

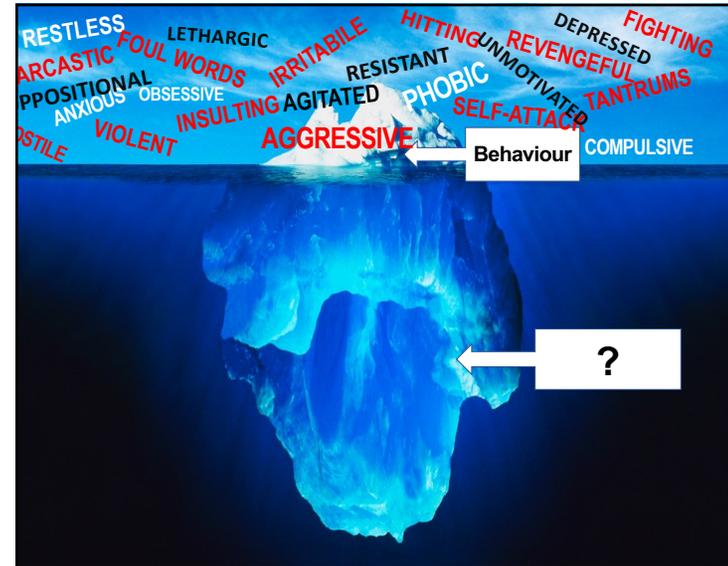
Explosive and Aggressive Behaviours
in Secondary

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November 16th, 2023




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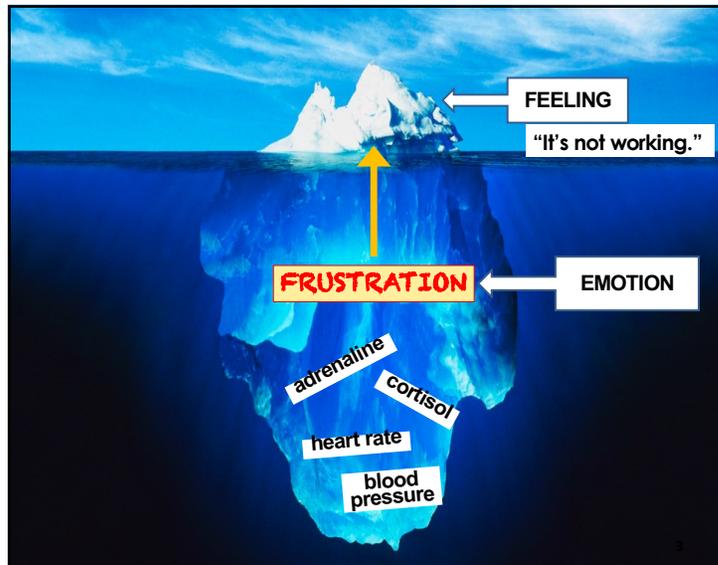


RESTLESS, LETHARGIC, IRRITABLE, HITTING, UNMOTIVATED, DEPRESSED, FIGHTING, ARCASTIC, FOUL WORDS, RESISTANT, REVENGEFUL, TANTRUMS, OPPOSITIONAL, ANXIOUS, OBSESSIVE, INSULTING, AGITATED, PHOBIC, SELF-ATTACK, VIOLENT, AGGRESSIVE, COMPULSIVE

Behaviour

?

2



FEELING
"It's not working."

EMOTION
FRUSTRATION

adrenaline
cortisol
heart rate
blood pressure

3



FRUSTRATION
=
the experience of something not working for you

Frustrations in a child's day

- Time to get up!
- Let's go, we're going to be late!
- Chores, homework
- Sibling interactions
- "No" really means "no"
- Not winning all the time
- Not getting one's way
- Not being the best at everything
- Etc.

aggression
↑
frustration

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ANGER
 VS.
FRUSTRATION

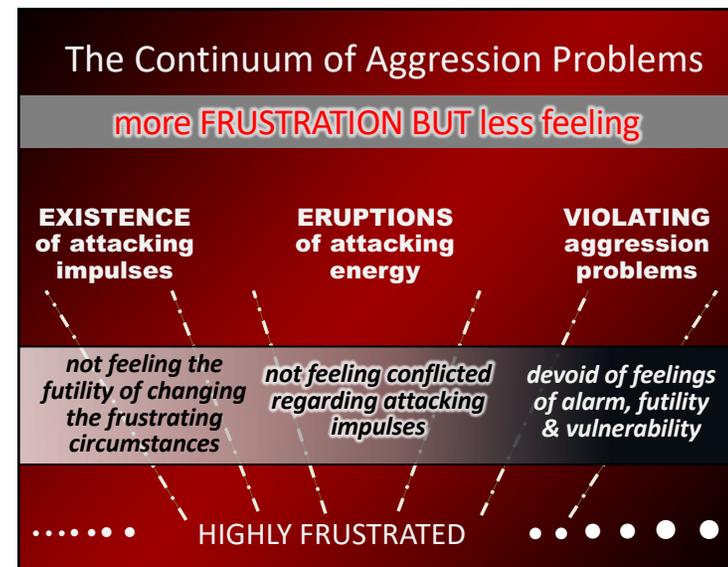
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| ANGER | FRUSTRATION |
|--|--|
| - experienced only by humans | - experienced by all creatures of emotion |
| - evoked by perceived injustice | - evoked by something not working |
| - involves cerebral cortex and consciousness | - root emotion that can exist without being felt |
| - triggers impulses to seek justice (eg, get even, exact revenge, seek an apology) | - triggers impulses to attack |

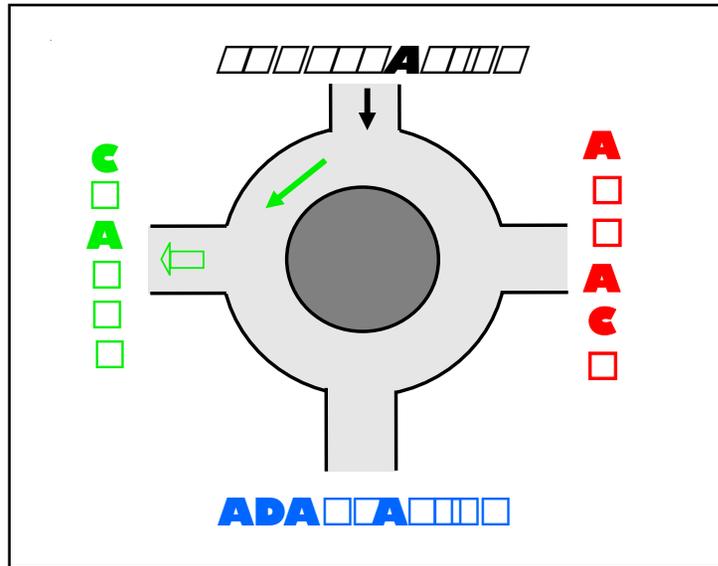
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AGGRESSION
 ≠
VIOLENCE

