

Explosive and Aggressive Behaviours


in Elementary

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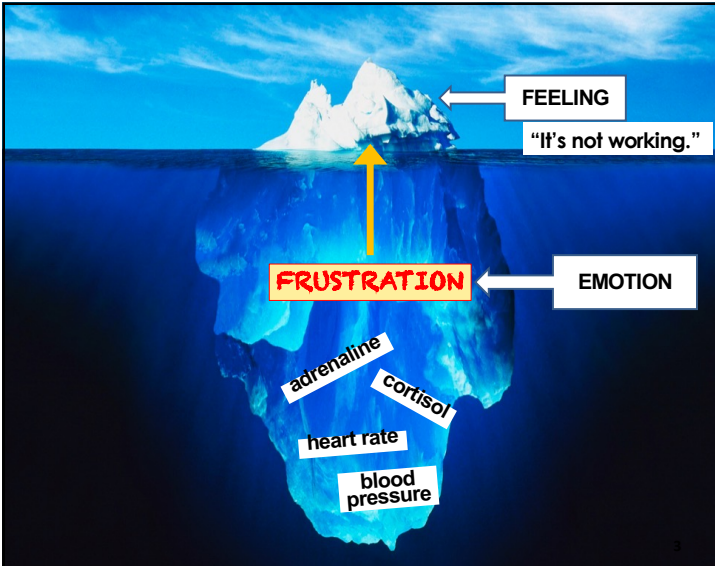
November 16th, 2023




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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

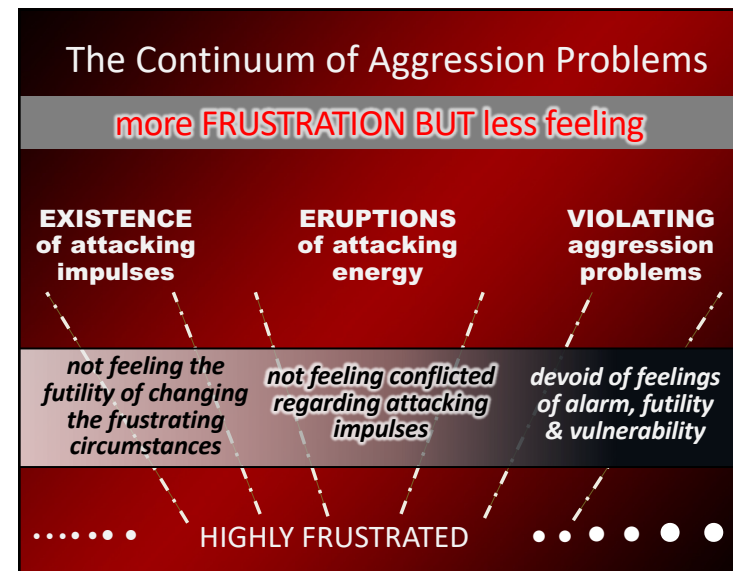
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ANGER	FRUSTRATION
- experienced only by humans	- experienced by all creatures of emotion
- evoked by perceived injustice	- evoked by something not working
- involves cerebral cortex and consciousness	- root emotion that can exist without being felt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

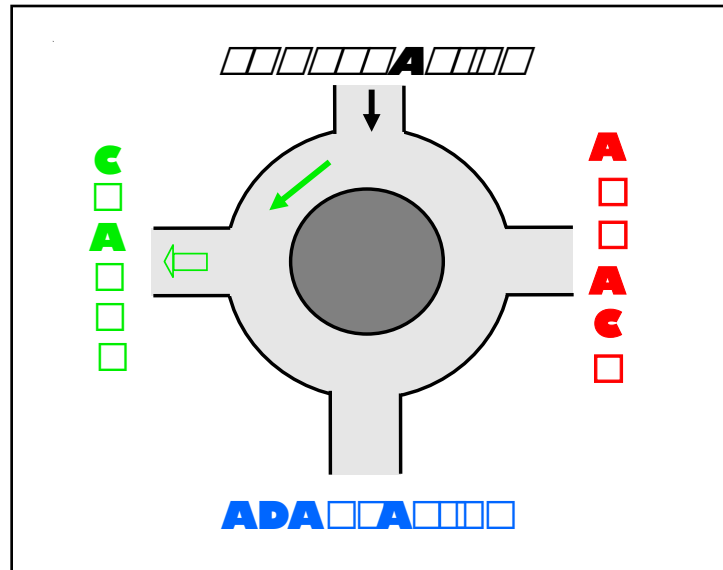
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AGGRESSION ≠ VIOLENCE

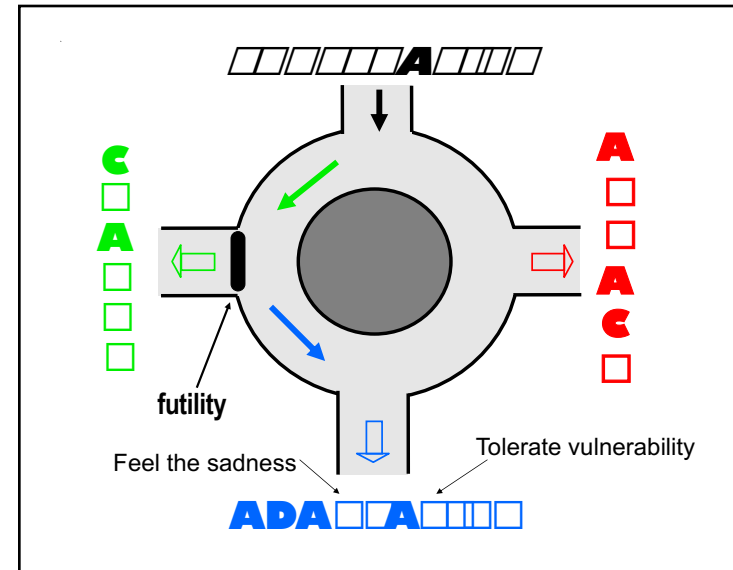
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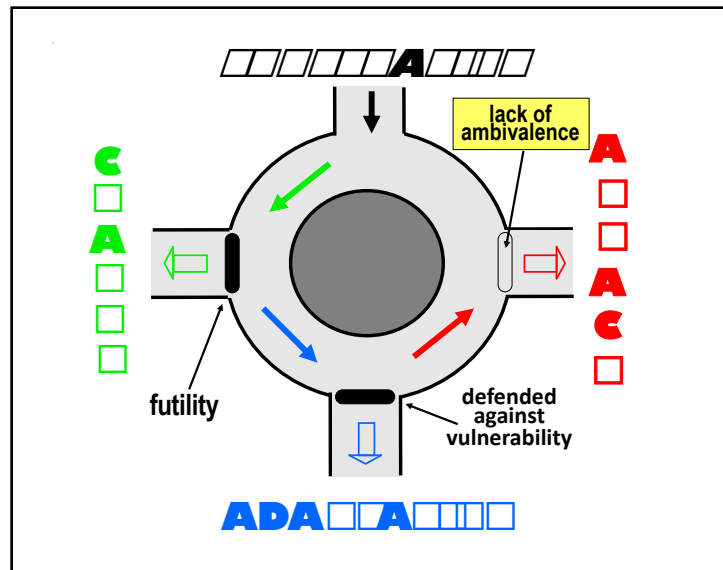
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Some children experience **more frustration....**

