

Interventions if the Function is Power/Control

1. **Always give choices.** They are two things you want him to do, but he decides. If student is already in trouble, he could have a choice of two consequences. (See following page.)
2. Withdraw from conflict.
3. Enlist the student to use power constructively by enlisting their help
4. Maintain a firm but controlled tone of voice with student.
5. Allow the student to be the “teacher”.
6. Help student find relevance in the task or assignment.
7. Help student to understand how his behavior impacts others.
8. Put the student in a leadership position.
9. Remove the audience when possible.
10. Teacher will not show emotion.
11. Consequences should not be threatened or increased.
12. Teacher or para will choose battles carefully.
13. Teacher/para will not back down on important issues.
14. Student will be allowed to have natural consequences.
15. Consequences should be immediate.
16. **Replacement behavior** – Teacher student to negotiate for his/her needs
 1. Teach student self-control
 2. Teach student how to cope with accusations.
 3. **For young children exhibiting problem behavior every few minutes – see #4 under Adult Attention.**

- 24.** Allow the student to have a cool down break whenever she feels angry or upset. The teacher offers to talk the situation over with the student once they have calmed down. They could be allowed to write down their feelings while in the cool down times.
- 25.** Paraphrase the essential points of the student's concerns. Use active listening.
- 26.** Replace negative words in teacher requests with positive words. Ex. "I can give you some help just as soon as you are in your seat"
- 27.** Use non-verbal strategies. The teacher may decide to sit down next to the student rather than standing over that student – if the student is not at the point of assault.
- 28.** Acknowledge that the student is in control and must make his/her own choices. Acknowledge that the student is free to choose to comply or not comply. Offer a choice with the negative first. Ex. "You are free to choose. If the work is not completed, you will not get free time at the end of the day, but if it is done than you will be able to participate."
- 29.** Offer a face-saving out saying something such as, "Is there anything that we can work out at this time to earn your cooperation?" If the student comes back with a caustic remark, the teacher ignores the remark and asks again whether there is any reasonable way to engage the student's cooperation.
- 30.** Label the emotion. "Angela, you seem angry. Could you tell me what is wrong?"
- 31.** Avoid arguments with a student who has control issues.

Choices

Children want control; especially this is true for those children who come from homes where the parents want to be the child's best friend. We can't give children control or we would never get any teaching done – but we can give them controlled control. Anything you want a child to do can be turned into a choice.

- Do you want to sit in the red chair or the blue chair?
- Do you want to write on lined paper or unlined paper?
- Do you want to write your name on the left side or the right side of your paper.
- Do you like to use a blue pen or a pencil?
- Do you want to go in the hall to talk, or would you rather stay in here to talk?
- You want a child to do 20 math problems, give 40 and let them choose which ones to do – they could do more for extra credit.

The think to remember is to not turn this into a threat.

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