



Managing Behavior Problems 1: Anger and Aggression

Category: Student Behavior

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Student Behavior

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression.
- Learn the negative effects of these behaviors on themselves and their classrooms.
- Learn how to address and eradicate these behaviors.
- Realize common mistakes when dealing with these behaviors.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Handout 1: Four Causes of Misbehavior
 - Handout 2: Other Student Types Associated with Anger and Aggression
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Steps for Changing Student Behavior
2. The Agitator
3. The Angry
4. The Bully
5. The Defier
6. The Influencer

Subtopics:

1. Steps for Changing Student Behavior

- a. Five Steps for Changing Behavior

2. The Agitator

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid

3. The Angry

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid

4. The Bully

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid
- f. The Olweus Bullying Prevention Program

5. The Defier

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid

6. The Influencer

- a. Characteristics
- b. Effects
- c. Causes and Unmet Needs
- d. Methods of Action
- e. Mistakes to Avoid

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Steps for Changing Student Behavior		
	3-7	40
Discussion Point – Why is it important to address student behavior problems?		
	3	(10)
Activity – Addressing Unmet Needs		
	7	(20)
Topic 2 – Student Types		
	8-20	40
Break		
Topic 2 – Student Types (Continued)		
	21-41	85
Discussion Point – How many of you have had to deal with bullies in your classroom before?		
	21	(5)
Activity – Matching		
	41	(15)
Closing Remarks	42	5
Total of 3 hours (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

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THE BULLY

Methods of Action

- Use the “Delay” technique.
- Be gentle rather than tough.
- Show that you care.
- Show the student that he or she is insecure.
- Encourage leadership.
- Encourage pride.

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These are specific things that you can do to help the student behave better in the classroom.

Use the “Delay” technique. *If the student threatens to “get” someone, don’t let him or her leave. He or she may have to carry through to keep peer respect. Say, “You made a threat. Now you’ve had time to think. If you carry through, that’s premeditated.” Then explain what this means: If the child chooses to go ahead, he or she must be prepared to face the full consequences, whatever they may be. However, don’t tell the child what the specific consequences will be.*

Be gentle rather than tough. *This student can handle toughness—it’s his or her forte. However, a bully can’t fight gentleness, and this is what he or she really wants. Don’t assume this student is tough. A bully may in fact be weak, and may be using his or her antics to cover up insecurity. Likewise, a student who is loud is not necessarily an extrovert.*

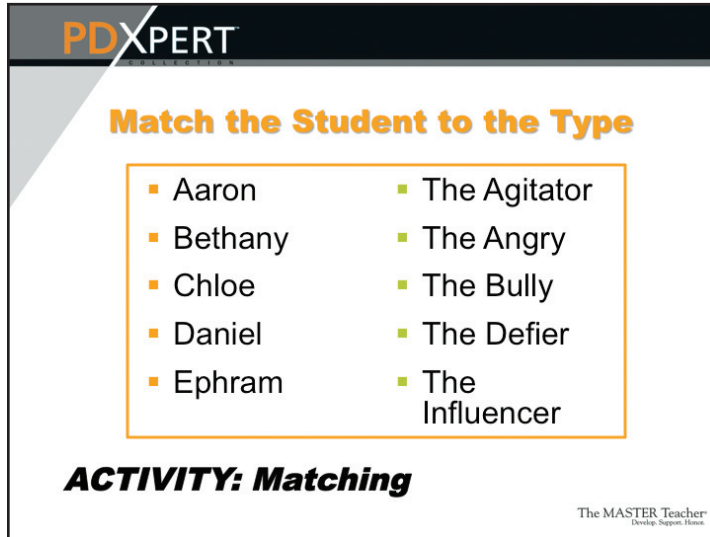
Show that you care. *Show the student that you respect, care about, and trust him or her. This type of student tends to be extremely loyal. Let the student know that you like him or her, but you dislike the behavior. Establish a one-to-one relationship with the student. This student needs—and usually lacks—such a relationship with a strong and successful adult model.*

Show the student that he or she is insecure. *Keep in mind that kids who fight an authority figure do so only to compensate for a flaw in their own characters which they themselves may or may not recognize. Therefore, you must help the child make the identification. Make it safe for this student to be vulnerable to others. Otherwise, he or she will keep bullying because that behavior keeps others away and protects areas of insecurity. Openly address the problem of his or her insecurity; it is the main issue. Give this student big responsibilities—and redirect his or her energies constructively.*