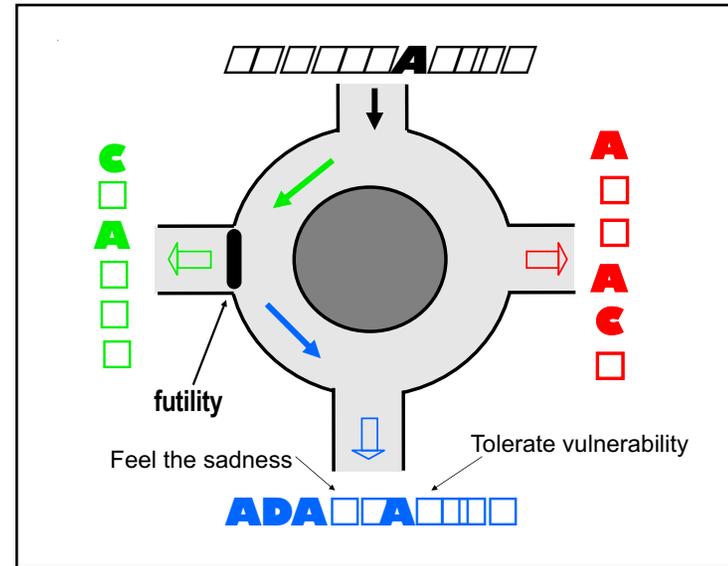
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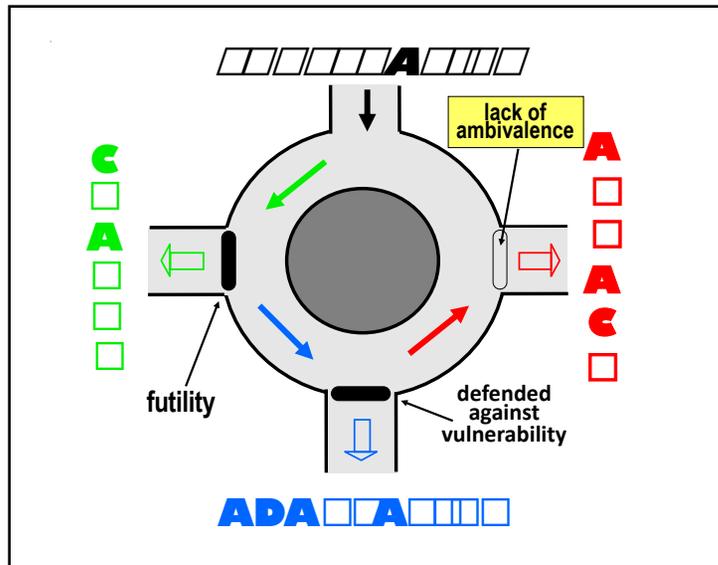
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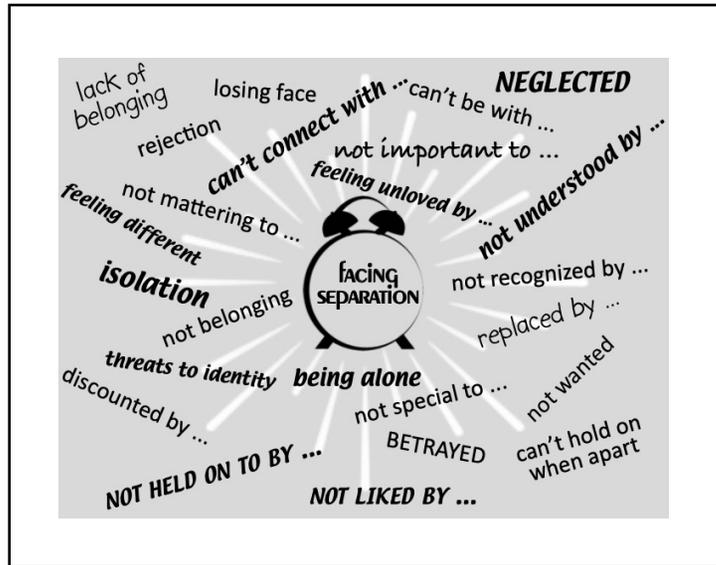


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Some children experience **more frustration....**

- Separation and divorce/ being kicked out
- Foster home/ being removed from family
- Being apart from caregivers:
 - hospitalization
 - work
 - travel
 - caregiver in prison
 - other life events.

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FRUSTRATION INVENTORY

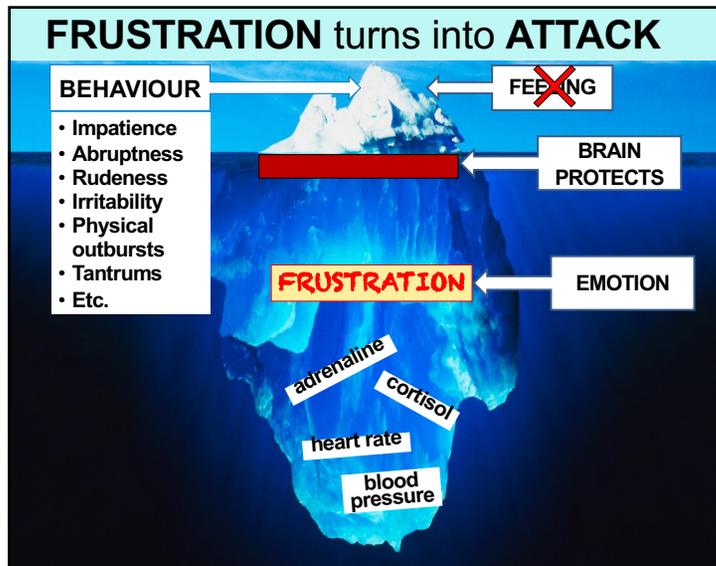
List all the frustrations your student could have that morning prior to coming to the classroom.

What frustrations are added in the classroom?

