



Students with Oppositional Defiant Behavior and Their Engagement in Low Level Aggression

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STUDENTS WITH OPPOSITIONAL DEFIANT BEHAVIOR AND THEIR ENGAGEMENT IN LOW LEVEL AGGRESSION

Some behaviors that students with oppositional defiant disorders exhibit entail low level or high level aggression. It is critical that educators deal with low level aggressive behaviors and provide consequences at those first signs. Otherwise low level aggressive behaviors are the first steps that lead to students becoming violent (Goldstein, 1999).

While we can ignore some non-aggressive behaviors, we should never ignore any form of low level aggression because when we do we are letting students know that aggression is acceptable behavior and it is not in the school setting.

Examples of aggressive behavior in the school include and appropriate interventions are as follows:

Verbal abuse—examples:

Motivational attacks—you're lazy.

Stream of profanity attacks—you s o b.

Hurting feelings attacks—Ha, ha, he likes me more than he likes you.

Characteristics attacks—you're fat, you're ugly, you're stupid.

Relational attacks—I can't ever rely on you.

Ostracism—We don't want you around.

Gossip—Did you hear what she did?

Verbal Abuse—Interventions:

Educator as a role model.

When you hear parents saying negative statements about their child, say something positive about the student.

Correct the student privately. Label the behavior and let the student know that it is not acceptable.

Teach appropriate social skills to the student.

Reinforce the student for being kind to others and using kind words—recognize random acts of kindness.

Having student do something nice for the individual.

Having student write a list of compliments for the student who has been wronged.

Having the student provide an apology.

Time out.

Calming activities.

Increased supervision.

Bullying—Examples:

Harm-intending behavior of a verbal or physical character, unprovoked and repeated. (Goldstein, 1999).

Overt bullying—observable physical or verbal aggression.

Indirect bullying—covert that may be conducted via a third party such as spreading of rumors, backbiting, persuading ostracism.

Cyberbullying—use of social media/internet to engage in such behaviors.

Bullying—Interventions:

Educator as the role model.

Increased supervision.

Clear expectations on school expectations for behavior, including use of technology.

Recognition of kind acts.

Direct instruction of social skills based on the needs of students.

School-wide surveys.

Management by wandering around.

Teach students how to engage in cooperative learning.

Conflict resolution strategies.

Teach students what to do when they see bullying.

Provide support to students who are victims.

Use of apology.

Loss of privileges.

Tantrums—Examples:

Most start with a period of whining, irritability, angry looks, or a confrontation with an adult.

Screaming, crying, shouting, kicking.

Tantrums—Interventions:

Prevention strategies—look for warning signs.

Adult remains calm and does not talk with the student when the student is engaging in the tantrum.

Use pre-correction strategies.

Appropriate use of time out. Remove the audience.

Teach calming strategies.

Positive reinforcement when student is handling a difficult situation appropriately.

Provide choices.

Sexual Harassment—Examples:

Calling others names that are sexually offensive.

Using gender demeaning comments.

Utilizing and sharing pornography.

Grabbing others.

Using sexually explicit notes.

Verbal unwelcome requests.

Sexual touching.

Sexual assault.

Sexual Harassment—Interventions:

Train staff to recognize signs of harassment.

Teach students acceptable behavior.

Establish clear expectations.

Provide additional supervision.

Safe reporting systems.

Establish grievance procedures.

Conflict resolution.

Apology.

Vandalism—Examples:

Window breaking

Cutting, tearing, marking, painting or other types of defacement of property.

Vandalism—Interventions:

Modeling the care of facilities.

Clear expectations.

Firm and fair.

Personal and positive relationships with students.

Beautiful environment.

Teach students proper care of property.

Logical consequences—repair of property.

Logical consequences—teach students that vandalism is a crime and depending on the age and level of the student will be dealt with as a crime.

Stealing—Examples:

Theft at school—pencils, money.

Theft outside of school—break ins, car theft.

Shoplifting—stealing food from a store, stealing clothes.

Stealing—Interventions:

Overcorrection.

Labeling the behavior and letting students know that the behavior is not acceptable.

Facing the victim with an apology.

Giving the item back.

Additional restitution to the individual who was victimized.

Police call, depending on age and developmental level of student, and specific circumstances.

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