

## RESOLUTIONS

### **Suggestions and Notes for Redirecting NEGATIVE or AGGRESSIVE Behavior to Positive Attributes and Initiatives for Good Cause, Protecting the Environment and Humanitarian Causes**

#### **Teachers: Elementary through High School Levels**

- 1) If a teacher recognizes negative or aggressive behavior then post the motto on the bulletin board using the appropriate identifier of the behavior. For example, "If your friend is aggressive, then invite them to help you and help others for good cause"
- 2) Find the strong and weak points in an individual's negative or aggressive behavior. Have victimized student help the individual aggressor in their weak points so the aggressor understands the victim's value as a person who can help them. Ask an individual that is normally a victim of another individual's negative behavior to be a leader. Assign them a group with an aggressive or negative individual as a partner based on the partner's dominant or negative character in order to exercise their strengths in a group with a challenging goal. Redirecting the negative or aggressive behavior of an individual is accomplished by having the individual recognize personal strength and the power of themselves is one way an individual can learn to help manage strengths in new positive directions.

A supervisor and peer oversight group will be advocates to oversee the negative or aggressive strengths once redirected to a responsible common goal such as humanitarian good cause or protecting the environment.

- 3) A negative or aggressive individual will identify with their personal power used for good cause. This will still fulfill the need of a negative or aggressive behavior of an individual to feel powerful. Personal power is an element these individuals seek and achieve through negative or aggressive behavior. Redirecting personal power from negative or aggressive individuals to that of personal achievement for good cause issues or challenging initiatives that protect everyone, even from other individuals with negative or aggressive behavior is very useful.
- 4) Being part of a group with a goal for "environmental initiatives" or "humanitarian cause" is a way to gain popularity because of positive praise. An individual with negative or aggressive behavior placed in a position to receive recognition for group achievement, while recognizing the help from others, will still gain popularity. Popularity is another reason for some individuals with negative or aggressive behavior to act as they do. If popularity is achieved with "good cause", "environmental issues" or "human rights initiatives", etc. then

the individual with negative or aggressive behavior, may continue to redirect their behavior for this greater acknowledgement.

- 5) The personality characteristics of some individuals with negative or aggressive behavior are tenacity, persistence, dominance, and even the ability to deal with others like them. With refinement, these can be the same qualities needed for developing leadership skills if reinforced consistently by group exercises. This is a way to redirect the same negative or aggressive behaviors.
- 6) The relationship of an individual with negative or aggressive behavior with a victim or group of victims may also be redirected if common ground is realized among other issues. Such as pollution, cancer, animal welfare, home life, protecting the planet, or protecting the school water source for instance. Find common causes among individuals with negative or aggressive behavior and victims of the individual's behavior, and have them work together to help the common cause.
- 7) Victims need to be supported by a group of like students. Working as a coalition to deal with redirecting individuals with negative or aggressive behavior on common causes is usually successful by using the strengths of all involved. All victims should have a voice and are given a stronger voice when negative or aggressive behavior is not tolerated. When emphasis is given to a group to control or redirect negative or aggressive behavior they support each other.
- 8) Individuals with negative or aggressive behavior are often victims too, or have been victims in the past. They may have learned these behaviors to defend themselves. Understanding the reasons for the individual's negative or aggressive behavior doesn't make it OK or allowable to act this way. But redirecting the behavior to the kind of causes that could prevent the actions or events that made the individual behave this way may get a strong interest from the individual with negative or aggressive behavior in the sense of interest. These interests are an opportunity to redirect negative and aggressive behavior into leadership value. These could be projects like preventing child abuse, supporting child protection, family help programs, foster programs, and Big Brother Big Sister programs in order to help others.
- 9) If this chosen cause is "too close to home" and uncomfortable for the individuals with negative or aggressive behavior, and then anxiety, stress or more anger is created, and the individual chooses to keep working on the direct causes which result in these reactions building, then refer counseling while working on the issues to help the individual work through these behaviors.
- 10) If the individual has adverse reactions to the "too close to home" causes, then recommend an overall project like "environment issues" or "saving the planet" to further displace the reason for learned negative or aggressive behavior. They may come back to these more direct causes later as they mature.

- 11) Having an individual with negative or aggressive behavior recruited by a sport team may be a way to redirect and even diffuse negative or aggressive behavior, learn about team work, group responsibility, and focus on sports instead of being negative or aggressive with other individuals. The physical activity release is also important for releasing built up anxiety or anger individuals sometimes internalize. The comradeship among good team membership fulfills individual needs of acceptance and sometimes popularity.
- 12) Early age intervention is necessary when persistent negative or aggressive behavior is an issue. Both being an aggressor and being a victim is long lived. Both the perpetrators and victims must learn to negotiate consequences. Help them both understand the consequences that are appropriate later in their life for their actions. Redirecting the consequences into real life scenarios places not only the responsibility on their direct actions, but also the places the responsibility they have to others, and the community at large. One Solution I recommend: Let real life ex-convicts, approved by professional Speakers Bureaus for selected class levels, tell their story of how negative or aggressive or behaviors which they acted out, were directly related to their consequences.
- 13) Making an individual with negative or aggressive behavior an equal in a group is important. He or she must learn to recognize the strengths of others that may have been victims of their negative or aggressive behavior and that many group goals cannot be achieved without whole and individual participation of each member participating. These exercises are like the *Life Boat Theory* exercise.
- 14) Balance the power of victims with that of individuals with negative or aggressive behavior in exercises. Exercises that introduce “empowerment to the weak or disempowerment to the powerful will help balance the power to make individuals equal.” Everyone has an important part to play and each individual serves as an asset to every other person in the group, and the group as a whole. Find key elements in activities that give victims strength and gives individuals with negative or aggressive behavior the necessity to rely on the victims strengths in these exercises.
- 15) Changing the roles or character of victims by placing them in leadership roles that are dependent on the other individual’s must be fail-safe in the exercise. This will provide a different identity role for victims. This will also provide a different identity for the individuals with negative or aggressive behavior who can no longer react to the victim as a victim, even though it is the same person. This helps redirect the character of both the victim and the aggressor, and also the peers who are in the exercises.

As teachers and therapist develop and work with these programs they may email them to our [www.deanandjoostory.com](http://www.deanandjoostory.com) web site and we will post the programs and exercises.

By submitting the programs and exercises to our web site you are agreeing to share the materials with other teachers, therapist and the public domain who may download and use them for the benefit of the students and programs.

Thank You,

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