

Today's Key Points

KEY POINT #1



Troubled youth often act in distracting or disruptive ways when they are bored (deliberately acting up) or stressed out (emotionally acting out). Skillful staff look for underlying issues and respond accordingly, rather than rigidly applying strict negative consequences to all misbehaviors.

KEY POINT #2



When students are deliberately misbehaving to meet their social needs at others' expense, behavior management is a good response. Consistent use of firm, fair consequences can often encourage better decision making, but only if consequences do not sound like angry threats.

KEY POINT #3



When students are emotionally escalated because of high stress, trauma, or low self-esteem, crisis counseling is a better option than behavior management. Good listening with a simple acknowledgement of feelings is an essential element of counseling and de-escalation.

For more information about certification-based training in "Therapeutic Aggression Control Techniques" (TACT2) or "Therapeutic Behavior Management" (TBM), please visit www.TACT2.com or contact Dr. Steve Parese (SBParese@aol.com).

"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a student's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a student humanized or dehumanized."

Dr. Haim G. Ginott

Acting Up? or

Acting Out?



Deliberate or Emotional? Therapeutically Managing Misbehavior

Dr. Steve Parese

Danbury, NC

SBParese@aol.com www.TACT2.com

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Workshop Description

Educators, staff and parents of challenging children and youth are often called upon to manage distracting, disruptive, or even dangerous problem behaviors. Handling these youngsters can be extremely challenging, especially when the cause is uncertain, and adults react personally rather than professionally to misbehaviors.

This workshop explores two psychological sources of problem behaviors, one deliberate and the other emotional, then offers strategies for both preventing and managing each.

Puzzlers

Work with people at your table to decipher the following word puzzles, each of which is a common phrase.

ANSWER

friend **STANDING** *friend*
miss

ALL *world*

issue issue issue issue issue
issue issue issue issue issue

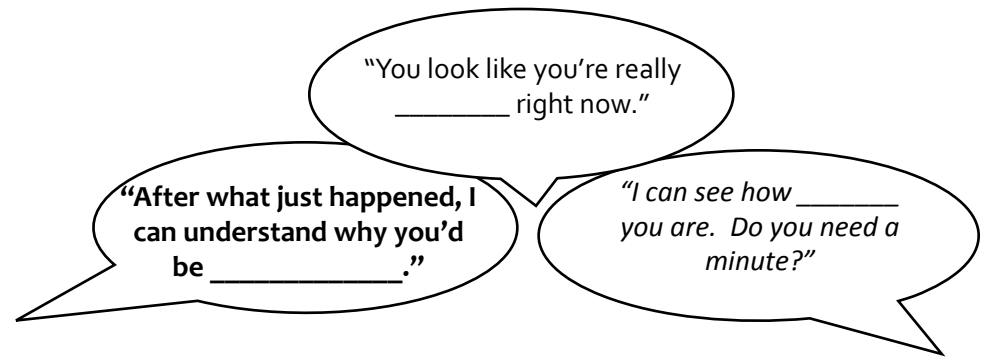
← **T** **I** **M** **E** →
a b _ d e f g

Nafish **Nafish**

Managing Emotional Problems

Strategy: Acknowledging Feelings

Emotional problems can be prevented when staff recognize the warning signs of stress before it explodes. A simple acknowledgement of students' feelings can often help them de-escalate.



1. Patty is a new student who is already getting picked on by the school bullies. Yesterday, Charmaine took a picture of her on the toilet, and within minutes posted it to Facebook with the title “Patty on the Potty.” Patty comes to your office in tears:



“Now everyone is calling me ‘P- P- Potty! I’ll never fit in here. I just wish I could go back to my old school!”



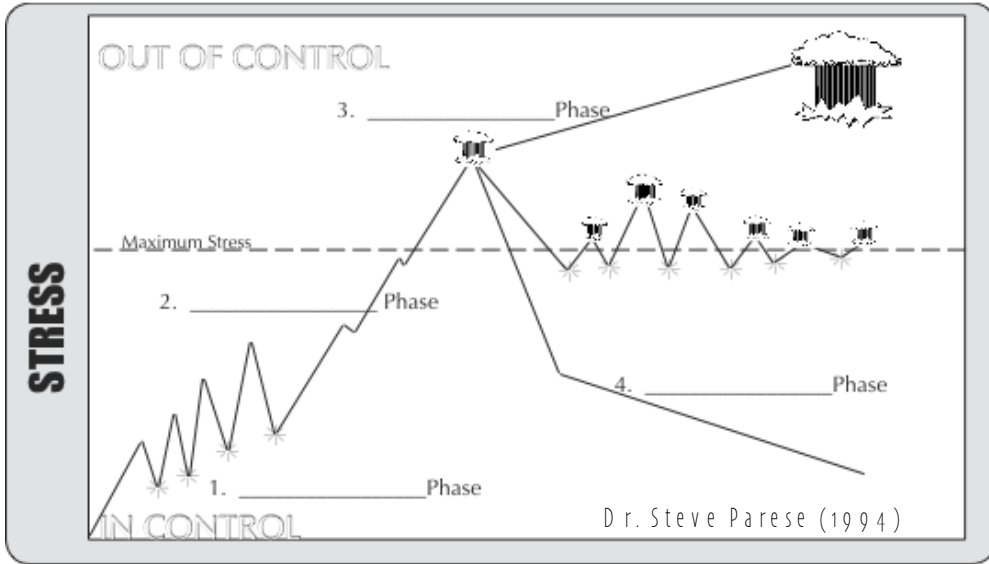
2. Exams begin in just 3 days, and Peter is frantic.

