

Dealing with People

A Guide for Educators to Maximize Impact

Lenape Regional Curriculum Consortium

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In 3 Parts

Understanding Self



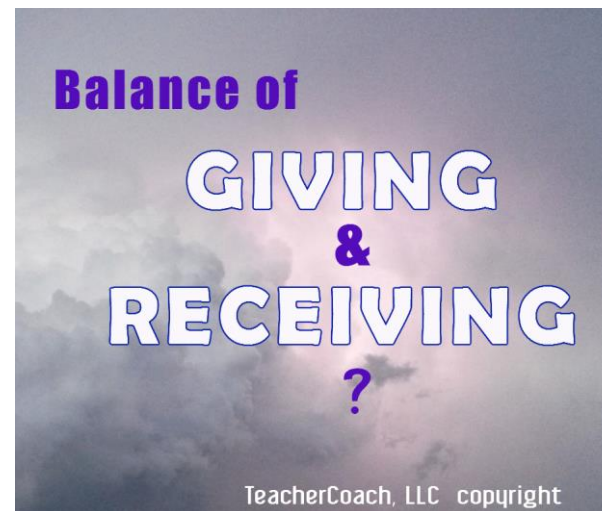
- Why is this impacting me?
- How is this impacting me?
- What are my options?

Understanding Other



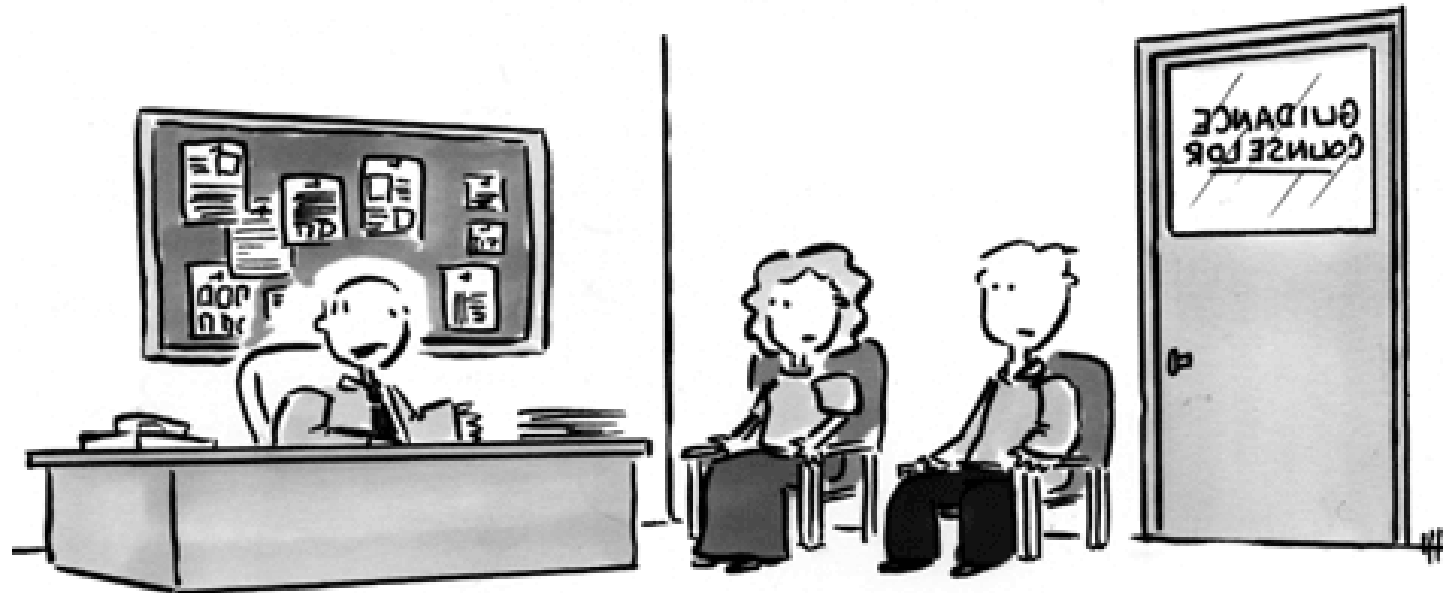
- What is driving this?
- Implications of their distress?
- How are they responding?

Negotiating Both



- How to engage?
- How to express/ receive?
- How to close?

What We Wish We Could Say



"As it turns out your son isn't looking for attention after all. He's just a jerk."

Self-Awareness is The Foundation

- For the following slides, rate them on a scale of 1-10, with (1) being least bothersome and (10) being most bothersome.
- After the 10 slides, we will add up our top three and see how much agreement there is as a group, as to *the* most difficult person.
- We will also look inward to understand why that particular style is off putting to you.
- Lastly, you will have to identify which one most likely describes you.
- Guttural reactions, gestures, and micro-outbursts are all acceptable during this exercise, so long as they aren't directed at me.

A woman with long dark hair, wearing a colorful, patterned dress, is walking away from the camera on a dirt path. The background is a blurred natural setting with trees and a path. The image is framed with rounded corners and has a reflection effect at the bottom. Overlaid on the image are four text boxes: a blue trapezoidal box at the top with the text 'I'll Apologize', a larger blue trapezoidal box below it with 'and do it all', a red trapezoidal box with the word 'over' in a white script font, and a red trapezoidal box at the bottom with the word 'AGAIN' in a white bold sans-serif font.

