

On Aggression and Violence

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A child by the age of 14

**will have witnessed 18,000 deaths
-- mostly violent murders--
on television.**



National Organization for
Victims Assistance
US Department of Justice

2010

Aggression

Behaviors that may cause psychological or physical **harm to others....in** different appearances and levels of severity

Many influencing factors and varying perceptions

Many are Part of Normal Development

Examples include:

Arguing

Teasing

Pushing & shoving

Hitting & kicking

Fighting

Showing disrespect

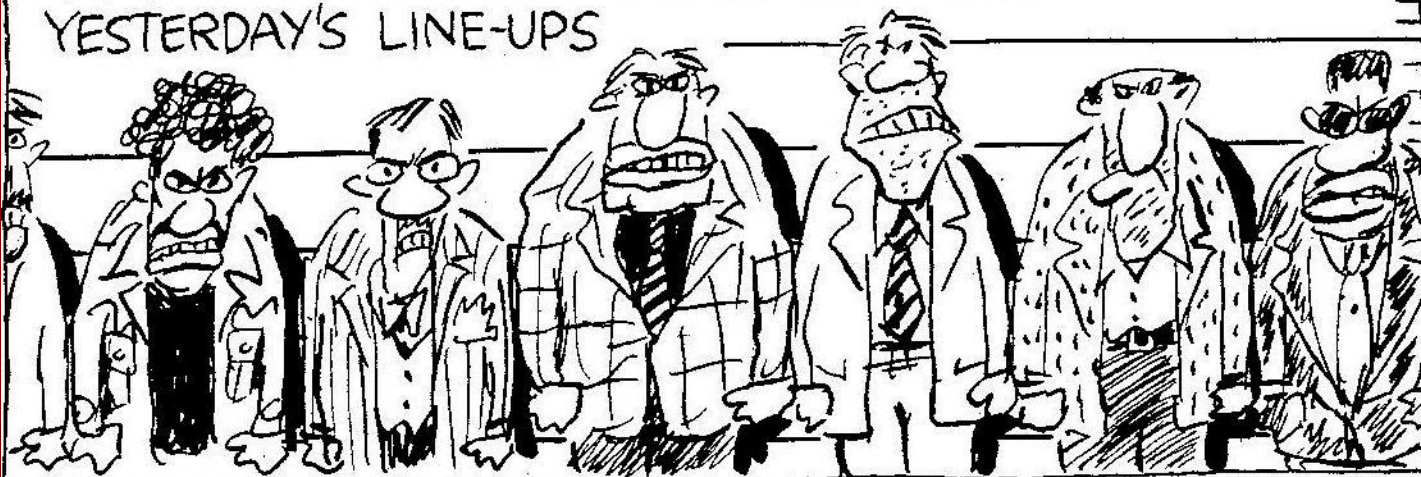
Public
Perception
is a key factor in
how societies
respond



Youth Being Wasted
Hitler's Birthday, 1999

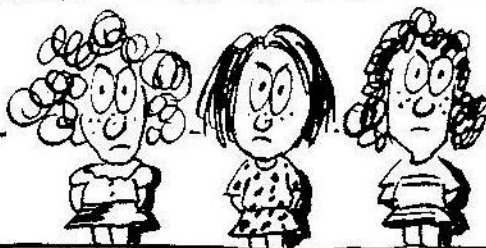


YESTERDAY'S LINE-UPS



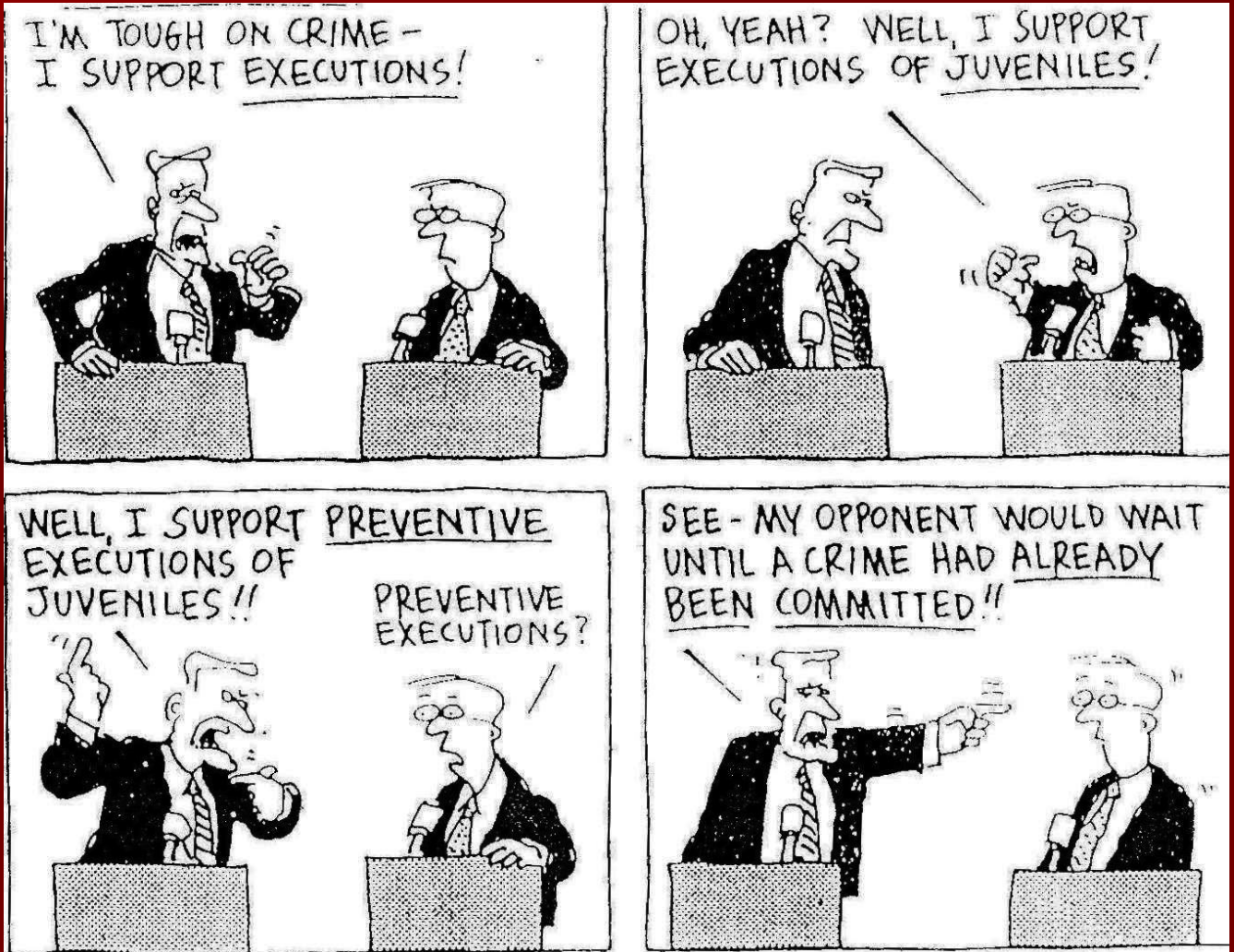
TODAY'S LINE-UP

THREE FIRST-GRADE GIRLS PLOTTED TO
KILL A CLASSMATE



STAYSKAL
2000 TAMPA
TRIBUNE

Political Solutions



The United States

incarcerates more people than any country in the world, including the

far more populous nation of China. At the start of the new year, the American penal system held more than 2.3 million adults. China was second, with 1.5 million people behind bars, and Russia was a distant third with 890,000 inmates, according to the latest available figures. Beyond the sheer number of inmates, America also is the global leader in the rate at which it incarcerates its citizenry, outpacing nations like South Africa and Iran. In Germany, 93 people are in prison for every 100,000 adults and children. In the U.S, the rate is roughly eight times that, or 750 per 100,000.

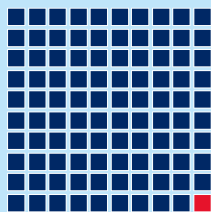


The Pew Charitable Trusts, 2008

WHO'S BEHIND BARS

A sampling of incarceration rates by various demographics. Additional information available in Appendix A-6.

According to data analyzed for this report, as of Jan. 1, 2008 more than **1 in every 100 adults is behind bars**.



For the most part, though, incarceration is heavily concentrated among men, racial and ethnic minorities, and 20- and 30-year olds. Among men the highest rate is with black males aged 20-34. Among women it's with black females aged 35-39.

MEN

White men ages 18 or older **1 in 106**



All men ages 18 or older **1 in 54**



Hispanic men ages 18 or older **1 in 36**



Black men ages 18 or older **1 in 15**

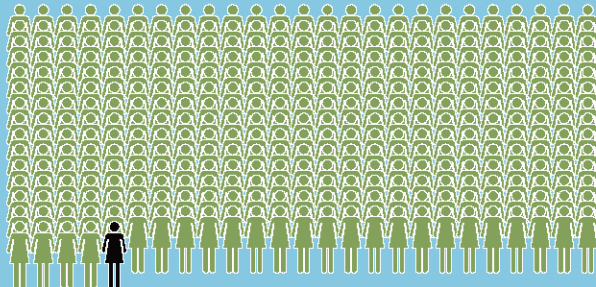


Black men ages 20-34 **1 in 9**

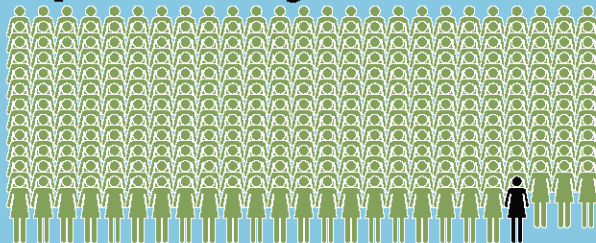


WOMEN

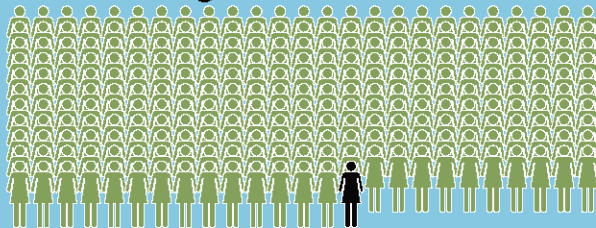
White women ages 35-39 **1 in 355**



Hispanic women ages 35-39 **1 in 297**



All women ages 35-39 **1 in 265**

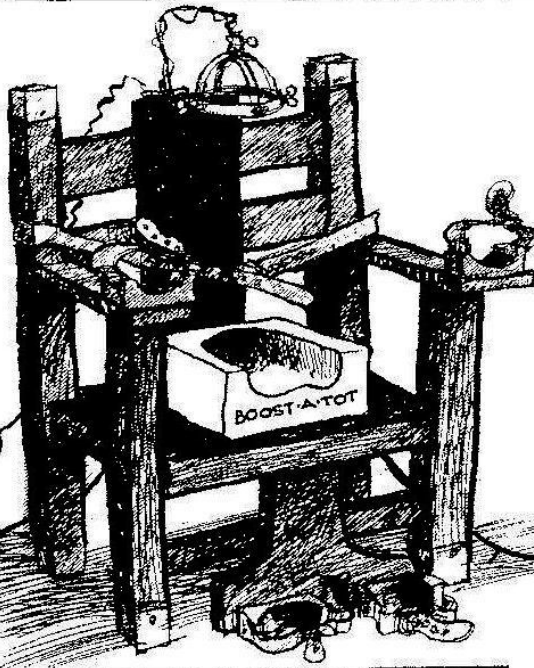


Black women ages 35-39 **1 in 100**



SOURCE: Analysis of "Prison and Jail Inmates at Midyear 2006," published June 2007 by the U.S. Department of Justice, Bureau of Justice Statistics. All demographic statistics, with exception of "1 in every 100 adults" are midyear 2006, not 2008 figures.

