

202-5 Interviewing Adolescents Exhibiting Oppositional/Defiant Behaviors

OVERHEADS

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- #2 AGENDA**
- #3 POSSIBLE CAUSES OF OPPOSITIONAL/DEFIANT BEHAVIORS**
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- #5A SETTING THE AGENDA**
- #5B DEFINING ROLES IN DEVELOPING RAPPORT**
- #6 PASSISIVE RESISTANCE**
- #7 DEPRESSION**
- #8 DE-ESCALATION CHECKLIST**
- #9 ODD STRATEGIES CHECKLIST**
- #10 ACTION PLAN**

INTERVIEWING ADOLESCENTS EXHIBITING OPPOSITIONAL DEFIANT BEHAVIOR LEARNING OBJECTIVES

- **Identify possible causes of oppositional and defiant behaviors in the interviewing process.**
- **Clearly articulate the worker's role to the adolescent they are working with.**
- **Concisely plan and implement sequenced topics to be covered in the interview process.**
- **Implement interview strategies to move the adolescent beyond oppositional/defiant behavior to a more cooperative stance.**

**INTERVIEWING ADOLESCENTS EXHIBITING
OPPOSITIONAL DEFIANT BEHAVIORS**

AGENDA

INTRODUCTION AND EXPECTATIONS

**CAUSES OF OPPOSITIONAL BEHAVIOR DURING THE
INTERVIEWING PROCESS**

FOUNDATION SKILLS

SETTING THE AGENDA AND DEFINING THE ROLES

TECHNIQUES FOR PASSIVE RESISTANT BEHAVIORS

RECOGNIZING DEPRESSIVE SYMPTOMS

TECHNIQUES FOR ANGER DE-ESCALATION

TECHNIQUES FOR OPPOSITIONAL DEFIANT BEHAVIOR

REFLECTION GROUPS

WRAP-UP AND EVALUATION

CAUSES OF OPPOSITIONAL/DEFIANT BEHAVIORS

- 1. DEVELOPMENTAL**
AUTONOMY AND LOYALTY ISSUES
- 2. FEAR**
UNKNOWN
INEXPERIENCE
PAST HISTORY OF POWER ISSUES
- 3. CULTURAL MISUNDERSTANDINGS**
VALUES AND BELIEFS DIFFERENCES
LANGUAGE BARRIERS
NON-VERBALS
- 4. PASSIVE RESISTANT PATTERNS**
MANIPULATION
POWER
ANXIETY
ANGER
DEPRESSION
- 5. OPEN DEFIANCE**
FOUL LANGUAGE
ANGER OUTBURSTS
DEFIANCE
VICTIMIZATION TRIANGLE

FOUNDATION SKILLS CHECKLIST

___ NON-VERBALS FOR SYNCHRONIZATION

___ REFLECTIVE LISTENING AND
PARAPHRASING

___ CLARIFICATION

___ QUESTIONING

___ CONFRONTATION

___ SILENCE

___ AVOIDING VICTIMIZATION TRIANGLE

SETTING THE AGENDA

1. **DEFINING PURPOSE**
2. **SETTING GROUND RULES**
3. **CHOOSING THE SETTING**
4. **CHOOSING THE TOPICS WISELY**

DEFINING ROLES IN DEVELOPING RAPPOR

CLEARLY DEFINING ROLE OF
WORKER

CLEARLY DEFINING THE
ADOLESCENT'S ROLE

SETTING LIMITS AND
BOUNDARIES

DISPELLING THE "WHAT IFS"

PASSIVE RESISTANCE

- ___ MIRROR BODY LANGUAGE, SYNCHRONIZE,
LEAD

- ___ MOVE FROM CLOSED-ENDED QUESTIONS TO
OPEN-ENDED QUESTIONS

- ___ USE EITHER/OR, SCALES FROM ONE TO TEN,
WORST/LEAST

- ___ LOOK FOR NON-VERBAL MESSAGES TO JUDGE
PROGRESS

- ___ USE "GIMMICKS" TO AVOID EYE CONTACT

- ___ MOVE FROM ONE AREA OF QUESTIONING
(SCHOOL, HOME, FRIENDS) IF POSSIBLE

- ___ SOLICIT HELP

- ___ USE SELECTIVE SARCASM

DEPRESSION

ASSESSING NON-VERBALS

MOVEMENT

OVERALL ENERGY LEVEL

FACIAL EXPRESSIONS

ASSESSING VERBALS

INTONATION

RATE OF SPEECH

RESPONSE RATE

PROCESSING DIFFICULTIES

CONCENTRATION

ASSESSING EXTERNALS

LIFE CIRCUMSTANCES

PAST HISTORY

DE-ESCALATION CHECKLIST



___ CALM TONE OF VOICE

___ EMPOWERMENT

___ ALLOW SOME VERBAL RELEASE

___ USE OF PARADOX

___ USE OF EITHER/OR AND WHEN/THEN
STATEMENTS

___ CALMING TECHNIQUES FOR SELF

___ AVOIDING THE MANIPULATION BAIT

___ WHEN AND WHERE TO INTERVENE

ODD STRATEGIES CHECKLIST

___ EMPOWERMENT

___ CHOICES WITHIN THE OUTSIDE
STRUCTURE

___ BACK DOOR PRAISE

___ STRENGTH-BASED APPROACH

___ COLORING

___ USE OF WIDGETS

___ MUSIC

___ PARADOX

___ ACE CARD PROCESS

ACTION PLAN

1. How will you use the strategies to respond to passive resistant behaviors exhibited by adolescents that you interview?
2. What are some signs of possible depressive symptoms that you will look for in teens exhibiting oppositional/defiant behaviors?
3. What are the signs of anger escalation that a teen might exhibit while interviewing him/her and what techniques will you utilize to de-escalate the situation?