

Understanding and Managing Angry-Aggressive Behavior



Presented by

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Agenda

Overview

Section I

- Initial analysis of severe angry-aggressive behavior
- Model for describing severe angry-aggressive behavior

Section II: Strategies

- Phase 1: Calm
- Phase 2: Triggers
- Phase 3: Agitation
- Phase 4: Acceleration
- Phase 5: Peak
- Phase 6: De-Escalation
- Phase 7: Recovery
- Summary and conclusions
- Additional resources

Illustration

- During independent work in math, students are expected to complete problems that were assigned in the previous class. One student, Michael, is sitting slouched in his seat, feet stretched out, head down staring at the floor and looking very serious. The successive interactions are presented along with a brief description of the teacher and student's behavior.

Illustration

Teacher

“Michael, it is time to get started with your math.”

“The math you didn’t finish this morning.”

“Well let me see your work please.”

“Good you have done four problems but you need to do ten.”

I announced that at the beginning of class yesterday.”

“Michael, look at the board. See under assignment, one through ten.”

Michael

“What math?”

“I did finish it!”

Michael leans back.

“When did we have to do ten?”

“I don’t remember that!”

“Well that’s the first time I’ve seen it.”

Illustration Continued

Teacher

“Look Michael. This has gone far enough. You need to finish the rest of your assignment. So please get on with it.”

“OK. Here is your choice. Do the math now or you will have to do it in detention.”

“That’s verbal abuse. I will now do an office referral.”

“Alright. It’s to the Office.” Nudges student on the elbow.

Teacher follows emergency procedures and calls for help resulting in student being escorted to the Office.

Michael

“No way. I’m done!”

“F... you.”

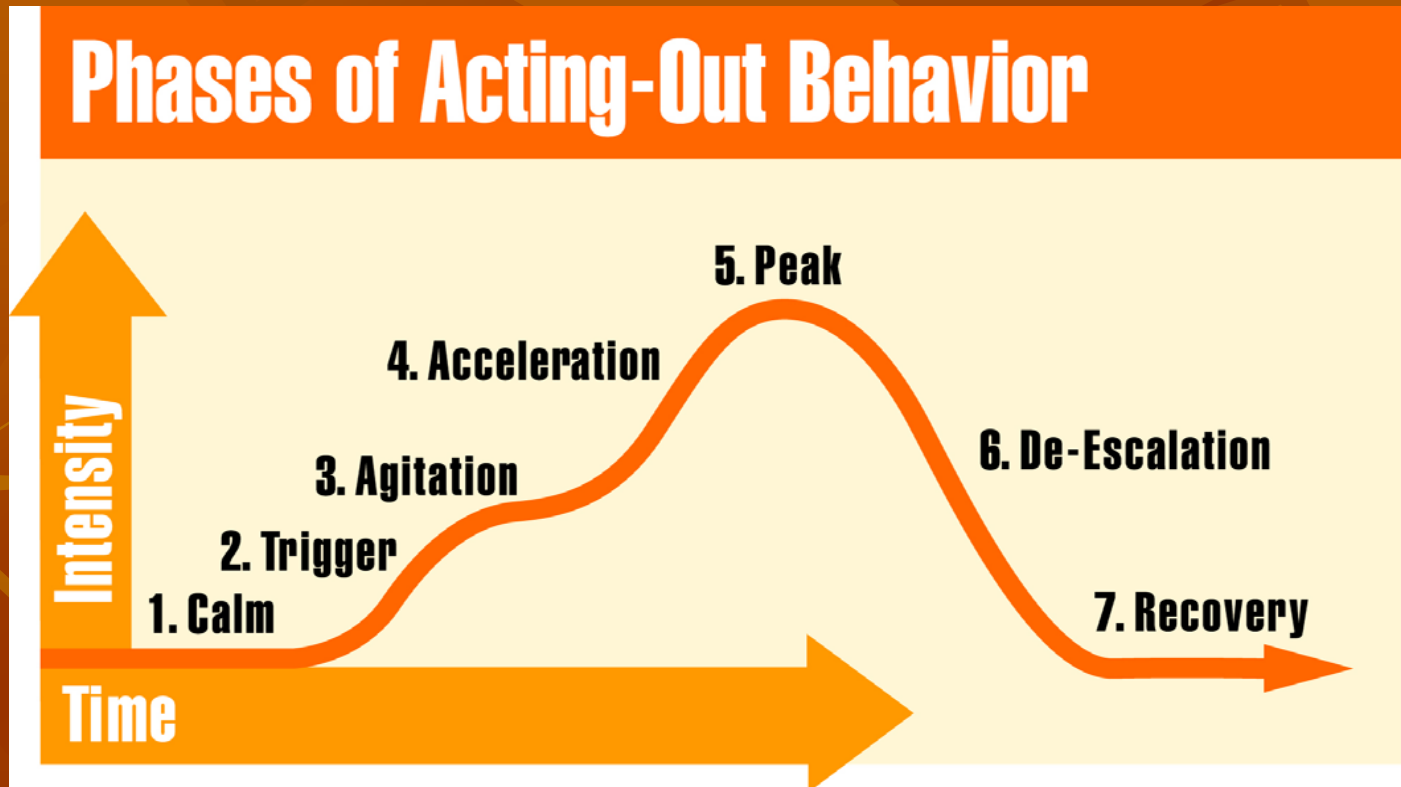
Throws book across the room.

