

Developing Relationships with Challenging Students

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Outcomes for today

- Understand what we mean by “Challenging”
- Identify underlying causes of Challenging Behavior
- Learn Strategies for building relationships
- Learn Strategies to support Challenging Students

What makes a
student
“Challenging”

Behavior

Expected

Elicits Empathy

Adaptive

Appropriate

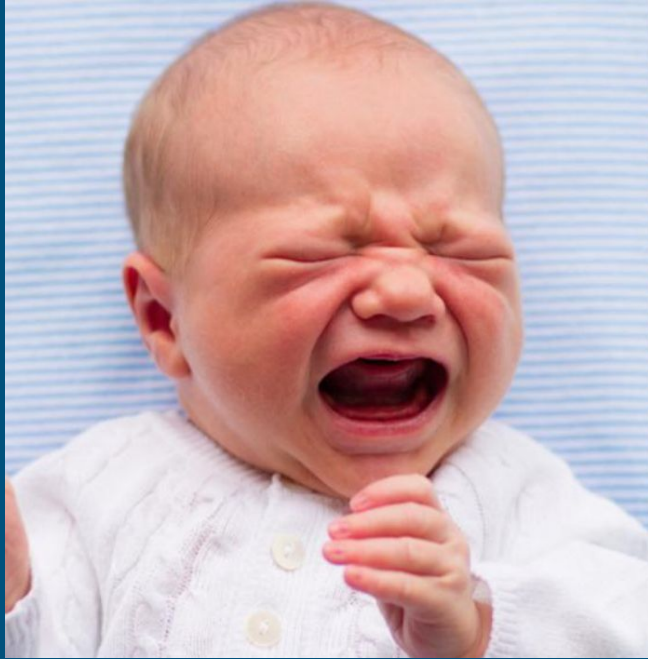
Unexpected

Does NOT Elicit
Empathy

Inappropriate



Behavior as communication



Behavior as communication



Behavior as communication



Behavior as communication



Shift in thinking...

