AS COPING STRATEGIES

- social regression
- fear reaction
- somatic complaints (hypochondriasis)
- paranoid thoughts &/or feelings
- depression
- clowning to hide inefficiencies
- poor self image
- passive aggression to elicit anger
- impulsivity

FACTORS LIMITING THE ABILITY TO RECOGNIZE EMOTIONAL STATES

- excessive concrete reasoning
- overuse of literal interpretation
- limited analytic skills
- limited flexibility
- limited perspective taking
- focusing on one aspect and not the whole

Intervention MUST stress EQ

- social skill training does not make one socially savvy
- simply knowing how to do something doesn’t mean knowing when or where to use it
- being aware of one’s EQ is critical
EQ - PERSONAL COMPETENCE
DECISION TREE

- Does he have Self-Regulation?
- Does he have Self-Awareness?
- Does he have Self-Motivation?
- Is he trustworthy?
- Is he conscientious?
- Is he adaptable to new situations?
- Is he innovative?

EQ - SOCIAL COMPETENCE
DECISION TREE

- Is he socially aware?
- Does he have social skills?
- Does he display empathy?
- Does he understand the needs of others?
- Does he empower others?
- Does he recognize the benefits of diversity (E pluribus unum)?
- Is he aware of the emotional currents and power relationships within a group?
- Does he influence others appropriately?
- Does he have effective communication skills?
- Is he a good leader?
- Does he recognize, initiate, and maintain change when necessary?

HOW TO REDUCE NERVES AND INCREASE SELF-CONFIDENCE
Harvard News

“In a dark place we find ourselves, and a little more knowledge lights our way.”
STRIKE A POSE

1. plant your feet about 2 feet apart
2. puff up your chest
3. take a deep breath
4. hold for 2 minutes

SUPER HERO

ROCKY BALBOA

1. extend the arms
2. think Victory
3. trick your body into thinking you are a champion!

“I sense that escalation we will have.”
DON’T CREATE ESCALATION

- for many individuals with social-pragmatic deficits, some actions can actually escalate the situation:
  - raising your voice
  - confrontation
  - sarcasm
  - being emotional
  - use of physical restraint

RAISING VOICE & CONFRONTATION

- emphasis on punishment inflames situation
- individual becomes less flexible in thinking
- resorts to “tried and true”

SARCASM

- creates confusion
- more things to think about when he is least able to using thinking skills

EMOTIONAL ESCALATION

- often serves to escalate by adding to the situation
COUNTERCONTROL

- attempts used by students (sometimes subconsciously) to be in control
- these students are often described as:
  - noncompliant
  - disobedient
  - resistant
  - willful
  - persistent
  - stubborn
  - oppositional
  - rebellious

BEHAVIORS THAT ESCALATE COUNTERCONTROL

- tightening reinforcement contingencies
- introducing time-out
- assuming more stringent punishments

BEHAVIORS THAT REDUCE COUNTERCONTROL

- allowing student to perceive he has a choice
- allowing for understanding of why they are learning specific skills
- including area of interest into curriculum

AM I CONTRIBUTING TO COUNTERCONTROL?

- When teaching, do you get frustrated or angry?
- Do you find that the more you try to direct some students, the more difficult they become?
- Do you sometimes feel like students are manipulating you and enjoy seeing you get upset?

CAREY AND BOURBON, 2004
RAGE CYCLE

RUMBLING STAGE

TYPICAL RUMBLING STAGE BEHAVIORS

- fidgeting
- swearing
- making noises
- ripping paper
- grimacing
- refusing to cooperate

- rapid movements
- tears tensing muscles
- name calling
- voice loudness alters
- verbal threats
- taping foot
RUMBLING STAGE INTERVENTIONS

- antiseptic bouncing
- proximity control
- signal interference
- touch control
- humor
- support from routine

EFFECTIVE ADULT BEHAVIOR DURING RUMBLING STAGE

- remain calm
- use a quiet voice
- take deep breaths
- prevent power struggle
- re-evaluate student goals
- be flexible - the child cannot

RAGE STAGE

- interest boosting
- redirecting
- cool zone
- acknowledging student’s difficulties
- walk - don’t talk

MYLES AND SOUTHWICK, 1999
ADULT BEHAVIORS THAT CAN ESCALATE A CRISIS

- raising voice/yelling
- making assumptions
- preaching
- backing student into a corner
- saying “I’m the boss here”
- pleading or bribing

- insisting on having the last word
- bringing up unrelated events
- using tense body language
- generalizing by making remarks such as “You kids are all the same”
- using sarcasm

- attacking the student’s character
- making unsubstantiated accusations
- nagging
- holding a grudge
- acting superior
- throwing a temper tantrum

- using unwarranted physical force
- mimicking the child or youth
- drawing unrelated persons into the conflict
- making comparisons with other students
- insisting the adult is correct
- double standards - “Do what I say, not what I do.”
- commanding, demanding, dominating
- using insults, humiliation

**TYPICAL RAGE STAGE BEHAVIORS**

- disinhibited
- acting impulsively
- emotional
- explosive
- destroying property
- self-injurious

**RAGE STAGE INTERVENTIONS**

- screaming
- biting
- hitting
- kicking
- internalizing behavior

- protect
  - student
  - environment
  - others
- don’t discipline
- remove audience
• don’t be confrontational
• follow a plan
• obtain assistance
• prompt to a cool zone
• use few words

• prevent a power struggle
• re-evaluate the student’s goals
• be flexible - the child cannot
• set a timer

EFFECTIVE ADULT BEHAVIOR DURING RAGE STAGE

• control “flight/fight” tendency
• remember that less is more
• remain calm and quiet
• do not take behaviors personally
• disengage emotionally
• be conscious of your nonverbal cues
• take deep breaths