Swings arm in direction of teacher and makes solid contact with teacher’s arm.

Initial Analysis

- Task involvement
- Signs of agitation
- Presence of successive interactions
- Presence of an escalating behavior chain.

Model for Escalating Behavior Chain



Two Essential Components for Managing Severe Acting-Out Behavior

Section 1: Understand the Model

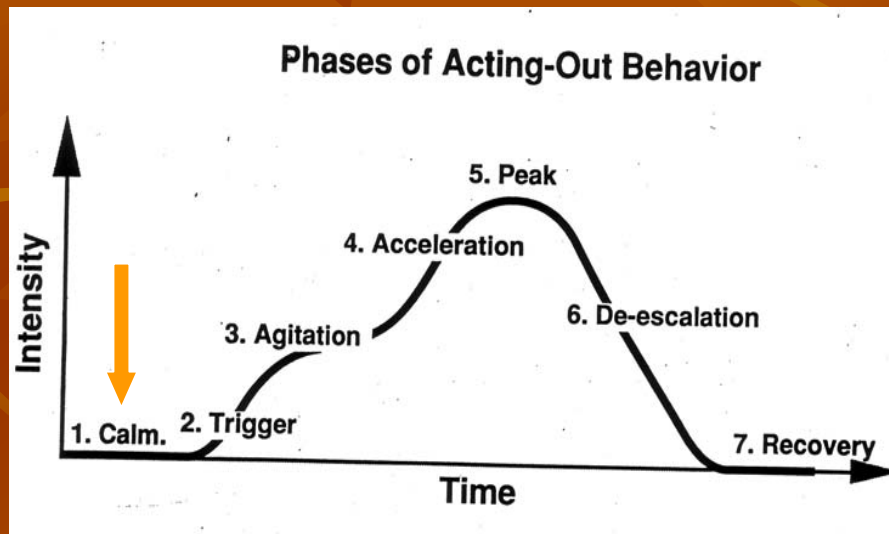
- Patterns
- Specific behaviors for Each Phase
- Know exactly where the student is in the cycle (placement in Model).

