



# Working with students who demonstrate aggressive behavior

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<http://edulaweu.eu>



## Part 1

## Part 2



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- Pay attention to his/her strengths



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- Trust that above all the student is guided by the good of himself and others



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- Pay attention to his/her strengths
- Trust that above all the student is guided by the good of himself and others
- Always treat the student with respect



Avoid escalating tension



Avoid escalating tension, do not take the following actions:



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- Pulling out for answers
- Comparing students with each other
- Embarrassing the student
- Superiority to students
- Unclear expectations



Effective teacher action towards an aggressive student means:



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- Protecting the safety of the students and the teacher



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- Protecting the safety of the students and the teacher
- Not allowing the relationship with the student to break down



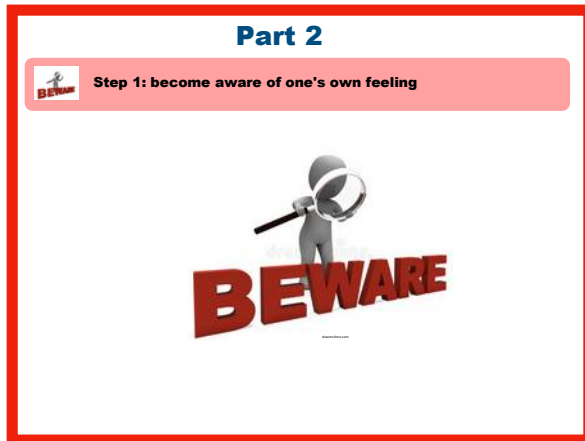
Effective teacher action towards an aggressive student means:

- Protecting the safety of the students and the teacher
- Not allowing the relationship with the student to break down
- Blocking any acts that impair respect for students and oneself

**Part 1**



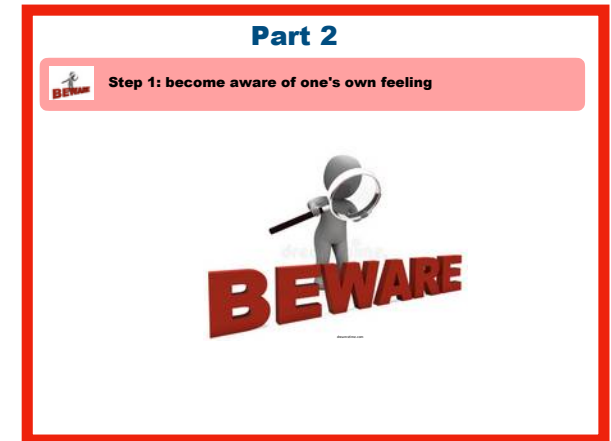
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It is important to be interested in them right NOW!

Be honest with yourself and try answer the important questions:



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It is important to be interested in them right NOW!

Be honest with yourself and try answer the important questions:

What is going on within me right now?

What am I feeling at this moment?

What feelings are burdening me this very moment?

## Part 2



Step 1: become aware of one's own feeling



It is imperative that you reject the urge to revenge, your superiority or your force

This is a powerful TRAP

If you fall into it, you will take away your strength

Replace: I'll show you! for CURIOSITY

What is this all about?

What's going on here?

What are you trying to tell me in such a tough way?

## Part 2



Step 1: become aware of one's own feeling



Step 2: prevent escalation

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**Step 1: become aware of one's own feeling**

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**Step 3: perform an emotional flip-flop**



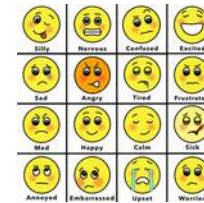
Perform an emotional flip, i.e., treat the caught feeling as not your own

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Perform an emotional flip, i.e., treat the caught feeling as not your own


Think: It arrived like a package - a letter - from a student. This feeling is not about me

















Imagine that you are the box in which to hold it for a while. This feeling I can hold and endure

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 **Step 4: read the information contained in aggressive behavior**


As you endure, you will learn that it is actually information about the student (an emotional letter about himself)


The anger and helplessness you are experiencing is his anger and helplessness


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He is filled to the brim with these feelings. Because he is choking on them, he throws them at others - at you. Probably this kind of throwing gives him instant relief


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-  **Step 5: develop curiosity about the information**

Now you should be intrigued by the question about the student information contained in the letter






What is he talking about?

What does he mean?

What does he need?

For what purpose is he acting this way?

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-  **Step 6: reject ineffective solutions**

Reject right away:

- Pretending that nothing happened. Not reacting is a sign of passivity and weakness, encouraging the student to repeat the reinforced behavior this time

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- Getting offended, demonstrating that you are resentful and hurt


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- Set a time for a one-on-one conversation in which you express your concern for the student
- Set clear rules for behavior and a consequence for not following them
- Reward any behavior you consider desirable and indicates beneficial change. Appreciate any attempts to make an effort and show good intentions








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## Working with students who demonstrate aggressive behavior



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