WHAT JUST HAPPENED TO ME?!?

Have you ever had the feeling that you’ve just been had?

Reflect on a time when you were manipulated by a student

SO HOW DID IT FEEL TO BE HAD?

You feel controlled, forced, or tricked
You realize you were “conned”
Embarrassed; diminished
If others watched, you may retaliate
Trust issues
You are “on edge” with the person
WHY WE GET MANIPULATED

A manipulator's work is not obvious
Manipulators seem hurting, caring, defending
We have weaknesses and insecurities to exploit
We hate to think of ourselves as callous, insensitive, harsh, judging
We sometimes just want to end the public battle

I GOT MY WAY!

Have you ever realized that you just got your way, and you hope they don’t realize how you did it?

How did you do it?
AND IF YOU MANIPULATE...

You feel the guardedness of others
You increasingly rely on manipulation
Lying, conniving and storytelling become you
You get anger, resentment, revenge seeking
Increased stress and anxiety as your con becomes more complex

BY THE BOOK...

Merriam-Webster: a : to manage or utilize skillfully b : to control or play upon by artful, unfair, or insidious means especially to one's own advantage

Wikipedia: The devious management of some situation, especially for one's own advantage.

Lance Armstrong: a set of behaviors to get what you want from others even when they are not willing initially to give it to you
TAKING YOUR “M TEMP”: HAVE YOU EVER...

Played helpless/victim/martyr?
Used temper tantrums?
Used guilt tactics?
Been overly charming?
Buttered someone up?
Stirred up conflicts to distract from your efforts?

A LITTLE OR A LOT? USING M/BEING M

We’ve all used manipulative tactics on occasion

When it becomes your primary tool

A person who *habitually* perceives, relates to and interacts with others in manipulative ways
REFUSING TO BE MANIPULATED

As adults, in relationships, we are taking care of ourselves.
In schools we have a professional responsibility to teach kids who manipulate, to teach curriculum and the hidden curriculum.
Effective communication skills are essential for satisfying relationships.

PERSONAL WORKSHEET

1. Identify a student who manipulates you and others. Briefly describe the issues.
2. What verbal and non-verbal behaviors does the student use?
3. How am I feeling about this? Do I need to manage my emotions?
4. What attitudes and behaviors am I using that do not work?
5. Identify 3 new attitudes and/or behaviors that I plan to implement.
6. What personal behavior change strategies will I use?
LEARNING HOW TO MANIPULATE

Many do it, some do it all the time

PARENT–CHILD RELATIONSHIP ISSUES

Temperament and management
Interruption supervision
The “Terrible Twos”
Oppositional and coercive behavior patterns may take root
The beginnings of bullying often start here
UNRESOLVED EMOTIONAL EVENTS

- Attachment Disorder
  - Positive attachment:
    - Adult takes care of the needs
    - Trust develops
    - Child develops willingness to listen and respond
    - Ability to bond is secure
  - Inadequate attachment:
    - You cannot trust anyone
    - You must rely on yourself
    - You distance yourself from relationships

MANIPULATION SOURCES

Communication skills learned in the family
Anger
Grief and loss
Bullying basics
Social influence/power with peers
It's worked
Manipulative Students presented by Mike Paget

At the end of the day, manipulative behavior is really about having control over events, situations, and other people. To control and get what you want when you want it... However, this supposed control comes at the cost of damaging relationships and feeling increasingly anxious and separate.
The Circle of Courage is a model of positive youth development first described in the book “Reclaiming Youth at Risk”, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern.
BELONGING

A sense of community, loving others, and being
MASTERY

Competence in many areas – cognitive, physical, social, and spiritual. Having self-control, responsibility, striving to achieve personal goals rather than superiority

INDEPENDENCE
INDEPENDENCE

Making one's own decisions and being responsible for failure or success, setting one's own goals, disciplining oneself.
GENEROSITY

Looking forward to being able to contribute to others, being able to give cherished things to others