Section 2: Develop Strategies for each phase

- *Implement strategies based on student behavior placement in the cycle*

Section One : Model

Phase 1: CALM



Summary: Phase 1

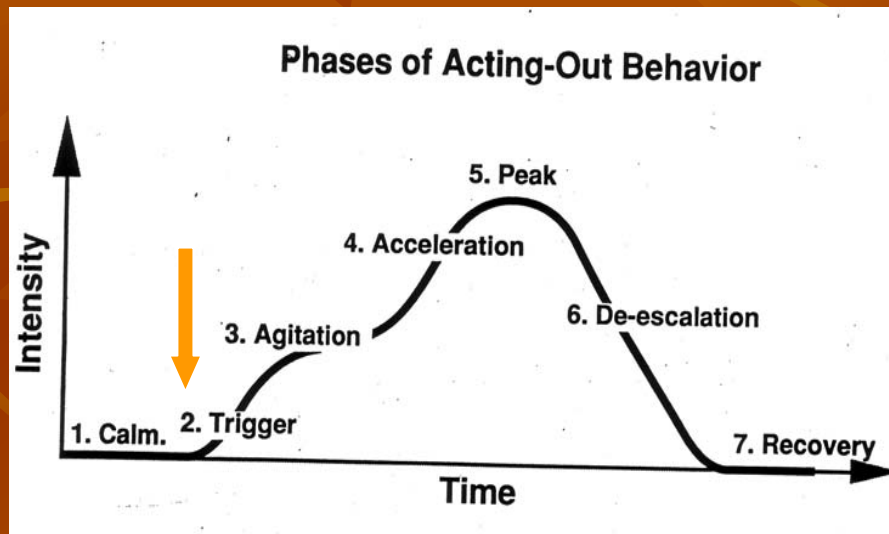
CALM



Overall Behavior is
COOPERATIVE & ACCEPTABLE

Model

Phase 2: TRIGGERS



Summary: Phase 2

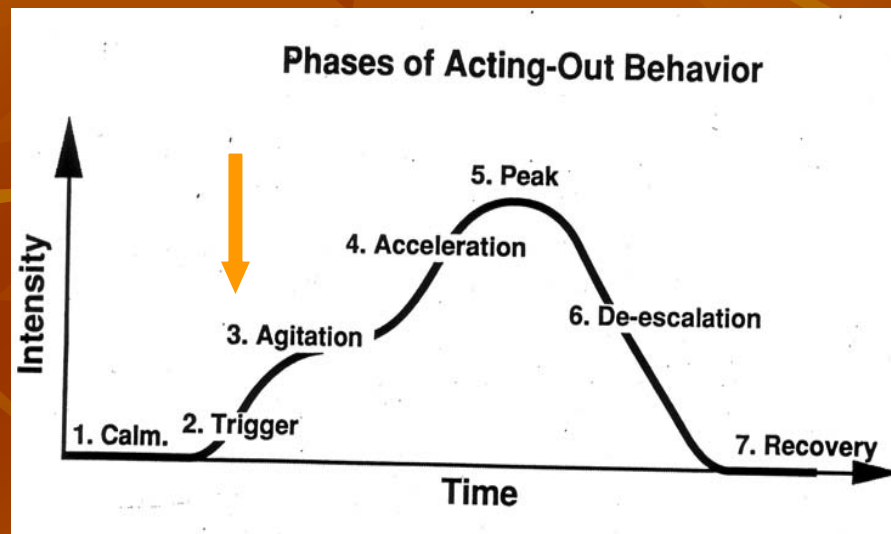
TRIGGERS



Overall Behavior
Involves series of *Unresolved Problems*

Model

Phase 3: AGITATION



Summary: Phase 3

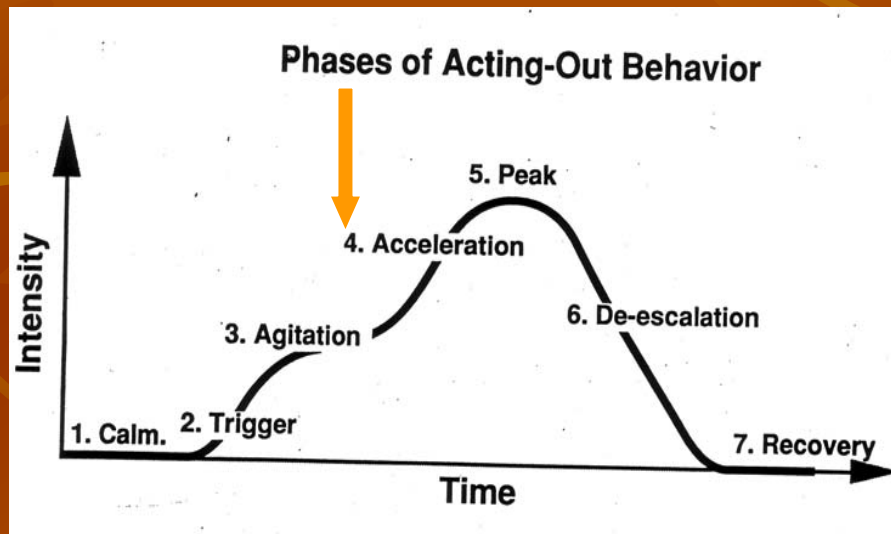
AGITATION



Overall Behavior is
UNFOCUSED & DISTRACTED

Model

Phase 4: ACCELERATION



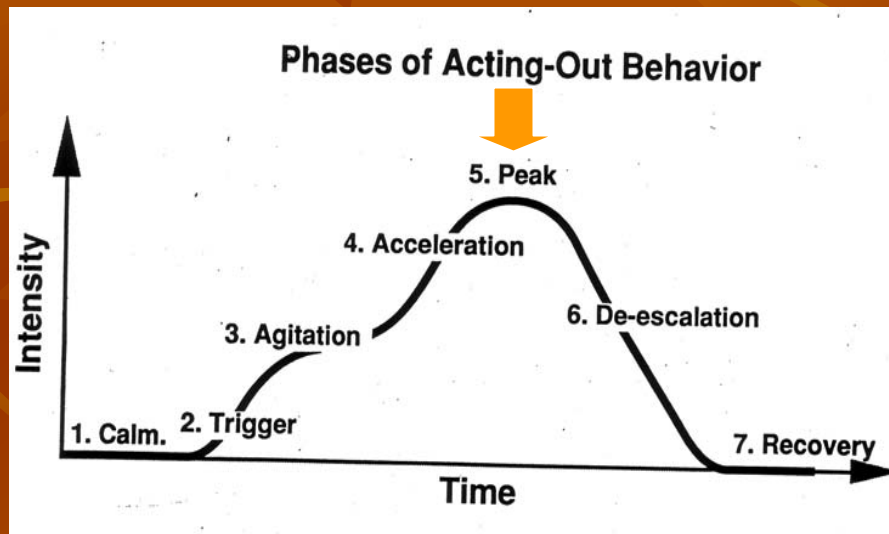