- Children of separation and divorce
- Foster children/removed from their families
- Being apart from caregivers for periods of time:
 - hospitalization
 - work
 - travel
 - prison
 - peace-keeping missions
 - other life events.




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FRUSTRATION INVENTORY

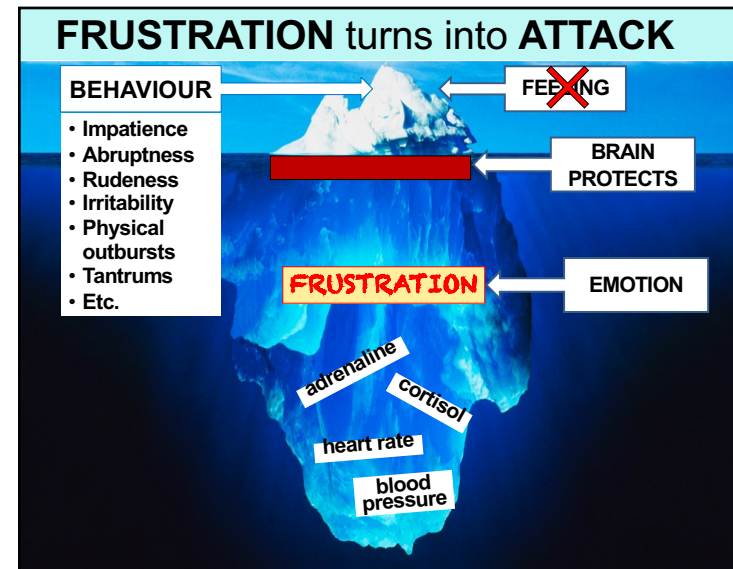
List all the frustrations your student could have that morning prior to coming to the classroom.

What frustrations are added in the classroom?

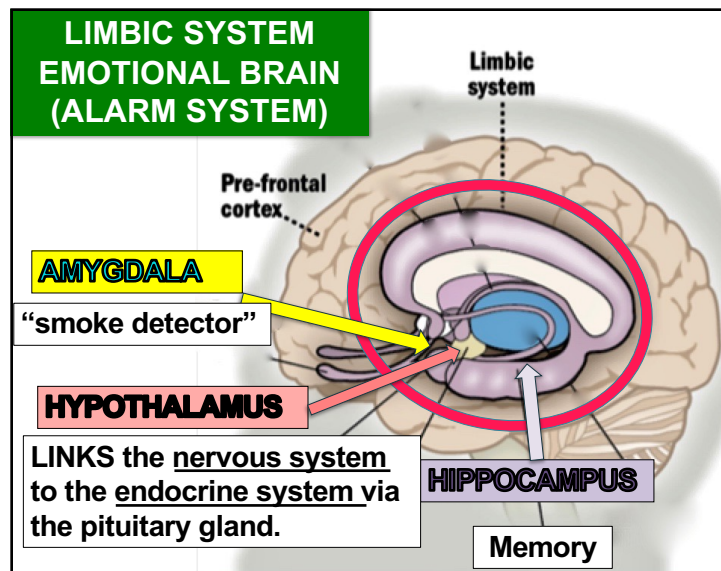
What frustrations are added in a learning situation?

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

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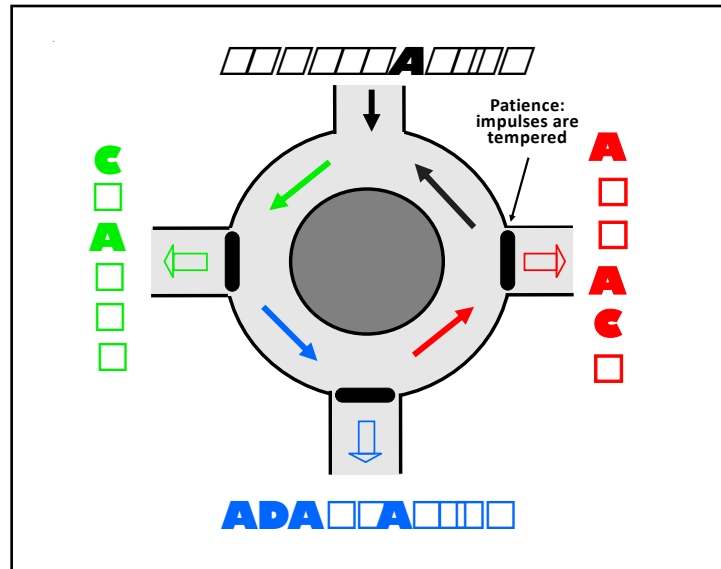