RECOVERY STAGE
MYLES AND SOUTHWICK, 1999
RECOVERY STAGE BEHAVIORS

- sleeping
- denial of rage behaviors
- withdrawal into fantasy
- apologizing

RECOVERY STAGE INTERVENTIONS

- allow to sleep
- relaxation techniques
- do not refer to the rage behavior
- support with structure

- consider the child “fragile”
- plan instructional alternatives to provide alternatives to rage behavior
- do not make excessive demands

- determine appropriate option for child:
  - redirect to successful activity or special interest
  - provide space
  - ensure that interventions are presented at or below the child’s functioning level
  - check to see if student is ready to learn
BEHAVIORAL INTERVENTIONS TO REDUCE ESCALATION OF RAGE CYCLE

MYLES AND SOUTHWICK (2005)

1. ANTISEPTIC BOUNCING
- designed to allow a student to “walk off” steam in a non-punitive way

2. PROXIMITY CONTROL
- teacher simply moves closer to student
- doing so can be a calming agent
- doesn’t interrupt any class activity
3. SIGNAL INTERFERENCE
- designed to redirect student to a more positive activity
- procedure:
  - teacher recognizes precursor
  - teacher uses non-verbal signal to indicate she is aware of situation
  - student responds by using pre-determined stress reducing task

4. USE OF ROUTINES
- redirect to visual schedule
- especially useful when student is provided with contingency visual
  - 2 more problems then read Star Wars!

5. REDIRECTION
- teacher directs student to focus on something other than the upsetting activity
- offer student opportunity to cartoon situation to help in determining appropriate options

6. USE OF COOL ZONE
- a predetermined location to allow student to escape stress
- should be quiet and free of distractions
- NEVER considered a time-out, punishment, or escape from class assignments
7. ACKNOWLEDGE DIFFICULTY

- simply acknowledging that a task is difficult can be reassuring
- focus student on steps required for task completion

8. GO FOR A WALK

- student and adult go for a walk
- adult listens with NO visual emotion
- child is allowed to rant without punitive measure from adult

9. S.O.C.C.S.S.

SITUATION-OPTIONS-CONSEQUENCES-CHOICES-STRATEGIES-SIMULATION

- Situation:
  - after the event, teacher identifies
    - who (were involved)
    - what (happened)
    - where (did it occur)
    - when (did it occur)
- Options:
  - teacher and student brainstorm variety of options
  - do not rule out any inappropriate responses
    - “shoot him, stab him…”
  - initially teacher may need to facilitate responses
Consequences:
for every option, develop list of consequences
- shoot him = go to jail

Choices:
- prioritize or Y-N rank
- have student determine best option based on:
  - accomplishing goal
  - social appropriateness

Strategies
- have student develop a plan
- student should have ownership

Simulation: practice the problem-solving procedure
- imagery
- talking to another individual about the plan
- writing down the plan
- role-playing
INCREASING THE USE OF THE LANGUAGE OF EMOTIONS

1. EXPRESSING FEELINGS
   - everyone has feelings
   - some ways of showing feelings only escalates the problem
   - how do some of our students express emotions
     - pro-social
     - anti-social

2. CONTROLLING ANGER
   - many individuals react because of how they feel
   - try to get students to understand that their desire is not necessarily a demand
   - e.g. “Joe should not talk when I’m watching a movie” needs to be changed to “I’d appreciate it if Joe would not talk when I’m watching a movie.”

3. SENSE OR NONSENSE?
   - have student write their thought down that’s making them angry
   - have student ask himself the following:
     - is it true?
     - am I exaggerating?
     - is it the end of the world?
4. STOP THE SPIRAL

- recognizing when the spiral of negative thinking is happening allows one an opportunity to redirect
- get student to realize HE controls his emotions
- have him think of something he does well and DEFLECT his thoughts

5. MANAGING ACCUSATIONS

- think about why you were accused
- what was the accuser thinking? (ToM)
- if true, admit it
- if not, explain
- don’t place blame

Be aware of the Hidden Curriculum you must.
WHAT IS IT?

- defined as the set of rules or guidelines that are often not directly taught but presumed to be known
- they impact social interaction
- it is ASSUMED knowledge

STATEMENTS INDICATING VIOLATION

- I shouldn’t have to tell you, but...
- It should be obvious that...
- Everyone knows that...
- Common sense tells us...
- No one ever...

HOW TO CREATE ENVIRONMENTS THAT ASSIST YOUR STUDENT TO BE MORE EMOTIONALLY STABLE

1. ASSESS STUDENT’S CURRENT EMOTIONAL STATE

- use multiple sources
- student often is an ineffective source of information
- often doesn’t recognize escalation is occurring until crisis occurs
- be aware of academic, social, or behavioral changes
2. DETERMINE ENVIRONMENTAL STRESSORS

- any changes to routine?
- situations in school, dorm, or home?

3. DECREASE THE STRESS

- modify requirements for disliked or difficult tasks
- temporarily eliminate any emphasis on teaching new skills

4. INCREASE PREDICTABILITY

- be sure student knows routine
- consider priming
- consider home base concept

5. BALANCE STRESSORS AND LEARNING

- gradually increase demands
- be sure student knows how to accomplish demands
The key to success involves continually monitoring the student’s emotional state and providing supports to make school successful.

The best way to avoid rage is to be proactive.

The best way to avoid rage is to be proactive.
GUINEA PIG TIME

- Take the information and try to Guinea Pig on some of your students
- Be aware that these techniques will work over time.
- Do not expect miracles overnight!

Always pass on what you have learned

THANK YOU FOR ATTENDING. PLEASE CHECK OUT MY WEBSITE AT WWW.SOCIALPRAGMATICS.COM FOR MORE INFORMATION