

CONFLICT CYCLE PARADIGM

Teacher/Student Power Struggles and the Self-Fulfilling
Prophecy

LEARNING OBJECTIVES

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- Understand the Stages of the Conflict Cycle



- Understand Our Role in the Conflict Cycle

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Re-EDUCATION PRINCIPLES

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- Trust between a child and adult is essential, the foundation on which all other principles rest, the glue that holds teaching and learning together, the beginning point for Re-Education.
- Self-control can be taught and children and adolescents helped to manage their behavior without the development of psychodynamic insight; and symptoms can and should be controlled by direct address, not necessarily by uncovering therapy.
- Feelings should be nurtured, shared spontaneously, controlled when necessary, expressed when too long repressed, and explored with the trusted others.

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STAGE THREE: ACTIVE RESISTANCE

4 "I'll Make You Give Up, I'll Show You My Worst! Nobody's Going To Help Me!"

Typical Behaviors

- ❑ Creates Conflict Cycles
- ❑ Personal Attacks
- ❑ Overtly or Passively Aggressive
- ❑ Projects Blame

Helping Behaviors

- ❑ Avoid Power Struggles
- ❑ I Messages
- ❑ Decode Behaviors
- ❑ Use Effective Behavior Modification Strategies
- ❑ Teach Personal Responsibility

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CONFLICT

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- ❑ A mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands
Merriam-Webster.Com

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CRISIS

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1. a stage in a sequence of events at which the trend of all future events, esp. for better or for worse, is determined; **turning point**.
2. a condition of instability or danger, as in social, economic, political, or international affairs, leading to a **decisive change**.
3. a **dramatic emotional or circumstantial upheaval** in a person's life.

Dictionary.com

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THREE OUTCOMES OF A CRISIS

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Crisis

Staff-Student Relationship is Improved

Staff-Student Relationship is Unchanged

Staff-Student Relationship is Damaged

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MIRROR, MIRROR—NEURONS “NEURAL WI-FI”

FRONTAL LOBE

PARIENTAL LOBE

TEMPORAL LOBE

OCCIPITAL LOBE

Cause & Effect, Logic are “High Road” aspects of social interaction

The frontal lobe does not fully develop until the mid-twenties

Fight, Flight, or Freeze and Mirroring are “Low Road” aspects of social interaction

(2006). Goleman, Daniel. Social Intelligence: The New Science of Social Relationships.

Student's Self Concept & Irrational Beliefs

Stressful Incident

Student's Thoughts

Student's Feelings

Student's Observable Behavior

Adult/Peer Reactions

Courtesy of WA Re-Education Association

Nicholas J. Long Ph.D.

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STAGE 1: STUDENT'S SELF CONCEPT

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Formed by repetitive interactions of significant adults and peers in his life who give him on-going feedback about his behavior and character.

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IRRATIONAL BELIEFS

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Beliefs about self

Beliefs about world and people

Characteristic way of thinking, feeling, behaving in new situations

Rational psychotherapy and individual psychology, Albert Ellis

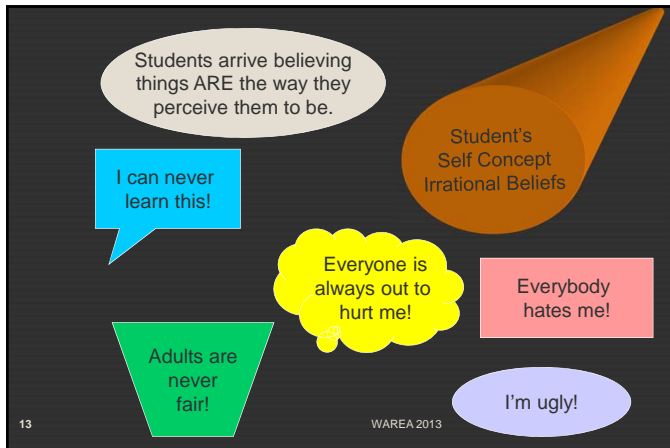
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ADVANTAGES OF IRRATIONAL BELIEFS

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- Provide troubled students with a sense of security and control bringing psychological order to an unstable and chaotic world making it predictable and manageable.
- They know in advance what will happen to them in new relationships.
- Protect them from feeling helplessness and rage.

