

MODULE 6

Managing Challenging Behaviors

TRAINING NOTES

What you need to know

1. It will take approximately 3 hours and 45 minutes to complete the following topics in this module.

TOPIC
Day 2 Review
Module Overview
Identifying Challenging Behaviors
Exercise: Managing Over-Participation and Hostile/Aggressive Behaviors
Exercise: Tips and Techniques for Managing Challenging Behaviors
Exercise: Managing Challenging Behaviors
Module 6 Key Points
Exercise: Reflection

2. The equipment and supplies you will need for this module are listed below:
 - Computer projection system and screen
 - PowerPoint slides 6-1 through 6-4
 - Small size Post-It™ notes
 - 3" x 5" cards for Day 2 review questions
 - Handouts 6-1a,b,c,d,e,f through 6-6a,b,c,d,e,f (see appendix)
 - Flipchart easel with pad of paper
 - Colored markers
 - Masking tape
 - Facilitator Guide
 - Participant Guides.
3. Make the necessary number of copies of Handouts 6-1a through 6-6f for use in the exercise, Managing Challenging Behaviors.

TRAINING NOTES

What you need to know

4. Begin Day 3 with a review of Day 2's module on facilitating participation. Prepare 3" x 5" cards with one question on each card. The review questions are as follows:
 1. What are the core facilitation skills that engage participants and facilitate their participation and commitment?
 2. What are the four skills that are involved in effective "attending?"
 3. What are the two steps in listening effectively?
 4. What's the value of questions?
 5. Why do you want to summarize and how do you do it?
 6. What's the purpose of constructive criticism and what's a tool to help you give constructive criticism?
 7. What are the four steps of the RISC model?

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DAY 2 REVIEW – ANSWER KEY

1. What are the core facilitation skills that engage participants and facilitate their participation and commitment?

Attending, Listening, Questioning, Summarizing, and Feedback skills.

2. What are the four skills that are involved in effective “attending?”

Face participants, maintain eye contact, move toward participants, and avoid distractions.

3. What are the two steps in listening effectively?

Listen to the words being expressed and then demonstrate your understanding of what was said by paraphrasing.

4. What’s the value of questions?

Questions help you to determine what people need to know or what additional information they require. Questions also encourage people to participate as well as find out about others’ ideas and perspectives. Effective questions allow you to find out how people are reacting to what is going on in a group. Lastly, questions enable people to evaluate what they know and don’t know and fill in the gaps.

5. Why do you want to summarize and how do you do it?

Summarizing helps review information that the group has already heard and discussed. It helps the group close a topic and move on and/or end a meeting. To summarize, you state the major points that have been covered and then ask if that is correct.

6. What’s the purpose of constructive criticism and what’s a tool to help you give constructive criticism?

Constructive criticism gives a person feedback on behavior that you would like them to stop. The RISC Model is a tool for giving constructive criticism while maintaining the person’s self-esteem.

7. What are the four steps of the RISC model?

Report the behavior that has affected you, express the impact of the behavior, specify what behavior you would prefer, and state the positive consequences of changing the behavior.

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TRAINING NOTES

What you need to say/do

DAY 2 REVIEW

1. Use the prepared 3" x 5" cards to conduct a brief review of Day 2.
2. Follow the same process as was described for the Day 1 review. You will find the description on page 5-6 of this guide.

MODULE OVERVIEW

1. Tell participants that we've examined many skills, behaviors, and techniques available to facilitators.
2. Explain that now we'll discuss dealing with challenging behaviors.
3. Make the following points:
 - Most participants are generally positive and are active contributors in the class
 - However, sometimes there are participants who are unwilling or reluctant to contribute or whose behaviors are disruptive and negatively impact the group process.
4. State that the learning goal for this module is to increase their understanding of and ability to deal with challenging behaviors in a facilitation environment.
5. Show slide 6-1, **Module 6 Objectives**. Review the objectives.
 - Through a participative discussion and a team activity, you will identify examples of challenging behaviors.
 - After a small group activity and a brief lecture, you will develop and practice strategies for managing challenging behaviors.

