

POSITIVE

BEHAVIOUR SUPPORT



Registered NDIS Provider



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Masters in Special Education
behaviourhelp.com

FOR STUDENTS WITH
AGGRESSIVE BEHAVIOURS

ENROL NOW!

A student's aggression towards staff or peers is among the most serious problems an educator will encounter, and also among the most difficult to handle.

*Positive Behaviour
Support for Students
with Aggressive
Behaviours*

This course will equip you with a toolkit of practical strategies to develop a classroom that helps students with aggressive behaviours in a way that has a positive impact on all students in the classroom.

TELL ME HOW



Self-paced

Completed at your
own pace



5 Hours

To complete



Resources

Specially designed,
yours to keep



Behaviour Help



Registered NDIS Provider

Positive Behaviour Support for Students with Aggressive Behaviours

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Disclaimer

The information contained in this booklet and course is general in nature and does not take into account your personal situation. You should consider whether the information is appropriate for your student's needs.

If you have any concerns about a student, please raise them with the student's caregiver/s. The caregiver can then raise these concerns with their local doctor who can provide a referral to the relevant professional (e.g. paediatrician, psychologist or psychiatrist) for diagnosis and treatment if appropriate.

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DEFINING AGGRESSIVE BEHAVIOURS



Aggressive behaviours are defined as:

Acts intended to cause physical or psychological (emotional) harm to another person.

Stafford-Brown, Rea & Eldridge, 2016

For an act to be considered as aggressive behaviour, the infliction of physical or psychological harm on others must be intentional. Unintended and accidental infliction of harm on others should not be seen as aggressive behaviour.

When Does Aggressive Behaviour Become a Concern?

To determine the significance of the problem and whether the aggressive behaviours are of concern and need further treatment, mental health professionals use four metrics to evaluate the aggression:

Frequency – How often the behaviour occurs

Intensity – The severity of the aggression

Duration – How long the behaviour lasts

Impairment – How the behaviour impacts themselves or others

Impacts of Unaddressed Aggressive Behaviours

If left unaddressed, aggressive behaviours can cause a number of negative impacts for the student, in childhood and beyond. In childhood, aggressive behaviours can lead to:

- Lower levels of school achievement
- Greater risk of school suspension, expulsion and school drop out
- Fewer qualifications
- Poorer family and peer relationships
- Social exclusion
- Poor self-esteem
- Vulnerability to developing mental health issues (e.g. anxiety, depression)

This can lead to consequences in adulthood including:

- Poorer relationships with partners and own children
- Poorer physical and mental health
- Higher mortality rates
- Drug and alcohol abuse
- Links with offending behaviour
- Criminal activity and Incarceration
- Poorer employment prospects
- Lower wages and financial insecurity



FORMS OF AGGRESSIVE BEHAVIOURS

Aggressive behaviour comes in many different forms. Numerous subtypes have been proposed to illustrate the different expressions of aggression. Some are included below.

Physical

Aggressor engages in behaviours that harm the victim physically

VS

Verbal

Aggressor engages in behaviours that harm the victim with words

Direct

Aggressor engages in behaviours that harm a victim who is present

VS

Indirect

Aggressor engages in behaviours that harm a victim who is absent

Active

Aggressor engages in behaviours that are hurtful to the victim

VS

Passive

Aggressor fails to do what would be helpful to the victim

Reactive

Aggressor engages in the behaviours as a response to a perceived harm

VS

Proactive

Aggressor engages in the behaviours without provocation

Manipulative

Aggressor engages in behaviours so others attack the victim

VS

Rational

Aggressor attempts to conceal their aggressive behaviours

Relational

Aggressor engages in behaviours to damage victim's relationships

VS

Social

Aggressor engages in behaviours to harm the victim's social status

Targeted

Aggressor engages in behaviours to harm a targeted victim directly

VS

Targetless

Aggressor engages in behaviour that harms a substitute target

Overt

Aggressor openly, directly and unabashedly lashes out at the victim

VS

Covert

Aggressor attempts to conceal aggressive behaviour

CAUSES OF AGGRESSIVE BEHAVIOURS



Aggressive behaviours aren't caused by a single factor, but a combination of many that are unique to the individual. To find the root cause of a child's aggressive behaviours, psychologists will often refer to the biopsychosocial model, which considers how different biological, psychological and social factors interact and combine to influence human behaviour. Each component includes a range of factors that can contribute to the development of aggressive behaviours.

Psychological Factors

Psychological factors that can contribute to the development of aggressive behaviours include:

- Temperament, particularly the way the individual perceives situations and the actions of others
- Mental health, such as mood and personality disorders
- Early behavioural problems due to social rejection and low self-esteem

Biological Factors

Biological factors that can contribute to the development of aggressive behaviours include:

- Inherited characteristics
- Genetic components and combinations
- Abnormalities in brain structure
- Pregnancy complications, such as exposure to drugs and alcohol and hypoxia at birth
- Pre- and postnatal malnutrition
- Gender. Males are generally more aggressive than females
- Chemical imbalance, such as high levels of testosterone
- Neurodevelopmental disorders, such as ADHD, Autism and acquired brain injury
- Substance abuse

Social Factors

- Home life, such as parenting practices and conflict in the home
- School life, such as exposure to school violence
- Community life, such as exposure to community violence



POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH AGGRESSIVE BEHAVIOURS

Positive Behaviour Support (PBS) is a framework that aims to improve academic, social and behavioural outcomes for people with challenging behaviours.