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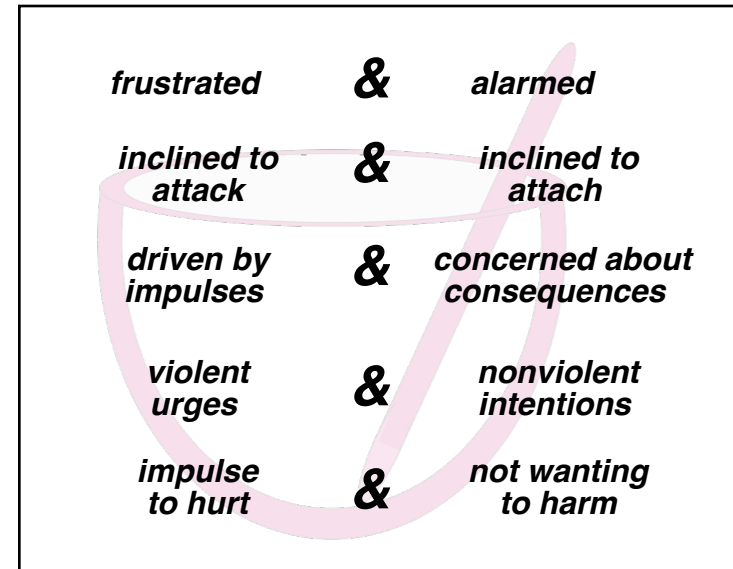
Understanding the true NATURE of Emotions

- 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.
- 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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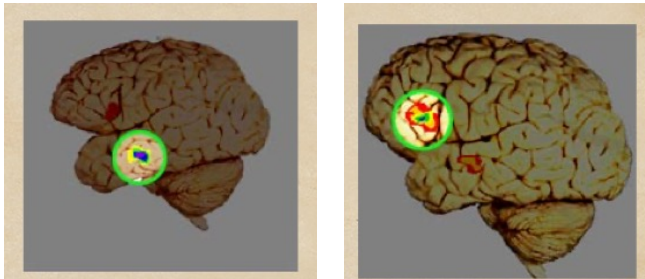
to ATTACH	to ATTACK
to keep close	to strike or bite
to take care of	to insult or criticize
to care for	to put down
to protect from hurt	to hurt or wound
to be loyal to	to yell at
to not push away	to be sarcastic to
to avoid upsetting	to hate or loathe
to not disappoint	to ignore or discount
to measure up	to tantrum
feelings of affection	to take one's own life

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

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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**

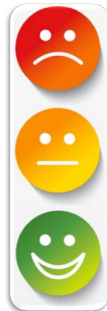
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WHAT DOESN'T WORK

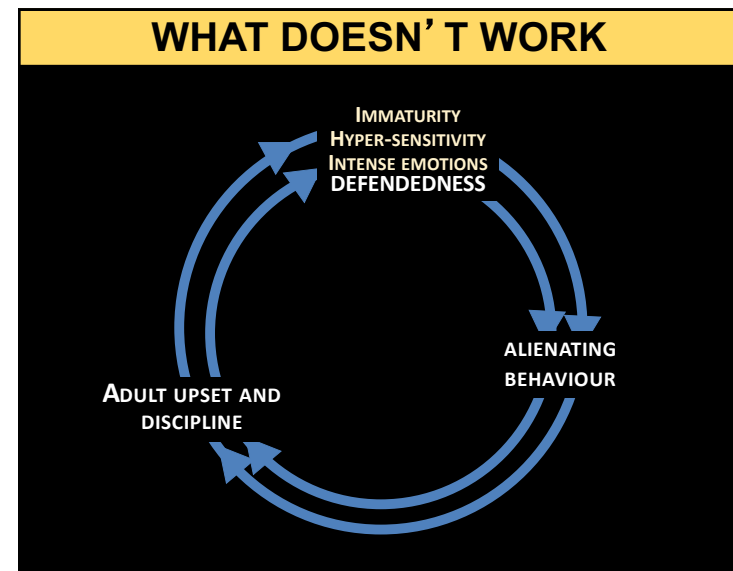
Conventional Classroom Management and Problem Behaviour Centered Intervention



- 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

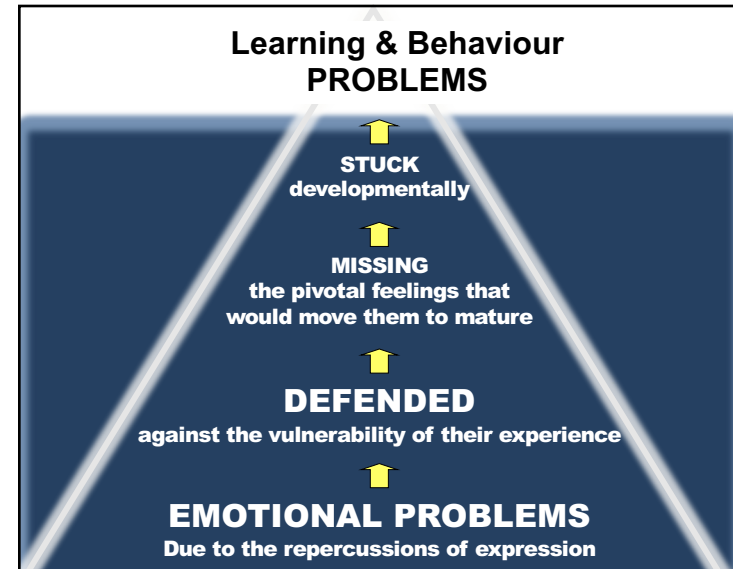
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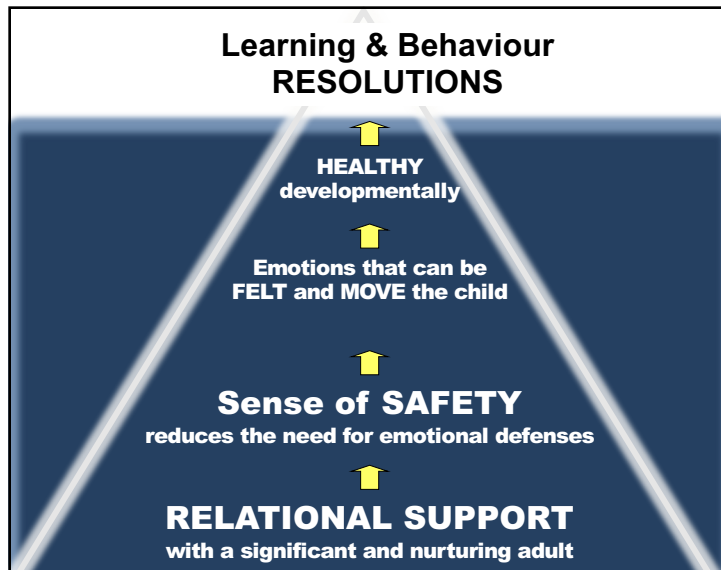
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BEST PRACTICES
Gaining insight to inform practice