What you need to know

1. Day 2 review should take no more than 10 minutes.

MODULE 6: MANAGING CHALLENGING BEHAVIORS

One of the greatest fears of many facilitators relates to managing challenging behaviors. Most participants are generally positive and contribute to the group process. However, there are times when some participants will either over- or under-participate or behave in a manner that is hostile or aggressive.

Learning Goal

The learning goal for Module 6 is to increase your understanding of and ability to deal with challenging behaviors in a facilitation environment.



MODULE 6 OBJECTIVES

- Identify examples of challenging behaviors
- Develop and practice strategies for managing challenging behaviors



6-1

Learning Objectives

- Through a participative discussion and a team activity, you will identify examples of challenging behaviors.
- After a small group activity and a brief lecture, you will develop and practice strategies for managing challenging behaviors.

(Participant Guide 6-1)

TRAINING NOTES

What you need to say/do

IDENTIFYING CHALLENGING BEHAVIORS

1. Explain to the participants that you want them to take a trip down “Nightmare Alley.” This is where all the challenging and disruptive behaviors reside!
2. Ask the following questions:

“What kind of challenging or disruptive behaviors have you encountered, either as a facilitator or as a member of a group? What happened?”

3. Acknowledge that these are truly difficult situations and participants need to be prepared to manage them.
4. Explain that in addition to the behaviors and techniques covered in this module, it is important to pay close attention to people’s nonverbal behaviors and to listen effectively in order to manage challenging behaviors.
5. Explain that when handling these behaviors it is also important to remember the Adult Learning Principles, particularly the *Treat participants like adults* principle—even though the behavior may be less than adult-like.
6. Tell participants we’ll begin by listing challenging behaviors that they’ve encountered. Ask the following question and record participants’ responses on the flipchart:

“What are some examples of challenging behaviors?”

(Note: Make sure that the responses are behaviorally specific.)

Possible answers include:

- Arrives late
- Leaves early
- Dominates the discussions
- Doesn’t participate
- Has side conversations
- Walks in and out of the room

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TRAINING NOTES

What you need to say/do

IDENTIFYING CHALLENGING BEHAVIORS, CONTINUED

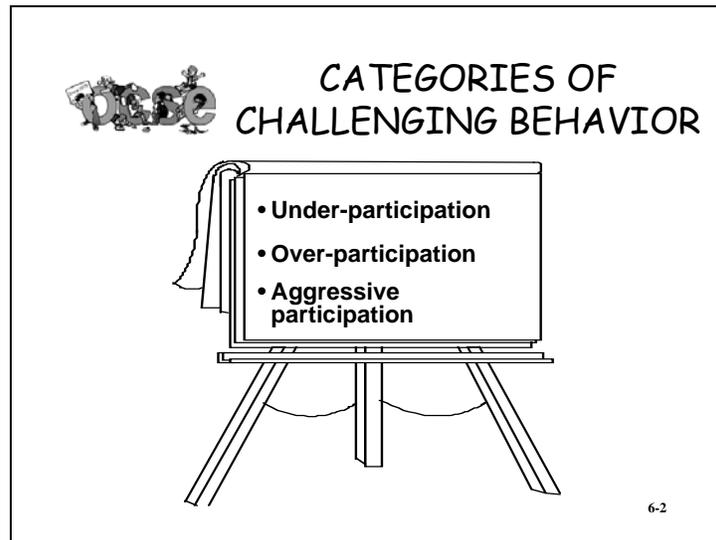
- Allows pager to go off
- Receives call on cellular phone
- Rambles; doesn't get to the point
- Gets off topic
- Has a know-it-all attitude
- Interrupts
- Clowns around
- Makes negative comments
- Questions validity of content
- Is overly supportive; rescues others
- Argues.

(Note: Post the examples of challenging behaviors on a wall for later reference.)

7. Explain that some of these challenging behaviors are likely to appear early on when people are "settling in." They may fade and not present a problem.
8. Point out that skilled facilitators look for patterns in behavior and don't become overly concerned with infrequent displays of negative behavior.
9. Show slide 6-2, **Categories of Challenging Behavior**.
10. Explain that most challenging behaviors fall into one of three categories:
 - Under-participation
 - Over-participation
 - Aggressive or hostile participation.

IDENTIFYING CHALLENGING BEHAVIORS

Most participants are generally positive and interested in contributing to the group process. However, there may be some participants who demonstrate behaviors that are disruptive and have a negative impact on the group.



