

Michael Auden's Teaching Boys

Interactive Training Modules

Boys' Aggressive Behaviour



© Michael Auden 2014

The Village Teacher

www.MichaelAden.com.au

Michael Auden's Teaching Boys

Interactive Training Modules

Michael Auden's Teaching Boys Self-paced training modules

Michael Auden's Teaching Boys Self-paced training modules

1. Your teaching brain – his learning brain
2. Is he ready/equipped to learn?
3. His learning styles/preferences
4. Words and images
5. How much noise and movement can you stand in your classroom?
6. Setting boundaries for his energy, aggression, humour and language
7. Walk and talk – communicating with boys
8. Balancing everyone's gender preferences
9. Some winning ways with wayward boys
10. Your boy-friendly strategies
11. Mums and Dads are Important
12. Be an empowering teacher – Ways to give your boys confidence and higher self-esteem
13. Boys and Books – boys' literacy
14. Boys and Words – boys' literacy
15. Masculinity – the grow of boys and the role of males in their development
16. Ask a man – getting the inside word on male behaviour and motivation
17. Dangerous lives – explore why boys are at risk
18. Identity – we explore the importance of personal identity to growing boys
19. Testosterone Tsunami – together, we explore the behaviour of boys going through puberty
20. His tender side – a close look at a boy's emotional development

Created by Michael Auden © 2014

The Village Teacher

94 Greenwich Road Greenwich NSW 2065

Email: Michael@michaelauden.com.au

Web: www,MichaelAuden.com.au

Boys' aggressive behaviour

Understanding Boys

Probably the most important thing you will learn about boys is this simple fact: they are boys. This statement is not as ridiculous as it may sound. Just as you have been trained since birth to think and act as a girl ~ you have been given dolls to play with and pretty dresses to wear, and have been told to behave like a young lady and not to be a 'tomboy' ~ so too boys have been trained to act as boys from their earliest days. The fact that even as infants they are given blue things to wear instead of pink ones shows that different ways of acting are expected of them.

From the time he is old enough to understand, a boy is taught to 'behave like a man.' If he is hurt, he is told not to cry, for that is what girls do. If he wants to play with dolls, they may be taken away from him and he is given building blocks or toy trains instead. If he wants to play games with girls instead of playing baseball or football with other boys, he is sneered at and called a sissy. He is praised for being strong, for enduring pain without whimpering, for being brave. If challenged, he is told to 'fight for his rights.' He is taught to assert himself and not give in to others easily lest he be thought a pushover. He is discouraged from showing 'soft' emotions like tenderness, lest he be ridiculed by his friends.

To be considered a man is worth more to a boy than almost anything else. He will confess to many weaknesses. He may admit that he does not do well in school, is not good at basketball, and cannot hit a straight nail with a hammer. He will admit to almost any shortcomings ~ but if he wants to maintain his self-respect, he will not confess to a 'lack of manliness.' And this desire to be thought manly persists throughout life. Even in their deepest sorrow, many men consider it soft and womanly to weep or to confess any lack of emotional control. . . .

If you want to understand boys, then, you first must understand that their own sense of self survival will not allow them to tolerate any suggestions that they lack manliness.

The best way to know what makes a boy tick is to find out what his idea of manhood is. This is easier said than done. Like you, a boy has been influenced not only by his parents, but also by other members of his family, his social environment, his religion, and many other factors which have helped him form a picture in his mind of what being a man consists of.

Problem behaviour

Onset of Problem Behaviour in Boys

At what age can the emergence of behavioural problems first be detected? In a review of developmental approaches to aggression and conduct problems, Rolf Loeber and Dale F. Hay (1994) described the emergence of both opposition to parents and aggression with siblings and peers as a natural occurrence during the first 2 years of life. As toddlers develop speech capacities, they are more likely to utilize words to resolve conflicts. In general, oppositional behaviors decline between ages 3 and 6, as children acquire more pro-social skills for expressing their needs and dealing with conflict.

Some toddlers and preschoolers distinguish themselves from the norm by committing acts of intense aggression, initiating hostile conflict rather than reacting when provoked, and generally being characterized by parents as having a difficult temperament rather than one of harmony and ease. In a study of 205 boys ages 10 to 16, mothers were asked to rate how easy or difficult it had been to get along with the child when he was 1 to 5 years old. Five years later, when the boys were 15 to 21 years old, those originally characterized by their mothers as “difficult” had an officially reported delinquency rate that was twice as high as that of the children characterized as “easy.”

After birth, the earliest problem noted is generally the infant’s difficult temperament.

Although activity level is one dimension of temperament, hyperactivity becomes more apparent when children are able to walk. Overt conduct problems, such as aggression, are usually not recognized until age 2 or later, when the child's mobility and physical strength have increased.

During the preschool years, the quality of the child's social contacts becomes evident, including excessive withdrawal or poor relationships with peers and/or adults. Academic problems rarely emerge clearly before the child attends first or second grade. Beginning at elementary school age and continuing through early adolescence, covert or concealing conduct problems, such as truancy, stealing, and substance use, become more apparent. Because the age of criminal responsibility in most States is 12 years, children are less often arrested prior to that age. For youth age 12 and older, the prevalence of delinquency and associated recidivism increases.

Based on retrospective and prospective data, the median ages of onset for the oldest sample show that stubborn behavior tended to occur earliest at median age 9, with a wide range of onset—the 25th percentile at age 3 and the 75th percentile at age 13. This was followed by minor covert acts, such as lying and shoplifting, at median age 10. Defiance, which involves doing tasks in one's own way, refusing to follow directions, and disobeying, emerged next at median age 11. Aggressive behaviors, such as bullying and annoying others, followed at age 12, along with property damage, such as vandalism and firesetting. More seriously aggressive acts, such as physical fighting and violence, came last at a median age of 13. Also at that age, authority avoidance, such as truancy, running away, and staying out late at night, emerged.