“I’ve paid attention in class, and I’ve been studying for weeks, but I just don’t seem to learn. What’s wrong with me? Am I STUPID or something? I’m going to mess up on the exams Friday, I know it, and then my parents are going to flip out....”

Understanding Emotional Problems

Escalation Model

Most emotional crises are highly predictable, at least if we know the signs and symptoms. The Escalation Model illustrates the four phases of crisis, and outlines staff goals for each.

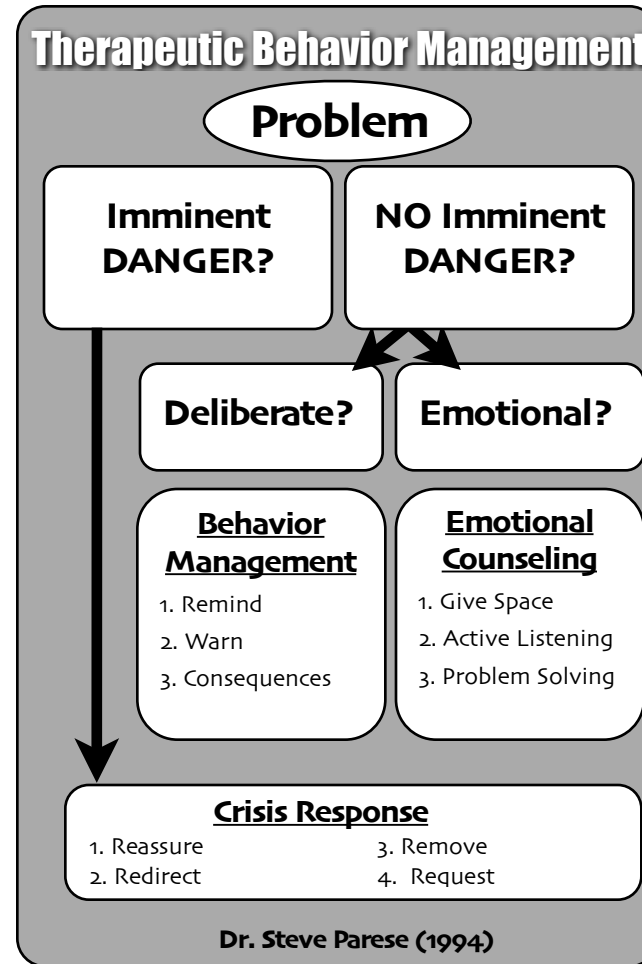


Responding to Each Phase of Crisis

PHASE	Goal Main task is:	Strategies Good and bad ideas:
1. W _____		Try: Avoid:
2. E _____		Try: Avoid:
3. C _____		Try: Avoid:
4. R _____		Try: Avoid:

Therapeutic Behavior Management

When deciding how to manage non-dangerous behaviors, it is helpful to separate intentional, deliberate problems from irrational, emotional crises.



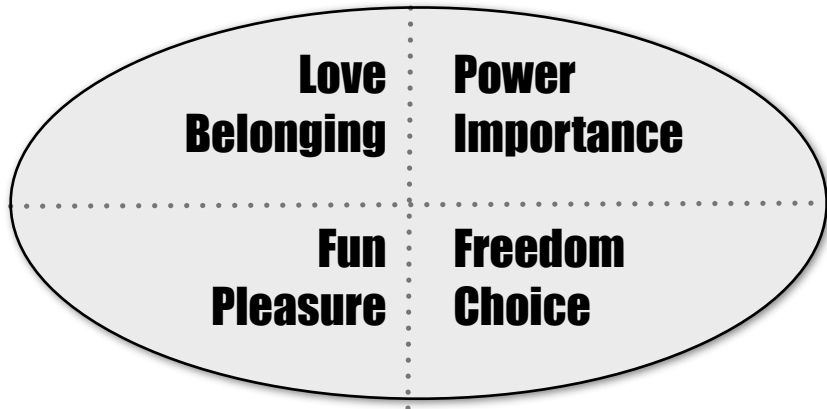
Imminently Dangerous Issues include:

Diagnostic Cue	DELIBERATE	EMOTIONAL
Behavior Pattern?	Normal or Unusual?	Normal or Unusual?
Body Language?	Intense or Calm?	Intense or Calm?
State of Mind?	Rational or Irrational?	Rational or Irrational?
Outside Issues?	Major or Minimal?	Major or Minimal?

Understanding Deliberate Misbehavior

Social Needs Model

Dr. William Glasser's model of social needs suggests that deliberate behavior is **FUNCTIONAL**. It meets students' short-term social needs, though often at the expense of other's rights and even their own long-term well-being.



Deliberate Misbehaviors meet social need:

Love • Belonging	Power • Importance
Fun • Pleasure	Freedom • Choice

Managing Deliberate Misbehavior

Strategy: Firm, Fair, Consequences

Some troubled students genuinely lack awareness of the impact of their actions. Others, interested only in gratifying their own needs, lack concern for others. For both types, reminders/use of reasonable consequences can help influence good decision making. But if consequences sound like a threat, they can often create more resistance and resentment.

Type	Definition
NATURAL	Occur naturally on own w/o staff
LOGICAL	Applied, but directly related to behavior
PUNITIVE	Applied, and unrelated to behavior

SITUATION	NATURAL	LOGICAL	PUNITIVE
DJ accidentally spills his soda in the cafeteria, splashing his peers.			
Adrian is talking during the Friday afternoon movie, distracting her classmates.			
Andy is taunting a new student with a stuttering problem while they play video games in free time. "S-s-stupid, aren't you? Why don't y-y-you go to speech therapy and get over that st-st-stutter?"			