Unsolved Problems

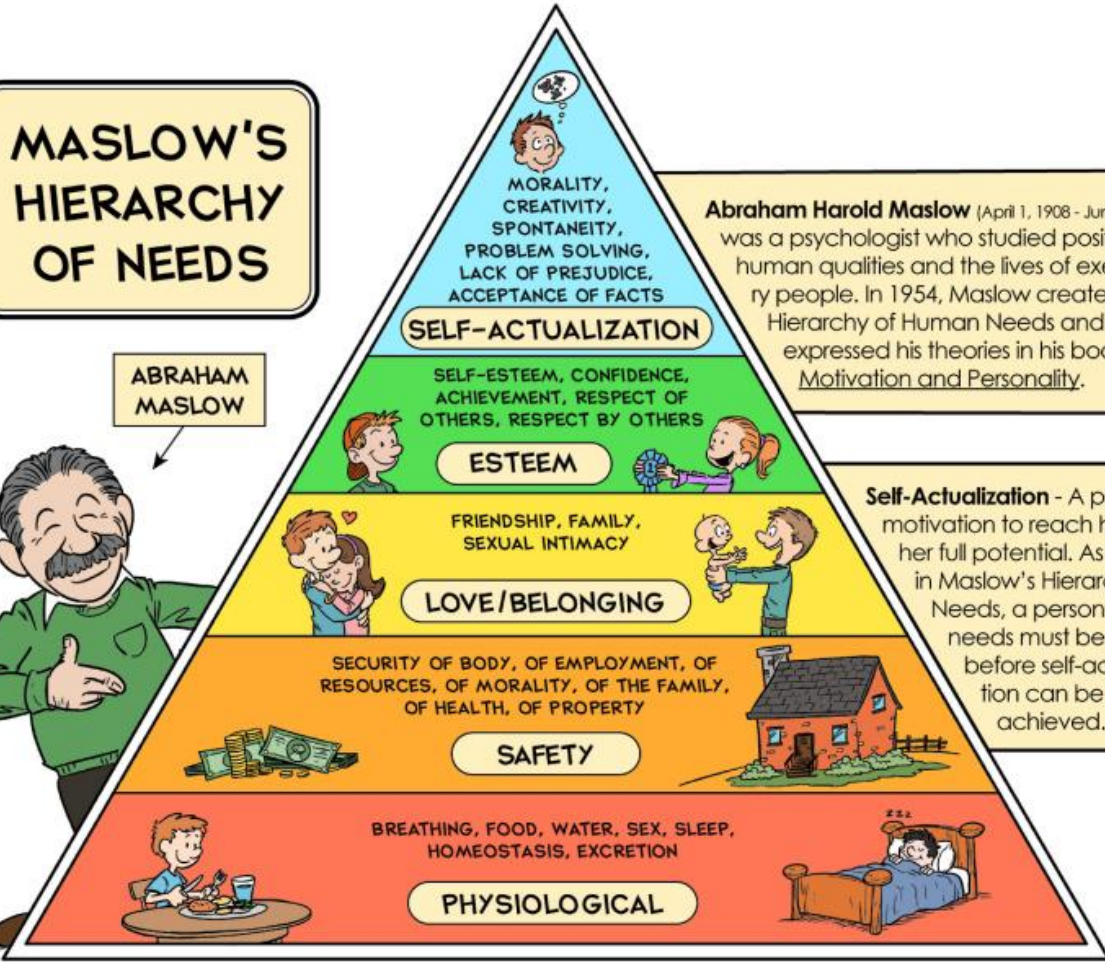
Unmet Needs

Lagging Skills

Why and When are challenging kids challenging?

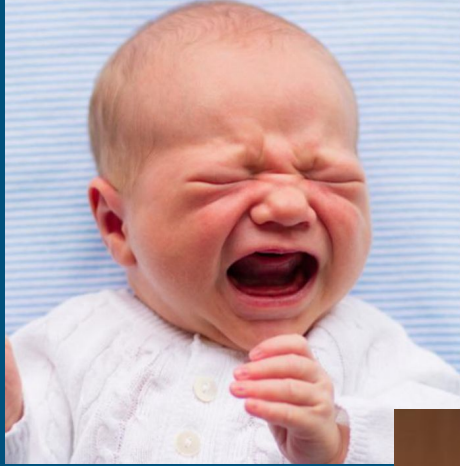
MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW



Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, Motivation and Personality.

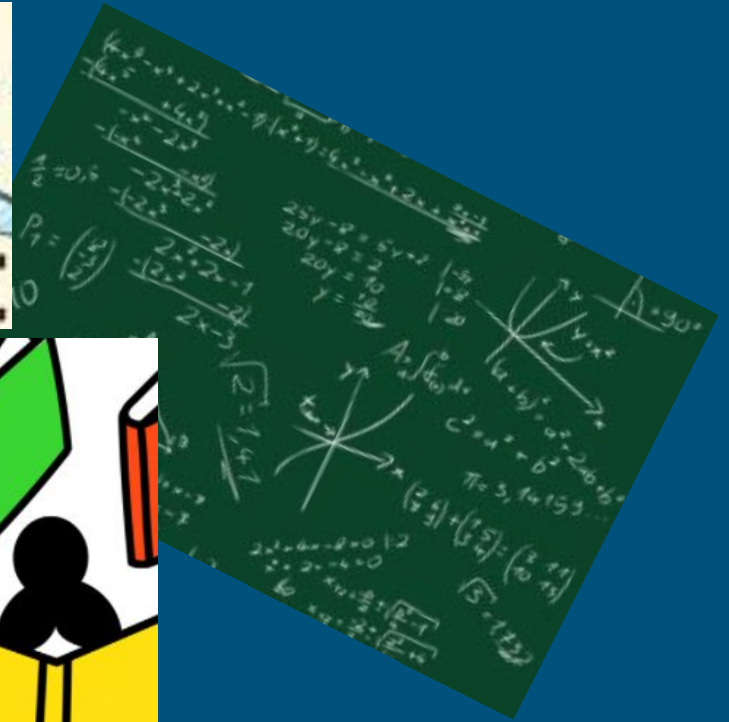
Self-Actualization - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.



“Causes” of behaviors in school...

80% of behaviors in school can be connected to academics...

The other 20% is social.



