

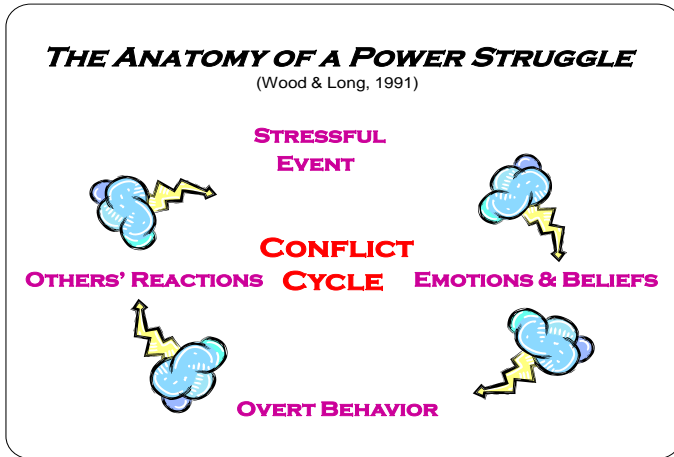
MANAGING THE “YOU CAN’T MAKE ME!” MOMENTS DO’S AND DON’TS

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DO’S	DON’TS
<p>Establish a positive relationship. <i>Try the 2 x 10 Rule (Wlodkowski, 1983): For 2 minutes on 10 consecutive school days engage the student in a discussion of a topic that he or she enjoys.</i></p>	<p>Nag the student. Argue with the student. Make negative statements about the student’s worth as a person.</p>
<p>Actively look for opportunities to recognize the student for exhibiting positive behaviors.</p>	<p>Demonstrate fear, anger, or frustration in reaction to a student’s behavior.</p>
<p>Determine the function of the defiant or aggressive behavior.</p>	<p>Assume that students are engaging behaviors just to annoy or threaten your authority.</p>
<p>Address the triggers for the undesired behaviors in the behavior plan.</p>	<p>Discount the importance of accommodations when addressing behavior.</p>
<p>Make proactive changes to schedules; the environment; grouping configurations; and instructional strategies, tasks, and materials related to the function of a behavior whenever possible to reduce the likelihood of a behavior being exhibited.</p>	<p>Announce that changes made in schedules; the environment; grouping configurations; or instructional strategies, tasks, and materials as accommodations for a particular student were necessary because of the student’s behaviors.</p>
<p>Teach replacement behaviors that are more efficient than the behaviors of concern. <i>Example: If a student places a red card on his desk as a signal that he needs to see the Guidance Counselor and is provided with a pass for using an agreed upon strategy for accessing what he needs, he will be more likely to communicate in that manner than by becoming verbally or physically aggressive, because those behaviors result in calls to the campus police officer and administration.</i></p>	<p>Assume that a student knows what to do when a problem arises or that the student knows how to do what needs to be done. Some students exhibit skill deficits. Skill deficits occur when students lack the information and/or behaviors in their repertoire necessary for demonstrating desired behaviors. Other students have performance deficits. The student knows what to do in a situation and how to do it, but does not expect the more acceptable behavior to “work” for him. Performance deficits often occur because another behavior is either easier (more efficient) &/or another behavior is being reinforced.</p>
<p>Teach replacement behaviors that are naturally reinforced in the environment. <i>Example: If a student is taught to use “I” statements when peers are bothering him and these statements result in a reduction of annoying behaviors from peers, the student will be likely to increase the use of “I” statements instead of threats or physical aggression.</i></p>	
<p>Reward successive approximations! If a student has been threatening to hurt others 6 times a week and reduces the occurrences to 3 times per week, the student needs to be rewarded for reducing the number of threats.</p>	<p>Wait until behavior is exhibited at mastery level to reward the student. Remember that performance deficits occur when another behavior is more efficient and is rewarded.</p>

Do's

Defuse the Conflict Cycle (Wood & Long, 1991)




- Be aware of potential triggers.
- Eliminate triggers when possible.
- Provide support to the student as soon as distress is apparent.
- Remove the student from situations that would act as another stressful event or remove the audience.
- Provide the student with options for coping with the stressors.
- When presenting choices, offer positive options first.
- Remain calm, firm, within close proximity, and use a quiet voice.

Respond to the Stages of Frustration (Johns & Carr, 2001) with stage specific supportive strategies.

STAGES OF FRUSTRATION
(Johns & Carr, 1995)

- **Anxiety:** Nonverbal cues
- **Stress:** Minor behavior problems
- **Defensive:** Verbal aggression
- **Physical Aggression**
- **Tension Reduction:** Crying or verbal venting



- **Anxiety:** Be supportive, nonjudgmental, & offer assistance.
- **Stress:** Boost interest, remove from the situation briefly, offer choices.
- **Defensive:** Avoid audience; make 3 neutral requests; establish limits firmly, calmly, & quietly.
- **Physical Aggression:** Remove audience, verbally support any positive behaviors, enlist the assistance of a neutral party.
- **Tension Reduction:** Re-establish the relationship & clarify issues.

Apply Redl's (1966) Surface Management Techniques

Managing Surface Behavior
(Redl, 1966)

- Planned ignoring
- Signal interference
- Interest boosting
- Restructuring, Regrouping
- Proximity control
- Antiseptic bouncing
- Hurdle help
- Tension decontamination
- Diversion
- Removal of seductive objects
- Direct appeal
- Physical restraint*






- **Proximity control:** Move closer without announcing yourself.
- **Signal interference:** Nonverbal signal use to redirect a student proactively
- **Antiseptic bouncing:** Send the student on an errand without announcing the intent which is to remove the student from a stress provoking situation momentarily.
- **Tension decontamination:** Humor that defuses the stress, but is not demeaning or sarcastic.
- **Physical restraint:** Use only if trained & only as a last resort to prevent injury of the student, self, or others.

Troubleshooting. . .

**Identify the Behavior(s) to Increase &/or Decrease:
Determine the Function of the Behavior(s):**

Trigger Identification	Proactive Strategies	Educative Strategies	Consequences (Choices)	Data Collection
<u>Setting</u>	<u>Setting</u>	<u>Re-teach Rules & Procedures</u>	<u>Reinforcement</u>	<u>Monitoring Tool(s)</u>
<u>Task</u>	<u>Task</u>			
<u>Materials</u>	<u>Materials</u>	<u>Social-Emotional Skills Training</u>	<u>Responses to Undesired Behaviors</u>	<u>Review Schedule</u>
<u>Schedule</u>	<u>Schedule</u>			
<u>People/Grouping</u>	<u>People/Grouping</u>	<u>Differentiation of Instruction</u>		
<u>Type of Interaction</u>	<u>Type of Interaction</u>			

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