I'll Apologize

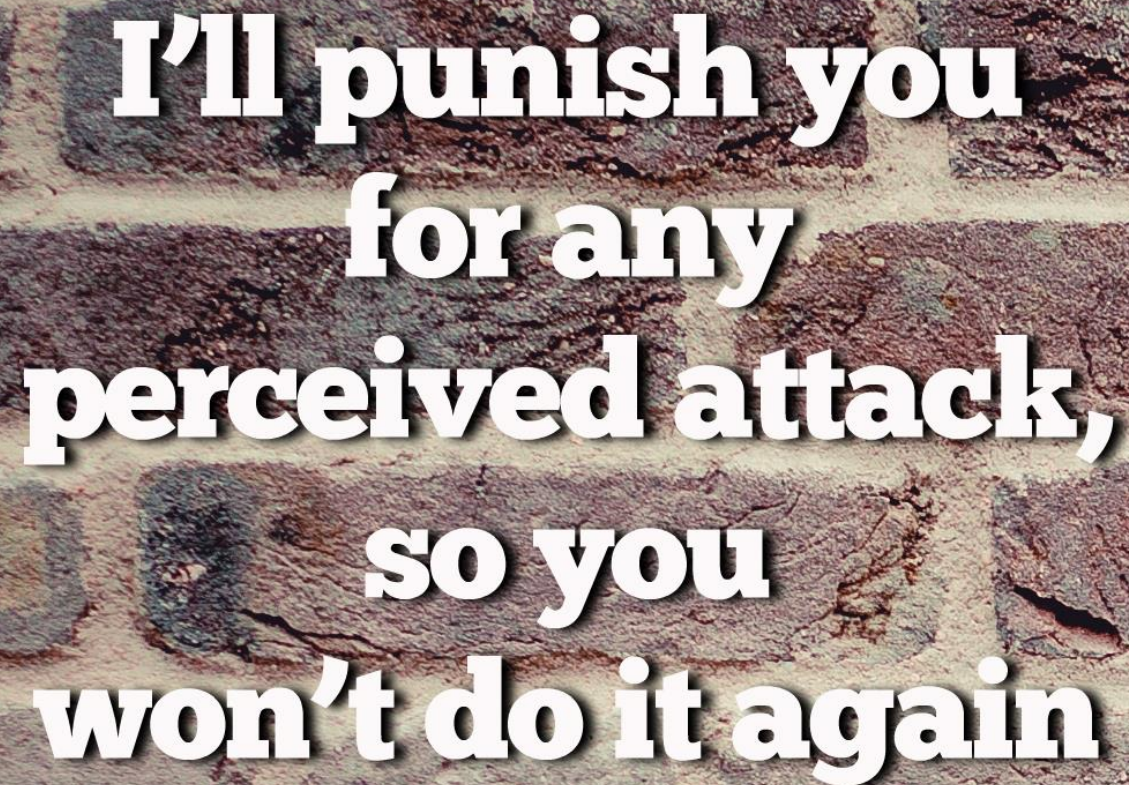
and do it all

over

AGAIN

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**I'll punish you
for any
perceived attack,
so you
won't do it again**

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TeacherCoach, LLC copyright



**I'll diminish your
credibility
so you are less of a
threat**

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**I'll cut you off
from others
to keep
you isolated**

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I'll get
everybody else

*AROUND ME
TO SAY THAT*

I'm RIGHT

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I'll only be safe
when I'm in
COMPLETE
control

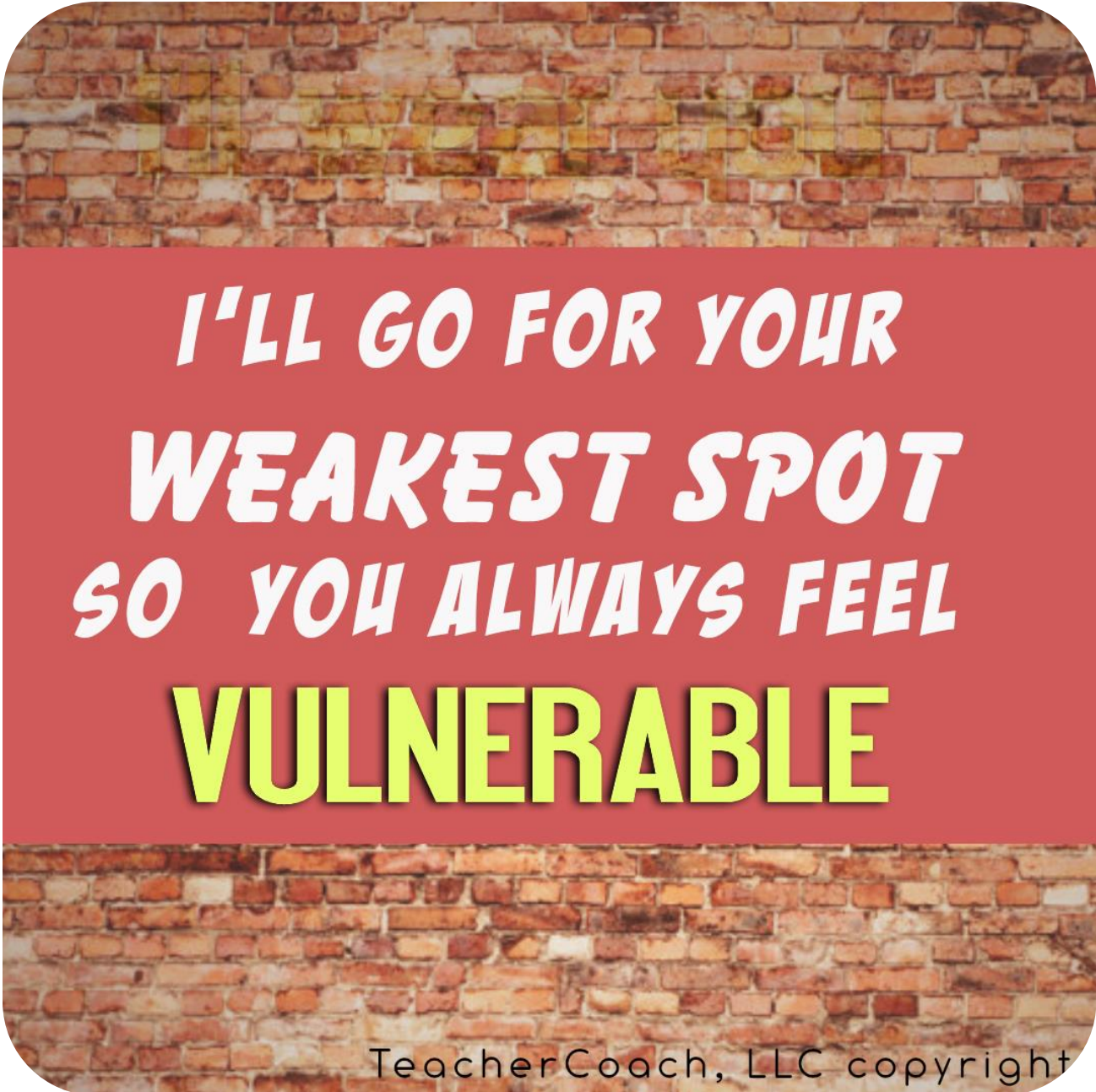
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**I'll wear you
DOWN
so you no longer
wish to FIGHT**

