Managing the "You Can't Make Me!" Moments Do's and Don'ts

Sylvia Rockwell, Ph. D.

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Do's

Defuse the Conflict Cycle (Wood & Long, 1991)

THE ANATOMY OF A POWER STRUGGLE (Wood & Long, 1991)

STRESSFUL





CONFLICT

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







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*



- Be aware of potential triggers.
- Eliminate triggers when possible.
- Provide support to the student as soon 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.
- 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.
- 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
Setting	Setting	Re-teach Rules & Procedures	Reinforcement	Monitoring Tool(s)
Task Materials	Task Materials	Social-Emotional		
Schedule	Schedule Schedule	Skills Training	Responses to Undesired	Review Schedule
People/Grouping	People/Grouping	Differentiation of	<u>Behaviors</u>	
Type of Interaction	Type of Interaction	<u>Instruction</u>		

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