Summary: Phase 4 ACCELERATION



Overall Behavior is
Staff-engaging leading to further negative
interactions

Model

Phase 5: PEAK



Summary: Phase 5

Peak

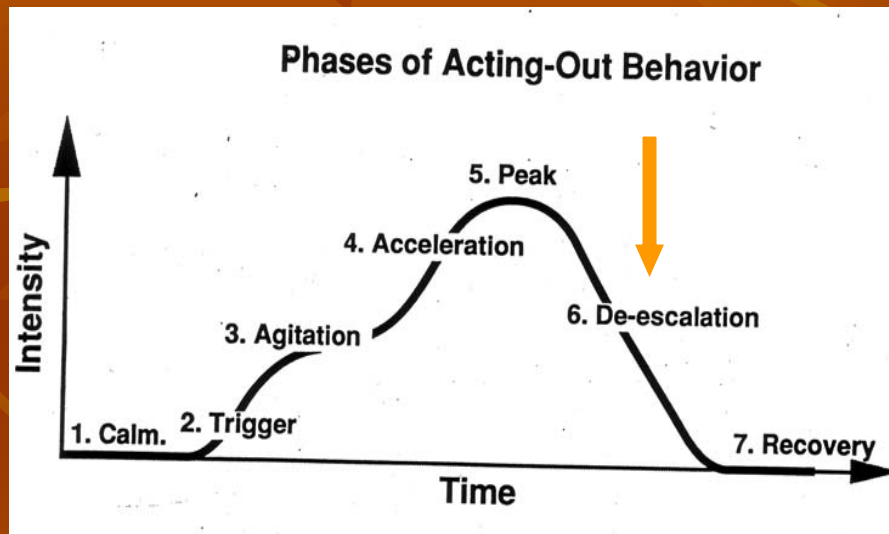


Overall Behavior

Student is out of control creating safety concerns

Model

Phase 6: DE-ESCALATION



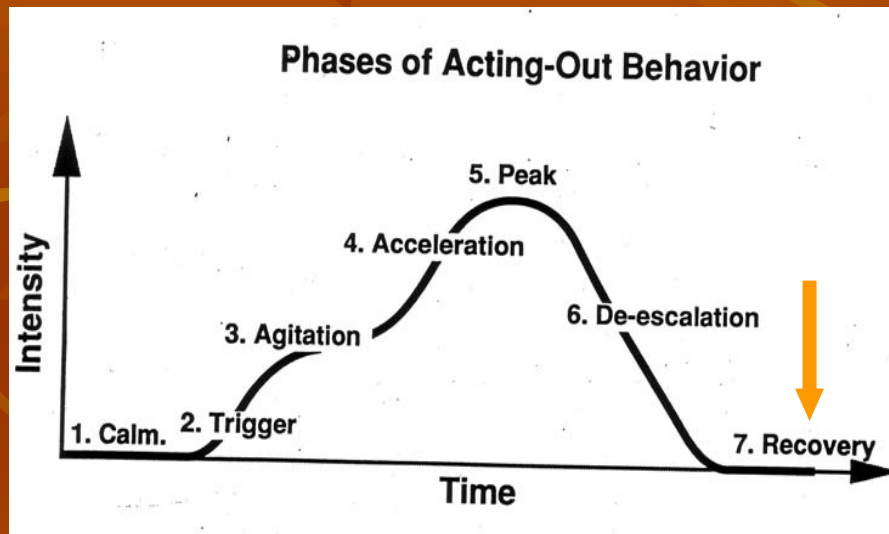
Summary: Phase 6 DE-ESCALATION



Overall Behavior shows
Confusion & Lack of Focus

Model

Phase 7: RECOVERY



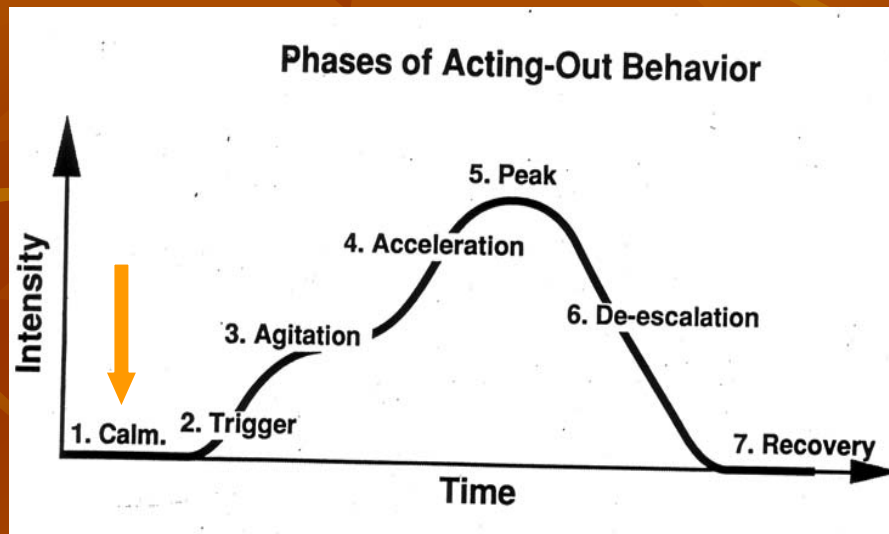
Summary: Phase 7



Overall Behavior Shows
Eagerness for **BUSY WORK** &
reluctance to **INTERACT**

Section II : Strategies

Phase 1: CALM



Section II: Strategies

Phase I: Calm

Critical Proactive Interventions

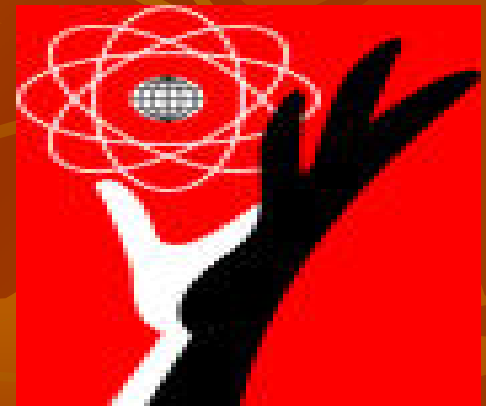
- Instruction
- Positive Behavior Support

Three Thoughts on Instruction



1. “Low achievement and problem behaviors go hand in hand”

~Kauffman, 1997 p.247~





The First 7 minutes

2. “The first seven minutes are predictive of how the rest of the lesson will proceed”

OR

“The first seven minutes are the key to classroom management”

Larry Frase & Robert Hetzel (1990) “School management by wandering around” (p.77-78)

Technomic Publishing Company, Lancaster PA

Review the first seven minutes of one of your lessons.