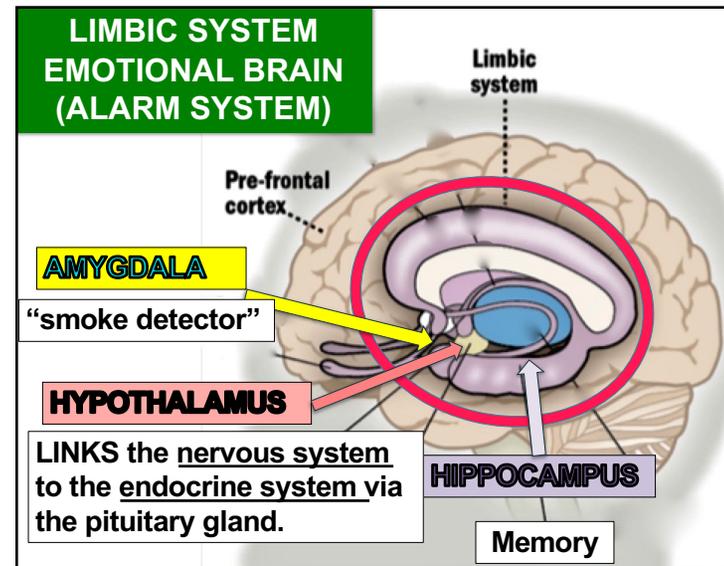
What frustrations are added in a learning situation?

What Attachment frustrations are present, or have been present, in this student's life?

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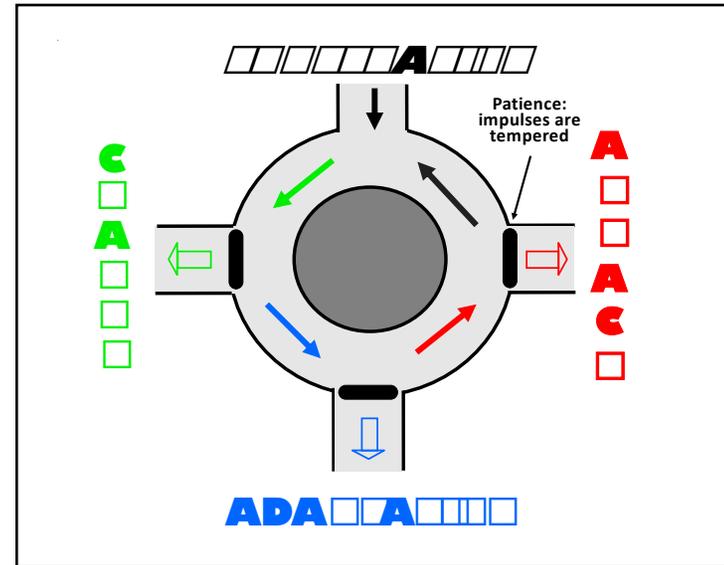


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Understanding the true NATURE of Emotions

1. Emotions happen to us as opposed to being a choice or being under our control:
 - ✓ They are meant to move us in ways that would serve us. E.g. frustration drives us to persist and not give up.
 - ✓ Although seemingly irrational, the brain has its reasons.
2. Achieving emotional health and maturity relies on the following:
 - ✓ Emotions need to be EXPRESSED to preserve healthy functioning and well-being.
 - ✓ Emotions have a job to fulfill and need to be FELT in order to realize their designed destiny.
 - ✓ The capacity for self-control and consideration must be nurtured, as opposed to a set of skills to be taught.

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| | | |
|----------------------------------|--------------|--|
| <i>frustrated</i> | & | <i>alarmed</i> |
| <i>inclined to attack</i> | & | <i>inclined to attach</i> |
| <i>driven by impulses</i> | & | <i>concerned about consequences</i> |
| <i>violent urges</i> | & | <i>nonviolent intentions</i> |
| <i>impulse to hurt</i> | & | <i>not wanting to harm</i> |

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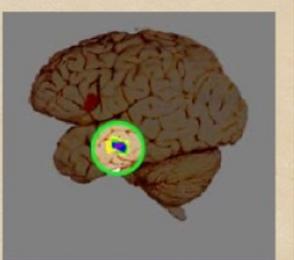
| | | |
|---|--|---|
| <p>to ATTACH</p> <ul style="list-style-type: none"> to keep close to take care of to care for to protect from hurt to be loyal to to not push away to avoid upsetting to not disappoint to measure up feelings of affection | | <p>to ATTACK</p> <ul style="list-style-type: none"> to strike or bite to insult or criticize to put down to hurt or wound to yell at to be sarcastic to to hate or loathe to ignore or discount to tantrum to take one's own life |
|---|--|---|

20

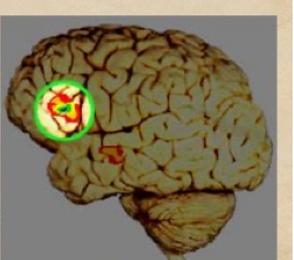
| | | |
|---|---|--|
| <p>be ALARMED</p> <p>about getting into trouble</p> <p>about triggering revenge</p> <p>about getting hurt</p> <p>about alienating</p> <p>about disappointing</p> <p>about not measuring up</p> <p>about upsetting someone</p> <p>about losing affection</p> <p>about the sting of disapproval</p> <p>about getting punished</p> |  | <p>to ATTACK</p> <p>to strike or bite</p> <p>to insult or criticize</p> <p>to put down</p> <p>to hurt or wound</p> <p>to yell at</p> <p>to be sarcastic to</p> <p>to hate or loathe</p> <p>to ignore or discount</p> <p>to tantrum</p> <p>to take one's own life</p> |
|---|---|--|

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SELF REGULATION requires Prefrontal cortex development



Youth rely more on the **Amygdala**
(limbic system)



Adults rely more on the **Prefrontal Cortex**

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FIVE STEPS to emotional health and maturity

reflecting

→

Self-regulation is the fruit of integrative functioning (mixing)

mixing

→

feeling

→

naming

→

expressing

→

Emotional maturity can only develop one-step-at-a-time and must start at the beginning.