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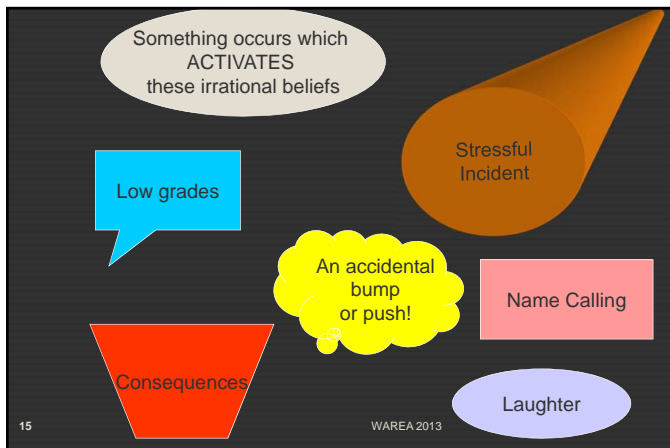
DIRECTORS OF PLAY—YOU'RE THE STAR!

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Self Fulfilling Prophecies are the troubled student's ways of validating irrational beliefs by getting others to act them out.

We are often unaware of the student's covert goal and end up acting out the student's SFP about himself and others.

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STAGE 2: STUDENT STRESS

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Once a student event is thought of as a stressful incident, a natural biological reaction follows:

The body releases a series of hormones into the bloodstream activating the autonomic nervous system which controls the involuntary muscles, alters blood pressure, respiration, and digestive system.

Fight or Flight Response

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STUDENT STRESSORS

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- ❑ Developmental
- ❑ Economic/Physical
- ❑ Psychological
- ❑ Reality

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DEVELOPMENTAL STRESS

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Inherent in the normal developmental stages from birth to death

- ❑ Toilet trained
- ❑ Learning to read
- ❑ Learning to be part of a group

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ECONOMIC/PHYSICAL STRESS

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Felt by millions of families in our society living on the brink of economic disaster.

- ❑ Poor diet
- ❑ Lack of sleep
- ❑ Lack of opportunity to participate in social and school related activities

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PSYCHOLOGICAL STRESS

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Result of an unconscious or deliberate attempt by parents, individuals, groups, and institutions to destroy the self-esteem of a student.

- ❑ Fails an exam
- ❑ Racially depreciated
- ❑ Deliberately scapegoated or rejected by peers

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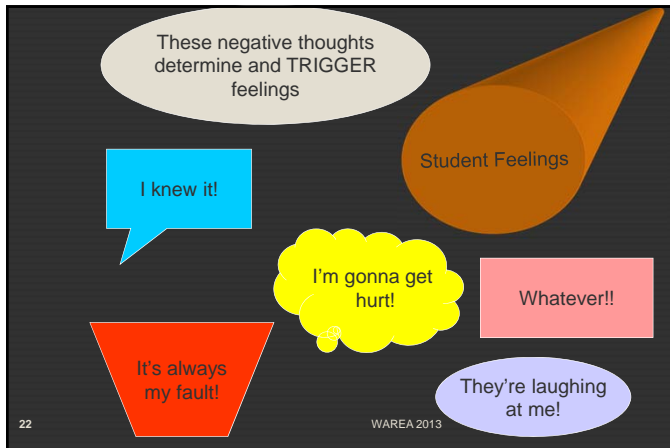
REALITY STRESS

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Unexpected frustrating events that occur in everyone's life.

- ❑ Lends algebra book to friend who forgot to bring it back the next day.
- ❑ Couldn't get locker open and is late for class.

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STAGE 3: FEELINGS

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"You feel..... the way you think."

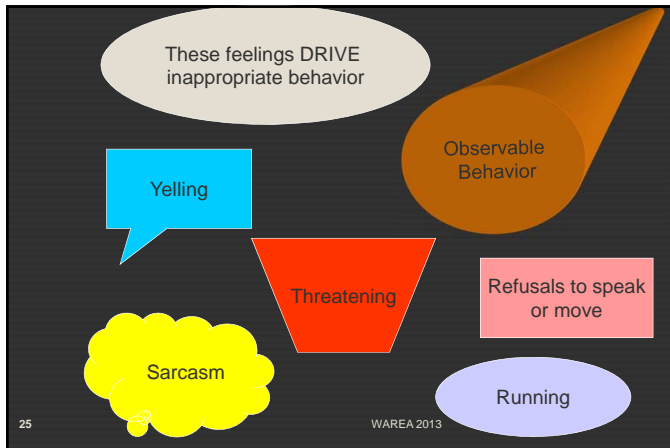
David D. Burns, Cognitive Therapist

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3 Ways of Expressing Feelings