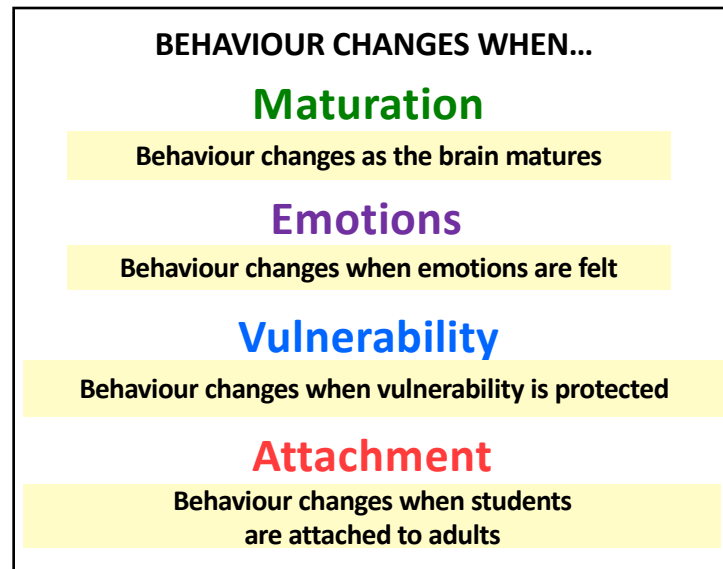
From: What's wrong with you? This behaviour has to stop.



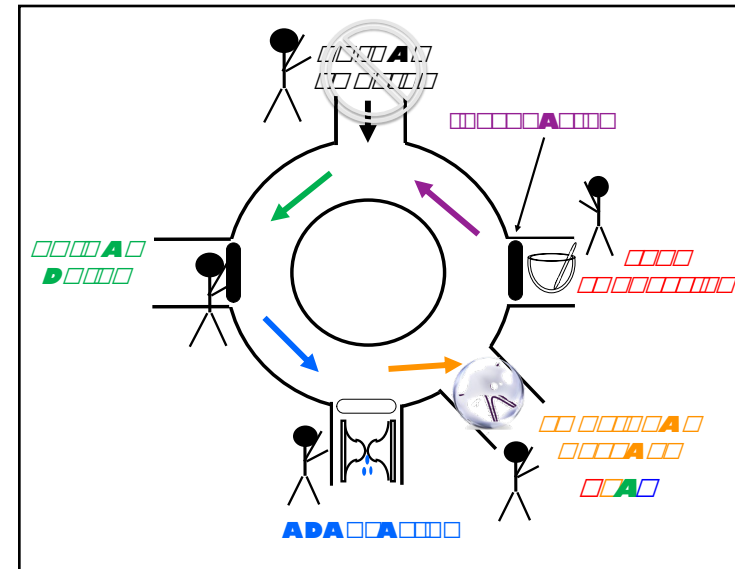
To: He's experiencing too much **frustration** – too much that is not working in his life.

How can I help to release and reduce the frustration?

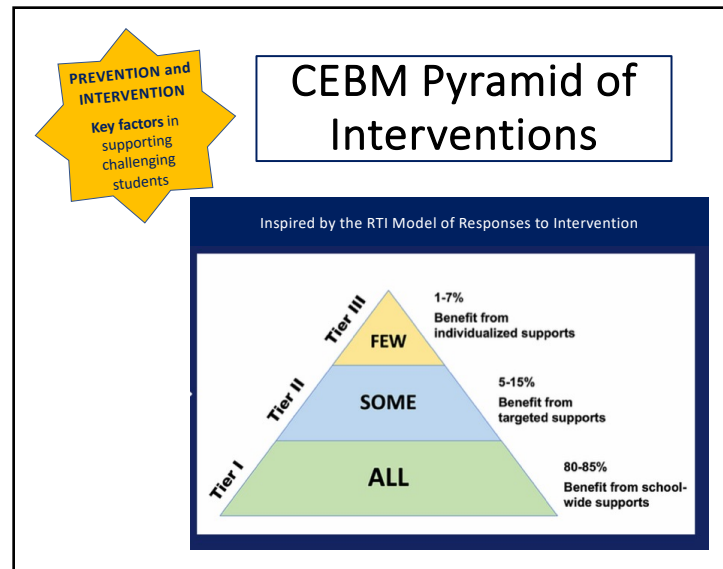
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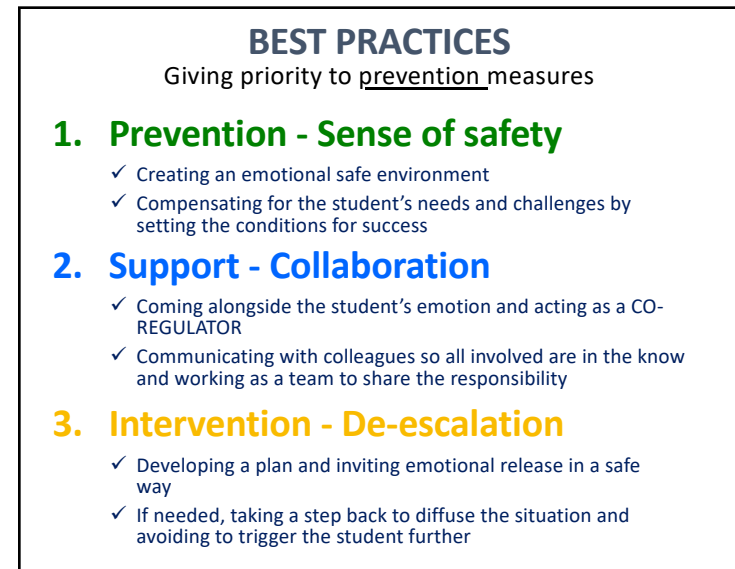
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- At Tier 1, the classroom supports benefit the group as a whole.
- These are daily practices lead by the Homeroom Teacher and the Specialists.
- The focus is on PREVENTION:
 - ✓ Minimizing exposure to additional frustration (avoiding conventional 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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1. Keep child-adult 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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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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[illegible]

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

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Classroom Emotional Release Activities



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

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Children's Literature on Frustration



<https://www.cebmmember.ca/children-s-literature>

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 Excited/Excité	 Shy/Timide	 Surprised/Surpris	 Sorry/Désolé	 Happy/Heureux
<p>How are you feeling today? Quelle émotion ressens-tu aujourd'hui?</p>				
 Frustrated/Frustré	 Sad/Triste			
 Anxious/Inquiet	 Grumpy/Grincheux	 Silly/Ludique	 Disappointed/Déçu	 Proud/Fier

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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 Homeroom Teacher and the Specialists with the help of Support Staff and Resource Teacher.
- The student continues to benefit from Tier 1 supports in addition to supplemental Tier 2 measures.