Self-regulation starts with CO-REGULATION and an invitation to express oneself emotionally

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WHAT DOESN' T WORK

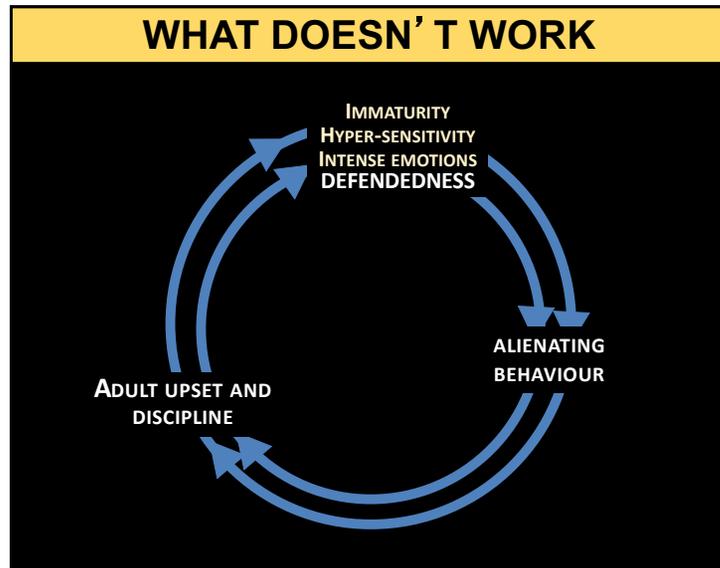
Conventional Classroom Management and Problem Behaviour Centered Intervention



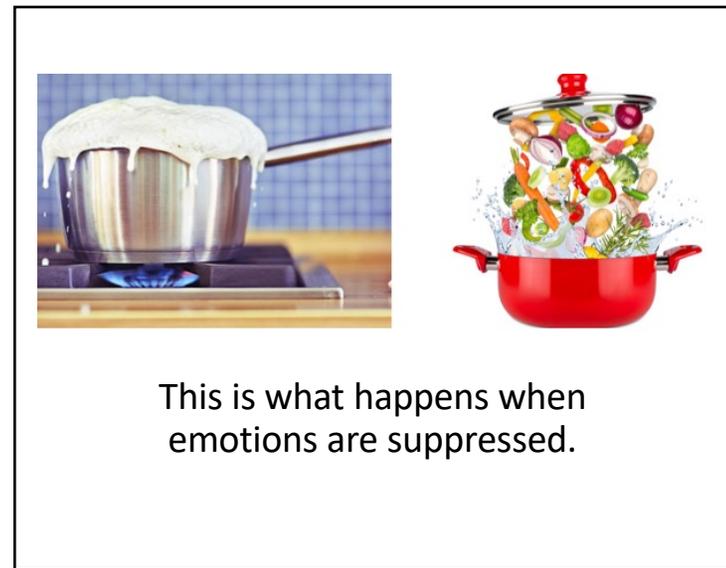
- Rewards/Consequences
- Behaviour management tracking systems
- Being sent to the Principal's office
- Detention/Reflection Room
- Student behaviour contract
- Zero tolerance discipline measures
- Suspensions

It doesn't help change or improve student behaviour and it exacerbates the problem with troubled students

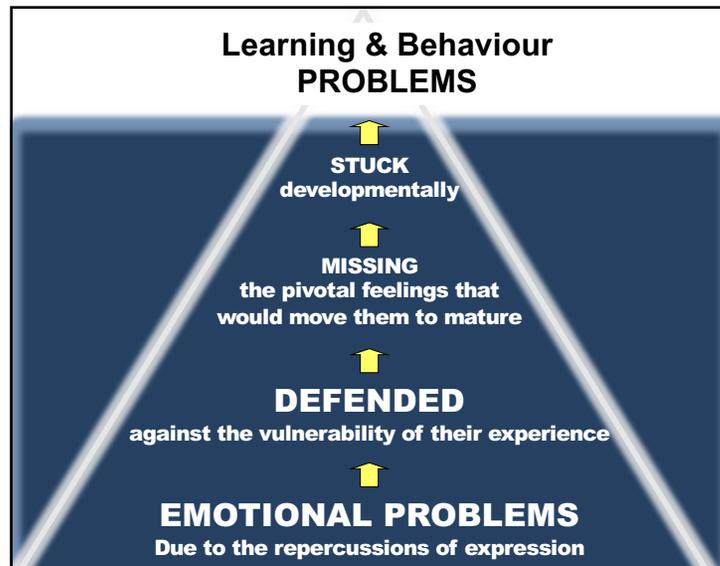
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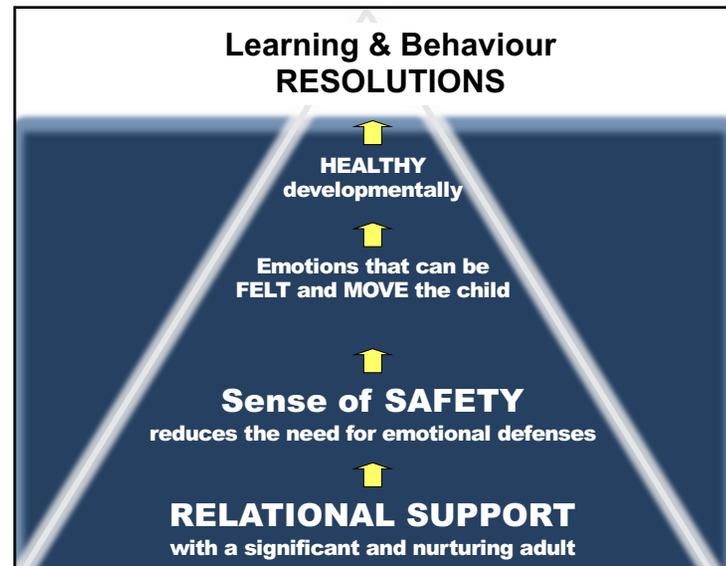
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BEST PRACTICES
Gaining insight to inform practice

From: What's wrong with you? This behaviour has to stop.



To: He's experiencing too much **frustration** – too much that is not working in his life.

How can I help to release and reduce the frustration?

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BEHAVIOUR CHANGES WHEN...

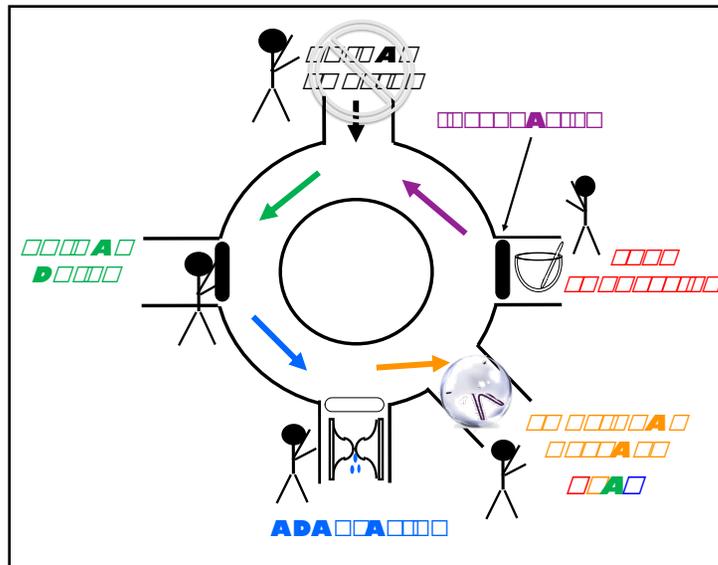
Maturation
Behaviour changes as the brain matures

