

Communication

- 7% words
- 38% Tonality, Volume and Tempo
- 55% nonverbal signals

Useful ways of concealing demands

- Would you do...
- Could you...
- If you're happy to...
- When you have finished with...could you...
- Do you mind going/doing...
- Is it ok with you...
- How do you feel about...
- I wish I knew someone who could help with...
- Look at that, now it's time to...
- You choose, what job shall we do next...
- I bet you can't do...in five minutes
- Don't you clear that up...
- This task or this one...

Refocusing the conversation

Young person

'It wasn't me'

'But they were doing the same thing

'I'm going to report /sue you''

'I was only.....'

'You are not being fair'

'It's boring'

'You are annoying'

Adult

I hear what you are saying....'

I understand.....'

Be that as it may....'

Maybe you were....and yet....'

Yes I may appear unfair...'

Yes you may think it boring... yet

'That could be true however what I need to.....

Inflaming

- Shouting
- Not listening to their views
- Bringing up past unrelated misdemeanors
- Standing toe to toe/face to face
- Raising our voices in response to theirs
- Allowing conflict in a public forum
- Other aggressive arms flailing, aggressive facial expressions etc....

In General



Keep reading the mood of the young person



Always focus on the incident not the individual, don't personalise



Try to provide a "save face" option in front of peers by providing a choice of outcome



Be prepared to go into the "broken record" mode at times and don't get into drawn into smokescreen behaviour



Use of humour if appropriate

Mood

Bored

Angry

Tired

Scared

Attentive

Hungry

Attracted to

Problem solving ABC

- When do the problems occur (after break, start/end of the session?)
- What are the triggers (interaction with other students, boredom, particular tasks)
- In confrontation how does he/she react
- In what way does your response to the student affect the outcome
- What seems to have a positive affect (your approach; humour, peer pressure, change of task)

Anger is like a Storm

- Storms happen and they don't ask permission
- Sometimes you get warnings (gathering clouds, changes in pressure or wind direction, light fading, sudden darkness)
- Sometimes storms appear out of the blue



Diffusing

- **Get in quick and be positive**
- **Divert the child on to something else**
- **Relocation**
- **Change of Teaching Style**
- **Calming Body Language**
- **Humour**



Rebuilding relationships

Listen

Listen to the angry person and accept their version of events

Show

Show that you are seriously considering the information you have been given even if it feels inconsistent with what you feel may have happened

Don't judge

Don't judge the person

Show

Show them that you indeed understand why they may have been so angry