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Challenge: Frustration & Aggression
Making Sense of What is Unfolding and Mapping Interventions to Support a Student


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

What are the behaviors that you see?	Suggested Interventions:	Understanding "WHERE" this might be coming from:	Practices to AVOID and WHY
In the Classroom: <ul style="list-style-type: none"> Inpatient with peers Abrupt in tone and demeanor Rule, screaming, verbal threats, swearing Easily irritated, whines, complains Tapping with objects – gets louder as frustration increases Frustrated with daily routine Reactive to simple requests Work refusal Physical outbursts with objects, towards peers and/or adults Shut down Fatigue Flat affect/depression Retreats to small enclosed areas Stooms out of the room Can be extremely difficult to manage by substitute teachers 	Tiers 1 & 2 practices: In the Classroom: <ul style="list-style-type: none"> Maintain a calm demeanor; don't take the behavior and language personally. Keep cues short and simple – the child can't process much information when triggered or upset. Work at nourishing a significant attachment with this student: Increase opportunities to make 1:1 connections Establish and follow structured routines – predictability helps them feel safe and know what is expected of them Have additional work supplies readily available – provide with generosity when they are missing items Offer alternate seating options and alternate workstations to provide opportunity for choices Insert additional Brain Break activities for the group when students struggle with attention or managing their bodies Notice, name and recognize efforts – focus on small steps When emotionally charged, distract & redirect away from the situation. Prevents further escalation, issues can later be managed areas Assign a 'job' that the student is capable of doing, and is beneficial for them and the group Organize a Personal Bin with the student – include items they enjoy touching, looking at and doing when they need a break. Include a fine-motor activity. Change items periodically to maintain engagement. Consider alternate arrangements when substitute teacher is present. 	<ul style="list-style-type: none"> Facing too much frustration - numerous things in their life are not working Facing too much separation from caregivers Alarmed and overwhelmed with school experience Too much is happening or being asked of them. Information is being given 'too much too fast' – student struggles to process Lack of secure attachments with adults at school Immaturity in emotional development due to age Immaturity in emotional development due to emotional stuckness Adverse family conditions Learning difficulties Diagnosed conditions Hypersensitivity, hyposensitivity Sensory issues, ASD Too loud - echo in gym, cafeteria, unstructured Too much visual stimulation 	<ul style="list-style-type: none"> Time Outs: Increase separation alarm and frustration, which can lead to disengagement 'I don't care' Consequences - in times of high emotions integrative capacity diminishes. Giving consequences directly increases frustration for a child who already struggles with managing frustration Incentive charts, rewards and behavior contracts Focus on child's struggles rather than their good intentions and efforts May increase disengagement Make the relationship contingent on performance <p>For more details please see: https://www.cebmmember.ca/connections-practices-to-avoid</p>
In the School/On the Playground: <ul style="list-style-type: none"> Invades personal space Plays too roughly Rule, screaming, verbal threats, swearing Physical outbursts with objects Physical outbursts towards peers Physical outbursts towards adults Ignores rule when playing games/creates own rules to win at games Imposes self into games with others Takes or destroys other's possessions or creations Disrupts others' games when not invited to play Difficult to transition back indoors 	Tiers 2 & 3 practices: In the School/On the Playground: <ul style="list-style-type: none"> Set-up and use Physical Movement Stations – Inside and Outside Use "You've Got Mail" to have the student leave the group for a short break for a quiet or physical movement break. Visits to Foster Classroom – provide a break from the classroom It's essential that this be set-up as an intervention prior to its use, that the student and parents are informed of this intervention strategy Provide student with passes to visit the Technician Room, to work, to talk, to have supervised 'alone time' Participation in 'interest clubs' with adult supervision Orchestrate the schedule to 'divide & conquer' clusters of students who struggle together Organized games during recess and lunchtime Sheltered recess and/or sheltered lunch in a predetermined location – small group 	Tier 2 & 3: Interventions with Support Staff and/or Professionals <ul style="list-style-type: none"> Schedule intervention time based on the needs of the student – daily, bi-weekly, weekly Check-in/End of Day Recap Safe place to express big emotions Emotional expression activities Personalized Project a venue for building, creating, trying things out Introduce sensory materials Create a personalized tool kit that will support student's efforts in expressing and managing his/her emotions Share information with other members of the school team, including daycare team 	Suggestions to help big emotions come out: <ul style="list-style-type: none"> Physical movement breaks during the school day Break from the classroom – intervention with support staff Targeted emotional release activities Additional outdoor time Additional physical education classes Assign a job within the school – recycling – tearing boxes Bringing chairs down in classroom Mail messenger for secretary Woodwork projects Carrying equipment for outdoor games

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

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Scheduled time in the "Quiet Corner"



Materials inside the Designated Area can include an array of the following...


Visuals	Hands on	Other
<ul style="list-style-type: none"> Breathing techniques Exercise/yoga pictures (how to) Emotions/feelings Search and find bottle Search and find books Nature scenes 	<ul style="list-style-type: none"> Calming basket (range of fidget tools) Books (picture books, mazes, emotions, etc.) Tactile bins (rice bin, lentil bin) with small items to find Different writing utensils (white board and dry-erase markers, paper on a clipboard etc.) Felt marble maze Never ending drawing pad 	<ul style="list-style-type: none"> Calm lighting (flashlight, lava lamp, etc.) Timers (sand timer, time timer) Earbuds and music

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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




PETER

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Scheduled Movement Station



In the Classroom



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

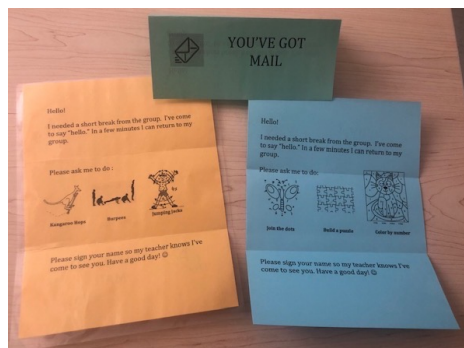
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"You've Got Mail" ***Transition with a Destination***

"You've Got Mail" letters provide something tangible for a student to hold as they head to a pre-determined destination for a short period of time.