Emotions
Behaviour changes when emotions are felt

Vulnerability
Behaviour changes when vulnerability is protected

Attachment
Behaviour changes when students are attached to adults

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CEBM Pyramid of Interventions

Inspired by the RTI Model of Responses to Intervention

PREVENTION and INTERVENTION
Key factors in supporting challenging students

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BEST PRACTICES

Giving priority to prevention measures

1. Prevention - Sense of safety

- ✓ Creating an emotional safe environment
- ✓ Compensating for the student's needs and challenges by setting the conditions for success

2. Support - Collaboration

- ✓ Coming alongside the student's emotion and acting as a CO-REGULATOR
- ✓ Communicating with colleagues so all involved are in the know and working as a team to share the responsibility

3. Intervention - De-escalation

- ✓ Developing a plan and inviting emotional release in a safe way
- ✓ If needed, taking a step back to diffuse the situation and avoiding to trigger the student further

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TIER 1 – UNIVERSAL Practices in the Classroom

- At Tier 1, the classroom supports benefit the group as a whole.
- These are daily practices lead by the Teachers.
- The focus is on PREVENTION:
 - ✓ Minimizing exposure to additional frustration (avoiding conventional discipline practices that create more frustration)
 - ✓ Offering an array of support measures to answer to a variety of student needs and challenges
 - ✓ Helping students find ways to express their emotions and release their frustration

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Creating a SAFE Environment

1. Keep student-teacher relationships strong
 - ✓ Don't let the behaviour cause a break in the relationship with the adults
 - ✓ Don't take the behaviour personally
 - ✓ Find ways to reassure the student that adults will continue to care for him/her even when it has been a difficult day or a difficult week
2. Come alongside the student's emotions
 - ✓ Accept their existence regardless of how irrational and unreasonable they may seem
 - ✓ Normalize the feelings rather than treat their existence as a problem
 - ✓ Make room for the feelings and their expression rather than try to get rid of them

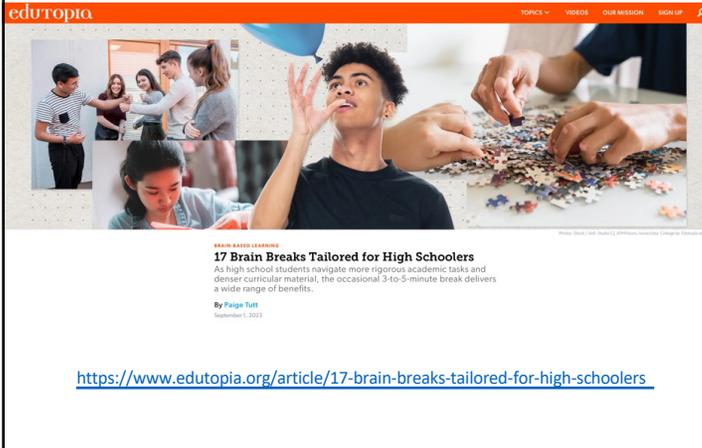
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Creating a SAFE Environment

3. Anticipate potential problematic situations and take charge by compensating to help the child behave successfully
4. Provide structure and predictability
5. Offer a variety of intervention options
6. Aim to soften the defensive armour through emotional expression and play
 - ✓ Self-regulation begins with CO-REGULATION
 - ✓ Provide safe and dignified outlets for emotional expression so energy can be released, not suppressed
 - ✓ encourage the expression of sadness and tears

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CLASSROOM BRAIN BREAKS



17 Brain Breaks Tailored for High Schoolers
 As high school students navigate more rigorous academic tasks and denser curricular material, the occasional 3-to-5-minute break delivers a wide range of benefits.

By Paige Tate
 September 1, 2023

<https://www.edutopia.org/article/17-brain-breaks-tailored-for-high-schoolers>

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Classroom Emotional Release Activities



<https://www.cebmmember.ca/emotions-intervention-area>

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TIER 2 – TARGETED Practices in the Classroom and School

- At Tier 2, the student requires a more targeted support.
- These supports measures and accommodations are meant to be assigned to or scheduled for the student.
- Practices lead by the Teachers with the help of Support Staff.
- The student continues to benefit from Tier 1 supports in addition to supplemental Tier 2 measures.

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QUIET CORNER IN THE CLASSROOM

- Resource available upon need, or can be scheduled
- Benefits for:
 - the student
 - the group
 - the teacher



<https://www.cebmmember.ca/cocoon-area>

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INDIVIDUAL BIN

Contains

- activities to engage the student if they need a moment of respite
- less demanding educational work
- can be easily transported to another location or another room



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Scheduled Movement Station



<https://www.cebmmember.ca/physical-outlet-movement-station>

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TIER 3 – INDIVIDUALIZED Practices

with the help of Support Staff and/or Professionals

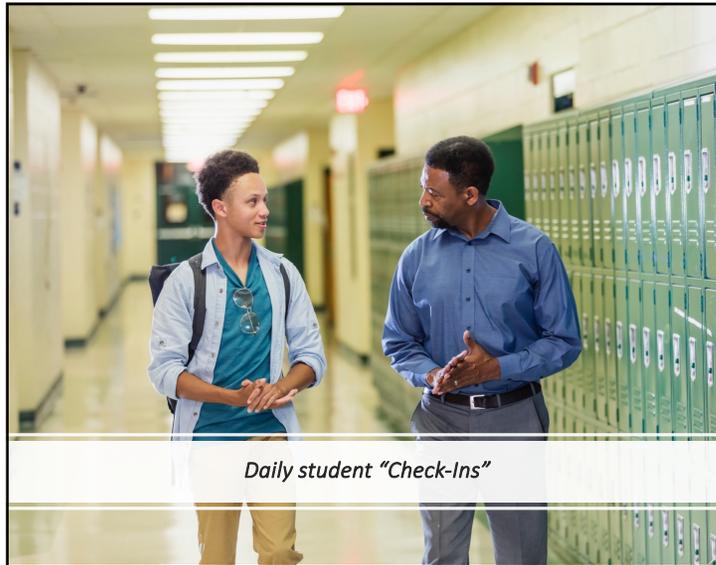
- At Tier 3, the student requires a more intensive and individualized measures. One-to-one support is needed.
- These accommodations and adaptations are tailored to the student's individual needs and interests. The student may require an adapted schedule as well.
- A collaboration is needed between the school team, the board consultants/professionals, the parents, as well as outside partners (if present).
- The student continues to benefit from T1 and T2 supports in addition to supplemental T3 measures.