THE
SUPREME
COURT SAYS
GO AHEAD....



Criminalizing the Classroom

*The Over-Policing of
New York City Schools*



5 Levels of Severity

D. Daly, Boy's Town 2011

- Aggression varies in degrees along a continuum
- Different interventions are needed for each level

Level 1

Noncompliance and/or making threatening statements or gestures

Noncompliance Examples:
refusing comply with parent or teacher, whining and crying, sarcastic responses, teasing, teasing or ignoring others

Threatening examples:
demanding, staring-glaring, cursing, yelling, posturing, verbal threats

Level 2

Causing property damage

Examples: throwing pushing or kicking objects, vandalism, stealing, arson

Level 3

Harming or killing animals

Examples: hitting or kicking,
poisoning, stabbing or
shooting, torturing, setting on
fire

Level 4

Physically harming others or self

Examples: poking, pushing,
shoving, punching, fighting

Attempting to hurt self - cutting

Level 5

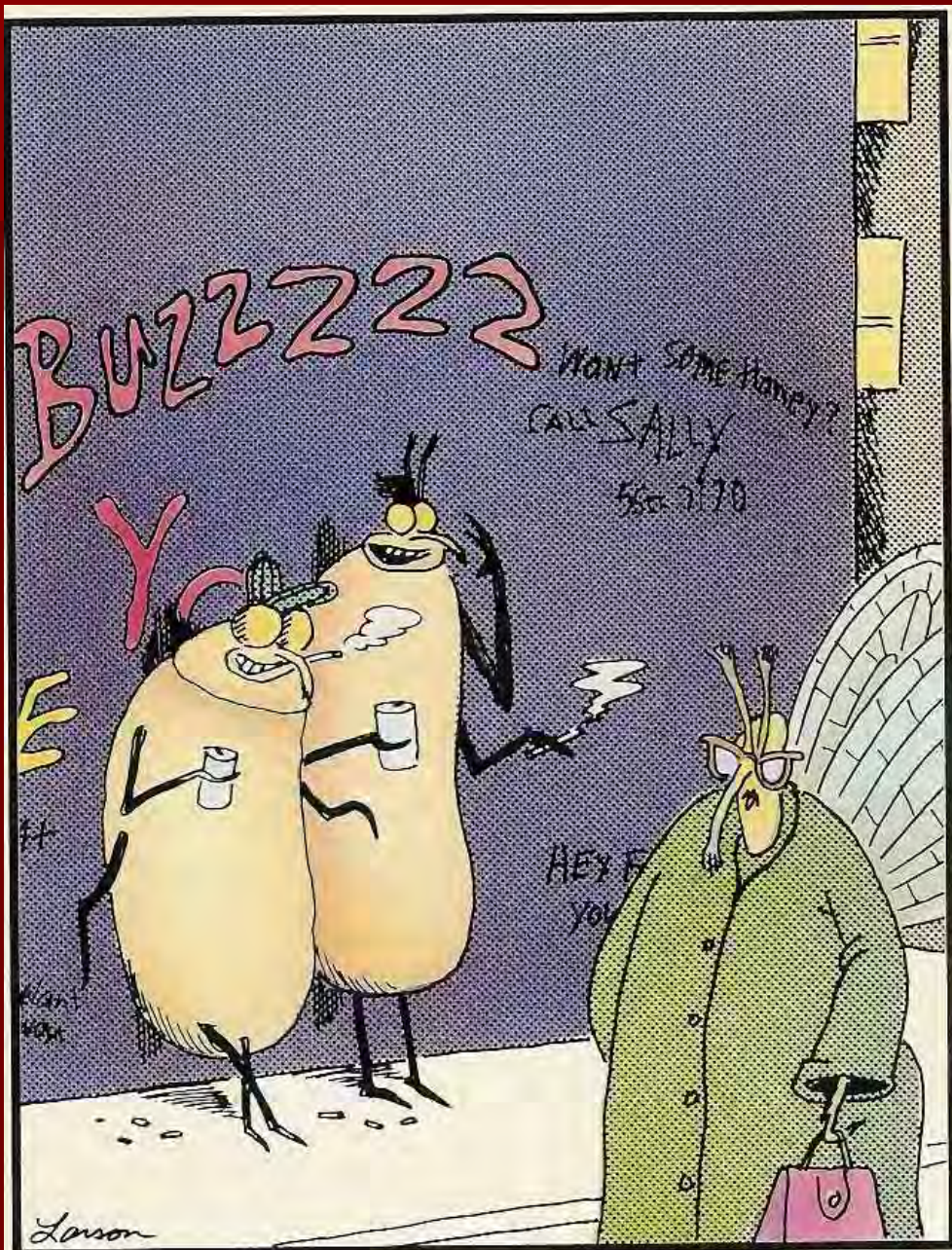
- Violence toward others to cause serious injury or death

Examples: stalking, rape, aggravated assault, bomb threats, murder, suicide

Aggression is Learned

**Teachers of
Aggression**

Developmental Pathways to Violence



Killer bees are generally described as starting out as larvae delinquents.

Development of Aggression in Childhood



SHAME ON YOU, MOM. SO
WHAT IF ALL THE OTHER
PARENTS SCREAMED AT
THE UMPIRE? IF ALL THE
OTHER PARENTS JUMPED
OFF A BRIDGE, WOULD
YOU JUMP OFF A BRIDGE?



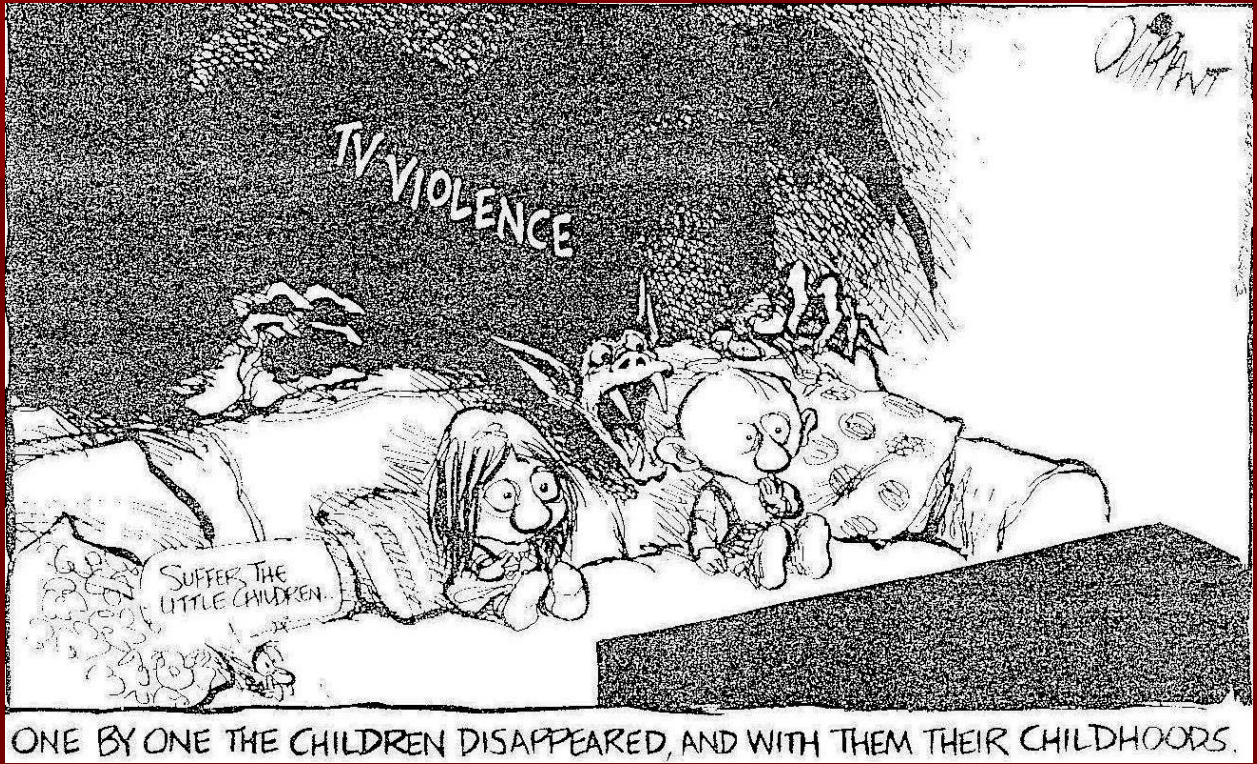
Home

“Rude to the other kids?! Where do you get off calling my kid rude, you greasy-haired, weasel-faced twit!?”





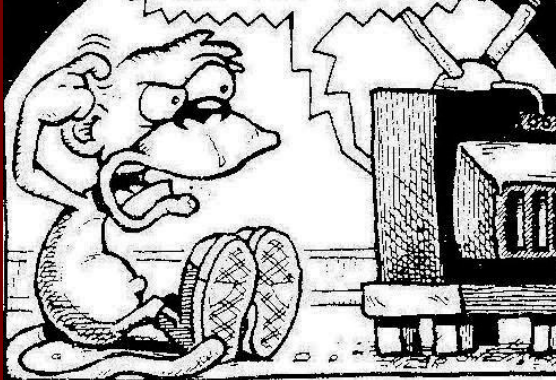
Media



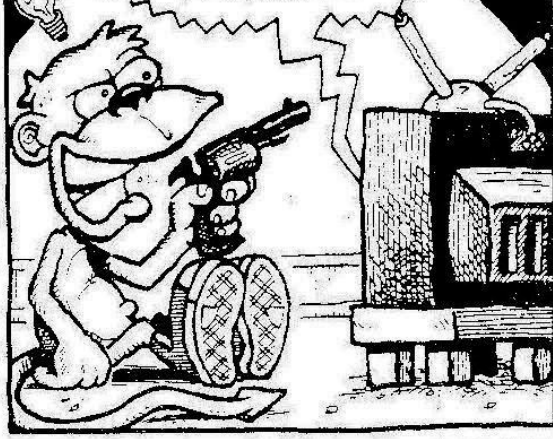
BLAME GAME

RESPONDING TO RECENT HIGH-PROFILE SCHOOL VIOLENCE, POLITICIANS WERE QUICK TO BLAME ROCK MUSIC, VIDEO GAMES, THE INTERNET & THE MEDIA FOR ENCOURAGING THE TRAGIC EVENTS.

