



## Goal Setting: Avoiding Power Struggles

Now that you have identified some of your personal triggers that might result in getting into a power struggle with a student, you can develop a goal for how to prevent them from happening.

**Goal:** When a student  (identify the specific behavior that triggers a response from you), I will employ the following tactics to try to avoid an ensuing power struggle from occurring: (Refer to [Dodging the Power-Struggle Trap](#) article.)

Disengaging	Interrupting	Deescalating

Simple Data <sup>[1]</sup>	
What happened to cause the power struggle?	What was I feeling and how did I respond?
How did that student respond?	How did the rest of the class respond?
Notes:	

Did I meet my goal?	Yes	No
If YES, what went well?		If NO, what were the challenges?

How will I meet the goal next time?



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### <sup>(1)</sup> Using Simple Data

After a power struggle occurs or after a situation that could have resulted in a power struggle occurs, note down the answers to the questions in the Simple Data section. There is space for additional notes, as well. Do this as quickly as you can after the incident without it causing more disruption to instruction. Then, review the incident as objectively as possible and determine if you met your goal.

#### ***If you met your goal***

*Give yourself some behavior-specific praise! Keep it up. Maybe even change your goal to identify triggers for your students and help them plan for difficult situations that might lead to power struggles.*

#### ***If you did not meet your goal***

*Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.*

Challenges	Tips from the Field
<p>“ “ <i>I have been able to disengage with one of my students, but not with another.</i></p>	<p>Determine if you are using a strategy to disengage that works for this particular student. This is not a one-size fits-all approach. You may need to alter the strategies you use for different students.</p>
<p>“ “ <i>I feel like I am repeatedly trying to deescalate situations in my classroom with more than one student.</i></p>	<p>Consider your classroom-wide system for behavior management. Ask yourself if you need to revisit your classroom routines and expectations. Consider whether your students know what types of behaviors are acceptable and if you are recognizing students for exhibiting those behaviors.</p>