

MEET KEENAN

Pre-Reading Question

- *When your students become aggressive, what supports do you provide them in order for them to safely return to a calm and neutral state?*
- *How can you prepare students before a community outing?*

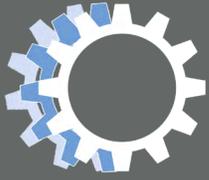
Keenan is a high school student diagnosed with emotional behavioral disorder and a learning disability in reading. Keenan has expressed an interest in working as an auto mechanic in his family's auto-body shop, and assessment data supports this. However, Keenan will need behavioral supports, as he struggles with social skills and has a history of physically aggressive behavior.

Recently, Keenan has been working on forming meaningful social relationships in school and out in the community. At the community center where Keenan has met a group of friends, he was presented with the option of going on a three-day, two-night camping trip. After Keenan discussed this with his teacher and parents, they all came to the agreement that, despite Keenan's struggles, this camping trip would be a good opportunity for him to meet friends and experience something new.

While hiking on a trail on the trip, Keenan saw a snake sitting on a rock close to him and he became very nervous. He got agitated and hit his teacher on the back to warn her about the snake. His teacher yelled at him. He kept hitting her on the arms, despite her yelling at him. Eventually, they moved away from the snake to head back to their camp site and Keenan calmed down once the snake was out of sight. Keenan's teacher feels like it might have been a mistake to take him on the trip.

What's the Problem?

Knowing that the camping trip might bring up new situations or experiences that could make Keenan feel uncomfortable, his teacher could have practiced self-management skills with him, encouraging him to monitor and assess his own behavior. Keenan and his teacher could have role-played different situations that might come up during the camping trip. Of course, not all situations that might arise can be predicted, but Keenan could get experience dealing with feelings of fear, surprise, and anger in a productive way. Both Keenan and his teacher could discern which self-management strategies work best for him.



Transition

T E N N E S S E E

What's the Solution?

In order to help Keenan understand how to develop self-management strategies to deal with his aggressive behaviors, his teacher decides to model problem solving strategies and use role plays to help Keenan prepare for future events. Keenan's teacher walks him through the "If _____, then _____" logic around choosing between different reaction options. Keenan will identify the possible negative/positive consequences from each behavior that he has the option of choosing to help him identify which is the most socially appropriate. After practicing the role-play scenarios with effective/constructive feedback and using the decision-making logic method, Keenan will be better equipped to handle possible stressful situations he might encounter.

Post-Reading Questions

- *What are some other self-regulation strategies Keenan's teacher could have used to help him deal with his fear and anger?*
- *What types of self-management strategies have you found effective for students with aggressive behavior?*