



EFFECTIVE BEHAVIOR SUPPORT


Enhancing Success and Safety in Schools



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THE ART OF SETTING LIMITS

 The communication industry has certainly improved its prosperity in the past few years. It's common practice (not necessarily safe!) to drive and converse on a cell phone simultaneously. Middle school students carry beepers. But are we really communicating with each other, personally or professionally? Do students *hear* their teachers, do teachers communicate to students, particularly when limits must be set? Nonviolent Crisis Intervention reveals the basic principles of setting limits:


A. Avoid Personal Power Struggles.

1. Defending your authority or credibility.
2. Reacting to personal button pushing.
3. Issuing unenforceable consequences aka as threats and ultimatums.
4. Getting sidetracked by irrelevant issues, reviewing past history.

B. Establishes clear, objective limits and consistently enforces the consequences .


1. Explain exactly which behavior is inappropriate.
2. Explain why the behavior is inappropriate.
3. Give reasonable choices and consequences, present them as choices, state the positive first.
4. Allow time, without allowing time, the limits may be perceived as an ultimatum.
5. Enforce the consequences, limits only work when there is follow through with the consequences.

C. Actively listens.

1. Be non judgmental. 
2. Give undivided attention.
3. Listen carefully for what the individual is really saying, listen for feelings and facts.
4. Allow silence for reflection.
5. Use restatement to clarify messages.

from *How to Set Limits*, Nonviolent Crisis Intervention, 1996.

SIX STEPS TO SOLVING CONFLICT

 Teaching students to solve conflict is critical in today's society. Confronting conflict is part of life, whether a student is challenged by a peer name calling or someone jumping the line in the cafeteria, the student must possess skills to handle the clash. If not, greater conflict may occur which may lead to a physical altercation and injury, or even death. Such skills must be taught and learned for use as a student and throughout life. Guiding questions/responses in this teaching process include:

What is conflict resolution?

It's learning to settle disagreements (conflicts) peacefully without fighting, running away, or going against your feelings or beliefs.

Why should I learn conflict resolution?

Knowing how to handle conflicts can help you stay safe from violence, feel good about yourself, and learn to respect others.

What cause conflict?

People! Two or more people (or groups of people) with different points of view and strong feelings. Bullying, teasing, gossip, jealousy over appearance or achievements, or difficulty about possessions may lead to conflict. Prejudices and differences in race, sex, culture or religion and broken friendships or romantic relationships may produce serious disagreements.

What are incorrect responses to conflict?

Avoiding the person, pretending the problem doesn't exist, or verbally attacking the person does not solve the problem. Responding with physical violence can yield devastating results.

What are the six steps?

1. Define the problem Objectively: Describe the behavior/situation causing the problem.
2. Declare the need: Identify why this causes conflict for the involved parties.
3. Describe the feelings: Once the emotional views are expressed, discussion can become more rational.
4. Discuss solutions: Brainstorm alternatives to the problem and identify pros and cons of each.
5. Decide on a plan: Choose a solution and be specific about implementation.
6. Determine plan's effectiveness: Set a date to evaluate, alter as needed.

from L. Albert's *Cooperative Discipline*, 
American Guidance Service, 1996.



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