The slide above lists the three categories into which challenging behaviors can fall. Effective facilitators have learned how to identify and manage the behaviors related to these categories. They also know how to encourage and reinforce positive behaviors.

Some of the challenging behaviors are more likely to occur early in the group's time together as participants adjust to their new roles and to you. Don't be overly concerned with infrequent demonstrations of challenging behavior, but look for consistent patterns of behavior. When these occur, you must move quickly to defuse the situation.

The most effective facilitators have as their goal to change, reduce, or eliminate challenging behaviors without impacting the participant's willingness to contribute in the future. They watch for nonverbal messages, apply the Adult Learning Principles, and treat each participant with respect.

(Participant Guide 6-2)

TRAINING NOTES

What you need to say/do

IDENTIFYING CHALLENGING BEHAVIORS, CONTINUED

11. Refer to the posted list of challenging behaviors. Ask participants to identify the behaviors that represent under-participation. Write the letters “U-P” beside the behaviors. Facilitate a group discussion by asking the following questions:

“What are some things you could do to handle someone who was under-participating?”

Possible answers include:

- Call on the person by name
- Use the power of praise; reinforce even the smallest effort
- Give frequent eye contact and other nonverbal reinforcement
- Redirect a question to the person rather than answering it yourself.

12. State that participants who over-participate or who are hostile or aggressive can be the most difficult to manage. We can prevent our worst nightmare by having strategies to manage these behaviors.

EXERCISE: MANAGING OVER-PARTICIPATION AND HOSTILE/AGGRESSIVE BEHAVIORS

1. Explain that this exercise will help participants develop strategies for handling people who over-participate or who act in a hostile or aggressive manner.
2. Have participants form small table groups of three to four people.
3. Refer to the posted flipchart of participants’ examples of challenging behaviors.

What you need to know

1. The exercise, Managing Over-Participation and Hostile/Aggressive Behaviors, takes approximately 25 minutes.

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TRAINING NOTES

What you need to say/do

EXERCISE: MANAGING OVER-PARTICIPATION AND HOSTILE/AGGRESSIVE BEHAVIORS, CONTINUED

4. Ask participants to help you identify the behaviors on the list that represent over-participation or hostile/aggressive behaviors. Add additional behaviors if necessary.
5. Write the letters “O-P” beside the over-participating behaviors and the letters “H-A” beside the hostile or aggressive behaviors.
6. Divide the list among the table groups. Tell them to work as a group to develop a list of tips and techniques to manage the assigned behaviors. Ask them to select a spokesperson to share their tips and techniques.
7. Explain they have 15 minutes for this exercise. Then they’ll share their list with the other groups.
8. Ask participants what questions they have about the exercise. Distribute flipchart paper to each group.
9. After 15 minutes, have each spokesperson share the group’s list of tips and techniques.
10. Explain that managing challenging behaviors is difficult because you have to think and act quickly, and some behaviors are very subtle.

EXERCISE: TIPS AND TECHNIQUES FOR MANAGING CHALLENGING BEHAVIORS

1. Refer participants to page 6-3 in their Participant Guides. Explain that on the next few pages they will find additional tips and techniques for managing a wide range of challenging behaviors.

What you need to know

1. The exercise identifying additional tips and techniques will take approximately 15 minutes.

TIPS AND TECHNIQUES FOR MANAGING CHALLENGING BEHAVIORS

Managing Under-Participation

- Invite specific people to contribute.
- Pose questions; do not make statements.
- Have a ground rule that states, “Full participation; equal time for all.”
- Encourage equal participation by having everyone write down their thoughts first and then go around the group.
- Have everyone speak in turn.
- Give positive feedback, then ask for additional input.
- Have people discuss a question in twos or threes, then have them report back to the entire group.
- Conduct an icebreaker or brainstorm on how to ensure everyone participates.
- Use humor, music, stretch breaks, etc., as appropriate.
- Ask open-ended questions.
- Direct a question to a specific person if you know he or she has input. Ask if the person would share with the others what he or she has shared with you.
- Summarize what has occurred in the group so far, ensure there’s agreement, and suggest that the group move on.
- Elicit people’s expectations and concerns about the meeting and/or being part of the group from the beginning.

