Dealing with Irate Parents and Students

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Jackson R-2
Supportive Stance
Seating Arrangements
Unit IV: The CPI Verbal Escalation Continuum
Questioning

- Information seeking: A rational question seeking a rational response
  - Intervention: Give a rational response

- Challenging: Questioning authority or being evasive
  - Intervention: Stay on topic redirect set limits if individual persists
Refusal

- Refusal: Noncompliance, slight loss of rationalization
  - Intervention: Set Limits
Release

• Release: Acting out, emotional outburst, loss of rationalization, venting, screaming, swearing etc...

• Intervention: Allowing venting if possible, Remove audience or individual that is acting out
Intimidation

- Intimidation: Individual is verbally and or non-verbally threatening staff in some manner

- Intervention: Take seriously, get assistance
Tension Reduction

- Tension Reduction: Drop in energy that occurs after every crisis situation

- Intervention: Establish therapeutic rapport reestablish communication with the individual
Setting Limits

1. Setting limits comes out of the recognition that you force an individual to act appropriately. When you set limits, you are offering the person choices, as well as stating the circumstances.

2. Limits usually are better received when the positive choice and consequences are stated first, starting with the negative choice it may appear as an ultimatum.

3. Limits will be most effective when they are:
   a. Clear
   b. Simple
   c. Reasonable
   d. Enforceable
Verbal Intervention Tips and Techniques:

Do’s

• Remain Calm
• Isolate The Situation
• Enforce Limits
• Listen
• Be Aware Of Nonverbals
• Be Consistent

Grow

• Overreact
• Get Into A Power Struggle
• Make False Promises
• Be Threatening
• Use Jargon
Empathic Listening

- Key elements in empathic listening include:
  - Be non-judgmental
  - Give undivided attention
  - Listen Carefully to what the person is really saying (focus on feelings not just facts)
  - Allow silence for reflection
  - Use restatements to clarify messages
Unit V: Precipitating Factors, Rational Detachment, Integrated Experience

Precipitating Factors:

A. **Definition:** internal or external causes of na acting out behavior over which a staff member has little or no control.

B. **Examples:**
   - Loss of personal power
   - Need to maintain self esteem
   - Fear
   - Failure
   - Attention seeking
   - Displaced anger
   - Psychological/physiological causes
Precipitating Factors:

C. Understanding precipitating factors can help staff to:

- Proactive by preventing acting out behaviors
- Depersonalize crisis situations
- Avoid become a precipitating factor ourselves
Rational Detachment

A. **Definition**: ability to stay in control of one’s own behavior and not take the acting out behavior personally.

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**Key Points**

- Control our behavior
- Keep a professional attitude
- Positive outlets for negative energy
We chose our profession they didn’t choose their position in life
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