**Leadership Training Written Assignment 1: Working with Difficult People**

1. **Based on the resources provided within this training, describe five strategies for working with difficult children.**
2. When you face a parent who is difficult, before responding to their actions, you should stop and think. You should think about: What does this really mean? And is this personal?
3. Ask yourself, how important is the relationship vs. the goal? Sometimes you have to figure out what is the most important outcome of the situation right there in that situation, and from there you pick your way of handling the situation.
4. Ask yourself, is this the time and place? Not every situation that you are faced with should be handled right then and there.
5. If you need help in a difficult situation with a parent or child, do not be afraid to go seek help. There is always someone who is willing to help you when you need it.
6. If when handling a difficult situation, and there is a visible risk present, it is best if you stop and seek help so you do not make the situation worse.
7. **Next, based on your previous knowledge and experience with children and families, list three additional strategies or suggestions.**
8. For each of the three ideas; identify resources or experiences that are associated with these ideas (e.g., a staff training you attended).
9. Yielding language: “I feel...” statements. When working with children in the classroom, using “I feel...” statements are so helpful. It shows the children you are not placing the blame on anyone due to their actions, rather you are addressing issues that you are not comfortable with and it makes it easier for the other person to listen to what you have to say.
10. A suggestion would be to think before you speak. I have worked with some children and they have said some very inappropriate things. My initial reaction is to say what is on my mind, but I know that would not be a professional choice to make. It is always most important to think before you seek, and then respond accordingly because it makes the situation more manageable.
11. The last suggestion I have is to understand that all people are different. Recently I attended a diversity training where I was reminded that everyone comes from a different background and it important to treat everyone the same. At this training I was told that when you are at work, you do your job and leave all of the extras at the door. I believe this statement to be the most powerful of all because you never know what background someone one comes from. It was explained that at the end of the day, it is best to treat the person the same way you would want to be treated.
12. **Finally, 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.**

When researching the topic working with difficult children, I found this strategy: Avoid pre-conceived notions about a student based on what others have told you. Start them off with a clean slate. Realize that they are not their behaviors! - This is a valuable strategy to use because it teaches you how to remain unbiased. When working with children, staff may have some judgment toward children through interactions. So when you enter a classroom and someone tells you something about a child, you can confront that with an “I feel...” statement or ignore it and continue to do your job. When you start to believe what others tell you, you start to only do for the children you like, and that is not fair because the goal is to give every child an equal opportunity.

Found at: <http://www.centergrove.k12.in.us/page/5456>