Identify what skills are lagging and TEACH

- Academic skills?
- Functional skills?
- Social Skills?
- Self Concept?
- Belief in self?
- Mindset?



Developing relationships



Rapport

THE KIDS WHO
NEED THE MOST
LOVE WILL ASK
FOR IT IN THE
MOST UNLOVING
OF WAYS.

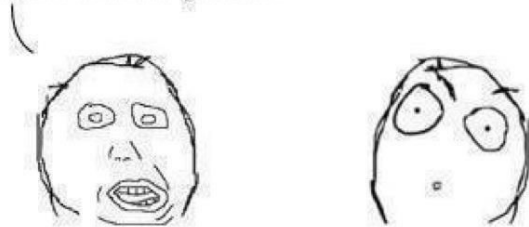


So, how do you build rapport?

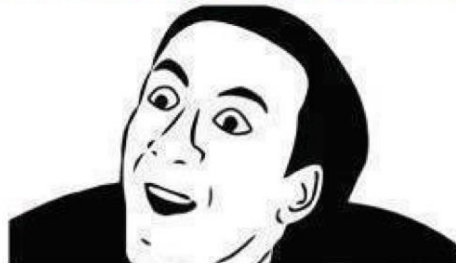


Honesty

Hey, can I be
honest with you?



NO, PLEASE LIE TO ME!



Empathy



How do we show empathy?

- I am so sorry you are feeling this way
- I don't know what to say, but I'm here for you
- I wish that hadn't happened
- Would you like a hug?
- Is there anything I can do to help?

Feelings are always valid. Even when we don't understand them.

Empathize with the feelings, not the behavior

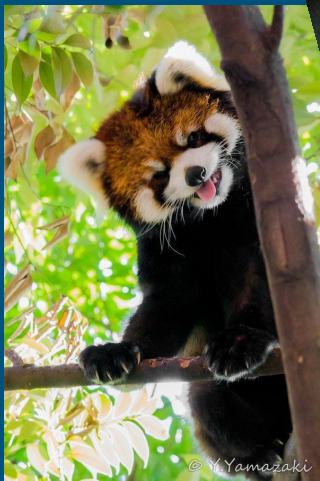
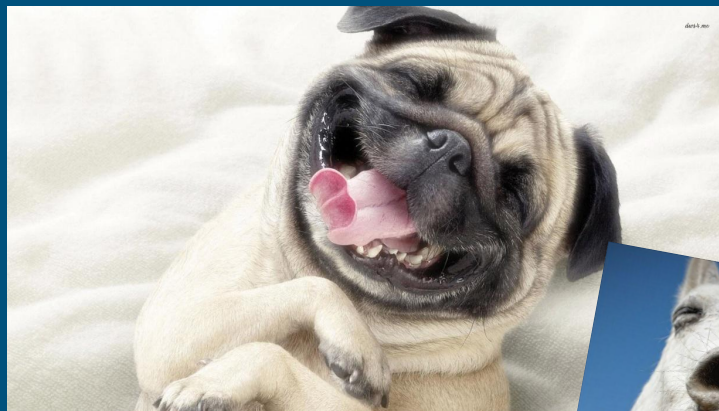


I understand that you feel angry, but it is not okay for you to threaten me.

Avoid Power Struggles

[Defusing Statements](#)

Use
humor



Compassion

I find the best way
to love someone is not
to change them,
but instead, help them
reveal the greatest
version of themselves.

