**UNIT 9**

**REDUCING AGGRESSION IN THE CLASSROOM**

1. **Describe three styles of teaching that are likely to increase an aggressive response by some children.**
2. **Everyone seems to have different “breaking points’ in tolerating aggression. One person sees red if a child is rude, whereas another finds it more difficult to cope with a child who hurts other children. Do you know what your breaking point is? What do you do to control yourself when you reach that point?**
3. **List several alternative approaches children can be taught that will help them get what they want without hurting other people.**
4. **Problem: Jerry and Austin are squabbling over a sprinkling can in the garden, each wanting to water the radishes with it. Finally, Austin tips it over and pours water on Jerry’s shoes and Jerry begins to cry. He seizes a shovel and whacks Austin’s hand with it. How would you use what you have learned in the unit readings to control the boys’ behavior? Explain some long-term actions you might take to make it less likely that this behaviour would happen again.**
5. **Why are “time-outs” not appropriate for young children, and what is the alternative recommended in the “**[**Frequently Asked Questions about Time-outs**](https://www.beststart.org/resources/hlthy_chld_dev/pdf/FAQ_Time-outs_K70B.pdf)**” article in the** [**Working with Young Children – Positive Guidance**](http://content.scienceofecd.com/allied-health/cdp/) **reading assignment.**
6. **Suppose you have a high-energy, aggressive child in your group. Suggest several ways that he or she could work off this energy without hurting other people.**
7. **Change the following negative responses to positive ones. Remember to tell the child what they can do rather than what not to do. Follow up with an explanation of the effect of the behaviour and when possible offer alternatives.**

* **Stop throwing the sand.**
* **Don’t be so rough with that book!**
* **Don’t throw toys.**