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Power of teamwork

- **Sharing the responsibility** of the student and class group (each adult having a complementary role to the other).
- **Sharing the weight** of the challenging students (ex. 'You've Got Mail' intervention, Foster Classrooms, Nurturing Support Centre, etc.)
- **Communicating** with one another so all involved are in the 'know' of certain student profiles and relevant situations that have come up.
- Receiving the **collaboration and support** of school board personnel and outside services.

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USE TIME AWAY INSTEAD OF TIME OUT

KNOW YOUR LIMITS AND WORK WITHIN THEM

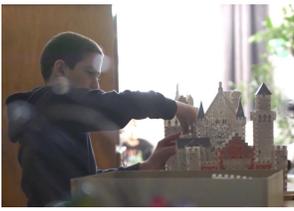
If you are starting to “reach your limit” with a student:

1. Send the student to another place
 - The “Quiet Area” in the classroom
2. Send the student **TO SOMEONE** with a “task”
 - a book or an envelope
 - ✓ Another adult – Counsellor, Support worker, secretary
 - ✓ Nurturing Support Centre
3. Always go to the student and let them know that the **relationship is still intact** and that you will take care of them the next day.

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Nurturing Support Centre (NSC)

- Provide student with passes to visit the NSC, to work, to talk, to have supervised ‘alone time’
- Participation in ‘interest clubs’ with adult supervision during recess and lunchtime
- Sheltered lunch (small group) – orchestrate the schedule to ‘divide & conquer’ clusters of students who struggle together

<https://www.cebm.ca/nurturing-support-centre>

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Happy


Excited


Hopeful


Shocked

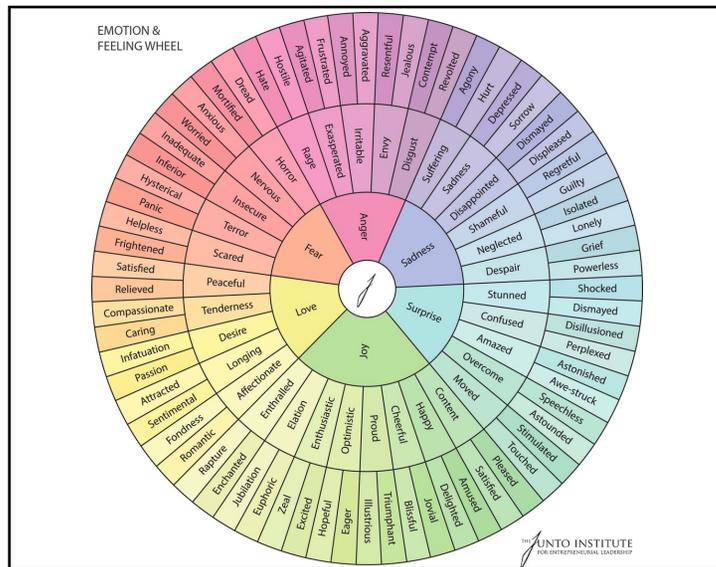

Nervous


Afraid



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Foster a relationship with *frustration*

- Shift the focus to towards the emotion of FRUSTRATION, rather than targeting the behaviour directly
- Normalize frustration, including the impulses to attack
- Help uncover frustration in their own lives
- Teach the language of frustration
 - “You’re frustrated.”
 - “This isn’t working for you.”
 - “This isn’t what you had in mind.”
 - “You tried so hard, and it didn’t turn out for you.”

Once the student starts using this language, **honour** the emotion by acknowledging and accepting it.

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Facilitate **SAFE ERUPTIONS** and allow for **VENTING**

- Find the student’s natural bent for relieving foul frustration
- Come alongside when the student’s frustration is mild and suggest nonviolent ways of relieving the frustration
- Encourage times for venting
- Find ways of relieving some foul frustration together – PLAY
- Model or SCRIPT nonviolent ways of relieving foul frustration
- Use times of strong connection to LEAD the student to ideas and good intentions regarding nonviolent eruptions

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Action Plan with adult-centered goals

| PLANNING WITH THE EXPLOSIVE and CHALLENGING STUDENT IN MIND | | | |
|--|---|----------------|-------------|
| Name of student: _____ | | | |
| Age: _____ | Grade: _____ | Teacher: _____ | Date: _____ |
| ANALYSIS | | | |
| WHEN | | | |
| WHERE | | | |
| WITH WHOM | | | |
| PRECEDING | • what happened just before? | | |
| WARNING SIGNS | | | |
| TRIGGERS | • what set the student off | | |
| SOURCES OF FRUSTRATION | • what is not working today • what doesn't work every day • is there attachment Frustration – at school or at home | | |
| POTENTIAL SOURCES OF FRUSTRATION | • Schedule shift • Major changes in schedule | | |
| OTHER FACTORS | Sensory input and sensitivities Trauma – difficult home situation | | |
| SAFE ATTACHMENT - PERSON(S) FOR INTERVENTION | | | |
| PLAN "B" FOR A DIFFICULT DAY | What will be done differently to prevent an eruption? | | |
| INTERVENTION | | | |
| Student: _____ Date: _____ page 2 | | | |
| PLAN "B" FOR A DIFFICULT TIME OR ACTIVITY <ul style="list-style-type: none"> • Alternate location • Alternate activity | | | |
| ALLOWING FOR EMOTIONAL EXPRESSION <ul style="list-style-type: none"> • FRUSTRATION Alternate, less violent expression Fluency out attack • TEARS | | | |
| OTHER INTERVENTIONS | | | |
| NOTES | | | |
| TO AVOID: <ul style="list-style-type: none"> • IMPOSING STIFFER CONSEQUENCES (EXCEPT FOR "SOCIAL JUSTICE") • USING ISOLATION AND IGNORING • USING REINFORCEMENT SYSTEMS • USING AGENDA TO REPORT ON THE STUDENT'S DAY | | | |
| TO DO | | | |
| DURING AN ERUPTION: <ul style="list-style-type: none"> • Clear the area • Move the student - safe place • Have one person "be there" for the student | | | |
| AFTER AN ERUPTION: <ul style="list-style-type: none"> • Go to a quiet place • Reflect frustration and/or alarm • Help to find sadness & learn • Provide reassurance | | | |
| MODIFY PLAN "B" FOR FUTURE INTERVENTIONS --> PLAN "C" <ol style="list-style-type: none"> 1. IDENTIFY CHANGES REQUIRED (WHAT DID NOT WORK) 2. DECIDE ON CHANGES TO BE IMPLEMENTED 3. ENSURE THAT ALL STAFF WORKING WITH THIS STUDENT ARE AWARE OF "PLAN C" | | | |
| <small>CEBM page on Frustration https://www.cebmmember.ca/frustration-and-aggression (Password CEBMmembers)</small> | | | |

<https://www.cebmmember.ca/intervention-planning-and-mapping>

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When faced with a challenging situation
 Instead of trying to make headway, aim to do no harm

- Address the violation simply (stick to facts). Be careful about finding yourself into a **power struggle**.
- Don't let yourself be **alienated** by their behaviour and don't take the behavior personally. **Detach your anger from your discipline**.
- **Change the circumstances** affecting the child rather than trying to control their behavior.
- Exit sooner than later; **choose a more suitable time** to debrief or to address the problem (*except in case of emergency or security)
- **Bridge and repair** any fallout from the incident.