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*I'LL GO FOR YOUR
WEAKEST SPOT
SO YOU ALWAYS FEEL
VULNERABLE*

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**I'll be so
unpredictable
that your
constantly
on edge**

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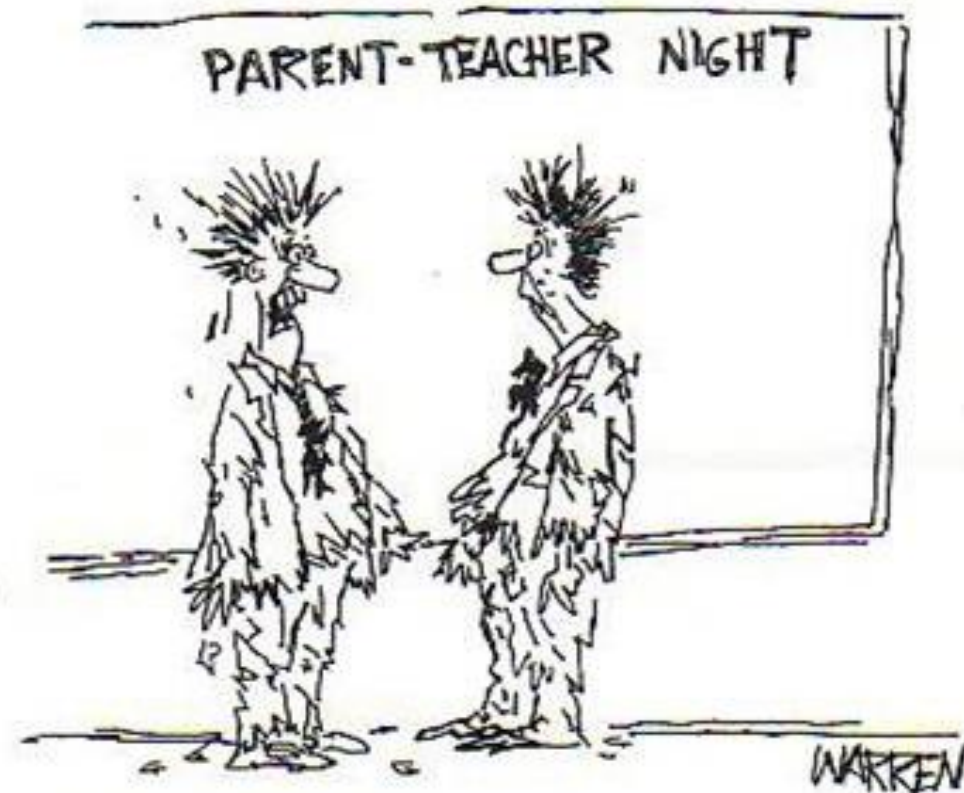
**I will ease off
when you
have been
beaten down
because you are
no longer
a threat**

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General Reactions

- What did you notice in your body?
- What thoughts went through your head?
- What is elicited for you?
- What is your reflexive style for dealing with these sorts?
- Are you ready to vote on impeachment?



"You must be Timmy's dad. I'm Timmy's teacher."

Self-Awareness is The Foundation

- Add up your top three and see how much agreement there is as a group, as to *the* most difficult person.

I'll apologize and do it all over again

Lacking integrity

I'll punish you for any perceived attack on you so you won't do it anymore

Insecure

I'll diminish your credibility, so you are less of a threat

Attacking

I'll cut you off from others to keep you isolated

Divisive

I'll get everybody else around me to say that I'm right

Manipulative

I'll only be safe when I'm in complete control

Controlling

I'll wear you down, so you no longer wish to fight

Persistent

I'll go for your weakest spot so you always feel vulnerable

Exploitive

I'll be so unpredictable that your constantly on edge

Unpredictable

I will ease off when you have been beaten down bc you aren't a threat

Overpowering

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Self-Awareness is The Foundation

- Add up your top three and see how much agreement there is as a group, as to *the* most difficult person.
- Let's look inward to understand why that particular style is off putting to you.

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- Lastly, identify which style most closely describes you.

