



## **STRATEGIES PEOPLE USE FOR HANDLING CHALLENGING BEHAVIOUR/SITUATIONS:**

1. Level your voice just under the level they are using, slow your words slightly.
2. I understand you are angry. I really do. I can see you are angry. (Shows understanding)
3. I know this is hard and you are fed up with it, but finish this and we can have a break" (Acknowledging feelings)
4. " If it was down to me, I would love to play games all day but....." (Your job is ....)
5. " You can't choose your groups now, but next time we will give you the option." (Offering an alternative)
6. You need to calm down so we can talk about it.
7. " Hey Jake, what's going on?" (Takes attention away)
8. Go and talk quietly to someone, find out what's going on – (Don't discuss issues concerning one person in public as seen as humiliating.)
9. Go up, use person's name, I want you to calm down, the situation is looking a bit crazy. Speak calmly and firmly.
10. Can you take some time out?
11. O.k, this is my fault, I wasn't clear about.....sorry. (Take ownership of issue is often surprising).
12. I wont accept; I don't allow; I don't let; I'm not happy about this; I don't like what I am seeing here, or what I am hearing here, I don't accept; I'm not prepared to; I never allow; I wont let you. (Statements of self-respect, take ownership.....best followed by disengagement).
13. " I am under pressure at the moment and have to get this done...." (Describe your own feelings).
14. It upsets me to see others being treated badly.
15. When you go past the boundary, it distracts me from the game as I get worried you are going to get lost.
16. It's important that everybody feels safe in this session, so we can all get on and work together. So I can't allow anyone who hurts others to stay in the group because it's my job to make sure everyone is safe. (Avoid lecturing as often perceived as patronising).
17. "No put downs, thanks"
18. " I do not agree with that comment"
19. I believe being gay is a positive lifestyle.
20. Put what's happening in terms of Policy, where we are, why behaviour is inappropriate, consequences if continue, get caught.
21. Can I see you one to one. (Saves face).
22. Rough play is fine, but not if it leads to someone getting hurt. The only way I can allow it is if you all make sure you play safely.

23. "I would love to forget about it, but I always make a rule that people tidy up their own mess, however I am willing to help you."
24. "Yes we can play some games, once we have finished this activity" (Turning no to yes).
25. I trust you to get on with it yourself; I know you will take care of this; I think you can do this. (Statements of trust)
26. I expect you to take care of the equipment, I expect you to listen when I am delivering information about using tools safely. (Statements of expectation)
27. If safety is at risk, "No!"
28. Mediating, "What's happening etc"
29. If all else fails, "It's your choice."
30. "Hitting is not acceptable. Hurting people is never o.k"
31. "From now on you don't put sticks in the fire, got that? Thank you."
32. "Out here we treat each other and the environment with respect."
33. "I think it's important that we consider others and that we can feel we can relax and feel safe here."
34. "I am not sure what to do, not sure i can do this on my own" (Be vulnerable)
35. "I feel upset/hurt/angry when...." I statements.
36. Engage in conversation with them about the issue and get them to recognise what they have done and maybe it is not working.
37. "You didn't like being excluded; you didn't like being lectured, that's difficult for you, that was disappointing." (Acknowledging)
38. You don't like sawing in this way? That's the rule though, you can continue if you do it the right way. (Acknowledging)
39. Engage them in finding a solution.
40. You finished on time, well done (Acknowledging)
41. You did the best you could even though it was difficult, takes courage. (Affirming)
42. Well done (Congratulations)
43. I really appreciate you helping me (Appreciating)
44. I noticed the way you comforted him (Describing effect on another)
45. I think you've worked hard on this. (Sharing a positive opinion)
46. You've been really quiet, I've enjoyed myself. Thanks (Effect on me)
47. Fantastic! Bet you are pleased (Enthusing)
48. I like the way you thought about that (Approving)
49. I really valued what you said about (Valuing)
50. Are you pleased with it? Feel you are making progress? (Self-assessment)
51. I feel really happy when I see you are getting on with it (Describe the works effect on you)
52. You managed to play rough without getting hurt – fantastic (Admiring)
53. I really admire that you kept your cool, even though he was provoking you. (Describing the behaviour)

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## Key Considerations:

1. Stay Calm – young people need to see you are reacting in calm way
2. Clear accurate information - gives young person a greater understanding; a wider perspective, context.
3. Clearly state the boundaries - We can confront unacceptable behaviour more effectively if we can give messages which are in a tone of voice which is clear, serious and authoritative.
4. Reframe – change the words you use e.g lazy is laidback; loud is outgoing
5. Emotional Flooding - When a young person is overwhelmed with feelings the young person is less capable of using logic or reason. Sometimes acknowledgement is all the child needs to feel better.
6. Look before you Leap – observe and consider your strategy before you act.
7. Identify hints and use gut feeling – watch mood of group & people, may be better to change activity, rest or eat something.
8. Consider why – what happened before session/ what 's going on in their lives, gives you compassion if nothing else.
9. Walk away – sometimes walk away to collect yourself is good approach, get support from staff. Be aware that not more than two people respond to young people at same time.
10. Pick your issues – choose most important one, they need to feel good about themselves too.
11. Redirect/guide to alternative activities – find ways for them to release their feelings and make choices on how to act with their feelings.
12. Solve problems/negotiate solutions.
13. Express feelings – let them know negative feelings are o.k, that everyone has them.
14. Calming activities – they often know what will calm them down.

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