MANIPULATION TACTICS
MANIPULATION RESISTANCE
MT: THE SHAPES, SIZES, AND SUBTLETIES OF MANIPULATIVE TACTICS

- Overt
- Covert
- Subversive
- Backdoor

In a crowd
One on one
Verbal
Non-verbal

MR: THE BASICS OF MANIPULATION RESISTANCE

- Emotional centering
- Time buffers
- Privacy
- Skill building
- Relationship building
- Appreciation
- Calming
- Zen
MT: HARVESTING YOUR EMOTIONAL GARDEN

- Guilt
- Sympathy
- Regret
- Embarrassment

MR: RESISTING EMOTIONAL MANIPULATION

- Focus on the content of what is being asked or said
- Ask clarifying questions if needed
- Sit quietly for a few seconds before responding
- If you are “emotionally clear”, respond directly and briefly, without trying to convince
- If you are not emotionally clear, set a follow up time
MT: PRESSURE FROM “THEY”

- The student implores you to do something because “everyone agrees”
- Examples:
  - “None of the other teachers…”
  - "We were wondering if you..."
  - "They said you..."
  - "She thought you..."
  - "Everyone thinks you..."

MR: HOW TO DEAL WITH “THEY”:

- Ask who is "we", "they", or "someone"
- Assure the student that you are interested in his/her own point of view.
- Thank the student for letting you know how they feel
“I’m not surprised you won’t change. Everyone said you are pretty stubborn”

“Yes, I guess some might say that I have clear thoughts…I’m glad you felt comfortable to speak honestly with me”
MT: TAKING YOU ON A GUILT TRIP

You succumb to the guilt trip because you feel you HAVE to, not because you WANT to! The manipulative student may make you feel guilty about doing or not doing something. You are susceptible because you are considerate.

Examples:
“‘That’s OK, I probably won’t pass this course....’"

“‘What they say about teachers just wanting that pay check must be true...’"

“‘I thought you were more concerned about students than that...’"

MR: RESISTING THE “GUILTY CHARGE”

› Stay calm, focus on the content of the request or demand
› Ask if they want you to do something because you have to or because you want to
› Avoiding feeling guilty can be especially difficult
› You may need to create a time-buffer – “This is important. Let me get back with you this afternoon.”
MT: CONFRONTATIONAL STATEMENTS

Confrontational statements are used to put you on the defensive. If you play the manipulator's game, you will end up in an argument or power struggle before you know it!

Examples:
"Why do you always..."
"Do you expect me to..."
"I can't believe you would..."
"I thought we agreed..."

MR: DON'T TAKE THE CONFRONTATIONAL BAIT

Don't reply defensively and avoid saying "I'm sorry but..."

You can choose not to fight by using one of the following replies:
"I'll have to think about that"
"You seem upset"
"We'll talk later when you aren't so upset."
"We don't always have to agree."
"You're right" (and drop the subject)
MT: The “programmed response” question

- The student asks a question and you think you are given a choice, but the answer has already been decided by the manipulator.
- The question shouldn't be the bargaining options; you did not plan to bargain.
- After such a question, there is a pregnant pause.
- Since you are programmed to respond to a conversational pause, you jump in and do whatever the manipulator wants you to do.
- Examples:
  - “I could do five of the ten questions; that would show what I know.”
  - “Since you are always so fair, I know you will let me skip this assignment.”
  - “Don’t you think that...?”
  - “Aren’t you happy that...”

MR: Your escape clause

- Avoid jumping in too quickly – use a time buffer.
- Be prepared to use one of those replies:
  - “I'll let you know“
  - “I'll have to think about that“
  - “No, I don’t want to“
  - “I disagree“
  - “Sorry, I am not interested"
MT: LIES – COMPULSIVE LIARS WHO LIE TO MANIPULATE YOU

- The person is adding unnecessary details to an explanation.
- When you ask for an explanation or a clarification, the person stops and thinks, even though he/she should know the answer right away.
- The person Pretends not to know something that he/she obviously knows.
- The person may be laughing nervously.
- The person is not looking at you while speaking, or is looking at you too insistently.
- The person may change the topic of the conversation.
- You feel something is wrong and your body is reacting. Maybe your eyes are squinting and your head is tilted.

