Oscar Award Winning Tantrum

- https://www.youtube.com/watch?v=1ycoXiEDBZk
Working With Students With Angry, Challenging and Otherwise Difficult Students

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Where Is All This Anger Coming From??
Priorities...What Are Yours?

- Love is spelt T-I-M-E

https://youtu.be/zfZhReSOP9w
KID TERRORIZES DOCTOR’S OFFICE

THE STORM HAS BEEN ON THE HORIZON FOR A WHILE NOW...
Video game addiction

- https://www.youtube.com/watch?v=h79ogvLuDzM
Increased Social Media = Decreased Face-to-Face Social Interactions
Facebook Song

- http://blog.petflow.com/a-video-everyone-needs-to-see/#7gEHrheCw2tAkBpf.01
Texting & Parenting

- [https://www.youtube.com/watch?v=6fj-Qdo6ohk](https://www.youtube.com/watch?v=6fj-Qdo6ohk)
TUNED OUT PARENTS
“LINDA HONEY” VIDEO

- https://www.youtube.com/watch?v=TP8RB7UZHKI
ACCEPTANCE OF KIDS NOT ALLOWING TO "JUST BE KIDS"
No Cyber Bullying

- teasing
- rumors
- gossiping
- insults
- lies
- name-calling
- harassment
- threats
- mean words
UNDERSTANDING THE SPECTRUM OF ASSERTIVENESS

PASSIVE
- Easily Depressed
- Less Attention
- Rarely Referred
- Feel Helpless
- Difficulty Making Friends
- Stereotypically Girls

ASSERTIVE
- Well-Adjusted
- Average Attention
- Not seen
- Feel Helpful
- No Trouble Making Friends
- Either Gender

AGGRESSIVE
- Easily Angered
- More Attention
- Always Referred
- Feel Hopeless
- Difficulty Keeping Friends
- Stereotypically Boys
POP QUIZ
TRUE OR FALSE?
A STUDENT THAT IS TANTRUMMING NEEDS TO BE TALKED TO FREQUENTLY TO BE CALMED DOWN...
Dr. Phil Temper Tantrum

- https://www.youtube.com/watch?v=x51Ag32GwNQ
1. Talking more with an oppositional or defiant student will help the child to calm down

A child who is being defiant:

The child has trouble with his temper.
Is prone to arguments with adults.
The child will actively defy or refuse to comply.
Is easily aggravated and annoyed.

STEAM COMING OUT OF THE EARS = NOTHING GOING INTO THE BRAIN
SARCASTIC HUMOR OFTEN HELPS REDIRECT STUDENTS WHO ARE OPPOSITIONAL, DEFIANT, OR TANTRUMING
FALSE...

Adults use sarcasm in everyday conversation:
“How many times do I have to tell you?”
(Who is the slow learner??? Try something new!)

Children are extremely concrete. Children who are defiant tend to be even more concrete. Say what you mean and mean what you say.

If you are unsure how concrete your child is, ask them what bugs them and see what answers you get!

BE CONCRETE
STUDENTS WHO ARE
OPPOSITIONAL OR DEFIANT LIKE SUPRIZES?
Wal-Mart Tantrum

- https://www.youtube.com/watch?v=5IM1p-Tn-jA
FALSE

Spontaneity may be something that we as adults like. A child that is defiant tends to like everything in order. If at all possible, avoid being disorganized or “surprising” children with events or issues. Have a regular routine that the child can predict and give advance warning of changes to the regular routine.

SURPRISE=
MELTDOWN
IF YOU GIVE A STUDENT A CONSEQUENCE AND IT DOES NOT WORK THAT IS BECAUSE IT IS NOT SEVERE ENOUGH TO BE EFFECTIVE...
Corporal Punishment

- https://www.youtube.com/watch?v=ISIc_DbHRzk
FALSE

If you are going to give a consequence, start small if it is a small infraction. This gives you room to be flexible with children who are noted to be inflexible. If you take away everything or are overly harsh at the onset, you have no room for negotiation and paint yourself into a corner. (Ask yourself what incentive does a prisoner with a life sentence have to do any better?)

