

Dealing with Challenging Behaviors in Stressful Times

Applying the foundation skills of Life Space Crisis intervention

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1

The Power Of Language

Self Defeating vs. Bad Behavior

Cooperative Problem Solving

Discipline approach

2

The Power of Relationships

- The Effectiveness Of An Intervention Often Hinges On The Quality Of The Relationship With The Helping Adult
- Well Designed and Informed Behavior Support Plans Often Fail Because The Helping Adult Fails To Establish A Positive Helping Relationship With the Child
- Sometimes A Poorly Designed Or Marginal Plan Is Successful Because Of The Quality Of The Relationship

3

Most Effective Behavioral Interventions Are Based on Strengths

- The ability to recognize child's strengths positive actions and intentions is key.

4

Two Critical Skills

- Validating
The ability to acknowledge the feelings the child is experiencing or expressing
- Affirming
The ability to recognize positive intent , use of prosocial skills or actions

5

CHILDREN WHO ARE HEARD
LISTEN

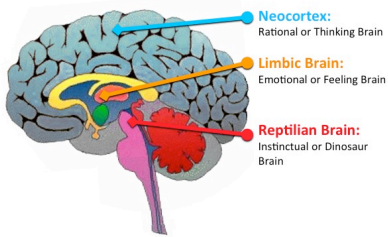
Kids want to tell their story

6

WHEN DEALING WITH IN AN EMOTIONALLY CHARGED EVENT

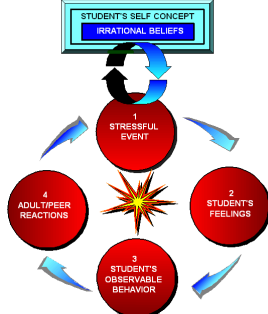
- **YOU MUST DEAL WITH THE FEELINGS FIRST**
- BEFORE YOU CAN DEAL WITH THE BEHAVIOR
- FEELINGS , THOUGHTS , BEHAVIOR

7



8

THE CONFLICT CYCLE



9



CONFLICT CYCLE PARADIGM

- A **STRESSFUL EVENT** occurs which activates a troubled student's irrational beliefs.
- These **NEGATIVE THOUGHTS** determine and trigger feelings.
- **FEELINGS**, not rational forces, drive inappropriate behaviors.
- Inappropriate **BEHAVIORS** incite adults.
- Adults take on the student's feelings and may **MIRROR** his behaviors.
- This negative adult **REACTION** increases the student's stress, escalating the conflict into a self-defeating power struggle.
- The student's **SELF-FULFILLING PROPHECY** (irrational beliefs) is **REINFORCED**; the student has no motivation to change thinking or behavior.

10

THE "SCRIPT"

- Acknowledge the feelings: Make 2-3 validating statements
- Affirm : Make 2-3 affirming statements
- Get the child's perspective and restate
- Set limits and give choices as needed

11

1 DRAIN OFF

Drain off the student's intense emotions by **acknowledging the feelings**

2 TIMELINE

Use **affirming** and listening skills to discover the student's point of view

3 CENTRAL ISSUE

Identify the student's vital interest and **give them their choices**

12