*Working with Difficult People* *Strategies*

Describe five strategies for working with difficult children. For each one, identify the resources provided in the training that addressed this strategy.

1. Should I engage the conflict?

Example: Ask you yourself, is this a conflict worth addressing?

2. What does this mean?

Example: Does the conflict at hand going to cause performance problems and what ways can you cope when dealing with someone difficult? Also are you willing to recognize the differences between someone that is difficult and realize that everyone operates in different ways?

3. Is this personal?

Example: Is there really a conflict or are their personal feelings in the way or will get in the way of the situation?

4. How is this important of the relationship vs. the goal?

Example: You have to make a decision whether the goal of the task is more important than the relationship or vice versa. A scenario would be a mother taking her child to get a shot at the doctors. The goal would be getting medicine in which at that time was more important than making the child happy, which would be the relationship aspect in this situation.

5. Is this the time and/or place?

Example: Should you pull the person aside and address the conflict in that moment where there may be potentially people around or should you address the situation later at an appropriate time where no one is around?

Based on your previous knowledge and experience with children and families, list three ideas for new strategies (ideas not incorporated from this training). For each, identify resources or experiences that addressed this issue.

1. Is something in the environment not suiting the child’s needs?

From experience in the Associated Students Child Development Lab (ASCDL), I have witnessed that everything in the child’s immediate environment and within the child’s reach is meant to be utilized and touched by the children. With the rare occasion where something is left within a child’s reach and is not meant to be touched, a difficult situation can arise, therefore, the environment is causing a difficult situation.

2. What is happening at home that may have an influence on a behavior at school?

From my experience in the ASCDL, I have learned that if a child is behaving in a way that is not typical or if they seem more sensitive than usual, there might be a change in their home life. It is possible that parents may have something stressful going on in their lives, which can affect the child emotionally or physically. Other things such as lack of sleep, or a significant change happening at home such as a new sibling can also have an effect on a child’s behavior. Understanding the child’s life at home can help an adult better understand the situation and work to meet the child’s needs more effectively.

3. Is the child being challenged and kept engaged?

From experience and observation in the ASCDL, when kids get bored, they tend to start misbehaving. When infants get bored sometimes they bite another peer to gauge a reaction or maybe even sometimes hit another child. Therefore, if the children are constantly engaged it keeps them learning and occupied.

Research the topic of a working with difficult children. Find a strategy that could be implemented in the classroom or within a relational context (e.g., parent-child, teacher-child, or peer relations). Provide the link and explain why you feel this would be a valuable strategy.

http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/129/Classroom-Management-Strategies-for-Difficult-Students.aspx

After researching the topic of working with difficult children, I found one strategy that could be implemented in the classroom, which will promote stronger teacher-child relationships. According to Hall (2003), it is best practice to manage classrooms using gentle interventions, finding time for bonding, avoiding punishments, and creating activities that will lead children to become successful. I think that these ideas are valuable strategies, because I believe that success and great relationships are formed by truly getting to know the person that is standing in front or across from you. Finding time for bonding with a student is a great way to allow a student to trust a teacher, feel comfortable in the classroom, and a beneficial way to get to know them personally. This will help you as a teacher to adapt to each student’s needs and approach each student individually. Avoiding punishments is a phenomenal strategy as well, because you do not want to make a student feel guilty for their actions or place shame upon them. Punishing a student creates negative self-esteem and is not the appropriate way to help the student learn from their mistakes. Rather than punishing a student, you can offer positive redirection. You do this by informing the student about what they can do rather than saying what they cannot do. Therefore, you approach the student in a more positive form, giving them the appropriate options to choose from. Lastly, creating activities that allow all students to successfully complete is a positive way to help increase students’ self-confidence. This shows students that teachers are aware of their capabilities and that teachers are there to support and understand their needs.