 1/2 hours of training credit. We strongly urge you to attend on a regular basis. The topics covered are mandatory training areas and will assist you in your vital role as a proctor parent.**

**Also, as a reminder, you can receive training credit for reading the CBTS Newsletter each month and writing a brief paragraph on what you read and learned from that issue. Turn this into either Alyssa or Lori. This month's newsletter also contains a couple of activities you can use for P.R.S.**



**CONGRATULATIONS**

**Transition: a passage from one state, stage or place to another; a movement, development, or evolution from one form, stage or style to another**

**It is with sadness but the best of wishes that we announce Nick Renfro's decision to transition from CBTS to working for the West Jordan Police Department. Nick has been with CBTS since 2003 and has been a tremendous asset to the company. He is our resident expert on the phases of CBTS (orientation, working and transition) and is now teaching us all how to accept and work through transitions. We will miss Nick and wish him well in this new stage of his career.**

**While we are in the process of hiring and training his replacement, remaining CBTS staff will be taking over Nick's cases. We ask for your patience and understanding during this time.**



My best talents and skills are:

My best school subjects are:

My best physical qualities are:

My best accomplishments are:

My best relationship skills (e.g., making friends) is:

My best problem-solving occurs when:

I look the best when I wear:

My best friends like my:

My friends think I:

My family thinks my talents are:

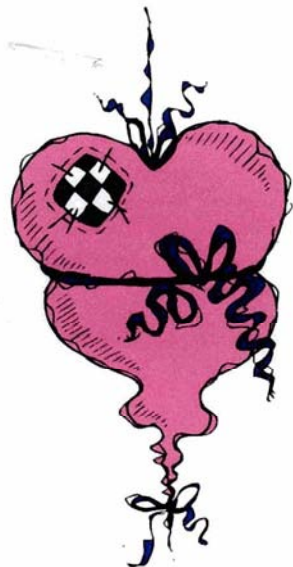
I excel in:

People can depend on me to:

I've made the following contributions to the family:

The following family members have expressed their love for me:

I feel worthy of love and respect because:



## AND THEN THE FIGHT STARTED....

She said, "I want something shiny that goes from 0 to 200 in about 3 seconds."

I bought her a scale.

And then the fight started....

When I got home last night, my wife demanded that I take her someplace expensive..

so, I took her to a gas station...

And then the fight started....

My wife and I were sitting at a table at my high school reunion, and I kept staring at a drunken

lady swigging her drink as she sat alone at a nearby table. My wife asked, "Do you know her?"

"Yes," I sighed. "She's my old girlfriend, I understand she took to drinking right after we split up those many years ago, and I hear she hasn't been sober since." "My Gosh!" says my wife,

"who would think a person could go on celebrating that long?"

And then the fight started...

My wife sat down on the couch next to me as I was flipping the channels,

She asked, "What's on TV?" I said, "Dust."

And then the fight started...

When our lawn mower broke and wouldn't run, my wife kept hinting to me that I should get it fixed. But, somehow I always had something else to take care of first, the truck, the car, playing golf. Always something more important to me. Finally she thought of a clever way to make her point. When I arrived home one day, I found her seated in the tall grass, busily snipping away with a tiny pair of sewing scissors. I watched silently for a short time and then went into the house. I was gone only a minute and when I came out again I handed her a toothbrush. I said, "When you finish cutting the grass, you might as well sweep the driveway."

The doctors say I will walk again, but I will always have a limp.

I just love to do special things for my wife on Valentine's day! Simple things like:

\* Open the door for her when she puts all the laundry in the washing machine,

\* Plug and unplug the vacuum as she moves from room to room cleaning.