Managing Dominating Group Members

- Ensure equal participation by having everyone write down their thoughts first and then go around the group.
- Have everyone speak in turn; begin so that the dominant person will be the last to speak.

(Participant Guide 6-3)

TRAINING NOTES

What you need to say/do

EXERCISE: TIPS AND TECHNIQUES FOR MANAGING CHALLENGING BEHAVIORS, CONTINUED

2. Write the following on a flipchart:

3= currently use

⊕ = consider trying

? = need clarified

3. Ask the participants as they read through the information to do the following:

- Place a check mark (✓) beside the tips or techniques they currently use in their groups
- Place an asterisk (*) beside those tips and techniques they would consider trying
- Place a question mark (?) beside those tips and techniques they would like clarified.

4. When participants have completed the exercise, first answer questions about the tips and techniques.

5. Then have several volunteers share a few of the tips and/or techniques they would consider trying the next time they need to manage challenging behavior.

TIPS AND TECHNIQUES FOR MANAGING CHALLENGING BEHAVIORS, CONTINUED

Managing Dominating Group Members, Continued

- Get the group to agree to focus on the issue at hand. The group then becomes the gatekeeper.
- Avoid discounting the person. Don't put anyone down.
- Acknowledge the contribution. Comment on something valid that the person has said. Give him or her credit for constructive contribution.
- Acknowledge the person's feelings.
- State the need for opinions from others.
- Ask the group or specific individuals for their ideas, opinions, etc.
- Acknowledge that there may be many points of view.
- In case of personal attack, paraphrase and redirect the focus.
- Have a "parking lot" to capture ideas/issues. Then move on. Writing them down acknowledges the person and his or her idea.
- Know who will be in the group and the possible "dominating" person. Speak to him or her before the group meets and agree on how you will interact with him or her in this different situation. This is especially important if this person is your boss, executive, group leader, etc.

Managing Side Conversations

- Stand by those who are having the side conversation, pause, and look at them with a friendly, nonverbal invitation to be quiet.
- Ask people not to have side conversations.
- Have a ground rule that states, "One person speaks at a time."
- Invite the people having the side conversation to share their ideas with the entire group.

(Participant Guide 6-4)

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TIPS AND TECHNIQUES FOR MANAGING CHALLENGING BEHAVIORS, CONTINUED

Managing Group Members Who Ramble

- When the person pauses for a breath, interrupt and refocus the discussion.
- Summarize the key points the person has made, then move on.
- Ask the rambler to summarize before moving on.

Managing Expert or “Protective of Turf” Group Members

- Get group agreement and reinforce the agreement that the group has the right to explore all areas.
- Reinforce that everyone in the group is there to learn and work together to come to agreement or consensus. Ask the expert to “teach” the others, when appropriate, so that they can move forward as a group.
- Talk to the person outside the group meeting and ask for cooperation and patience.

Managing Digression and Tangents

- Use a posted agenda.
- Develop a timed agenda and assign a group member to help keep the group on time.
- Have a “parking lot” to capture ideas, issues, etc., that are not appropriate at the time, but which the group will address later.
- Use statements like “We’ve gotten off track. Let’s refocus and get back to the topic at hand. We were talking about”

Managing Feuding Group Members

- Know who will be in the group and the potential for feuding between members.
- If possible, talk to the feuding members before the meeting. If not, address the issue at a break or between meetings.

(Participant Guide 6-5)

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TIPS AND TECHNIQUES FOR MANAGING CHALLENGING BEHAVIORS, CONTINUED

Managing Feuding Group Members, Continued

- Ask the feuding members to take their discussion “off-line” if it is an inappropriate topic.
- Use ground rules to reinforce agreed upon behavior and point out the inappropriate behavior.
- Try to find points of agreement between the feuding members.
- Acknowledge and clarify individual viewpoints. Ask, “What do you want instead of ...?”
- Seat group members appropriately. For example, have someone who may have a moderating influence sit between the feuding members.

Managing Hidden Agendas

- Know who will be in the group and address the issue ahead of time.
- Have a discussion with the group on the issue of hidden agendas. Brainstorm and develop ground rules to help deal with the problem.