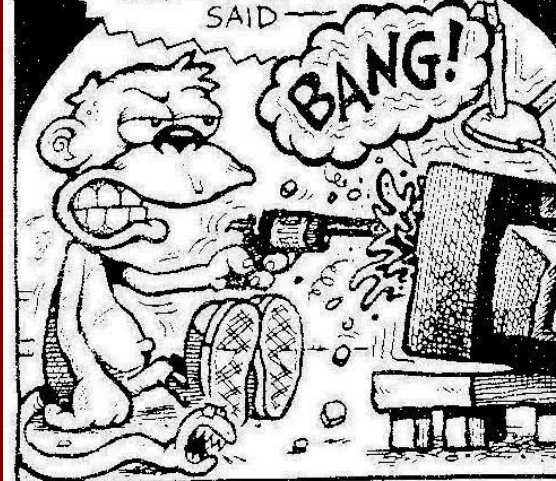
"TEENAGERS ARE TOO STUPID TO SEPARATE ENTERTAINMENT AND REALITY," CLARIFIED ONE SENATOR...



...THESE POLITICIANS, WHO BROUGHT US THE KOSOVO BOMBINGS, THE PERSIAN GULF WARS AND OTHER BRUTAL ACTS OF AGGRESSION, ALSO REMINDED AMERICA'S YOUTH THAT VIOLENCE IS NO WAY TO SOLVE THEIR PROBLEMS...



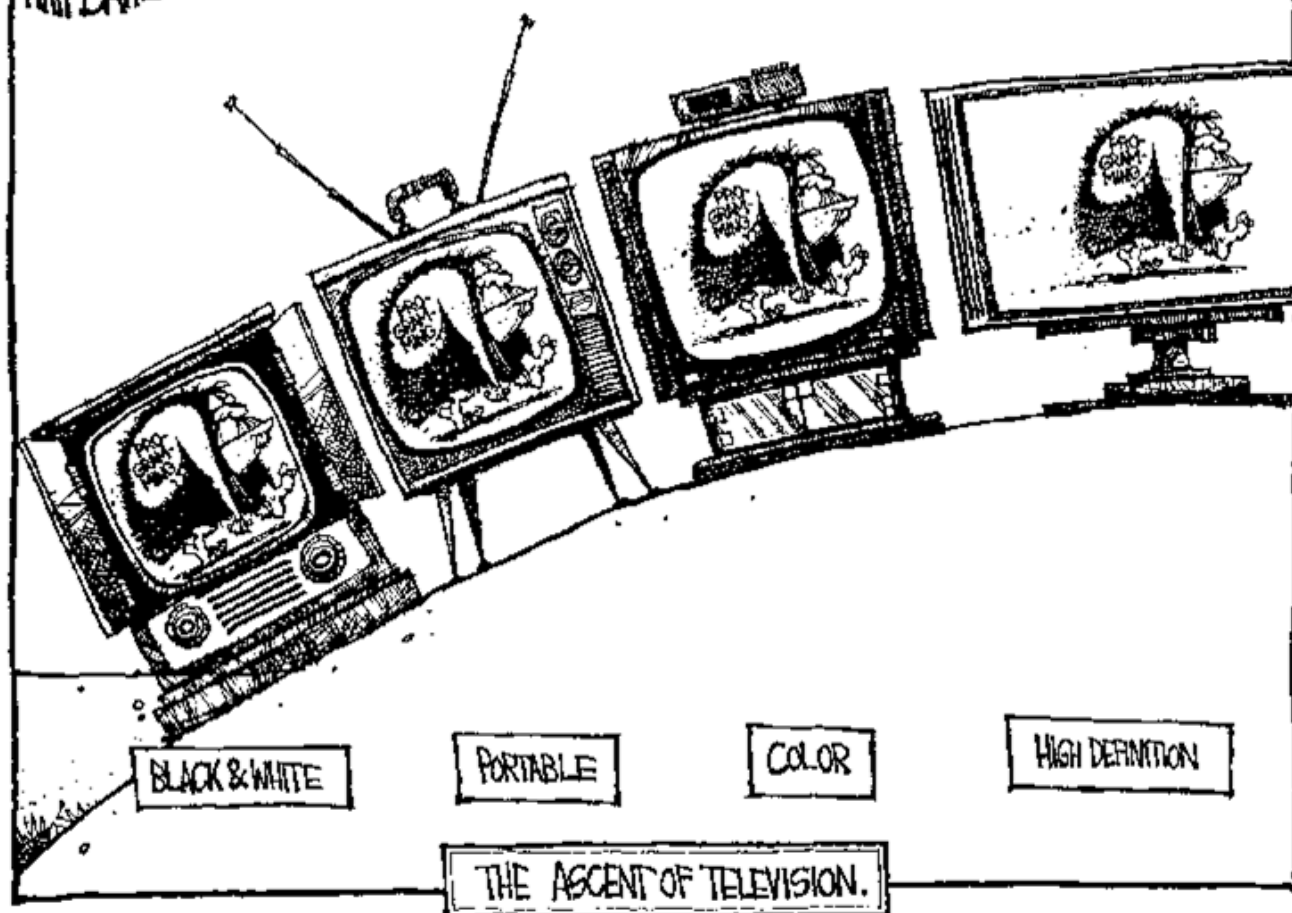
AND TO PREVENT FUTURE SCHOOL VIOLENCE, LAWMAKERS ARE DRAFTING LEGISLATION TO BAN SCHOOL. "THIS IS THE FIRST STEP TOWARD TAKING THE 'SCHOOL' OUT OF 'SCHOOL VIOLENCE,'" SAID —



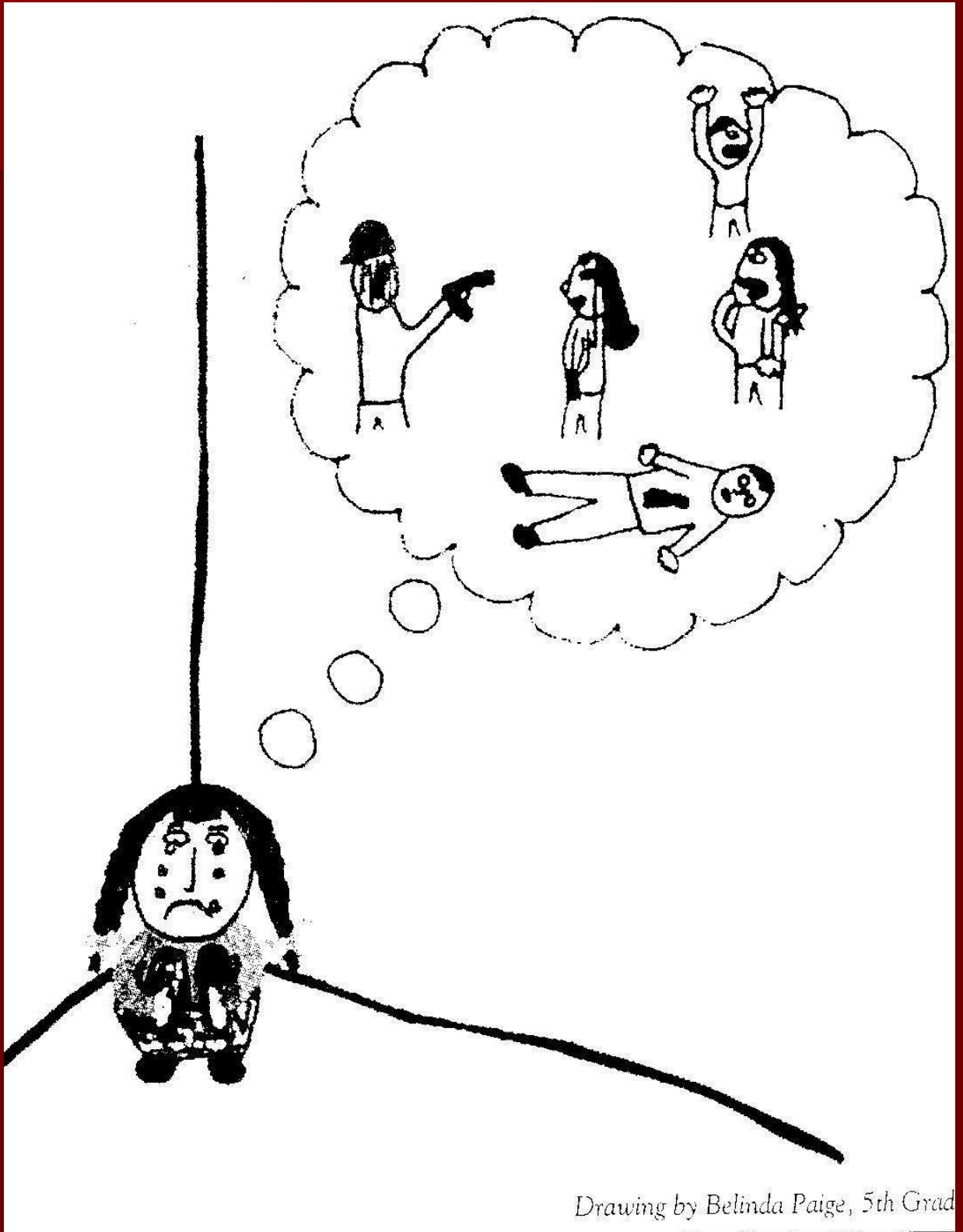
MATT DAVIES
Courtesy Gannett Suburban Newspapers

GANNETT SUBURBAN NEWSPAPERS - U.S.A.

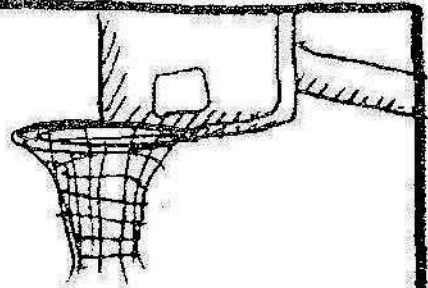
MATT DAVIES ©1996



Community



More



www.ucomics.com

4-9

"Did you see it happen? ... No. Well, I didn't see it either, and we can't call a foul if we don't see it happen."