PBS recognises that all behaviour serves a purpose. The framework emphasises the need for an assessment to take place to understand the reason for specific challenging behaviours before they can be addressed. Based on the assessment findings, PBS uses multiple approaches to minimise or prevent the occurrence of these behaviours.

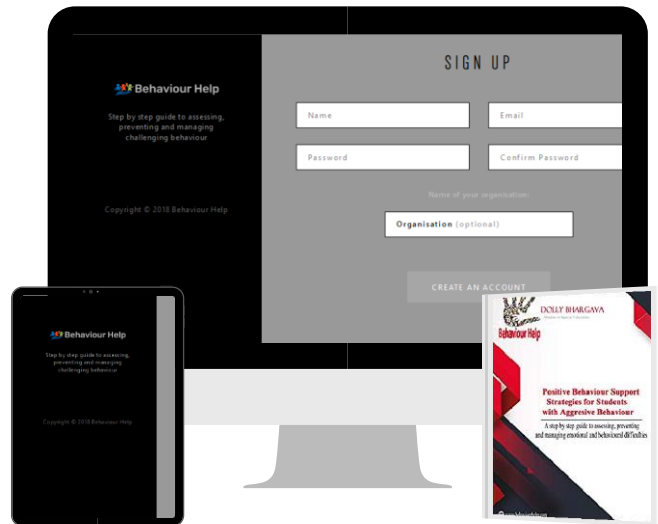
PBS focuses on teaching, increasing and strengthening helpful behaviours through reinforcement, and anticipating where things may go wrong, rather than just reacting when they do. By changing interactions, activities and altering environments, specific behaviours can be prevented and we can improve the student's quality of life.

Behaviour Help applies PBS to assess, prevent and manage behaviours and improve a student's quality of life.

Behaviour Help utilises PBS in the Assess – Manage – Prevent cycle to assess challenging behaviour, determine appropriate ways to manage it, and implement plans to prevent it.



MORE RESOURCES!



The Behaviour Help app and the booklet Positive Behaviour Support for Students with Aggressive Behaviour by Dolly Bhargava will guide you through the Assess – Manage – Prevent process.

Use the templates and instructions provided to determine why the student is behaving a certain way and develop comprehensive Management and Prevention Plans to help the student reach their full potential.

[GET THE APP](#)

[GET THE BOOK](#)

POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH AGGRESSIVE BEHAVIOURS



Assessment Stage

PBS teaches us that before we implement any behaviour management plans, we need to complete an assessment. Assessment is when the educator engages in detective work in order to understand the message, or function, that the student is trying to communicate through their challenging behaviour. It's a deep dive to discover what the student is trying to tell us, if they get what they want by behaving a certain way, or if they behave this way because it's the only way they know how to respond to a situation.

A thorough assessment can't be conducted by you alone. Instead, a team of people should work together to paint a comprehensive picture of the student's situation. This team will comprise various people in the student's life, depending on their individual needs.

Management Stage

The management stage involves designing a comprehensive behaviour Management Plan based on the assessment findings.

Before we can address challenging behaviours, we must assess the meaning behind them.

The behaviour Management Plan aims to provide guidelines to help everyone supporting the student to manage the behaviour as it escalates in a planned, safe and least disruptive manner.

Prevent Stage

The prevention stage involves designing a comprehensive Prevention Plan based on the assessment findings.

The Prevention Plan aims to:

- Minimise or avoid the triggers that set off challenging behaviours
- Tailor the activity, environment and interactions to match the student's skills
- Teach the student positive ways of communicating their messages, and managing their emotions and behaviours

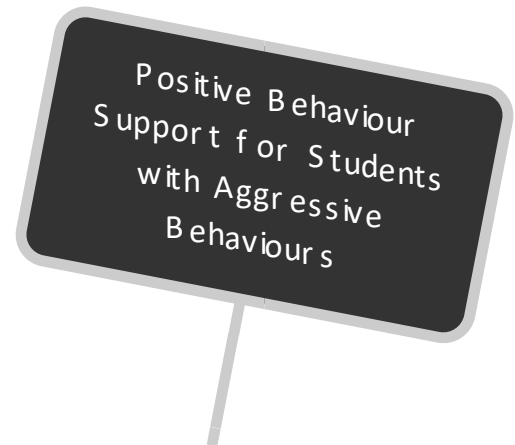
DON'T FORGET TO ENROL!

At the end of the course you will have:

- A toolkit of practical strategies to assess, manage and prevent challenging behaviours in students with aggression
- Actionable tools for developing a behaviour support plan that you can apply immediately with your student in your setting
- Lifetime access to the Behaviour Help app, allowing you to develop a behaviour support plan for any student with aggressive behaviours that you support

The course will introduce you to the topic of aggression in students, its different types, its characteristics, and its causes.

It will then teach you how to use the Assess – Manage – Prevent cycle using the Behaviour Help app to improve the student's experience in the classroom.



Learn how to help your student develop skills to combat aggression:

- Anger management skills
- Positive sense of self
- Understand, challenge and change unhelpful thinking
- Relationship rights and responsibilities
- Empathy skills
- Speaking assertively
- Social, interaction and communication skills
- understanding consequences

[ENROL NOW](#)