Encourage leadership. *Praise the student for appropriate behavior continually, and call the new behavior “strong.” Design activities which will bring out his or her leadership strengths in a positive way. However, be sure to make success or failure “safe” when you do. Let the child student decide any consequences should he or she falter.*

Encourage pride. *Never forget the motivational force of pride. However, remember that true pride has one source: solid personal achievement coupled with the respect for others that grows out of self-respect. To instill pride in a student, a teacher must give him or her personal success and meaningful accomplishments. If not, lack of self-respect and feelings of shame make pride a difficult achievement for some children, especially children who bully others. Don’t put the student in a position in which he or she must “prove” himself or herself, or the bullying behavior may recur.*

Slide 41



PDXPERT

Match the Student to the Type

▪ Aaron	▪ The Agitator
▪ Bethany	▪ The Angry
▪ Chloe	▪ The Bully
▪ Daniel	▪ The Defier
▪ Ephram	▪ The Influencer

ACTIVITY: Matching

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Activity: Matching

Allow 15 minutes for this activity.

Tell participants to listen as you read a description of each student: Aaron, Bethany, Chloe, Daniel, and Ephram (below). Then, have participants use their own paper to match each student to the student type that best describes him or her. Correct answers are in parentheses below.

After the participants have matched off the students, have volunteers share which type they matched each student to. After each student is matched, ask for another volunteer to name a specific method that the student's teacher could use in the classroom to help the student change his or her behavior. Have the rest of the group discuss whether this is an effective strategy and, if necessary, suggest ways to improve the strategy.

Aaron

Aaron is a fifth-grade student. During lunch period, Aaron is angry when he finds another group of students sitting at the table where he and his friends usually sit. Aaron tells one of the students that he will hit him after school if he does not move. After school, Aaron finds the student that he threatened and teases him in front of a large group of students. (The Bully)

Bethany

Bethany is a tenth-grade student who rarely gets in trouble, but she is almost always the first student to rally others around when a fight breaks out. One fight, between two of Bethany's closest friends, erupted over a rumor that Bethany started about the two people involved. (The Agitator)

Chloe

Chloe, an eighth-grade student, is caught speaking out of turn during class. When the teacher confronts her, Chloe claims that her classmates are trying to get her in trouble. She tells the teacher that he is being unfair. When the teacher assigns her detention, Chloe laughs at him and refuses to accept the punishment. (The Defier)

Slide 41 Continued

PDXPERT
COLLECTION

Match the Student to the Type

▪ Aaron	▪ The Agitator
▪ Bethany	▪ The Angry
▪ Chloe	▪ The Bully
▪ Daniel	▪ The Defier
▪ Ephram	▪ The Influencer

ACTIVITY: Matching

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Daniel

Daniel is a very smart seventh-grade student. When the teacher assigns a ten-page research paper to the class, Daniel objects and encourages other students to voice their disapproval. When the teacher responds by reducing the assignment to seven pages, Daniel laughs at the teacher. Later, three of Daniel's friend try to convince the teacher that the assignment is still too difficult and to reduce the page count to five. (The Influencer)

Ephram

Ephram is a ninth-grade student. The teacher tells Ephram to go to the principal after he calls a classmate an inappropriate name. Ephram throws a tantrum and refuses to go. During the tantrum, Ephram says that the classmate he offended provoked the situation. When the teacher refuses to accept his explanation, Ephram calls the teacher the same inappropriate name. (The Angry)



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Circle the methods in the list below that you have used in your classroom.

Confronting the student.
The “Third Person” technique.
The “Delayed Teacher Reaction.”
Speaking to the student one-on-one.
The “Delay” technique.
The “Feeling Sorry” technique.
The “Minor Point” technique.

How effective was the method or methods that you used? Would you use it again? Why or why not?

2. Are there any student types or behavior problems associated with anger and aggression that the professional development workshop did not cover? What are they, and how do you propose handling the problem? If you are not sure of how to handle the problem, how could you find the answer?

3. Consider situations outside of the classroom where you could apply the methods you have learned. How are these situations similar to and different than situations in the classroom?