School

1988

Larson







©1993 The Orlando Sentinel
North America Syndicate, Inc. All rights reserved

"No, kid, we don't have back-to-school sales."



“Today a police officer came to my school to talk to us about juvenile crime. Tomorrow a lawyer is going to teach us how to manipulate the system.”

Aggression Works

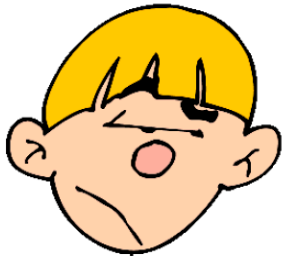
Instant gratification

Power



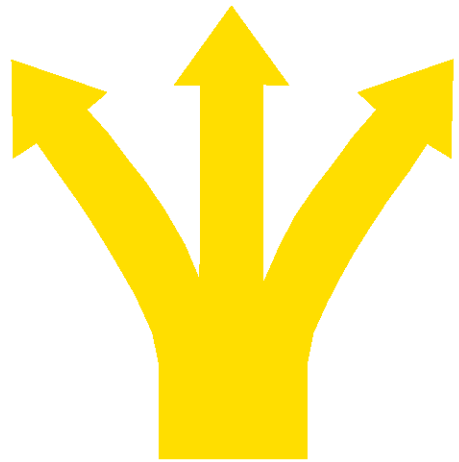
"You know, we're just not reaching that guy."

**Shouting at
children to**



**make them
obey is like**

**attempting to
control the direction
of your car
by pressing
the horn!**



Perception vs. Facts



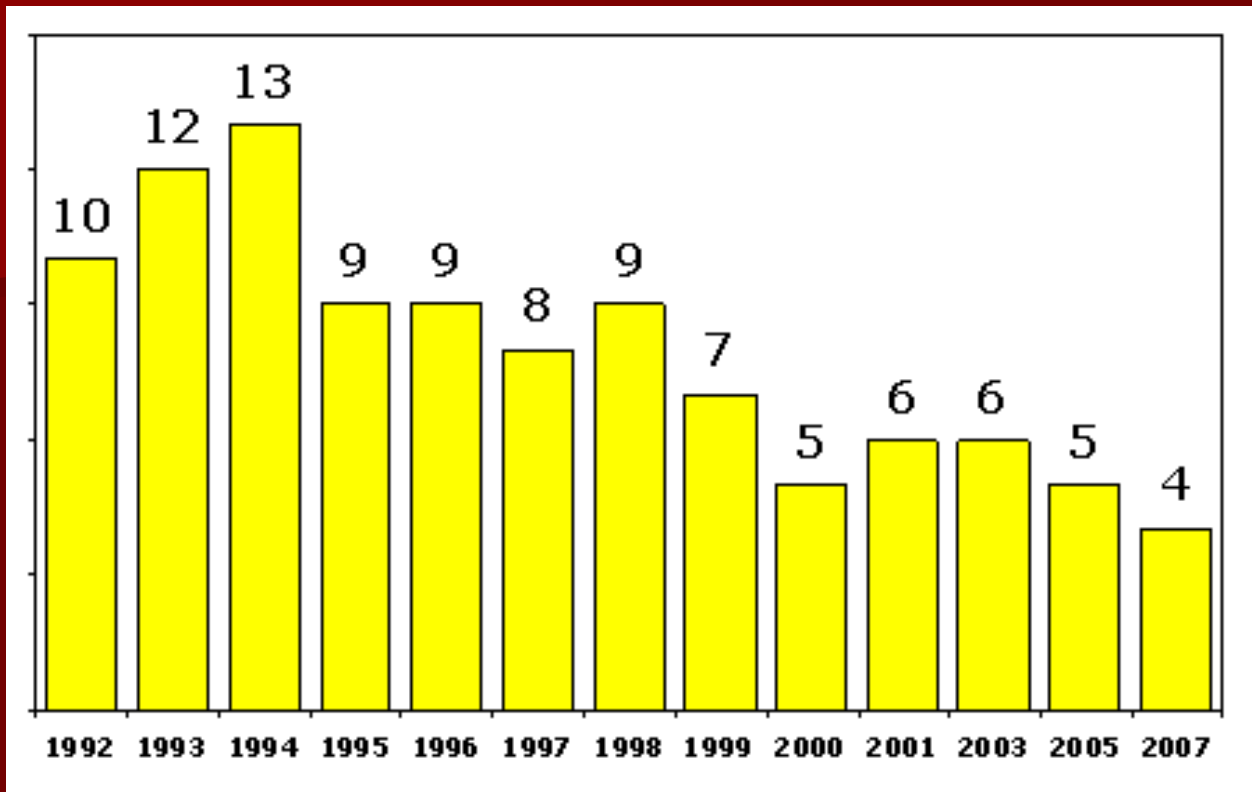


Mike Ramlrez

Rate of serious crimes by youth perpetrators ages 12–17, 1980–2005



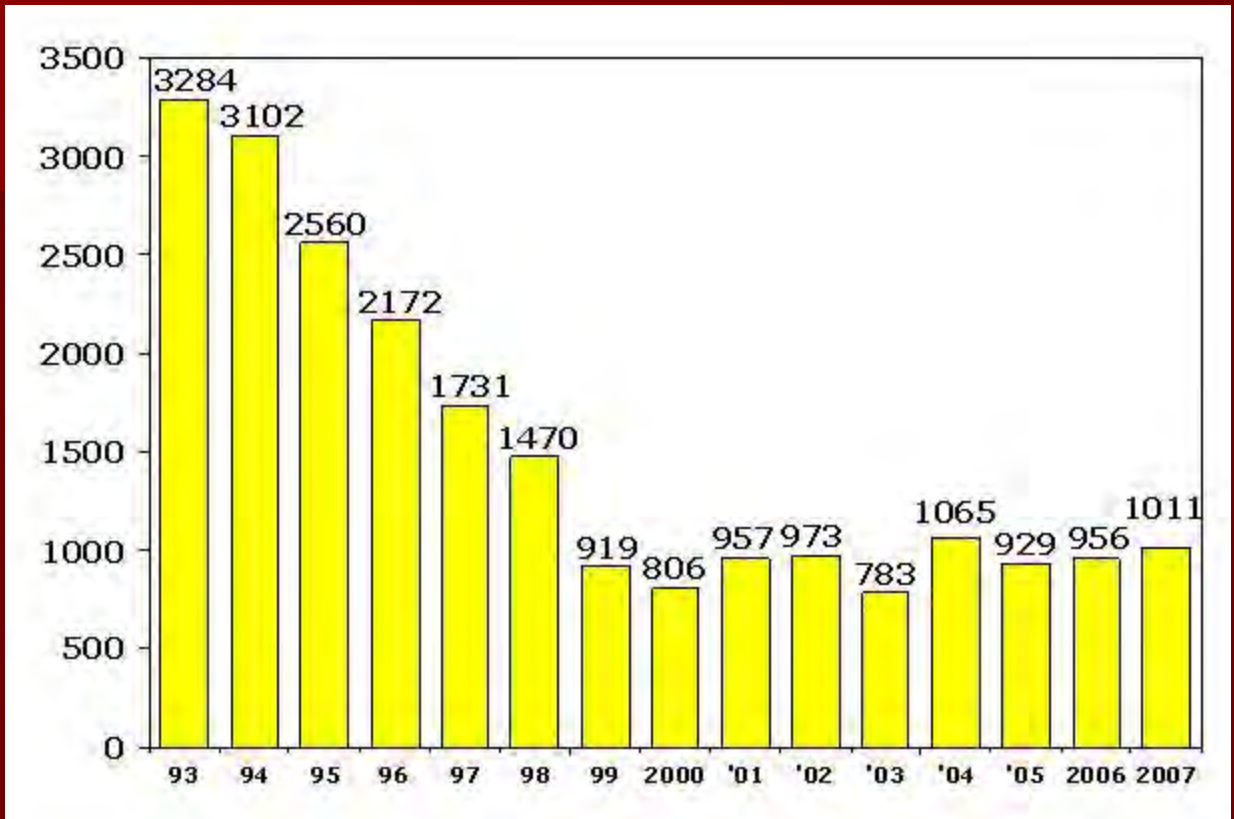
Rate Per 1,000 Students Ages 12-18



Contrary to public perception, violent crime in schools has declined dramatically since 1994. The annual rate of serious violent crime in 2007 (40 per 1,000 students) was less than half of the rate in 1994. These data are victim reports collected as part of the National Crime Victimization Survey and are not derived from school records.

Source: U.S. Department of Justice, Bureau of Justice Statistics,
<http://youthviolence.edschool.virginia.edu/violence-in-schools/national-statistics.html>

Juvenile violence is not increasing



The dramatic decline in juvenile homicides (and other juvenile violent crime) in the 1990s demonstrates that the observed decline in school violence is part of a larger national trend. This decline cannot be attributed to a decline in the juvenile population because the juvenile population increased.

The rate of homicides in U.S. schools has declined substantially since the early 1990s