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RATIONAL DETACHMENT

Recognizing the need to remain professional by managing your own behavior and attitude.

Observe the Behavior

- What is the other person communicating?
- How am I responding?
- What am I expressing or conveying?
- How are they responding to me?

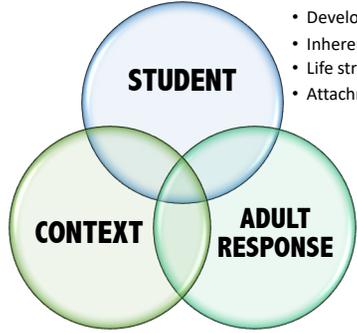
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RATIONAL DETACHMENT
 Having Lenses and Mirrors



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RATIONAL DETACHMENT
 Considering all the elements involved

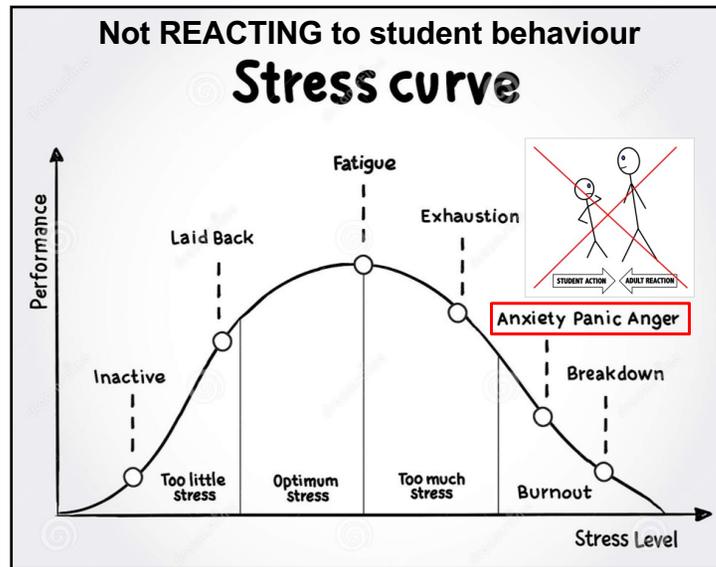


- Developmental maturity
- Inherent sensitivity
- Life stressors/trauma
- Attachment depth

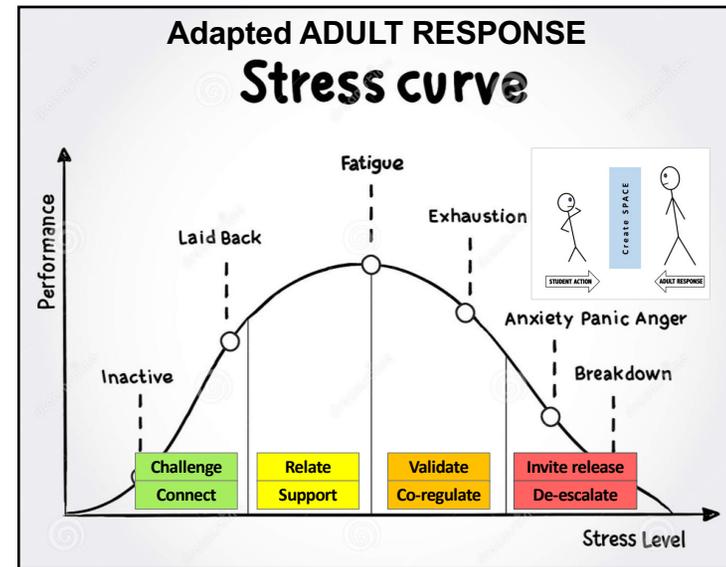
- Environmental stressors
- Child emotional state/intensity
- Instinct driven to defend and protect
- Engagement/receptivity to the adult

- Adult stress level
- Insight on the student and the context
- Reflective vs. Reactive
- Type of verbal and non-verbal responses

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De-escalation techniques

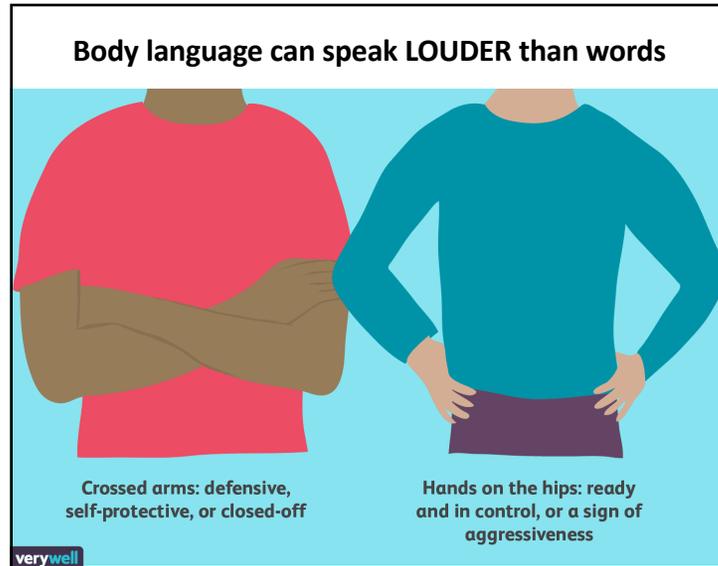
- Remove audience and respect the student's **personal space**.
- Be mindful of your **verbal, non-verbal and paraverbal cues**; avoid intense eye contact.
- Demonstrate **active listening**; reduce your talking and allow silence for reflection.
- Be **empathetic and non-judgmental**; focus on the emotion experienced by the student (not the behaviour).
- Offer support or a pause; try to **accommodate** and **reassure** the student.
- Allow/provide **space to let off steam**.
- Avoid getting caught up in a **power struggle**; anticipate potential refusal from the student and perceive their challenging questions/comments as needing to vent.
- Move away from trying to teach a lesson or reason with the student, especially when their behaviour appears erratic and irrational.
- Set **simple and concise limits** by offering options/alternatives in a respectful manner; allow time for making decisions and choose wisely what you will insist upon.
- Don't take it personally; avoid overreacting (**lenses and mirrors**).