Managing Group Members Who Need Greater Detail

- Make sure the scope of the meeting is clearly defined and posted. Refer back to it as necessary.
- Note the time allotted for the meeting and the need to complete the specific task or part of the agenda.
- Ask the question, “Are we dealing with this at the right level?”
- Know your group members.
- Explain that if it’s necessary to go into greater detail, it will be done at a later meeting.

(Participant Guide 6-6)

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TIPS AND TECHNIQUES FOR MANAGING CHALLENGING BEHAVIORS, CONTINUED

Managing Group Members Who Are Late

- Start on time. Don't penalize those who are on time.
- Post times to return from break and start at that time.
- Include timeliness in the ground rules.

Managing Group Members Who Rush To Complete the Meeting/Task

- Remind the group of their goal and agreed upon process for coming to consensus or conclusion.
- Make sure that members understand that improvements, changes, ideas, etc., take time.
- Confront the specific person in a positive manner and emphasize the goal and agreed upon process.
- Help the group to look at the issue another way before coming to resolution.

(Participant Guide 6-7)

TRAINING NOTES

What you need to say/do

EXERCISE: MANAGING CHALLENGING BEHAVIORS

1. Explain that the next exercise is a “culmination” exercise in which the participants practice the facilitation skills and strategies for managing challenging behaviors that they’ve learned so far.
 2. Tell the participants that in a moment they will form groups and discuss a work-related issue. Each participant will have an opportunity to facilitate a group discussion related to an issue.
 3. State that some participants in the group may be asked to assume a particular role.
 4. Show slide 6-3, **Role Playing Responsibilities**. Briefly review the slide.
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What you need to know

1. The exercise, Managing Challenging Behaviors, takes approximately 1¾ hours. Each participant has 10 minutes to facilitate a work-related discussion followed by 5 minutes of feedback from the group. Allow 15 minutes to discuss the entire exercise as a group.
2. Ask participants to read the scenarios and then decide who will facilitate the Scenario 1 discussion, who will facilitate the Scenario 2 discussion, and so on. Distribute Handouts 6-1a through 6-1f, Scenario 1 Roles, to each group. The participant who has agreed to facilitate the Scenario 1 discussion receives the Facilitator Role (HO 6-1a). Distribute the remaining roles to the group members. Ask them not to discuss their roles. Give the groups a few minutes to prepare for their discussion and then ask them to begin. Remind the facilitators they have 10 minutes to facilitate a group discussion. After 10 minutes, ask them to stop and begin a 5-minute feedback session. Remind them to use the same process as yesterday.
3. After the groups have completed Scenario 1 discussion and feedback, distribute Handouts 6-2a through 6-2f, Scenario 2 Roles. Give the Facilitator Role (HO 6-2a) to the participant who has agreed to facilitate this discussion and distribute the remaining roles to the group members. Be sure to rotate the “challenging behavior roles” among the group members. Repeat this process until all participants have facilitated a group discussion.
4. Use your co-facilitator to coach one of the groups.

ROLE PLAYING RESPONSIBILITIES



ROLE PLAYING RESPONSIBILITIES

- Be as authentic as you can be in the role
- Don't do irrational things just for fun
- If the facilitator tries to engage you, try to react in a genuine manner or in keeping with your role

6-3

(Participant Guide 6-8)

TRAINING NOTES

What you need to say/do

EXERCISE: MANAGING CHALLENGING BEHAVIORS, CONTINUED

5. Have participants form groups of four to six people. Refer them to pages 6-9 and 6-10 in their Participant Guides. Explain that six work-related scenarios are described on these pages. Ask them to take a few minutes to read the scenarios and then decide which scenario each of them will facilitate.
6. Explain the process they will follow in order to complete the exercise.
7. Distribute Handouts 6-1a through 6-1f, Scenario 1 Roles, to begin the exercise. After 10 minutes, call time and ask the groups to begin a 5-minute feedback session. Explain that the facilitator will first share what he or she felt he or she did well, followed by what he or she might do differently next time. The group will then give the facilitator feedback on what he or she did well and suggestions for changes he or she might want to consider.
8. Distribute Handouts 6-2a through 6-2f, Scenario 2 Roles, and repeat the process with the remaining scenarios until all participants have facilitated and received feedback from their groups.
9. Debrief the exercise by asking the following questions:
 - *“How did it feel to practice managing challenging behaviors?”*
 - *“What was most difficult for you?”*
 - *“What did you feel went well?”*

EXERCISE: MANAGING CHALLENGING BEHAVIORS

Scenario 1:

You are a manager in a large local child support enforcement agency in a county that is near the State line. Your agency has a large interstate caseload with many initiating and responding Uniform Interstate Family Support Act (UIFSA) cases. The processing of interstate cases continues to be a problem and there is much confusion about the use of long-arm statutes, controlling order determinations, and direct and administrative enforcement options.