Homicides on school grounds during school day

Violent Crime Rate

Nationline

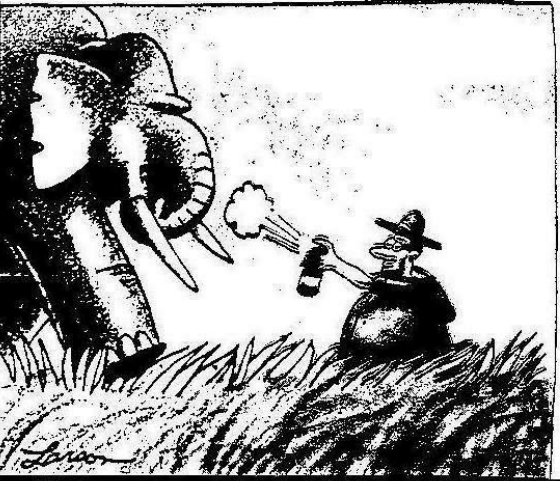
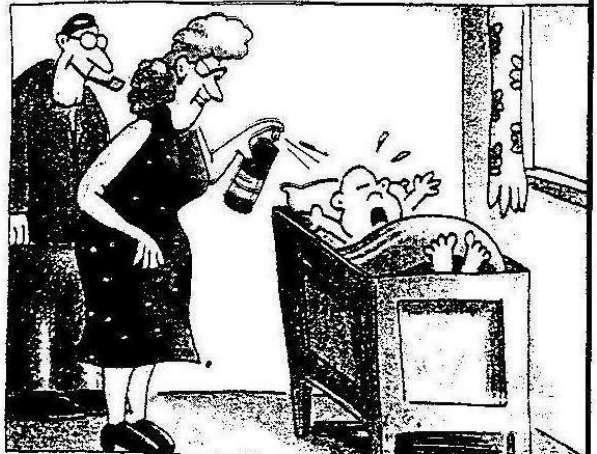
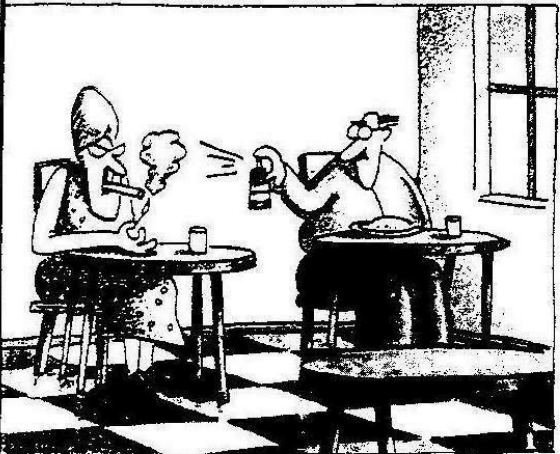
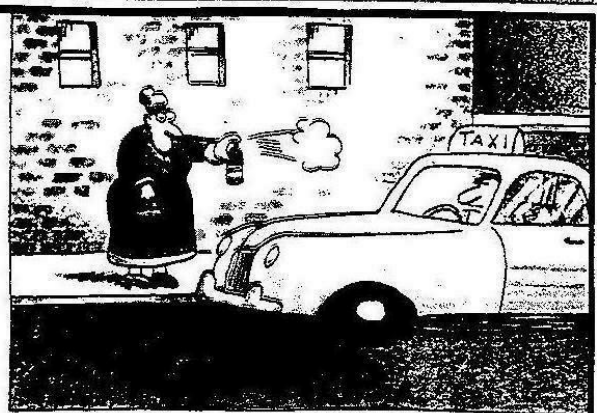
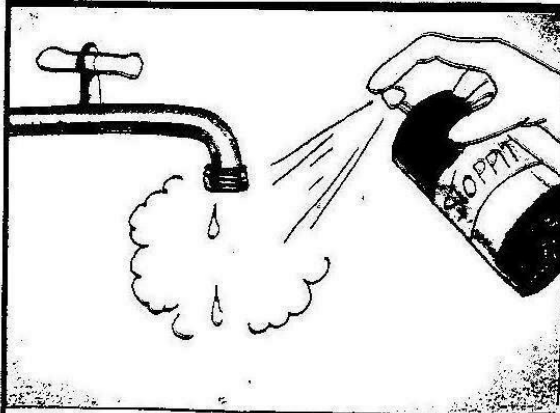
USA Today 5-25, 2010

Violent crime rate declines in 2009

The nation's murder rate declined by 7.2% in 2009, its steepest drop in a decade as violent crime across the USA fell for the third straight year, the FBI reported Monday. Overall violent crime was down 5.5%, led by an 8.1% decline in robbery. Non-violent property offenses also showed across-the-board declines, topped by a 17.2% decline in auto theft, the FBI said in its preliminary report for 2009. The numbers will be updated later this year.

The murder rate inched up in 2005 and 2006, then began to fall. Early this year, however, some cities, including New York and Chicago, reported increases because of spurts of domestic violence and attacks with multiple victims. — Kevin Johnson

FINALLY A SIMPLE SOLUTION



Intervention Model

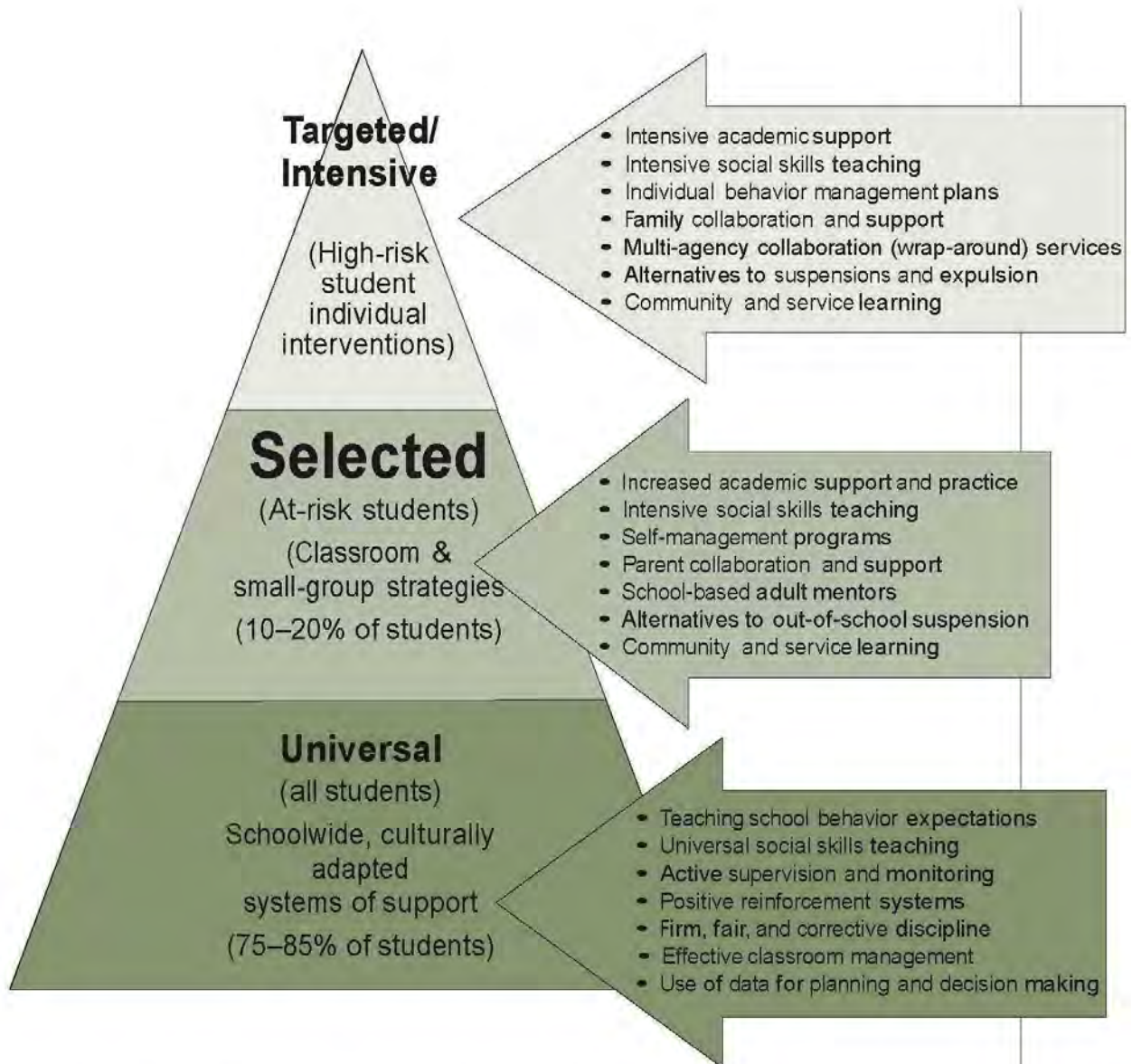
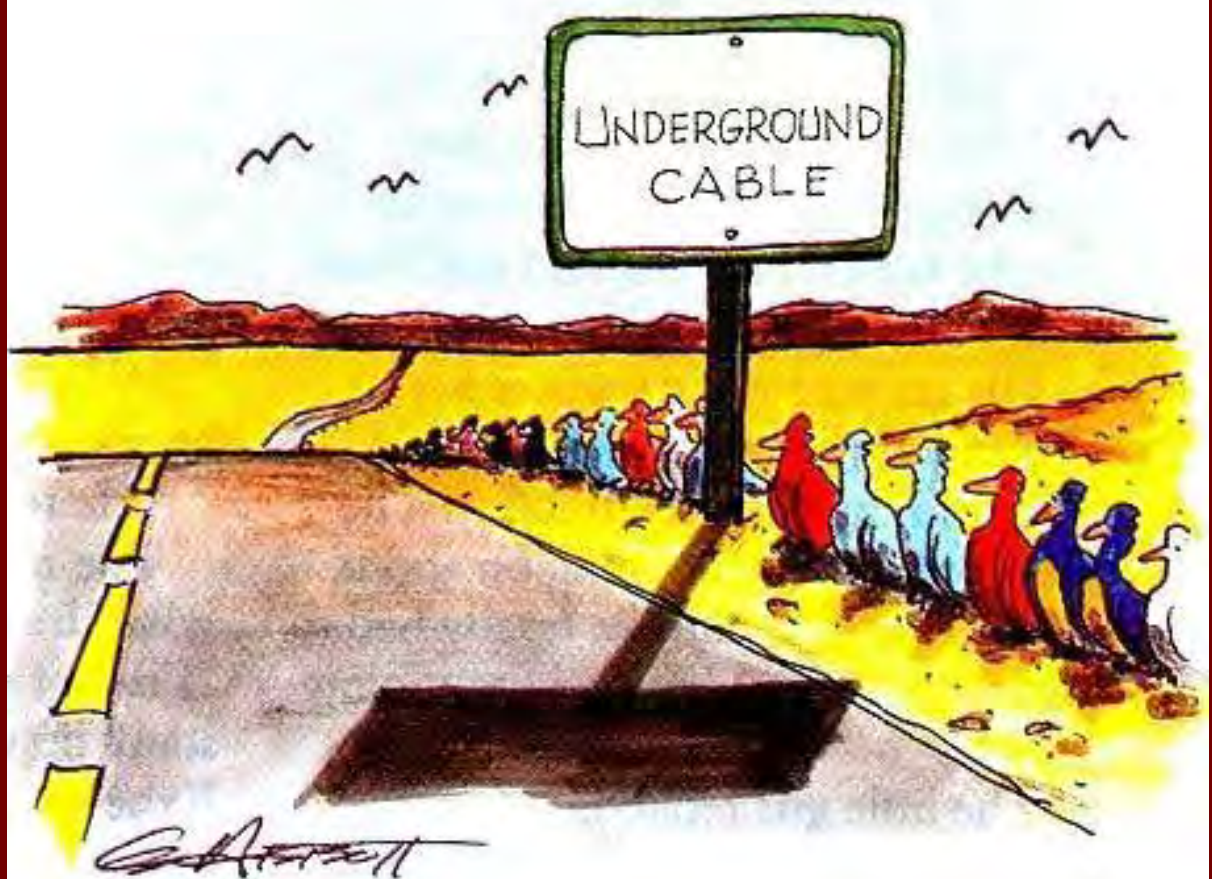


