

Suggestions for Motivating Potentially Violent and Assaultive Students

1. Have very few rules.
2. Make certain that each student knows the consequences of his/her behavior.
3. Develop a detailed plan to focus on helping each student improve his/her behavior.
4. Keep detailed daily records of the student's positive and negative behavior.
5. Provide the student with time to cool down after an incident.
6. Remember, the goal is to help the student select the proper behavior in different situations.
7. When the student does something wrong, deal only with the present behavior.
8. Every school should have a philosophy and policy on physical restraint.
9. Involve parents in the behavior plan...including asking them for help.

Strategies To Help Motivate and Set Limits for Potentially Violent and Assaultive Students

Identification

Research examining the causes of violent and assaultive behavior indicates that it is rooted in a variety of factors. Some of these factors have roots in sociology, developmental psychology, and biology. Nevertheless, at school, violent and assaultive behavior usually results from immediate events occurring in the classroom, school, and community. A combination of these factors can lead to two different types of violent and assaultive students.

Type 1 is characterized by extreme impulsiveness resulting in frequent acts of violence and assault. Some students may use aggressive outbursts to prove to others that their behavior has no limits. This becomes an important way for them to gain a measure of self-respect and to manipulate and control others. Type 2 is characterized by overly inhibited and detached behavior. These students have difficulty expressing their emotions and they may try to avoid physical or social confrontations. It takes considerable provocation, real or imagined, to move these students to acts of violence and assault.

Type 1

1. Impulsivity; low frustration tolerance
2. Behavior problems (react violently when their unreasonable demands are not gratified)
3. Interpersonal problems - rules which apply to others need not apply to them
4. Learning problems

Type 2

1. Difficulty expressing their emotions; appear to be lonely and unhappy
2. Overly inhibited behavior which can suddenly explode in violent acts
3. Interpersonal problems - emotionally and physically distancing themselves
4. Learning problems

Precipitating Factor Intervention Strategy

1. role - playing
2. designating a special time for the student to receive individual attention
3. developing therapeutic activities which model appropriate responses to impulsiveness frustrating situations
4. redirecting manipulateness into constructive behavior
5. study famous people who influenced their environment in helpful ways
6. establish consequences for inappropriate manipulation behavior and rewards for compliance
7. verbalize feelings which trigger violent behavior
8. base intervention strategies on a complete assessment of the student provocation
9. story-telling