

## ***You Can't Make Me!***

### **Paradigm Shifts and Unusual Techniques for Managing Resistance**

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## **Paradigms**

- \* **Pattern or model for interpreting information.**
- \* **Set or rules or regulations for making sense out of the environment**
- \* **Information that agrees is easily recognized and accepted.**
- \* **Information that disagrees is more difficult to recognize**

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## **Paradigms and Resistance**

- \* **The dominant paradigm is that resistance originates from the child and that to reduce resistance the child must behave differently.**
- \* **Solutions are then sought that conform to this paradigm.**
- \* **This approach is antithetical to managing resistance.**

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**Oppositional Defiant Disorder**

- 1. Loses temper
- 2. Argues with adults
- 3. Actively defies or refuses to comply with adults' requests or rules
- 4. Deliberately annoys other people
- 5. Blames others for his or her mistakes or misbehavior
- 6. Touchy or easily annoyed by others
- 7. Angry and resentful
- 8. Spiteful or vindictive

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**Paradigm Paralysis:**

**A Disorder of Terminal  
Certainty**

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**Radical Stance**

**Resistance originates solely  
from your behavior!**

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**Radical Stance**

**Resistance results from the interaction between two or more persons' behaviors.**

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**Building Compliance  
Momentum**

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**Rapport: The Opposite  
of Resistance**

***Altering your behavior so that it becomes easier to lead a child in the direction of a desired outcome***

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## Embed Instructions

**Describe a child's current behavior and link it to a description of the desired behavior**

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*"Mary, as you're shuffling papers open your math book to page 15 and talk to Suzie."*

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## Behavioral Momentum

**\* Identify 2 or 3 behaviors a student likes to do.**

**\* Instruct the student to perform the 2 desirable behaviors before asking him to do the undesirable behavior.**

*"Nancy, please help me tack pictures on the bulletin board."*

*"I'd also like you to sharpen these pencils."*

*"Please sit down and write out the spelling words."*

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## Catch Students

### Being Good

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CATCHING STUDENTS BEING GOOD!					
Place a tally mark every time you catch a student being good and provide reinforcement.					
Student's Name	Mon	Tues	Wed	Thurs	Fri.
Jane Adams					
Ralph Benton					
Miguel Caesar					
Jody Davenport					
Casey Engle					
Nancy Fairbanks					
Britney Grimmel					
Anne Harrison					
Stephanie Innis					
Robert Jackson					
Suzie Klein					
Heather Long					
Charlie Mathews					

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**“Sure I Will” Program**

- \* Individual student or teams of students are formed
- \* Write “secret” number on paper
- \* Write team names on board (if individual, make her own folder)
- \* Tally mark placed by team or individual every time compliance phrase is said
- \* Randomly praise students
- \* Announce secrete number at end of day
- \* If criterion reached, open “mystery motivator” and reward is distributed

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**Set Up a Small Change in Behavior**

- \* Children are more likely to make a small, rather than a large, change in their behavior.
- \* Small changes in behavior set in motion larger changes.

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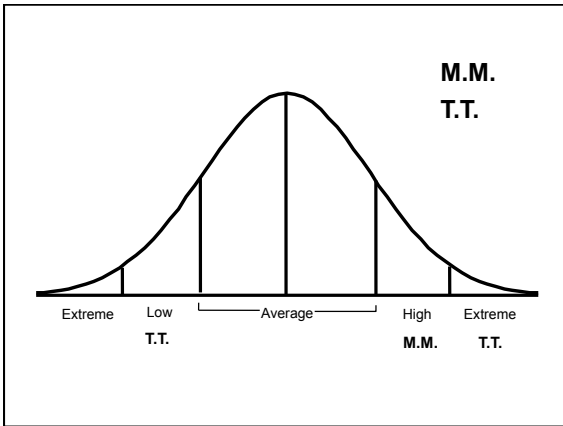
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Name \_\_\_\_\_ Date \_\_\_\_\_

Assignment #3

73  
x9  
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**Join a Child in His or Her Frame of Reference**

- \* No two people are alike, and no two people understand the same sentence the same way.
- \* In dealing with children we must try not to fit them into our concept of what they should be.
- \* Instead, we should try to discover what their concept of themselves is.

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**One-Down Children**

**\*Place the child in the power position.**

**\*Acknowledge defeat.**

**\*“I can’ t make you!”**

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**Accepting resistance is analogous to trying to change the course of a river: If you oppose the river by trying to block it, it will go over and around. However, if you accept the force of the river and divert it in a new direction, the force of the river will cut a new channel.**

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**Adopt New Patterns of Behavior**

**\* We have much more knowledge than we let ourselves know.**

**\* Be comprehensive and unrestricting with your behavior.**

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