Act Them Out	Deny or Defend	Accept and Own
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STAGE 4: OBSERVABLE BEHAVIOR

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Inappropriate behavior can be analyzed in 4 categories:

1. Difficulty with staff
2. Difficulty with peers
3. Difficulty with learning
4. Difficulty with school rules

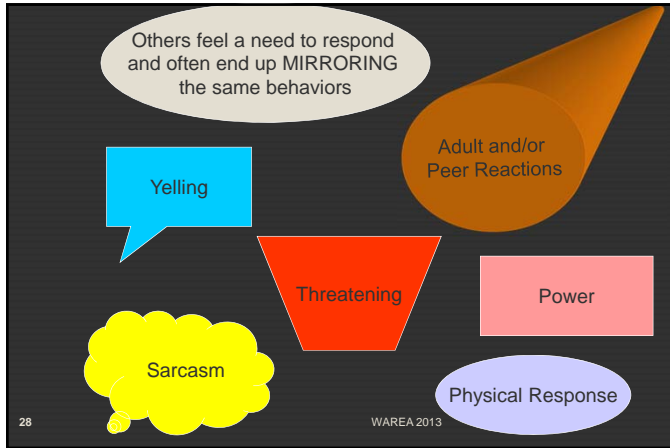
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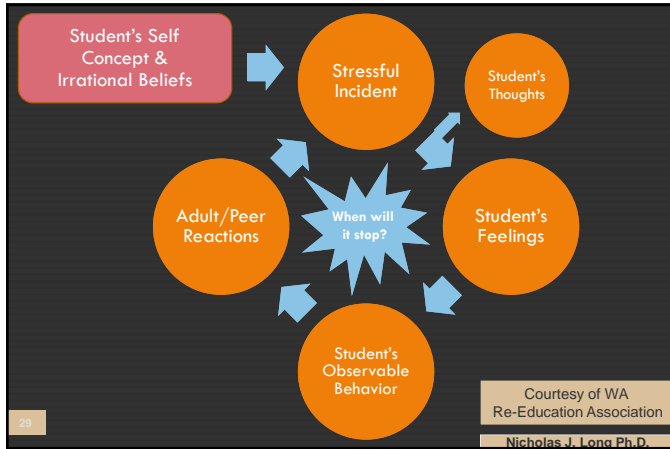
STAGE 5: TEACHER/PEER REACTIONS

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- ❏ Counter-aggressive Ways
- ❏ Counter-Indulgent Ways
- ❏ Rigid and Unrealistic Staff Expectations
- ❏ Caught in a Bad Mood
- ❏ Prejudging a Student in Crisis
- ❏ You Messages

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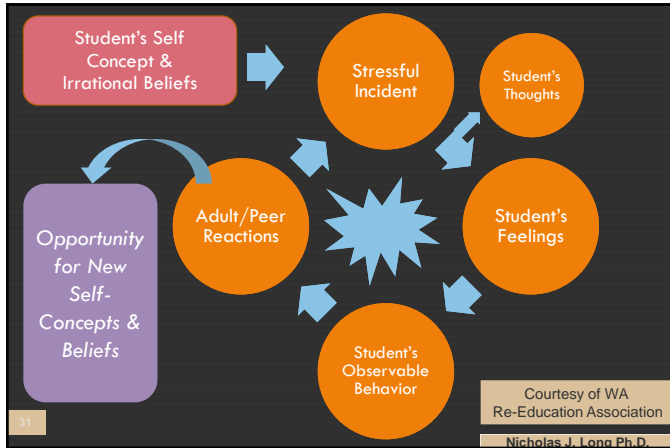




“We can help children by understanding that the problems children cause are not always the *causes of their problems*”

Nick Long, *Conflict in the Classroom*, 1996

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ADDITIONAL RESOURCES

- Nova Special on Mirror Neurons:
 - <http://www.pbs.org/wgbh/nova/body/mirror-neurons.html>
- Link to Conflict Cycle Paradigm on website:
- Life Space Crisis Intervention Institute
 - www.lsci.com
- Washington Re-Education Association :www.warea.org
