Leadership Training Written Assignment 1: Working with Difficult People

*Background Information:*

During our session, our guest presenter provided a training focused on working with difficult people. This is a critical element within service programs that are focused on families at risk. As part of the training, you received information that you will describe in this reflection assignment.

*Assignment*

Based on your learning during this session, knowledge and experience you have gathered over the years, build on this training and develop a guide sheet for staff who may encounter individuals who are difficult to work with.

* Begin by reviewing the training materials provided. These were distributed in class.
* Based on your experiences which may include your internship placement for CHLD 392, volunteer work, or other opportunities related to working with children and families, describe strategies for staff who may work with difficult individuals (e.g., parents, children, etc.).
1. Based on the resources provided within this training (handout; conversation topic), describe five strategies for working with difficult children.
2. Next, based on your previous knowledge and experience with children and families, list three additional strategies or suggestions.
	1. For each of the three ideas; identify resources or experiences that are associated with these ideas (e.g., a staff training you attended).
3. 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.
4. This should be a professional paper without writing errors; an example of your best work

Template for *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. Conflict Resolution: When in a conflict with another individual it is up for yourself to decide if it is worth smoothing over or negotiating with that other individual and come up with a compromise.

2. Assertive Communication: that you express yourself effectively and stand up for your point of view, while also respecting the rights and beliefs of others.

3. I-messages (Yielding Language): when you give empathy to the person when listening to them talk. You are understanding and recognizing their emotions and reasons for maybe why they are acting in such behavior. Ex. I can see how you would feel that way.

4. Think= what does this mean? : think about the situation and what is happening, try to look at all of the dynamics of the current issue. Ex. Is this personal? Maybe the issue does not exactly have to deal with you.

1. Treat others with dignity: to treat them as being of worth, in a way that is respectful of them as individuals

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. Action Words: in the Lilac Room action words were used a lot to get the child’s behavior to stop or manipulate it so that the teacher could get the child to do what the teacher wanted. Ex. Please use walking feet, or please stop your body.
2. Keep it simple: in the Lilac Room direction was used, but it was simple. There were simple cues used to get the children to know what time it was or what was next on their agenda. Ex. When light get turned off for a few seconds they knew it was then going to be clean up time. Or when a certain song came on they knew what next was coming. When pots got banged outside children then knew it was then time to come into the classroom. Also using simple sentences like, “I don’t like when you do that, it hurts my feelings.”
3. Guides to speech and action: is used as a resource that helps address this issue for children in all environments. They are strong suggestions to react to a child’s behavior. It clearly defines and consistently Maintain limits when they are necessary.

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.

Children who have separation anxiety can be difficult to work with when in a classroom. A strategy that this link provides or suggests is to have photos of the parent available in the classroom for the child. Additionally, it is suggested to keep a message board in the classroom so that parents can leave messages for their child. This will then be comforting for the child to read when feeling separation anxiety in class, and keep the thoughtful message inside their head.

[www.caheadstart.org/2010Conference/MurrayThursday.pdf](http://www.caheadstart.org/2010Conference/MurrayThursday.pdf)