Leadership Training Written Assignment 1:

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.

1. Should I Engage in the Conflict: One of the most important lessons from the training was the concept of weighing the pros and cons of actually participating in the conflict. We all have a choice, and it is not always necessary to step in when a child is being difficult.
2. What Does This Mean: In the training, we discussed the importance of determining where the conflict is actually coming from. For example, a difficult child might be projecting an earlier frustration or a personal conflict with someone else as opposed to the issue. Knowing this can help direct the way we intervene or whether we should at all.
3. Respectful Communication: The presenter mentioned that we should always talk to each other with dignity and respect, including when we speak to children. If a child thinks they are being belittled, it could come across as dismissing their feelings.
4. “I” Statements: In the training, we practiced handling situations using “I” Statements, in which we respond with affirmations on how the conflict made us feel.
5. Conflict Resolution: One of the most useful tools for solving conflicts with difficult people is to evaluate whether the relationship or the goal is more important for each situation. Useful methods include knowing when to compromise, negotiate, or withdraw.

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. Acknowledgement: During my time in the Lilac Room as an intern last semester, I learned that difficult children often just want someone to hear them out and make them feel paid attention to.

1. Talk to Experts: When faced with a difficult child who displayed repeated behavior, I would discuss it with the teacher and receive some great advice on how to handle the situation. It also helped the teacher to be aware of the problem and able to step in or talk to the parent when necessary.
2. Active Listening: Hearing is not the same as listening. Engage with the child and rephrase what they say to let them know you are paying attention to their feelings.

Research the topic of a working with difficult children. Find a strategy that could be implemented in the classroom or within a relational context. Provide the link and explain why you feel this would be a valuable strategy.

Establish Positive Relationships: I think this method is not considered often enough as a way to reduce conflict with difficult children. It really can be as simple as making every child feel valued and respected in order to develop trust between a child and their teacher or peers.

http://www.education.com/reference/article/building-positive-relationships-students/