Ask yourself these questions when enforcing a consequence:
- Is it immediate? Remember 5-6 year olds have a very short memory.
- Is it appropriate? Does the punishment fit the crime? Is it acceptable for a child of this developmental age?
- Is it possible? Do not threaten...
“I CAN’T/WON’T LET MY STUDENTS GET AWAY WITH ANYTHING...”
FALSE...

- Each issue does not have to be a battle or a war. If you do so, you will continuously be at war with your children and invite power struggles. In addition, you will lose your effectiveness over the BIG issues.

IS THIS THE HILL YOU WANT TO DIE ON?
“This kid has no idea who is in charge....I am going to show him/her!”
AUTHORITARIAN PARENTING

- https://www.youtube.com/watch?v=Lj64B6P9bxs
Children inherently know you are the boss...this does not mean they won’t try to test the boundaries. Nevertheless, we have to be careful that in our role as boss we still preserve that they can trust us and mutual respect is utilized in consequences.
“IT IS NEVER THE AUTHORITY FIGURE WHO SETS UP THE CHILD...”
BE CAREFUL TO NOT HAVE A SELF-FULFILLING PROPHECY

- Avoid statements like “how many times do I have to tell you...”
- “You always do that...”
- “When he gets into this situation he is usually...”
- “I hope you learned your lesson...”
- “If you are going to stay here you had better____.”
The 7 Kinds of Defiance

A.K.A. The Tools Students Use To Get What They Want...
1. “The Broken Record Player”

Continuously repeating the same statement over and over and over again until the teacher gives in.

- “Please, please, ppleaseeeeeeese???”
- “Can I, can I? Why not? Why?”
- NOTE: This strategy (and all these strategies) can be combined.
2. Tantruming

If a student has poor verbal skills, they may throw themselves or objects. If the student has better language skills, they may accuse YOU of being unfair, mean, or a terrible teacher.

Tantrums can be prolonged or intensified by:

Giving the student an audience.
Continued talking, arguing or pleading.
If the teacher is uncertain what to do.
If the teacher “gives in”.
3. Threats

If a student is frustrated they may threaten:

- “I am going to rip this book!”
- “I am going to run away from home!”

NOTE: Assess the seriousness of the threat(s) and address them accordingly.
4. Feel Sorry For Me"

Student attempts to use sympathy of how unfair life and/or you are to them. The goal is to make adults feel guilty. This can be a powerful way of “cutting to your heart” and influencing you.

- “It’s not fair!”
- “You like her better than me!”
- “You hate me!”
5. “Kissing Up”

This is used as a method to set up the teacher for more guilt. Your child is saying to you nonverbally, “I will make you feel I am such a nice kid, you won’t possibly be able the say no to me.”

- “Gee, you are the bestest teacher EVER!”
- “Please, please can I...I promise then I will listen!”
- “I’m sorry...I’m sooo sorry...please don’t put me in time-out!”
6. Physically Acting Out

Hitting
Punching
Kicking
Laying on the floor and won’t get up

NOTE: This is often accompanied by screaming!
7. “I Don’t Care” (And neither should you!)

“I don’t care” really means “I DO care” but I don’t want you to know it because what you are doing is REALLY getting to me!

As you learn the skills, weaknesses, and strengths of your children they also learn about yours. If one of these strategies works for you child, they are likely to try it again. If one of these strategies stops working for your child, they are likely to try a new one before their behavior diminishes.
Watch out for combinations of these tools, such as…

“Broken Record Player” + “Feel Sorry For Me”
= whining.
Let’s take a look at a dialogue between a student and teacher to see how each “tool” is used by the student.

WHICH TOOL DO YOU THINK THIS STUDENT IS USING??