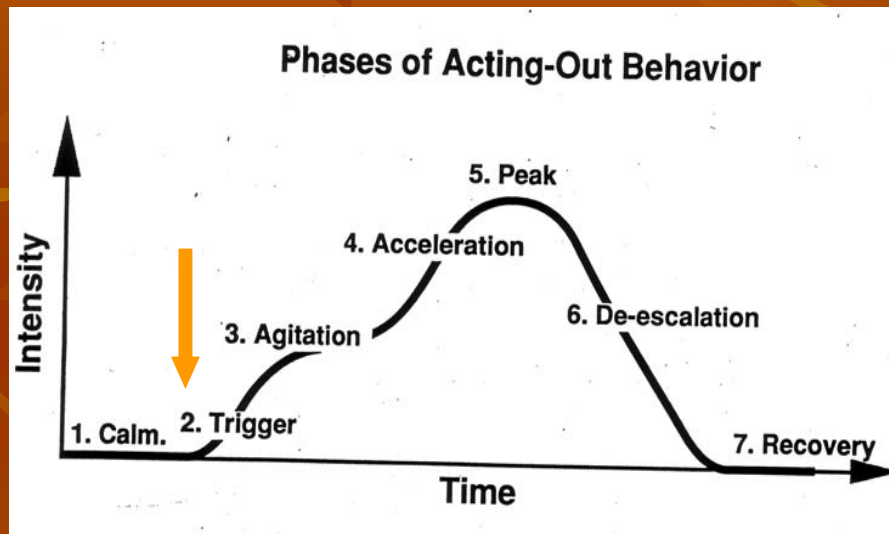
1. Do you have a strong start?
2. Is there a sharp focus?
3. Are students engaged quickly?
4. Are students engaged productively?

3. Is Teacher in touch with student learning by:

1. **Checking for UNDERSTANDING**
2. **Checking for ON TRACK**
3. **Checking for MASTERY**

Strategies

Phase 2: TRIGGERS



Three Major Areas

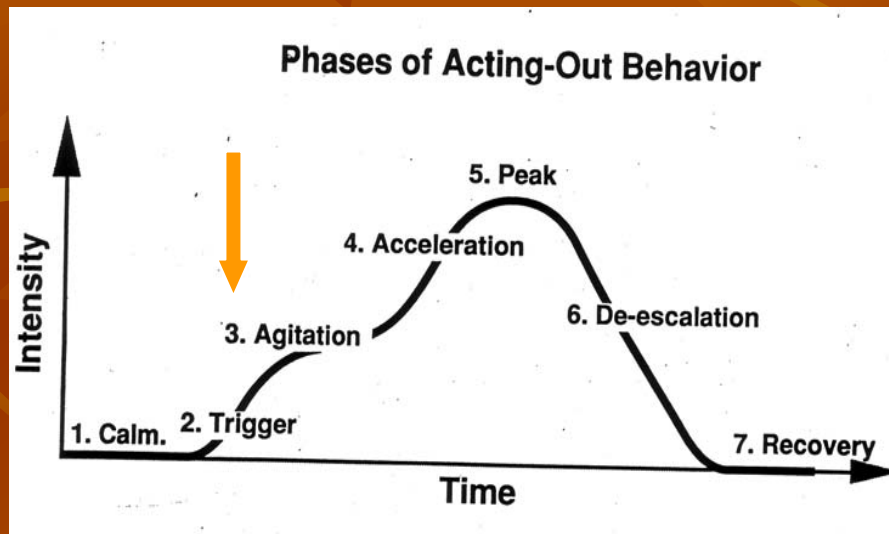
A. Formal programs or services

B. Pre-Correction

C. Addressing Non-School Based Triggers

Section II: Strategies

Phase 3: AGITATION




Key Issues

1. If not addressed student may
 - a. **Escalate** or
 - b. **Remain distracted** making instruction difficult
2. Strategies are **accommodations**
3. Implement **before** onset of escalation
(Colvin Book: Pages 86-97)

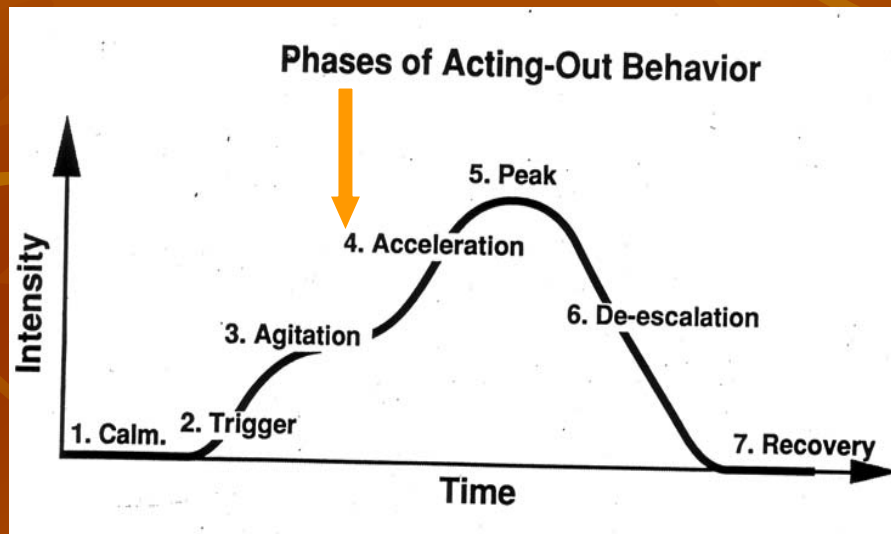
Strategies for AGITATION

1. Teacher empathy
2. Assist students to focus
3. Space
4. Providing assurances and additional time
5. Preferred activities
6. Teacher proximity