-DR. STEVE MARABOLI -



Contact

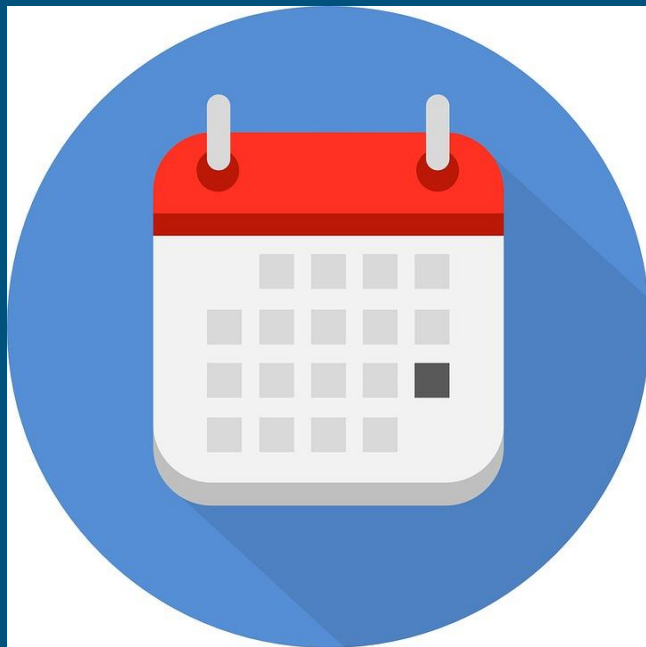


Share yourself

- Create opportunities for the student to know you as a “real” person who has likes and dislikes ...just like them



Two-minute Intervention, or the “two by 10”



<https://www.ascd.org/el/articles/the-two-minute-relationship-builder>

What other ideas do you have for building rapport with a student?

Not all problems are easy to help solve...

.....if the traditional strategies
worked for everything we
wouldn't be here!

Understanding Adult Response

The Teacher

Concerning a teacher's influence, I have 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 child'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 child humanized or dehumanized.

- Haim Ginott

Maladaptive Behavior

Teacher response addresses problem

Teacher response addresses behavior

Problem solved, need for behavior gone

Trust in teacher increases, likelihood of behavior decreases

Problem ignored, remains in "background"

Student may not view teacher as a trusted individual

What are some of the tougher behaviors you see?

Any that really get your blood boiling?

Don't take behaviors personally...



When you feel yourself leaving baseline because of a student's behavior...



LIVE



TODAY
CAIRNS
30

6:08
9

Strategies for “keeping your cool”

Rational Detachment

- Have a plan
- Release negative energy
- Use self-talk

- Who will you call?
- Where will the other students go?

- Tap-out
- Go for a walk

- I've got this
- I can do this

Make a plan for your own self-care:

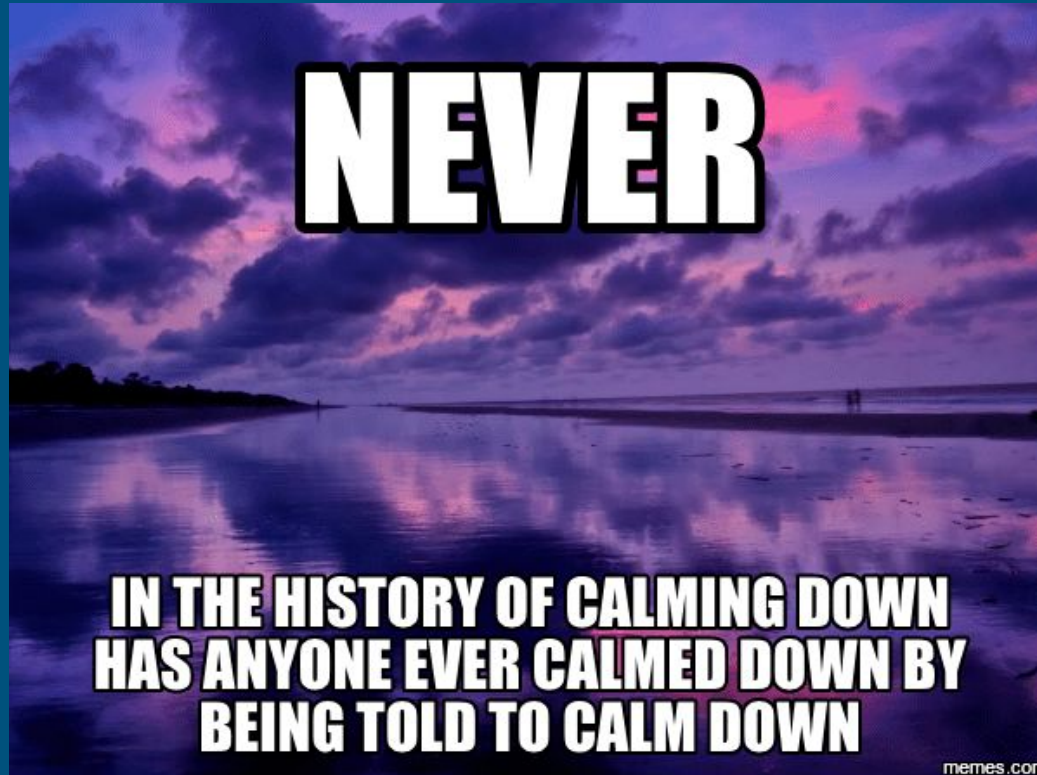
- Meditation
- Count
- Take an actual step back
- Take a drink
- Visualize
- Mindful practices
- Exercise