MR: HANDLING LIES

- Avoid getting deeper into the lies:
  - Asking a question to a student who lies invites more lies
  - Fearing loss of control, the liar reacts aggressively to avoid answering
  - He/she may ask questions to focus on you, may accuse you, may be evasive: "Oh well that all depends..." "I'm not sure...", or may change the subject completely

- Document and confirm all responses
- Avoid asking questions
- Make any agreements on your own time
MT: BUTTERING YOU UP

- Manipulators make you feel good then ask you to do something they want
- Compliment you
- Tell you what a wonderful job you did
- Making you feel good will make it difficult for you to say no
- You wouldn’t want to disappoint them or give them reason to think you didn’t deserve the compliment!

MR: AVOIDING BEING BUTTERED

- Return the compliments
- Use a time buffer
- Focus on the content
- Make a decision having nothing to do with the compliment
- Smile calmly, state your response
The student asks you enough or pushes their agenda enough...constantly repeating the question or request over and over.
You will inevitably give in and give them what they want.

Listen intently
Pause
Give the response that YOU have
Exit
If they continue, calmly state that asking you again isn’t going to change your response
Say “thanks for understanding”
Exit
MT: A QUESTION DISGUISED AS A STATEMENT

- Asking questions causes some students to feel they are losing control; they have to appear “in charge” at all times.
- So they may use a disguised question. Examples:
  - "I am wondering why you..."
  - "Perhaps you could..."
  - "I wish you could..."
  - "I suppose you are going to..."

MR: FORCE THE QUESTION

- Answer questions only, not statements.
- Train your ears to recognize the difference.
- Learn to ask “Yes/No” questions.
- Repeat the last 3 or 4 words of the statement back to the student, helping rephrase it into a question.
- Respond to the question.
MT: SELECTIVE MEMORY

- You have a conversation about a plan and everyone appears to understand
- One day, the manipulative student pretends to remember the conversation completely differently, if at all
- He/she looks confused, causing you to begin to doubt your memory

MR: THANKS FOR THE MEMORIES

- For some issues, write your response while with the student. Explain that it’s your way to help you remember
- You may want to ask the student to make a note about the issue and response, then review together
- Have a witness that you can count on to back you up
MT: BULLYING

- If a person doesn’t get their way, they make you out to look or feel like the bad guy
- Bullying takes many forms:
  - Verbal
  - non-verbal
  - threats, intimidations
  - pressure to respond tactics
  - suggestions of incompetence

MR: BULLY REFUSALS

- Be brief, firm, and direct when you respond
- Try for privacy
- Use a time buffer
- If the tactics continue, shine the light: Tell the student that their bullying tactics are inappropriate and unacceptable
- Exit; do not continue the conversation
MT: POWER STRUGGLES

- Remember your last one?
- Begins with some degree of resistance or challenge
- Argument
- Worse when public
- Tend to “lose your balance”

MR: AVOIDING & ESCAPING POWER STRUGGLES

- Worse
- Interrupting
- Voice tone changes
- Body language fights
- Others are watching
- “Shots across the bow”

- Better
- “5 second rule”
- Slow movements
- Minimal speech
- Reduce the distance
- No convincing
- “I’d like you to have the last word”
MT/MR: VERBAL ESCALATION TACTICS

- Crisis Prevention Institute: www.crisisprevention.com/
- Questioning
- Direct and overt refusal
- Verbal release
- Intimidation
- De-escalation and safety training/8–12 hours
- Answer the question; set limits
- Listen calmly; set limits
- Isolate; listen for clues; follow through
- Document; take seriously

MT: THE "SILENT TREATMENT"

The student will stop talking to you altogether and want to find out how long it will take before you give in
MR: APPRECIATING THE SILENCE

- Say "Let me know when you feel like talking" and nothing else
- Move on to something else
- Smile
- State that sometimes people need time to think things out
- State that you admire the student for being reflective. Being silent may not be manipulative; view it as just a way to deal with a problem.