- “Why not?”  Come on just this ONE time” (Tool Used By Student?)
- “You can’t do it.”
- “I NEVER get to do ANYTHING!” (Tool Used By Student?)
- “I don’t think that’s true.”
- “I’ll be good if you just let me do it this one time.” (Tool Used By Student)
- “No.”
- “I hate you!” (Tool Used By Student?)
- “Sorry, you still can’t do it.”
- “Well, I don’t care anyway!” The child throws his crayons on the floor. (Tool Used By Student?)
- “Watch it, or you will have to go to the principal.”
- “Please, PLEEESEE…Come on, I’m sorry…I will NEVER do it again!” (Tool Used By Student?)
- “Let’s go.”
- “I am NOT going and YOU can’t make me!!” (Tool Used By Student?)
WHY STUDENTS DEFY

1. **Control**: Adults control/or can control every facet of a child’s life. For instance, you decided today...

   - Parents control that they have to go to school.
   - To some extent what they are going to wear.
   - When they sleep/wake up.
   - You control when they will use the bathroom.
   - Who the student lives with & how they are treated.
A child only can control their behaviors in direct relation to an adult’s requests. As a result, you see most behaviors centered around these areas a child CAN control...

- I am eating/not eating
- I am helping/not helping get myself ready
- I am wearing/not wearing that
- I am going to sleep/not going to sleep
- I am waking up/not waking up
- I am going to the bathroom/not going to the bathroom
2. **Protection:** I will control my world by not letting adults hurt me...I will seek revenge first or not allow anyone to control me. I will not trust you.
3. A Chronic Inflexible Personality:

- The child is not flexible and can’t “shift gears” when directed or circumstances change. The cycle then becomes:
  - Your child gets frustrated easily->
  - He can’t think through a solution->
  - He has difficulty remembering previous attempts to handle a similar situation->
  - He has a temper tantrum.

-continued-
• Child’s threshold for frustration is low and therefore they get frustrated easily and experience emotions more intensely.

• Tend to think very concretely, and in “black and white” - these children cannot see in shades of gray. They apply oversimplified, rigid, and inflexible rules to all situations. “We have macaroni and cheese EVERY Tuesday...not chicken!” or “My teacher is ALWAYS mean!” or “I NEVER get a turn!”

• Their flexibility applies to one or more issues: certain clothing, certain foods, the order in which things MUST be done.

• May completely fall apart when angry, tired, or otherwise stressed. Total melt down...

(Adapted from Explosive Child by Dr. Ross Green, PhD)
4. Parenting Issues:

- Rigid parenting that does not allow for children to make an age-appropriate choice or choices.
- Children that have overly permissive parents and allow children to be involved in “parental” decisions or completely ignore their children and their requests.

*Remember...*
“*You will always get your say, but may not get your way.*”
Helping A Child Deal With Frustration
• Help a student to recognize that anger is not the only emotions that they are feeling. Sadness, frustration, fear are all elements that “mix in” with the feeling of anger.

• Allow them to save face—have a sign that they can let you know when they are getting frustrated.

• Less is more—have them leave only the items that they are going to use on their desk.

• Let them blow off steam—if the student needs a walk allow them to do so with proper supervision.
Help The Child To See A Small Example of Life “IN THE BIG WORLD.”
Often times we say well that is not what it will “be like in the real world!” Remember the job in our homes and our schools is to PREPARE children for the “Real World.” Not to subject them to it all at once.

****THIS MEANS****
• Show them rules and consequences are consistent throughout setting as much as possible and have as much stakeholder “buy in” as possible.

• Rules and consequences are clear and concise and warning are not provided.