Two types of letters are available:

- Active movement
- Quiet activity



<https://www.cebmmember.ca/practices-outside-the-classroom>

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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.

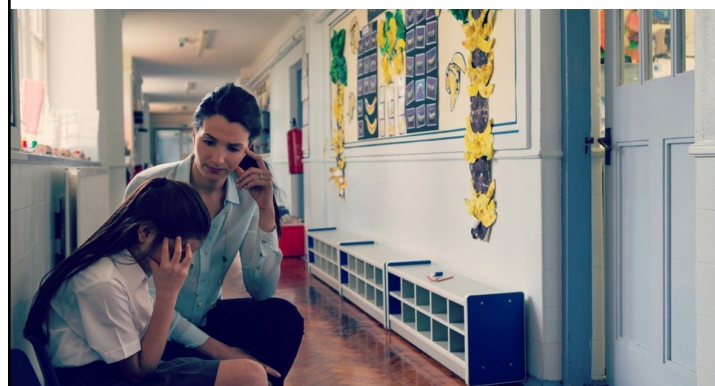
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Power of teamwork

- **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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Daily multiple student "Check-Ins"



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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 recess and/or sheltered lunch in a predetermined location (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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Physical Outlet - Movement Corner

Having an area dedicated to
Physical Movement



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

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Taking Frustration into □□□□

Playing out the impulses to make things work	Playing out the impulse to attack or destroy
<ul style="list-style-type: none"> • Making things perfect – puzzles • Building – Lego, blocks, mazes etc. • Constructing and crafts • Organizing and orchestrating • Games like Jenga 	<ul style="list-style-type: none"> • Bouncing a ball against the wall - Throwing a Velcro dart onto a target • Clapping and/or drumming to music • Kicking & stomping • Play fighting – pool noodles • Destroying and demolishing cardboard boxes

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FRUSTRATION MONSTER

(p. 33, In the Inside-Out Handbook and editorial link by Hannah Beach)

- Remember a time when you felt really frustrated
- Imagine that your frustration was a monster
- Draw the monster...is it big? Is it bright? What color(s) is it?
- This is not meant to be a nice & neat drawing – leave room for lots of expression!



<https://hannahbeach.ca/the-frustration-monster/>

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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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Having an
area
dedicated to
*Emotions
Intervention*

Emotions Corner

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

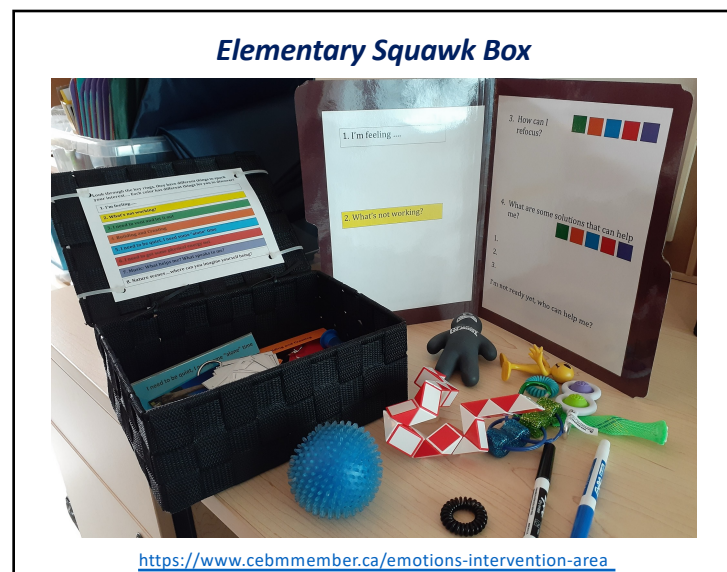


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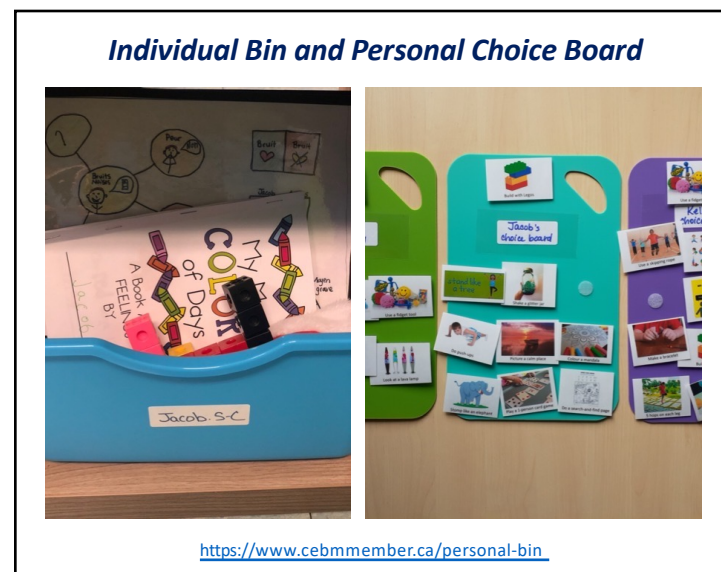
Elementary Emotions Folder

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

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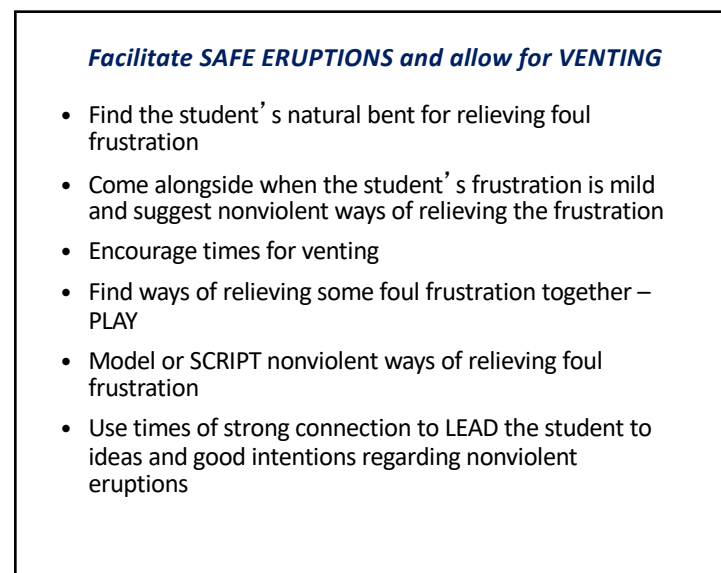
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Action Plan with adult-centered goals