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Overpowering

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It's All About Manipulation

What is Manipulation?

- The way in which we work to get our needs met. We may do so in a way that's overt or covert, with or without attention to the other person's own needs.
- We are generally less transparent or considerate of others, when we are untrusting, desperate, or lacking insight/ empathy.
- The less constructive we are, the more we prove the other person will be less receptive to meeting our want/need, putting us into a loop.
- We learn how to manipulate early in our lives, based on how easy or difficult it was to get our needs met and how it was modelled for us.
- The behavior of a parent provides a window into the student.

Part II: Understanding Others

List all the possible reasons a parent/person would behave poorly:

- Entitlement
- Fear
- Frustration
- Helplessness
- Wanting best for child
- Prior Trauma
- Untrusting

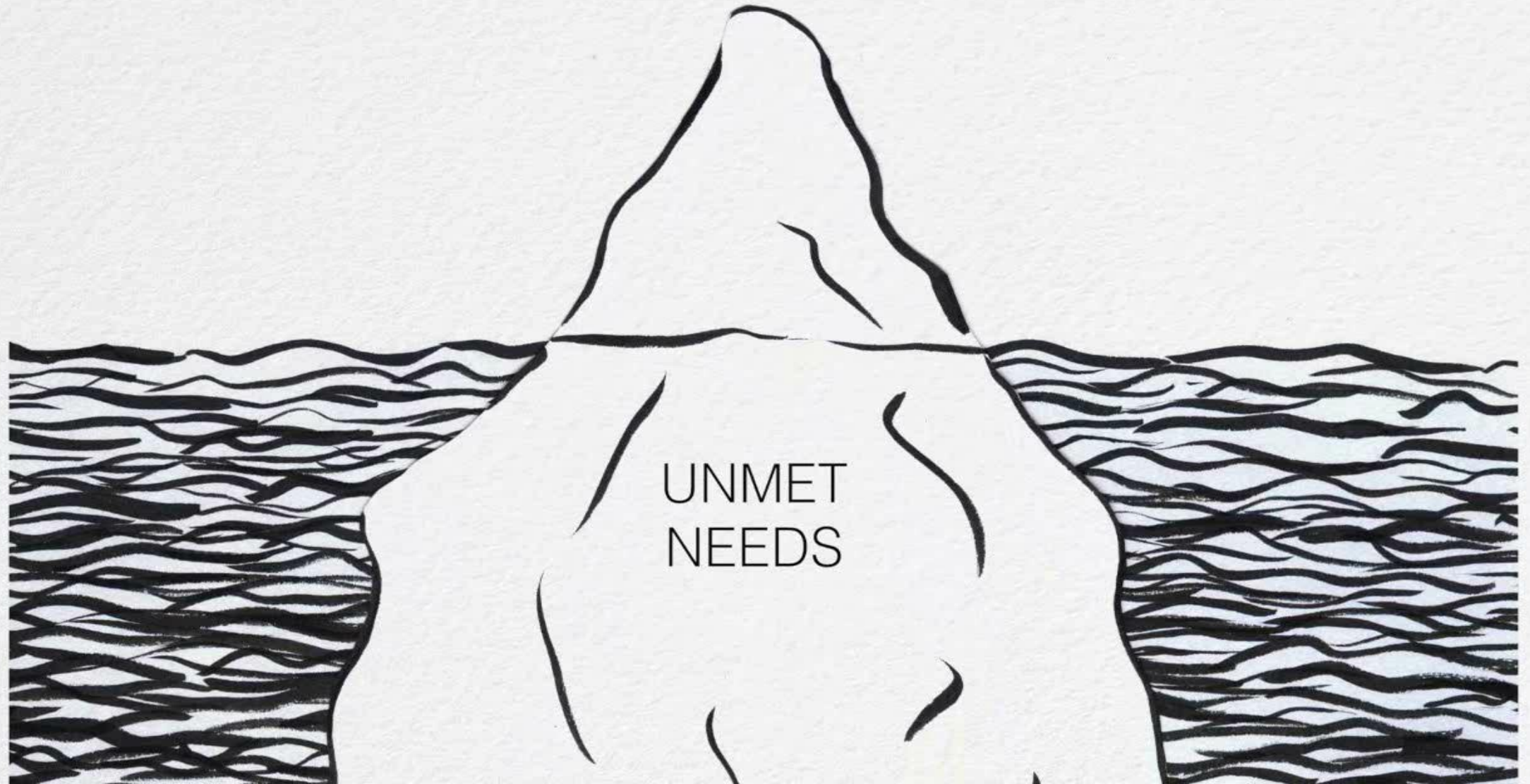
Understanding Motivation



Basic Needs?