• Children are not punished-- They are given consequences. Difference being the end result is not tainted by energy or emotion(s).
• Provide consistent rules and consequences across the board and be certain to get as much “buy in” from all stakeholders as possible.
Being Proactive
Develop Policies and Procedures In Case of Tantrums

- Who is going to handle what and when?
- What is a tantrum?
- Do we remove the students from the peers or the peers from the student?
- What are the consequences that occur for each possible behavior.
- What are the battles we want to fight and what don’t we want to even bother with?
- Are these goals clearly communicated with all parties involved (ie staff, administration, students, and parents?)
What Plans Does Your School Utilize for Out-of-Control Student Behaviors?
Proactively Dealing With Parents:

- Talk with a parent previous to any issue occurring with “at-risk” parents and introduce yourself.
- Discuss with parents positive behaviors of “at risk” students during “honeymoon period.”
- Recognize parents as the expert on their child and ask for their opinion on what works with their child.
- Review what the consequences for positive and negative behaviors within the classroom.
What Are The Techniques You Use for Dealing With Difficult Parents?
Why Behavioral Contracts Work or Fail...
Sometimes we only think about the bad things that happen without thinking about any or all the good things that are going on...
### Frontcourt
Kevin Garnett is still one of the league’s best defensive players, but he continues to decline on offense. His shooting season in eight years, and Jamaal O’Neal provides no offense whatsoever.

- **Grade:** B

### Backcourt
Rajon Rondo has missed eight games and has disappeared in a few others. But he’s still the team’s best player, as he showed it in a win over the Bulls on Feb. 12. After a hot shooting start, Ray Allen has cooled off a bit.

- **Grade:** B

### Defense
This is still the end of the floor where the Celtics do their best work, and it’s the only reason they have any shot at competing with the best teams in the East.

- **Grade:** A

### Bench
Last season, the Celtics suffered a huge drop-off when their stars got rested. This year the starters aren’t so dominant and the reserves, led by Brandon Bass and Avery Bradley, are more reliable.

- **Grade:** B-

### Coaching
When you have an aging team with a shallow bench, there’s no easy way to get through a condensed season. It helps to have a coach like Doc Rivers, who can manage both the personalities and the playing time.

- **Grade:** A

### Overall Grade
B-
GENERALIZING
I ALWAYS HAVE BAD LUCK...

NOBODY EVER WANTS TO BE MY FRIEND...
I AM A TERRIBLE ARTIST, ATHLETE OR STUDENT
READING SOMEONE MIND...

SOMETIMES WE THINK WE CAN READ PEOPLE MINDS AND KNOW HOW THEY ARE FEELING AND WHY...
BEING SCARED OF EVERYTHING

BEING AFRAID OF EVERYTHING THAT COULD HAPPEN...

ASKING YOURSELF "WHAT IF" SOMETHING REALLY, REALLY BAD HAPPENS
THINKING EVERYONE IS THINKING ABOUT YOU....

There are a lot of reasons why someone may be feeling a certain way and a lot of times it had NOTHING to do with you....
BLAMING OTHER PEOPLE

YOU ARE RESPONSIBLE FOR YOU AND NO ONE ELSE...

IMPORTANCE OF “I” MESSAGES
IT IS NOT FAIR...

FAIR DOES NOT MEAN EVERYONE GETS THE SAME.. IT MEANS EVERYONE GETS WHAT THEY NEED...
MOTIVATIONAL REWARDS

- Start small. Rewards do not have to be large. Helping with a special project (spending time together) can be a good motivator provided it is important to the child. Children will never accept a smaller reward again if you go larger.

- Sit down together to determine motivators.
  - Some items to consider:
    - 3 things you like to do when you’re home.
    - 3 favorite foods
    - 3 games/items you like to play
    - 3 books you like in the library
Develop 3 Rewards That You Utilize As Motivators For Yourself & Share Them With Your Group
• What is one activity you would like to help with?

• Rewards should be fluid. Make sure you have more than one reward available. Should you have nothing but pizza everyday eventually you would grow tired of pizza.
• Be sure you are on the same page. It is important that ANY reward system is discussed and negotiated with the child. This provides investment and some control in the contract for the child.

• Switch rewards if necessary. If a contract seems to be working and then begins to fail, try switching the reward. Once again, start as small as possible and work up.

• Use your community. Have “other” caretakers support the contract. (Grandparents, sitters, etc.)
• Use peer pressure. Remember the power of peer pressure. It can be used to your advantage. Develop a behavioral contract for the entire class and have them work as a team to encourage positive behavior.