- 
7. Independent activities
 6. Passive activities
 7. Movement activities (jobs)
 8. Student involvement

Strategies

Phase 4: ACCELERATION



Management Steps

1. Studiously reacting personally (such as shouting, challenging, becoming agitated)
2. Maintain calmness, respect and detachment (Teacher modeling role)
3. Pause and focus
4. Focus on the student behavior (“That language...”)
5. Deliver consequence as appropriate

Enough is Enough Drawing the Line

- 1. Present expected behavior and negative consequence as a decision**
- 2. Allow student a few seconds to decide**
- 3. Withdraw and attend to other students or task**
- 4. Follow-through based on student's decision.**

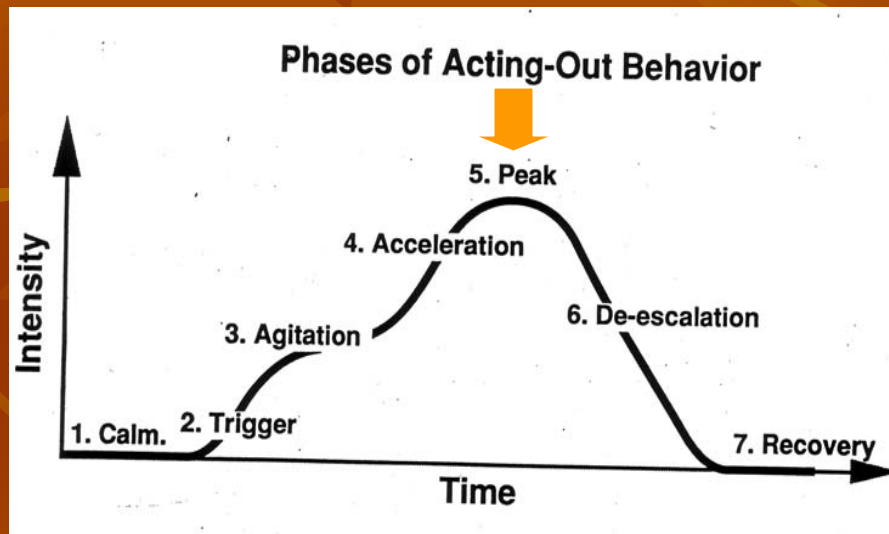
Illustration

“Michael, you are asked to take your seat and begin work or you will have to go the make-up class (detention)

Teacher then moves to other students, returns to Michael in a few seconds and follows through a/c to his choice.