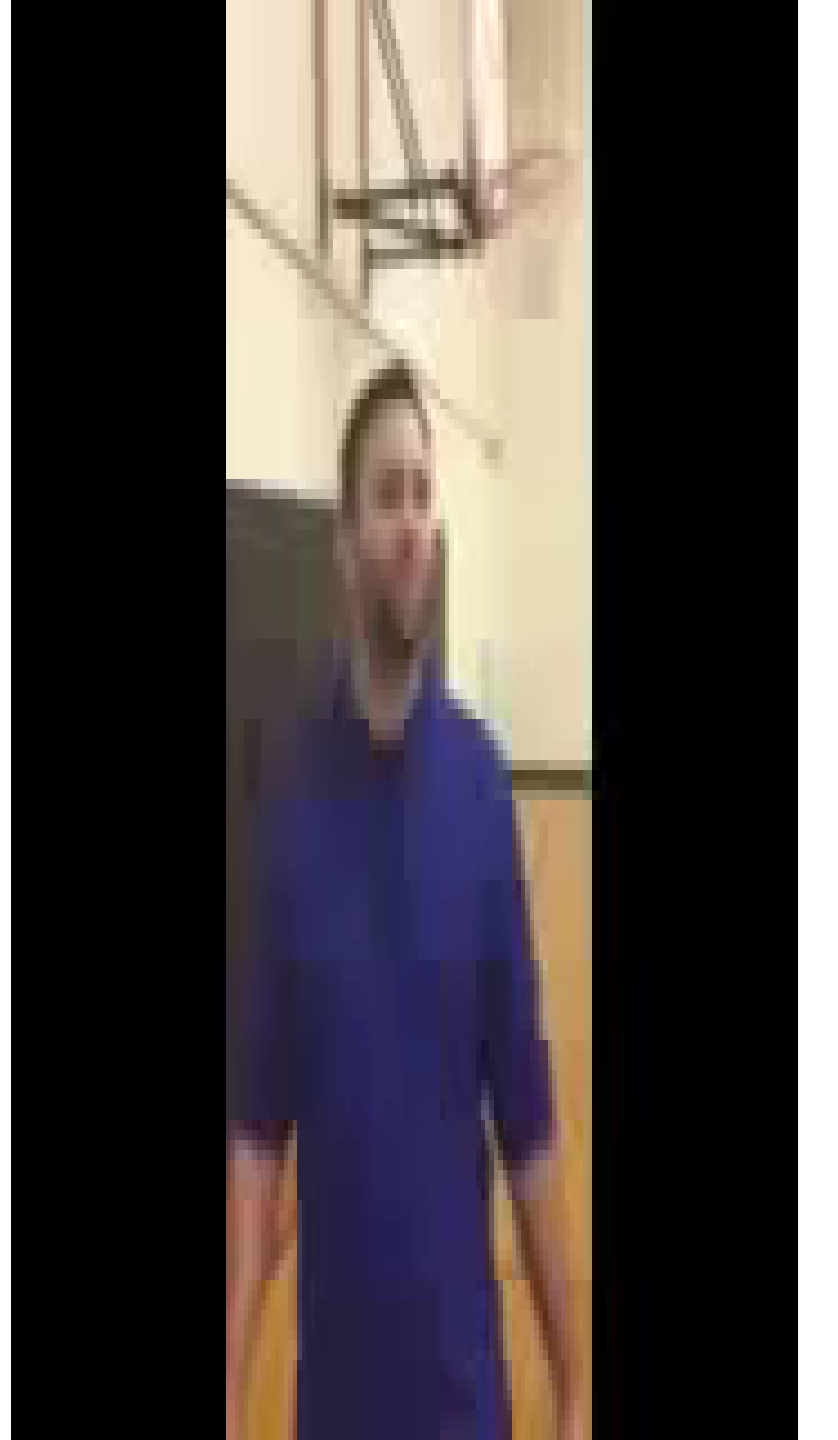
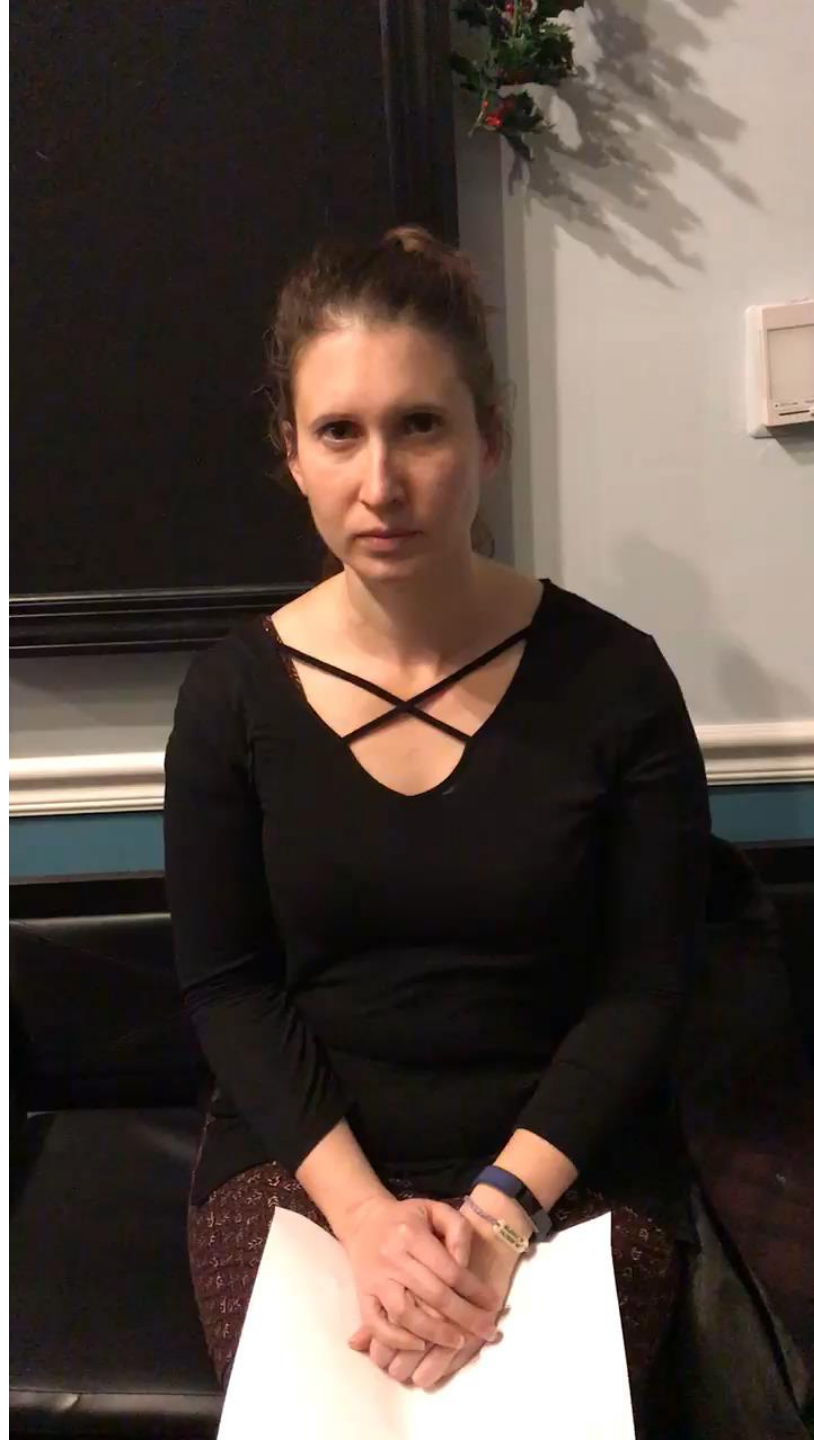
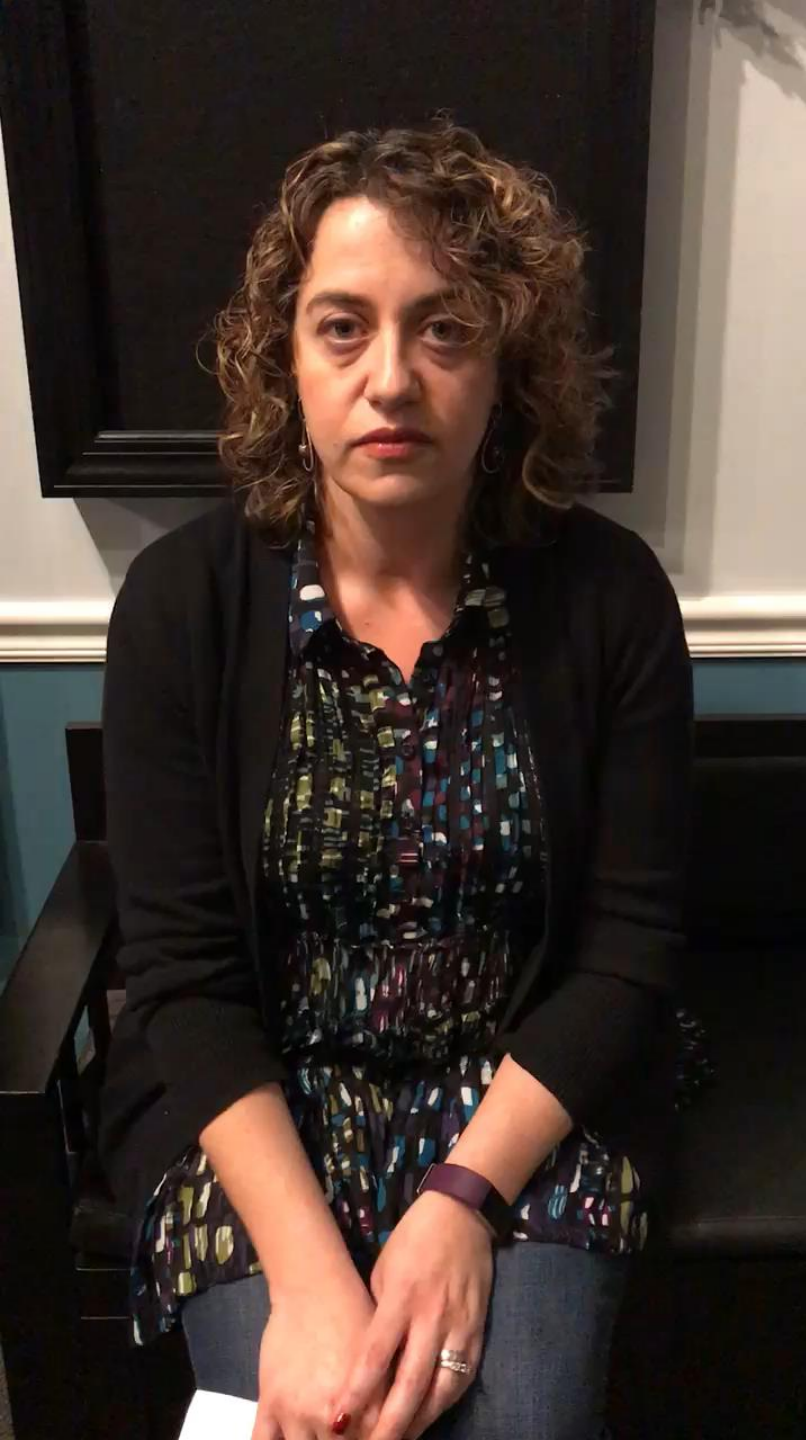
The physiological and psychological requirements for being a well adjusted and self-actualized person?