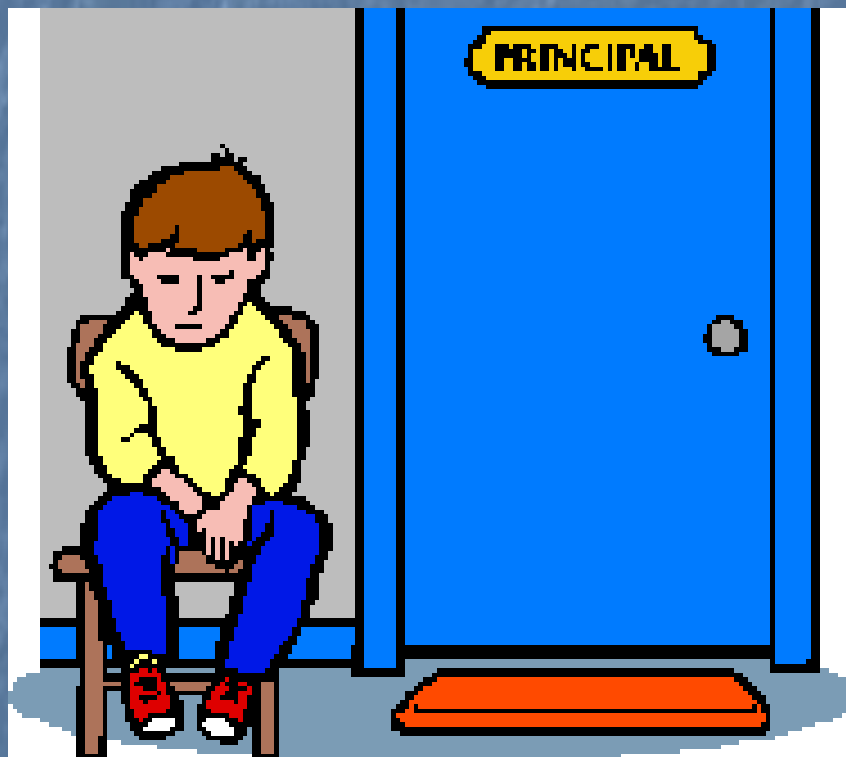
Figure 3. Student Risk Level and Intensity of Corresponding Interventions

Adapted, with permission, from Sprague, J.R., & Walker, H.M. (2005). *Safe and healthy schools: Practical prevention strategies*. New York, NY: Guilford Press.

Some Behaviors Are Very Difficult To Change!



Students with Challenging Behavior





“The Naughty Child”

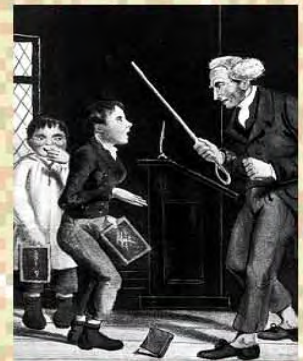
Rembrandt Van Rijn 1635

Mentally Deficient Children

“the moral imbecile”

“the moral deficient”

...an innocent looking but cunning child for whom punishment is of no use, and who is given to sudden naughty impulses....the despair of his parents, the bet noir of the institution, and perplexing puzzle for the jurist.



*Mentally Deficient Children:
Their Treatment and Training 2nd ed.*
G. E. Shuttleworth, 1900

‘*Bet noir*’ is an idiom in English
for someone who is scorned or otherwise on the outs.

CRUEL BIRD PRANKS:

© 2008 CARRILLO. DIST. BY UFS, INC.



Some are easy to identify!

Wide Variety of Labels

INTENTION DEFICIT DISORDER (IDD)



**PROCRASTINATION, LACK OF
CONFIDENCE, CONCLUDING WITH
“I CAN’T SUCCEED, HENCE WHY TRY?”**

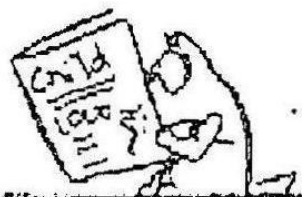
Roy I. Mumme

THE **EXTREMES** OF ANY KIND OF BEHAVIOR

- ⇒ **Too** fast or **too** slow
- ⇒ **Too** brave or **too** fearful
- ⇒ **Too** serious or **too** silly
- ⇒ **Too** active or **too** passive
- ⇒ **Too** giddy or **too** unhappy
- ⇒ **Too** noisy or **too** quiet
- ⇒ **Too** intense or **too** apathetic
- ⇒ **Too** excitable or **too** phlegmatic

COMMITTED / Michael Fry

"WHEN I WAS A KID
MY PARENTS MOVED
A LOT - BUT I ALWAYS
FOUND THEM."
-RODNEY DANGERFIELD-



TAKE A DEEP
BREATH, TIGHTEN
YOUR STOMACH,
PULL FROM THE
DIAPHRAGM AND
SCREAM!

Behaviorally Challenged Child

June

Formerly Spoiled Brat Quarterly

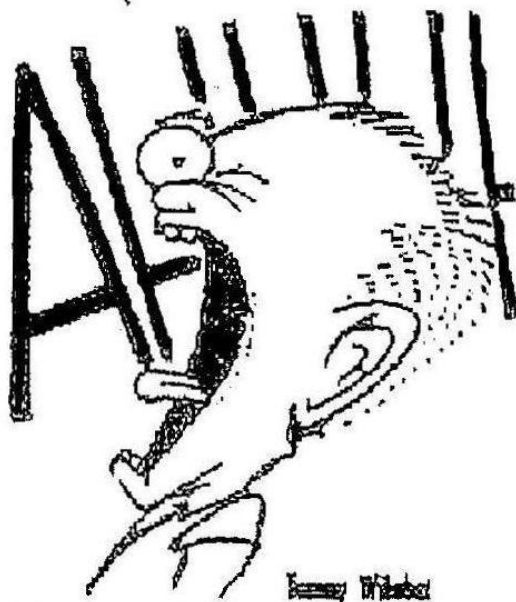
Vol. 2 Issue 6

HOW TO SCREAM REALLY REALLY LOUD

TANTRUM TRICKS

How to get what you want
EVERY TIME!

The Top Ten VINTAGE WHINES



1995 Behaviorally Challenged Child of the Year

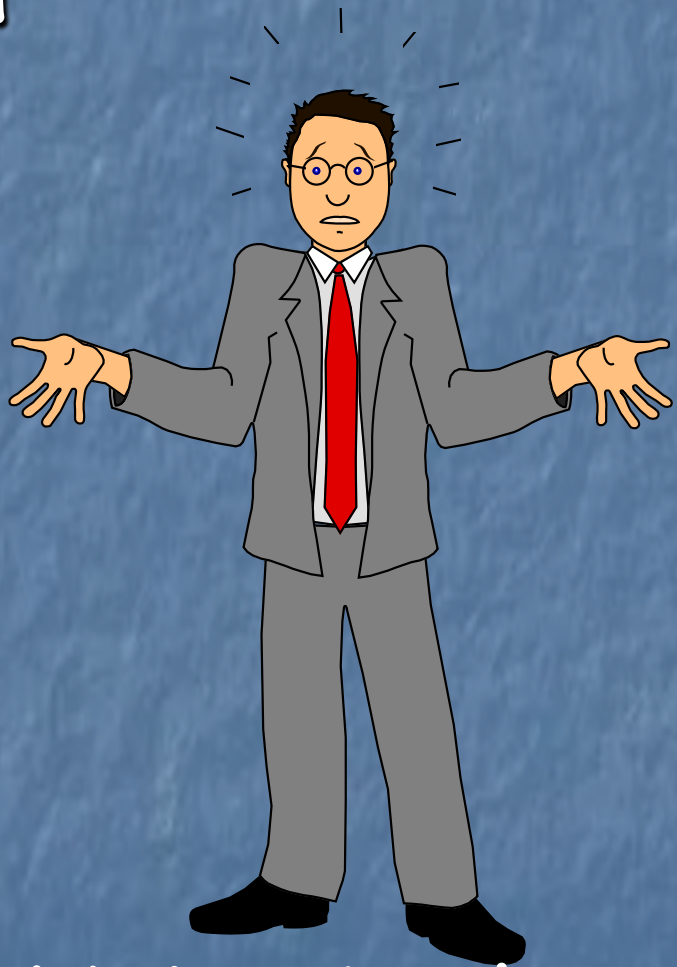
5/01

http://www.behaviorallychallenged.com

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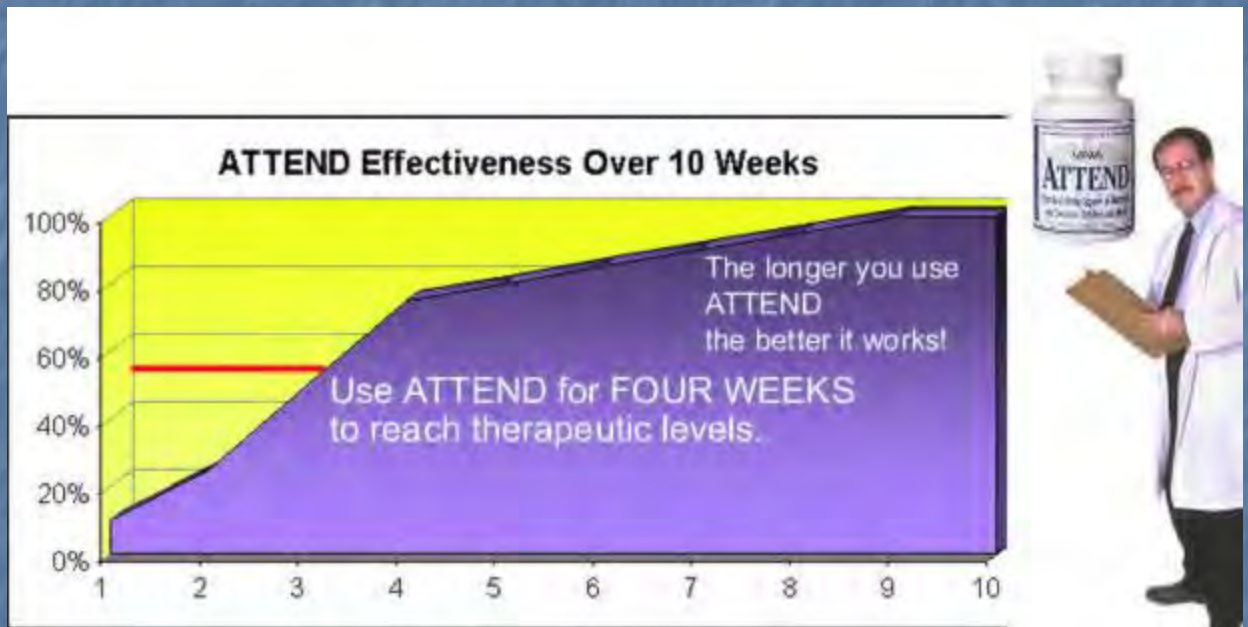
E-Mail: MichaelFry@aol.com

For every complex
problem,
there is a solution
that is simple,
neat and
wrong.



