



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



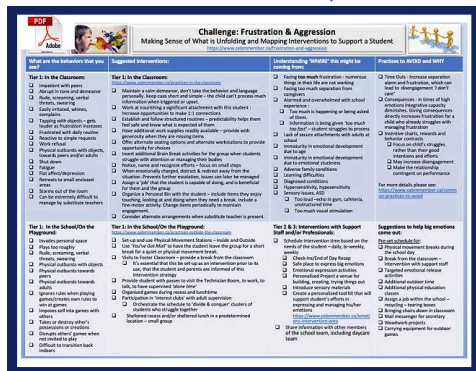
# Maximizing the use of the “Challenges Placemats”- A tool to help prime observation, reflection, discussion and sound intervention strategies to support students with challenging behaviors

- ✓ At the start of the school year, as you prepare for your new group – review the different areas of your room, do you have different spaces that will meet the needs of your diverse group?
- ✓ You’ll be welcoming a student whose challenges you’re not sure how to address – the placemat can be a starting point for recommended intervention resources and interventions.
- ✓ Reach out to your support staff and Complementary Services Team members for support when needed.
- ✓ During the year, you have a student whom you find challenging and need new ideas to help them – see what you have in place, what can be added or used differently.

Teacher

Support Staff

Administrator



- ✓ At the start of the school year, as you prepare for the new students that you’ll be supporting – review the placemats and do an inventory of the tools and strategies that you have at your disposal for intervention. Prepare & create new tools to add to your existing resources.
- ✓ When faced with challenging students, take the time to observe their behaviors, hear their needs and frustrations, speak with the other adults working with them and together decided on interventions and support that you can put into place – the placemats can provide a common ground which to start the discussion – everyone has a role to play to support this student.

- ✓ At the start of the school year, review and share the placemats with your teachers, support staff and daycare staff – they provide a wide range of insight on different challenges along with recommended intervention strategies within the classroom, the school and the playground.
- ✓ Have a team discussion, review which strategies are in place, which could be added to best meet the needs of your students.
- ✓ When faced with complex and challenging situations – refer to the placemats as a tool to bring each member of the team together, to identify what they are already doing, what is working, what is not working and decide together what will be the next intervention strategies to be put into place to support this student.
- ✓ Invite your Complementary Services Team Member(s) to join in the conversation when you feel the need for additional support.

## Complementary Services Team Member

TECHNICAL OBSERVATIONS	What I see (Classroom Observation)	What is missing (Reflection)	What is needed to help meet the needs of the group (Intervention Suggestions to Implement)
<b>Teacher</b> What are the teacher's strengths and areas for growth? What are the teacher's challenges and areas for growth?	<ul style="list-style-type: none"> <li>The teacher is using a variety of strategies to engage students.</li> <li>The teacher is using a variety of strategies to engage students.</li> <li>The teacher is using a variety of strategies to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is not using a variety of strategies to engage students.</li> <li>The teacher is not using a variety of strategies to engage students.</li> <li>The teacher is not using a variety of strategies to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of strategies to engage students.</li> <li>Provide a variety of strategies to engage students.</li> <li>Provide a variety of strategies to engage students.</li> </ul>
<b>Well-being</b> What are the student's strengths and areas for growth? What are the student's challenges and areas for growth?	<ul style="list-style-type: none"> <li>The student is using a variety of strategies to engage students.</li> <li>The student is using a variety of strategies to engage students.</li> <li>The student is using a variety of strategies to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>The student is not using a variety of strategies to engage students.</li> <li>The student is not using a variety of strategies to engage students.</li> <li>The student is not using a variety of strategies to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of strategies to engage students.</li> <li>Provide a variety of strategies to engage students.</li> <li>Provide a variety of strategies to engage students.</li> </ul>

- ✓ At the start of the school year, review and share the placemats with your school teams. There is great benefit in a ‘refresher’ to support them as they prepare for new students. People often repeat past intervention strategies because they were familiar. They can benefit from brainstorming and discussions to improve the services and the support which they offer, particularly to their students with behavior challenges.
- ✓ When asked to support specific students – the placemats can be a tool to help take inventory of the strategies being implemented, assess what is working and not working. From there it becomes easier to see in which direction new interventions should be considered, discussed, decided upon and then implemented.
- ✓ As an additional support for Complementary Services Team members, please see the [Intervention Planning: Moving from Observation, Reflection, to Intervention Suggestions to Implement](https://www.cebmmember.ca/intervention-planning-and-mapping) document.