

Defiant

Concern

Antagonizing, defiant behavior, characterized by opposing authority, blaming others for mistakes, refusing to participate.

Description

A certain amount of defiance is a normal part of adolescence, but a pattern of defying adults, especially when tied to blaming others for mistakes and trying to turn people against each other, is a serious problem that must be addressed.

Some defiant students simply haven't been exposed to positive discipline. They learn by experimenting, and may consider every instruction from an adult a test of who is in control. Others may be carrying deep anger about another underlying issue like abuse. They may feel powerless in the abusive situation and transfer their anger and need to assert control to a safer environment, school. Still others have a related disorder, like ADHD or depression, that needs to be addressed for the behavior to change.

A good plan for these students is often to help them gain more control in their lives. Use personal exploration time to encourage these students to find what they think is the underlying reason to their defiant behavior. Help them recognize that they can't always control outside forces, but they can always control their response. Combine concentrated skill training in impulse control with training in anger management techniques. It can also be useful to help these students identify a passion - like sports, making music, art - or service learning opportunities into which they can channel some of their potentially destructive energy. Ripple Effects for Staff has more concrete advice for engaging these students.

A small number of defiant students may actually have a conduct disorder that would require their placement in a special learning situation. The software may not be effective with these students.

Goals of intervention - students will:

- Understand their preferred learning style
- Identify, celebrate and enhance their strengths
- Set a goal that begins to fulfill their promise
- Master specific skills for controlling the particular behavior that is getting them in trouble, such as talking back or fighting
- Begin to take responsibility for their action
- Make apologies if necessary
- Understand the possible role of family struggles in their behavior
- Understand the possible role of depression or ADHD in their behavior

A suggested scope and sequence - Teens

Strengthening self

Strengths
Weaknesses
Passions
Learning style
Sports and exercise type
Goals
Brain
Self-efficacy
Curiosity

Impulse control

Fighting
Lying
Rebellion
Conflict - with teacher
Talking back
Controlling impulses
Cause and effect
Empathy
Empathy
Understanding feelings
Perspective taking

Managing feelings

Managing feelings
Anger
Frustration
Sadness
Depression
Self-talk
Calming down
Mindfulness

Community skills

Respectful to authority
Making apologies
Values - social
Restitution

Learning challenges

Learning disability
ADHD
Dyslexia

Personal issues

Depression
Alcoholic parent
Addicted parent
Drugs
Child abuse
Jealousy
Neglected

A suggested scope and sequence - Kids

Strengthening self

Strengths
Learning style
Goals
Brain

Empathy

Empathy
Understanding feelings
Point of view

Community skills

Respect
Apologies

Learning challenges

Learning problems
ADHD
Dyslexia

Personal issues

Parents' Substance Use
Drugs
Domestic violence
Jealous
Beaten

Impulse control

Authority - defying
Fighting
Lying
Talking back
Teacher problems
Impulse control
Consequences
Problem - naming

Managing feelings

Managing feelings
Calming down
Self-awareness
Defiance
Sad
Frustrated
Angry