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ADULT RESPONSE: Elements to consider

- **Immediate priorities:** Safety first, focus on listening and being reflective rather than reactive, aim to de-escalate the situation rather than getting one's way, put the emphasis on the student's emotions rather than their behaviours.
- **Body positioning and physical proximity:** give the student lots of room and honor their need for personal space. Being side-by-side rather than face to face can help put the other person at ease.
- **Non-verbal responses:** be aware of your body language (facial expressions, eye gaze, eyebrow movement, mouth expressions, arm and leg positioning, breathing pattern, etc.) as it can send signals that speak louder than words. For example, constant eye contact can be quite triggering.
- **Posture and body movements:** avoid sudden gestures, walking fast towards the student, or appearing intimidating/threatening.

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ADULT RESPONSE: Elements to consider

- **Mood and intensity:** be mindful of your own level of stress, affect, emotional intensity, and type of energy we reflect. Be cautious around your own triggers and pressure points. Keep yourself in check and work as a team to pass along the relay baton when needed.
- **Types of listening:** give priority to active listening, which is focused on understanding the entire message and taking into account the perception and feelings of the speaker, rather than selective listening (only hear what we want to) or listening to reply (only focused on our own message).
- **Verbal responses:** be aware of your attitude, tone of voice, volume, speech rate, and language used – select your words carefully – avoid asking too many questions, keep talking to a minimum and rely on visual cues to communicate.

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YOUR WORDS MATTER

| Instead of that, try saying this | |
|---|--|
| Be quiet | I see you are eager to share / this is really important to you. |
| Stop it / Calm down | I see you need to let it out. |
| Don't get upset | It's okay to feel mad/sad. |
| Don't be so defiant | It sounds like you need to follow your instincts and listen to what your body is telling you. |
| Don't be so bossy | I bet it feels better/safer to know you are the one making the decisions. |
| Don't speak to me this way | It sounds like you need me to give you space. |
| Don't be so aggressive | I see how it didn't turn out the way you had hoped / this isn't what you had in mind |
| That's enough | How about we take a pause. |
| How many times do I have to tell you? | I am going to do (...) so that it will be easier for you. |
| What's wrong with you? | How can I help? |
| You are impossible! | We will figure this out. I've got you. |
| If you don't listen to me right now, I will (...) | I see this is tricky for you, we are going to solve this later. How about we go for a walk / a drink of water. |
| Leave my classroom | How about we go to a quieter place to figure this out. |

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Non-restrictive Interventions

- Removing items that could be dangerous
- Removing the other people
- Setting limits
- Asking a staff member who's present for help
- Or calling for help if no other adult is present

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Be aware of your organization's approved policy and the risk of restrictive interventions.

THE USE OF RESTRAINT AND ISOLATION OF STUDENTS IN A SCHOOL SETTING

INTRODUCTION

The use of restraint and isolation in schools raises several moral and ethical questions, which require a judicious response. At the New Frontiers School Board (NFSB) it is important to establish clear guidelines to create and maintain learning environments that are as safe as possible for all children and adults. The purpose of these guidelines is to avoid any abuse or damage to those who are subjected to such interventions and to protect those who must use these interventions to promote the safety of everyone in our schools.

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Debriefing

Following an acting-out episode, once the student has calmed down, it is necessary to re-establish contact and process what has happened:

- Use empathetic listening (focus on feelings, not just facts)
- Depersonalize the attack and treat the incident as an accident. *"I can see those hits got away on you"*
- Reframe the incident as a problem of handling frustration. *"This isn't what you had in mind; it just wasn't working for you"*
- Convey that the relationship can take the weight. *"Regardless of what happened today, you're still my student. We're still good"*
- Bridge the problem behaviour. *"Tomorrow is another day. We'll try again"*
- Guide gently towards feelings of sadness and disappointment (retreat if this backfires)
- Investigate potential triggers, as well as alternatives.

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Debriefing: things to consider

- Some students need more time to detach themselves from an incident in order to revisit it.
- If the student seems to become tense or frustrated when addressing the issue, it may be wise to revisit the incident at a future time.
- Please note that there is no urgency or need for immediacy when addressing an incident. Timing and connection to the student is key.

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Documentation to consider

- Board level guidelines:
 - Guidelines for restraints and isolation (including an incident form and a debrief form)
- School level protocols:
 - ABAV protocol
 - Trauma-informed protocol
 - Crisis intervention protocol
- Student plan (based on student's profile, needs and challenges):
 - Behaviour Action Plan
 - Student IEP
 - Student Safety Plan

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Intervention planning

Student Individual Education Plan - IEP

Including relevant objectives to student's emotional/behavioural challenges, as well as elements about how the progress will be assessed.

A Safety Plan should have the following:

- Specifics about the student's escalation behaviours
- Potential triggers for the student
- Indicators that the escalation is moving towards an imminent danger
- Non-physical interventions to be used as first response
- When facing an emergency situation, where imminent danger is involved:
 - ✓ Which specific physical interventions* to be used and by whom
 - ✓ Who will monitor for safety
 - ✓ When will physical intervention be discontinued
 - ✓ Communication methods during and after the incident

Post-incident responses:

- Follow-up support for the student and other students in the class
- Documentation (filling out the incident and debrief forms)
- Debriefing and follow-up support for staff
- Review and evaluation of interventions used

* The MEQ is currently working on guidelines, which will include "reserved acts" related to the decision-making of restraints and isolation.

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Centre of Excellence for Behaviour Management

www.cebm.ca

THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)

As a support to the 10 English School Boards of Quebec, the CEBM aims to help boards and their staff to find effective and developmentally friendly interventions for working with students who experience significant behavioural challenges in the school setting.

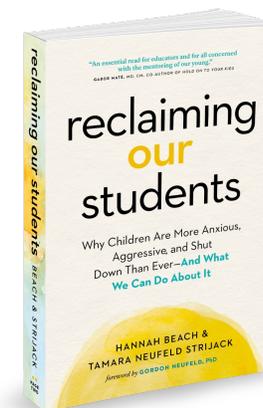
Also visit the CEBM Resource Center

<https://www.cebmmember.ca/frustration-and-aggression>

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The Child Who Acts Aggressively



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