*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. Decide how to engage difficult situations: determine if adult intervention is needed or if the child can resolve the problem.

2. Determine the goal when in conflict: decide whether the overall goal for the child is worth compromising the relationship.

3. Use yielding language that deflects blame and lets the child know he/ she is being heard

4. Talk through the situation using emotion words.

5. Take a break from the situation if needed and get support.

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. Use positive reinforcement and positive language to entice appropriate behaviors. (ASCDL Guides to Speech and Action)

2. Be direct and clear in expectations so the child knows what is appropriate. (Leave less room for confusion by forestalling difficult situations)

3. Model the behaviors you expect for the child. (Model behavior that you want children to learn, i.e., when frustrated say “I’m frustrated”, so the child knows that vocalizing emotions are health, even if the emotion is negative.)

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.kaimh.org/Websites/kaimh/images/Documents/difficul.pdf>

Observing a child in the environment and identifying triggers that make the child “difficult” is a valuable strategy that could be implemented in classrooms to accommodate for inappropriate behaviors. This strategy is more individualized to support and meet the needs of the child in the classroom.