Leadership Training: Working with Difficult People

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

The conflict resolution model, mentioned during the training, addresses five different strategies that can be used when working with difficult children, families, peers, or strangers:

1. Withdrawal is used when the importance of a goal is low and the relationship between the separate parties is low. For instance, if the goal was to go through a door but another person steps in front of you, since there is not an importance in the relationship, you may withdraw from the situation.
2. Smooth occurs when the goal is unimportant and the relationship is important. Since the relationship is important, the person may no longer pursue their goal, the person will try to maintain an amiable relationship with the other.
3. Force strategy is when the goal is important but relative to the goal the relationship is unimportant. For instance, if a child needs to be vaccinated, but she doesn’t want to get the shot, the mother will pursue the goal, having her daughter vaccinated, over the mother daughter relationship.
4. Negotiation is when both the goal and the relationship are important and the two people collaborate on a solution. Since both the goal and relationship are important the two people will reach a middle ground on what to do.
5. Compromise is when each party makes a sacrifice in order to meet in the middle. An example, would be if two people didn’t want to wash dishes and they needed to decide what they could do. As a solution, the two agree to do dishes on a rotation schedule, so that not only one person is doing the dishes.

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. Be calm during a difficult situation. When working with difficult children and emotions are running high, I have found that maintaining a calm composure aided in controlling the situation a difficult situation.

2. Allow the child to talk their way through the situation. When a child is screaming teachers can ask the child why they are screaming. This will help the child evaluate their feelings. Teachers can then provide alternative ways that a child can express their frustration.

3. Listen to parents and ask them how they see the problem being solved. In the behavioral manual, <http://www.caheadstart.org/2010Conference/MurrayThursday.pdf>, it states that parents want to be acknowledged and teachers can ask the parents how to resolve the problem.

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.

In the article, *Decreasing Difficult Behaviors in Young Children: Classroom Implementation Strategies for Teacher to Reduce Special Education Referrals,* there are strategies that could be used when working with difficult children. The article states that an effective strategy that could be used when working with difficult children is positive reinforcement. The article examines the effects of positive reinforcement within a kindergarten and preschool classroom that has children with difficult behaviors. The teachers found the strategy to effective in decreasing the difficult behaviors and focused on the positive behaviors of the child. Children in the classroom were more acknowledged and praised when their work was completed and teachers found that the difficult behavior decreased and the children were more likely to follow direction.

<http://search.proquest.com.mantis.csuchico.edu/docview/304897044?accountid=10346>