• Make it fun. Let the child know that you and he/she will have some special sign (thumb’s up/tug on the ear) when you catch them being good.

• Compliment and praise. When you compliment behavior, be specific. “You’re a good boy” has no context in terms of expected behavior(s). “I like the way you picked up your toys” focuses on the behavior.
THE CONTRACT

- Contracts should be simple. Find only one behavior to focus on at a time. Prioritize behaviors. If the child is unable to finish a meal because he is getting up from the table, the first focus should be on sitting at the table.

- Focus on what TO DO...instead of what NOT TO DO. Be specific and positive in your expectations. “Joe will remain in his seat during meal times.” Avoid using: “don’t, do not, and won’t”.
Allow success at first. Remember you can always increase the challenges of the contract, but start off so that the child succeeds and then “buys in” to the contract.

- Keep it simple. Try not to make many rules in the implementation of the contract so as not to confuse.

- Make it fun and colorful for younger students. You can use stickers, bingo chips, etc. Create behavior sheets using present day characters such as: Sponge Bob, Nemo, Dora...
WHEN NOT TO USE REWARDS

- Behaviors that are immediately dangerous and that you cannot wait for the trial and error outcomes.

- Trying to make the shoe fit...if you believe that these behaviors are a result of something that is beyond the child’s control. (ie: psychiatric, medical, or special needs) Diagnose FIRST.
USING LOGICAL AND NATURAL CONSEQUENCES...
Active Parenting Logical and Natural Consequences

- https://www.youtube.com/watch?v=egSB-dRdtFc
LOGICAL CONSEQUENCES

Logical Consequences are the results that logically occur from a child’s behavior when a child violates a rule.

- Logically connected to the behavior
- Intended to teach responsible behavior
- Administered calmly and firmly...
  like a broken record player
- Gives choices: “either/or” – “when/then”
- The child helps set the consequence
Natural Consequences

Natural Consequences are the results that naturally occur from a child’s behavior without the parent doing anything.

- If you are “being mean” then your other classmates will not accept you.
- If you leave your bike outside, it may get stolen.
- If you leave your doll out in the rain, it will get ruined.
Natural Consequences

- Should NEVER involve danger or neglect...
- Will not be effective if it is too far in the future...
- Should Not effect others
PUNISHMENT?

It is NOT punishment because...

- Punishment is arbitrary retaliation for behavior
- Intended to teach blindly obedient behavior
- Delivered out of anger or energy (lack of)
Why Behavioral Contracts Fail

- The goal is not motivating to the child. If the child feels the goal is not worthy of attaining, they will not be motivated.
- The goal is not possible for the child to attain, or if the goal is not possible due to disability, age, etc.
- The child becomes unmotivated/bored with the reward. It is important to have an arsenal of tricks/rewards to utilize. We would even get tired of ice cream if we had it every day.
- The child is getting the goals met somewhere else. (ie: other relatives...)
- The child gets rewarded even when behavior is inconsistent.
- Different expectations different classrooms.
- The child gives up too soon. If progress is slow or nonexistent, modify the contract immediately.
- Progress can be slow but steady. Since the goal is progress, not perfection, documenting behaviors will let you see progress. This may also give clues as to when the behavior occurs (time of day, before/after an activity, before/after meds, going to school/coming home, times of transition, etc.)
QUESTIONS TO ASK BEFORE RESCUING A CHILD FROM CONSEQUENCES

- https://www.youtube.com/watch?v=403oQkA4c2k
Principles Behind The Humanistic Approach
http://youtu.be/NM8vKTFbMzM
• Do not provide negative energy for negative behaviors.
  • Remember the goal of the behavior is emotions and reactions—regardless of the type.
  • Place your energy on the positive only and expect only the best of the child.
  • Enforce limits with as little energy as needed. Celebrate success with as much energy as possible.
REMEMBER...

BE
FIRM,
FAIR
AND
CONSISTENT!!!