PLANNING WITH THE EXPLOSIVE AND CHALLENGING STUDENT IN MIND			
Name of student: _____			
Age: _____	Grade: _____	Teacher: _____	Date: _____
ANALYSIS			
WHEN			
WHERE			
WITH WHOM			
PRECURSORS • 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 a placement • is there a schedule • is there a home situation			
POTENTIAL SOURCES OF FRUSTRATION • Substantive staff • Major changes in schedule			
OTHER FACTORS Sensory issues and sensitivities Trauma – difficult home situation			
INTERVENTION			
SAFE ATTACHMENT - PERSONS FOR INTERVENTION			
PLAN "B" FOR A DIFFICULT DAY (What will be done differently to prevent an eruption?)			

Student: _____ Date: _____ page 2

PLAN "B" FOR A DIFFICULT TIME OF ACTIVITY

- Alternate location
- Alternate activity

ALLOWING FOR EMOTIONAL EXPRESSION

- FRUSTRATION**
Alternate, less violent expression
Challenge and attack
- TEARS**

OTHER INTERVENTIONS

NOTES

TO AVOID:

- 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:

- Clear the area
- Move the student – safe place
- Have one person "be there" for the student

AFTER AN ERUPTION:

- Go to a quiet place
- Reflect frustration and/or anger
- Help to find address & learn
- Provide reassurance

MODIFY PLAN "B" FOR FUTURE INTERVENTIONS → PLAN "C"

- IDENTIFY CHANGES REQUIRED (WHAT DID NOT WORK)
- DECIDE ON CHANGES TO BE IMPLEMENTED
- ENSURE THAT ALL STAFF WORKING WITH THIS STUDENT ARE AWARE OF "PLAN C"

CEBM page on Frustration <https://www.cebmmember.ca/frustration-and-aggression>. (Password CEBMmembers)

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

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Support Interventions during RECESS and LUNCH

RECESS Intervention Models

- Supported Recess:** meet a designated adult in a predetermined location at the onset or a few minutes prior to the beginning of recess. An area of the playground is reserved for this purpose.
- Extended Recess:** meet the technician 10-15 minutes prior to recess. They are given additional recess time as it is deemed that the physical output is needed for them to be able to manage themselves well later into the day.
- Sheltered Recess:** come to the NSC during recess because they are unable to cope within the larger group on a behavioral and emotional level.

LUNCH Intervention Models

- Supported Lunch – Eating time:** meet a designated adult in a predetermined location at the onset or a few minutes prior to the beginning of lunch.
- Supported Lunch – Outdoor play time:** meet a designated adult in a predetermined location at the onset or a few minutes prior to the beginning of lunch outdoor play time. An area of the playground is reserved for this purpose.
- Sheltered Lunch:** Identified students come to the NSC during lunch because they are unable to cope within the larger group on a behavioral and emotional level.


<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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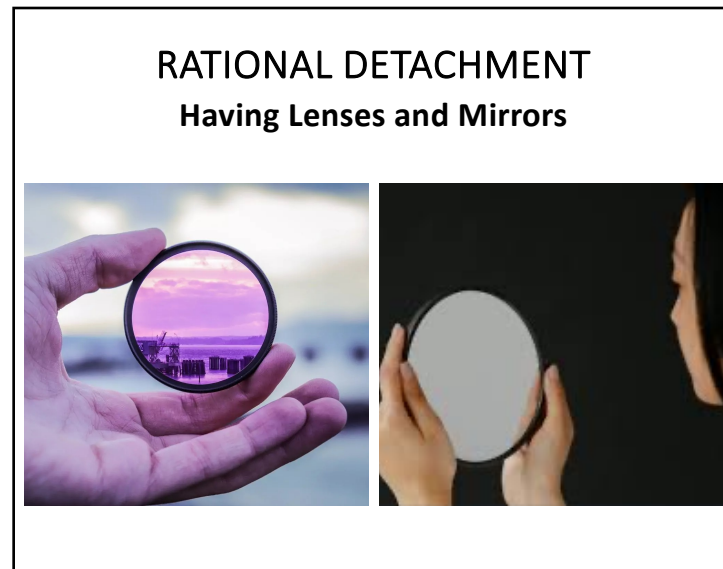
RATIONAL DETACHMENT