Delay any resolutions until everyone is calm and ready to move ahead...



Take a couple of minutes to write down how you take care of yourself.

Strategies to support challenging students



I NEED HELP

GUYS

memeshappen.com

When our students' behavior is saying this...

Our response
should be this...



Strategies to support Challenging Students

- Remove peers when a student is escalated
- Increase the distance between you and the student
 - Safety and respect
- Give them time
- Pro-actively teach calming strategies before they are needed
- Have visuals to support instructions



Play a hand game



Smell flowers or diffuse essential oils








Draw with chalk



Listen to music

Roll Some Brain Break Activities

Directions: Roll one die for each of the columns (5 rolls). Perform the quick brain break that matches the number you rolled on the die. For Example, if you roll a 1-6-5-2-4 you would perform the following brain breaks: 10 jumping jacks, flutter kicks, Touch L foot with R hand 10x then switch sides, Sit and Spin Seat Twirls 5X each direction, and Give yourself a BIG Hug for 10 Seconds

	COLUMN #1	COLUMN #2	COLUMN #3	COLUMN #4	COLUMN #5
 1	10 Jumping Jacks	Jump in place 10X	Jump over a pencil on the floor 10X	Jump on one leg 5X then switch legs	Wiggle your whole body for 10 seconds
 2	10 Sit Ups	Body Rolls - Roll left 10X & Roll Right 10X	Bend down and touch your toes 10X	Sit and Spin Seat Twirls 5X each direction	10 Knee Bends
 3	10 Windmills	Twist at the waist 10X arms out to the side	Make 10 small circles with your arms	Bring R elbow to L knee 5X then switch sides	Arms straight out balance on 1 foot 10 sec.
 4	Run in Place for 10 seconds	10 wall Push Ups	Spin in a circle 5X to the right and to the left	Take 10 Deep Breaths	Give yourself a BIG Hug for 10 seconds
 5	March in place with high knees 10X each leg	Sit down and then stand up 10X	Touch L foot with R hand 10x then switch sides	Stretch Arms above your head for 10 Sec	Head/Neck Circles each direction 10X



Brain Breaks

by Occupational Therapist, Lisa Marnell

Body Calming

Spring Stretches:

Stand up and reach to the sky. Count to 5. Now, bend your knees and reach in front. Count to 5.



Bear Wakes Up:

On hands and knees, round your back and count to five. Now, arch your back and count to five.



Every day
is a new beginning.
Take a deep breath,
smile and start
again.



How else can we help?



**LEARN LIKE A
JUNGLE TIGER**

TRAIN  UGLY

How can we help our students become Jungle Tigers?

Teach skills and strategies

Help them take safe risks

Support them when the jungle gets scary

(baby tigers don't live alone!)

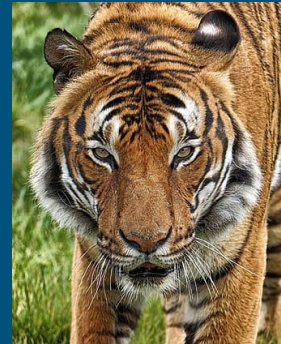
Tying it all together...

Lagging Skills and
Unsolved Problems

Adaptive behaviors to get
needs met
=
Skills to Jungle Tiger

Maladaptive Behaviors

Teach Skills and
Strategies for Problem
Solving





Resources

www.kidsmasterskills.com

www.funandfunction.com

www.andnextcomesL.com

<https://www.yourtherapysource.com/product/roll-some-fun/>

<https://thelearnerlab.com/train-ugly/>