You are part of an Interstate Work Group that has been formed to identify, discuss, and analyze problems and come up with recommendations for addressing these problems. This is the first meeting of the Interstate Work Group.

Scenario 2:

You are a manager in a large local child support enforcement agency. Your agency collects arrearage payments on a significant number of cases. Each day, the accounting department receives inquiries about the distribution of these collections.

You have been asked to be part of a task force with other managers in your office. You are meeting to identify the appropriate staff who can accurately distribute child support collections and who can clearly describe the process when answering inquiries.

Scenario 3:

You are a manager in a large local child support enforcement agency. Your agency recently hired 10 new caseworkers. Each new caseworker will be assigned a caseload after learning to use the statewide-automated child support enforcement system.

Previously, new caseworkers were given a brief training on the automated system before being assigned to a caseload. These caseworkers continue to struggle with the automated system and do not have a good basic understanding of child support functions.

You are part of a group of agency managers whose task is to come up with solutions to the problem described above. Group members include the manager of the training program and the manager responsible for the automated system.

(Participant Guide 6-9)

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EXERCISE: MANAGING CHALLENGING BEHAVIORS, CONTINUED

Scenario 4:

You are a member of the Customer Service Unit staff in a large child support enforcement agency. The local newspaper has published many letters from people who are displeased with the way the Customer Service staff treats them when they call or come in to the office. Since customer service is a priority in the agency, your manager has called a meeting to discuss the issue and identify ways to provide customer service to the clients and still get assignments completed.

Scenario 5:

Your agency recently moved into a new secure building. The new building has interview rooms that are designed to keep caseworkers safe. The old building had no interview rooms so caseworkers conducted interviews in their personal offices.

Lately, the Establishment Unit caseworkers have been taking custodial and noncustodial parties to their own offices for interviews because they don't want to wait for a secure interview room. Other units are complaining about having nonemployees in their workspace because there have been past incidents with clients being abusive or violent. Management is concerned about the safety risk to employees.

You are part of a meeting that has been called to discuss and resolve this problem.

Scenario 6:

Your agency is very concerned about the retention of qualified staff. As part of the agency's retention efforts, a team has been formed to create a career development program for OCSE staff.

You are a member of the team and this is the team's first meeting.

(Participant Guide 6-10)

TRAINING NOTES

What you need to say/do

MODULE 6 KEY POINTS

1. Show slide 6-4, **Module 6 Key Points**. Review the key points of the module.
 - People who under-participate, over-participate, or are aggressive or hostile present special challenges.
 - Facilitators must think and act quickly to defuse these behaviors so that the group is not negatively impacted.
 - The goal is to reduce or eliminate the behavior without affecting the person's willingness to contribute in the future.

EXERCISE: REFLECTION

1. Refer participants to page 6-12 in their Participant Guides. Ask them to reflect on what they have learned about managing challenging behaviors and answer the questions.
 2. Allow 5 to 7 minutes for them to complete the exercise.
 3. Have several volunteers share how they will prepare themselves to handle the challenging behavior that concerns them the most.
 4. Close the module and transition to Module 7, Facilitating Problem-Solving and Decision-Making.
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What you need to know

1. The Reflection exercise takes approximately 10 minutes total.
2. Make Post-It notes available for marking pages.

MODULE 6 KEY POINTS



MODULE 6 KEY POINTS

- Under-participation, over-participation, or hostile or aggressive behaviors present special challenges
- Defuse these behaviors by thinking and acting quickly
- The goal is to reduce or eliminate the behaviors without affecting the person's willingness to contribute in the future

6-4

(Participant Guide 6-11)

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