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

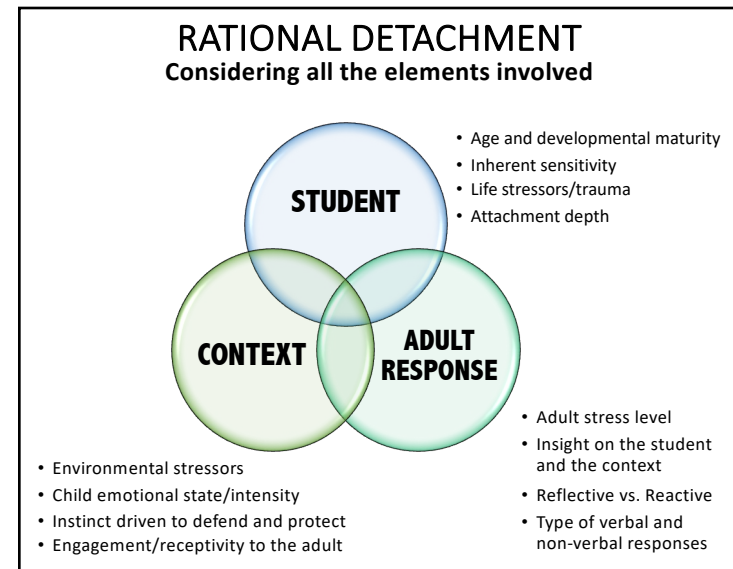
Observe the Behavior

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

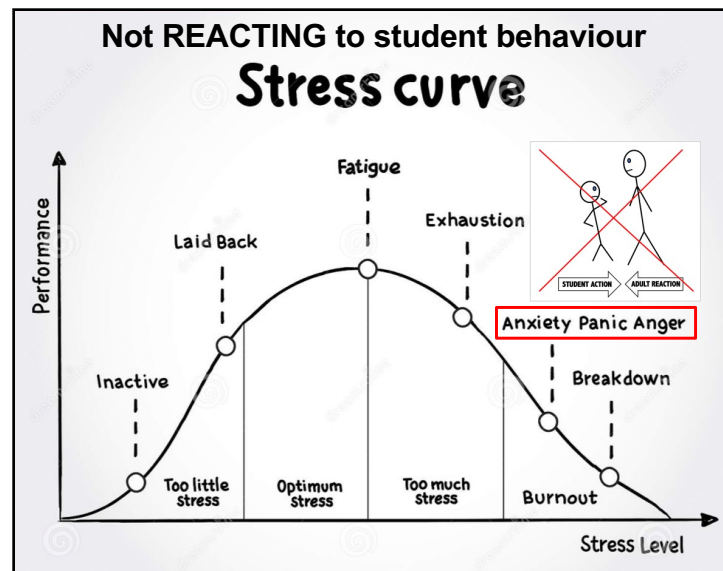
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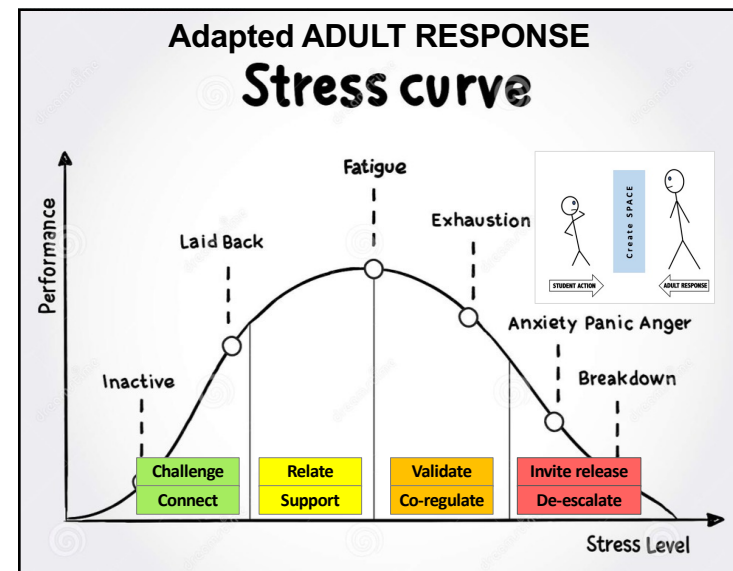
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De-escalation techniques

- 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**).

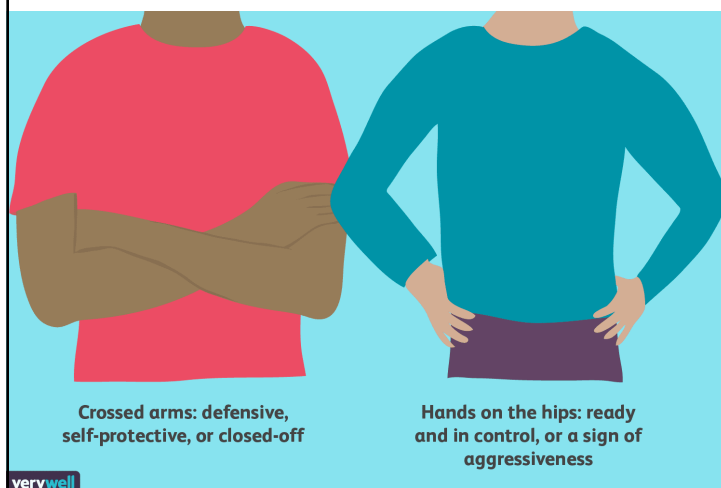
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ADULT RESPONSE: Elements to consider

- **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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Body language can speak LOUDER than words



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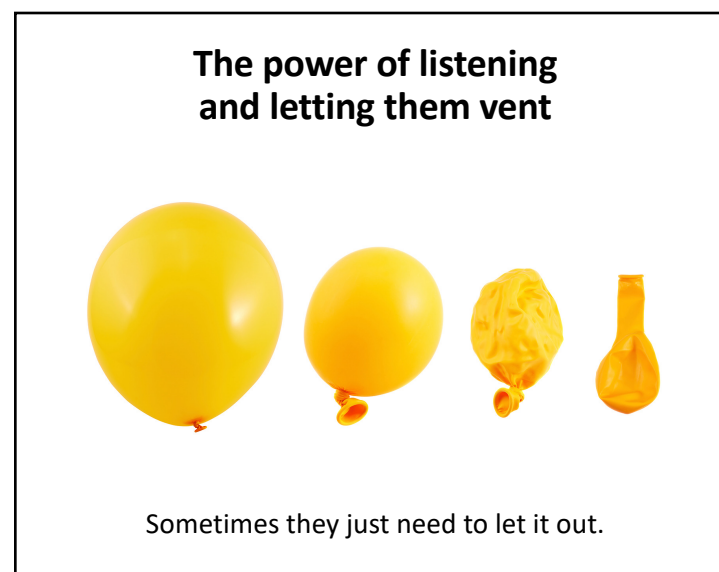
ADULT RESPONSE: Elements to consider

- **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.cebm.ca/frustration-and-aggression>

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Editorials on Frustration & Aggression



When Push Comes to Shove: The Answer to Children's Aggression
 by Deborah MacNamara (December 7, 2019)



Emotional Safety: Why kids need a safe space to feel, learn, and grow
 by Hannah Beach (April 29, 2021)



Kids Need a Safe Space to Feel
 by Hannah Beach (Jan 15, 2020)



Inside Out Activity: The Frustration Monster!
 by Hannah Beach (Apr 7, 2020)

<https://macnamara.ca/portfolio/when-push-comes-to-shove-the-answer-to-childrens-aggression/>
<https://hannahbeach.ca/emotional-safety/>
<https://hannahbeach.ca/kids-need-a-safe-space-to-feel/>
<https://hannahbeach.ca/the-frustration-monster/>

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The Child Who Acts Aggressively



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Tears and Tantrums
 Understanding Frustration and Aggression



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