TEACHING EFFECTIVE COMMUNICATION

Resisting Manipulation
**EFFECTIVE COMMUNICATION SKILLS: BETTER RESULTS PLUS RELATIONSHIPS**

- Students who use manipulation have learned this set of skills
- If they use it, it must be working
- They may not see the unintended results, the “POSSIBLE SIDE EFFECTS”
- Be clear: You are a teacher. You teach communication skills
- Be honest with them about effects of manipulation
- Expect them to use denial; this is uncomfortable
- Avoid anger/blame/guilt

**BUILDING AUTHENTIC COMMUNICATION**

- **Receptive skills**
  - Listening
  - Non-verbal behaviors
  - Verbal behaviors
  - Understanding:
    - Paraphrasing
    - Repeating back
- **Expressive skills**
  - Direct statements
  - Brief and clear: no flooding
  - Check for understanding
  - Reciprocity
Nonverbal Behavior

- 7% Verbal
- 38% Paraverbal
- 55% Non verbal

TEACHING LISTENING

- Face a partner
- For 60 seconds one student talks about something personal and emotional
- The “listener” student uses only non-verbal skills to show good listening
- Review:
  - How did it feel?
  - How did you know?
**NON–VERBAL CHARADES**

- Short scenarios are written on cards
- Students are assigned in pairs
- They pull a card, have 60 seconds to plan their skit, then perform, non-verbally
- Classmates watch and respond
  - “What was the story line?”
  - “How did the characters feel?”

**BACK–TO–BACK ART**

- Two students place their chairs back–to–back
- One student has a simple geometric design on paper
- The second student has a blank paper and pencil
- Student #1 describes the drawing
- Student #2 duplicates the drawing
- Discuss: clear communication
**BLIND WALK**

- Students assigned in pairs
- One is blindfolded
- The second student verbally guides student #1 through a simple obstacle course
- The students reverse roles
- Discuss: How clear was the communication?
- What would have improved a sense of safety?

**BLIND AND SILENT WALK**

- Same exercise, except this time with no talking
- What signals will be used to safely guide the partner?
- Reverse roles
- Discuss:
  - Was this easier or more difficult?
  - How did they work out communication signals?
  - How can this exercise teach us better communication skills?
FIVE WORDS

- Assign students in pairs
- Directions: You will have a conversation about any topic
- Each student is limited to five words at a time
- The students alternate talking
- Discuss: brevity in conversation

MIRRORS

- This activity is about reflecting what you hear
- Two skills are used
  - Repeating
  - Paraphrasing
- Each student will explain something
- The listening student then uses one of the skills
- Discuss:
  - Did the speaker feel understood?
  - Did the speaker improve their communication?
WHEN YOU ARE SUSCEPTIBLE: THE ONE ACT PLAY

- Useful when someone so totally “has your number”
- Create a short scenario in your mind
- Take the role of a character who “performs” differently
- This is a bit of a cognitive behavioral approach

MANIPULATION INOCULATION

- Build relationships; find “likability common ground”
- Avoid “tattling” to your peers
- Emotional self-management
- Attitudinal Therapy
- Waging Influence
- Verbal v. Non-verbal communication issues
- Adopt a Rational style instead of the “fight or flight” approach
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Diimmelr,

“You treated me like a son, and I needed that, cause I never was with a family...

“It’s because of you that made me want to be someone in life...No matter how bad things go, I am going to be someone...
“And I’m really going to miss you, ‘cause I won’t be able to see you happy and talking to me about getting a job...

“And I want to say thanks for everything, but most of all thanks for staying in court with me all day...
“I want you to keep trying to help those kids no matter what... Put your heart into it as you did for me..."

“Cause you have always been there for me when no one else was..."
“And that’s why I love you so much... You never give up. And you keep trying no matter what...”

BOOKS BY MIKE PAGET, M.ED.
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Manipulative Students:
How to Respond to Destructive “Games” Young People Play

Developmental Resources Webinar

References and Resources

References


Resources