H. L. Menken

There are NO simple solutions NO silver bullets



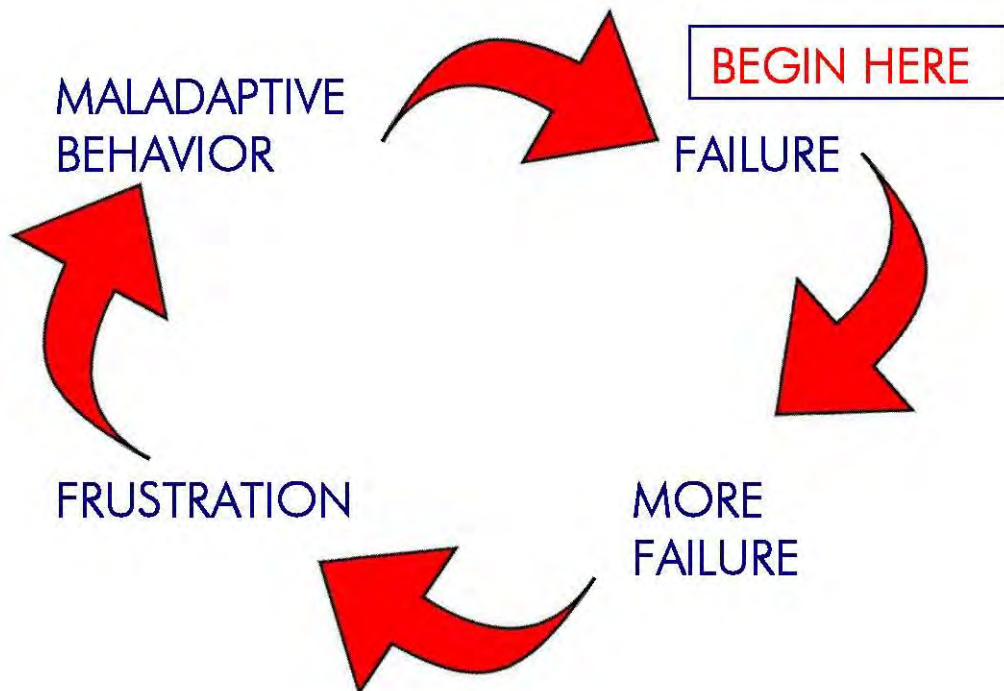
WAYS SCHOOLS CONTRIBUTE TO THE DEVELOPMENT AND MAINTENANCE OF BEHAVIOR PROBLEMS

- 1. Insensitivity to students' individuality.**
- 2. Required instruction in non-functional skills.**
- 3. Ineffective instruction in critical skills.**
- 4. Inappropriate expectations for achievement and behavior.**
- 5. Practicing inconsistent management techniques.**
- 6. Inappropriate contingencies of reinforcement.**
- 7. Undesirable models of conduct.**

J. KAUFFMAN

Failure Cycle

Continued failure means
there is nothing to be gained
by continued effort



THERE IS NO SUBSTITUTE FOR EARLY
INTERVENTION EXCEPT PREVENTION

Students with E/BD

A definition

TOO....



They do....



Too much or **too** little of particular behaviors,

Too often,

With **too** many different problems,

In **too** many places,

With **too** many people,

For **too** long a period of time,

Requiring **too** many interventions,

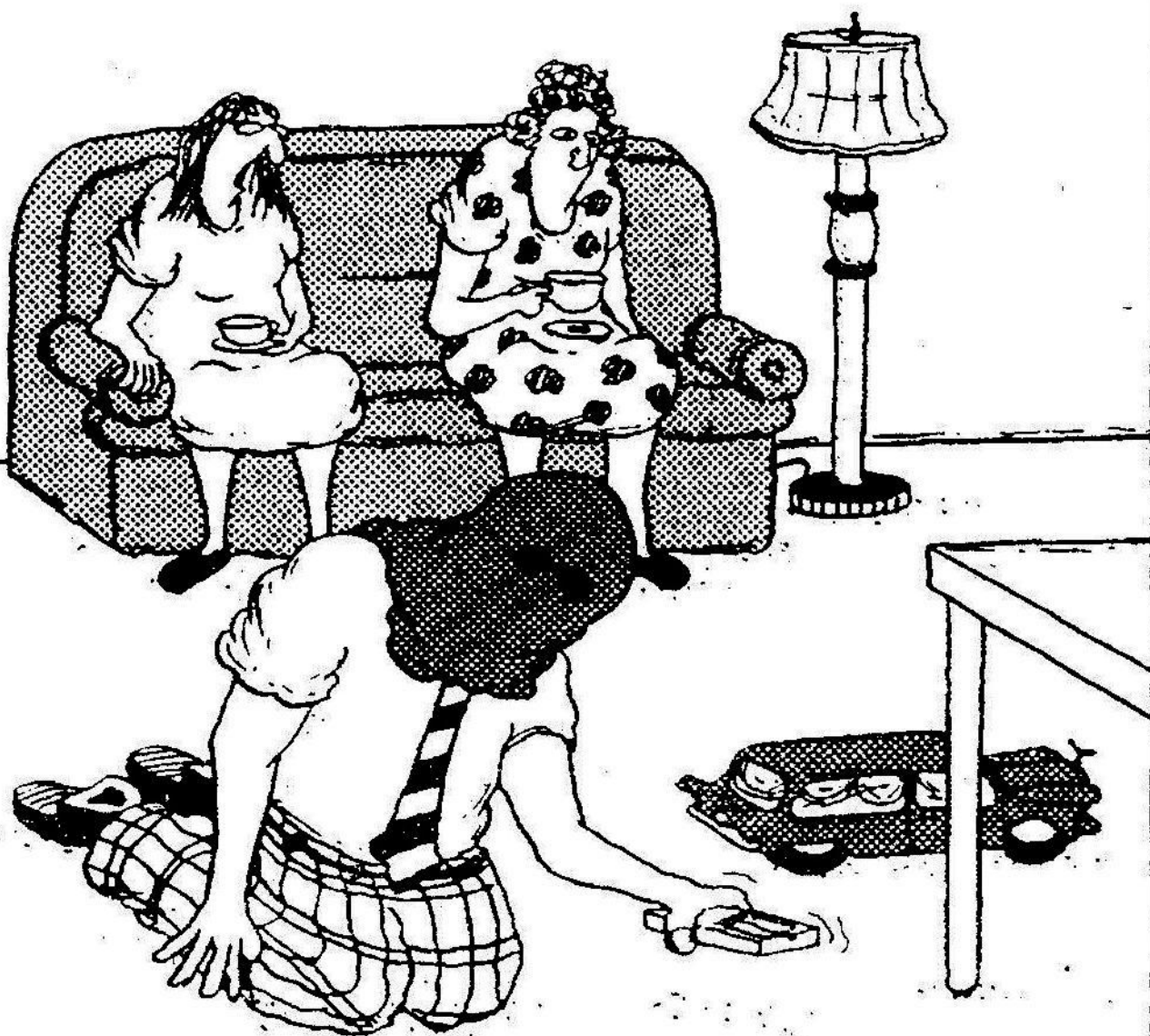
Resulting in **too** little change.



Sheldon Braaten

“Personally, I think Ray is a little too into this mouse extermination project.”

McPHERSON



TWO KINDS OF STUDENT PROBLEMS

SKILL DEFICITS



DIRECT INSTRUCTION

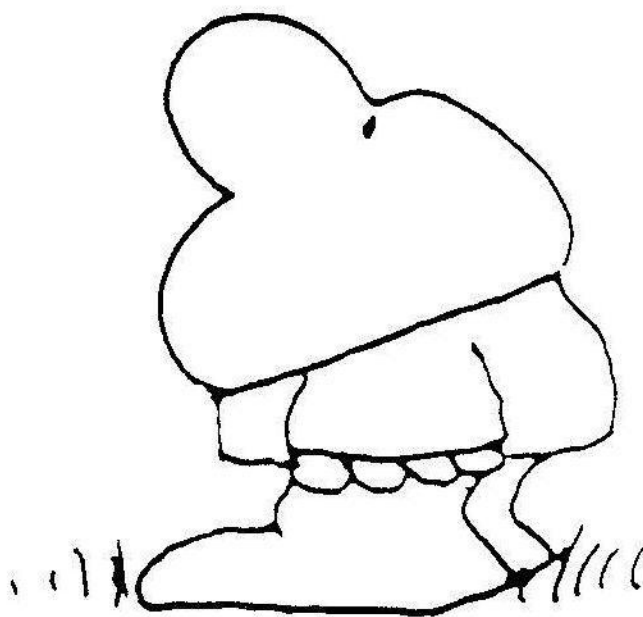
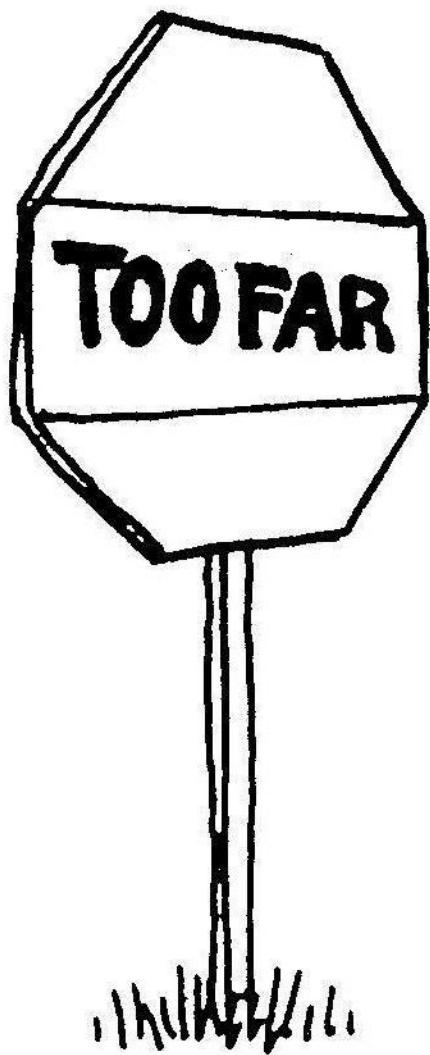
PERFORMANCE DEFICITS