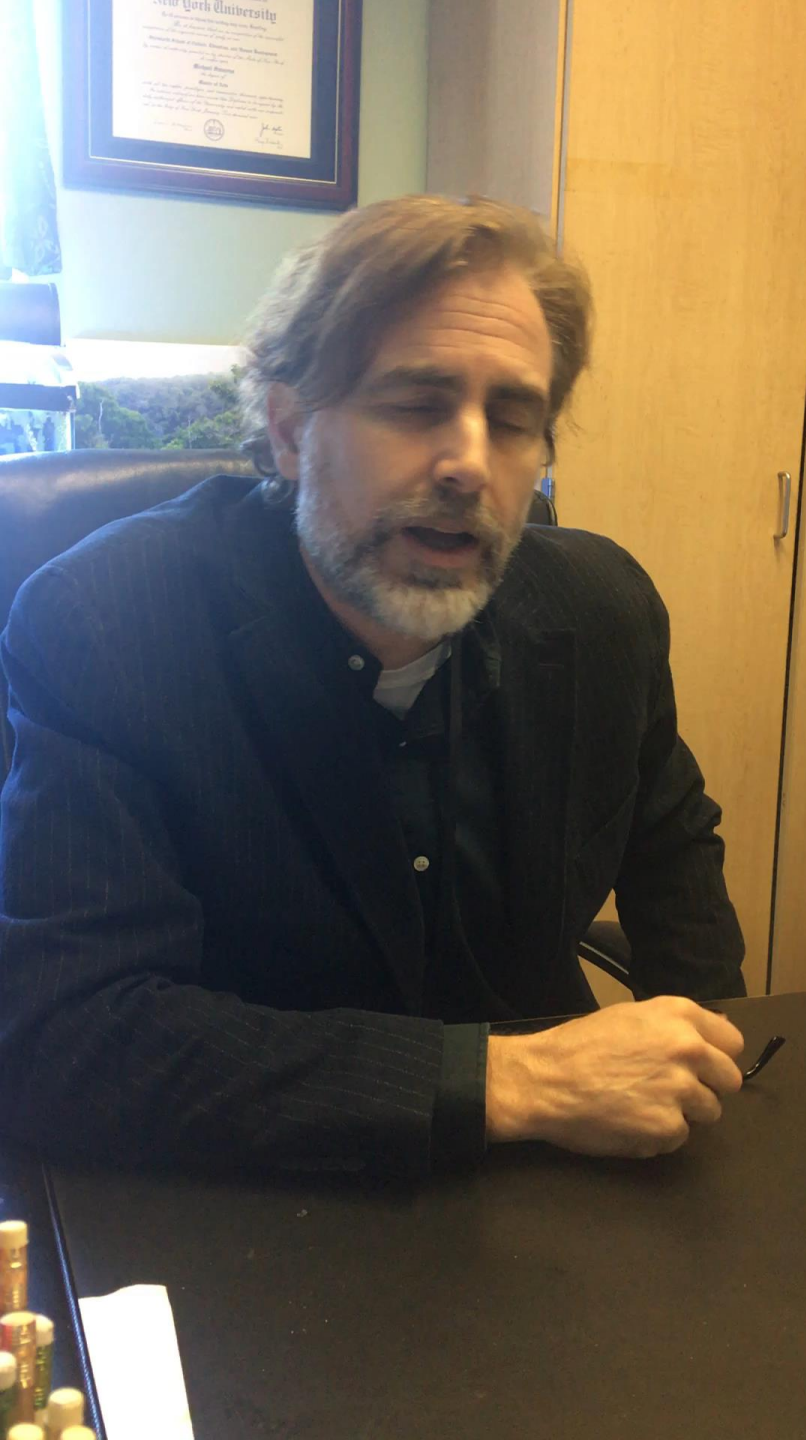
BEHAVIOR



Basic Wants/ Needs

UNMET NEEDS			
Self in Relation to	Basic Need	Early Signs	Enduring Trait
Self	Safety/Security	Paranoid, suspicious	Victim
	Power/Control	Pleading, lacking initiative	Complacent
	Freedom/Independence	Edgy, sneaky	Conservative
	Fun/Excitement	Isolation, withdrawal	Bland
	Joy/ Happiness	Melancholy, enervating	Dysphoric
Others	Love/Intimacy	Attention-seeking	Superficial
	Approval/ Acceptance	Needy, obsequious	Dependent
	Affiliation/Belonging	Clingy, self-doubting	Detached
World	Purpose/ Meaning	Topical, dispassionate	Despair
	Peace/ Harmony	Uneasy, edgy	Anxious
	Value/ Importance	Hesitant, subservient	Follower







10 Worst Things to Say to a Parent

- Come up with a list of three things you should never say to a parent.
- Try to use your experience with faculty.
- Less ideal actions are also acceptable.



"Actually, considering Tommy has a brain the size of a walnut, he's doing quite well."

Practice Identifying Unmet Needs

- Divide up into triads.
- Take a turn being the parent/person and another being the professional.
- First identify the unmet need and then demonstrate your appreciation of that need.
- The third person is intended to provide help and/or feedback.

Part III: Negotiating

- Empathy
- Conveying Appreciation of Need
- Identifying Convergence
- Enlisting Cooperation
- Anchor Follow Through
- Plan for Pitfalls
- Evaluate and Iterate

Divide into mock CST groups of 5 to practice. Two parents and four CST members

Personal Challenge

- Limit Setting
- Personalizing
- Avoidant
- Detached
- Controlling
- Pleasing
- Sarcasm