Aggressive Children who are left out of playgroups seek attention in negative ways. They are often argumentative, impulsive and disruptive. Aggressive children engage in hitting, starting fights, rough and tumble activities and name-calling. They lack the skills to get along with others and inhibit impulsive actions. To the other children, they appear to be angry without cause. The child who is rejected by his peers may come to view the world as hostile. Presumption of hostility leads to an inability to generate positive solutions to problems and ultimately more aggressive behavior. As they grow up, aggressive children gravitate toward peer groups that foster prejudice and persecution of people who are perceived to be different. Revenge thoughts, and acting out with bullying and violence, give them a misguided sense of being in control.

Withdrawn Students

Withdrawn Children are seen by their peers as neglected, passive and unhappy. They speak too softly, give in to others and their feelings are hurt easily. They lack the skills of assertiveness. They stand back and watch and pull back from playgroups and may be rebuffed if they attempt to join group activities. Most are not hostile to others but their perceptions that the world is hostile cause them to lose interest in school sponsored group activities. Solitary behavior such as being off task, dawdling or daydreaming is predictive of poor social acceptance. As anxious and insecure loners, they may turn to revenge preoccupations gain a sense of self-esteem that their peer group denies them.

Children who are disliked by others do not form bonds with others. Not having satisfying friendships, they often turn to antisocial behavior seeking activities that are stimulating to them. Children without friends often resort to alcohol and drug use and engage in gang behavior. Children who do not have a wide range of positive social skills to draw from to deal with stress become disconnected from positive values, and having

high standards for one's behavior. They feel alienated from the higher concepts of respect for others, democracy and turn off to school activities.

Anger is a chain of simultaneous body and mind reactions. It happens quickly as one of the responses to threat or perceived threat. It takes one thirtieth of a second from threat to reaction for the chain of mind and body reactions to take place!

The response of anger can serve many different functions. Some people with low self-esteem automatically substitute anger during threatening experiences due to their fears of being seen as vulnerable. They have learned that acting tough and macho makes them feel important. Often negative emotions serve to manipulate, control or intimidate others. Sometimes a child will substitute an inappropriate emotion such as anger for another response out of fear. Getting angry when frightened, or crying when frustrated, are examples of misguided emotion.

Expression of hostility creates more hostility for the child. The child who cannot control his aggression can end up with peer rejection. Habitual, hostile expression of anger perpetuates an environment that is unhealthy for all involved. Venting anger only turns up the heat and keeps it flaming through justification of the right to be angry. The angry person may feel better for a short time after raging but underneath he often feels worse for losing his cool. Or he may hold on to his anger rationalizing it to himself and others in an attempt to maintain his right to behave in violent ways.

Children who are habitually angry typically suffer from skill deficits. They have missed learning some of the basic skills in getting along with others. They misinterpret social situations that are ambiguous and respond with aggressive behavior. They have a set of beliefs that emphasize retaliation. They may erroneously

believe that self-righteous expression of anger is healthy. Angry children have not learned to put themselves in others' shoes and see things from other people's perspective.

They have not learned the skill of consequential thinking. They do not know how to break into their rigid thinking and cannot stop making judgments about others. They have strong "shoulds" for others and get upset when others do not follow their wishes. They blame others for their problems and do not take responsibility for their own actions. They cannot allow themselves to see that they are at fault for some of their problems.

Individuals who get upset daily over many small things have an one-response perspective on life. Their belief is that "I want what I want when I want it and can do whatever it takes to get it! I have the right to get angry over every little thing. It is right for me to be angry and express it any way that I want. I have a right to have it my way." They have destructive entitlement beliefs that keep them convinced that others must conform to their wishes. They come to believe that the world "owes them" because they are "special." Since the world rarely goes the way they want, they are continually disappointed and become angrier. Their negative self-talk convinces them that it is horrible when things do not happen the way that they want it to be.

Anger can be expressed outward towards others or turned inward. Children who express anger directly often have an attitude of hostility to keep adults away. They may verbally abuse their peers.

Some angry children are internalizers—they take negative things inside and are secretly angry. They are not comfortable in letting others know how they feel. They rarely talk about or express their anger directly to others. Their belief is "I must be the nice guy and can't let you know how angry I really am." They may develop physical symptoms due to the stuffing of the anger or become depressed.

In either case—anger “outers” or anger “inners” — the person with unresolved anger is caught in behavioral pattern that alienates him from others.

Michael Auden's Teaching Boys

Interactive Training Modules

Michael Auden's Teaching Boys Self-paced training modules

12. Your teaching brain – his learning brain
13. Is he ready/equipped to learn?
14. His learning styles/preferences
15. Words and images
16. How much noise and movement can you stand in your classroom?
17. Setting boundaries for his energy, aggression, humour and language
18. Walk and talk – communicating with boys
19. Balancing everyone's gender preferences
20. Some winning ways with wayward boys
21. Your boy-friendly strategies
22. Mums and Dads are Important
12. Be an empowering teacher – Ways to give your boys confidence and higher self-esteem
13. Boys and Books – boys' literacy
14. Boys and Words – boys' literacy
15. Masculinity – the grow of boys and the role of males in their development
16. Ask a man – getting the inside word on male behaviour and motivation
17. Dangerous lives – explore why boys are at risk
18. Identity – we explore the importance of personal identity to growing boys
19. Testosterone Tsunami – together, we explore the behaviour of boys going through puberty
20. His tender side – a close look at a boy's emotional development

Created by Michael Auden © 2014

The Village Teacher
94 Greenwich Road Greenwich NSW 2065

Email: Michael@michaelauden.com.au

Web: www.michaelauden.com.au