Strategies

Phase 5: PEAK



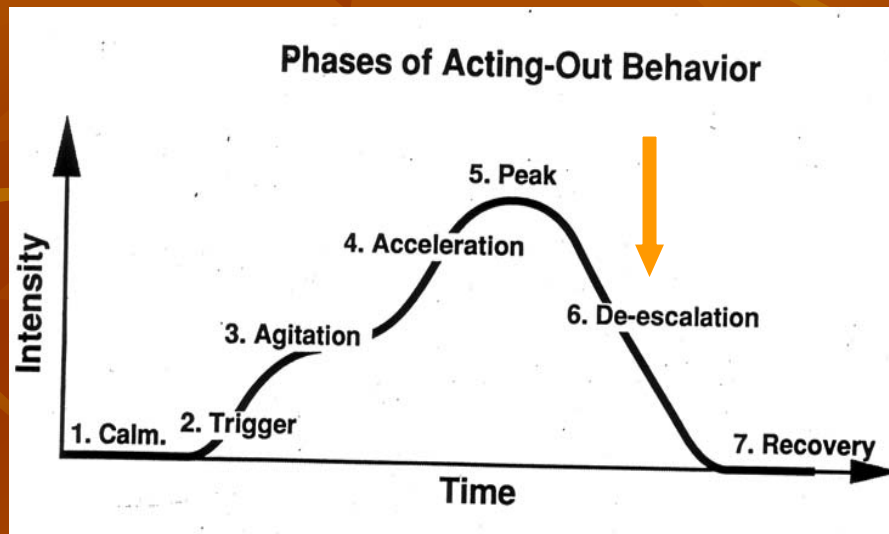
Crisis Management

- **Systems response**
- **Safe strategies**



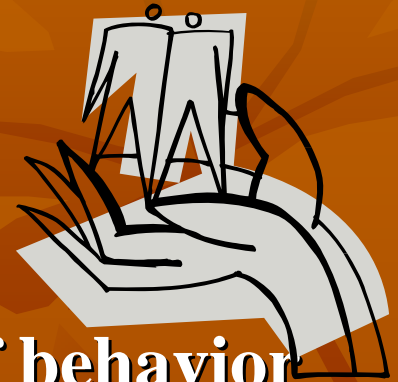
Strategies

Phase 6: DE-ESCALATION



Managing the De-escalation Phase

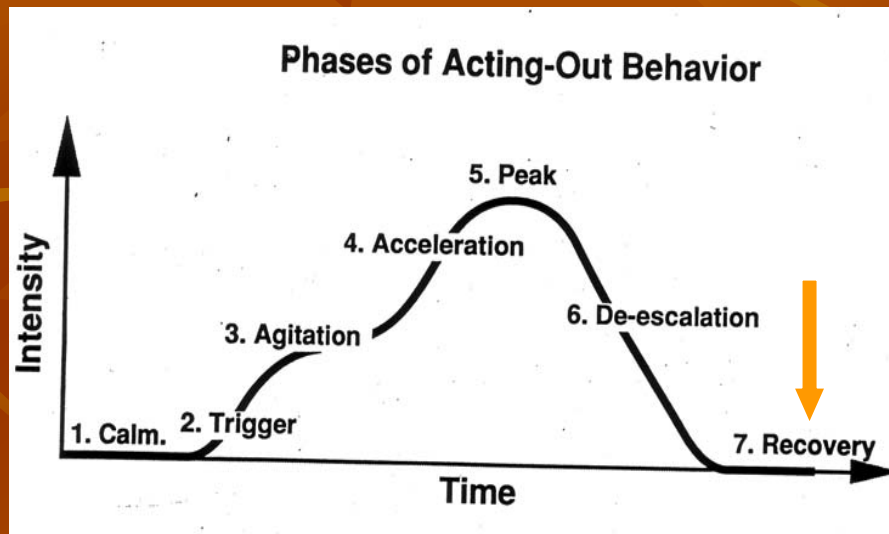
- Monitor for health and safety of all involved
- Monitor student for re-escalation of behavior
- Allow time and space



- **Provide opportunity for non-judgmental discussion**
- **Provide easy/concrete tasks**
- **Determine appropriate time to de-brief with student and staff**

Strategies

Phase 7: RECOVERY



Phase Seven: *Recovery*

**Return to Phase One:
Calm**

**Assist student in
returning to normal
activities**

Concluding Remarks

The best antidote for severe behavior problems is to have:

- A school-wide positive behavior support system
- A strong emphasis on quality instruction leading to increased academic achievement
- A good understanding of problem behavior and effective use of defusion and follow-up strategies

Closing Message

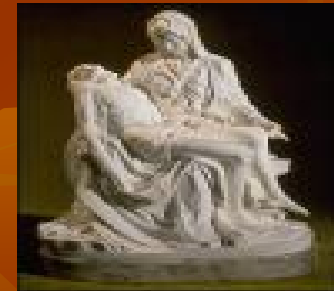
A famous sculptor was asked:

“How can you make such a beautiful statue out of a piece of stone?”

His answer was remarkably simple:

“The statue is in the stone, all I do is chip away at the residue.”

~Michelangelo~



References

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- Walker, H., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in schools: Strategies and best practices.* Pacific Grove, CA: Brooks/Cole

Additional Products Published by Geoff Colvin

Books

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Colvin, G. (2007, in press) *Steps for developing a proactive school-wide discipline plan: Guide for Principals and leadership teams*. **Corwin Press**.

Videos

Colvin, G. (2004). *Managing non-compliance: Effective strategies for K-12 teachers*. Eugene, OR: IRIS Media

Colvin, G: (2000). *Defusing anger & aggression: Safe strategies for secondary school educators*. Eugene, OR: IRIS Media.

Colvin, G. (2001). *Managing threats: A school-wide action plan*: Eugene, OR: IRIS Media.

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