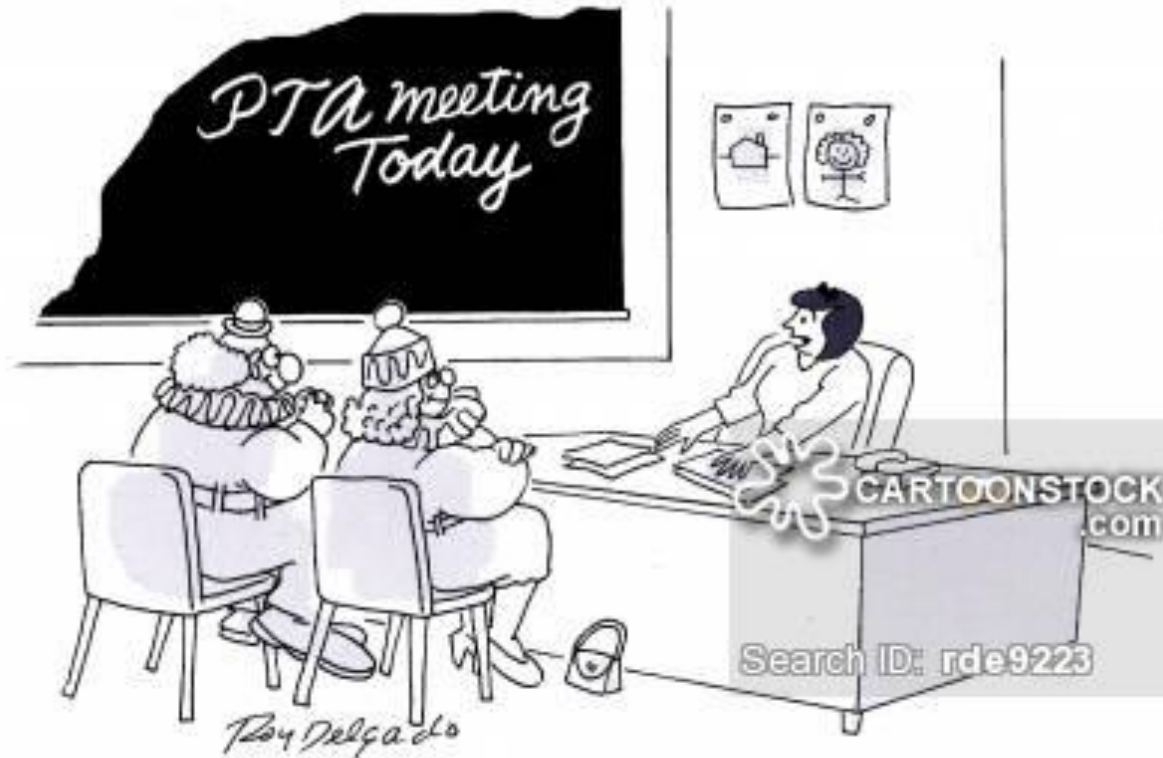


'Have you considered releasing him back into the wild?'

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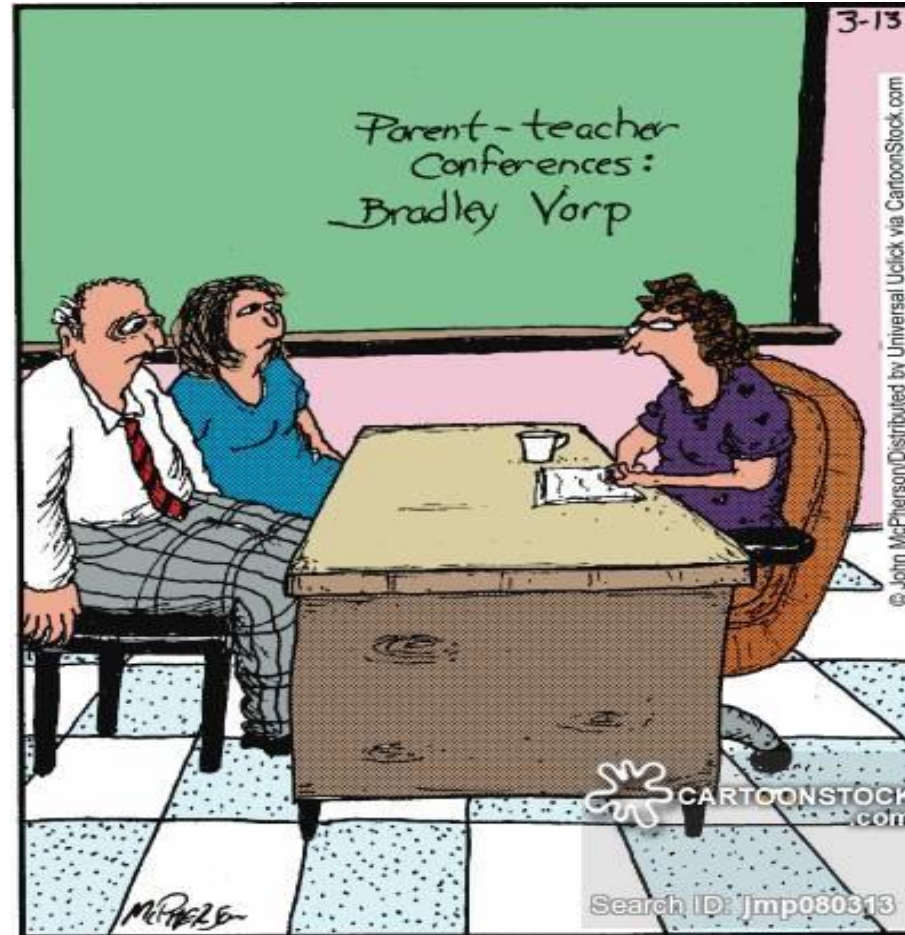
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The Previous Line?



" This is probably not news to you, but your son is the class clown. "

The Previous Line?



“Before we discuss some of Bradley’s issues, the superintendent is willing to offer you \$25,000 to move out of the district.”

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ON THE PHONE

MRS. PAYNE
CONCERNED PARENT



MR. PATIENCE
TEACHER

LRCC Workshop

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