PRACTICE



CHARACTERISTICS OF STUDENTS WITH EBD

		BEHAVIORAL	
		DEFICITS	EXCESSES
T Y P E	INTERNALIZER	IN TOO MANY ENVIRONMENTS	
		CONTRIBUTING EXPRESSING FEELINGS DEALING WITH STRESS ASSERTIVENESS JOINING IN NEGOTIATING PROBLEM SOLVING REWARDING SELF HAVING FUN	TOO FEARS ISOLATION SHYNESS SELF-CONSCIOUS OVERLY SENSITIVE MOODY OBSESSIONS DEPRESSION SELF-BLAMING
	EXTERNALIZER	OVER TOO LONG OF A PERIOD OF TIME	
		LISTENING ASKING FOR HELP FOLLOW DIRECTIONS IGNORING SETTING GOALS ACCEPTING “NO” MAKING DECISIONS PROBLEM SOLVING NEGOTIATING RELAXING SELF-MANAGEMENT	FREQUENTLY ARGUES, LIES AGGRESSION DEMANDING DISRUPTIVE DISTRACTABLE TEMPER TANTRUMS NONCOMPLIANCE RESTLESS PROPERTY DAMAGE RUN AWAY-TRUANT STEALING
TOO UNRESPONSIVE TO TYPICAL INTERVENTIONS			



CHARACTERISTICS OF STUDENTS WITH EBD

		BEHAVIORAL	
		DEFICITS	EXCESSES
T Y P E	INTERNALIZER	IN TOO MANY ENVIRONMENTS	
			T O O
	EXTERNALIZER	OVER TOO LONG OF A PERIOD OF TIME	
			F R E Q U E N T L Y
TOO UNRESPONSIVE TO TYPICAL INTERVENTIONS			

WHY CHILDREN DO NOT PERFORM ACCEPTABLE SOCIAL BEHAVIOR

- 🙄 EMOTIONAL RESPONSES TO STRESSFUL SITUATIONS
- 🙄 REINFORCEMENT FOR UNDESIREDBEHAVIOR
- 🙄 LACK OF REINFORCEMENT FOR PROSOCIAL BEHAVIOR
- 🙄 THEY HAVE THE KNOWLEDGE, BUT LACK PRACTICE
- 🙄 THEY DO NOT KNOW THE APPROPRIATE BEHAVIOR

Learning



Does he know what to do?



"I didn't even KNOW I had an act! And now Mom wants me to clean it up!"

TWO KINDS OF MASTERY

ACCURACY



BEHAVE CORRECTLY

PROFICIENCY



BEHAVE FLUENTLY

MOTIVATION

INTRINSIC

IS IT RELEVANT



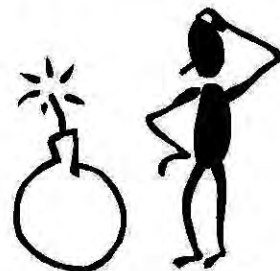
WHAT FUNCTION DOES IT SERVE

EXTRINSIC

TO GET SOMETHING



TO AVOID OR ESCAPE SOMETHING



On Motivation And Resistance to Change



**“I must do only one thing—
I must die.
The rest I can do if I want to!”**

18 year old offender in a secure unit

Cost of Institutional Therapy

“If they gave me all the millions they spent on me here, I wouldn’t cause any more trouble.”





Teenager in an Institution



Social Competence

Social competence is an evaluative term based on judgments that a person has performed a task adequately. These judgments may be based on opinions of significant others, comparisons to explicit criteria, or comparisons to some normative sample.”

(Gresham as cited in Zirpoli & Melloy, 2001, p. 251)

-  **Effective use of social skills**
-  **Absence of maladaptive behaviors**
-  **Positive relations with others**
-  **Accurate/age appropriate cognition**

Psychological Skills Training

Arnold Goldstein, 1981

Definition

...the planned, systematic teaching of specific behaviors needed and consciously desired by the individual in order to function in an effective and satisfying manner, over an extended period of time, in a broad array of positive, negative, and neutral interpersonal contexts.

Psychological Skills Training

A. Goldstein

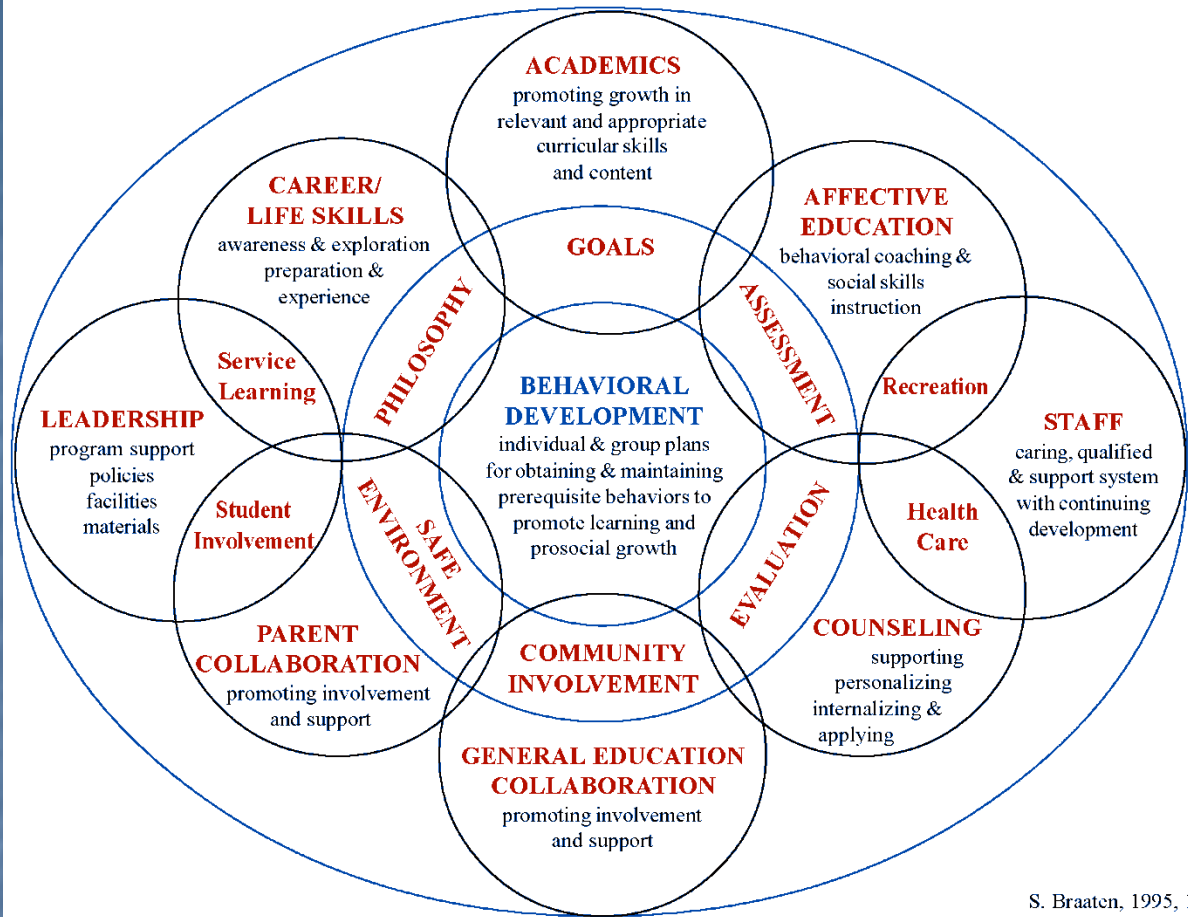
Therapy

- The **learning process** is the central concern of American psychology.
- Psychotherapeutic treatment is increasingly viewed in **learning terms**.
- The “helpee” is lacking, deficient, or at best **deficient in skills** necessary for effective and satisfying personal and personal functioning.

Task of the Therapist/Trainer

- Active and **deliberate teaching** of desirable behaviors.

EBD PROGRAMMING COMPONENTS



S. Braaten, 1995, 1999

INTERVENTION

- **THERAPY = LEARNING SKILLS**
- **NEEDS = CURRICULUM**
- **TREATMENT PLAN =
STRATEGIES & TACTICS
EFFECTIVE INSTRUCTION**
- **GOALS = TRANSFER &
MAINTENANCE**

PERSONAL SKILLS

- **COMPETENCY = MASTERY**
= PROFICIENCY
- **FUNCTIONAL = MEETS A NEED**
= CAN BE DONE
- **RELEVANT = PERSONALLY**
MEANINGFUL
- **STRENGTH-BASED = SUCCESS**
BUILDING
- **DEVELOPMENTALLY APPROPRIATE**
= AGE
= ABILITY
= INTEREST
- **GENERALIZABLE = TO SETTINGS**
= TO CONDITIONS

THE CURRICULUM

- BASIC ACADEMICS
- SOCIAL SCIENCES
- CAREER-VOCATIONAL
- ARTS
- RECREATION
- PERSONAL CARE
- INTERPERSONAL
- INTRAPERSONAL

INTRAPERSONAL SKILLS

- ⇒ **ORGANIZATIONAL SKILLS**
- ⇒ **STUDY SKILLS**
- ⇒ **PROBLEM SOLVING SKILLS**
- ⇒ **GOAL SETTING SKILLS**
- ⇒ **ANGER CONTROL SKILLS**
- ⇒ **SELF- CONTROL SKILLS**
- ⇒ **STRESS MANAGEMENT SKILLS**
- ⇒ **MORAL REASONING SKILLS**
- ⇒ **SELF-ACCEPTANCE**

INTERPERSONAL SKILLS

- ⇒ **SOCIAL SKILL TRAINING**
- ⇒ **SITUATIONAL PERCEPTION TRAINING**
- ⇒ **EMPATHY TRAINING**
- ⇒ **COOPERATION TRAINING**
- ⇒ **BEHAVIOR MODIFICATION TRAINING**
- ⇒ **RECRUITING SUPPORTIVE MODELS**
- ⇒ **UNDERSTANDING & USING GROUPS**

COMPETENCY –
THE INTERNAL
CAPABILITY
THAT UNDERLIES
PERFORMANCE



PERFORMANCE-
THE EXTERNAL
MANIFESTATION
OF THAT
COMPETENCE



Practice Skill to do comes of doing.



Ralph Waldo Emerson

What makes a man a good artist, a good sculptor, a good musician? Practice. What makes a man a good linguist, a good stenographer? Practice. What makes a man a good man? Practice. Nothing else.

Henry Drummond

Mental Health in Schools: A Definition

The Policy Leadership Cadre for Mental Health in Schools... points out that discussion of mental health usually focuses on “mental illness, disorders, or problems.” Moreover, there is a strong tendency to define emotional and behavioral problems as “disorders.” This deficit-based definition is only part of the picture. The authors...refer to the vision statement...of the Report of the Surgeon General’s Conference on Children’s Mental Health (2000), which states: “Both the promotion of mental health in children and the treatment of mental disorders should be major public health goals.” They point out that the term “mental health in schools” should “encompass considerations of the school’s role related to both positive mental health (e.g., promotion of social and emotional development) and mental health problems (psychosocial concerns and mental disorders) of students, their families, and school staff.”



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